

# Improving the Reading Comprehension of Grade 4 Pupils Through Pre-Teaching Vocabulary and Repeated Reading

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**Abstract**—The Philippines continues to face significant challenges in reading comprehension among students, as evidenced by its consistently low rankings in the OECD PISA program. This study addresses these challenges in a Grade 4 class within the Alubijid District by evaluating the effectiveness of pre-teaching vocabulary and repeated reading interventions. Utilizing a pre-experimental, one-group pre-test and post-test design, the intervention was conducted for 2 months and the research employed the Revised Philippine Informal Reading Inventory (PHIL-IRI) from the Department of Education to measure changes in pupils' reading comprehension. Data were analyzed using descriptive statistics, mixed ANOVA, and paired t-tests. Results showed a significant improvement in students' reading comprehension levels post-intervention, with most pupils advancing to higher comprehension levels as indicated by their post-test scores. This study confirms that strategic interventions like pre-teaching vocabulary and repeated reading can substantially enhance reading comprehension. It recommends that further research explore the underlying causes of reading comprehension difficulties, improve overall reading proficiency, and investigate diverse pedagogical approaches to bolster reading skills.

**Keywords**—Grade 4, Intervention, Philippines, Pre-Teaching Vocabulary, Reading Comprehension, Repeated Reading, Revised PHIL-IRI

## I. INTRODUCTION

Reading is one of the most essential abilities a pupil should develop (Peng & Kievit, 2020). The ability of the child to read or even master how to read will give them a sense of satisfaction and accomplishment, which will build their self-esteem. It contributes to everyone's academic performance (Erp, 2021).

Moreover, reading comprehension is the ability to read without emphasizing pronunciation or speed reading—instead, it emphasizes understanding the text (Smith et al., 2021). Considering this, reading comprehension is necessary for learning English and other subjects that require reading. It is a prerequisite for all learning areas at school. It is the primary skill that would help pupils discover the meaning of the text they are reading. They will then be capable of deciphering the entire sentence or passage. Their ability to comprehend what they read will also allow pupils to answer assessment questions in many subjects, impacting their academic performance. According to Banditvilai (2020), reading comprehension is a critical skill and a complex process with various cognitive and linguistic components. It includes acquisition through decoding words and linking prior knowledge to newly acquired information for storage and retrieval. On the other hand, reading

without understanding can be worthless and empty because children cannot extract crucial information and concepts from the text. (Nurmalasari & Haryudin 2021). Consequently, academic problems such as reading comprehension emerge.

In context, the PHIL-IRI pre-test of one of the classes where this research is conducted showed only one independent reader. Most pupils scored 0 and 3 on the six critical synthesis and analysis problems during the pre-reading comprehension test. Aside from that, this section contains the fewest independent readers compared to the others. Pupils tend to mistake literal, inferential, and critical information. It demonstrates that they needed help comprehending the material and encountered difficulties, especially when confronted with inferential inquiries, which required them to deduce meaning from textual cues and prior knowledge of the subject.

Moreover, it was found that most pupils in one of the schools in Northern Mindanao are categorized as frustrated readers, and a significant number fall under the non-readers category (Ong et al., 2021). In some schools in the Division of El Salvador City, the pupils' reading performance in English is alarming (Sanoria &

Oco, 2023). The majority of the pupils fall into the frustration reading category. It was found that despite having accessible reading resources if other stakeholders do not assist them well, the pupils will not move to the next reading level category due to developing a negative attitude towards reading.

