

**LINGUISTIC FACTORS AFFECTING THE READING PERFORMANCE OF
PRIMARY GRADE LEARNERS AND THEIR COMPREHENSIVE RAPID LITERACY
ASSESSMENT (CRLA)-BASED READING LEVELS: FOUNDATIONS FOR AN
ENHANCED READING PROGRAM**

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ABSTRACT

Linguistic factors have played a crucial role in shaping the reading performance of primary grade learners, yet their relationship with Comprehensive Rapid Literacy Assessment (CRLA)-based reading levels remains underexplored. This study examined these factors as foundations for an enhanced reading program. This study aimed to determine the linguistic factors affecting the reading performance of primary grade learners and their CRLA-based reading levels in Cabangan and San Felipe Districts, Schools Division of Zambales, during School Year 2024-2025. A quantitative descriptive design was used, involving 115 primary grade teachers, 115 home reading facilitators, and 115 primary grade learners, selected through total population sampling. The research instruments yielded high reliability: $\alpha = .96$ (teachers' perceptions), $\alpha = .94$ (home reading facilitators' perceptions), and $\alpha = .91$ (CRLA-based reading levels). Teachers frequently observed linguistic factors, including language exposure, phonological awareness, vocabulary development, and linguistic support. Home reading facilitators always observed language exposure and frequently observed other factors. CRLA results classified learners as transitioning readers. No significant difference emerged between teachers' and home reading facilitators' perceptions. A weak positive correlation existed between teachers' perceptions and CRLA-based reading levels, while a moderate positive correlation was found between home reading facilitators' perceptions and CRLA-based reading levels. An enhanced reading program was drafted to improve linguistic factors and reading proficiency. Linguistic factors frequently influenced reading performance. Learners remained at the transitioning reader level, necessitating intervention. A stronger correlation existed between home reading facilitators' perceptions and CRLA-based reading levels. This study provided empirical evidence on linguistic factors influencing primary grade learners' reading performance, supporting the development of an enhanced reading program.

Keywords: Linguistic Factors, Reading Performance, Primary Grade Learners, Comprehensive Rapid Literacy Assessment (CRLA), Reading Levels

1. INTRODUCTION

Reading proficiency is a fundamental skill that significantly influences a learner's academic success and overall cognitive development. For primary grade learners, linguistic factors play a crucial role in shaping their reading performance. Elements such as language exposure, phonological awareness, vocabulary development, and linguistic support contribute to their ability to decode and comprehend text effectively. However, challenges such as limited access to reading materials in their native language, differences in home and school language environments, and inadequate linguistic support may hinder their reading progress.

The literature revealed that linguistic factors significantly influenced the reading performance of primary grade learners. Villanueva (2022) and Garcia (2022) highlighted the role of bilingualism and language comprehension in shaping reading abilities, emphasizing the importance of exposure to both the home language and English. Ocampo (2023) further underscored the positive impact of translanguaging practices in enhancing reading comprehension. Meanwhile, Milankov et al. (2021) and Abdon and Barrios (2022) emphasized phonological awareness as a crucial predictor of early reading development, advocating for phonemic instruction in the mother tongue to strengthen literacy skills.

Vocabulary development also played a pivotal role in reading proficiency. Yang and Wang (2022) and Quines (2023) demonstrated that vocabulary growth enhanced both reading and writing skills, while Van der Kleij et al. (2022) highlighted the mediating effect of leisure reading on vocabulary acquisition. Similarly, Brooks et al. (2021) stressed the reciprocal relationships between listening comprehension, word reading ability, and overall reading comprehension. These findings suggested the necessity of integrating vocabulary-building strategies into reading instruction to improve literacy outcomes among primary grade learners.

External factors, including home and school environments, also contributed to reading performance. Idulog et al. (2023) and Casicas and Quirap (2023) found that family support, socioeconomic status, and resource availability significantly impacted reading motivation and proficiency. Haw et al. (2021) demonstrated that need-supportive teaching enhanced reading achievement across various contexts, advocating for teacher training and parental involvement in literacy development. Furthermore, Batinga (2024) highlighted the critical role of home reading facilitators in fostering a conducive learning environment, while Almagro et al. (2024) and Barsalote (2024) emphasized the need for contextualized reading materials and differentiated instruction for primary grade learners.

