



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Instructional Interventions in Reading Comprehension Implemented by English Teachers in Public Junior High Schools in Nueva Vizcaya

Karla Dolore L. Grapiza
Ifugao State University
0009-0009-1500-1747
kdgrapiza3@gmail.com

Eilene B. Bugnay PhD
Ifugao State University
0000-0023-7470-546

ABSTRACT

Persistent gaps in learners' reading comprehension performance show the need to examine and strengthen instructional interventions in secondary classrooms. This study investigated the reading interventions implemented by teachers, the most frequently practiced strategies, students' lived experiences of these interventions, the challenges encountered in implementation, and the development of a proposed activity to enhance practice. A mixed-methods design was employed, integrating descriptive quantitative analysis of questionnaire data with qualitative data from open-ended responses, interviews and scanned documents. Data were collected from Key Stage 3 English teachers and purposively selected learners across 47 public secondary schools in Nueva Vizcaya. Findings reveal that teachers implement a comprehensive and integrated set of interventions combining Comprehension Strategy Instruction (CSI), Foundational Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI). Among these, strategies that are practical and immediately responsive to learners' needs, such as questioning, context clues, inferencing, decoding, vocabulary-building, oral fluency, differentiated instruction, remediation, and the use of localized materials, are most frequently practiced. Students experience these interventions as active and progressive, demonstrating improvements in comprehension, fluency, vocabulary, and confidence, while also showing increased engagement and motivation to read. However, teachers encounter challenges related to time constraints, heavy workload, learner diversity, low motivation, foundational skill gaps, limited resources, inconsistent attendance, lack of parental support, and institutional demands. To sustain and enhance these practices, a division-level activity is proposed to institutionalize effective strategies, strengthen teacher competencies, and promote collaborative approaches to improving reading outcomes.

Keywords: reading comprehension, instructional interventions, Phil-IRI, multicomponent instruction, teacher practices

Received: 05-06-2026

Revised: 06-13-2026

Accepted: 07-24-2026

Published: 08-30-2026

ISSN:3116-2991





Introduction

Reading comprehension is widely recognized as a foundational skill for academic achievement and lifelong learning across educational systems worldwide. It enables learners not only to decode written texts but also to analyze, interpret, and evaluate information. In the context of the 21st-century knowledge economy, these competencies are increasingly essential for participation in social, economic, and civic life. As societies become more information-driven, reading comprehension functions not merely as an academic skill but as a critical social competency that supports employability, active citizenship, and social inclusion.

International large-scale assessments have consistently underscored the importance of reading literacy and the persistence of global comprehension gaps. Results from the Programme for International Student Assessment (PISA) revealed that a significant proportion of learners across participating countries failed to attain the minimum level of reading proficiency required for functional literacy. These findings signal a global literacy stagnation and highlight the need for sustained, research-based instructional interventions to address comprehension difficulties among secondary learners. Such assessment outcomes position literacy as a governance concern, as low proficiency undermines educational equity and long-term national development.

In the Philippine context, the challenge of reading comprehension remains acute. The 2018 PISA results revealed that Filipino learners ranked among the lowest in reading literacy, with a majority failing to reach the minimum proficiency level. National assessment tools, including the Philippine Informal Reading Inventory (Phil-IRI), have similarly reported that a large number of learners fall under the frustration and instructional levels, indicating persistent difficulties in decoding, fluency, vocabulary, and comprehension. These learning gaps reflect systemic weaknesses that affect learners' ability to access curricular content and meaningfully participate in social and academic discourse.

Further international and regional assessments, such as the Southeast Asia Primary Learning Metrics (SEA-PLM) and the Trends in International Mathematics and Science Study (TIMSS), have reinforced these concerns. Filipino learners continue to experience difficulty with inferential comprehension, higher-order thinking, and interpreting unfamiliar texts. These findings indicate a literacy challenge that extends beyond technical reading skills and intersects with broader issues of learner readiness, equity, and cultural relevance.

In response to these concerns, the Philippine Department of Education (DepEd) has implemented a range of national policies and literacy initiatives aimed at learning recovery and intervention. Programs such as Catch-Up Fridays, the National Learning Recovery Program (NLRP), and the Academic Recovery and Accessible Learning (ARAL) Program under the MATATAG Agenda reflect institutional efforts to strengthen learner outcomes and address reading gaps through structured remediation and enrichment. At the regional and school levels, these policies are operationalized through localized reading programs, contextualized instructional materials, and teacher-initiated interventions that align instruction with learners' linguistic and cultural contexts.



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

International and local studies have demonstrated that instructional interventions grounded in comprehension strategies, foundational reading skills, and integrated approaches can improve learners' reading performance. Research has highlighted the effectiveness of strategies such as questioning, summarizing, inferencing, vocabulary development, fluency practice, and differentiated instruction. In the Philippine setting, studies focusing on contextualization, localized texts, and culturally responsive instruction have shown positive effects on learner engagement and comprehension, particularly when instruction reflects learners' lived experiences.

Despite this growing body of literature, most existing studies examine the effectiveness of instructional strategies in isolation. There remains limited empirical documentation on how multiple instructional interventions are implemented collectively by teachers in actual classroom settings, particularly at the secondary level. Moreover, there is a scarcity of studies that simultaneously examine the types of interventions employed, the frequency of their use, students' lived experiences of these interventions, and the challenges teachers encounter during implementation. This gap is especially evident in provincial and rural contexts where resource constraints, learner diversity, and contextual factors significantly influence instructional practice.

In Nueva Vizcaya, a culturally diverse province with a substantial number of public junior high schools, reading comprehension difficulties remain prevalent despite the implementation of national and school-based intervention programs. Regional diagnostic reports indicate that a large proportion of junior high school learners continue to read below grade-level proficiency. This situation underscores the need to examine classroom-level instructional practices and teacher-led interventions that mediate national policies and respond to local realities.