Additionally, the pressing concern regarding reading comprehension among pupils in Philippine education is evident in the PISA program. Not all Filipino pupils have a desirable reading comprehension level. Some needed help extracting the meaning from the written material and going beyond the text (Fernandez & Arriola, 2022). The Philippines joined the Organization for Economic Cooperation and Development's (OECD) (2023) PISA program as part of the quality primary education reform strategy and a move toward internationalizing Philippine primary education. The Philippines has participated in the initiative above for the past two years. The Philippines first took part in 2018, ranking 78th in math and science and last in reading comprehension, with pupils scoring 340 points, the lowest among all participating countries. In contrast, the Philippines ranked 79th in science, 76th in math, 76th in reading, and 77th in the 2022 PISA results. While there may be slight improvements in the Philippines' PISA results and standing, this still demonstrates that Filipino pupils continue to lack skills in complex problem-solving, critical thinking, and effective communication, particularly in reading, when compared to other countries, preventing schools from fulfilling their goal of producing excellent and well-informed citizens.

Ong et al. (2021) suggested that other strategies, such as performance-based assessments and interventions, should be implemented to improve the pupils' reading comprehension in the new normal stage of society. Consequently, this study was conducted based on this research suggestion. This research sought to know the effectiveness of pre-teaching vocabulary and repeated reading in improving reading comprehension among the pupils.

Teachers utilize additional treatments like pre-teaching vocabulary and repeated reading to address problems regarding reading comprehension. McClymont (2023) defines pre-teaching vocabulary as teaching pupils the meaning of difficult words in a passage or reading material. Lack of vocabulary is a significant issue for all readers. Hence, pupils gain confidence and read more quickly when they can unlock the problematic words in

the book. On the other hand, Cox (2019) explains that repeated reading is a method that helps pupils with difficulties in their reading skills. It is an effective intervention to improve the pupils' reading speed and fluency. When pupils are constantly exposed to reading, they will most likely master the relationship between sound and symbols. As the pupils become fluent readers, it allows them to become proficient in word recognition, which is essential in improving their reading comprehension skills, which are considered part of the higher-order thinking skills.

Ultimately, this study aimed to address the troubling reading comprehension findings in one of the classes where this research was conducted through pre-teaching vocabulary and repeated reading interventions. The effectiveness of these interventions was expected to help the pupils progress into independent readers. It will also enlighten the teachers and other educational stakeholders about using reading interventions.

### *Statement of the Problem*

The study's main objective is to know the effectiveness of pre-teaching vocabulary and repeated reading in improving reading comprehension among the pupils. Specifically, the study sought to answer the following questions:

1. What is the respondents' level of reading comprehension in terms of pre-test results, and post-test results?
2. Is there a significant difference between pre-test result and post-test result based on their reading comprehension level?
3. What are the learners' learning experiences and class adviser's perspective about the pre-teaching vocabulary and repeated reading intervention?

## **II. METHODOLOGY**

### *Research Design*

For this study, the research design is pre-experimental, specifically a one-group pretest-posttest design, which assesses the impact of an intervention on a single group of subjects without a separate control group. This one-group pretest-posttest design allows for observing changes in reading comprehension in the same group of pupils before and after the intervention.

The one-group pretest-posttest design is a type of quasi-experimental research design in which a single group of participants is observed at two points in time—before (pretest) and after (posttest) they receive an intervention

or treatment (Campbell et al., 1963). This study has only one group of subjects: the Grade 4 pupils.

Then, measures are taken on the same subjects before and after the intervention, allowing for comparison of the same individuals over time. The main goal is to assess the impact of the intervention by comparing pre-intervention data to post-intervention data. This design is straightforward to implement, and it can be employed in preliminary studies to explore the potential effects of an intervention before committing resources to more complex experimental designs.

### **Research Locale**

This study was conducted in the second legislative district of Misamis Oriental Division during the school year 2023-2024. The researcher chose one school among the sixteen (16) schools in the Alubijid East and West Districts. Alubijid is a fourth-class municipality in Misamis Oriental, Philippines. It is located west of Cagayan de Oro City, between El Salvador City and Laguindingan, where the new Cagayan de Oro International Airport is. The Municipality of Alubijid is 25 km west of Cagayan de Oro City and 67 km east of Iligan City. Macajalar Bay bounds it on the north, the Municipality of Naawan on the south, Laguindingan on the west, and El Salvador City on the east.

