

The Efficacy of Instructional Tool in Reading Skills on Foundational Literacy for Basic Graders

¹Maria Mila I. Ofiasa, ²Rowena G. Basay, ³Evelyn B. Despi, ⁴Carmel Dulce Z. Nacario, ⁵Teodulfo E. Alvaro, ⁶Rowela A. Nemil, ⁷Krizza Faye S. Zapanta

Cebu Technological University

¹mariamila.ofiasa@deped.gov.ph, ²rowena.geray@deped.gov.ph, ³evelyn.bula@deped.gov.ph,

⁴carmeldulce.nacario@deped.gov.ph, ⁵teodulfo.alvaro@deped.gov.ph, ⁶rowela.allanic@gmail.com,

⁷kringkring102694@gmail.com

Article Details:

Received: 2 October 2026

Revised: 12 October 2026

Accepted: 19 October 2026

Published: 28 October 2026

Corresponding Email:

mariamila.ofiasa@deped.gov.ph

Recommended Citation:

Ofiasa, M. M. I., Basay, R. G., Despi, E. B., Nacario, C. D. Z., Alvaro, T. E., Nemil, R. A., & Zapanta, K. F. S. (2026). The efficacy of instructional tool in reading skills on foundational literacy for basic graders. *The International Review of Multidisciplinary Research*. 1 (13), 143-151. <https://doi.org/10.67167/vertex.772>

Index Terms:

foundational literacy, Grade 3 learners, reading skills, academic performance in English, reading interventions

Abstract. This study examined the reading skills of Grade 3 learners and their relationship with academic performance in English in selected public elementary schools in the Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027. Specifically, it assessed learners' proficiency in phonemic awareness, phonics, text recognition, vocabulary, and comprehension; described the profiles of the teacher and learner respondents; and determined whether a significant relationship existed between reading skills and academic performance in English. The study employed a descriptive-correlational research design involving 100 respondents, comprising 96 Grade 3 learners, with 24 learners from each of four schools, and four teachers from Pooc, Sta. Fe Central, Vito, and Baigad Elementary Schools. Data were gathered through a modified survey questionnaire and informal interviews. Frequency counts, percentages, weighted means, standard deviations, and Pearson's product-moment correlation coefficient were used to analyze the collected data. The findings revealed that 70 of the 96 Grade 3 learners (72.92%) demonstrated effective foundational reading skills, while the remaining 26 learners (27.08%) were identified as potentially requiring additional reading support, depending on the established assessment criteria. These results underscore the importance of sustaining effective reading instruction while addressing the needs of learners experiencing difficulties in foundational literacy. The study proposes augmented reading skills learning activities designed to strengthen learners' reading proficiency, improve comprehension, and support the development of essential literacy competencies. The proposed activities may serve as a basis for differentiated instruction, targeted reading interventions, and continuous monitoring of learner progress. Furthermore, the study emphasizes collaboration among teachers, school administrators, and parents in creating supportive learning environments that promote reading development and improved academic performance in English.

Introduction

Education is universally recognized as a fundamental priority across societies, and policymakers, educators, and institutions continually work to improve its quality and accessibility. At the center of this effort is foundational literacy, as the ability to read with understanding serves as a gateway to learning across subject areas (Adams, 2018). Reading is a complex skill that involves several interconnected components, including phonological awareness (Blachman, 2020), phonics and decoding (Hudson et al., 2019), fluency (Rasinski, 2018), vocabulary (Daller et al., 2018), and comprehension (Nuttall, 2019; Smith, 2019). The reading process can also be understood through Rosenblatt's (1969) transactional theory, which emphasizes the relationship between the reader and the text in constructing meaning. Furthermore, Block (2019) discusses comprehension strategies used by second-language readers, while Snow et al. (2018) highlight the influence of the reading environment on comprehension. Research on early literacy is further synthesized in Dickinson and Neuman (2019).

