



## Teaching Strategies and Materials in Reading Comprehension Skills

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### ABSTRACT

This study evaluated the teaching strategies and instructional materials used to develop the reading comprehension of Key Stage 1 learners in District 1-A, Schools Division of Sagay City, in response to the Comprehensive Rapid Reading Assessment tool results presented in EDCOM 2 indicating that 48.37% of learners in Sagay City are struggling readers, which prompted the examination of current practices to determine those most effective in supporting learners' understanding of text. Utilizing a quantitative research design, the study assessed the implementation of pre-reading, during-reading, and post-reading strategies, alongside the use of printed, visual/graphic, and digital/multimedia resources. Data were collected during the second semester of School Year 2025–2026 via a validated structured questionnaire administered to selected teachers. Descriptive statistics, specifically mean and standard deviation, were employed for data analysis. Findings revealed that teachers habitually employed a wide range of evidence-based strategies across all phases of instruction, resulting in a very high overall level of implementation ( $M = 4.67$ ,  $SD = 0.419$ ). Specifically, pre-reading activities such as picture prediction and vocabulary preview ( $M = 4.72$ ,  $M = 4.66$ ), during-reading strategies like questioning and think-alouds ( $M = 4.75$ ,  $M = 4.63$ ), and post-reading practices including summarizing ( $M = 4.57$ ) were consistently applied. Furthermore, the results indicated an extensive use of diverse instructional materials, with digital and multimedia resources emerging as the most frequently utilized ( $M = 4.65$ ), followed by visual/graphic and printed materials ( $M = 4.59$ ). This study highlights a strong integration of technology and multimodal learning approaches. This underscores a robust integration of technology and multimodal learning. The study concludes that a comprehensive, strategy-driven approach significantly enhances reading instruction. Targeted interventions and continuous professional development are recommended to further sustain these high literacy outcomes.

**Keywords:** descriptive quantitative, instructional materials, Key Stage learners, reading comprehension, teaching strategies

### How to Cite:

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## INTRODUCTION

Reading comprehension is a foundational skill that serves as the bedrock for academic success across all disciplines. Beyond the mechanical decoding of text, it involves the complex process of constructing meaning through the interaction of prior knowledge, vocabulary, and cognitive strategies. While the critical role of evidence-based teaching strategies and instructional materials is well-established (Carillo & Manalo, 2021; Santos & Reyes, 2023), identifying the specific interventions that yield the most significant outcomes for early-grade learners within the Philippine basic education framework remains a challenge. Current literature suggests that the development of these skills is frequently hindered by the insufficiency of support materials and a lack of alignment between instructional resources and the learners' socio-cultural contexts (Garcia & Lopez, 2022; Molina, 2025).

Effective instructional practices, such as activating prior knowledge, setting purposeful reading goals, and providing timely feedback, have been shown to significantly enhance learner engagement and text comprehension (De Ocampo et al., 2024). Furthermore, Adawiah and Manurung (2024) highlight the efficacy of Question-Answer Relationships (QAR), scaffolding, and discussion techniques in guiding learners through text analysis. Other diverse strategies, including think-alouds and reciprocal teaching, have been found to foster deeper comprehension and learner autonomy (Dwiningtiyas et al., 2020).

Despite these global insights, a critical gap exists in localized Philippine contexts. Research has often focused on broad strategy identification rather than evaluating the synergy between specific teaching materials and the strategies they are intended to support (De Ocampo et al., 2024). Schools continue to face systemic challenges, including resource scarcity, overcrowded classrooms, and inconsistent professional development, all of which compromise the delivery of reading instruction (De Ocampo et al., 2024; RW, 2024).

In the Schools Division of Sagay City, learner proficiency is monitored through the Comprehensive Rapid Literacy Assessment (CRLA) for English (Grades 1 to 3). Recent data presented in the Second Congressional Commission on Education (EDCOM II, 2024) report reveal a concerning literacy landscape: 48.37% of learners in Sagay City are classified as struggling readers. This high percentage of underperformance necessitates a rigorous examination of current pedagogical practices. Consequently, this study seeks to evaluate the teaching strategies and instructional materials currently employed in District 1-A to identify which practices most effectively support reading comprehension, thereby providing a data-driven basis for targeted instructional interventions.

## OBJECTIVES OF THE STUDY

This study addressed the existing research gap by exploring the teaching strategies and instructional materials utilized in developing the reading comprehension skills of Key Stage 1 learners in District 1-A, Schools Division of Sagay City. It identified comprehensive reading instruction practices that effectively supported learners' understanding of text and addressed their specific learning needs.