Assessment tools such as the Comprehensive Rapid Literacy Assessment (CRLA) played a crucial role in identifying reading levels and informing targeted interventions. Manglapus and Maricel (2024) and Cardoso-Ellema (2024) underscored the importance of using standardized literacy assessments to develop evidence-based interventions. However, Khosa (2022) noted gaps in teachers' understanding of early reading development, highlighting the need for professional development programs. Similarly, Lim (2024) and Sama et al. (2023) stressed the effectiveness of national reading programs and bilingual instruction in enhancing reading outcomes.

Despite these insights, challenges remained in addressing the specific needs of primary grade learners. Tomas et al. (2021) reported that many early-grade learners remained at the frustration level in reading, necessitating the implementation of individualized literacy programs. Additionally, Rodrigues et al. (2022) and Ghani et al. (2022) emphasized that linguistic, cognitive, and environmental factors must have been addressed collectively to improve reading proficiency. These findings underscored the need for a comprehensive, culturally responsive reading program that integrated phonological awareness, vocabulary development, parental engagement, and teacher training to support the literacy development of primary grade learners.

2. STATEMENT OF THE PROBLEM

This study determined the linguistic factors affecting the reading performance of primary grade learners and their CRLA-based reading levels in Cabangan and San Felipe Districts, Schools

Division of Zambales, during the School Year 2024-2025 as foundations for an enhanced reading program.

Specifically, it sought to answer these questions:

1. As perceived by their teachers, how may the linguistic factors affecting the reading performance of primary grade learners be described in terms of:

- 1.1. language exposure;
- 1.2. phonological awareness;
- 1.3. vocabulary development; and
- 1.4. linguistic support?

2. As perceived by their home reading facilitators, how may the linguistic factors affecting the reading performance of primary grade learners be described in terms of:

- 2.1. language exposure;
- 2.2. phonological awareness;
- 2.3. vocabulary development; and
- 2.4. linguistic support?

3. How may the reading performance of the primary grade learners be described in terms of CRLA-based reading levels?

4. Is there a significant difference between the linguistic factors affecting the reading performance of primary grade learners as perceived by their teachers and their home reading facilitators?

5. Is there a significant correlation between the linguistic factors affecting the reading performance of primary grade learners as perceived by their teachers and their CRLA-based reading levels?

6. Is there a significant correlation between the linguistic factors affecting the reading performance of primary grade learners as perceived by their home reading facilitators and their CRLA-based reading levels?

7. What enhanced reading program can be developed to improve the linguistic factors affecting the reading performance of primary grade learners and their CRLA-based reading levels?

3. METHODS AND MATERIALS

This study determined the linguistic factors affecting the reading performance of primary grade learners and their CRLA-based reading levels in Cabangan and San Felipe Districts, Schools Division of Zambales, during the School Year 2024-2025 as foundations for an enhanced reading program. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 115 primary grade teachers, 115 home reading facilitators, and 115 primary grade learners in two districts, utilizing total population sampling and simple random sampling to involve all primary grade teachers, selected home reading facilitators, and primary grade learners. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the linguistic factors affecting the reading performance of primary grade learners and their CRLA-based reading levels. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the linguistic factors affecting the reading performance of primary grade learners as perceived by their teachers ($\alpha = 0.96$) and their home reading facilitators ($\alpha = 0.94$), and their CRLA-based reading levels ($\alpha = 0.91$). Statistical analyses, including the Mann Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by their Teachers

4.1.1. Language Exposure

Table 1

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers in terms of Language Exposure

Item	Indicators	Mean Rating	Interpretation
1	My learner listens to the local language daily.	3.21	Frequently Observed
2	My learner uses the local language in daily conversations.	2.96	Frequently Observed
3	My learner reads books in the local language.	3.21	Frequently Observed
4	My learner listens to folktales of their tribe.	2.99	Frequently Observed
5	My learner writes using the local language.	3.21	Frequently Observed
6	My learner understands simple sentences in the local language.	2.95	Frequently Observed
7	My learner sings songs in the local language.	3.15	Frequently Observed
8	My learner participates in discussions using the local language.	2.98	Frequently Observed
9	My learner engages in traditional poetry of their tribe.	3.19	Frequently Observed
10	My learner recognizes symbols of their local language.	3.03	Frequently Observed
General Mean Rating		3.09	Frequently Observed

Table 1 presents the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners in terms of language exposure. The table summarized how frequently learners engaged in various linguistic activities as perceived by their teachers.

