



## EXAMINING THE IMPLEMENTATION OF THE READING PROGRAM IN FILIPINO IN ELEMENTARY SCHOOLS IN A DIVISION

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**Abstract:** An original and mixed-method study analyzed the effects of a reading initiative (Filipino) in elementary schools in Pangasinan I. The researchers interviewed Filipino Coordinators and analyzed student data to investigate program strategies, barriers to implementation, and impact on students. The reading initiative employed a variety of strategies and approaches, including: guided reading, identifying sight words. Though there were barriers associated with resources, teacher preparedness, language, and engagement; as well as, a lack of culturally relevant materials, limited funding, and infrastructure, and sustaining levels of engagement; the overall levels of engagement were adequate. Thankfully, on a more positive note, results on the post-program assessment revealed a high level of impact on students' subsequent use of the strategies acquired in the program, particularly in their language proficiency, acquisition, and comprehension abilities. The study underscores the need for teacher training, resource content, and utilization of activities that engage students. Recommendations include increased funding, interactive activities that engage students, teacher training, and support driven from culturally relevant materials. By providing support in these areas, the program would likely be successful in the future and enhance the language proficiency of Filipino students..

**Keywords:** Implementation of the reading program, mixed method, 1st Congressional District, Division of Pangasinan I

### INTRODUCTION

Most students had trouble reading, not understanding, not being able to read CVC words, not being able to provide the meaning of the word, and not being able to understand. Reading comprehension problems could be caused by difficulty decoding words on a page. Berliana et al. conducted a study that creates an undeniable connection between reading comprehension and speed, showing that it slows down students' understanding of information from a piece of text (Berliana et al., 2021). For example, (Varga, 2021) examines the connection between reading abilities and metalinguistic consciousness, emphasizing the ways in which first language mastery might influence second language reading abilities, thereby substantiating the proposition that linguistic heritage is a critical component of literacy acquisition. This different continents-based sources discussion aims to bring a clear picture of the problem. To start with, studies from Africa reveal that the nature of the problem of reading is quite complicated. For example, a study by Yaseen (2013) clarifies that reading challenges create a spectrum for students and that appropriate interventions should be planned in accordance with a students individual needs. What is more, Giovetti (2020) gives the detailed information about the global scope of the issue of illiteracy with a special place given to developing countries among which Africa is also included.

Research made in Europe by Block et al. (2002) May & Rizzardi (2002), and others, focused on the comprehension process and emphasized the necessary cognitive skills required to achieve it at the academic level. A research paper by (Heguerria & Cacho, 2022) stresses the importance of metacognitive awareness for reading fluency and comprehension. The article outlines the interaction between reading skills and background knowledge through context involvement to help understanding which is stated by Block & Israel (2005) and proving the next stages of the reading process through early reading skills. (Claes et al., 2024) explore the relationship between students' home literacy environment (HLE) and their reading attitudes, which, in turn, influence their comprehension capacity.



This investigation provides evidence that when teachers collaborate with parents to create HLE, students actively engage in learning at home and develop better comprehension skills, thus highlighting the mutual influence of teachers and home environments in advancing literacy.

Regarding South America, Lead-on from the works of Pitpit (2020) and Wharton et al. (2018) emphasis the centrality of leadership development and personal resilience in educational leaders as the main context of the whole educational leadership sphere and its indirect effect on the students performance. So, the research fuelled in Oceania takes over from there to dissect the issues faced by the students of linguistically diverse regions. Mangahas (2016) speaks about the many linguistic variations in the Philippines that contribute to reading comprehension difficulties and provides a good platform to describe the reading issues of the multicultural learning settings. In summary, merging knowledge from multiple continents greatly enhances the comprehension of the reading comprehension issues and successful solutions thereto. By considering the findings from Africa, Europe, North America, South America, and Oceania, this paper provides an overarching framework that can be applied to address the reading issues on an international level. The study attempts to establish the reasons why reading comprehension is a world-wide concern and how it can be addressed. Kids across the continents are unable to comprehend the texts they read.

The authors of the study outlined different reasons for this issue and suggested their solutions.

