



READING PROFILES AND COMPREHENSION EXPERIENCES OF GRADE 6 LEARNERS IN FILIPINO: BASIS FOR A CONTEXTUALIZED REMEDIAL READING PROGRAM

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ABSTRACT

Reading comprehension remains a significant concern in elementary education, particularly among learners experiencing difficulties in decoding, vocabulary development, fluency, and meaning construction in Filipino reading instruction. This qualitative phenomenological study explored the reading profiles and comprehension experiences of Grade 6 learners in Filipino as basis for the development of a contextualized remedial reading program. The study involved twelve Grade 6 Filipino teachers and selected struggling readers from public elementary schools in the Philippines who were purposively selected based on their involvement in literacy intervention activities. Data were gathered through semi-structured interviews, reading assessment records, classroom observations, and document analysis. Braun and Clarke's thematic analysis revealed five major themes: (1) Diverse Reading Profiles and Literacy Performance Among Grade 6 Learners; (2) Vocabulary Limitations and Comprehension Difficulties in Filipino Reading; (3) Learners' Emotional Responses and Reading Anxiety During Comprehension Activities; (4) Instructional Practices and Intervention Strategies in Filipino Reading Instruction; and (5) Need for Contextualized and Learner-Centered Remedial Reading Programs. Findings revealed that learners demonstrated varying reading abilities ranging from frustration to instructional reading levels, with many experiencing difficulties in vocabulary recognition, inferential comprehension, fluency, and critical understanding of Filipino texts. Teachers observed that contextualized and interactive literacy activities positively supported learner engagement and comprehension development. However, limited reading exposure, insufficient instructional materials, learner diversity, and limited parental support affected reading performance and intervention implementation. The study concludes that contextualized and differentiated remedial reading programs are necessary to address learners' comprehension difficulties and strengthen literacy development in Filipino education. The findings provide implications for literacy instruction, curriculum enhancement, and reading intervention program development in elementary education.

Keywords: reading comprehension, Filipino reading instruction, remedial reading program, literacy intervention, contextualized instruction, qualitative research, elementary education

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I. INTRODUCTION

Reading comprehension is one of the most essential competencies in elementary education because it significantly influences learners' academic achievement, communication skills, and lifelong learning development. In Filipino instruction, reading comprehension enables learners to construct meaning, interpret ideas, analyze texts, and connect reading materials to personal and social experiences. However, many elementary learners continue to experience difficulties in reading fluency, vocabulary understanding, inferential thinking, and comprehension performance, particularly in upper elementary levels where reading demands become more complex.

In the Philippine educational context, concerns regarding declining reading comprehension performance have intensified following reports of learning gaps and literacy difficulties among elementary learners. Grade 6 learners, in particular, are expected to demonstrate independent reading skills, comprehension competence, and critical literacy abilities as preparation for secondary education. However, teachers frequently encounter learners who remain at frustration or instructional reading levels despite continuous classroom instruction.

Reading profiles refer to learners' reading performance characteristics, including fluency levels, decoding abilities, vocabulary competence, comprehension skills, and reading behaviors. Understanding learners' reading profiles allows teachers to identify literacy difficulties and implement targeted intervention programs responsive to learners' needs. Similarly, examining learners' comprehension experiences provides deeper insights into the emotional, cognitive, and instructional factors influencing reading performance.

Research emphasizes the importance of contextualized and learner-centered literacy instruction in improving reading comprehension and learner engagement. Contextualized reading materials, culturally responsive instruction, interactive literacy activities, and differentiated

intervention strategies contribute positively to learners' understanding and motivation toward reading (Gay, 2018; Duke & Cartwright, 2021).

Despite existing reading interventions, many schools continue to encounter challenges related to learner diversity, insufficient instructional materials, limited parental support, and inadequate contextualized reading programs. Furthermore, limited qualitative studies have explored Grade 6 learners' reading profiles and comprehension experiences in Filipino instruction as basis for contextualized remedial program development.

Thus, this study explored the reading profiles and comprehension experiences of Grade 6 learners in Filipino as basis for a contextualized remedial reading program.

Review of Related Literature

Reading Comprehension in Filipino Instruction

Reading comprehension involves the process of constructing meaning from written texts through vocabulary recognition, interpretation, inference-making, and critical analysis. According to Duke and Cartwright (2021), comprehension development requires the integration of decoding skills, background knowledge, vocabulary competence, and cognitive processing abilities.

In Filipino instruction, comprehension development also involves contextual understanding, cultural familiarity, and language proficiency. Learners experiencing difficulties in vocabulary and fluency often struggle to understand complex texts and answer comprehension questions effectively.

Reading Profiles and Literacy Assessment

Reading profiles provide information regarding learners' reading levels, fluency performance, comprehension abilities, and literacy difficulties. Literacy assessment tools help teachers identify struggling readers and determine appropriate intervention strategies.