In light of these concerns, this study explores the instructional interventions in reading comprehension implemented by secondary English teachers in public junior high schools in Nueva Vizcaya. Specifically, it seeks to identify the instructional interventions employed by teachers, determine the most frequently practiced strategies, describe students' experiences with these interventions, examine the challenges encountered by teachers in implementation, and propose an activity to share effective practices in enhancing reading comprehension.

To achieve these objectives, the study adopts a mixed-methods research approach that integrates quantitative and qualitative techniques. Quantitative data are used to determine the frequency of instructional interventions, while qualitative data from interviews, open-ended questionnaires, and documentary analysis capture students' experiences and teachers' challenges. This approach provides a comprehensive understanding of reading instruction as a dynamic practice shaped by policy mandates, classroom realities, and learners' needs.

By documenting teacher-led instructional interventions and learners' experiences, this study contributes empirical evidence that can inform policy implementation, professional development, and the design of context-responsive literacy programs. More importantly, it highlights the role of teachers as key agents in addressing reading comprehension difficulties and advancing educational outcomes that support broader goals of social participation, equity, and cultural inclusion.



Statement of the Problem

This study aims to explore, describe, and document the instructional interventions in reading comprehension employed by secondary English teachers in public junior high schools of Nueva Vizcaya during School Year 2024–2025. It focuses on identifying the strategies used, determining the most frequently practiced interventions, describing students' experiences, and examining the challenges encountered by teachers in implementing these interventions. Furthermore, the study seeks to develop a proposed activity to share effective practices in enhancing reading comprehension. In particular, this study is designed to answer the following problems:

1. What instructional interventions in reading comprehension are employed by teachers?
2. What is most frequently practiced strategy for the identified intervention?
3. How do students describe their experiences with the implemented interventions?
4. What are the challenges do teachers encounter in implementing reading comprehension interventions?
5. What activity is proposed to share the effective intervention in enhancing reading comprehension?

Methodology

Research Design

This study utilized a quantitative-qualitative research approach, specifically adopting a convergent mixed-methods design, combining the strengths of both quantitative and qualitative methodologies to examine the instructional interventions in reading comprehension implemented by secondary English teachers in public junior high schools in Nueva Vizcaya during School Year 2024–2025. This approach was selected to allow the researcher to identify the instructional interventions employed by teachers, determine the most frequently practiced strategies, describe students' experiences, and examine the challenges encountered by teachers in implementing these interventions.

The quantitative component of the study adopted a descriptive research design and focused on analyzing the frequency of instructional interventions, namely Comprehension Strategy Instruction (CSI), Foundational Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI). Data for this component were gathered through a structured questionnaire employing Likert-scale items. Descriptive statistics particularly the frequency count was used to analyze responses. These measures were used to determine the most frequently practiced instructional strategies among teachers.

The qualitative component followed a descriptive qualitative design to explore the experiences of students and the challenges encountered by teachers in the implementation of instructional interventions. This part of the study drew upon data collected through open-ended questionnaires and semi-structured interviews. Teachers were asked to describe the specific strategies they implemented, the rationale behind them, and the contextual challenges they faced. Additionally, students were purposively selected from various reading proficiency levels to describe their experiences and perceptions of how these interventions supported their learning.

The qualitative data were analyzed using thematic analysis to identify recurring patterns related to students' experiences and teachers' implementation challenges. This approach allowed the researcher to capture meaningful insights from participants' responses and provide a deeper understanding of how instructional interventions are applied in actual classroom settings.

The integration of quantitative and qualitative data was carried out through the principles of a convergent design, wherein results from both strands were compared, contrasted, and synthesized. This process enabled triangulation, thereby strengthening the validity and reliability of the findings. Through this integration, the study identified instructional interventions, determined the most frequently practiced strategies, described students' experiences, and examined teachers' challenges, which served as the basis for proposing an activity to share effective reading comprehension interventions.

Participants/Subjects

The respondents of this study consisted of two groups: Key Stage 3 English teachers and purposively selected



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

junior high school learners from public secondary schools under the Department of Education – Schools Division of Nueva Vizcaya (SDO-NV). This sampling approach ensured a balanced and holistic understanding of the instructional interventions in reading comprehension, including their use, learners' experiences, and implementation challenges from both instructional and learner perspectives.

The primary respondents of the study were all English teachers handling Grades 7 to 10 in public junior high schools within the division during School Year 2024–2025. These teachers were chosen as they were directly responsible for designing and implementing instructional strategies in reading comprehension during the important years of learners' literacy development. Their instructional roles placed them at the forefront of reading interventions such as comprehension strategy instruction (CSI), foundational reading skills instruction (FRSI), and multicomponent instruction (MI). To qualify as respondents, teachers must have: (a) actively taught English in Key Stage 3 during School Year 2024–2025, (b) implemented at least one reading comprehension intervention within the last two (2) years, and (c) maintained records or evidence of such interventions (e.g., lesson plans, activity sheets, or other relevant documents).

A list of these teachers was obtained through coordination with the English Education Program Supervisor (EPS) of SDO-Nueva Vizcaya. They were invited to respond to a structured questionnaire with frequency-based and open-ended items designed to identify the instructional interventions they implemented and determine how often these strategies were used, as well as the challenges they encountered. From among these respondents, a group of teachers was purposively selected for semi-structured interviews based on the richness, relevance, and clarity of their initial responses. This allowed for deeper exploration of their instructional practices and contextual information. Table 1 showed the number of Key Stage 3 English teachers in public secondary schools in each district of the Division of Nueva Vizcaya, along with the number of interviewed teachers and learners.

To validate and enrich the perspectives gathered from teachers, the study also involved purposively selected learners from various junior high schools. These learners were recommended by their respective English teachers using the following selection criteria: (a) demonstrated exposure to one or more reading interventions implemented in class, (b) reading proficiency levels ranging from low to high, as assessed through classroom-based assessments or available school records, and (c) willingness to participate voluntarily in the study.

