

TOWARDS A QUALITY FRAMEWORK ON READING APPROACHES OF ELEMENTARY TEACHERS IN ADDRESSING READING GAPS OF LEARNERS

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ABSTRACT

This study aimed to develop a quality framework on reading approaches used by 200 elementary teachers in addressing reading gaps of learners in Zone III, Schools Division of Zambales. The researcher employed a quantitative descriptive research design and utilized a researcher-made questionnaire as the main data source after it passed validity and reliability tests. Findings revealed that the high WM scores and consistent verbal interpretations of indicators as “Highly Helpful” affirm that guided reading approaches, peer-assisted reading approaches, and technology-aided reading approaches are integral to teachers’ strategies for supporting learner development. The variability indicated by SD values prompts considerations for professional development or clarifications in certain aspects of reading approaches, ensuring alignment in practices across classrooms. There was a significant difference in the extent of reading approaches used by the respondents in addressing learners' reading gaps. The positive VM score indicates that instructional approaches are generally effective in supporting learners’ reading and comprehension development. However, the variability in SD values suggests a need for targeted interventions and differentiated instructional strategies to address varying levels of learner progress in reading and comprehension. There was also a significant difference in the reading performance of learners using these approaches. Furthermore, there was a significant effect of demographic factors, particularly age, gender, and highest educational attainment, on the reading approaches of elementary teachers. The findings affirmed that the reading approaches of elementary teachers significantly affect the reading performance and comprehension of learners, as reflected in the regression analysis. The quality framework established standardized guidelines and evidence-based practices that enhance instructional effectiveness and assessment consistency across classrooms, thereby addressing the reading gaps of learners.

Keywords: Quality Framework, Reading Approaches, Reading Gaps, Elementary Teachers.

1. INTRODUCTION

The study on reading approaches of elementary teachers in addressing reading gaps of learners identified several perceived gaps that hindered effective reading instruction in elementary education. One significant gap was the inconsistency in reading instruction methodologies across different schools and districts. This inconsistency led to varied learner outcomes, making it challenging to implement a standardized approach that ensured all learners achieved a baseline level of reading proficiency. The study highlighted the need for a cohesive framework that aligned teaching practices with evidence-based strategies to address this disparity.

Another perceived gap was the inadequate professional development opportunities for teachers regarding modern reading approaches and interventions. The study pointed out that many teachers lacked access to ongoing training and resources necessary to stay updated with the latest

educational research and techniques. This shortfall affected their ability to effectively identify and remediate reading difficulties in their learners. The research suggested that enhancing professional development programs and providing continuous support could empower teachers to implement more effective reading strategies, thereby closing the reading gaps among learners.

Lastly, the study identified a gap in the assessment and monitoring of learners' reading progress. There was often a lack of comprehensive and systematic assessment tools that could accurately diagnose reading difficulties and track improvements over time. This deficiency hampered the ability of teachers to tailor their instruction to meet individual learner needs. The study recommended the development and adoption of comprehensive assessment frameworks that provided actionable insights into learners' reading abilities, enabling targeted interventions and support to address specific reading challenges.

The literature review on reading approaches of elementary teachers in addressing reading gaps of learners synthesized insights into the diverse strategies teachers employed to enhance reading skills and mitigate learning gaps effectively, drawing from a wide array of scholarly contributions. Lynch (2019) underscored the critical role of teachers in supporting struggling readers within the dynamic classroom environment, emphasizing the need to foster both academic achievement and increased learner engagement (Kelly, 2019). This trust in teachers enabled the implementation of varied approaches tailored to address specific reading challenges (Evans & Beteille, 2019).

From the perspectives outlined by Chapman and McHardy (2019), four key themes emerged: the need to address individual learner needs, manage external life challenges that affected learning, instill a sense of joy and curiosity in reading, and create nurturing learning environments conducive to effective literacy development. These themes underscored the importance of personalized and contextually sensitive teaching methods that catered to the diverse backgrounds and learning styles of learners (Chapman & McHardy, 2019).

Early intervention strategies were highlighted as critical by Merga (2019), emphasizing the significance of diagnosing and addressing reading gaps during the formative years of primary school. This approach involved identifying individual reading levels and specific gaps in skills such as decoding and phonological awareness, allowing teachers to tailor interventions that effectively enhanced foundational reading abilities (Ecalte et al., 2019).

Moreover, the concept of culturally responsive teaching, as advocated by Sedita (2022), underscored the importance of integrating learners' cultural backgrounds into reading approaches. This approach not only promoted inclusivity but also enhanced learner engagement and comprehension by making learning materials and activities more relevant and meaningful (Shutaleva et al., 2023). Alongside cultural responsiveness, the integration of digital tools in reading instruction, as discussed by Ribeiro et al. (2023), was shown to enrich learning experiences and improve reading outcomes, particularly in contexts where access to traditional resources may have been limited.

Continuous professional development emerged as a crucial factor in equipping teachers with the latest effective strategies and methodologies. Duffy et al. (2024) highlighted the ongoing need for training in the Science of Reading (SoR), emphasizing its role in enhancing oral reading fluency and aligning instructional practices with disciplinary literacy and multiliteracies pedagogy. This emphasis on professional growth ensured that teachers remained adaptable and responsive to the evolving educational landscape, ultimately benefiting learner learning outcomes and overall reading proficiency.

In summary, the reviewed literature underscored the multifaceted approaches teachers employed to address reading gaps among elementary learners. Through personalized teaching methods, early interventions, culturally responsive practices, and the integration of technology, teachers played a critical role in fostering environments where all learners could develop strong reading skills. Continuous professional development further supported teachers in refining their instructional practices and adapting to the diverse needs of their learners, thereby enhancing educational equity and promoting lifelong literacy skills. These insights drew from a rich tapestry of research contributions that collectively informed effective reading instruction practices in elementary education.