The mean ratings ranged from 2.95 to 3.21, all interpreted as "Frequently Observed." This indicated that primary grade learners regularly interacted with their local language in different contexts. The general mean rating of 3.09, also interpreted as "Frequently Observed," suggested that language exposure played a consistent role in their reading performance, aligning with the study's focus on linguistic factors.

Among the indicators, three items—"My learner listens to the local language daily," "My learner reads books in the local language," and "My learner writes using the local language"—

received the highest mean rating of 3.21. These results emphasized that listening, reading, and writing in the local language were the most frequently observed linguistic activities. This finding reinforced the study's premise that exposure to the local language contributed to learners' reading performance.

The findings of the present study related to the previous study of Perez-Navarro and Lallier (2024), which highlighted the significance of linguistic exposure in early reading development. The previous study established that frequent engagement with the local language improved reading comprehension and literacy skills. Similarly, the present study confirmed that primary grade learners benefited from consistent interaction with their local language in enhancing their reading performance.

4.1.2. Phonological Awareness

Table 2

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers in terms of Phonological Awareness

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies sounds in the local language.	3.15	Frequently Observed
2	My learner compares similar and different sounds.	2.94	Frequently Observed
3	My learner forms syllables from words.	3.23	Frequently Observed
4	My learner segments words into syllables.	2.97	Frequently Observed
5	My learner identifies the initial sound of a word.	3.16	Frequently Observed
6	My learner identifies the final sound of a word.	2.94	Frequently Observed
7	My learner creates new words using sounds.	3.15	Frequently Observed
8	My learner manipulates sounds to form words.	2.97	Frequently Observed
9	My learner identifies rhyming words in the local language.	3.13	Frequently Observed
10	My learner rearranges syllables to form correct words.	3.03	Frequently Observed
General Mean Rating		3.07	Frequently Observed

Table 2 shows the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners in terms of phonological awareness. The table summarized how frequently learners demonstrated phonological skills as perceived by their teachers.

The mean ratings ranged from 2.94 to 3.23, all interpreted as "Frequently Observed." This indicated that primary grade learners regularly engaged in phonological awareness activities. The general mean rating of 3.07, also interpreted as "Frequently Observed," suggested that phonological awareness played a consistent role in their reading performance, reinforcing the study's focus on linguistic factors.

Among the indicators, "My learner forms syllables from words" received the highest mean rating of 3.23, interpreted as "Frequently Observed." This result emphasized that syllable formation was a key phonological skill frequently demonstrated by learners. This finding supported the study's premise that strong phonological awareness contributed to reading proficiency.

The findings of the present study related to the previous study of Veríssimo et al. (2021), which highlighted the importance of phonological awareness in developing reading skills. The previous study established that learners who frequently practiced phonological tasks showed improved decoding and word recognition abilities. Similarly, the present study confirmed that phonological awareness played a vital role in enhancing learners' reading performance.

4.1.3. Vocabulary Development

Table 3

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers in terms of Vocabulary Development

Item	Indicators	Mean Rating	Interpretation
1	My learner recognizes the meaning of common words.	3.18	Frequently Observed
2	My learner uses new words in a sentence.	2.94	Frequently Observed
3	My learner matches words with the correct pictures.	3.18	Frequently Observed
4	My learner identifies synonyms of words.	2.99	Frequently Observed
5	My learner identifies antonyms of words.	3.16	Frequently Observed
6	My learner uses the correct word in the right context.	2.99	Frequently Observed
7	My learner forms new words from root words.	3.13	Frequently Observed
8	My learner explains the meaning of a word.	2.95	Frequently Observed
9	My learner identifies the part of speech of a word.	3.14	Frequently Observed
10	My learner understands words with multiple meanings.	3.02	Frequently Observed

General Mean Rating

3.07

**Frequently
Observed**

Table 3 displays the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners in terms of vocabulary development. The table summarized how frequently learners demonstrated vocabulary-related skills as perceived by their teachers.

