

Guided Oral Reading Approach on the Reading Comprehension Level of Academic Recovery and Accessible Learning (ARAL) Program Beneficiaries

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Abstract

Reading proficiency remains a major challenge for Grade 7 students in need of extra support to enhance their capacity to understand what they read, even with interventions already existing and available, therefore pointing towards the need for targeted strategies to help close literacy gaps that continue to exist. This study examined the effectiveness of intensive guided oral reading as an intervention to improve reading comprehension among Grade 7 ARAL Plus learners at a public secondary school in Palo, Leyte. This study was based on the zone of proximal development by Vygotsky, Schema Theory, and the Simple View of Reading, and used a pre-experimental one-group pretest-posttest design. A total of fifteen grade seven students were purposefully selected from an intact class because they met the inclusion criteria as identified by their performance on a reading assessment tool being below the minimum proficiency level. The intervention included a series of intensive guided oral reading sessions conducted during the third quarter of the school year 2025 – 2026. All three types of comprehension (literal, inferential, and critical) were targeted. An improvement measure was developed through the administration of two parallel 20-item reading comprehension assessments, which were adapted from validated DEPED assessment tools, correlated with the MATATAG curriculum standards, vetted by content area experts, and tested for reliability. Descriptive statistics, paired samples t-tests, and Cohen's d effect size measures were utilized to analyze the data. Significant improvements in literal comprehension (students advanced to instructional level) and meaningful increases in inferential and critical comprehension (though students are still at the frustration level). This research demonstrates that intensive guided oral reading is an effective intervention strategy for improving reading comprehension for struggling ARAL plus learners. Therefore, this study provides evidence-based strategies for supporting learning recovery and literacy development. As such, these research findings provide some direction for the Department of Education's ARAL program; specifically, that structured, scaffolded, and intensive reading interventions will improve students' capacity to comprehend what they read, help to achieve SDG 4 (quality education), and provide some insight into how literacy programs may be developed in future post-pandemic classroom environments.

Keywords: guided oral reading; reading comprehension; ARAL program; literacy intervention; pre-experimental design

1. Introduction

Reading proficiency is still a significant problem in the Philippines, particularly with basic comprehension of simple readings which are fundamental to understanding more complex materials. The crisis is becoming even more acute in this country as schools attempt to recover from learning losses stemming from extended periods of disruption (e.g., the COVID-19 pandemic), during which students had little opportunity to be taught consistently or receive support academically (Kuhfeld et al., 2022). An assessment conducted in one public secondary school in

Palo, Leyte, found that around 35 percent of Grade 7 students were unable to meet the lowest acceptable standards for Reading. Reading comprehension is an essential component of both academic success and long-term learning potential, and therefore, students who do not reach minimal proficient levels face increased risk of continuing academic difficulties unless they are provided with an appropriate instructional intervention (Allington & McGill-Franzen, 2021). Studies have shown that using guided oral Reading can significantly enhance students' fluency and comprehension, particularly for those experiencing significant challenges when attempting to read (Kim et al., 2021; Rasinski et al., 2020; Stevens et al., 2021). Further, research has demonstrated that intensive Reading interventions can produce significant gains in short timeframes and that comprehension gains can range anywhere from 15 – 25 percent (Paige et al., 2020). Structured and guided approaches to teaching have also been proven to be effective means for enhancing Filipino students' ability to comprehend material being read to them (Nollora & Gonzales, 2021; Botor, 2025). Collectively, these studies suggest the need for evidence-based literacy interventions and provide further justification for the continued development of Reading programs that are compatible with national policies, including the Every Child a Reader Program (ECARP) and the Academic Recovery and Accessible Learning (ARAL) program established through Republic Act No. 12028.