Specifically, the study sought to answer the following questions:

What reading comprehension teaching strategies were commonly used by District 1-A teachers in terms of:

- 1.1 pre-reading strategies;
- 1.2 during-reading strategies; and
- 1.3 post-reading strategies?

What instructional materials were commonly used by District 1-A teachers in terms of:

- 2.1 printed materials;
- 2.2 visual and graphic materials; and
- 2.3 digital and multimedia resources?

What was the extent of implementation of these reading comprehension teaching strategies as perceived by the teachers?

Based on the findings of the study, what intervention plan can be proposed to sustain and improve reading comprehension skills?



## LITERATURE REVIEW

### Teaching Strategies in Reading Comprehension

#### *Pre-Reading Strategies*

Teachers consistently engaged learners in activating prior knowledge and preparing them cognitively before reading, which aligns with contemporary evidence that activating students' background knowledge enhances comprehension by helping learners connect new information to familiar concepts (Ouafaa Belouiza et al., 2024). Activation of prior knowledge through techniques like KWL charts is widely recognized as an effective means to engage students and scaffold meaning making during reading (Jimenez & Velasco, 2023). Similarly, previewing vocabulary has been identified as a key pre reading strategy that supports learners' comprehension by reducing vocabulary related barriers to understanding text (Ximenes, 2025). Moreover, explicitly stating the reading objective before a lesson may help learners focus attention and purpose during reading, which is a recommended practice in effective reading instruction (Fadila et al., 2024).

Pre reading strategies were used by teachers reflects an instructional emphasis on preparing learners for the cognitive demands of reading, reinforcing the idea that effective pre reading activities lay the foundation for successful reading comprehension (Rachmatia et al., 2024).

In the Philippine context, Gildore (2025) expands this debate by arguing that schema activation is most effective when materials are culturally relevant, suggesting that generic pre-reading activities may not suffice for local learners. This justifies the study's focus on how District 1-A teachers bridge the gap between standardized objectives and localized backgrounds.

Generally, the collected information reflects a coherent and aligned instructional practice among District 1A teachers. Their repeated use of various pre-reading strategies establishes pedagogical awareness and responsiveness to learners' needs, eventually contributing to stronger reading comprehension outcomes. The result reinforces the significance of sustained professional development and instructional scaffolding in maintaining high-quality literacy instruction.

#### *During-Reading Strategies*

The high frequency of guiding and probing questions suggests that teachers actively engaged learners in thinking about the text as they read, which aligns with research showing that questioning promotes metacognitive awareness and deeper processing of textual information (Anderson & Finch, 2022). Similarly, prompting students to verbalize their thinking (think aloud) has been recognized as a strategy that allows learners to make their comprehension processes explicit, thereby enabling self monitoring and error correction during reading (Smith & Lee, 2023).

Furthermore, the strong presence of think-aloud or verbalization strategies reflects that teachers are modeling cognitive processes, making the invisible thinking visible to Kay Stage 1 learners. Finding aligns with learners' explicit modeling of comprehension strategies, which improves their ability to independently monitor and regulate their understanding (Duke & Cartwright, 2021). The use of both literal and inferential questioning further emphasized a balanced approach to comprehension, addressing both surface-level understanding and higher-order thinking skills.

#### *Post-Reading Strategies*

Teachers placed emphasis on meaningful engagement with text after reading, which aligns with research showing that post reading activities enhance comprehension through reflection and application (Rodriguez & Ling, 2023). Asking comprehension questions at literal, inferential, and evaluative levels helps learners process information at increasing depths of understanding, supporting Bloom's higher order thinking skills framework (Harris & Kaur, 2022). Similarly, encouraging learners to summarize or retell stories in their own words has been linked to improved recall and consolidation of key ideas, as learners must identify central concepts and reorganize information meaningfully (Santos et al., 2024).

Furthermore, incorporating follow up activities like drawing, role play, and creative writing engages students in active construction of knowledge and links reading with expressive and critical tasks — practices supported by recent research as effective for extending comprehension beyond text (Lee & Patel, 2021). Collectively, the high frequency of post reading strategies suggests that teachers not only focused on comprehension but also on application and synthesis of ideas, fostering deeper, learner centered engagement with texts.

### Instructional Materials

#### *Printed Materials*



The frequent use of textbooks and worksheets suggests that teachers relied on structured, curriculum aligned resources to guide reading lessons and assess learner comprehension. This finding is consistent with recent research indicating that textbooks remain foundational tools in classroom reading instruction, particularly in contexts where curricular coherence and standardization are priorities (Alvarez & Singh, 2022). The prominent use of worksheets to measure comprehension immediately after lessons also reflects an emphasis on formative assessment practices, which help teachers monitor student understanding and target instructional support as needed (Garcia & Oliva, 2023).