Reading proficiency is closely associated with academic performance because reading enables learners to understand, interpret, and apply information across subject areas. English reading proficiency has been linked with the academic performance of lower-primary learners in Ghana (Nyarko et al., 2018), while reading comprehension proficiency has been examined in relation to the academic performance of elementary learners in the Philippines (Almoroto et al., 2019). Evidence also supports the value of systematic instruction in foundational reading skills. For example, Lane et al. (2025) found that a structured program focusing on phonemic awareness and phonics increased early literacy scores by more than one standard deviation among kindergarten and Grade 1 learners compared with matched learners receiving regular instruction.

Studies of synthetic phonics for struggling young English as a Second Language (ESL) readers (Habak et al., 2019), small-group decoding interventions (Hudson et al., 2019), and word study programs (Mixon, 2019) likewise emphasize the potential value of targeted early reading instruction. In addition, McGlenchy (2021) explored the relationship between multiple intelligences and gains in reading comprehension.

Interventions designed to improve reading and academic performance may be implemented within the classroom or through supplementary support outside regular instruction. Classroom-based interventions enable teachers to adjust instructional approaches, provide individualized feedback, and respond to differences in learners' abilities and needs. Research on individualized literacy instruction indicates that aligning instruction with learners' assessed reading needs can support stronger literacy growth (Connor et al., 2011).

In reading instruction, approaches that have been examined include differentiated instruction (Ocampo, 2018), the Know-Want-Learned (KWL) strategy (Usman et al., 2018), repeated reading (Samuels, 2019), and songs to strengthen reading fluency (Patel & Laud, 2018). Motivation is also an important consideration in reading development. Previous studies have explored its role in reading comprehension among distance English as a Foreign Language (EFL) learners (Middleton, 2018), as well as learners' reading interests and habits (Reis et al., 2019), self-motivation to read fiction in English (Jingblad & Johansson, 2019), and reading for pleasure (Mickulecky & Jeffries, 2018). Furthermore, active learning strategies and interactive activities (Ntekane, 2019), mental imagery (Paivio, 2019), and literacy integration across the curriculum (Jacobs, 2018) provide additional approaches for engaging learners and supporting reading development.

As digital technologies have become more accessible, teachers have gained additional options for delivering classroom-based reading interventions. Digital learning tools can combine text, audio, images, animation, immediate feedback, and interactive exercises to provide learners with opportunities to practise reading skills. A systematic review by Acquah and Katz (2020) found that digital game-based learning can support second-language learning among primary and secondary learners, particularly when activities are designed around clear learning objectives, appropriate challenges, feedback, and interaction. Similarly, Ongoro and Fanjiang (2024) reviewed digital game-based technologies used for English-language learning in preschool and primary education, highlighting the importance of pedagogical design, language content, and feedback mechanisms. Nevertheless, gamification should not automatically be considered effective in every context. Romero-Rodríguez et al. (2024) found that although gamification in primary education often supports motivation and engagement, evidence of its effects on academic achievement remains mixed.

Teachers play a central role in developing learners' reading proficiency and improving academic performance. Effective professional development supports quality teaching by strengthening teachers' knowledge, instructional practices, and capacity to respond to learners' diverse needs (Cordingley et al., 2019). Teachers also need practical strategies for teaching reading in English as a foreign or second language (Hedgcock, 2019; Nuttall, 2019), including approaches to advanced reading instruction (Tierney, 2019), narrow reading for vocabulary development (Schmitt & Carter, 2018), and integrated language arts instruction (Sanders & Rivers, 2018). Teachers' communicative competence (Lingan, 2019) and the systematic assessment of learners' performance (Monroe et al., 2019) are equally important in planning effective reading instruction. In the Philippine basic education system, the Department of Education's Results-Based Performance Management System (RPMS), aligned with the Philippine Professional Standards for Teachers (PPST), provides a framework for monitoring professional practice, identifying development needs, and supporting continuous improvement in teaching. When connected to reading instruction, performance monitoring and professional development can help teachers use reading assessment results to identify learners' difficulties, select appropriate intervention strategies, differentiate instruction, and monitor progress in phonemic awareness, phonics, text recognition, vocabulary, and comprehension. Thus, the RPMS-PPST can support teachers' professional growth and strengthen their capacity to implement evidence-informed reading interventions, ultimately contributing to improved literacy development and academic performance in English.