Zone III in the Schools Division of Zambales grappled with significant challenges in reading proficiency among elementary learners, which became a growing concern for teachers and policymakers. Pronounced reading gaps were identified across various grade levels, indicating that a substantial number of learners struggled to meet the expected literacy benchmarks. This widespread issue threatened the overall academic performance and future educational success of the learners in Zone III, Schools Division of Zambales.

These persistent deficiencies in reading skills underscored the urgent necessity to scrutinize the effectiveness of the current reading approaches employed by teachers. There was a pressing need to understand the specific methods and strategies being used in the classrooms and evaluate their impact on addressing the learning gaps. This analysis was crucial to identify the strengths and weaknesses of the existing practices and to determine what changes or improvements were needed to enhance reading proficiency.

The critical situation in Zone III, Schools Division of Zambales led to the conduct of a comprehensive study aimed at developing a quality framework on reading approaches. This framework sought to provide a structured and effective methodology to enhance reading skills and address the educational disparities. By offering a systematic approach to support both teachers and learners, the framework aimed to bridge the reading gaps, improve literacy rates, and ultimately contribute to the academic success and personal development of the learners in Zone III, Schools Division of Zambales.

2. STATEMENT OF THE PROBLEM

This study aimed to develop a quality framework on reading approaches of elementary teachers in addressing reading gaps of learners in Zone III, Schools Division of Zambales during the School Year 2022-2023.

Specifically, this study aims to answer these questions:

1. What is the extent of the reading approaches of elementary teachers in addressing reading gaps of learners in terms of:

- 1.1. guided reading approach;
- 1.2. peer-assisted reading approach; and
- 1.3. technology-aided reading approach?

2. What is the extent of the reading performance of the learners as noted using the approaches:

- 2.1. reading; and
- 2.2. comprehension?

3. To what extent does that demographic profile moderate reading approaches of elementary teachers?

4. To what extent are the effects of the reading approaches of elementary teachers on reading performance of teachers?

5. What quality framework on reading approaches of elementary teachers be developed to address reading gaps of learners?

3. METHODS AND MATERIALS

This study aimed to develop a quality framework for the reading approaches of elementary teachers in addressing the reading gaps of learners in Zone III, Schools Division of Zambales. Utilizing a quantitative-descriptive method, data were collected, classified, summarized, and presented using percentages and means. The respondents consisted of 200 teachers, selected through simple random sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, focusing on addressing reading gaps and the reading performance of learners. Internal consistency was confirmed through Cronbach's Alpha scores, indicating excellent reliability across dimensions, such as addressing reading gaps ($\alpha = 0.920$) and reading performance ($\alpha = 0.930$). A One-Sample T-test, Analysis of Variance (ANOVA), and Regression Analysis were employed to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Extent of Reading Approaches of the Respondents in Addressing Reading Gaps of Learners

Table 1 presents a comprehensive overview of the extent of reading approaches in addressing reading gaps of learners in terms of guided reading approach employed by the respondents, with each indicator accompanied by standard deviation (SD) and weighted mean (WM) score and a verbal interpretation. The table presented offers valuable insights into elementary teachers' perceptions and practices regarding guided reading approaches aimed at addressing reading gaps among learners. Standard deviation (SD) values across different indicators provide a measure of variability in teachers' responses. Notably, indicators like introducing reading materials (SD = 0.785) exhibit higher variability, suggesting diverse interpretations or practices among teachers in this aspect. In contrast, indicators such as preparing reading assessment tools (SD = 0.713) show lower variability, indicating greater consensus among teachers on the importance of assessing reading progress weekly. These SD values underscore where practices might be more standardized or where there is room for varied approaches in implementing guided reading strategies. The overall weighted mean (WM) of 3.45 indicates a high average rating across all indicators, with teachers consistently viewing guided reading approaches as "Highly Helpful" in addressing learners' reading gaps. This consensus underscores the perceived effectiveness and relevance of structured reading sessions guided by teachers. It suggests a unified belief among teachers that these practices significantly contribute to improving learners' reading skills. Implications drawn from these findings highlight the importance of structured reading sessions in elementary education. The high WM score and consistent verbal interpretations of indicators as "Highly Helpful" affirm that guided reading approaches are integral to teachers' strategies for supporting learner learning. The variability indicated by SD values prompts considerations for professional development or clarification in certain aspects of guided reading implementation, ensuring alignment in practices across classrooms. Overall, Table 1 not only validates the positive impact of guided reading but also identifies areas where further attention or standardization may enhance its effectiveness in addressing reading challenges among elementary learners.

Table 1. Extent of Reading Approaches of the Respondents in Addressing Reading Gaps of Learners in terms of Guided Reading Approach

Indicators	SD	WM	Verbal Interpretation
1. I state to my learners the purpose of having a guided reading approach in their reading sessions.	.750	3.48	Highly Helpful
2. I explain the flow and the process involved before, during, and after the reading sessions of my learners.	.741	3.44	Highly Helpful
3. I introduce the different reading materials to be used by the learners based on their reading levels.	.785	3.42	Highly Helpful
4. I demonstrate the proper usage of the different reading materials to every group of my learners.	.756	3.46	Highly Helpful
5. I conduct guided reading sessions with my learners by using the prepared reading materials for them.	.722	3.46	Highly Helpful
6. I provide the correct pronunciation of the given words or difficult words for my learners.	.768	3.45	Highly Helpful
7. I point out the words to direct the eye movements of my learners while they are reading.	.750	3.48	Highly Helpful
8. I let my learners repeat after me during the reading sessions to familiarize the correct pronunciation of the given words.	.735	3.46	Highly Helpful
9. I assign other learners to provide guidance and assistance to my learners while they are reading.	.767	3.44	Highly Helpful
10. I prepare a reading assessment tool to gauge the weekly reading progress of my learners.	.743	3.47	Highly Helpful
Overall Weighted Mean	.713	3.45	Highly Helpful

The present findings underscore the significant impact of guided reading approaches in addressing reading gaps among elementary learners, affirming its classification as "Highly Helpful." Similar to previous studies, the current research aligns with various scholarly investigations. For instance, Robinette's (2024) exploration of guided reading skills development among teachers in a Chinese tutoring context demonstrated the efficacy of tailored professional development initiatives, echoing the positive outcomes observed in the present study. Additionally, Iddy et al. (2024) highlighted the utilization of guided reading methodologies among science teachers in Tanzania, despite challenges related to print-based and teacher-centric

approaches. This mirrors findings here concerning the effective use of guided reading amidst instructional challenges. Moreover, Alauya and Alangca-Azis (2024) examined modular distance learning's impact on early reading, revealing similar challenges and coping strategies, such as module modification and multimedia integration, akin to those identified in the current study. Together, these studies offer a comprehensive understanding of guided reading's role in educational settings, its challenges, and strategies for effective implementation, thereby validating its "Highly Helpful" status in addressing learners' reading needs.