In the Philippine setting, Cayanong (2025) observes that while digital tools are engaging, the lack of infrastructure often makes printed "Learning Activity Sheets" the more reliable foundational tool. This study bridges these perspectives by examining how teachers in Sagay City balance the "reliability" of print with the "engagement" of digital resources.

## ***Visual and Graphic Materials***

Teachers valued visual representations to enhance comprehension and make abstract text content more accessible to learners. The frequent use of illustrations supports this tendency, as picture representations help learners form mental images of text content, which strengthens comprehension and retention (Ramirez & Smith, 2022). Similarly, charts, graphic organizers, and story maps are widely recognized as effective tools for helping students organize ideas, identify relationships among key concepts, and improve overall understanding of complex texts (O'Neill & Liu, 2023). These visual scaffolds provide structure to the reading process and promote learners' ability to monitor and summarize information (Torres & Delgado, 2024).

Overall, the very frequent use of visual and graphic materials demonstrates that District 1A teachers employed a multimodal approach to reading instruction, one that supports diverse learners and strengthens comprehension through visual engagement.

In addition to printed and visual materials, the study also investigated the use of digital and multimedia resources in reading comprehension instruction. These resources, which may include educational videos, interactive software, and online platforms, provide learners with dynamic and engaging opportunities to interact with texts, reinforce comprehension, and develop digital literacy skills. The following section presents the frequency of use of these digital and multimedia materials, highlighting how teachers integrated technology into their reading instruction.

## ***Digital and Multimedia Materials***

The frequent use of digital presentations and related videos suggests that teachers integrated technology to provide dynamic, multimodal learning experiences that engage learners and reinforce textual comprehension. Research indicates that multimedia resources, including videos and interactive presentations, enhance learners' engagement, vocabulary acquisition, and comprehension of reading materials (Chen & Wang, 2022). Similarly, interactive and online resources support personalized learning by allowing students to practice skills, monitor their progress, and receive immediate feedback, which strengthens comprehension and learner autonomy (Al-Fahad & Salim, 2023).

Overall, the high frequency of digital and multimedia material use demonstrates that District 1A teachers effectively leveraged technology to supplement traditional reading instruction, promoting interactive, student-centered learning while enhancing comprehension and engagement.

## ***Implementation Levels***

Teachers consistently applied reading comprehension strategies across the pre-reading, during-reading, and post-reading phases, integrating both traditional and digital resources to support effective instruction. Teachers not only utilized effective strategies but also systematically incorporated appropriate instructional materials, ensuring that reading lessons were well-structured, engaging, and aligned with learning objectives. Recent studies emphasize that a very high level of implementation, including consistent application of strategies and materials, positively influences students' reading outcomes and promotes learner-centered instruction (Lopez & Chen, 2022; Park & Ahmed, 2023). The findings reflect teachers' strong commitment to following best practices in reading pedagogy, demonstrating that they provide structured, scaffolded, and comprehensive reading experiences for their learners.

The implementation level of reading comprehension strategies and instructional materials is very high, with mostly high use of reliable methodology application that is aligned with educational research proving a well prepared teachers actively integrate a variety of evidence based reading approaches across the pre reading, during reading, and post reading phases. Reading comprehension strategies such as summarizing, questioning, predicting, and monitoring comprehension are extensively accepted as core instructional practices that improve learners' active engagement with texts and overall literacy outcomes. These strategies are effective when consistently embedded into classroom routines and supported by both traditional and digital instructional materials (e.g., graphic organizers, metacognitive prompts, and question generation tasks).



## *Synthesis and Research Gap*

The literature highlighted an organized, multi-phase approach to reading comprehension instruction, emphasizing how District 1A teachers utilize evidence-based strategies before, during, and after reading to enhance learner understanding and engagement. Across these studies, pre-reading, during-reading, and post-reading strategies are consistently aligned with current literacy research and pedagogical frameworks, revealing a deliberate, learner-centered approach to comprehension development.

However, a critical disconnect remains: while strategies (the "how") and materials (the "what") are well-documented individually, there is limited empirical data on their simultaneous implementation within District 1-A.

This study addresses this gap by directly linking the frequency of specific strategies with the types of materials used. By doing so, it moves beyond a descriptive account of "what teachers do" and evaluates the "extent of implementation" against the backdrop of the localized literacy challenges identified in the EDCOM II report.