In addition, to qualify as learner-respondents, students must have: (a) participated in reading interventions implemented by their English teachers, (b) demonstrated familiarity or engagement with these instructional interventions in classroom activities, and (c) provided both parental consent and personal assent prior to participation. Parental informed consent and student assent were obtained prior to their participation. The learner respondents took part in semi-structured interviews intended to surface their experiences with the instructional interventions and how they engaged with reading activities. Their responses complemented the information provided by teachers, contributing to a more complete picture of the implementation of interventions.

To protect the integrity of the study, the researcher excluded their own school and its teaching personnel and students from the pool of respondents. This was to avoid potential bias or undue influence. All participants were assured that their involvement was voluntary, and they could withdraw at any time without penalty. Teachers and students who were interviewed were assigned pseudonyms in all transcriptions, analyses, and reports to protect their identities.

Instruments/Materials

Questionnaire on Instructional Interventions in Reading Comprehension (See Appendix C, Part A). This researcher-made instrument was administered to all participating Key Stage 3 English teachers in public junior high schools. It consisted of a structured checklist and frequency-based items designed to identify the instructional interventions employed by teachers under Comprehension Strategy Instruction (CSI), Foundational Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI). The instrument specifically gathered data on how often these interventions were used in classroom practice to determine the most frequently implemented strategies.



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Semi-structured Interview Guide for Teachers (See Appendix C, Part B). To complement the data from the questionnaire, selected English teachers participated in semi-structured interviews. The guide included open-ended prompts designed to elicit deeper information on the instructional interventions they employed and the challenges they encountered in their implementation. Follow-up questions allowed the researcher to clarify and explore teacher responses in greater depth.

Semi-structured Interview Guide for Students (See Appendix C, Part C). This tool was used with purposively selected learners to gather qualitative data on their personal experiences with reading interventions in the classroom. The interview focused on how students perceived and experienced these instructional practices in supporting their reading comprehension.

To ensure validity and appropriateness of the research instruments, they were reviewed and appraised by three experts in the fields of language education, reading instruction, and educational research. Their evaluation focused on face and content validity, using the following criteria: clarity of instructions and questions, organization and structure, alignment with research objectives, suitability of prompts, comprehensiveness of content, and overall coherence. Details of evaluators were reflected as follows:

Evaluator 1 was a Master Teacher II in English with extensive experience in implementing reading programs and conducting research in literacy development. She was affiliated with one of the large schools in the Schools Division of Nueva Vizcaya and had served as a regional trainer for reading remediation workshops.

Evaluator 2 held a Doctor of Philosophy in Literacy, Reading and Numeracy and was the current Head Teacher III in one of the large schools in the Schools Division of Nueva Vizcaya. She had presented studies in both local and national literacy conferences.

Evaluator 3 was an Education Program Supervisor in English with over 15 years of experience in curriculum development and reading intervention implementation. He was a member of DepEd's national technical working group on literacy and had authored several teacher training modules on reading comprehension.

These validators were provided with a complete set of the instruments. They used a standardized evaluation form to rate each component of the tools. Their feedback was used to revise and finalize the instruments prior to data collection.

To supplement the data gathered from questionnaires and interviews, the researcher also collected and reviewed existing documentary evidence from participating schools. These Means of Verification (MOVs) helped validate self-reported practices and provided supporting evidence on the implementation of instructional interventions. The MOVs included, but were not limited to, project proposals on reading programs and intervention plans, reading program results and Phil-IRI consolidated reports, accomplishment reports of department or school reading initiatives, School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs) that referenced reading interventions, documentation of Learning Action Cell (LAC) sessions focused on literacy strategies, photos, memos, and activity logs related to reading programs, as well as monitoring and evaluation tools used by schools in assessing reading-related activities. These MOVs were collected with permission from participating schools and were analyzed alongside qualitative data to improve the accuracy and credibility of the findings. They also served as a supporting source for verifying the alignment and actual classroom implementation of the instructional interventions discussed during interviews and reflected in the questionnaires.

In addition to the instruments mentioned above, the researcher conducted interviews with teacher and student participants to expand on questionnaire responses, particularly where clarification or elaboration was needed. Notes and observations from these interviews supported the emerging themes during data analysis.

Data Collection Procedures

To ensure ethical, organized, and systematic data collection, the researcher followed a structured multi-phase process. The first step involved securing formal approval from Ifugao State University, where the research proposal was reviewed by the thesis adviser and research panel. Upon incorporating all suggested revisions, the researcher requested



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

clearance to begin the actual data collection.

Following university approval, a request letter was submitted to the Office of the Schools Division Superintendent (SDS) of the Schools Division of Nueva Vizcaya to obtain division-level endorsement. Once granted, the SDS endorsed the study to the Education Program Supervisor (EPS) in English, who then disseminated the approval to the school heads of junior high schools within the division.

The EPS also provided the researcher with a list of Key Stage 3 English teachers, which served as the sampling frame for the primary participants. Using this list, the researcher coordinated data collection activities with school administrators, ensuring that schedules were aligned with the availability of teachers and did not disrupt class hours or school operations.

Prior to gathering any data, the researcher distributed informed consent forms to all identified English teachers. For student participants, the researcher secured parental consent first, followed by learner assent forms signed by the students themselves. Only those who voluntarily agreed to participate and submitted complete consent documents were included in the study.

Data collection consisted of two sequential phases. The first phase involved the administration of the structured questionnaire on instructional interventions in reading comprehension, which contained checklist and frequency-based items to identify the instructional interventions employed by teachers and determine the most frequently practiced strategies. This questionnaire was distributed either face-to-face or through secure online platforms, depending on accessibility and participant preference. In addition, the researcher gathered relevant documented intervention materials such as reading program records and other Means of Verification (MOVs) from teachers' files to support the analysis of implemented instructional strategies.