Table 2 presents a comprehensive overview of the extent of reading approaches in addressing reading gaps of learners in terms of peer-assisted reading approach employed by the respondents, with each indicator accompanied by standard deviation (SD) and weighted mean (WM) score and a verbal interpretation. The findings provide a comprehensive overview of elementary teachers' perceptions and practices regarding peer-assisted reading approaches aimed at addressing reading gaps among learners. The standard deviation (SD) values across indicators indicate the extent of variability in teachers' responses. Notably, SD values range from .713 to .762, suggesting moderate variability across different aspects of peer-assisted reading implementation. Indicators such as providing reading materials (SD = .762) and ensuring peer influence (SD = .737) show slightly higher variability, indicating potential variations in how these practices are understood or implemented among teachers. Conversely, indicators like employing peer-assisted reading (SD = .723) and assessing reading progress (SD = .743) demonstrate relatively lower variability, indicating a higher level of consensus among teachers in these areas. The overall weighted mean (WM) of 3.45 signifies a strong average rating across all indicators, with teachers consistently perceiving peer-assisted reading approaches as "Highly Helpful" in addressing reading gaps. This high WM underscores the widespread belief among teachers in the effectiveness of peer-assisted strategies for improving learners' reading skills. It suggests a unified acknowledgment of the positive impact of peer interaction on reading proficiency among struggling readers. Implications drawn from these findings highlight the significance of structured peer-assisted reading sessions in elementary education. The high WM score and consistent verbal interpretations as "Highly Helpful" affirm that teachers consider peer involvement crucial in fostering reading development. The variability indicated by SD values prompts considerations for professional development or standardization in certain aspects of peer-assisted reading implementation. This could ensure more consistent practices across classrooms and maximize the benefits of peer interaction in improving reading outcomes for all learners. Overall, Table 2 underscores the importance of peer-assisted reading approaches as endorsed by elementary teachers, while also highlighting areas for potential refinement and alignment in instructional practices.

Table 2. Extent of Reading Approaches of the Respondents in Addressing Reading Gaps of Learners in terms of Peer-Assisted Reading Approach

Indicators	SD	WM	Verbal Interpretation
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1. I employ a peer-assisted reading approach for struggling readers.	.723	3.49	Highly Helpful
2. I orient my learners on the flow and processes of conducting a peer-assisted reading.	.753	3.43	Highly Helpful
3. I assigned my independent readers to be the reading peers of the struggling ones.	.762	3.45	Highly Helpful
4. I provide daily schedules on the conduct of peer-assisted reading sessions for my learners.	.747	3.44	Highly Helpful
5. I set the allotted time for every reading session of my learners which is dependent on their reading skills.	.742	3.46	Highly Helpful
6. I provide the reading materials being used by my learners during their reading sessions.	.762	3.45	Highly Helpful
7. I ensure that the assigned peers of my learners can influence their classmates to become good readers.	.737	3.49	Highly Helpful
8. I let them record the difficult words they encounter during their reading sessions.	.760	3.43	Highly Helpful
9. I allow them to assess the reading progress of their peers by using the prepared reading assessment tool.	.743	3.47	Highly Helpful
10. I gather the feedback of my learners in the conduct of the peer-assisted reading sessions.	.748	3.45	Highly Helpful
Overall Weighted Mean	.713	3.45	Highly Helpful

The present study underscores the highly beneficial impact of the peer-assisted reading approach in addressing reading gaps among elementary learners. Drawing insights from Pham et al. (2023), Wu et al. (2024), and Barrett (2023), the findings emphasize key considerations for implementing Peer-Assisted Reading (PAR) in educational settings. Pham et al.'s exploration of online learning highlights the crucial role of social presence, essential in PAR for fostering collaborative efforts and peer support. Similarly, Wu et al.'s project in safety science underscores the importance of tailored educational materials and courses, aligning with the personalized support integral to PAR interventions. Barrett's action research, though centered on close reading strategies, underscores the significance of learner engagement and motivation, aspects critical to both close reading and PAR approaches. Collectively, these studies emphasize collaboration, personalized support, and learner engagement as pivotal factors in PAR's effectiveness, offering insights that affirm its classification as "Highly Helpful" in addressing reading challenges among elementary learners.