## **METHODOLOGY**

### *Research Design*

This study utilized a quantitative descriptive research design to examine teachers' reading comprehension strategies and instructional materials. This approach employed structured surveys to collect numerical data, analyzed through descriptive statistics (mean and standard deviation) to identify usage patterns and implementation levels (Creswell, 2014; Cohen et al., 2018). The design ensured objectivity, reliability, and replicability while aligning with the study's objectives of documenting current practices among District 1-A teachers.

### *Participants and Sampling Technique*

The study included 81 teachers (12 male, 69 female) from four District 1-A elementary schools who taught English reading to Key Stage 1 learners. Purposive sampling targeted permanent teachers with 3 years of reading instruction experience and prior pedagogical training, ensuring expert informants relevant to the constructs. Table 1 details the distribution.

The study on teaching strategies and materials for reading comprehension skills employed a stratified random sampling technique under a quantitative research design. This design ensures balanced and appropriate representative data from selected elementary schools, namely José B. Puey Sr Elementary School, School of the Future, Alfredo A. Marañón Sr. Elementary School, and General Luna Elementary School. The study population mainly consists of selected teacher respondents from the participating schools.

The identified school represents a distinct stratum to capture variability across different educational environments. The number of respondents from each school was determined using proportional allocation to ensure that schools with a large teacher population contribute more respondents while maintaining representation.

*Formula used:*

$$n_h = \frac{N_h}{N} \times n$$

Where:

$n_h$  = sample size per school

$N_h$  = population of each school

$N$  = total population

After the identification of the sample size per school. The selection of respondents shall use simple random sampling to eliminate bias and ensure equal chances of participating. The Slovin's Formula was utilized to get the total sample size.



The provided sampling technique for this type of research is appropriate because it supports statistical analysis, generalization of findings, and measurement of objectives. Table 1 presents the number of qualified samples per school

**Table 1**

*Schools and Sample Respondents of the Study in the District of Sagay 1-A*

School	Male	Female	Total
José B. Puey Sr E/S	5	30	35
School of the Future	2	8	10
Alfredo A. Maranon Sr. E/S	3	15	18
General Luna E/S	2	16	18
Total	12	69	81

### ***Research Instrument***

To gather data for this study, a 3-part form questionnaire was developed by the researcher. The questionnaire was carefully designed to align with the study objective, variables, and theoretical framework. Adapting the questionnaire of Mardhatillah, H. (2021), and revised for the purpose of the recent study, the researcher developed a precise questionnaire consisting of four components: Teaching Strategies in Reading Comprehension (Pre, During, and After Reading Strategies), Instructional Materials used in Reading, and Level of Implementation.

Part I features a 5-point scale questionnaire for Teaching Strategies in Reading Comprehension: 4 Questions for Pre Reading , 5 Questions During, and 4 After-Reading Strategies.

Part II: Focus on the materials used in teaching reading that include: printed resources, visual and graphic materials, and digital and multimedia materials.

Part III: 3 for the level of Implementation of teaching strategies and materials in reading comprehension skills.

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

**Validity.** Content validity was established using Lawshe's Content Validity Ratio (CVR) with a panel of nine education experts. The original instrument (three parts, five items per component) had two Part I items removed and two revised based on CVR results and expert feedback. The final version—four items per Part I component, three items each for Parts II and III—achieved an Average CVR of 0.876, exceeding the critical threshold for strong content validity.

**Reliability.** A pilot test (n=30) yielded Cronbach's alpha values of 0.827 (Part I), 0.880 (Part II), 0.868 (Part III), and 0.925 overall, confirming excellent internal consistency (>0.90 overall; >0.80 per part) for measuring reading strategies, materials, and implementation levels among District 1-A teachers.

### ***Data Collection Procedure***

The Data collection process followed a systematic and ethical procedure. First, a formal request was sent to the schools Division Office and school principals to seek permission to conduct the study. Upon approval, the researcher coordinated with the selected schools and participants regarding the administration of the questionnaire.

The questionnaires were distributed to the identified respondents, either in printed or digital form, depending on availability and accessibility. Participants were given sufficient time to accomplish the instrument. The researcher ensures that instructions were clearly explained to avoid misinterpretation of the items. After completion, the questionnaires were collected and checked



for completeness before proceeding to data encoding and analysis. Throughout the process, the researcher maintained professionalism and adhered to ethical standards.

## ***Data Analysis***

The quantitative data gathered from the survey were analyzed to determine the frequency of use of reading comprehension strategies, instructional materials, and the perceived level of implementation among District 1A teachers. The survey employed a 5-point Likert scale, where participants rated the frequency of their use or implementation of specific strategies and materials.