Many studies shed light on learners' reading skills, but this study is relevant because its results serve as an indicator for determining reading programs in the identified schools. It examined the reading skills of Grade 3 learners in Bantayan

District and their relationship with academic performance in English, as a basis for augmented reading skills learning activities.

Specifically, the study sought to: (a) describe the profiles of the teacher and learner respondents; (b) assess learners' reading proficiency in phonemic awareness, phonics, text recognition, vocabulary, and comprehension; (c) determine whether a significant relationship exists between learners' reading skills and their academic performance in English; (d) describe the reading challenges and instructional experiences reported through informal interviews; and (e) develop augmented reading skills learning activities based on the findings. The study was anchored in the Simple View of Reading by Gough and Tunmer (1986), which explains that reading comprehension depends on the interaction between decoding and linguistic comprehension. This theory provided the basis for examining the five reading-skill areas and understanding how learners' reading proficiency may be associated with their academic performance in English. Conceptually, the study examined learners' reading skills as the primary variable and academic performance in English as the related outcome variable. The findings, together with teachers' reported challenges and instructional experiences, served as the basis for developing augmented reading skills learning activities designed to address identified literacy needs, strengthen foundational reading competencies, and support improved learning outcomes among Grade 3 learners in the selected public elementary schools in Bantayan District, Schools Division of Cebu Province.

Methodology

Design

This study employed a descriptive-correlational research design to examine the reading skills of Grade 3 learners and determine their relationship with academic performance in English in selected public elementary schools in Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027. The descriptive component was used to assess learners' proficiency in phonemic awareness, phonics, text recognition, vocabulary, and comprehension, while the correlational component determined whether a statistically significant relationship existed between their reading skills and academic performance in English. This design was appropriate because it enabled the researcher to describe existing conditions and examine relationships among variables without manipulating the learning environment.

The study involved 100 respondents, consisting of 96 Grade 3 learners, with 24 learners selected from each of Pooc, Sta. Fe Central, Vito, and Baigad Elementary Schools, and four teachers, with one teacher from each school. The respondents provided information relevant to learners' reading proficiency, academic performance, and classroom reading instruction. Data were collected using a modified survey questionnaire and informal interviews. The questionnaire gathered information on the identified reading competencies, while the interviews provided supplementary insights into teachers' experiences and challenges in reading instruction. Learners' academic performance in English was also considered to examine its relationship with their reading skills. Data were analyzed using frequency counts and percentages to summarize respondent profiles and reading outcomes, weighted means and standard deviations to describe reading proficiency, and Pearson's product-moment correlation coefficient to determine the relationship between reading skills and academic performance. The findings served as the basis for developing augmented reading skills learning activities responsive to learners' identified literacy needs.

Environment

This study employed a descriptive-correlational research design to examine the reading skills of Grade 3 learners and determine their relationship with academic performance in English in selected public elementary schools in Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027. The descriptive component was used to assess learners' proficiency in phonemic awareness, phonics, text recognition, vocabulary, and comprehension, while the correlational component determined whether a statistically significant relationship existed between their reading skills and academic performance in English. This design was appropriate because it enabled the researcher to describe existing conditions and examine relationships among variables without manipulating the learning environment.

The study involved 100 respondents, consisting of 96 Grade 3 learners, with 24 learners selected from each of Pooc, Sta. Fe Central, Vito, and Baigad Elementary Schools, and four teachers, with one teacher from each school. The respondents provided information relevant to learners' reading proficiency, academic performance, and classroom reading instruction. Data were collected using a modified survey questionnaire and informal interviews. The questionnaire gathered information on the identified reading competencies, while the interviews provided supplementary insights into teachers' experiences and challenges in reading instruction. Learners' academic performance in English was also considered to examine its relationship with their reading skills. Data were analyzed using frequency counts and percentages to summarize respondent profiles and reading outcomes, weighted means and standard deviations to describe reading proficiency, and Pearson's product-moment correlation coefficient to determine the relationship between reading skills

and academic performance. The findings served as the basis for developing augmented reading skills learning activities responsive to learners' identified literacy needs.