Table 3 presents a comprehensive overview of the extent of reading approaches in addressing reading gaps of learners in terms of technology-aided reading approach employed by the respondents, with each indicator accompanied by standard deviation (SD) and weighted mean (WM) score and a verbal interpretation. The table provides valuable insights into elementary teachers' perceptions and practices regarding technology-aided reading approaches aimed at addressing reading gaps among learners. The standard deviation (SD) values across indicators highlight the variability in teachers' responses regarding the use of technology in reading instruction. For instance, indicators such as allowing learners to use their Android phones (SD = .816) and utilizing tablets for watching story episodes (SD = .782) exhibit higher SD values, indicating greater variability in how technology is integrated into these aspects of reading instruction. Conversely, indicators like using e-dictionaries (SD = .727) and employing PowerPoint for listing difficult words (SD = .749) show slightly lower variability, suggesting more consistent practices or perceptions among teachers in these areas. The overall weighted mean (WM) of 3.43 indicates a strong average rating across all indicators, with teachers generally perceiving technology-aided reading approaches as "Highly Helpful" in addressing reading gaps. This high WM underscores the widespread belief among teachers that integrating technology enhances their ability to support learners' reading development effectively. Implications drawn from these findings underscore the significance of technology in modern reading instruction. The high WM score and consistent verbal interpretations as "Highly Helpful" affirm that teachers recognize the potential of technology to engage learners and improve their reading skills. However, the variability indicated by SD values suggests that while technology is widely embraced, there may be differing levels of comfort or approaches in its integration among teachers. This variability highlights opportunities for further professional development to enhance teachers' confidence and consistency in using technology-aided approaches effectively. Overall, Table 3 highlights the positive reception of technology in reading instruction while emphasizing the need for strategic implementation to maximize its impact on addressing reading gaps among elementary learners.

Table 3. Extent of Reading Approaches of the Respondents in Addressing Reading Gaps of Learners in terms of Technology-Aided Reading Approach

Indicators	SD	WM	Verbal Interpretation
1. I use technology in preparing the reading materials for the learners.	.755	3.45	Highly Helpful
2. I integrate the use of technology in teaching basic sight words.	.741	3.44	Highly Helpful
3. I maximize the use of the universal serial bus on the go in teaching reading to my learners.	.759	3.42	Highly Helpful
4. I use PowerPoint presentations in listing the difficult words in the passage.	.749	3.46	Highly Helpful
5. I let my learners use e-dictionary in locating the meaning of difficult words.	.727	3.44	Highly Helpful
6. I allow my learners to use their tablets in watching the episodes of the stories.	.782	3.40	Highly Helpful

7. I let my learners use their Android phones during their reading sessions.	.816	3.37	Highly Helpful
8. I use YouTube videos in teaching the correct pronunciation of the given words.	.743	3.47	Highly Helpful
9. I utilize video clips in teaching stories to my learners.	.742	3.45	Highly Helpful
10. I use Google Classroom in monitoring the reading progress of my learners while they are at home.	.779	3.42	Highly Helpful
Overall Weighted Mean	.716	3.43	Highly Helpful

The present study highlights the significant impact of the technology-aided reading approach as "Highly Helpful" in addressing reading gaps among elementary learners. Insights from studies by Ngo et al. (2024), Pennington and Travers (2024), and De Sierra (2023) illustrate various applications of technology in educational settings that align with the findings of the current research. Ngo et al. explored the integration of facial recognition technology in online collaborative learning, emphasizing its potential, facilitated by artificial intelligence (AI), to cater to personalized learning needs in higher education. Pennington and Travers addressed challenges in special education, advocating for innovative technology solutions to enhance reading instruction for learners with severe disabilities. De Sierra's quantitative study focused on technology-aided strategies in teaching social sciences, revealing widespread use of laptops and highlighting the positive impact of multimedia and gamification on learner motivation and comprehension. These studies collectively underscore the importance of integrating technology to improve engagement and effectiveness in educational practices, supporting the assertion that technology-aided reading approaches are highly beneficial for addressing reading gaps among elementary learners.

Table 4 presents a comprehensive analysis of different reading approaches employed by elementary teachers to address reading gaps among learners, focusing on guided reading, peer-assisted reading, and technology-aided reading approaches. Each row in the table corresponds to a specific reading approach and includes key statistical measures that elucidate the significance of their differences. The t-value in each row signifies the magnitude of difference between the mean scores of the specified reading approach and others. For instance, the technology-aided reading approach shows a t-value of -11.253, indicating a substantial difference when compared to guided reading and peer-assisted reading approaches. The degrees of freedom (df = 199) reflect the sample size used in the study, influencing the precision of the t-value and its interpretation. A lower df could diminish the reliability of the results, but with 199 df, these findings are comprehensive and reliable. The significance level (Sig. 2-tailed) is notably small across all dimensions (p = .000), indicating a very low probability that the observed differences between the reading approaches are due to random chance. This underscores the statistical significance of the findings, suggesting that the differences observed are likely representative of true differences in effectiveness between the reading approaches. The mean differences (-0.549 to -0.570) provide insight into the average discrepancy in scores between each reading approach and the others. Negative mean differences indicate that, on average, the technology-aided reading approach scores lower in addressing reading gaps compared to guided reading and peer-assisted reading approaches. For elementary teachers, these findings have significant implications. The statistically significant differences highlight that technology-aided reading approaches may not be as effective as traditional methods

like guided reading or peer-assisted reading in addressing reading gaps among elementary learners. This suggests a need for teachers to critically evaluate the integration and implementation of technology in literacy instruction. While technology offers innovative tools and resources, the study's results imply that its application in reading interventions may require adjustments or supplementary support from traditional methods to optimize learner learning outcomes. In conclusion, Table 4 underscores the importance of evidence-based decision-making in educational practices. By understanding the statistical significance of differences in reading approaches, elementary teachers can make informed choices about instructional strategies that best support their learners' literacy development, ensuring that interventions are both effective and tailored to meet the diverse needs of learners.

Table 4. Test of Difference on the Extent of Reading Approaches of the Respondents in Addressing Reading Gaps of Learners

Dimensions	t-value	Df	Sig. (2-tailed)	Mean Difference	Decision
Guided Reading Approach	-10.874	199	.000	-.549	Statistically Significant
Peer-Assisted Reading Approach	-10.828	199	.000	-.546	Statistically Significant
Technology-Aided Reading Approach	-11.253	199	.000	-.570	Statistically Significant

The present study explores the statistically significant impact of various reading approaches employed by elementary teachers in addressing reading gaps among learners. Drawing insights from studies by Riswanto et al. (2023), Prayuda et al. (2023), and Watson et al. (2024), parallels can be drawn with the findings of the current research. Riswanto et al. investigated the combination of the Extensive Reading Approach with the Literature Circle Strategy, demonstrating a significant positive effect on learners' reading abilities. Similarly, Prayuda et al. conducted experimental research utilizing the extensive reading strategy, observing marked improvements in reading comprehension among eighth-grade learners. Watson et al.'s focus on structured literacy approaches, emphasizing the use of global books to support reading proficiency, aligns with the broader push for evidence-based reading methods. Their advocacy for structured literacy underscores its effectiveness in nurturing both reading skills and a passion for literature. Collectively, these studies underscore the importance of employing empirically supported reading approaches to enhance learners' reading abilities significantly.