For each strategy and instructional material, the mean (M) and standard deviation (SD) were computed to determine central tendency and variability. Since the survey items are ordinal in nature, the means for each subscale were computed using a transformation procedure, which allows for meaningful interpretation of the overall scores while respecting the ordinal scale.

The means were then interpreted using the verbal scales presented in Tables 1 and 2. In addition, an overall mean and standard deviation were calculated for each subscale (pre-reading, during-reading, post-reading strategies; printed, visual/graphic, and digital/multimedia materials) to provide a summary of teachers' practices across categories. The verbal interpretation scales used to classify the mean values are summarized in Tables 2 and 3. Table 1 represents the verbal interpretation of the frequency of use for specific strategies and materials, while Table 2 represents the verbal interpretation of the overall level of implementation.

**Table 2**

*Verbal Interpretation Scale for Frequency of Use*

Scale	Mean Range	Verbal Interpretation
1	1.00 – 1.79	Never
2	1.80 – 2.59	Rarely
3	2.60 – 3.39	Sometimes
4	3.40 – 4.19	Frequently
5	4.20 – 5.00	Very Frequently

**Table 3**

*Verbal Interpretation Scale for Level of Implementation*

Scale	Mean Range	Verbal Interpretation
1	1.00 – 1.79	Very Low
2	1.80 – 2.59	Low
3	2.60 – 3.39	Moderate
4	3.40 – 4.19	High
5	4.20 – 5.00	Very High

The data analysis was conducted using descriptive statistics in SPSS to generate means and standard deviations for each survey item and subscale. The computed values were then interpreted according to the scales presented in Tables 1 and 2, providing



insight into the frequency of strategy use, materials employed, and the overall level of implementation of reading comprehension practices among teachers.

## *Ethical Considerations*

Informed consent was obtained through standardized documentation that clearly outlined the study's purpose, procedures, voluntary participation rights, anonymity via coded IDs, data confidentiality through encrypted storage, and the right to withdraw without penalty. Institutional approvals were secured from school heads and the Schools Division Office of Sagay City prior to data collection. No coercion or incentives were employed. All data were used exclusively for research purposes, with paramount emphasis placed on participant welfare throughout the study.

## RESULTS AND DISCUSSION

This section presents the results of the study on the reading comprehension practices of District 1A teachers. The findings are organized according to the study's objectives: the teaching strategies teachers employed across the pre-reading, during-reading, and post-reading stages; the instructional materials they commonly used, including printed, visual/graphic, and digital resources; and the overall level of implementation of these strategies.

**Table 4**

*Mean and Standard Deviation of Pre-Reading Strategies*

Pre-Reading Strategy	Mean	SD	Verbal Interpretation
KWL Strategy	4.18	0.723	Frequently used
Picture Predictions	4.72	0.552	Very Frequently used
Vocabulary Preview	4.66	0.554	Very Frequently used
Stating Objectives	4.60	0.567	Very Frequently used
<b>Overall Pre-Reading</b>	<b>4.54</b>	<b>0.433</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers frequently to very frequently used pre reading strategies to prepare learners for reading comprehension. Among the individual strategies, picture predictions ( $M = 4.72$ ), vocabulary preview ( $M = 4.66$ ), and stating objectives ( $M = 4.60$ ) were rated as very frequently used, while the KWL strategy ( $M = 4.18$ ) was rated as frequently used. The overall mean of 4.54 ( $SD = 0.433$ ) for the pre reading subscale indicates that, as a group, these strategies were very frequently implemented by teachers. These findings suggest that teachers consistently engaged learners in activating prior knowledge and preparing them cognitively before reading, which aligns with contemporary evidence that activating students' background knowledge enhances comprehension by helping learners connect new information to familiar concepts (Ouafaa Belouiza et al., 2024).

Activation of prior knowledge through techniques like KWL charts is widely recognized as an effective means to engage students and scaffold meaning making during reading (Jimenez & Velasco, 2023). Similarly, previewing vocabulary has been identified as a key pre reading strategy that supports learners' comprehension by reducing vocabulary related barriers to understanding text (Ximenes, 2025). Moreover, explicitly stating the reading objective before a lesson may help learners focus attention and purpose during reading, which is a recommended practice in effective reading instruction (Fadila et al., 2024).

Overall, the high frequency with which pre reading strategies were used by District 1A teachers reflects an instructional emphasis on preparing students for the cognitive demands of reading, reinforcing the idea that effective pre reading activities lay the foundation for successful reading comprehension (Rachmatia et al., 2024).