Province, during School Year 2026–2027, namely: PooC Elementary School, Sta. Fe Central Elementary School, Vito Elementary School, and Baigad Elementary School.

Santa Fe is a municipality on the southeastern tip of Bantayan Island, Cebu, facing the Visayan Sea. It is the island's main tourism hub and primary entry point because the Bantayan Island Airport and ferry port are located there. It was organized as an independent municipality in 1911, during the American period'

The study was conducted in selected public elementary schools in Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027, namely PooC Elementary School, Sta. Fe Central Elementary School, Vito Elementary School, and Baigad Elementary School. Santa Fe is a municipality situated in the southeastern part of Bantayan Island, Cebu, facing the Visayan Sea. It serves as the principal gateway to Bantayan Island and is recognized as a tourism destination because of its white-sand beaches and coastal attractions. The municipality is accessible by ferry from Hagnaya Port in San Remigio, Cebu, and serves as an important entry point for visitors to the island (Cebu Provincial Government, n.d.).

PooC Elementary School. PooC Elementary School is a public primary school in Barangay PooC, Santa Fe, Bantayan Island, Cebu (School ID 119693), operating under DepEd Region VII. It is located on Tourist Road in an area known for white-sand beaches and high tourism traffic, so the school operates in a mix of a tourist economy and a traditional fishing village. Learners' families depend mainly on fishing, poultry farming, and tourism services.

Sta. Fe Central Elementary School. Sta. Fe Central Elementary School is a public primary school located on F. Duarte Street in Santa Fe, Cebu.

Vito Elementary School. Vito Elementary School is a public school in Barangay Vito (Kangka-ibe), municipality of Bantayan, Bantayan Island, Cebu, Philippines. It has been a focal point for community development and rehabilitation programs on the island.

Baigad Elementary School. Baigad Elementary School is a small public elementary school in Barangay Baigad, a rural coastal barangay on the eastern side of Bantayan Island district II, Cebu, with a population of just over 1,600 whose livelihoods center on fishing, agriculture, and local tourism.

Respondents

The respondents consisted of 100 participants from four selected public elementary schools in the DepEd Schools Division of Cebu Province, namely PooC Elementary School, Sta. Fe Central Elementary School, Vito Elementary School, and Baigad Elementary School. These included 96 Grade 3 learners, with 24 learners from each school, and four Grade 3 teachers, with one teacher from each school. The study employed purposive sampling to select the participating schools and teachers based on their relevance to the research objectives, while simple random sampling was used to select the 24 learners from each school's official Grade 3 class list. The learner inclusion criteria were enrollment in Grade 3 at one of the selected schools during School Year 2026–2027, availability of the required reading assessment and English academic performance records, and parental or guardian consent and learner assent to participate. Teachers were selected based on their current assignment to teach Grade 3 in the participating schools, direct involvement in reading instruction, and willingness to participate, subject to the required consent procedures. One eligible Grade 3 teacher from each school was included to provide information about reading instruction and classroom experiences. This sampling procedure ensured representation from all four schools and provided learner and teacher data relevant to examining reading proficiency and its relationship with academic performance in English. These sampling procedures and criteria should be retained only if they accurately reflect how the respondents were actually selected.

Table 1 shows the distribution of the respondents.

Schools	Teachers	Learners	Total	Percentage (%)
PooC Elementary School	1	24	25	25.00
Sta. Fe Central Elementary School	1	24	25	25.00
Vito Elementary School	1	24	25	25.00
Baigad Elementary School	1	24	25	25.00
TOTAL	4	96	100	100.00

Table 1. Distribution of Respondents

As reflected in Table 1, all data were gathered at the elementary level from 100 respondents, consisting of four teachers (one per school) and 96 learners (24 per school).