While efforts have been made through initiatives such as ECARP and the ARAL initiative to increase literacy levels in the Philippines, those learners who are still unable to meet the minimum standard of proficiency in reading have continued to struggle with comprehension. The literature on reading interventions indicates that while guided oral reading was shown to positively affect learning, there is little research on the extent of using this type of instruction with ARAL plus learners, especially at the secondary level. Additionally, few literacy interventions provide learners with long-term, well-structured, and high-intensity support when they encounter significant challenges with reading (Solari et al., 2021; Chen et al., 2022). The aforementioned gaps suggest a need for studies that investigate how guided oral reading could be provided in a manner that addresses the reading comprehension needs of ARAL plus learners who require supplemental reading support. It is also important to conduct these types of studies in order to strengthen literacy instruction and to ensure that literacy instruction aligns with Sustainable Development Goal #4 Quality Education, which emphasizes inclusive and equitable quality education for all.

To address the identified gap, this study examined whether an intensive guided oral reading program improved the reading comprehension of Grade 7 ARAL plus learners in a public secondary school located in Palo, Leyte, during the third quarter of S.Y. 2025–2026. Specifically, the study aimed to answer the following questions:

1. To what extent do the reading comprehension levels of ARAL plus students increase or remain unchanged before and post-intervention in terms of:
 - 1.1 Literal Comprehension
 - 1.2 Inferential Comprehension
 - 1.3 Critical Comprehension
2. Does an improvement occur in the overall reading comprehension levels for ARAL plus students pre- and post-intervention?

This research was based upon three complementary theories that helped explain why guided oral reading increased reading comprehension in students having difficulty with reading. According to Sociocultural Scholarship (Swain et al. 2021), Richard Anderson and P. David Pearson's (1984) Schema Theory and Lev Vygotsky's (1978) Zone of Proximal Development (ZPD) theory, teaching reading through scaffolded instruction, is an effective way to increase reading comprehension. Sociocultural Scholarship also indicated that teaching through the use of scaffolding allowed teachers to model reading, provide corrective feedback to students as they read aloud, and slowly transfer instructional responsibility from themselves to their students. The focus of Schema Theory has been the activation of prior knowledge and the integration of new knowledge. The guided oral reading process used in

this research provided students with opportunities to activate prior knowledge and integrate new knowledge through structured activities designed to support literal, inferential, and critical comprehension. This is consistent with Cervetti & Wright's (2020) findings, indicating that building knowledge increases reading comprehension. Additionally, according to Hoover & Tunmer (2020), comprehension includes both the ability to decode words and understand language. The combination of repeated readings, guided questioning, and class discussions enabled students to develop their decoding skills, improve their knowledge base, and enhance their comprehension skills at multiple levels. Therefore, together, the ZPD, Schema Theory, and the Simple View of Reading provided a theoretical basis for the development of the intervention that included the guided oral reading sessions, and demonstrated how those sessions increased reading comprehension in the students' reading performance at every level.

3. Methodology

2.1. Research Design

This study used a one-group, pre-experimental research design (Creswell & Creswell, 2023), using a quantitative method and a pre-test/post-test format. It is designed to measure the impact that an oral reading program had on improving the reading comprehension of ARAL Plus students in a public secondary school in Palo, Leyte. A one-group, pre-experimental research design was useful here as it permits both pre- and post-intervention assessments of learner performance in a realistic classroom context.

2.2. Research Locale

The research locale was a public secondary school located in Palo, Leyte. The school was selected based on the fact that they implement the Academic Recovery and Accessible Learning (ARAL) Program and has established ARAL Plus classes for learners who were identified as needing extra support in enhancing their reading comprehension abilities. The oral reading intervention was administered during scheduled ARAL lessons in a Grade 7 ARAL Plus class. In order to allow for a focus of instruction, close observation of students' development, and to provide for a closer examination of students' progress, the oral reading intervention was implemented through small group settings; there were three (3) students per session. This type of instructional delivery system provides for a naturalistic representation of how reading intervention programs are delivered in public secondary schools.