The second phase involved the conduct of semi-structured interviews with a purposively selected group of English teachers and Key Stage 3 learners. These interviews provided deeper information on students' experiences and teachers' challenges in implementing instructional interventions. Teacher interviews focused on the strategies they employed and the difficulties encountered during implementation, while student interviews explored their actual experiences with these interventions in the classroom. Interviews were conducted either in person or online and were scheduled in a manner that ensured participants' privacy, convenience, and comfort.

All data, both written and recorded, were handled with strict confidentiality. Interviews were audio-recorded, then transcribed verbatim by the researcher. Responses from questionnaires and interviews were coded and thematically organized for analysis. Documented intervention materials were also reviewed and analyzed to corroborate and enrich the findings from the quantitative and qualitative data. These data served as the basis for identifying commonly used interventions, determining the most frequently practiced strategies, describing learner experiences, examining teacher challenges, and developing a proposed activity to share effective reading comprehension interventions. Digital files were stored in password-protected folders, while hard copies were kept in secure, locked storage accessible only to the researcher.

Data Analysis

This study used both quantitative and qualitative data sources, including frequency-based questionnaire responses, open-ended questionnaires, semi-structured interviews, and documentary Means of Verification (MOVs). The analysis proceeded in two main phases, beginning with the quantitative analysis followed by thematic analysis for the qualitative components, allowing for triangulation across data types.

To determine the instructional interventions in reading comprehension employed by teachers and identify the most frequently practiced strategies, descriptive statistics were employed. Specifically, frequency counts (f) were used to summarize the responses of the 115 teacher-respondents. Each identified intervention under the three categories, CSI, FRSI, and MI, was analyzed based on how often it was reported to be used in classroom practice. The intervention with the highest frequency of responses was identified as the most frequently practiced strategy.

The use of frequency counts allowed the researcher to determine how many teachers employed specific



instructional interventions. This approach provided a clear and systematic description of the instructional interventions commonly implemented in classroom settings without the use of percentage distributions or ranking procedures.

The previous use of percentage distributions, extent of practice classifications, and effectiveness analysis using PHIL-IRI pre-test and post-test results were excluded, as the study focused on identifying interventions, their frequency of use, students' experiences, and teachers' challenges.

Meanwhile, the data collected from open-ended questionnaires, semi-structured interviews, and documentary sources were analyzed using thematic analysis, guided by the six-phase framework of Braun and Clarke (2006). This analytic method was chosen for its flexibility and rigor in capturing patterns of meaning across qualitative data. Thematic analysis allowed the researcher to generate rich and organized interpretations of how instructional interventions in reading comprehension were experienced by learners and implemented by teachers, including the challenges encountered.

In the first phase, the researcher engaged in familiarization with the data by reading and rereading all questionnaire responses, interview transcripts, and supporting documents. This helped the researcher develop an initial understanding of emerging patterns. In the second phase, the researcher generated initial codes by identifying and labeling relevant features in the data.

During the third phase, these codes were organized into potential themes. The researcher then reviewed and refined these themes in the fourth phase, ensuring coherence and alignment with research objectives. In the fifth phase, the researcher defined and named the final themes.

In exploring the types and nature of instructional interventions, the researcher drew on multiple data sources. Documentary MOVs were examined to confirm and support reported interventions, thereby enhancing credibility.

Student interview data were coded and thematically grouped to reflect learners' experiences with the implemented interventions, while teacher interview data were analyzed to identify recurring challenges in implementation.

In the final phase, the researcher produced a narrative report supported by quotations and documentary evidence. Triangulation was applied throughout the analysis process. The integrated findings served as the basis for identifying instructional interventions, determining the most frequently practiced strategies, describing students' experiences, examining teachers' challenges, and developing a proposed activity to share effective reading comprehension interventions.

Ethical Considerations

This study observed ethical standards in the conduct of research involving human participants. The researcher ensured that all ethical principles related to voluntary participation, informed consent, confidentiality, privacy, and protection from harm were fully upheld throughout the research process, particularly in gathering data on instructional interventions, students' experiences, and teachers' implementation challenges.

Prior to data collection, formal approval was secured from Ifugao State University Graduate School. Additionally, a formal request for data gathering was submitted to the Office of the Schools Division Superintendent of the Department of Education – Schools Division of Nueva Vizcaya. Upon approval, endorsement letters were disseminated through the Education Program Supervisor in English to school heads of participating junior high schools.

Participation in this study was voluntary. Informed consent was sought from all participating Key Stage 3 English teachers after they were fully briefed on the purpose, scope, and nature of the research. They were asked to accomplish an Informed Consent Form confirming their voluntary participation and understanding of their rights, including the freedom to withdraw from the study at any point without penalty or loss of benefits.

For student participants, a two-step process was observed to ensure ethical compliance: (1) parental or guardian consent was secured through a signed Parental Consent Form, and (2) students provided written assent using a Student Assent Form after being oriented about their participation in age-appropriate language. Only students with



both parental consent and personal assent were included in the study.

The research instruments, including the frequency-based questionnaire, open-ended questions, and interview guides, were reviewed and validated by experts in language education, reading instruction, and educational research to ensure appropriateness, clarity, and alignment with ethical standards.

All information gathered was treated with utmost confidentiality. Teachers and students were not identified by name in any reports or publications. Instead, pseudonyms or code numbers were used to protect their identities. Data from interviews and questionnaires were securely stored in a password-protected digital archive accessible only to the researcher. Physical documents were stored in a locked cabinet and were destroyed after the study was completed and officially submitted.

Participants were not exposed to any physical, emotional, or psychological risks during the conduct of the study. However, should any participant feel uncomfortable or distressed while responding to questions or during interviews, they were allowed to pause or withdraw from the study without obligation.