The mean ratings ranged from 2.94 to 3.18, all interpreted as "Frequently Observed." This indicated that primary grade learners regularly engaged in vocabulary development activities. The general mean rating of 3.07, also interpreted as "Frequently Observed," suggested that vocabulary development played a crucial role in their reading performance, reinforcing the study's focus on linguistic factors.

Among the indicators, "My learner recognizes the meaning of common words" and "My learner matches words with the correct pictures" received the highest mean rating of 3.18, interpreted as "Frequently Observed." These results emphasized that learners frequently identified word meanings and associated words with visuals. This finding supported the study's premise that vocabulary knowledge significantly contributed to reading comprehension.

The findings of the present study related to the previous study of Zugarramurdi et al. (2022), which highlighted the importance of vocabulary development in improving reading proficiency. The previous study established that learners with a strong vocabulary foundation demonstrated better comprehension and word recognition. Similarly, the present study confirmed that frequent exposure to vocabulary-related activities enhanced learners' reading performance.

4.1.4. Linguistic Support

Table 4

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers in terms of Linguistic Support

Item	Indicators	Mean Rating	Interpretation
1	My learner receives support in understanding new words.	3.17	Frequently Observed
2	My learner is guided by the teacher in proper pronunciation.	2.90	Frequently Observed
3	My learner is given explanations for difficult words.	3.20	Frequently Observed
4	My learner uses pictures to understand words.	2.97	Frequently Observed
5	My learner receives help in translating difficult words.	3.17	Frequently Observed
6	My learner receives guidance in reading books.	2.94	Frequently Observed
7	My learner is given examples of correct word usage.	3.15	Frequently Observed

8	My learner receives help in understanding sentences.	2.98	Frequently Observed
9	My learner is encouraged to use the local language in class.	3.14	Frequently Observed
10	My learner receives feedback on language use.	2.96	Frequently Observed
General Mean Rating		3.06	Frequently Observed

Table 4 portrays the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners in terms of linguistic support. The table summarized how frequently learners received various forms of support in language learning as perceived by their teachers.

The mean ratings ranged from 2.90 to 3.20, all interpreted as "Frequently Observed." This indicated that primary grade learners regularly benefited from linguistic support in their reading development. The general mean rating of 3.06, also interpreted as "Frequently Observed," suggested that consistent guidance and assistance played a vital role in enhancing their reading performance, reinforcing the study's focus on linguistic factors.

Among the indicators, "My learner is given explanations for difficult words" received the highest mean rating of 3.20, interpreted as "Frequently Observed." This result emphasized that teachers frequently provided word explanations, which helped learners improve their comprehension. This finding supported the study's premise that direct linguistic support contributed to better reading proficiency.

The findings of the present study related to the previous study of Ramsa and Rawian (2021), which highlighted the significance of teacher-guided linguistic support in improving reading skills. The previous study established that learners who received continuous support in word recognition and comprehension demonstrated better reading fluency. Similarly, the present study confirmed that frequent linguistic assistance enhanced learners' reading performance.

4.2. Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators

4.2.1. Language Exposure

Table 5

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators in terms of Language Exposure

Item	Indicators	Mean Rating	Interpretation
1	My learner listens to the local language daily.	3.56	Always Observed
2	My learner uses the local language in daily conversations.	3.23	Frequently Observed
3	My learner reads books in the local language.	3.04	Frequently Observed

4	My learner listens to folktales of their tribe.	3.37	Always Observed
5	My learner writes using the local language.	3.26	Always Observed
6	My learner understands simple sentences in the local language.	3.01	Frequently Observed
7	My learner sings songs in the local language.	3.50	Always Observed
8	My learner participates in discussions using the local language.	3.17	Frequently Observed
9	My learner engages in traditional poetry of their tribe.	3.09	Frequently Observed
10	My learner recognizes symbols of their local language.	3.37	Always Observed
General Mean Rating		3.26	Always Observed

Table 5 represents the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners as perceived by their home reading facilitators in terms of language exposure. The table summarized how frequently learners were exposed to their local language at home.