### **Sampling Design**

This study employed a purposive sampling method to select the respondents, focusing specifically on Grade 4 pupils categorized under the "frustration" and "instructional" comprehension reading levels. This method involves selecting individuals who meet predefined criteria that align with the specific aims of the research, making it suitable for studies targeting particular subgroups within a population.

The sampling process utilized the Philippine Informal Reading Inventory (Phil-IRI), a standardized tool designed to assess reading competencies and categorize pupils based on their comprehension and interpretation of reading materials. The pre-test helps distinguish pupils into three categories: "frustration readers," who find reading at their grade level overly challenging; "instructional readers," who can manage grade-level reading with some assistance; and "independent readers," who are proficient in reading without aid. For this study, only the frustration and instructional readers were chosen, focusing the research on those who potentially benefit most from targeted reading interventions.

### **Respondents of the Study**

The respondents were pupils from a single Grade 4 section at an elementary school in Alubijid, Misamis Oriental. The choice of this particular section as the focus of the study was driven by the results from the reading comprehension pre-test, which highlighted significant issues in reading proficiency among the pupils. However, the actual participation in the study was less than initially planned. Since the respondents were underage, the parents' consent was taken. Although 26 pupils were identified as potential respondents based on their need for reading support, only 16 participated. The reduced participation was because ten parents chose not to allow their children to be involved in the research. This selection process and the resulting sample size reflect the challenges often faced in educational research, where parental consent is necessary but not always granted. Despite this limitation, the study proceeded with the 16 pupils permitted to participate, focusing on exploring and addressing the reading challenges within this subgroup.

### **Research Instruments**

After obtaining the parents' consent and in gathering the data, the researchers used the Revised Philippine Informal Reading Inventory (PHIL-IRI) as the main instrument (Abril et. al., 2022). The Department of Education developed this classroom-based assessment tool. PHIL-IRI is an assessment tool measuring the pupil's level of reading comprehension. Each pre-test administered was composed of a 6-item comprehension test that relies on a series of structured passages in English at the Grade 4 level. This is a multiple-choice type of test that covers different levels of comprehension. It includes the literal, inferential, and critical comprehension. Literal comprehension addresses low-level understanding by only asking for information explicitly mentioned in the text.

On the other hand, inferential comprehension involves questions that must be answered in ways that are not explicitly stated in the text. In contrast, critical comprehension is responses based on the respondent's experience and judgment. After that, the interventions were implemented. Then, the PHIL-IRI post-test was administered during the 4th quarter using the same procedure as the pre-test.

### **Validity and Reliability of the Instrument**

According to Abril (2022), Dep-Ed Order No. 14, s. 2018 states that the PHIL-IRI instrument comes from the Dep-Ed. Accordingly, educational assessment tools

underwent validation processes to ensure reliability and validity, involving studies to confirm accurate measurement and consistent results before being used and implemented in the educational sectors. This tool was adopted by the researchers with no modifications. Hence, it does not need validity and reliability tests.

### **Data Gathering Procedure**

The research gathering started after the defense of the research proposal. Starting with a personal visit to the selected school to ask permission from the district supervisor, school principal, and class adviser to conduct the study in their school and one of the grade 4 sections. Then, proceeded to send the consent letter to the parents and pupils outlining the research intent, methodology, and potential education benefits of the respondents from the study. The letter emphasizes that participating in this study is optional and voluntary. Followed by the retrieval of consent and assent letters and asking for secondary data containing the pupil's age and sex. After gathering the consent letters, the researchers, together with the supervision of the class adviser, conducted a pretest using the PHIL-IRI reading assessment tool for the pupils who were permitted to join the study. The study respondents were instructed to read a passage and answer six comprehension questions, including literal, inferential, and critical questions, to determine their understanding of the passage.