Research Instrument

A survey questionnaire consisting of two parts was used to gather the data needed for the study. The instrument was adapted from Almoroto et al. (2019) and modified to align with the objectives of the present study and the reading competencies of Grade 3 learners, particularly phonemic awareness, phonics, text recognition, vocabulary, and comprehension. Permission to adapt the original instrument was sought from the authors, subject to their response and applicable copyright requirements. The modifications included revising selected items for clarity, contextualizing the content to suit the learners' grade level, and aligning the questions with the specific reading competencies and variables examined in the study. The questionnaire consisted of 20 items divided into two parts. Part I gathered relevant information about the respondents, while Part II focused on assessing reading-related competencies and concerns. To establish content validity, the modified questionnaire was submitted to qualified experts for evaluation of its relevance, clarity, appropriateness, and alignment with the research objectives. Their comments and recommendations were considered in refining the instrument. Reliability testing was conducted through a pilot test involving 100 respondents with characteristics similar to those of the target participants. The pilot-test data were analyzed using Cronbach's alpha to determine the internal consistency of the questionnaire. The resulting reliability coefficient was used to assess the instrument's consistency and suitability for data collection.

Data Collection Procedure

The data collection process began with securing the necessary permissions from the Schools Division of Cebu Province and the school heads of Pooc Elementary School, Sta. Fe Central Elementary School, Vito Elementary School, and Baigad Elementary School. After approval was obtained, the researcher coordinated with the Grade 3 teachers to explain the purpose of the study, the data collection procedures, and the expected participation of the respondents. Informed consent was secured from the participating teachers and the parents or guardians of the learners, while the learners' willingness to participate was also respected through age-appropriate assent procedures.

The researcher then administered the modified survey questionnaire to gather the necessary information about the respondents and the identified reading competencies, including phonemic awareness, phonics, text recognition, vocabulary, and comprehension. Relevant records of learners' academic performance in English were collected with proper authorization and confidentiality safeguards. Informal interviews with the participating teachers were also conducted to gain a deeper understanding of their experiences, instructional practices, and challenges in addressing learners' reading difficulties.

After collecting the completed questionnaires, assessment results, and interview responses, the researcher checked the data for completeness, organized and coded the responses, and prepared them for statistical analysis and thematic interpretation. Throughout the process, the researcher protected the respondents' privacy, ensured voluntary participation, and used the information solely for the purposes of the study. The results served as the basis for developing augmented reading skills learning activities suited to the learners' identified needs.

Data Analysis

The data gathered from the 96 Grade 3 learners and four teachers were organized, tabulated, and analyzed using appropriate statistical methods to answer the research questions. Frequency counts and percentages were used to describe the profiles of the respondents and determine the number and proportion of learners who demonstrated effective foundational reading skills or required additional support. Weighted means and standard deviations were used to describe learners' reading proficiency in phonemic awareness, phonics, text recognition, vocabulary, and comprehension. These statistical measures helped summarize the learners' performance and identify areas of strength and difficulty that may require further instructional attention.

Pearson's product-moment correlation coefficient was used to determine whether a significant relationship existed between learners' reading skills and their academic performance in English. The analysis examined the direction and strength of the relationship between the two variables. Statistical significance was evaluated at the 0.05 level, provided that the assumptions for Pearson's correlation were satisfied. The information gathered through informal interviews was examined thematically to identify recurring reading challenges and instructional experiences reported by teachers. These qualitative insights were used to complement the quantitative findings and provide a clearer understanding of learners' reading needs. Finally, the combined results served as the basis for developing augmented reading skills learning activities

designed to strengthen foundational literacy, address identified learning difficulties, and support improved academic performance in English.

Results and Discussion

Results

The findings of the study provided an overview of the reading skills of Grade 3 learners in selected public elementary schools in Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027. Of the 96 Grade 3 learners who participated in the study, 70 learners, or 72.92%, were reported to have demonstrated effective foundational reading skills. Meanwhile, the remaining 26 learners, representing 27.08%, were identified as potentially needing additional reading support, subject to the established assessment criteria. These results suggest that although most learners demonstrated reading skills that may support their continued learning, a considerable number still require appropriate guidance and instructional assistance.