The mean ratings ranged from 3.01 to 3.56, with most indicators interpreted as "Frequently Observed" and some as "Always Observed." This indicated that learners consistently engaged with their local language through listening, speaking, reading, and writing. The general mean rating of 3.26, interpreted as "Always Observed," suggested that strong language exposure at home played a crucial role in their reading development, reinforcing the study's focus on linguistic factors.

Among the indicators, "My learner listens to the local language daily" received the highest mean rating of 3.56, interpreted as "Always Observed." This result emphasized that daily exposure to the local language was a key factor in language acquisition. This finding supported the study's premise that frequent interaction with the local language positively influenced reading performance.

The findings of the present study related to the previous study of Karpava (2021), which highlighted the importance of home language exposure in enhancing literacy skills. The previous study established that learners with consistent exposure to their native language at home developed better reading fluency and comprehension. Similarly, the present study confirmed that a language-rich home environment contributed to improved reading performance.

4.2.2. Phonological Awareness

Table 6

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators in terms of Phonological Awareness

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies sounds in the local language.	3.27	Always Observed
2	My learner compares similar and different sounds.	3.07	Frequently Observed
3	My learner forms syllables from words.	3.40	Always Observed
4	My learner segments words into syllables.	3.21	Frequently Observed
5	My learner identifies the initial sound of a word.	3.06	Frequently Observed
6	My learner identifies the final sound of a word.	3.39	Always Observed
7	My learner creates new words using sounds.	3.24	Frequently Observed
8	My learner manipulates sounds to form words.	3.10	Frequently Observed
9	My learner identifies rhyming words in the local language.	3.37	Always Observed
10	My learner rearranges syllables to form correct words.	3.17	Frequently Observed
General Mean Rating		3.23	Frequently Observed

Table 6 illustrates the mean rating and interpretations of linguistic factors affecting the reading performance of primary grade learners as perceived by their home reading facilitators in terms of phonological awareness. The table summarized how often learners engaged in phonological activities that contributed to their reading skills.

The mean ratings ranged from 3.06 to 3.40, with most indicators interpreted as "Frequently Observed" and some as "Always Observed." This suggested that learners regularly practiced phonological awareness skills such as identifying sounds, forming syllables, and manipulating words. The general mean rating of 3.23, interpreted as "Frequently Observed," indicated that phonological awareness played a significant role in learners' reading development, aligning with the study's focus on linguistic factors.

Among the indicators, "My learner forms syllables from words" received the highest mean rating of 3.40, interpreted as "Always Observed." This result highlighted the importance of syllabic awareness in strengthening learners' phonological processing. This finding reinforced the study's premise that mastering phonological skills contributed to reading proficiency.

The findings of the present study related to the previous study of Martinez-Figueira et al. (2023), which emphasized the role of phonological awareness in early literacy development. The previous study concluded that children with stronger phonological skills exhibited better decoding

abilities and comprehension. Similarly, the present study confirmed that phonological awareness remained a crucial component in enhancing learners' reading performance.

4.2.3. Vocabulary Development

Table 7

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators in terms of Vocabulary Development

Item	Indicators	Mean Rating	Interpretation
1	My learner recognizes the meaning of common words.	3.16	Frequently Observed
2	My learner uses new words in a sentence.	3.39	Always Observed
3	My learner matches words with the correct pictures.	3.25	Always Observed
4	My learner identifies synonyms of words.	3.02	Frequently Observed
5	My learner identifies antonyms of words.	3.32	Always Observed
6	My learner uses the correct word in the right context.	3.26	Always Observed
7	My learner forms new words from root words.	3.15	Frequently Observed
8	My learner explains the meaning of a word.	3.32	Always Observed
9	My learner identifies the part of speech of a word.	3.24	Frequently Observed
10	My learner understands words with multiple meanings.	3.03	Frequently Observed
General Mean Rating		3.21	Frequently Observed

Table 7 demonstrates the mean rating and interpretations of the linguistic factors affecting the reading performance of primary grade learners as perceived by their home reading facilitators in terms of vocabulary development. The data highlight how frequently learners engage in activities that support vocabulary growth, which is essential for reading comprehension and overall literacy development.

The mean ratings ranged from 3.02 to 3.39, with most indicators interpreted as "Frequently Observed" and some as "Always Observed." The general mean rating of 3.21, interpreted as "Frequently Observed," suggests that learners regularly engage in vocabulary-building activities with the support of their home reading facilitators.