The study did not offer monetary compensation or material incentives. However, the findings were anticipated to benefit schools, teachers, and learners by providing information on commonly used instructional interventions, learners' experiences, and challenges encountered in implementation, which will serve as the basis for a proposed activity to enhance reading comprehension practices. A copy of the results and recommendations derived from the study was shared with the Schools Division Office. Any potential conflict of interest was declared transparently. The researcher affirmed that there was no personal or financial interest that could influence the integrity of the study.

Findings

Instructional Interventions in Reading Comprehension Employed by Teachers

This section presents the instructional interventions employed by teachers in teaching reading comprehension. It shows the range of practices aligned with Comprehension Strategy Instruction (CSI), Foundational Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI) used to address learners' diverse reading needs.

Catch-Up Fridays, institutionalized through DepEd Memorandum No. 001, s. 2024, serves as a system-level response to persistent learning gaps in reading, particularly in both comprehension and foundational literacy. The program provides protected instructional time where teachers focus on remediation, enrichment, and independent learning. Teachers reported using this time to focus on struggling learners, guiding them step by step. Instructional practices include questioning, summarizing, inferencing, and guided explanations to monitor understanding. Teachers also reported returning to basic reading skills such as decoding and fluency when learners struggle.

Teachers indicated that multiple strategies are often integrated within a single Catch-Up Friday session, including guided reading, vocabulary support, comprehension questioning, and interactive or peer-assisted activities. Teachers also reported providing immediate feedback and adjusting pacing depending on learner needs. Aside from instructional practices, teachers reported challenges related to documentation requirements, alignment of activities with program expectations, and managing varied learner needs within limited time.

The National Learning Camp (NLC) was reported as an intensified literacy recovery intervention that extends learning beyond regular classroom instruction. Teachers described using extended time to revisit basic reading skills



such as phonics, decoding, and fluency, particularly for learners who continue to struggle. Comprehension-related practices include guided explanations, questioning, and reflective discussions. Learners are flexibly grouped according to reading levels, allowing teachers to provide targeted instruction.

Teachers reported that smaller group settings allow close monitoring of learner progress, immediate feedback, and step-by-step guidance. Learners were observed to show increased participation and confidence during NLC sessions. However, teachers also reported challenges related to intensive planning, time management, attendance, and sustaining learner engagement.

The ARAL Reading Program emphasizes accessibility and support for learners at risk of falling behind. Teachers reported reinforcing foundational reading skills such as decoding and word recognition while also engaging learners in comprehension activities through explanation and questioning. Instructional strategies are adapted based on learner readiness, pacing, and context. Teachers also reported continuous monitoring of learner progress and adjustments in instruction based on observed outcomes. Challenges include time allocation, managing diverse learner needs, and variations in resource availability.

Let's Read PM was reported as a program that strengthens reading development by providing increased access to texts through reading corners and mini-libraries. Teachers facilitate comprehension through questioning, retelling, and reflection activities. Repeated exposure to texts supports decoding, fluency, and vocabulary development. Teachers also observed increased learner engagement, especially when learners are allowed to choose texts. Challenges reported include availability of materials, organization of reading spaces, and consistency of implementation.

PROJECT REAL, implemented through the LRMDs, focuses on improving access to quality reading materials. Teachers reported using available resources for guided reading, comprehension questioning, and vocabulary development. Learners' exposure to varied texts supports vocabulary growth, decoding, and fluency. Teachers also reported improved learner engagement when materials are varied and relevant. Challenges include resource management, sustainability, and integration of materials into instruction.

Teachers' initiated reading programs such as Project READ, Project BRAVO, Project R.E.A.D.I.N.E.S.S., Project RECAP, Project BUKLAT, Project WARDS, Project LORNA, Project I-READ, and the Tech-Trek Reading Program were reported as flexible and assessment-driven interventions. Teachers use PHIL-IRI results for grouping and planning interventions. Instruction includes one-on-one sessions, small-group instruction, gamified activities, peer-assisted learning, scaffolded instruction, contextualized materials, school-wide coordination, and technology-supported strategies. Across programs, decoding, fluency, vocabulary, comprehension, and engagement are consistently addressed. Teachers reported challenges related to time, workload, planning, and sustainability of individualized support.



Frequency of Use of Instructional Interventions in Reading Comprehension

This section presents the frequency of use of instructional interventions in reading comprehension as reported by teachers. The results show that teachers frequently employ comprehension strategies, particularly context clues ($f = 104$), questioning during reading ($f = 102$), and inferencing ($f = 94$). Summarizing ($f = 86$) and visualization ($f = 83$) are also commonly used, while prediction ($f = 68$) is less frequently implemented.

For Foundational Reading Skills Instruction, decoding unfamiliar words ($f = 99$), vocabulary-building ($f = 96$), grammar instruction ($f = 92$), and oral fluency practice ($f = 88$) were reported as frequently used. Phonemic awareness ($f = 63$) and syllabication ($f = 69$) were reported as less frequently implemented and are often addressed during remediation.

For Multicomponent Instruction, differentiated instruction ($f = 98$), diagnostic-based remediation ($f = 97$), and use of localized materials ($f = 95$) were reported as the most frequent strategies. Writing integration ($f = 85$) and skill integration ($f = 78$) were moderately used, while thematic or cross-curricular integration ($f = 52$) was the least frequently practiced.

Students' Experiences on the Impact of Instructional Interventions on Their Reading Comprehension

Students' responses were consolidated into five recurring experiential themes: comprehension and meaning-making activities, oral reading and phonological development, vocabulary development and language integration, guided and scaffolded reading, and collaborative and engaging experiences. Students reported improved understanding through questioning, summarizing, and identifying key details. Oral reading practices improved fluency, pronunciation, and confidence. Vocabulary instruction supported clearer comprehension. Guided and repetitive reading helped learners move from difficulty to mastery. Collaborative and engaging activities increased motivation, confidence, and positive attitudes toward reading.