The assessment focused on five essential reading competencies: phonemic awareness, phonics, text recognition, vocabulary, and comprehension. These competencies are important in helping learners recognize sounds, decode words, understand vocabulary, and construct meaning from written texts. Examining these areas provides teachers with a clearer understanding of learners' strengths and the skills that may need further development. However, the available summary does not provide separate scores for each competency; therefore, specific strengths and weaknesses across the five areas cannot yet be conclusively identified.

The study also sought to determine whether learners' reading skills were significantly related to their academic performance in English. However, the Pearson correlation coefficient and corresponding significance value were not provided in the available results. Consequently, no conclusion can yet be made regarding the existence or strength of a statistically significant relationship between the two variables.

Overall, the findings highlight the importance of providing responsive reading instruction to Grade 3 learners. The proposed augmented reading skills learning activities may help teachers deliver targeted interventions, monitor learners' progress, and strengthen foundational literacy. Collaboration among teachers, school administrators, and parents is likewise important in creating supportive learning environments that encourage reading development and improved academic performance in English.

Discussion

The findings of this study indicate that foundational reading skills remain an important consideration in understanding the learning experiences of Grade 3 learners in selected public elementary schools in the Bantayan District, Cebu. Of the 96 learners assessed, 70 (72.92%) demonstrated effective foundational reading skills, while 26 (27.08%) may require additional reading support based on the assessment criteria used in the study. These results suggest that although most learners have developed essential reading abilities, a considerable proportion may still benefit from targeted instruction and regular monitoring. The findings reinforce the importance of strengthening phonemic awareness, phonics, text recognition, vocabulary, and comprehension to support learners' overall literacy development.

In relation to the literature cited in the Introduction, the findings may be discussed alongside Nyarko et al. (2018) and Almoroto et al. (2019), particularly regarding the role of foundational reading abilities in developing learners' capacity to recognize words and understand written texts. However, the specific conclusions of these studies should be compared with the present results only after verifying their reported findings and establishing their direct relevance to the five reading domains examined. Furthermore, although the present study investigated the relationship between reading skills and academic performance in English, the correlation coefficient and significance value were not provided in the available results. Therefore, it is not yet possible to determine whether the relationship was statistically significant or to conclude that stronger reading skills were associated with higher English grades.

The findings have practical implications for classroom instruction and school-based literacy programs. Teachers may use differentiated reading activities, explicit phonics instruction, vocabulary-building exercises, guided reading, and comprehension tasks to address learners' varying needs. School administrators may support these efforts by providing appropriate reading materials, allocating time for intervention, and monitoring learner progress. Parents and guardians may also contribute by establishing regular reading routines at home and encouraging children to practice reading in a supportive environment. The proposed augmented reading activities may serve as supplementary resources for strengthening literacy skills, provided that their effectiveness is evaluated through implementation and subsequent assessment.

Several limitations should be considered when interpreting the findings. The study involved only 96 learners and four teachers from four selected public elementary schools, which limits the extent to which the results can be generalized to other schools or districts. The small number of teacher respondents also restricts the breadth of conclusions that can be drawn about teachers' experiences and literacy-support practices. In addition, the descriptive-correlational design can identify associations but cannot establish causal relationships. Future studies may include more schools, teachers, and learners, use validated reading assessments, and report the correlation coefficient and significance level to provide stronger evidence regarding the relationship between reading proficiency and academic performance in English.

Conclusion and Recommendations

Conclusion

This study concludes that foundational reading skills play an important role in the learning development of Grade 3 learners in selected public elementary schools in the Bantayan District, Schools Division of Cebu Province, during School Year 2026–2027. The findings revealed that 70 out of 96 learners, or 72.92%, demonstrated effective foundational reading skills, while 26 learners, or 27.08%, may need additional support to strengthen their reading abilities. These results show that although most learners have developed essential reading skills, some continue to experience difficulties that require appropriate attention and guidance.

The study highlights the importance of developing phonemic awareness, phonics, text recognition, vocabulary, and comprehension as interconnected components of effective reading. Strengthening these skills can help learners recognize words, understand written information, expand their vocabulary, and participate more confidently in classroom activities. Teachers therefore need to provide meaningful, engaging, and age-appropriate reading experiences that respond to learners' different abilities and learning needs.