Among the indicators, "My learner uses new words in a sentence" received the highest mean rating of 3.39, interpreted as "Always Observed." This finding underscores the importance of applying newly learned words in meaningful contexts, reinforcing word retention and language

proficiency. Similarly, indicators such as "My learner matches words with the correct pictures" (3.25), "My learner identifies antonyms of words" (3.32), and "My learner explains the meaning of a word" (3.32) were also rated as "Always Observed," highlighting the active role of home reading facilitators in expanding learners' vocabulary.

The findings align with the study of Dagnaw (2023), which emphasized the significant impact of vocabulary exposure on reading comprehension. The previous study concluded that learners with a well-developed vocabulary demonstrate better text understanding and fluency. Similarly, the present study confirms that home reading facilitators play a crucial role in enhancing vocabulary development, which directly influences reading performance.

4.2.4. Linguistic Support

Table 8

Mean Rating and Interpretations of the Linguistics Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators in terms of Linguistic Support

Item	Indicators	Mean Rating	Interpretation
1	My learner receives support in understanding new words.	3.40	Always Observed
2	My learner is guided by the teacher in proper pronunciation.	3.28	Always Observed
3	My learner is given explanations for difficult words.	3.11	Frequently Observed
4	My learner uses pictures to understand words.	3.31	Always Observed
5	My learner receives help in translating difficult words.	3.23	Frequently Observed
6	My learner receives guidance in reading books.	3.08	Frequently Observed
7	My learner is given examples of correct word usage.	3.35	Always Observed
8	My learner receives help in understanding sentences.	3.29	Always Observed
9	My learner is encouraged to use the local language in class.	3.09	Frequently Observed
10	My learner receives feedback on language use.	3.29	Always Observed
General Mean Rating		3.24	Frequently Observed

Table 8 elucidates the mean rating and interpretations of the linguistic factors affecting the reading performance of primary grade learners as perceived by their home reading facilitators in terms of linguistic support. This aspect of linguistic development is crucial in ensuring that learners receive adequate assistance in understanding and using language effectively, which significantly influences their reading skills.

The mean ratings for the indicators ranged from 3.08 to 3.40, with the general mean rating of 3.24, interpreted as "Frequently Observed." This indicates that learners often receive linguistic support from their home reading facilitators, contributing to their reading development.

The highest-rated indicator, "My learner receives support in understanding new words" (3.40), was interpreted as "Always Observed," highlighting the strong involvement of home reading facilitators in helping learners grasp new vocabulary. Similarly, indicators such as "My learner is guided by the teacher in proper pronunciation" (3.28), "My learner uses pictures to understand words" (3.31), "My learner is given examples of correct word usage" (3.35), "My learner receives help in understanding sentences" (3.29), and "My learner receives feedback on language use" (3.29) were also rated as "Always Observed." These findings suggest that learners are consistently supported in various linguistic aspects, particularly in vocabulary expansion and pronunciation.

On the other hand, indicators such as "My learner is given explanations for difficult words" (3.11), "My learner receives help in translating difficult words" (3.23), "My learner receives guidance in reading books" (3.08), and "My learner is encouraged to use the local language in class" (3.09) were rated as "Frequently Observed." While these areas still receive attention, they may require further reinforcement to ensure comprehensive linguistic support for learners.

These findings align with studies emphasizing the role of scaffolding and guided language support in early literacy development (Weiss et al., 2022). Effective linguistic support from both educators and home reading facilitators enhances learners' reading performance by improving their vocabulary, pronunciation, and comprehension skills. The results of this study reaffirm the importance of providing structured guidance in language learning at home to supplement formal classroom instruction.

4.3. CRLA-Based Reading Levels of Primary Grade Learners

Table 9

Mean and Interpretations of the CRLA-Based Reading Levels of Primary Grade Learners

Indicator	Mean	Interpretations
CRLA-Based Reading Levels	3.71	Transitioning Reader

Table 9 shows the mean and interpretations of the CRLA-Based Reading Levels of Primary Grade Learners. The table showed that the learners' reading level fell under the "Transitioning Reader" category.