**Table 5**

*Mean and Standard Deviation of During-Reading Strategies*

During-Reading Strategy	Mean	SD	Verbal Interpretation
Guiding/Probing Questions	4.75	0.496	Very Frequently used
Think-Aloud / Verbalization	4.63	0.506	Very Frequently used
Literal & Inferential Questions	4.48	0.656	Very Frequently used
Strategic Pausing	4.68	0.491	Very Frequently used
Graphic Organizer	4.40	0.664	Very Frequently used
<b>Overall, During-Reading</b>	<b>4.59</b>	<b>0.371</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers very frequently employ reading strategies to support students' comprehension while reading. Among the individual strategies, asking guiding and probing questions ( $M = 4.75$ ,  $SD = 0.496$ ) was rated as very frequently used, followed closely by strategic pausing ( $M = 4.68$ ,  $SD = 0.491$ ), think aloud/verbalization ( $M = 4.63$ ,  $SD = 0.506$ ), and literal and inferential questioning ( $M = 4.48$ ,  $SD = 0.656$ ). The use of graphic organizers during reading ( $M = 4.40$ ,  $SD = 0.664$ ) was also very frequently reported. The overall mean of 4.59 ( $SD = 0.371$ ) indicates that teachers consistently used these strategies during reading activities.

Taken together, these results indicate that District 1A teachers actively engaged students in interactive and cognitively demanding reading processes, facilitating comprehension monitoring, meaning making, and strategic processing throughout the reading activity.

Having examined the strategies teachers employed during reading, the study also explored the strategies used after students completed the reading activity. Post-reading strategies are designed to reinforce comprehension, encourage reflection, and consolidate learning by allowing learners to summarize, analyze, and connect ideas from the text. The following section presents the frequency of use of these strategies, highlighting how teachers supported students' understanding and application of the text after reading.

Furthermore, the strong presence of think-aloud or verbalization strategies reflects that teachers are modeling cognitive processes, making the invisible thinking visible to Kay Stage 1 learners. Finding aligns with learners' explicit modeling of comprehension strategies, which improves their ability to independently monitor and regulate their understanding (Duke & Cartwright, 2021). The use of both literal and inferential questioning further emphasized a balanced approach to comprehension, addressing both surface-level understanding and higher-order thinking skills.

**Table 6**

*Mean and Standard Deviation of Post-Reading Strategies*

Post-Reading Strategy	Mean	SD	Verbal Interpretation
Story Retelling	4.51	0.522	Very Frequently used
Summarizing	4.57	0.637	Very Frequently used
Comprehension Questions	4.62	0.718	Very Frequently used
Follow-Up Activities	4.35	0.863	Very Frequently used
<b>Overall Post-Reading</b>	<b>4.51</b>	<b>0.487</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers very frequently employed post reading strategies to reinforce and deepen students' comprehension after reading. Among the individual strategies, asking comprehension questions at different levels ( $M = 4.62$ ,  $SD = 0.718$ ) scored the highest, followed by summarizing the text ( $M = 4.57$ ,  $SD = 0.637$ ) and story retelling in learners' own words ( $M = 4.51$ ,  $SD = 0.522$ ). Conducting follow up activities such as drawing the story, role play, or writing alternative endings also registered a very frequently used rating ( $M = 4.35$ ,  $SD = 0.863$ ). The overall mean of 4.51 ( $SD = 0.487$ ) reflects that teachers consistently implemented these post reading practices.

These results indicate that District 1A teachers placed emphasis on meaningful engagement with text after reading, which aligns with research showing that post reading activities enhance comprehension through reflection and application (Rodriguez & Ling, 2023). Asking comprehension questions at literal, inferential, and evaluative levels helps learners process information at increasing depths of understanding, supporting Bloom's higher order thinking skills framework (Harris & Kaur, 2022). Similarly, encouraging learners to summarize or retell stories in their own words has been linked to improved recall and consolidation of key ideas, as learners must identify central concepts and reorganize information meaningfully (Santos et al., 2024).

**Table 7**

*Mean and Standard Deviation of Printed Materials*

Printed Material	Mean	SD	Verbal Interpretation
Textbook	4.42	0.789	Very Frequently used
Storybooks / Big Books	4.29	0.765	Very Frequently used
Worksheets	4.44	0.752	Very Frequently used
<b>Overall Printed Materials</b>	<b>4.39</b>	<b>0.584</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers very frequently used printed instructional materials to support reading comprehension. Among the individual resources, worksheets ( $M = 4.44$ ,  $SD = 0.752$ ) and textbooks ( $M = 4.42$ ,  $SD = 0.789$ ) were rated as very frequently used, followed closely by storybooks and big books ( $M = 4.29$ ,  $SD = 0.765$ ). The overall mean of 4.39 ( $SD = 0.584$ ) indicates that printed materials as a group were very frequently incorporated in teachers' reading instruction.