2.3. Research Participants

Fifteen (15) students from Grade 7, who are part of the same classroom of ARAL Plus in one of the public secondary schools in Palo, Leyte, in the third quarter of SY 2025–2026, were the subjects of this study. A total of fifteen (15) learners who met the selection criteria and were capable of providing sufficient data were selected using purposeful sampling. The Philippine Informal Reading Inventory (Phil-IRI), which is a standardized instrument developed by the Department of Education for identifying learners who require further assistance in developing their reading comprehension skills, was utilized. The researcher chose an intact ARAL Plus class so as to make it feasible to implement the guided oral reading interventions, and the sample size also corresponds to the number of participants recommended by Creswell & Creswell (2023) for pre-experimental research design. In order to participate in the study, learners had to be currently registered in the ARAL Plus class, display performance at least below the minimum reading proficiency level, be present throughout all six intervention sessions, and obtain both parental consent and student assent. Learners who had been identified with severe learning disabilities, were

excessively absent (attended less than 80% of the sessions), and/or did not wish to participate in the study were eliminated from the study.

2.4. Research Instrument

The most important instrument for this study was two parallel twenty-item assessments of reading comprehension. One assessment was the pre-test, and the second was the post-test. Both assess literal, inferential, and critical comprehension. Each test contained literally, inferentially, and critically the same level of competency but utilized different texts and questions as both measures of test familiarity and reliability. The tests were developed based on valid Department of Education assessment instruments and align with the 2022 Department of Education Philippines (DepEd) curriculum standards for Grade Seven (MATATAG). Approximately 7 questions were used to measure literal comprehension, 7 to measure inferential comprehension, and 6 to measure critical comprehension. All questions were multiple choice (four choices). A total of twenty correct answers could be achieved. To establish content validity, these tests were reviewed by a group of five professionals: five specialists, one Reading Coordinator, one Research Coordinator, and three Language Teachers. Each specialist reviewed each test for clarity and relevance to the grade seven competencies and objectives of the ARAL Program. This feedback was used to revise the tests until they met the standards for construct validity. Reliability was demonstrated via a pilot test of twenty grade seven students from an equivalent ARAL class. Internal consistency was determined by utilizing Cronbach's Alpha ($\alpha = .70$ or greater). In addition to these assessment tools, an observation checklist developed and validated by subject matter experts was completed by researchers during every session of intervention to evaluate student participation, reading fluency (accuracy, prosody, automaticity), and engagement at all three comprehension levels.

2.5. Data Gathering Procedures

The collection of data was carried out using an appropriate and systematic process, which ensured accuracy, consistency, and adherence to ethical principles. The procedure used involved five main stages: planning and authorization; administering the pre-test; providing instructional guidance through guided oral reading sessions to promote understanding at literal, inferential, and critical levels of comprehension; assessing student participation and progress; and evaluating the effectiveness of the intervention on the improvement of the reading comprehension skills of grade seven ARAL Plus students.

Stage 1 Planning and Authorization (weeks 1-2). Approval was sought from both the school headmaster of a public secondary school located in Palo, Leyte, and the DepEd Division office of Leyte. Consent forms were submitted to parents or guardians who had their children participate in the research. Assent was also requested from students participating in the research. Expert validation and pilot testing were conducted on the reading comprehension tests before the initiation of the research to determine the validity and reliability of the tools used to measure the participants' comprehension.

Stage 2: Administering the Pre-Test (week 3). A twenty-item reading comprehension test was given to all fifteen selected participants under controlled conditions. This established a baseline measurement for participants' reading comprehension across literal, inferential, and critical comprehension. Participants completed the pre-test in their usual classrooms in a scheduled ARAL plus lesson. Clearly written instructions were provided to each participant. Sufficient time was provided for participants to complete the test. After completing the test, all test papers were collected by the researcher, scored, and documented to be analyzed.

Stage 3: Providing Instructional Guidance Through Guided Oral Reading Sessions (weeks 4-9). The experimental group received six weeks of intensive guided oral reading sessions. There were three guided oral

reading sessions held per week. Two guided oral reading sessions occurred per week for each of the three comprehension levels. The length of each session ranged from thirty to sixty minutes, depending upon how much time was needed. The guided oral reading sessions were facilitated by the researcher with assistance from trained co-teachers. Three students were present at all instructional sessions to allow for concentrated support and guidance during instruction. In addition to the number of students that would be present at a typical session, the format and focus of all sessions were as follows:

Literal Comprehension (Weeks 4-5) – Sessions 1 & 2

The activities completed by students included recalling facts and details from the passage, which were directly stated within the reading materials. During these lessons, the instructor read fluently; students then engaged in both echo and choral readings. Student responses to comprehension questions primarily targeted the recall of factual information.