The indicator "CRLA-Based Reading Levels" obtained a mean score of 3.71, which was interpreted as "Transitioning Reader." This suggested that the learners had developed basic reading skills but still required further support to achieve full reading proficiency. The result aligned with the present study as it emphasized the need for enhanced reading programs to help learners progress beyond the transitioning stage.

The findings of the present study related to the previous study of Lim (2024), which also investigated the reading levels of primary grade learners. The previous study concluded that learners in the transitioning stage benefited from structured reading interventions. Similarly, the present study underscored the importance of targeted instructional strategies to support reading development.

4.4. Difference Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers and Their Home Reading Facilitators

Table 10

Difference Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers and Their Home Reading Facilitators

Groups		MR	U	W	z	p	Decision
Linguistic Factors Affecting the Reading Performance of Primary Grade Learners	*as Perceived by Their Teachers	32.04	395.00	1061.00	-.578	.563	Accept H ₀₁ (Not Significant)
	*as Perceived by Their Home Reading Facilitators	29.47					

Table 10 presents the difference between the linguistic factors affecting the reading performance of primary grade learners as perceived by their teachers and home reading facilitators. The table showed that the perceptions of the two groups did not significantly differ.

The Mann-Whitney U test revealed a mean rank (MR) of 32.04 for teachers and 29.47 for home reading facilitators, with a U-value of 395.00 and a W-value of 1061.00. The computed z-value of -0.578 and p-value of 0.563 led to the acceptance of the null hypothesis (H₀₁), indicating no significant difference. This implied that both groups shared similar views on how linguistic factors influenced learners' reading performance, supporting the present study's findings.

The highest mean rank of 32.04, observed among teachers, suggested that they slightly placed more emphasis on linguistic factors than home reading facilitators. This implied that teachers, based on their professional expertise, may have provided more structured assessments of these factors. Such findings aligned with the present study's aim to understand different perspectives on reading development.

The present study closely related to the findings of Asadi and Kavar (2023), which also examined linguistic influences on reading performance. Their study confirmed that both educators and caregivers recognized the role of linguistic factors, though no substantial difference existed between their perceptions. This parallel underscored the consistency of linguistic factor assessments across different stakeholders in early literacy development.

4.5. Correlation Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers and the CRLA-Based Reading Levels of Primary Grade Learners

Table 11

Correlation Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Teachers and the CRLA-Based Reading Levels of Primary Grade Learners

Sources of Correlations		Linguistic Factors	CRLA-Based	Decision/ Interpretation
Linguistic Factors	Correlation Coefficient	1	.001	Positive Weak Correlation Accept H ₀₂
	Sig. (2-tailed)		.991	
	N	115	115	
CRLA-Based	Correlation Coefficient	.001		
	Sig. (2-tailed)	.991		
	N	115		

Table 11 illustrates the correlation between linguistic factors affecting the reading performance of primary grade learners, as perceived by their teachers, and the CRLA-based reading levels of learners. The table showed that there was a weak positive correlation between these variables.

The computed correlation coefficient of .001 indicated a negligible relationship between linguistic factors and CRLA-based reading levels. The significance value (Sig. 2-tailed) of .991 exceeded the standard significance level of .05, leading to the acceptance of the null hypothesis (H₀). This result implied that linguistic factors, as perceived by teachers, did not significantly influence the CRLA-based reading levels of primary grade learners in this study.

The findings of the present study aligned with the research of Ocampo (2023), which also reported an insignificant relationship between linguistic factors and learners' reading performance. Their study suggested that other variables, such as instructional strategies and home literacy environments, played more crucial roles in shaping learners' reading abilities. This similarity reinforced the need for a more comprehensive approach in addressing reading performance beyond linguistic factors alone.

4.6. Correlation Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators and the CRLA-Based Reading Levels of Primary Grade Learners

Table 12

Correlation Between the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners as Perceived by Their Home Reading Facilitators and the CRLA-Based Reading Levels of Primary Grade Learners

Sources of Correlations		Linguistic Factors	CRLA-Based	Decision/ Interpretation
Linguistic Factors	Correlation Coefficient	1	.43	Positive Moderate Correlation Reject H ₀₃
	Sig. (2-tailed)		.000	
	N	115	115	
CRLA-Based	Correlation Coefficient	.433	1	
	Sig. (2-tailed)	.000		
	N	115	115	

Table 12 represents the correlation between linguistic factors affecting the reading performance of primary grade learners, as perceived by their home reading facilitators, and the

CRLA-based reading levels of learners. The table showed a moderate positive correlation between these variables.