First, the study examines the main hindrances to comprehending the text in the Philippines. The local situation analysis complemented by ASEAN studies provides us with much valuable information on the individual issues and contexts that shape the level of reading comprehension in Southeast Asia. We are examining various studies in the ASEAN countries to gain more regional understandings of the contexts. Mangahas (2016) explains that in the Philippines there are language gaps and English is used more than Filipino which, therefore, impacts the level of reading literacy. This regional sensitivity emphasizes the need not only to close the language gap but to enhance literacy competence. The studies in Indonesia and Thailand not only identify the educational leadership strategies that are aligned with the ASEAN need for regional cooperation in education but also address the leadership styles that must be utilized in the ASEAN-initiated learning setting in order to resolve the problems identified in such settings (Wahyudi, 2020). Casicas & Quirap (2023) noticed that it is very important to consider both the inside and the outside factors that influence the reading performance in English and Filipino. The most important result of their research is that learner motivation should be improved through instructional practices that are both supportive and engaging in order to raise reading achievement among Filipino learners. Such conclusions point to the necessity of not only local interventions to raise reading comprehension levels but also the establishment of a reading culture. Combining the sources from ASEAN countries, it becomes clear that local factors are fundamental for comprehension and literacy acquisition in the regions. This regional situational analysis is a way of deepening our strategy of solving the reading challenges in Southeast Asia so that we can carry out more targeted and efficient interventions.

Besides that, two fundamental factors for the reading process and comprehension have been identified: text variables and learner variables. Learner variables are the strategies that readers use to help them understand the text and these could be prior knowledge, readiness, motivation, self-concept, gender, and personality. Text variables, on the other hand, refer to the organization, characteristics, and content of the text that can influence comprehension. Furthermore, the study by (Hidayati et al., 2020) connects critical thinking skills with critical reading abilities, supporting a nested approach where both skills are interdependent. Some students may need more access to age-appropriate reading materials, books, and resources, which can impact their reading development. This problem can be particularly prevalent in economically disadvantaged communities. There must be better reading





instruction techniques in some of the schools in the Division of Pangasinan. I can also help bring about lower reading levels in students. Most public elementary schools require more elevated in the Division of Pangasinan. I require better reading skill levels. One of the root causes why some students are unable to read and write is that Some students might require greater access to reading books, materials, and resources suitable for their age, affecting their reading progression. This issue might be especially common within economically poor communities. For students whose first or dominant language at home is not Filipino, language can be a barrier to reading progress and academic achievement if there are no adequate resources for bilingual education support. Undetected student reading difficulties may result from infrequent and incomplete reading assessments. Early identification and monitoring of struggling readers are needed in order to implement targeted intervention. Being one of the master teachers and implementer of reading programs of various public elementary schools in the Division of Pangasinan I, the researcher has witnessed a lot of pupils having difficulty with reading in English, particularly those who are dissatisfied readers or who are at risk of non-reading. The researcher requires assistance because they try to elevate the reading ability of every pupil in the Division of Pangasinan I, public elementary schools. Therefore, whether it is a subject or not, all teachers should promote reading. Consequently, remedial reading instruction of high quality is needed by the pupils in Filipino. The institution of a reading program in Filipino among the elementary schools of the Division of Pangasinan I is a strategic and necessary undertaking aimed at enhancing the reading skills of students, strengthening their academic performance in general, and reinforcing a strong sense of national identity and Filipino pride in culture and language. By meeting the challenges and embracing efficient strategies, the Program can lead towards a better future for students in the Division of Pangasinan I. In turn, this study seeks to evaluate to what extent the reading program in Filipino has been carried out in the various primary schools of the Division of Pangasinan I, which will evaluate strategies, challenges, and implications on the teachers.