With the data, the researchers identified pupils as independent, instructional, and frustration readers. After that, the researchers went on to implement the intervention under the supervision of the class adviser. The implementation was planned to undergo one session per week with seven sessions, which lasted for two months. During the implementation of the intervention, everyone in the class was allowed to participate and join in the activities. The following are the detailed intervention plans used in this study.

The implementation of the intervention lasted for 1 hour and 3 minutes each session. Starting the session at eight o'clock allowed all the pupils to arrive and settle down. Later, the researchers administered the intervention simultaneously according to the implementing guidelines of the pre-teaching vocabulary and repeated reading.

The following were the action steps of every session:

#### **Step 1: Pre-teaching vocabulary**

Thirty minutes were given to conduct the pre-teaching vocabulary intervention. During this phase, the

researchers presented new and difficult words. They provided the brief meaning of each word and let the pupils read it together. Afterward, the session presented synonyms and antonyms and how to use them in a sentence to quickly learn and grasp the terms. After learning all the vocabulary, the researchers asked the pupils to recall the words learned for longer retention.

#### **Step 2: Repeated reading**

Repeated reading occurred after pre-teaching vocabulary. At this point, the researcher guided the repeated reading activity, which included reading with the researcher, reading by pair, and reading individually. The researcher and the pupils first read aloud together. Reading together with the researcher allowed for error correction. It helped the pupils improve their reading and understanding of the text rather than simply pointing out mistakes, targeting accuracy and fluency. The pupils then reread the story in pairs. Reading by pair enabled them to cooperate with other pupils. They could assess one another and help if misunderstandings occurred. The pupils also felt at ease being paired together. Barksdale, Peters, and Corrales observed that learning is influenced by the relationships they form; thus, learning improved when pupils felt safe and supported in their classroom.

Furthermore, when pupils read individually, they learn at their own pace. They had more time to understand the context of the text, could assess their mistakes, and correct them immediately. During independent reading, some children improved their reading comprehension through decoding skills, improving fluency, activating previous knowledge, reading aloud, learning vocabulary terms, and structural analysis. (Yi et al., 2019). To assess their mastery and appreciation of the materials read, the researchers presented a story map containing the questions about the story's title, setting, character, problem, and solution to the problem and let them answer verbally. This allowed students to communicate their content knowledge, let others become aware of their ideas, and learn from each other. Above all, it brought pupils to read the materials carefully and learn the important details.

#### **Step 3: Comprehension test**

Following the repeated reading, the pupils were asked for their reflections on the story by asking them about the moral lesson of the story or what was the most important thing to remember from this story. With these questions, the pupils could think critically, which could lead to discussions about moral values. Lastly, the

remaining minutes allotted were used for a written comprehension test and served as the final part of the intervention. The researchers provided six comprehensive questions for them to answer. The comprehension test allowed the researchers to determine whether the pupils had grasped the story's context and meaning.

Consequently, the post-test was conducted on the last day of the intervention. The post-test administered was identical to the pre-test to compare whether the pupils' reading comprehension had improved. In the post-test, the pupils had a one-on-one test with the researcher under the supervision of the class adviser. Each pupil read the story and then answered the reading comprehension test.

### Scoring Procedure

According to the PHIL-IRI Guidelines, in computing the pupil's comprehension of the passage, the researcher reads the comprehension questions and records the pupil's responses. The formula for computing the pupil's comprehension is as follows:

$$\text{Comprehension} = \frac{\text{No. of correct answers} \times 100}{\text{No. of questions}}$$

The PHIL-IRI reading tests use a predetermined set of criteria to identify each pupil's reading level for each passage. The table below shows the percentage of correct answers to comprehension questions and the corresponding oral reading level.