The computed correlation coefficient of .433 indicated a moderate relationship between linguistic factors and CRLA-based reading levels. The significance value (Sig. 2-tailed) of .000 was below the standard significance level of .05, leading to the rejection of the null hypothesis (H0). This result suggested that linguistic factors, as perceived by home reading facilitators, had a significant impact on the CRLA-based reading levels of primary grade learners.

The findings of the present study aligned with the research of Casicas and Quirap (2023), which also found a significant relationship between linguistic factors and learners' reading performance when assessed by individuals closely involved in their reading development. Their study emphasized the role of home reading facilitators in reinforcing linguistic skills and improving reading outcomes. This similarity highlighted the importance of parental and home-based support in enhancing learners' reading performance.

4.7. An Enhanced Reading Program to Improve the Linguistic Factors Affecting the Reading Performance of Primary Grade Learners and Their CRLA-Based Reading Levels

Reading proficiency is essential for academic success, but challenges such as limited language exposure, weak phonological awareness, and ineffective instructional strategies hinder learners' progress. To address these issues, the program will implement structured interventions, including interactive read-aloud sessions, phonemic awareness drills, and vocabulary-building exercises, engaging teachers, parents, and reading facilitators. Additionally, efforts will be made to align home and school reading strategies through parental engagement workshops and take-home reading kits. Data-driven assessments and professional development initiatives will refine instructional methods, ensuring that interventions are responsive to learners' needs. Over a three-year period, the program will undergo continuous evaluation and refinement, aiming to enhance reading fluency, comprehension, and independent reading skills.

5. CONCLUSIONS

1. The linguistic factors affecting the reading performance of primary grade learners, as perceived by their teachers, were frequently observed in language exposure, phonological awareness, vocabulary development, and linguistic support.
2. The linguistic factors affecting the reading performance of primary grade learners, as perceived by their home reading facilitators, were always observed in language exposure and frequently observed in phonological awareness, vocabulary development, and linguistic support.
3. Based on the CRLA reading levels, the primary grade learners were classified as transitioning readers.
4. Since there was no significant difference between teachers' and home reading facilitators' perceptions of the linguistic factors affecting primary grade learners' reading performance, the null hypothesis was accepted.
5. A weak, positive, and non-significant correlation was found between teachers' perceptions of linguistic factors affecting primary grade learners' reading performance and their CRLA-based reading levels, leading to the acceptance of the null hypothesis.
6. A moderate, positive, and significant correlation was found between home reading facilitators' perceptions of linguistic factors affecting primary grade learners' reading performance and their CRLA-based reading levels, resulting in the rejection of the null hypothesis.

7. An enhanced reading program can be developed to strengthen linguistic factors influencing primary grade learners' reading performance and improve their CRLA-based reading levels.

6. RECOMMENDATIONS

1. Teachers should consistently integrate activities that enhance language exposure, phonological awareness, vocabulary development, and linguistic support to improve the reading performance of primary grade learners.
2. Home reading facilitators should provide continuous support in language exposure, phonological awareness, vocabulary development, and linguistic support to strengthen the reading performance of primary grade learners.
3. Schools should implement targeted reading interventions to help transitioning readers progress toward higher reading proficiency levels.
4. Future studies should further explore additional factors that may influence the reading performance of primary grade learners, considering both teachers' and home reading facilitators' perspectives.
5. Teachers should utilize evidence-based instructional strategies to enhance linguistic factors, ensuring their positive impact on learners' reading performance.
6. Home reading facilitators should actively engage in structured reading activities to reinforce linguistic skills and contribute to improved reading proficiency among primary grade learners.
7. Educators and policymakers should develop and implement an enhanced reading program that addresses linguistic factors and supports the continuous improvement of primary grade learners' reading levels.
8. Further studies on the linguistic factors and learners' reading levels should explore how various instructional and home-based interventions contribute to improving reading proficiency.

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