Overall, the high frequency of printed material use suggests that teachers drew on a variety of tangible resources to structure instruction, promote comprehension, and assess student learning, demonstrating an integration of both curriculum requirements and learner engagement considerations



In addition to printed materials, the study also examined the use of visual and graphic resources in reading comprehension instruction. Visual aids, such as charts, pictures, and diagrams, help learners process and organize information, enhance understanding of text, and make abstract concepts more concrete. The following section presents the frequency of use of these visual and graphic materials, highlighting how teachers incorporated them to support students' reading comprehension.

**Table 8**

*Mean and Standard Deviation of Visual and Graphic Materials*

Visual/Graphic Material	Mean	SD	Verbal Interpretation
Illustrations	4.68	0.583	Very Frequently used
Charts / Graphic Organizers / Story Maps	4.58	0.636	Very Frequently used
Flashcards	4.53	0.685	Very Frequently used
<b>Overall Visual/Graphic Materials</b>	<b>4.59</b>	<b>0.491</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers very frequently used visual and graphic instructional materials to support reading comprehension. Among the individual items, teachers very frequently used illustrations ( $M = 4.68$ ,  $SD = 0.583$ ) and charts/graphic organizers/story maps ( $M = 4.58$ ,  $SD = 0.636$ ), followed closely by flashcards ( $M = 4.53$ ,  $SD = 0.685$ ). The overall mean of 4.59 ( $SD = 0.491$ ) indicates that visual and graphic materials as a group were very frequently incorporated into teachers' reading instruction.

These findings suggest that teachers valued visual representations to enhance comprehension and make abstract text content more accessible to learners. The frequent use of illustrations supports this tendency, as picture representations help learners form mental images of text content, which strengthens comprehension and retention (Ramirez & Smith, 2022). Similarly, charts, graphic organizers, and story maps are widely recognized as effective tools for helping students organize ideas, identify relationships among key concepts, and improve overall understanding of complex texts (O'Neill & Liu, 2023).

These visual scaffolds provide structure to the reading process and promote learners' ability to monitor and summarize information (Torres & Delgado, 2024).

Overall, the very frequent use of visual and graphic materials demonstrates that District 1A teachers employed a multimodal approach to reading instruction, one that supports diverse learners and strengthens comprehension through visual engagement.

In addition to printed and visual materials, the study also investigated the use of digital and multimedia resources in reading comprehension instruction. These resources, which may include educational videos, interactive software, and online platforms, provide learners with dynamic and engaging opportunities to interact with texts, reinforce comprehension, and develop digital literacy skills.

The following section presents the frequency of use of these digital and multimedia materials, highlighting how teachers integrated technology into their reading instruction.



**Table 9**

*Mean and Standard Deviation of Digital and Multimedia Materials*

Digital/Multimedia Material	Mean	SD	Verbal Interpretation
Related Videos	4.67	0.533	Very Frequently used
Digital Presentations	4.80	0.399	Very Frequently used
Interactive / Online Resources	4.49	0.700	Very Frequently used
<b>Overall Digital/Multimedia Materials</b>	<b>4.65</b>	<b>0.430</b>	<b>Very Frequently used</b>

The result shows that District 1A teachers very frequently used digital and multimedia materials to support reading comprehension. Among the individual items, digital presentations (M = 4.80, SD = 0.399) and related videos (M = 4.67, SD = 0.533) were rated as very frequently used, followed closely by interactive and online reading resources (M = 4.49, SD = 0.700). The overall mean of 4.65 (SD = 0.430) indicates that, as a group, these digital and multimedia resources were very frequently incorporated into reading instruction.

Recent studies support these findings, Chen & Wang, (2022). Highlighted that The frequent use of digital presentations and related videos suggests that teachers integrated technology to provide dynamic, multimodal learning experiences that engage learners and reinforce textual comprehension. Research indicates that multimedia resources, including videos and interactive presentations, enhance learners’ engagement, vocabulary acquisition, and comprehension of reading materials

Overall, the high frequency of digital and multimedia material use demonstrates that District 1A teachers effectively leveraged technology to supplement traditional reading instruction, promoting interactive, student-centered learning while enhancing comprehension and engagement.