**Table I. Percentage for Comprehension Score**

No. of items	Score in Comprehension	%
6	6	100
	5	83
	4	67
	3	50
	2	33
	1	17

**Table II. Phil-IRI Oral Reading Profile**

Oral Reading Level	Comprehension Score (in %)
Independent	80 – 100
Instructional	59 - 79
Frustration	58 and below

### Ethical Considerations

This research meticulously followed ethical guidelines to ensure the integrity and ethical rigor of the study. In line with ethical standards for research with minors, informed consent forms were distributed to the parents/guardians of the potential pupil participants to obtain their explicit permission. This consent process was designed to be transparent, providing complete details of the research and its objectives while emphasizing the voluntary nature of participation and the right to withdraw at any stage without penalty. Assent was also sought directly from the pupils since they are minors, respecting their autonomy and capacity to participate in decisions that affect them. The study

only included pupils whose parents or guardians provided signed consent forms; those who did not consent were excluded from the study to honor parental authority and choice.

This approach ensured that the research was conducted with full respect for the ethical principles of autonomy, beneficence, and justice, prioritizing the welfare and rights of the child participants throughout the research process.

### III. RESULTS AND DISCUSSION

Table III. Reading comprehension level of pupils on the pre-test and post-test in one section of grade 4 level using pre-teaching vocabulary and repeated reading.

One Section Pre-Test			One Section Post-Test		
Level	f	%	Level	f	%
Independent	0	0	Independent	14	88

<b>Instructional</b>	7	44	Instructional	0	0
<b>Frustration</b>	9	56	Frustration	2	13
<b>Total</b>	16	100	Total	16	100

### Pre-Test Results

Before the intervention, the pre-test data shows that no 16 respondents were at the independent reading level. A significant portion, nine students (56%), were at the Frustration level, indicating substantial difficulty understanding the reading material. The remaining seven students (44%) were at the Instructional level, meaning they could comprehend the material without assistance but needed to be reading independently.

### Post-Test Results

The post-test data collected after the intervention shows a dramatic improvement in reading comprehension. Fourteen respondents (88%) reached the independent level, demonstrating the ability to read and understand the material without assistance. Only two respondents

(13%) remained at the Frustration level, and none were at the Instructional level, signifying that the strategies employed had effectively moved students beyond needing occasional support.

This significant shift from Frustration and Instructional levels to the independent level highlights the power of targeted reading interventions. According to Diciano (2021), employing effective reading strategies is crucial in creating a learning environment that supports struggling readers and promotes the development of essential reading skills. Educators can significantly improve students' reading comprehension and academic performance by addressing individual learning needs through tailored instructional strategies.

**Table IV.** Comparison between pre-test and post-test scores in one group one section of grade 4 level using pre-teaching vocabulary and repeated reading

	Mean	Std. Deviation	p-value	Decision	Interpretation
<b>Pre-Test</b>	1.250	0.512	0.000	Reject Ho	Significant
<b>Post-Test</b>	2.563	0.683			

$\alpha = 0.05$  level of significance

The pre-test mean score was 1.250 with a standard deviation of 0.512, which increased significantly in the post-test, recording a mean of 2.563 and a standard deviation of 0.683. The p-value in both tests was 0.000, far below the  $\alpha = 0.05$  significance level, leading to the rejection of the null hypothesis. This statistically significant improvement suggests that the educational strategies implemented—specifically pre-teaching vocabulary and repeated reading—positively impacted the students' reading comprehension skills. Recent studies in the field of education support this finding. Research by Smith and Jones (2021) found that pre-teaching vocabulary significantly enhances students' comprehension by providing them with necessary background knowledge before encountering texts (Smith & Jones, 2021). Additionally, a study by Lee et al. (2022) on repeated reading practices indicated that such strategies reinforce understanding and fluency, thereby improving reading comprehension (Lee et al., 2022). These studies align with the results observed in the Grade 4 class, where both interventions have facilitated a better grasp of the reading material, as evidenced by the improved post-test scores. The success

of these interventions can be attributed to how they address fundamental aspects of reading comprehension, such as vocabulary familiarity and reading fluency, which are critical components in understanding and processing text.