## **FRAMEWORK**

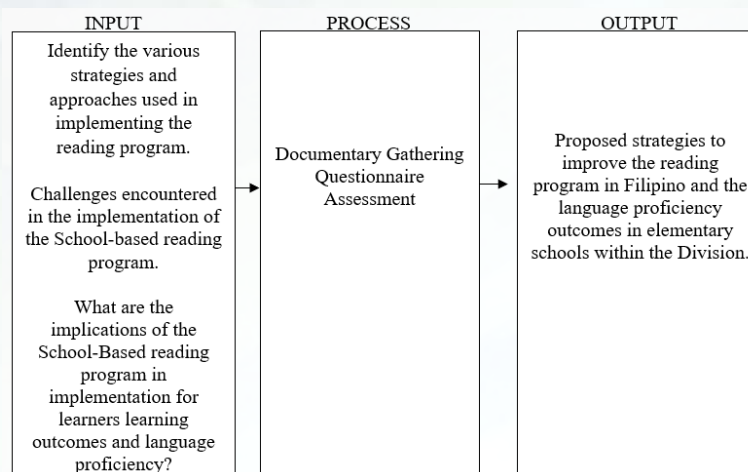
A reader should be able to put all the sentences together in a mental representation of the text in order to understand it. This is besides being capable of reading the text. Besides word identification, the process of comprehension also involves combining single-word meaning into propositions, which can be used to construct the text base and situation models. Word recognition is the process of being able to read words quickly and correctly. There are some kinds of difficulties among children that could occur within this process. The "word superiority effect" states that it is easier to recognize letters that are part of a word when presented as part of the entire word. Such a situation would make it hard for the person to identify letters when they are presented individually. Also, problems with phonological awareness, for example, difficulty in decoding phonemes or sounds in words, can be a stumbling block in word recognition.

Besides, those suffering from dyslexia or learning disabilities might face issues with automaticity - a delay in quickly recognizing and recalling words - which, in turn, affects their reading fluency. Influence of surroundings cannot be ignored either as the short-term exposure to words or language experiences may still result in some gaps of the word recognition skills. The statement emphasizes the importance of social interaction in the development of cognition. Successful interventions tend to target phonemic awareness, vocabulary growth, and techniques for boosting word recognition in order to close these issues. Through the incorporation of these theories into the program design and program implementation, teachers can develop a comprehensive and useful means of enhancing reading ability among elementary students in the Division of Pangasinan I, 1st Congressional District. Additionally, understanding the implications of these theories can help identify

potential challenges and design appropriate strategies to overcome them. The dependent variable of this research will identify the different strategies and methods employed in executing the reading program in Filipino as to instructional approach, curriculum structure, instructional materials, and the challenges met in executing the reading program in Filipino on resources, teacher preparedness, language limitation, learners' participation, assessment habit, and the implications of the reading program in Filipino execution towards learners' learning outcomes and language skill.

The data will be collected using questionnaires and records of the pre-test and post-test that have been carried out to assess the learners' accomplishment. The independent variable or study outcome is the effectiveness of using the reading program in Filipinos and the language skills outcomes in elementary schools of the Division.

**Figure 1** Presents the Schematic Diagram of the conceptual framework of the study



## OBJECTIVES OF THE STUDY

The study aims to comprehensively evaluate the implementation of a reading program in Filipino by examining the strategies used, challenges encountered, program implications, and impact on student language proficiency. It combines quantitative and qualitative methods to achieve a well-rounded understanding of the program's effectiveness.

## METHODOLOGY

### Research Design

The descriptive research method was used in the study to describe phenomena systematically and accurately and evaluate how well the reading program in Filipino was being implemented in the different elementary schools in the Division of Pangasinan I, 1st Congressional District. This study used a mixed method sequential exploratory design. Both quantitative and qualitative research designs are combined in this study. Quantitative and qualitative data are gathered in mixed methods research, and both data types are integrated during analysis to evaluate the implementation and effectiveness of the reading program in Filipino elementary schools within the Division of Pangasinan I, 1st Congressional District. A research strategy concerned with current phenomena in terms of situations, behaviors, beliefs, processes, connections, or trends is referred to as a "descriptive survey study" in all cases. It also examined how the Reading Program is achieving its goals and the reading abilities



acquired due to the reading program. It will also assess strategies, challenges, and implications of the Reading Program for Filipinos.

### **Research Site**

The locale of the study was the Division of Pangasinan I 1st Congressional District. The district comprises the western Pangasinan city of Alaminos and adjacent municipalities of Agno, Anda, Bani, Bolinao, Burgos, Dasol, Infanta, Mabini, and Sual.