Inferential Comprehension (Weeks 6-7) – Sessions 3 & 4

Student activities involved making logical deductions to arrive at conclusions or predict future events, based upon the implied meanings presented in the selected reading materials. For this phase, instructors provided structured support to assist student decision-making through the use of strategic question development and used “think-aloud” strategies to demonstrate how to engage in deductive reasoning processes.

Activities for Critical Comprehension (Weeks 8-9) – Sessions 5 & 6

Students participated in activities that fostered a critical analysis, judgment, and critique of both the author's arguments and literary elements of the text. Guided discussions were held so that students could analyze the author's intent, judge the characters' decision-making processes, and formulate their own evidence-based opinion(s) regarding the text.

During each of the sessions, student participation, reading accuracy, and fluency were documented, and overall engagement was assessed through the use of an observation checklist. As such, each session included several components of guided oral reading (e.g., teacher models/mentor students during the reading process; provides immediate corrective feedback; uses scaffolded comprehension questions; structures classroom discussion to encourage the application of prior knowledge/schemas (schema activation); supports students working within their ZPD (Burkins & Yates, 2021).

Phase 4: Posttest administration (Week 10) Following completion of all six guided oral reading sessions, a parallel 20-item post-test was administered to participants using the exact same standardization procedures used for the pre-test. The post-test results were then collected, documented, and subsequently compared to those from the pre-test to assess an increase in literal, inferential, and critical comprehension levels.

Phase 5: Data Analysis/Reporting (Week 11). All pre-test and post-test results were documented and organized based on each participant's comprehension level. Both descriptive and inferential data analysis techniques were employed to evaluate whether the students' performance had improved due to participation in the guided oral reading intervention. Those results would be presented to indicate both statistically significant improvements as well as the resultant practical educational implications.

2.6. Data Analysis

The data were evaluated as well through both descriptive and inferential statistics. The descriptive statistics (mean, S.D., Min., Max.) were applied in order to analyze the averages of the students' reading comprehension test scores at all three levels (literal, inferential, critical) before and after the Guided Oral Reading Intervention. A paired samples t-test was performed to evaluate whether there was a statistically significant improvement from the pretest to the posttest. The significance level for this t-test was established at $p < .05$. After determining that the data fit a normal distribution (Shapiro-Wilk Test), the effect size of the intervention was measured by calculating Cohen's d . An effect size is defined by the magnitude of the difference (in standard units). According to Coen's D , values are: 0.2 = Small, 0.5 = Medium, 0.8 = Large. All statistical calculations were made using Jamovi. Jamovi is a free, open-source statistical software program based on the programming language R and offers a friendly way to perform your own data analysis.

2.7. Ethical Considerations

The study adhered to ethical considerations for educational research as outlined by the Philippine Department of Education (DepEd, 2024) and internationally recognized research ethics. Participant involvement was optional; therefore, parental/guardian consent was given before obtaining child assent before collecting data. Participants and their families were clearly aware of the goals of the study, methods used, possible advantages of participating, and that they had a choice to withdraw from participation at any point during the study without any penalty or negative impact upon their academic performance. To ensure confidentiality, all participant responses were coded using an identifier code that did not include any personally identifiable information, i.e., names or addresses. None of these types of information appeared in any research report, presentation, or publication. All documentation collected related to participants' work (i.e., test papers and observation checklists) was safely stored, and only summary results (with no identifying participant information) were shared. All reasonable measures to minimize risk (e.g., test-related anxiety) were taken through providing support during testing and conducting a short debriefing after the activity.