### Learners' Learning Experiences and Class Adviser's Perspective about The Pre-Teaching Vocabulary and Repeated Reading Intervention

Based on the results of the focused group discussions (FGD) emerged the following themes for the learners' learning experiences: appreciation and enjoyment of stories, vocabulary acquisition and awareness, connection to personal experiences, reflections on moral and practical lessons, and enjoyment of interactive activities.

#### A. Appreciation and Enjoyment of Stories. Several pupils expressed a distinct appreciation for the stories introduced during the intervention. The pupils shared that:

"Ganahan kaayo ko sa story na atong gibasa ate." (I really like the story we read earlier, Ate.) - Pupil 1

"Ate akong favorite na story kay katong wolf og boy."  
(Ate, my favorite story was the story about the wolf and the boy.) - Pupil 5

"Ganahan ko sa story sa boy og ang wolf" (I like the story about the boy and the wolf) - Pupil 11

This enjoyment is crucial as it indicates a high level of engagement, which is foundational for effective learning. Stories about a wolf and a boy were particularly favored, suggesting that narratives involving animals or relatable characters might be especially engaging for this age group.

**B. Vocabulary Acquisition and Awareness. Pupils noted significant improvements in their vocabulary.**

"Ate naka balo nako sa unsa pasabot peddler." (I already know what a peddler is, Ate.) - Pupil 2

"Shelves diay tawag ato sa ate ako baya perme ga hinlo samo shelves sa balay." (That is called a shelf, Ate? I always clean that in our house.) - Pupil 4

"Naka kabalo ko sa meaning sa uban words ate ug naay mga bag o na words akong nahibal an pareha sa lofty." (I have learned the meaning of the words and known new words like lofty, Ate.) - Pupil 6

Terms like "peddler," "lofty," "shelf," "flock," and "villagers" were not only learned but also connected to personal experiences or prior knowledge, demonstrating the depth of vocabulary comprehension achieved. This suggests that pre-teaching vocabulary effectively prepares pupils for the content they will encounter, thereby enhancing their comprehension and retention.

**C. Connection to Personal Experiences. Pupils were able to relate vocabulary and story elements to their own lives, enhancing the meaningfulness of their learning experiences:**

"Ate ga huwat sad ko sa peddler permi kay ganahan pud ko mokaon og taho." (Ate, I also wait for the peddler every time because I like eating taho.) - Pupil 3

"Ana diba mo te na unhappy ang dismay. Na dismay ko ate kay giaway ko nila ganina." (Ate, you told us earlier that the synonym of dismay is unhappy. I was in dismay earlier because they teased me.) - Pupil 16

Responses indicated that pupils were able to relate the vocabulary and scenarios from the stories to their own lives. For example, one pupil related the term "peddler" to their enjoyment of taho, a local delicacy often sold by peddlers. Such connections are known to enhance the

meaningfulness of learning experiences and support long-term retention of new concepts.

**D. Reflections on Moral and Practical Lessons. The stories also served as a medium for imparting moral and practical lessons. Pupils reflected on the consequences of actions as depicted in the stories, such as the importance of honesty and helping others.** "Ayha pa na realize sa unggoy iyang gihimo sa ulahi." (After what the monkey did, he realized something about his actions.) - Pupil 10

"Dili gyud diay dapat moawat sa boy pareha sa story kay dili na sya touhan sa villagers." (I should not be like the boy in the story because the villagers will not trust me if I keep on lying.) - Pupil 12

These reflections demonstrate the pupils' ability to extract deeper meanings from the readings and apply them to their own moral reasoning.

**E. Enjoyment of Interactive Activities. The use of games and other interactive activities was highlighted as a positive aspect of the learning experience. The positive feedback on games and interactive teaching methods indicates that these activities enhance the learning experience:**

"Ganahan ko sa mga games na inyo gipa buhat sa amoa te." (I like the games we played, Ate.) - Pupil 8

These activities not only made the learning process enjoyable but also reinforced the vocabulary and content comprehension in an engaging and memorable way.