Challenges Encountered by Teachers in Implementing Reading Comprehension Interventions

Teachers reported multiple challenges in implementing reading comprehension interventions. These include time constraints, heavy workload, learner disengagement, varied reading abilities, limited vocabulary, foundational skill deficits, irregular attendance, limited instructional materials, lack of parental support, learner stigma, institutional demands, and varying levels of teacher preparedness. These challenges affect the sustainability, consistency, and depth of reading interventions.

Proposed Activity to Share Effective Intervention in Enhancing Reading Comprehension

The proposed activity is a division-level training program designed to strengthen teachers' competencies in implementing effective reading interventions through Comprehension Strategy Instruction (CSI), Foundational

Copyright_2026_IJECLS



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI). Anchored on the Philippine Professional Standards for Teachers (PPST) and aligned with Continuing Professional Development (CPD) requirements, the program provides a structured and systematic approach to improving reading instruction. The training emphasizes the use of assessment data, integration of comprehension and foundational skills, and the application of contextualized and differentiated strategies to address diverse learner needs.

The activity adopts a capacity-building approach that combines theoretical discussions, demonstration teaching, collaborative lesson design, and school-based implementation through Learning Action Cell (LAC) sessions. It incorporates monitoring and coaching mechanisms to support implementation across schools. The program consists of structured sessions that include data analysis, strategy application, lesson development, and intervention planning, which are intended to guide teachers in designing and implementing responsive reading programs.

Discussion

The findings show that reading comprehension instruction is implemented through integrated and adaptive instructional practices rather than isolated strategies. Teachers consistently combine Comprehension Strategy Instruction, Foundational Reading Skills Instruction, and Multicomponent Instruction to address learners' diverse needs. This reflects the understanding that reading comprehension depends on the interaction of decoding, fluency, vocabulary, comprehension strategies, and engagement rather than on a single instructional approach.

From a Structural Functionalist perspective, the identified instructional interventions function as adaptive mechanisms that allow the educational system to respond to literacy challenges while maintaining instructional continuity. DepEd-initiated programs such as Catch-Up Fridays, the National Learning Camp, and ARAL provide structural support that enables teachers to conduct remediation, differentiation, and enrichment, while teacher-initiated programs demonstrate localized responses to learner needs. In relation to instructional practice, the frequency data show that teachers prioritize strategies that are practical, flexible, and easily integrated into daily instruction. Strategies such as questioning, context clues, decoding, and vocabulary instruction are frequently used because they provide immediate instructional feedback and directly address common learner difficulties.

In contrast, less frequent use of prediction, phonemic awareness, writing integration, and cross-curricular approaches suggests that time constraints, curriculum demands, and planning requirements influence instructional choices. Consistent with these practices, students' experiences highlight that reading interventions are transformative learning processes. Improvements in comprehension, fluency, and vocabulary are accompanied by changes in confidence, motivation, and engagement.

The affective dimension of reading emerges as critical, as learners develop positive reading identities through scaffolded support, collaboration, and engaging activities. These findings support constructivist views of reading instruction, where meaning is constructed through guided interaction and active participation. At the same time, the challenges encountered by teachers reveal systemic constraints that affect the effectiveness of reading interventions. Time limitations, learner diversity, foundational skill gaps, limited resources, and lack of home support place pressure on instructional delivery. Within structural functionalism, these challenges are viewed as pressures that disrupt system

Copyright_2026_IJELCS



equilibrium, requiring compensatory adjustments such as localization of materials, prioritization of strategies, and remediation.

Overall, the discussion underscores that effective reading comprehension instruction is integrative, responsive, and context-dependent. While teachers demonstrate adaptability and commitment, sustainable improvement in reading outcomes requires strengthened institutional support, adequate resources, protected instructional time, and continued professional development.

In response to these conditions, the design of the proposed activity responds directly to identified gaps in consistency, differentiation, and data-driven practices in reading instruction, as well as the need to improve learners' progression toward grade-level reading proficiency based on Phil-IRI results. By grounding the training on PPST standards and CPD alignment, the activity situates reading intervention within recognized professional and institutional frameworks, reinforcing its relevance and sustainability. Furthermore, the integration of theoretical input, practical demonstration, collaborative planning, and school-based application reflects the need to bridge knowledge and practice. The inclusion of monitoring and coaching mechanisms underscores the importance of sustained support rather than one-time training, enhancing the likelihood of effective implementation. Ultimately, the activity aims to improve learners' reading comprehension, support their movement from frustration to independent levels, and promote more effective, evidence-based teaching practices across schools.

References

- Abay, L. M. (2025). Teachers' readiness in phonemic awareness instructions and the reading performance of Grade II pupils Zone 4, Division of Zambales. *International Journal of Multidisciplinary Applied Business and Education Research*, 6(10), 5165-5173. <https://ijmaberjournal.org/index.php/ijmaber/article/view/2961>
- Abdon, M. M., & Barrios, A. (2022). Phonological awareness intervention in mother tongue among Filipino kindergarten learners. *Indonesian Journal of Applied Linguistics*, 12(2), 399-411. <https://doi.org/10.17509/ijal.v12i2.45802>
- Ahmed, Y., Miciak, J., Taylor, W., & Francis, D. (2021). Structure altering effects of a multicomponent reading intervention: An application of the direct and inferential mediation (DIME) model of reading comprehension in upper elementary grades. *Journal of Learning Disabilities*, 55(1), 58-78. <https://doi.org/10.1177/0022219421995904>
- Ambayon, C. M., & Laluna, M. A. (2025). Content literacy strategies module and the learning achievement of Grade 9 learners in English. *Pantao Journal*, 4(2), 6. https://pantaojournal.com/2025/04/21/v4-i2-6/?utm_source=cha
- Ammour, K. (2021). Developing elementary EFL learners' procedural knowledge and strategic awareness in reading classes during the Covid-19 pandemic: Algerian teachers' challenge. *Arab World English Journal*, 1(1), 127-135. <https://awej.org/developing-elementary-efl-learners-procedural-knowledge-and-strategic-awareness-in-reading-classes-during-the-covid-19-pandemic-algerian-teachers/>
- Ankrum, J. W., Parsons, A. W., Parsons, S. A., Lohnas, C., Vaughn, M., & Morewood, A. L. (2025). The importance of adaptive literacy instruction: Now more than ever. *The Reading Teacher*. <https://doi.org/10.1002/trtr.70034>
- Apiles, V. (2025). Building reading classrooms: Information from educational service contracting schools in the Philippines. *International Journal of Educational Management & Development Studies*, 6(1), 1-26. https://iiari.org/journal_article/building-reading-classrooms-information-from-educational-service-contracting-schools-in-the-philippines/