According to Rasinski (2019), reading fluency and comprehension assessments are essential in monitoring



literacy progress and designing differentiated instructional support. Learners at frustration reading levels often require intensive remediation and scaffolded literacy interventions.

Contextualized and Differentiated Reading Instruction

Contextualized instruction emphasizes the use of culturally relevant and experience-based learning materials to improve learner understanding and participation. Differentiated instruction allows teachers to modify literacy activities according to learners' reading abilities, learning preferences, and instructional needs.

Gay (2018) emphasized that culturally responsive and contextualized instructional practices strengthen learner engagement and improve literacy performance among diverse learners.

Remedial Reading Programs and Literacy Intervention

Remedial reading programs are intervention initiatives designed to improve learners' foundational literacy competencies through targeted instructional strategies, guided reading activities, vocabulary exercises, and comprehension support.

Snow and Matthews (2016) emphasized that early and sustained literacy interventions positively influence learners' academic performance and reading confidence. Effective remedial programs require learner-centered approaches, continuous monitoring, and supportive instructional environments.

II. METHODOLOGY

This study utilized a qualitative phenomenological research design to explore the reading profiles and comprehension experiences of Grade 6 learners in Filipino. Phenomenology was appropriate because it enabled the researchers to understand learners' and teachers' experiences, perceptions, and reflections

regarding reading comprehension difficulties and literacy instruction within authentic classroom contexts. The study was conducted in selected public elementary schools in the Philippines. The participants consisted of twelve Grade 6 Filipino teachers and selected learners identified as struggling readers through reading assessment records. Participants were selected through purposive sampling based on their involvement in literacy intervention activities and reading instruction. Data were gathered through semi-structured interviews, classroom observations, reading assessment records, and document analysis involving learners' reading performance and intervention materials. Data were analyzed using Braun and Clarke's (2006) thematic analysis involving coding, theme generation, theme review, and thematic interpretation. Credibility was established through member checking and triangulation, while dependability, confirmability, and transferability were ensured through audit trails, reflective journaling, and thick descriptions of participants' experiences.

III. RESULTS AND DISCUSSION

Theme 1: Diverse Reading Profiles and Literacy Performance Among Grade 6 Learners

Participants revealed that Grade 6 learners demonstrated varying reading profiles ranging from independent to frustration reading levels. Teachers observed significant differences in learners' fluency, pronunciation, decoding abilities, vocabulary recognition, oral reading confidence, and comprehension performance during Filipino reading activities. While some learners exhibited fluent oral reading skills and acceptable pronunciation, many still struggled in comprehending texts, identifying important details, and



answering higher-order comprehension questions. highlighted that reading comprehension development Participants emphasized that reading proficiency among involves multiple interacting components, including learners was not solely dependent on oral fluency but also vocabulary knowledge, fluency, background experiences, on their ability to construct meaning from texts and connect and cognitive processing skills. ideas meaningfully.

One participant shared:

“Some learners can read fluently but still struggle in understanding the text.”

Another teacher explained:

“Marami pa ring learners na nasa frustration level pagdating sa Filipino reading.”

Teachers further observed that learners who demonstrated weak reading comprehension often experienced difficulty interpreting figurative language, contextual meanings, and implicit ideas within reading passages. Participants explained that some learners could decode words mechanically but lacked deeper comprehension and analytical reading skills. Teachers also highlighted that learners’ literacy performance was influenced by prior reading exposure, language environment at home, reading habits, and parental support.

One teacher remarked:

“Kapag hindi exposed sa pagbabasa sa bahay, mas nahihirapan silang umintindi ng texts.”

Another participant explained:

“Some learners have limited vocabulary and reading exposure, which affects comprehension.”

Participants likewise noted that learners’ motivation and confidence toward reading significantly influenced literacy performance. Teachers observed that learners who frequently engaged in independent reading activities demonstrated stronger comprehension abilities and classroom participation.

The findings indicate that Grade 6 learners exhibit diverse literacy profiles requiring differentiated instructional support and targeted reading interventions. These findings align with Rasinski (2019), who emphasized that learners demonstrate varying fluency and comprehension competencies that require responsive and individualized literacy instruction. Similarly, Duke and Cartwright (2021)

Theme 2: Vocabulary Limitations and Comprehension Difficulties in Filipino Reading

Participants identified vocabulary limitations and comprehension difficulties as major barriers affecting learners’ reading performance in Filipino instruction. Teachers emphasized that many learners struggled with unfamiliar Filipino words, deep vocabulary expressions, figurative language, and context-based meanings, which significantly affected their ability to understand reading passages and answer comprehension questions accurately.