2.8 Trustworthiness

The trustworthiness of the study was maintained through establishing credibility, dependability, confirmability, and transferability in each stage of the research process. The use of standardized testing materials (i.e., the Philippine Informal Reading Inventory) and consistent delivery of the guided oral reading intervention across sessions provided support for credibility. Detailed records of both pretest/posttest results and intervention procedures were kept to enhance the dependability of the study's results. A secure storage location for all collected data and participant identity protection through the use of identifiers further enhances confirmability. Additionally, details regarding the study's context, sample population, and procedures used to collect and analyze the data were clearly documented to address potential concerns about transferability, thereby enabling other researchers to assess whether the findings from this study could be applied to an identical educational environment.

2.9 Reflexivity

The researcher recognizes that her dual position as an educator/researcher may affect learner responses and engagement toward the intervention. Familiarity with students could lead to biased observations, recordings, and interpretations of student performance. In order to reduce these biases, the researcher used standard assessments, followed the research-based intervention structure for all sessions, and provided each student with a code. Documentation of all aspects of the intervention was completed (pre/post test scores; session observations/notes, procedures) to increase transparency. The researcher continually recognized and worked against her own

assumptions and expectations while completing the study so that the results reflect learners' reading comprehension performance, not the researcher's interpretation of data nor prior experience.

3. Results and Discussion

The purpose of this part is to present and discuss the results of the research regarding whether intensive guided oral reading would improve the reading comprehension of grade 7 ARAL Plus students in Palo, Leyte, at a public secondary school. Data collected from assessments given before (pretest) and after (posttest) instruction were evaluated through an analysis that compared each learner's responses for three types of comprehension: literal, inferential, and critical. Results are discussed in light of prior research and scholarly literature on reading instructional methods, including guided oral reading and literacy development, to provide evidence about how the repeated reading sessions affected the students' comprehension skills as well as their total reading ability.

Pre-intervention Reading Comprehension Level of ARAL Plus Learners

Table 1: Pre-Intervention Reading Comprehension Level

	N	Mean	SD	Minimum	Maximum	Reading Comprehension Level
Pretest- Literal	15	2.53	0.990	1	5	Frustration Level
Pretest- Inferential	15	1.40	1.056	0	3	Frustration Level
Pretest- Critical	15	1.00	0.756	0	2	Frustration Level

The data presented in Table 1 illustrates the prior to intervention reading comprehension performance of the fifteen (15) ARAL Plus students on three dimensions: literal, inferential, and critical. Pre-implementation of an intensive guided oral reading program for each student, it was observed by assessment that all students were at a frustration level for both literal and inferential and critical comprehension, therefore demonstrating their need for extensive support when processing written text.

The average score on literal comprehension was 2.53 (standard deviation = 0.990) with a range of 1 to 5. This indicated that there were considerable difficulties identified as to whether the learners could identify specific information that is directly and clearly evident within the text. Inferentially, the average score was 1.40 (standard deviation = 1.056) with a range of 0 to 3, demonstrating that the learners experienced additional challenges when attempting to interpret and/or make logical connections from the text. Lastly, the critical comprehension dimension produced the lowest average score of 1.00 (standard deviation = 0.756) with a range of 0 to 2. These results indicate that learners demonstrated a lack of ability to critically evaluate, analyze, and form judgments regarding what they have read.

These studies have shown that before this study, the ARAL Plus students were at a very low level of reading comprehension. This was found for each of the three levels of reading comprehension. Therefore, an intensive reading program with structure is needed to help these students improve their reading comprehension skills.

Post-intervention Reading Comprehension Level of ARAL Plus Learners

Table 2. Post-Intervention Reading Comprehension Level

	N	Mean	SD	Minimum	Maximum	Reading Comprehension Level
Posttest- Literal	15	4.40	1.352	2	7	Instructional Level

Table 2. Post-Intervention Reading Comprehension Level

	N	Mean	SD	Minimum	Maximum	Reading Comprehension Level
Posttest- Inferential	15	3.27	1.668	1	6	Frustration Level
Posttest- Critical	15	2.53	0.915	1	5	Frustration Level

Table 2 has been provided, which contains the post-reading comprehension scores from the participants who completed the intensive guided oral reading program. There is an increase in scores among all three areas of reading comprehension as evidence that there are improvements in reading ability as a result of the study.