**Class Adviser's perspective about the pre-teaching vocabulary and repeated reading intervention.**

"As a class adviser, I observed the consistent presence of 4 researchers from Capitol University in my classroom for about 2 months, diligently conducting reading interventions focused on pre teaching vocabulary and repeated reading techniques. Initially, I was intrigued by their commitment and dedication to improve my learners' reading skills. Over time, my impression grew increasingly positive as I witnessed the tangible progress and enthusiasm among the grade 4 learners. It was evident that the researchers' interventions were making a significant impact, not only in their reading comprehension but for their overall confidence and engagement in reading. Their collaborative approach and innovative strategies nurtured a supportive and dynamic learning environment, earning my admiration and appreciation

*for their valuable contribution for my classroom community.” – Class Adviser*

The class adviser's reflections provide valuable insight into the effectiveness and impact of the pre-teaching vocabulary and repeated reading interventions conducted by the researchers. An analysis of the key elements and outcomes mentioned by the class adviser are as follows:

- A. **Commitment and Dedication of Researchers.** The adviser highlighted the researchers' commitment and dedication as they consistently worked in the classroom over a two-month period. This consistent presence indicates a strong and structured intervention program. The commitment not only reflects the researchers' professionalism but also their deep interest in achieving meaningful educational outcomes.
- B. **Impact on Learner Engagement and Reading Skills.** The class adviser observed "tangible progress and enthusiasm" among the Grade 4 learners. This suggests that the interventions were successful in engaging pupils, which is a critical factor in successful learning outcomes. Engaged pupils are more likely to absorb and retain new information. The specific mention of progress in reading skills, including both comprehension and confidence in reading, points to the effectiveness of the intervention in fostering literacy skills, which are foundational to academic success.
- C. **Reading Comprehension Improvements.** The adviser noted improvements in reading comprehension specifically. This improvement is likely directly related to the pre-teaching of vocabulary, which prepares pupils by giving them a framework to understand the texts before engaging with them in depth. Familiarity with vocabulary reduces cognitive load during reading, allowing for better comprehension and retention of material.
- D. **Confidence and Overall Engagement.** The increase in confidence and overall engagement in reading is significant. Confidence is crucial for learning as it encourages pupils to take risks, ask questions, and engage more deeply with content. Increased engagement suggests that the interventions made reading a more positive, fulfilling experience, likely encouraging pupils to read more often and with greater interest.
- E. **Supportive and Dynamic Learning Environment.** The class adviser appreciated the "collaborative approach and innovative strategies" employed by

the researchers, which nurtured a supportive and dynamic learning environment. This environment, characterized by collaboration and innovation, is vital for effective education as it adapts to the needs of pupils and encourages active participation. A dynamic learning environment can cater to various learning styles and needs, making education more inclusive and effective.

Based on the feedback of the learners and class advisers, the researchers concluded that the class adviser's feedback highlights the success of the reading interventions in enhancing not just technical reading skills but also broader educational experiences by boosting engagement, confidence, and enjoyment of reading. The collaborative and innovative approach taken by the researchers not only supported existing curriculum goals but also contributed positively to the classroom community, enhancing the learning atmosphere and outcomes for students. This holistic impact demonstrates that well-planned and executed interventions can significantly enrich elementary education.

In addition, the feedback from the pupils illustrates that pre-teaching vocabulary and repeated reading interventions are effective strategies for improving vocabulary knowledge, comprehension, and student engagement in reading activities. The pupils' ability to relate new words to personal experiences and derive moral lessons from the stories further supports the holistic benefits of these interventions. Moving forward, it is recommended to continue these practices and explore further ways to connect the reading materials with the pupils' diverse backgrounds and interests. This highlights the positive impact of structured reading interventions and suggests pathways for enhancing future teaching practices to support elementary education effectively. The study of Quiño, J. B., & Corpuz, G. G. (2021) in their *Self-Efficacy and Practices in Teaching 21st-Century Skills* explores self-efficacy and teaching practices, highlighting the impact of teachers' belief in their abilities on their teaching methodologies. The findings indicate that teachers with high self-efficacy are more adept at fostering a supportive and dynamic learning environment, which is critical for developing skills such as communication, collaboration, creativity, and critical thinking in students.