One participant stated:

“Nahihirapan ang learners sa malalalim na salitang Filipino.”

Another teacher shared:

“Learners struggle in answering inferential and critical comprehension questions.”

Teachers observed that learners frequently experienced difficulty identifying main ideas, sequencing events, making inferences, analyzing character motivations, and interpreting deeper meanings from texts. Participants explained that learners often relied heavily on literal understanding and encountered challenges when comprehension questions required analytical and critical thinking skills.

One teacher remarked:

“Kapag inferential na ang questions, nahihirapan silang magbigay ng sagot.”

Another participant explained:

“Limited vocabulary affects their understanding of the entire passage.”

Teachers also emphasized that vocabulary deficiencies negatively affected learners’ reading confidence and willingness to participate during classroom discussions and oral recitation activities. Participants noted that some learners avoided reading tasks because they feared



mispronouncing unfamiliar Filipino terms or as refusing to read aloud, remaining silent during misunderstanding the text. comprehension discussions, or depending on classmates

One participant shared: during literacy activities. Participants further emphasized
“Some learners lose confidence when they encounter that repeated reading difficulties negatively affected unfamiliar words.” learners’ self-esteem and motivation toward reading

Teachers further observed that learners with stronger instruction.

vocabulary backgrounds demonstrated better One teacher shared:
comprehension performance and classroom engagement. “Kapag paulit-ulit silang nagkakamali, nawawalan sila ng Participants stressed the importance of continuous confidence.”

vocabulary enrichment activities, contextualized reading Another participant explained:
instruction, and scaffolded comprehension support in “Some learners become anxious whenever oral reading improving learners’ literacy competencies. starts.”

The findings suggest that vocabulary development and Participants noted that emotionally supportive classroom comprehension support remain critical components of environments positively influenced learners’ willingness to Filipino reading instruction. These findings support Snow participate in reading activities. Teachers explained that and Matthews (2016), who emphasized that vocabulary positive reinforcement, encouragement, peer support, and competence significantly contributes to comprehension non-threatening literacy instruction helped reduce learners’ development and academic literacy performance. anxiety and strengthened their classroom confidence.

Likewise, Duke and Cartwright (2021) noted that One participant remarked:
comprehension difficulties are often associated with “Kapag supportive ang environment, mas willing silang limited vocabulary knowledge and insufficient language magbasa at sumagot.” exposure. Teachers further highlighted the importance of patience, empathy, and encouragement in handling struggling

Theme 3: Learners’ Emotional Responses and Reading Anxiety During Comprehension Activities

Teachers described how struggling readers frequently literacy engagement and participation.

experienced anxiety, embarrassment, frustration, and low The findings indicate that emotional and psychological self-confidence during oral reading and comprehension factors significantly influence learners’ reading engagement and comprehension experiences. These findings align with activities. Participants explained that learners who affective learning theories emphasizing the relationship between emotional well-being and academic performance. encountered reading difficulties often became hesitant to participate in classroom discussions and reading exercises due to fear of making mistakes or being criticized by peers. Similarly, Gay (2018) emphasized that supportive and culturally responsive classroom environments positively

One participant remarked: influence learner confidence, participation, and engagement.
“Nahihiya ang ibang learners kapag hindi nila maintindihan ang binabasa.”

Another teacher explained:
“Some learners avoid participating because they are afraid of making mistakes.”

Teachers observed that learners with low reading Participants emphasized the use of guided reading, peer confidence frequently displayed avoidance behaviors such tutoring, contextualized reading materials, storytelling

Theme 4: Instructional Practices and Intervention Strategies in Filipino Reading Instruction



activities, vocabulary drills, differentiated instruction, and collaborative literacy tasks in supporting comprehension development among Grade 6 learners. Teachers explained that responsive instructional approaches helped address learners' varying reading needs and promoted more meaningful literacy experiences.

One participant shared:

"Localized stories help learners understand the lessons better."

Another teacher explained:

"Interactive reading activities improve learner participation and comprehension."

Teachers observed that contextualized reading materials increased learners' interest and engagement because learners could relate more easily to familiar cultural experiences, local situations, and real-life contexts presented in the reading passages. Participants further emphasized that storytelling activities and collaborative reading discussions encouraged learners to express ideas, analyze texts, and improve comprehension confidence.

One teacher remarked:

"Mas nagiging interesado sila kapag relatable ang stories."

Another participant explained:

"Peer tutoring helps struggling readers become more comfortable during reading activities."

Teachers also highlighted the effectiveness of guided reading sessions and vocabulary enrichment exercises in strengthening comprehension development. Participants described using questioning techniques, comprehension scaffolds, visual aids, and interactive literacy activities to improve learners' understanding of texts.

One participant stated:

"Vocabulary drills and guided questioning help learners understand difficult passages."