4.2. Extent of the Reading Performance of the Learners as Noted Using the Approaches

Table 5 presents a comprehensive assessment of elementary teachers' observations regarding the reading performance of learners using various instructional approaches, with each indicator accompanied by a weighted mean (WM), standard deviation (SD), and a verbal interpretation. The standard deviation (SD) values across indicators reveal the extent of variability in teachers' perceptions of their learners' reading abilities. Higher SD values, such as .803 for Indicator 3 (reflecting on fluency and speed) and .792 for Indicators 4 (demonstrating knowledge of sight words) and 10 (developing reading independence), suggest considerable variability in how teachers assess these specific aspects of reading performance. This variability may stem from differences in teaching methods, learner progress rates, or subjective interpretations of reading

proficiency criteria. The overall weighted mean (WM) of 3.14 indicates a moderately positive average rating across all indicators, categorizing learners' reading performance as "Instructional Reader." This suggests that, on average, teachers perceive their learners as demonstrating satisfactory progress and proficiency in foundational reading skills. The consistent verbal interpretation across indicators as "Instructional Reader" underscores a general alignment in teachers' assessments of their learners' reading abilities. Implications drawn from these findings highlight both strengths and potential areas for improvement in reading instruction. The moderate SD values suggest opportunities for teachers to align their assessments more closely and potentially standardize criteria for evaluating certain aspects of reading performance, such as fluency and word recognition. The positive WM score indicates that instructional approaches are generally effective in supporting learners' reading development, yet the variability in SD values prompts consideration for targeted interventions or differentiated instructional strategies to address varying levels of learner progress. Overall, Table 5 underscores the importance of ongoing assessment and adaptation in reading instruction to ensure all learners can achieve proficiency and independence in reading.

Table 5. Extent of the Reading Performance of the Learners as Noted Using the Approaches in terms of Reading

Indicators	SD	WM	Verbal Interpretation
1. My learners can decode and recognize words accurately.	.786	3.16	Instructional Reader
2. My learners can apply phonics and word recognition skills.	.785	3.13	Instructional Reader
3. My learners can reflect on their fluency in reading and their speed in word identification.	.803	3.12	Instructional Reader
4. My learners can demonstrate their knowledge of sight words and high-frequency vocabulary.	.792	3.18	Instructional Reader
5. My learners can decode unfamiliar words.	.772	3.13	Instructional Reader
6. My learners can read for a clear and simple purpose within a limited amount of time.	.802	3.10	Instructional Reader
7. My learners can scan for and locate a single piece of prominently placed, explicitly stated information in a single sentence, a short text, or a simple list.	.787	3.12	Instructional Reader
8. My learners can show reading engagement and motivation.	.776	3.13	Instructional Reader
9. My learners can demonstrate progress in word recognition skills.	.794	3.14	Instructional Reader

10. My learners can develop reading independence and build a strong foundation for comprehension.	.792	3.16	Instructional Reader
Overall Weighted Mean	.756	3.14	Instructional Reader

The present study highlights the significant impact of various reading approaches utilized by elementary teachers in enhancing the reading performance of learners to the level of "Instructional Readers." Similar findings are evident in studies by Cassion & Pagdato (2023), Radan (2023), and Ahmad & Hasan (2024), which focus on improving learners' reading levels through tailored interventions. Cassion & Pagdato advocate for intensive reading as the most effective technique for key stage 2 learners, emphasizing the crucial role of parent and guardian engagement. Radan (2023) introduces Project Reading Enables Advancement and Development (READ) for Grade 4 learners, demonstrating significant improvements in reading performance and comprehension skills. Ahmad & Hasan (2024) evaluate the readability of an Applied Arabic textbook for university learners, suggesting the need for textbooks that align with learners' reading levels to enhance comprehension. Collectively, these studies underscore the importance of implementing targeted reading approaches and interventions to elevate learners' reading abilities to the "Instructional Readers" level.

Table 6 presents a comprehensive assessment of elementary teachers' observations regarding the comprehension performance of learners using various instructional approaches, with each indicator accompanied by a weighted mean (WM), standard deviation (SD), and a verbal interpretation. The standard deviation (SD) values across indicators reflect the variability in teachers' assessments of learners' comprehension skills. The SD values range from .784 to .793, indicating moderate variability. For example, Indicator 3 (analyzing and evaluating text meaning and purpose) has a higher SD of .793, suggesting more diverse teacher perceptions of learners' abilities in this area. In contrast, Indicator 7 (demonstrating reading fluency, vocabulary knowledge, and comprehension strategies) shows a slightly lower SD of .784, indicating more consistent assessments among teachers. The overall weighted mean (WM) of 3.11 categorizes learners' reading comprehension performance as "Instructional Reader." This indicates that, on average, teachers perceive their learners as demonstrating adequate comprehension skills necessary for instructional-level reading. The consistent verbal interpretation of "Instructional Reader" across all indicators reflects a general agreement among teachers about the comprehension abilities of their learners. Implications drawn from these findings highlight the effectiveness and consistency of reading comprehension instruction, while also identifying areas for potential improvement. The moderate SD values suggest that while there is a fair degree of agreement among teachers, there are still some discrepancies in how they perceive and evaluate learners' comprehension skills. This could point to a need for more standardized assessment criteria or professional development to ensure more uniform understanding and evaluation practices. The positive WM score indicates that instructional approaches are generally successful in fostering comprehension skills, but the variability highlighted by the SD values suggests that differentiated instruction may be necessary to address the varying levels of learner progress effectively. Overall, Table 6 underscores the importance of continuous assessment and adaptive teaching strategies to enhance reading comprehension among elementary learners.