### **Participants**

The participants of this study would be Filipino coordinators from different elementary schools in the Division of Pangasinan I, 1st Congressional District.

### **Instrumentation**

Design surveys or questionnaires to gather information from Filipino Coordinators. The surveys include questions related to the strategies used in the reading program, challenges encountered, and the perceived implications of the program on students' reading abilities. The teacher-made questionnaire analyzed the reading program implementation in Filipinos based on the teachers' experiences and observations. The first part of the questionnaire focused on the various strategies and approaches used in implementing the reading program in Filipino, such as instructional methods, curriculum design, and teaching materials. The second part of the questionnaire was about the challenges encountered in the implementation of the reading program in Filipino, where information was gathered from the study of Tomas. Et.al (2021). Some information was collected and revised in the construction of the questionnaire. Part III was on the implication of the learning outcomes of implementing a reading program in Filipino to comprehension abilities, language acquisition, and academic performance. In measuring the language proficiency outcomes of the elementary schools in the 1st Congressional District, the Division of Pangasinan was evaluated and analyzed to determine whether it increases/improves or not. It also gathered the opinions of the Filipino Coordinators on their experience in implementing the Reading Program in Filipino.

### **Validation and Reliability.**

To ensure the validation of the questionnaire, the Filipino Coordinators of the School ensured that the questions in the surveys or interviews directly corresponded to the strategies, challenges, and implications of the reading program in Filipino. Please check the questions with subject matter experts, teachers, and stakeholders to verify that they are comprehensive and relevant.

The coordinators reviewed whether the questions seemed to be assessing what they were supposed to assess. Get feedback from a small sample of respondents to verify whether or not they comprehend the questions and if they reflect the research goals.

The investigator inquired from the 1st Congressional District Division of Pangasinan I district office for the reading program outcome in Filipino of various schools. The data coming from the Division of Pangasinan 1 were collated per result. A strong level of agreement shows good test-retest reliability.

### **Data Collection**

Develop survey or questionnaires to collect data from Filipino Coordinators of various public elementary schools within the 1st Congressional District. The survey questionnaire contains an interview guide for experience and checklist questionnaire, which comprises questions on the strategies applied in the reading program, challenges faced, and perceived implications of the program on students' reading skills. The researcher employed a questionnaire and interview guide as the main





instrument to collect the necessary data. The questionnaire probed the different strategies and methods employed in putting into place the reading program in Filipino, including instructional practices, curriculum structure, and instructional materials. It also identifies challenges facing the implementation of the Filipino reading program in Filipinos, including their resources, teacher preparedness, the language barrier, student participation, and assessment procedures. This research analyzes the implementation of a Filipino reading program in elementary schools in the 1st Congressional District of Pangasinan I. The researcher secured data from surveys and interviews of Filipino Coordinators.

These measures investigated the program strategies (instructional procedures, curriculum, materials), challenges (resources, teacher preparedness, language differences, participation, measurement), and perceived effects on students' reading skills (comprehension, second language acquisition, academic achievement). School performance data in the forms of pre-and post-implementation FLAT results (a measurement instrument for the reading program) were gathered through Google Links with approval from the Division office. In order to validate and ensure the reliability of the instruments, Filipino Coordinators examined the surveys, and opinions were solicited from experts and a pilot group. Ethical concerns were also covered by obtaining approval from the school district and the schools, informed consent from the participants, and protecting confidentiality. Through comparing the data for trends and patterns, the researcher hopes to make inferences and recommend changes to the reading program