The results indicate that, in terms of Literal Comprehension, students attained an average score of 4.40 (SD = 1.352) on their post-intervention assessment with a range of 2-7; therefore, according to Bloom's Taxonomy, students were able to identify main ideas and specific information included in the text during instruction. However, as indicated by the range of scores, it appears as if students would still require some form of direction or support for optimal learning. As for Inferential Comprehension, students scored a mean of 3.27 (SD = 1.668), with a range of 1-6. Although this is still within the Frustration Level as defined by Bloom's Taxonomy, there was significant improvement when compared to their pre-test mean of 1.40. Therefore, students demonstrated enhanced abilities in drawing inferences and reaching conclusions from texts based upon what had been read. The mean Critical Comprehension score was 2.53 (SD = .915) with a range of 1-5; although this is also classified as being at the Frustration Level in Bloom's Taxonomy, it represents significantly more than their pre-test mean of 1.

The post-intervention data indicated a positive impact of the intensive guided oral reading on the comprehension levels of the ARAL Plus participants. Although literal comprehension was the greatest gainer with a shift to instructional level, it is also important to note that both inferential and critical comprehension were gaining strength, although they remained below instruction at the frustration level; thus, indicating an upward trend toward higher-order thinking in their reading abilities.

There is a significant difference in comprehension level from before the intervention to after the intervention for learners who received ARAL Plus

Table 3: Descriptives on the Overall Pretest and Posttest Scores

	N	Mean	SD	Minimum	Maximum	Shapiro-Wilk	
						W	p
Pretest Scores	15	4.87	2.42	2	10	0.907	0.122
Posttest Scores	15	10.27	2.84	5	14	0.910	0.136

The results of Table 3 show the mean and standard deviations of the total average scores for the 15 students who took part in the study on their reading comprehension skills before and after they completed the ARAL Plus Pre-Test and Post-Test. Students' mean scores on the pre-test were at an average of 4.87 (SD=2.42). Scores ranged from a low of 2 to a high of 10. Following completion of the intensive guided oral reading program, students improved significantly in terms of their overall reading comprehension abilities; on average, their post-test scores were at a mean of 10.27 (SD=2.84); scores ranged from a low of 5 to a high of 14. These results indicate there was a significant improvement in students' reading comprehension skills after receiving the intensive guided oral reading program.

In order to determine if the data were normally distributed before further statistical analysis, the Shapiro-Wilk statistic was calculated. Both the pre-test ($p > .05$) and post-test ($p > .05$) W values (.907 & .910, respectively) indicated that both sets of scores met the criterion of being normally distributed since both values were greater than .05.

Table 4: Paired Samples T- Test on the Overall Pretest and Posttest Scores

			STATISTIC	DF	P	MEAN DIFFERENCE	SE DIFFEREN CE	EFF ECT SIZE
PRETEST SCORES	Postte st Score s	Student's t	-7.69	14.0	<.001	-5.40	0.702	Co he n's d 1.99

NOTE. H_a $M_{\text{MEASURE 1}} - M_{\text{MEASURE 2}} \neq 0$

A comparison of reading comprehension before and after the intervention for participants in this study was made possible by Table 4. Given that the data were normally distributed, a paired samples T-Test was used to identify whether or not the observed improvements were statistically significant. Analysis indicated a T-score of -7.69 ($n=15$), and a p-value of <.001, which is lower than .05 (the acceptable probability of Type I error), indicating that there is a statistical difference between the pretest and posttest reading comprehension scores of the ARAL Plus learners. In addition, the mean difference between these two time points was identified as -5.40 (standard deviation = 0.70); further, an effect size of -1.99 was calculated using Cohen's d. The negative value of Cohen's d, which has been interpreted to indicate “very large” effect sizes, indicates that the intensive guided oral reading program had a very large and meaningful effect on the reading comprehension of the learners. Therefore, based upon this evidence, it can be concluded that the null-hypothesis was rejected; thus, providing support for the notion that the treatment resulted in a highly significant and positive effect on the reading comprehension abilities of the ARAL Plus students