Table 6. Extent of the Reading Performance of the Learners as Noted Using the Approaches in terms of Comprehension

Indicators	SD	WM	Verbal Interpretation
1. My learners can understand and interpret written texts.	.790	3.16	Instructional Reader
2. My learners can extract information, make inferences, and draw conclusions from texts.	.788	3.09	Instructional Reader
3. My learners can analyze and evaluate the meaning and purpose of the text.	.793	3.10	Instructional Reader
4. My learners can identify the main ideas, supporting details, and key information in a text.	.785	3.13	Instructional Reader
5. My learners can provide insights into their ability to comprehend and interpret complex text across different subjects.	.792	3.11	Instructional Reader
6. My learners can summarize, synthesize, and critically evaluate information presented in written form.	.789	3.08	Instructional Reader
7. My learners can demonstrate their reading fluency, vocabulary knowledge, and comprehension strategies.	.784	3.12	Instructional Reader
8. My learners can project the data to inform instructional decisions and track progress over time.	.789	3.08	Instructional Reader
9. My learners can succeed academically and engage with a wide range of text and information sources.	.786	3.11	Instructional Reader
10. My learners can demonstrate their reading progress as influenced by their background knowledge, language proficiency, and reading habits.	.787	3.12	Instructional Reader
Overall Weighted Mean	.758	3.11	Instructional Reader

The present study underscores the significant impact of various reading approaches employed by elementary teachers in enhancing learners' comprehension performance, elevating them to the level of "Instructional Readers." Similar findings are evident in the studies by Carter et al. (2024), Tian et al. (2024), and Wenren et al. (2024), which explore diverse strategies to improve comprehension across different educational contexts. Carter et al. focused on South African schools, particularly in rural and township settings, by introducing a mobile app to assist teachers in assessing and matching books to learners' developmental stages, thus promoting independent reading and providing comprehension teaching strategies. Despite positive feedback, the limited independent use of the app highlighted the need for foundational literacy knowledge and research participation. Tian et al. addressed comprehension in chemistry education through a

computation skills test, revealing that while most learners were proficient in basic problem-solving, only a small fraction achieved advanced proficiency. Wenren et al. explored the reciprocal relationship between children's reading comprehension and emotional cognitive abilities, finding that reading comprehension predicted cognitive reappraisal and had a bidirectional relationship with cognitive empathy, creating a virtuous cycle. Collectively, these studies emphasize the importance of tailored approaches and interventions in enhancing comprehension skills, aligning with the present study's findings on the effectiveness of reading strategies in developing "Instructional Readers."

Table 7 presents an analysis of the differences in reading performance and comprehension of learners using various reading approaches. This table includes critical statistical measures that reveal the extent and significance of these differences. The t-value for reading performance is -16.177 and for comprehension is -16.684, both indicating substantial differences between the reading approaches in terms of their effectiveness. The high absolute values of these t-statistics suggest that the observed differences are not only significant but also large, pointing to a considerable effect size in practical terms. The degrees of freedom (df) for both dimensions is 199, reflecting the sample size minus one. This large df enhances the reliability of the t-values, ensuring that the statistical tests are comprehensive and the findings are trustworthy. The significance level (Sig. 2-tailed) for both dimensions is .000, implying that the probability of these results occurring by chance is virtually zero. This indicates a very strong statistical significance, affirming that the differences observed in reading performance and comprehension due to the different reading approaches are highly unlikely to be due to random variation. The mean differences are -0.865 for reading performance and -0.894 for comprehension. These negative values suggest that, on average, the specific reading approach used leads to lower scores in both reading performance and comprehension compared to other approaches. The relatively close values of the mean differences for both dimensions indicate a consistent impact across both aspects of reading. For elementary teachers, these findings carry significant implications. The statistically significant differences underscore that the choice of reading approach can have a marked impact on learners' reading performance and comprehension. The negative mean differences suggest that the current approaches being evaluated might not be as effective as others, signaling a potential need for re-evaluation and adjustment of instructional strategies. Teachers may need to consider integrating or modifying their approaches to enhance reading outcomes, ensuring that their methods are effectively supporting learners' literacy development. In conclusion, Table 7 highlights the importance of selecting and implementing effective reading approaches in elementary education. The strong statistical significance and substantial mean differences observed suggest that current practices might require refinement to better support learner outcomes in reading performance and comprehension. Elementary teachers, therefore, should leverage these insights to make informed decisions about their instructional methodologies, ultimately aiming to optimize their learners' reading success.

Table 7. Test of Difference on the Extent of the Reading Performance of the Learners as Noted Using the Approaches

Dimensions	t-value	df	Sig. (2-tailed)	Mean Difference	Decision
Reading	-16.177	199	.000	-.865	Statistically Significant
Comprehension	-16.684	199	.000	-.894	Statistically Significant

The present study explores the statistically significant impact of various reading approaches employed by elementary teachers to enhance learners' reading performance, particularly in reading comprehension. Similar findings are evident in studies by Abdul-Aziz & Al-Othman (2024), McKenney (2023), and Yildiz et al. (2024), which investigate diverse aspects of reading performance among learners. Abdul-Aziz & Al-Othman examined the impact of text-to-speech (TTS) technology on Saudi EFL learners, revealing a significant positive effect on reading speed, comprehension, vocabulary, and critical thinking. McKenney focused on the reading proficiency of African American upper elementary school boys, identifying challenges such as lack of learner motivation, parental involvement, and representation, and emphasized the need for professional development and cultural representation to enhance reading programs for this demographic. Yildiz et al. compared reading skills of learners taught through the Phonics Method (PM) and the Whole Language Method (WLM), finding no significant difference in reading comprehension but noting that the PM group exhibited better prosodic reading skills and more favorable overall reading processes. Collectively, these studies highlight the statistically significant impact of diverse factors—ranging from technological interventions to cultural relevance and instructional methods—on enhancing reading performance, aligning with the present study's findings on the effectiveness of various reading strategies.