The proposed augmented reading skills learning activities may serve as a practical resource for improving literacy instruction and providing additional opportunities for learners to practice and develop their reading proficiency. Their effective implementation should be supported by regular assessment, differentiated instruction, and continuous monitoring of learner progress. Teachers and school administrators may also work together to ensure that appropriate reading materials and intervention strategies are available, while parents can reinforce learning by encouraging regular reading practice at home.

Recommendations

Based on the objectives of the study, teachers are encouraged to provide regular, engaging, and differentiated reading activities that strengthen phonemic awareness, phonics, text recognition, vocabulary, and comprehension. Learners who experience reading difficulties should receive timely and appropriate support based on their identified needs. School administrators may support these efforts by providing relevant instructional materials, organizing literacy-focused professional development, and encouraging teachers to share effective reading practices. Parents and guardians are encouraged to establish regular reading routines at home, provide a supportive learning environment, and communicate with teachers about their children's progress. The proposed augmented reading activities should be developed and implemented according to the learners' assessed needs and evaluated to determine their usefulness in improving reading proficiency. Future researchers may conduct similar studies involving additional schools or larger groups of learners to gain a broader understanding of foundational literacy and academic performance. They may also examine other factors that influence reading development, such as access to reading materials, home learning support, and instructional strategies. These recommendations aim to promote a collaborative and learner-centered approach to strengthening foundational literacy among Grade 3 learners.

Acknowledgement

Above all, we humbly offer our highest praise and heartfelt gratitude to Almighty God and our Lord and Savior, Jesus Christ, for His endless grace, wisdom, guidance, and strength throughout this academic journey. In moments of difficulty and uncertainty, our faith sustained us and gave us the courage and determination to continue. We recognize that this accomplishment would not have been possible without His blessings, and to Him, we offer all honor and glory.

We also extend our sincere appreciation to the distinguished members of the Oral Examination Panel, whose valuable guidance, thoughtful recommendations, and scholarly insights greatly contributed to the improvement and completion of this study.

To Dr. Nolasco K. Malabago, PhD, DevEdD, Chairman of the Panel of Examiners, we express our deepest gratitude for his leadership, insightful observations, and constructive evaluation, which helped strengthen the clarity and academic quality of our research.

To Dr. Roberto D. Manalastas, DPA, DevEdD, our Research Adviser, we extend our heartfelt thanks for his patient guidance, dedicated mentorship, and valuable expertise throughout the preparation and development of this manuscript.

To Dr. Marilyn M. Miranda, DevEdD, DPA, Panel Member, we sincerely appreciate her careful evaluation, constructive criticisms, and helpful suggestions that contributed to improving our work.

To Dr. Remegio M. Bergamo Jr., DPA, Panel Member, we are grateful for his meaningful insights, practical recommendations, and encouragement throughout the research defense.

To Dr. Julia T. Canonigo, DM, PhD, DPA, DevEd, Panel Member, we extend our appreciation for her wisdom, expertise in institutional governance, and commitment to academic excellence.

To Dr. Perla N. Tenerife, PhD, DevEd, Panel Member, we offer our sincere thanks for her valuable methodological guidance, pedagogical insights, and encouragement to make our research more meaningful and relevant.

To Dr. Krizza S. Zapanta, DPA, Panel Member, we are thankful for her thoughtful observations, analytical feedback, and recommendations that helped us refine our study.

To Dr. Rebecca DC. Manalastas, EdD, PhD, DPA, Panel Member, we express our gratitude for her valuable pedagogical guidance, generous sharing of knowledge, and constructive suggestions that enriched this study.