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

- Baog, I. W., Capao, A. T., Villamor, A. C., Mesal, E. M., Tomanan, A. S., & Redilla, A. M. (2023). Phonemic awareness strategy and reading proficiency level of Grade 2 learners in Davao City. *International Journal of Research Publications*, 127(1), 96-102. <https://www.ijrp.org/paper-detail/4990>
- Belbes, M. E., Bando, M. M., Tan, C. S., Yazon, A., & Buenvenida, L. P. (2022). Effectiveness of Jolly Phonics program towards strengthening of language literacy: Experimental case in the Philippines. *International Journal of Theory and Application in Elementary and Secondary School Education*. <https://journals.researchsynergypress.com/index.php/index/login?source=%2Findex.php%2Fijtaese%2Farticle%2Fview%2F1077>
- Bickerstaff, S., & Raufman, J. (2017). From “additive” to “integrative”: Experiences of faculty teaching developmental integrated reading and writing courses. <https://academiccommons.columbia.edu/doi/10.7916/D86W9PGT>
- Canales, K. J., & Ducot, L. (2025). Integration of media literacy in teaching and learners' reading performance. *Psychology and Education: A Multidisciplinary Journal*, 47(3), 371-385. https://scimatic.org/show_manuscript/6432
- Concepcion, J. L. D. (2024). Intentionality of junior high school teachers on reading difficulties of Grade 9 learners. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 11(6), 78-84. <https://eprajournals.com/pdf/fm/jpanel/upload/2024/June/202406-06-017372>
- Del Valle Jr., O. R. (2025). Improving reading comprehension using a contextualized metacognitive strategies of 10th grade learners. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/improving-reading-comprehension-using-a-contextualized-metacognitive-strategies-of-10th-grade-learners/>
- Department of Education Region II. (2022). Guidelines on the Contextualized Reading Programs in Region II (Regional Memo No. 56, s. 2022).
- Department of Education. (2020). PISA 2018 Philippine National Report. <https://www.deped.gov.ph>
- Department of Education. (2023). DepEd Memorandum No. 1, s. 2024: Catch Up Fridays Program. Manila: DepEd.
- Department of Education. (2023). Implementing Guidelines on the National Learning Recovery Program (NLRP). <https://www.deped.gov.ph>
- Department of Education. (2023). National Learning Recovery Program (NLRP) and ARAL Program under the MATATAG Agenda. Manila: DepEd.
- Department of Education. (2024). Catch-Up Fridays Program (DepEd Memorandum No. 1, s. 2024).
- Dulay, K., Cheung, S., & McBride, C. (2019). Intergenerational transmission of literacy skills among Filipino families. *Developmental Science*, 22(5). <https://onlinelibrary.wiley.com/doi/10.1111/desc.12859>
- EDCOM II. (2023). Learning Loss and Recovery Report. <https://edcom2.gov.ph/reports/>
- Espineda, M. N. (2023). Social inclusion and the use of sign language inset during the 2019 Philippine SONA. *Universal Access in the Information Society*, 23(1), 831-841. <https://link.springer.com/article/10.1007/s10209-023-00968-1>
- Filiz, T., Demir, M., & Kaya, M. (2024). Effects of instructional intervention programs on reading skills of students with reading difficulties. *Participatory Educational Research*, 11(5), 146-168. <https://doi.org/10.17275/per.24.68.11.5>
- Garganera, J. M. S. (2025). Teaching phonemic awareness to Filipino students: Bridging culture and pedagogy: A case study. *Journal of English Education Forum*, 152-158. <https://jeef.unram.ac.id/index.php/jeef/article/view/903>