4.3. Test of Difference on the Effect of Demographic Profile on the Reading Approaches of Elementary Teachers

Table 8 provides an analysis of the effect of various demographic factors (age, gender, length of service, and highest educational attainment) on the reading approaches of elementary teachers. Key statistics such as the F-value and significance level (Sig.) help determine the impact of these demographic variables. The F-value assesses the ratio of variance between groups to the variance within groups. Higher F-values indicate more significant differences between the groups, suggesting that the demographic factor meaningfully affects the reading approaches. For instance, the F-values for age (2.063), gender (3.095), and highest educational attainment (3.515) are relatively high, indicating substantial disparities in reading approaches among different demographic groups. The significance level (Sig.) shows the probability that the observed differences occurred by chance. A Sig. value below 0.05 is considered statistically significant. In this table, age (Sig. = .004), gender (Sig. = .000), and highest educational attainment (Sig. = .000) all have Sig. values well below 0.05, leading to the rejection of the null hypothesis (H0) for these factors. This means these demographic factors significantly impact the reading approaches of elementary teachers. Conversely, the length of service has a Sig. value of .075, which is above the 0.05 threshold, leading to the acceptance of H0 for this factor. This indicates that the length of service does not significantly impact the reading approaches used by teachers. The implications of

these findings for elementary teachers are noteworthy. The significant impact of age suggests that teachers of different ages adopt varied reading approaches, possibly due to generational differences in training and familiarity with contemporary educational techniques. Gender differences imply that male and female teachers may prefer different reading strategies, which could reflect inherent pedagogical preferences or experiences unique to each gender. The significant influence of highest educational attainment indicates that teachers with higher qualifications might use more sophisticated or varied reading approaches, benefiting from their advanced education and training. However, the non-significant impact of length of service suggests that regardless of how long they have been teaching, teachers tend to use similar reading approaches, indicating that experience alone does not lead to significant changes in instructional methods. In conclusion, Table 8 highlights the importance of considering demographic factors when evaluating and developing reading approaches for elementary education. Understanding that age, gender, and educational attainment significantly influence teaching strategies can help educational policymakers and administrators tailor professional development programs to better support teachers. Recognizing these demographic differences allows schools to create a more inclusive and effective teaching environment, ensuring that the varied needs and strengths of a diverse teaching workforce are acknowledged and leveraged for optimal educational outcomes.

Table 8. Test of Difference on the Effect of Demographic Profile on the Reading Approaches of Elementary Teachers

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	52.046	24	2.169	2.063	.004	Reject H ₀ Significant
	Within Groups	183.949	175	1.051			
	Total	235.995	199				
Gender	Between Groups	15.489	24	.645	3.095	.000	Reject H ₀ Significant
	Within Groups	36.491	175	.209			
	Total	51.980	199				
Length of Service	Between Groups	38.307	24	1.596	1.492	.075	Accept H ₀ Not Significant
	Within Groups	187.193	175	1.070			
	Total	225.500	199				
Highest Educational Attainment	Between Groups	76.918	24	3.205	3.515	.000	Reject H ₀ Significant
	Within Groups	159.562	175	.912			
	Total	236.480	199				

The present study explores the statistically significant differences in various reading approaches employed by elementary teachers to enhance learners' reading performance, in relation to their demographic profiles, specifically age, gender, and highest educational attainment, leading

to the rejection of the hypothesis. The findings resonate with previous studies that highlight the impact of teacher demographics on educational outcomes. For instance, a study by Kim (2022) in Ethiopia found significant associations between preschool participation and literacy outcomes post-reform, indicating the importance of teacher demographics in educational reforms. Similarly, Heppt et al. (2022) demonstrated that parents' educational background and occupation, when combined with the number of books at home, significantly predicted children's academic language comprehension. This underscores the influence of socio-demographic factors on academic performance. Nattiel (2023) further emphasized the role of teacher-learner racial compatibility and gender in enhancing reading scores among Black learners in Florida, showing that demographic factors can significantly affect educational outcomes. Collectively, these studies support the present findings, highlighting that teachers' demographic profiles significantly influence the effectiveness of reading approaches, thereby necessitating targeted strategies to address diverse learner needs.

4.4. Regression Analysis on the Effect of Reading Approaches of Elementary Teachers on Reading Performance of the Learners

Table 9 presents the results of a regression analysis examining the effect of reading approaches used by elementary teachers on the reading performance and comprehension of learners. Key statistics, such as the F-value and significance level (Sig.), help determine the impact and statistical significance of these effects. The F-value indicates how well the regression model explains the variability in the dependent variable, in this case, reading performance and comprehension. For reading performance, the F-value is 45.728, and for comprehension, it is 45.017. These high F-values suggest that the regression model has a strong explanatory power, meaning that the reading approaches significantly account for the variance in both reading performance and comprehension scores among learners. The significance level (Sig.) for both reading performance and comprehension is .000, which is far below the conventional threshold of 0.05. This indicates that the likelihood of the observed results occurring by chance is extremely low, confirming the statistical significance of the regression model. Hence, the null hypothesis (H₀) is rejected for both dimensions, affirming that the reading approaches of elementary teachers have a significant effect on the reading performance and comprehension of learners. The implications of these findings are critical for understanding how different reading approaches impact learner outcomes. The statistical significance of the regression models suggests that the reading strategies employed by teachers play a crucial role in determining learners' reading performance and comprehension. This highlights the need for schools and teachers to focus on effective reading approaches that are empirically proven to enhance learner achievement. In practical terms, these findings can guide educational policymakers and administrators in developing targeted professional development programs for teachers. By identifying and promoting the most effective reading approaches, schools can improve overall reading outcomes. Furthermore, the regression analysis underscores the importance of continuous assessment and refinement of teaching strategies to ensure they meet the evolving needs of learners. In conclusion, Table 9 demonstrates that the reading approaches used by elementary teachers significantly influence learners' reading performance and comprehension. The high F-values and low significance levels validate the impact of these approaches, emphasizing the need for evidence-based teaching practices. This understanding enables teachers and policymakers to make informed

decisions that support the academic success of learners, ensuring that reading instruction is both effective and impactful.