## **RESULTS AND DISCUSSION**

From the information collected, several methods and techniques were used in conducting a Filipino reading program, with emphasis on instructional materials. The majority of respondents applied phonics instruction, highlighting the correlation of letters or groups of letters with sounds to increase decoding capacity and reading fluency. Other common techniques utilized were the whole language approach, recognition of sight words, guided reading, interactive read-aloud, and independent reading, addressing different needs and styles of learners. In the same light, although Valenzuela & Sardina (2024) state that proper reading competencies, such as an understanding of phonics, are crucial for educational achievement among Filipino students, it should be noted that their discussion is centered on the problems faced by pre-service teachers and does not directly offer empirical data on phonics instruction effectiveness. Thus, we need to be careful in extrapolating their findings as a basis for the argument in favor of increased phonics teaching as a way of helping to build critical and analytical skills essential for greater understanding and interaction with texts. Phonics interventions daily might help to enhance students' reading performance to fulfill the urgent need for solid reading competencies for scholastic achievements. As a curriculum and design focus, the majority of Filipino school coordinators align their curriculum with the national and regional standards, include assessment to drive planning for instruction, offer differentiated instruction, and incorporate reading materials which reflect the culture. Further, they include the explicit reading comprehension strategies. These results imply an holistic program development focused on alignment with teaching standards, cultural sensitivity, differentiation, utilization of assessment, and explicit teaching to improve the reading skills of students in Filipino. Furthermore, a range of studies by (Olagbaju & Olaniyi, 2023) reveal that literacy levels of the students become better when phonics is taught explicitly and differentially. Their research highlights the significance of a systemized method that not only incorporates phonics but also vocabulary development and comprehension strategies and suggests that these being interdependent factors which combine to facilitate students' reading growth.



Besides, it is also consistent with PISA's measuring domains, which focus on text processing and task management skills as the most crucial skills for measuring reading competence internationally.

Considering local teacher strategies, most of the teachers used Filipino storybooks as their instructional strategy, emphasizing the use of narrative materials in Filipino. Visual aids, flashcards for reading, audio materials, books for reading, and computer software were also highly utilized, reflecting a broad mix of instructional instruments to facilitate reading understanding and skill acquisition. The tables gave information about the difficulties encountered when implementing the reading program in Filipino in different locations. With regard to teacher readiness issues, we notice that the occurrences were very few but the main activities were focused on bringing back the teachers' confidence and readiness, managing the problem of time limitation, and at the same time ensuring continuous support and the presence of instructional materials. Concerning language barrier issues, the main point is that the linguistic diversity among students has to be overcome in order to provide equal access to the reading program. In connection with the challenges related to student engagement, it can be said that the encounters were moderate on the whole, and various and interactive student engagement methods should be allowed to be used to ensure that students remain interested. Finally, the assessment practice challenges reveal a moderate level of experiences in student engagement, curriculum goals alignment, and the suggestion of the need for improvement in the maintenance of student engagement, as well as adequate training and support for teachers in the administration and interpretation of assessments. On the implications of the Filipino reading program on comprehension skills, it suggests a neutral overall impact but points to enhanced effects in students' inference-making skills, understanding of Filipino literature, and critical thinking in relation to reading. Also, language acquisition implications reveal a neutral overall effect but show that students' vocabulary skills, syntax skills, self-confidence in using Filipino, and provision for various learning needs in languages have been enhanced. The program is an effective means of facilitating the learning process that will result in the acquisition of reading skills, academic achievement, and motivation of the learners. Generally, the tables depict the reading program in Filipino as a multi-faceted positive initiative, with an enormous positive impact on the students' comprehension skills, language learning, and academic success. Throughout the implementation of the reading program, its effect on the performance of the learners can be seen as their post-test scores improve compared to their pretest scores. Introducing a reading program can bring the students to a large extent to improve their reading and reading comprehension skills. The elaborate explanation of how the Filipino reading program was implemented in the study acts as a blueprint on how the reading ability of the students can be enhanced even more.

Yet closer scrutiny uncovers a number of points that need to be taken into account. While phonics instructional approaches are well grounded in evidence, a sole dependency on them could overlook other powerful strategies. Methodological constraints, including response bias within self-reporting classroom practice, might impact on how far the findings could be generalized. Additionally, although the study focuses on standards alignment and cultural appropriateness, mediating variables as well as subtle effects must also be taken into account. Comparison to available theories indicates the study's relevance yet also refers to inconsistencies that provide insight into the areas needing further study. Finally, even if the study gives us encouraging results, a judicious and cautious examination of the approach, theories, and limitations is still called for in order to properly understand the results and for the subsequent literacy instruction practices to be directed appropriately.

Research was carried out in a Filipino reading program at elementary schools.