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

- reading comprehension. *The Reading Teacher*, 75(2), 147–156. <https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2033>
- Ignacio, M. A. (2026). Assessing teachers' capacity in reading instruction: Evidence from Laparay Elementary School. *Eureka: Journal of Educational Research*, 4(1), 108–117. <https://eureka.id-sre.org/index.php/ejer/article/view/83>
- Kim, Y.-S. G., Wagner, R. K., & Foster, E. (2021). Improving reading comprehension through explicit instruction and cognitive strategies: A meta-analysis. *Reading Research Quarterly*, 56(2), 245–272. <https://doi.org/10.1002/rrq.361>
- Lagdaan, R. M. B., & Sevilla, N. B. (2025). The effectiveness of reading comprehension strategies in enhancing literacy skills of junior high school students in the Philippines: A systematic review. *Research and Analysis Journal*, 8(8), 21–28.
- Laroza, c., Amada, A. (2024). Reading comprehension levels and skills of Filipino Grade 7 learners: A basis for an intervention program. *European Journal of English Laguage Teaching*, 9(1). <https://oapub.org/edu/index.php/ejel/article/view/5239> Ire Journals+15OAPub+15Zenodo+15
- Legaspina, [Author's First Name Initial, if known]. (2025). A structural equation model of school project success of public schools in Soccsksargen, Philippines. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2025.90300210>
- Librea, N. K., Luciano, A. M., Sacamay, M. L., Libres, M. D., & Jr., A. (2023). Low reading literacy skills of elementary pupils in the Philippines: Systematic review. *International Journal for Research in Applied Science and Engineering Technology*, 11(4), 1978–1985. <https://www.ijraset.com/best-journal/low-reading-literacy-skills-of-elementary-pupils-in-the-philippines-systematic-review-754>
- Marinelli, H. Á., Berlinski, S., Busso, M., & Martínez Correa, J. (2022). Improving early literacy through teacher professional development: Experimental evidence from Colombia. *Journal of Public Economics Plus*. <http://dx.doi.org/10.18235/0004514>
- Marvas, C. R. C., Libres, G. E., Benitez, A. J. D., Natividad, A. P., Oliva, M. M. J., & Legaspino, F. G. (2024). Enhancing reading comprehension in Grade 5 students using the Kiddie ReCom app. *Davao Research Journal*. <http://dx.doi.org/10.59120/drj.v15i3.251?utm>
- Mendoza, K. (2024). Influence of cultural background on language comprehension in Philippines. *International Journal of Linguistics*. <https://www.iprjb.org/journals/index.php/IJL/article/view/2980>
- Moral, L. D., & Villarente, M. P. (2024). Teaching strategies and their effects on reading comprehension in inclusive classrooms. *Journal of Effective Teaching Methods*, 2(1), 12–27. https://www.researchgate.net/publication/379122461_Teaching_Strategies_and_Their_Effect_on_Reading_Comprehension_Performance_of_Junior_High_School_Students_in_Inclusive_Classroom_Setting ResearchGate
- Nurhasanah, N., Rustan, E., & Mahmud, H. (2025). Readiness assessment for literacy program implementation. *International Journal of Asian Education*, 6(1), 47–61. <https://ijae.journal-asia.education/index.php/data/article/view/463>
- Ocampo, L. L., Tosino, W. (2024). Teachers' reading comprehension strategies, approaches and challenges. *International Journal of Science and Management Studies*, 7(3), 154–210. <https://doi.org/10.51386/25815946/ijsms-v7i3p107>
- OECD. (2020). PISA 2018 results (Volume I): What students know and can do. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- OECD. (2021). 21st-Century readers: Developing literacy skills in a digital world. OECD Publishing. <https://doi.org/10.1787/a83d84cb-en>
- OECD. (2021). Education at a Glance: Skills for the Knowledge-Based Economy. Paris: OECD Publishing.
- Okkinga, M., van Steensel, R., van Gelderen, A. J. S., & Slegers, P. J. C. (2020). Effects of reading strategy interventions: A meta-analysis. *Review of Educational Research*, 90(3), 331–377. <https://doi.org/10.3102/0034654320922140>
- Pinoliad, E. (2021). Contextualization in teaching short stories: Students' interest and comprehension. *Middle Eastern Journal of Research in Education and Social Sciences*, 2(1), 31–55. <https://bcsdjournals.com/index.php/mejrhss/article/view/167>



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

- Rabara, E. E. (2021). Contextualized lessons, tangible turn-taking technique and the reading comprehension of Grade Seven students. <https://www.semanticscholar.org/paper/Contextualized-Lessons%2C-Tangible-Turn-taking-and-of-Rabara/c368832fb49950e934fe7030f638100e54922145?>
- Schleicher, A. (2020). The case for 21st-century learning: Information from PISA. OECD Education and Skills Today. <https://oecdeditoday.com>
- Second Congressional Commission on Education (EDCOM II). (2023). Final Report on the Learning Crisis in the Philippines: Reading Proficiency and Policy Recommendations. Manila: EDCOM II.
- Smith, O. L., & Robinson, R. (2020). Teacher perceptions and implementation of a content-area literacy professional development program. *Journal of Educational Research and Practice*, 10(1), 55-70. <https://scholarworks.waldenu.edu/jerap/vol10/iss1/4/>
- Strong, J. Z., Tortorelli, L. S., & Anderson, B. E. (2024). Read STOP Write: Teaching foundational skills in a multicomponent informational reading and writing intervention. *Journal of Adolescent & Adult Literacy*. <https://doi.org/10.1002/jaal.1389>
- Sukarno, S., Dewi, H. H., Saputro, E. P. N., & Priyana, J. (2024). Strategies-based English instruction as a method for enhancing reading comprehension skills in higher education students. *Journal of English Educators Society*, 9(2), 113-124. <https://jees.umsida.ac.id/index.php/jees/article/view/1823>
- Suson, R., Baratbata, C. T., Anoos, W. G., Ermac, E. A., Aranas, A. G., Malabago, N. K., Galamiton, N., & Capuyan, D. L. (2020). Differentiated instruction for basic reading comprehension in Philippine settings. *Universal Journal of Educational Research*, 8, 3814–3824. https://www.hrpub.org/journals/article_info.php?aid=9653
- UNICEF & SEAMEO INNOTECH. (2022). SEA-PLM 2019 Main Regional Report. UNICEF Regional Office for East Asia and the Pacific. <https://www.seameo-innotech.org>
- Vaughn, S., Wanzek, J., Scammacca, N., & Lewis, D. (2021). Extensive reading interventions for students with reading difficulties in Grades 4–12: A synthesis study. *Journal of Learning Disabilities*, 54(2), 89–105. <https://files.eric.ed.gov/fulltext/ED579894.pdf>
- Wasilah, S. (2023). Education in a functional structural perspective and conflict regarding social relations in society. *JUPE: Jurnal Pendidikan Mandala*. <https://doi.org/10.58258/jupe.v8i3.5922>
- Woldetensay, S., & Bogale, B. (2025). EFL teachers' beliefs and instructional roles in the application of pre-reading strategies: A qualitative study. *Language Teaching and Educational Research*, 8(1), 71-93. <https://dergipark.org.tr/en/pub/later/article/1584200>
- Zhang, M. (2025). A qualitative study on improving test outcomes through reading strategy instruction in the educational context. *Pacific International Journal*, 8(4), 116-123. <https://www.rclss.com/pij/article/view/854>



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>