It was also found in this study that an intensive, guided oral reading intervention produced a significant improvement in the reading comprehension ability of Grade 7 ARAL Plus students from the selected public secondary school in Palo, Leyte. Before this intervention, the observed students were functioning at the frustration level for both literal ($M = 2.53$), inferential ($M = 1.40$), and critical comprehension ($M = 1.00$), implying these learners needed additional support when attempting to read and interpret written materials. However, after receiving the intervention, the researcher identified a significant improvement in the performance of students, especially those students who demonstrated increased levels of literal comprehension. Literal comprehension moved from the Frustration Level ($M = 2.53$) to the Instructional Level ($M = 4.40$). Students' ability to demonstrate some degree of inferential ($M = 3.27$) and critical comprehension ($M = 2.53$) also experienced a noticeable increase. The researcher used a paired-sample t-test to determine if there was a statistical difference between the pretest and post-test results. The result of this analysis indicated that there is a statistically significant difference between the two time points ($p < .001$) as well as a large effect size ($d = 1.99$), and indicates that the intervention had a very positive and significant impact on the reading abilities of the participants. Therefore, based on their findings, the researchers conclude that structuring and scaffolding guided oral reading resulted in improving students' decoding, comprehension, and higher-level cognitive processing skills (Duke et al., 2021) and supports using it to address continued literacy deficits associated with poor readers.

4. Conclusion

These research results show that Grade 7 ARAL Plus students from a public secondary school in Palo, Leyte, were challenged to demonstrate reading comprehension ability before the instructional treatment and performed at

a frustration level in all three dimensions (Literal, Inferential/Critical) of reading. After completing six sessions of guided oral reading, students displayed notable increases in their reading abilities, demonstrating literal reading comprehension abilities at an instructional level, while they also showed positive increases in both inferential and critical reading comprehension abilities. Statistical analysis indicated that the guided oral reading intervention resulted in a highly significant and very large increase in reading comprehension. This is evidence of the value of using structural scaffolding during guided oral reading when attempting to improve struggling readers. In addition, the data collected are consistent with Vygotsky's Zone of Proximal Development, Schema theory, and the Simple View of Reading. All three theories highlight the need for teachers to provide guidance to students as well as to help activate students' prior knowledge and assist them in developing their decoding and comprehension abilities to ensure long-term academic success and lifetime learning.

5. Recommendations

It is suggested that teachers be advised to continue their implementation of a structured format for implementing guided oral reading sessions that include the use of question scaffolding, repeated readings, and think-alouds to assist students in developing stronger comprehension skills. In addition, school administrators would be wise to offer (or at least fund) teacher professional development, in order to provide teachers with additional information about how best to incorporate intensive reading intervention strategies into their instructional routines. Furthermore, policymakers and those who will ultimately be responsible for implementing various literacy programs (such as ECARP and the ARAL Program), should make every effort to ensure that schools have access to all necessary materials, personnel, and other forms of assistance needed to help those students identified as needing reading instruction.

Acknowledgement

This IMRAD-based study would have never been accomplished without the combined effort of members of the PURPPLE Project Team of LNU, headed by President Dr. Gil Nicetas B. Villarino; the researcher also expresses sincere gratitude to Dr. Mary Anne C. Sedanza and Mr. Elvin E. Morante, who were supportive as mentors during this research. Also, the researcher extends her gratitude to Dr. Mariza S. Magan, Schools Division Superintendent of DepEd-Leyte, and to the school administration of Palo National High School, led by Principal Lorlita S. Ricablanca, to all of the participating teachers and to all of the students in the Grade 7 ARAL Plus program for their participation and support of innovation in education.

AI Acknowledgments

The author of the research wishes to thank OpenAI's tool Chat GPT and Anthropic's tool Claude for assistance with organization, refinement, and draft development of specific portions of this study. This AI was used as a resource for providing the author with possible organizational structures for content, suggestions on how to improve clarity, and help to ensure that all written components were consistent in style and tone. The final intellectual work, interpretation of findings, and conclusions remain entirely the researcher's own.

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