The study focused on the strategies, challenges, and effects of the program on the students. Various strategies were used, with phonics being the most frequently practiced. This aligns with the focus on phonics in the early reading stage. Besides phonics, other methods like whole language, sight words, and culturally responsive materials were also implemented, suggesting that different learning styles were considered. Based on national and regional guidelines, Filipino Coordinators developed a curriculum along with assessment to lead instruction, differentiation of instruction, and direct reading comprehension strategies. It shows that a balanced strategy was feature

ed in the practice of alignment, differentiation, and quality instruction. While Filipino storybooks were the most common teaching resource, teachers also used visual aids, flashcards, and computer-based materials. Such a variety makes it possible for the different modes of student engagement and the promotion of reading skills. Although teacher preparedness, language issues, and student motivation were identified as problems, the research shows that they were not at a large scale. The study highlighted the necessity of uninterrupted teacher support, addressing language diversity issues, and using motivating instruction. Moreover, student assessment practices should particularly focus on sustaining student motivation and teacher training. The program had a neutral overall effect on language and comprehension, but there were positive effects in certain aspects. The students improved in drawing inferences, reading comprehension of Filipino literature, and vocabulary, and speaking Filipino confidently. The program also generated a favorable learning climate and enhanced general academic performance. Pre-test and post-test results validated improvement in the reading capabilities of the students.

On the whole, this research suggests the possibility of an effectively designed Filipino reading program to enhance the reading ability, language development, and academic performance of students. Yet, more research is suggested to investigate the efficacy of certain strategies and to overcome limitations such as response bias and uncontrolled variables.

## CONCLUSION

From the data presented, it is concluded by the researcher that applying the reading program to Filipinos of different public elementary schools used different strategies and methodologies, and sight word recognition and guided reading texts. This method was in compliance with the national or regional standards on the reading program carried out by the DepEd. On the challenges faced by teachers in the application of the reading program, even with their best efforts to develop reading competency, schools faced obstacles in terms of resources, teachers' preparedness, language challenges, and student motivation. Insufficient supply of the reading materials, poor funding, and infrastructure constraints inhibit the effective deployment of the program.

Additionally, time limitations, language difficulties, and inadequate teacher support influence the student's involvement and evaluation strategies. The pretest and post-test language skill outcome measures show considerable improvement after the introduction of the reading program. Students demonstrate enhanced language acquisition and comprehension skills at various proficiency levels, which is indicative of the program's positive impact on their overall academic achievement.

The research reveals the reading program to be very effective in elevating the reading skills of Filipino learners, in spite of the challenges arising from resources, teacher preparation, and student participation. There is a recommendation of a comprehensive approach to address these issues. First, policymakers can increase the budget for reading materials and facilities, organize teacher training, and set up standardized evaluation tools. Second, teachers may share resources, create inexpensive





materials, and make use of technology. Third, stakeholders may strengthen the relationship between home and school, develop community partnerships, and advocate for more funding.

Moreover, the resource problem can be directly addressed by such measures as setting up a lending library system, getting donations from parents, and applying for grants. When the different sectors work hand in hand, policymakers, educators, and stakeholders can facilitate the implementation of the program and Filipino learners will become more competent readers.

### **TRANSLATIONAL RESEARCH**

Often scientific studies are not easy to understand and are quite confusing for the general public. The writer of this post comprehensively explores different strategies that researchers can employ to effectively communicate their work to the public in a captivating way. One of the best ways is through the publication of attractive and simple-language children's books, which can be a great way to get into the minds of the little ones. Besides, educational games and software can transform the learning of science into an exciting and fun activity. Dramas and musicals, as well as dance performances, can use storytelling and characters that are easy to understand to demonstrate the scientific results. Brightly designed infographics and animations can serve as a medium to communicate complex data in a concise manner.

Moreover, podcasts, documentaries, and educational videos can use attractive narration, interviews with experts, and provide real-world examples to make science more understandable. Citizen science projects allow people to become collaborators in data collection or analysis, thereby giving them a feeling of involvement in the scientific process. Through these different media channels, scientists have the opportunity to convert their research into materials that not only facilitate public understanding but also arouse their interest and even active participation in scientific inquiry.

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