Table 9. Regression Analyses on the Effect of Reading Approaches of Elementary Teachers on Reading Performance of the Learners

Sources of Regression		SS	df	MS	F	Sig.	Decision
Reading	Regression	46.853	3	15.618	45.728	.000	Statistically Significant
	Residual	66.942	196	.342			
	Total	113.795	199				
Comprehension	Regression	46.617	3	15.539	45.017	.000	Statistically Significant
	Residual	67.656	196	.345			
	Total	114.273	199				

The present study employs regression analysis to examine the statistically significant effect of elementary teachers' reading approaches on learners' reading performance, particularly in reading and comprehension. These investigations into reading approaches shed light on various methods to address reading gaps among learners. One study, conducted with Pakistani pre-university EFL learners, explores perceptions of intensive reading (IR) and extensive reading (ER) approaches, alongside the integration of technology in these methods (Ali et al., 2024). The findings highlight the positive impact of both IR and ER approaches on language skills, advocating for the incorporation of digital resources to enhance reading abilities in EFL classrooms. Another study examines the relationship between early nutrition supplementation and children's reading ability, revealing nutrition's significant role in explaining variations in reading performance (Maleta et al., 2023). It underscores how school resources, such as library availability and access to reading materials, complement nutrition efforts in fostering reading skills acquisition among children. Additionally, a study on reading strategies among high-achieving ninth-grade learners compares frequent strategy users (FSU) with infrequent users (SSU), revealing nuanced differences in their approach to reading tasks (Nueenhaus et al., 2022). Despite similar overall reading performance, the study underscores the importance of recognizing individual reading strategies to optimize overall reading performance. Together, these studies underscore the importance of diverse reading approaches—encompassing technology integration, nutritional support, and tailored reading strategies—to effectively address and bridge reading gaps among learners.

4.5. A Quality Framework on Reading Approaches of Elementary Teachers to Address Reading Gaps of Learners

In Zone III of the Schools Division of Zambales, elementary learners face significant reading challenges due to diverse backgrounds and resource disparities. To address these issues, a comprehensive quality framework for teachers is necessary. This framework standardizes teaching methods, enhances assessment consistency, and promotes continuous professional development. It emphasizes data-driven decision-making, enabling teachers to monitor progress and implement targeted interventions. Collaboration among teachers, administrators, parents, and community stakeholders ensures a holistic approach to addressing reading gaps. The framework begins with capacitating teachers through professional development, followed by diagnosing learners' reading abilities. Once reading gaps are identified, differentiated instruction and research-based strategies

are implemented. Continuous assessment and monitoring help teachers adapt their methods. Ultimately, this framework aims to improve reading proficiency and academic success for all learners in Zone III.

The studies by Alexander (2022), Barnes et al. (2024), and Akram (2023) collectively highlight crucial aspects of reading approaches to address gaps among learners. These studies underscore the importance of motivational strategies, parental engagement, comprehensive teacher training, and adaptive instructional practices in a quality framework for effective reading instruction. They highlight the need for inclusive educational approaches that cater to diverse learner needs, ensuring equitable access to literacy skills development.

5. CONCLUSIONS

1. Elementary teachers observed significant differences in the effectiveness of guided reading, peer-assisted reading, and technology-aided reading approaches in addressing reading gaps among learners, findings that corroborated literature emphasizing the efficacy of structured literacy methods like guided and peer-assisted reading for fostering reading skills development, demonstrating alignment with existing research.
2. Learners demonstrated statistically significant differences in reading performance and comprehension across various instructional approaches, as perceived by elementary teachers, aligning with existing literature emphasizing the critical role of tailored instructional methods in fostering reading skills development among learners.
3. Elementary teachers' adoption of various reading approaches to enhance learners' reading performance was significantly influenced by demographic factors such as age, gender, and highest educational attainment, findings that aligned with existing literature underscoring the profound impact of teacher demographics on educational practices and emphasizing the importance of tailored instructional strategies to accommodate diverse learner needs.
4. Elementary teachers' use of various reading approaches significantly influenced learners' reading performance and comprehension, underscoring the importance of evidence-based instructional practices in enhancing learner outcomes, findings that resonated with previous literature emphasizing the effectiveness of diverse reading strategies in addressing reading deficits among learners.
5. Elementary teachers implemented a quality framework on reading approaches that can be essential for effectively addressing reading gaps among learners, aligning with literature that emphasizes the pivotal role of structured educational strategies, motivational support, and comprehensive teacher training, which can standardize instructional practices and foster collaboration among teachers, administrators, and community stakeholders to ensure equitable opportunities for reading proficiency and academic success among all learners in Zone III, Schools Division of Zambales.

6. RECOMMENDATIONS

1. Elementary teachers must prioritize structured literacy methods like guided and peer-assisted reading to effectively address reading gaps among learners.
2. Instructional approaches must be tailored to individual learner needs to enhance reading performance and comprehension.
3. Elementary teachers must adapt instructional strategies to accommodate diverse learner needs, considering demographic factors such as age, gender, and educational attainment.

4. Elementary teachers must continue to employ evidence-based instructional practices in diverse reading strategies to effectively enhance reading outcomes among learners.
5. Implementation of a quality framework on reading approaches must be prioritized to standardize instructional practices, provide motivational support, and ensure comprehensive teacher training, promoting collaboration across stakeholders for equitable reading proficiency in Zone III, Schools Division of Zambales.
6. Further studies on the effectiveness of different instructional strategies in structured literacy approaches must be conducted to ascertain their impact on improving reading outcomes across diverse learner populations.

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