Teachers further observed that differentiated instructional approaches enabled them to accommodate learners with varying reading proficiency levels and literacy needs. Participants emphasized that responsive literacy practices positively influenced learner engagement and participation.

The findings highlight the importance of learner-centered

and contextualized literacy practices in improving comprehension performance among struggling readers. These findings support Gay (2018), who emphasized that culturally responsive and contextualized instructional approaches strengthen learner engagement and academic performance. Likewise, Florian and Black-Hawkins (2011) highlighted the importance of inclusive instructional practices that address diverse learner needs through differentiated support.

Theme 5: Need for Contextualized and Learner-Centered Remedial Reading Programs

Participants strongly emphasized the need for contextualized remedial reading programs tailored to learners' literacy needs, cultural backgrounds, vocabulary limitations, and comprehension difficulties. Teachers explained that existing reading interventions often lacked sufficient contextualization and differentiation necessary to address learners' actual literacy experiences and reading performance levels.

One participant stated:

"Kailangan ng intervention program na akma sa reading needs ng learners."

Another teacher explained:

"Contextualized materials make reading more meaningful and relatable."

Teachers emphasized that remedial reading programs should include localized reading passages, differentiated literacy activities, vocabulary enhancement exercises, interactive comprehension tasks, oral reading support, and continuous reading assessment. Participants believed that culturally relevant and learner-responsive literacy materials would help improve learners' comprehension confidence and motivation.

One teacher remarked:

"Mas effective ang intervention kapag connected sa experiences ng learners ang materials."

Another participant explained:

"Remedial programs should focus not only on decoding but also on comprehension development."



Teachers also highlighted the importance of individualized programs responsive to learners' literacy needs and intervention plans and continuous literacy monitoring in educational experiences. ensuring learner progress. Participants emphasized that effective remedial programs require collaboration among teachers, parents, and school administrators to strengthen reading support systems.

One participant shared:

“Continuous assessment and follow-up are important in monitoring learner improvement.”

The findings suggest that responsive and contextualized intervention programs are essential in strengthening learners' reading comprehension, vocabulary development, and literacy confidence. These findings align with Snow and Matthews (2016), who emphasized the importance of sustained and learner-centered literacy interventions in improving comprehension performance among struggling readers. Similarly, contextualized literacy instruction supports meaningful learning experiences and strengthens learners' engagement in reading activities.

Discussion

The findings demonstrate that Grade 6 learners exhibit diverse reading profiles and comprehension experiences requiring differentiated literacy instruction and targeted intervention support. Vocabulary limitations, inferential comprehension difficulties, and reading anxiety significantly affect learners' reading performance and classroom participation.

The study further revealed that contextualized and learner-centered instructional practices positively support comprehension development and learner engagement. Interactive literacy activities, localized reading materials, and emotionally supportive learning environments contribute to improved learner confidence and participation.

However, effective remedial reading implementation requires adequate instructional resources, teacher preparedness, parental involvement, and continuous literacy monitoring. The findings underscore the importance of developing contextualized remedial reading

Proposed Contextualized Remedial Reading Program

The proposed remedial reading program includes the following components:

1. Vocabulary Enrichment Activities

- Contextualized vocabulary exercises
- Word recognition drills
- Filipino vocabulary games

2. Guided Reading and Comprehension Support

- Small-group reading sessions
- Inferential comprehension exercises
- Story analysis activities

3. Contextualized Literacy Materials

- Localized Filipino reading passages
- Culturally relevant stories
- Experience-based literacy tasks

4. Interactive and Collaborative Reading Activities

- Peer-assisted reading
- Storytelling sessions
- Group comprehension discussions

5. Continuous Reading Assessment and Monitoring

- Oral reading assessments
- Reading progress tracking
- Individualized literacy intervention plans

IV. CONCLUSION

Reading comprehension difficulties among Grade 6 learners in Filipino remain significant concerns requiring responsive and contextualized literacy intervention programs. Learners experience varying reading profiles, vocabulary limitations, inferential comprehension difficulties, and emotional barriers affecting reading performance and classroom participation.

Contextualized and learner-centered instructional practices positively support literacy engagement, comprehension development, and learner confidence. Educational institutions should therefore strengthen



remedial reading initiatives, instructional support systems, and teacher capability-building programs focusing on literacy intervention and contextualized Filipino instruction.

Implications of the Study

1. The findings may guide hospital administrators; Schools should strengthen contextualized remedial reading programs for struggling readers.
2. Teachers may integrate more interactive and culturally relevant literacy activities in Filipino instruction.
3. Educational institutions should provide additional literacy intervention materials and teacher training.
4. Parents should be encouraged to support learners' reading habits at home.
5. Future studies may examine quantitative assessments of reading comprehension improvement through contextualized literacy interventions.

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