The adviser's perspective from the Capitol University reading intervention project aligns well with these



findings. The adviser notes substantial progress in students' reading skills and overall academic confidence, attributed to the dedicated efforts of the research team. This observation underscores the importance of innovative teaching strategies and high teacher self-efficacy in enhancing student engagement and learning outcomes.

The study and the adviser's observations emphasize the transformative impact of effective teaching practices, particularly when teachers believe in their ability to make a difference. The correlation between self-efficacy and successful teaching outcomes reinforces the need for educational programs that equip teachers with skills and boost their confidence to apply these skills effectively.

## CONCLUSION

The results demonstrate a significant improvement in pupils' reading comprehension levels following the implementation of pre-teaching vocabulary and repeated reading strategies. The intervention thus facilitated a shift from a state where the majority of pupils struggled significantly with reading comprehension to a scenario where most could read independently and effectively.

This transformation is attributed to the strategic use of pre-teaching vocabulary, which equipped students with a better understanding of key terms before they encountered them in context, thereby reducing cognitive overload and enhancing comprehension during actual reading sessions. The repeated reading component of the intervention likely contributed to increased familiarity with the text, reinforcing understanding and improving fluency over time.

Moreover, the class adviser's feedback and pupils' reflections on their learning experiences underline the holistic impact of the intervention. The adviser noted increased engagement, improved reading skills, and enhanced confidence among the pupils, attributing these gains to the effective and innovative approaches taken by the research team. Pupils expressed enjoyment and appreciation of the stories read, noting particular engagement with narratives that included relatable characters and scenarios. They also reported an enhanced understanding of vocabulary, with the ability to connect new words to personal experiences and derive moral and practical lessons from the stories.

In conclusion, the intervention not only markedly improved reading comprehension but also positively affected broader educational outcomes by enhancing

pupil engagement, confidence, and enjoyment of reading. The success of these strategies suggests that similar approaches could be beneficially applied in other educational contexts to support reading development. Continuing these practices and exploring further methods to link reading materials with pupils' diverse backgrounds and interests could further enhance the effectiveness of teaching and learning in elementary education.

## RECOMMENDATIONS

Based on the successful outcomes of the intervention study, the researchers recommend several strategies to further enhance reading comprehension among elementary school pupils.

First, it is advisable to consistently integrate pre-teaching vocabulary into the curriculum. This approach should involve introducing key vocabulary ahead of reading sessions, thereby equipping students with the necessary language tools to understand and engage with the text more effectively. This strategy not only aids in comprehension but also builds confidence in students as they encounter familiar words within the reading material.

Second, implementing repeated reading practices across various texts and contexts is recommended. Repeated exposure to text allows students to develop fluency and deeper comprehension, reinforcing learning and increasing retention. These sessions can be diversified by using different genres and complexity levels of texts to cater to the varied reading abilities within a classroom.

Third, fostering a dynamic and interactive classroom environment is crucial. This can be achieved through the use of engaging narratives and interactive activities that resonate with the students' experiences and interests. Incorporating stories that include characters and scenarios relatable to the students can significantly boost engagement and motivation to read. Additionally, involving games and group discussions can make the learning process enjoyable and effective, further encouraging students to participate and invest in their learning journey.

Lastly, ongoing training and support for teachers in these methodologies are essential. Professional development programs focusing on effective literacy teaching strategies, such as pre-teaching vocabulary and repeated reading, can empower teachers to implement these approaches effectively. Furthermore, encouraging

a collaborative teaching atmosphere where educators share insights and strategies can enhance the overall educational environment, leading to sustained improvements in student reading outcomes. These recommendations aim to build on the success of the initial intervention, promoting a comprehensive approach to reading education that is both inclusive and effective.

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