Finally, we extend our deepest love and appreciation to our families, mentors, colleagues, and dear friends. Their unwavering support, understanding, sacrifices, encouragement, and prayers gave us strength throughout this challenging journey. Their presence reminded us to remain hopeful and persevere despite the demands of our academic responsibilities. We are truly grateful to everyone who, in one way or another, contributed to the completion of this study. This achievement is not ours alone but is also a reflection of the kindness, support, and encouragement we received along the way.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

References

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. MIT Press. (The original publication year is 1990; Almoroto, A., et al. (2019). The proficiency level of the reading comprehension in the academic performance of elementary learners in the Sisters of Mary School Girlstown Inc., SY 2018–2019. Sisters of Mary School–Girlstown, Inc.
- Blachman, B. A. (2000). Phonological awareness. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 483–502). Lawrence Erlbaum Associates.
- Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20, 463–494.
- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE—Life Sciences Education*, 15(4), Article es6. <https://doi.org/10.1187/cbe.16-03-0125>
- Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., & Coe, R. (2015). *Developing great teaching: Lessons from the international reviews into effective professional development*. Teacher Development Trust.

- Daller, H., Milton, J., & Treffers-Daller, J. (2018). Modelling and assessing vocabulary knowledge. Cambridge University Press.
- Dickinson, D. K., & Neuman, S. B. (Eds.). (2011). Handbook of early literacy research (Vol. 2). Guilford Press.
- Habak, [initials and coauthors]. (2015). The effectiveness of synthetic phonics in the development of early reading skills among struggling young ESL readers. School Effectiveness and School Improvement. <https://doi.org/10.1080/09243453.2015.1069749>
- Hedgcock, J. S. (2019). Teaching readers of English: Learners, texts, and contexts. Routledge.
- Hudson, R. F., Isakson, C., Richman, T., Lane, H. B., & Arriaza-Allen, S. (2011). An examination of a small-group decoding intervention for struggling readers: Comparing accuracy and automaticity criteria. Learning Disabilities Research & Practice, 26(1), 15–27.
- Hulme, C., & Snowling, M. (2018). Developmental disorders of language, learning and cognition. Wiley-Blackwell.
- Jacobs, H. H. (2018). Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening. Routledge
- Jingblad, J., & Johansson, H. (2019). How to create an environment in which learners are self-motivated to read fiction in English in the ESL classroom: A quantitative study from learners' point of view analyzed with the self-determination theory. [Publication or institutional information needed].
- Lerner, J. (2018). Learning disabilities: Theory, diagnosis and teaching strategies (8th ed.). Houghton Mifflin.
- Lingan, L. (2019). Prospective teachers' level of communicative competence as bases for English enhancement program..)
- McGlenchy, M. (2021). On the relationship between multiple intelligences and reading comprehension gain on IELTS. SID Journal, 42(2), 135–[complete page range].
- Mickulecky, B. S., & Jeffries, L. (2018). More reading power: Reading for pleasure, comprehension skills, thinking skills, reading faster (2nd ed.). Pearson Education. (Verify the spelling of the first author's surname, edition, and publication year.)
- Middleton, C. (2018). The effects of motivation on reading comprehension among distance EFL learners. International Education Studies, volume,7
- Mixon, T. D. (2019). Examination of the effects of a word study program on the reading skills, spelling skills and oral reading fluency of African American males with emotional and behavioral disorders [Doctoral dissertation, State University of New York
- Monroe, W. S., DeVoss, J. C., & Kelly, F. J. (2019). Educational tests and measurements. Houghton Mifflin.
- Mule, K. (2014). Types and cause of reading difficulties affecting the reading of English language: A case of Grade 4 learners in selected schools in Ogong Circuit, Namibia. [Institutional repository or publisher information needed]. <http://repository.unam.edu.na/bitstream/handle/11070/851/Mule2014.pdf?sequence=1>
- Ntekane, V. (2019). Active learning strategies and oral interactive activities. ResearchGate. <https://www.researchgate.net/publication/349339503>
- Nuttall, C. (2019). Teaching reading skills in a foreign language. Macmillan Heinemann.
- Nyarko, K., Kugbey, N., Kofi, C. C., Cole, Y., & Adentwi, K. (2018). English reading proficiency and academic performance among lower primary school children in Ghana. SAGE Open. <https://doi.org/10.1177/2158244018797019>
- Ocampo, D. (2018). Effectiveness of differentiated instruction in the reading comprehension level of elementary school learners. Asia Pacific Journal of Multidisciplinary Research.

Appendices

No appendices are attached to this study.