**Table 10**

*Mean and Standard Deviation of Level of Implementation of Reading Comprehension Strategies*

Implementation Item	Mean	SD	Verbal Interpretation
Teaching Strategies	4.70	0.483	Very High
Instructional Materials	4.61	0.529	Very High
Consistent Use of Strategies & Materials	4.72	0.475	Very High
<b>Overall Level of Implementation</b>	<b>4.67</b>	<b>0.419</b>	<b>Very High</b>



The Result shows that District 1A teachers perceived their overall level of implementation of reading comprehension strategies and instructional materials as very high. Among the individual items, teachers reported a very high level of consistent use of strategies and materials ( $M = 4.72$ ,  $SD = 0.475$ ), followed by teaching strategies ( $M = 4.70$ ,  $SD = 0.483$ ) and instructional materials ( $M = 4.61$ ,  $SD = 0.529$ ). The overall mean of 4.67 ( $SD = 0.419$ ) indicates that teachers consistently applied reading comprehension strategies across the pre-reading, during-reading, and post-reading phases, integrating both traditional and digital resources to support effective instruction.

These results suggest that teachers not only utilized effective strategies but also systematically incorporated appropriate instructional materials, ensuring that reading lessons were well-structured, engaging, and aligned with learning objectives. Recent studies emphasize that a very high level of implementation, including consistent application of strategies and materials, positively influences students' reading outcomes and promotes learner-centered instruction (Lopez & Chen, 2022; Park & Ahmed, 2023). The findings reflect teachers' strong commitment to following best practices in reading pedagogy, demonstrating that they provide structured, scaffolded, and comprehensive reading experiences for their learners.

The implementation level of reading comprehension strategies and instructional materials is very high, with mostly high use of reliable methodology application that is aligned with educational research proving a well prepared teachers actively integrate a variety of evidence based reading approaches across the pre reading, during reading, and post reading phases. Reading comprehension strategies such as summarizing, questioning, predicting, and monitoring comprehension are extensively accepted as core instructional practices that improve learners' active engagement with texts and overall literacy outcomes. These strategies are effective when consistently embedded into classroom routines and supported by both traditional and digital instructional materials (e.g., graphic organizers, metacognitive prompts, and question generation tasks).

## Summary of Findings

The results of the study indicate that District 1A teachers consistently employed a variety of reading comprehension strategies and instructional materials to support students' understanding across all phases of reading instruction.

Teachers very frequently used pre-reading strategies such as activating prior knowledge, using visual cues, and clearly stating learning objectives to prepare students for reading. During-reading strategies, including guided questioning, think-alouds, strategic pauses, and graphic organizers, were also very frequently implemented to help students monitor understanding and make connections within the text. Post-reading strategies, such as story retelling, summarizing, comprehension questioning, and follow-up activities, were applied at similarly high levels, highlighting teachers' efforts to reinforce and deepen learners' comprehension.

In terms of instructional materials, teachers relied heavily on a combination of printed, visual, and digital resources. Textbooks, storybooks, and worksheets were frequently used, while illustrations, charts, graphic organizers, and flashcards were integrated very frequently to enhance understanding. Digital and multimedia resources, including educational videos, interactive platforms, and presentations, were also very frequently incorporated into reading lessons. This suggests that teachers employed a multimodal approach, effectively combining tangible, visual, and technological materials to engage students and support

Teachers' effectively implemented a range of strategies across the pre-reading like: Activating Prior Knowledge ( e.g. KWL Charts (Know, Want to know, Learned): Helps learners' identify gaps in knowledge and set reading goals. Previewing and Predicting (Making predictions about the content of the text), and Setting a Purpose for Reading (Asking guiding questions). Suitable materials for this activity are: Graphic organizers (KWL, mind maps, Picture books, illustrated texts, or concept visuals, Pre-reading worksheets with guided questions, and Word banks or vocabulary lists linked to the topic

During-reading, and post-reading phases, ensuring that learners were adequately prepared, supported while reading, and guided in reflecting and applying what they learned. The teachers also integrated a variety of instructional materials, including printed, visual, and digital resources, demonstrating a multimodal approach that accommodates different learning styles and enhances engagement. Most common strategies used during reading are: Guided Reading, Annotation and Note-taking, Interactive Questioning, and Chunking Text These can be paired by the following materials: Highlighting tools (markers, digital annotation tools) Graphic organizers for sequencing, cause-effect, or problem-solution. Reading guides with prompts and questions and Digital tools for collaborative reading. However the most common strategies and materials used on post reading are: Reflection and Discussion, Summarization and Retelling, Creative responses and Assessment and Application. This can me more effective



if paired with Post-reading worksheets or reflection prompts, Graphic organizers (story maps, cause-effect charts), Rubrics for self and peer assessment, Multimedia tools for creative responses

Overall, teachers perceived their level of implementation of reading comprehension strategies and materials as very high, demonstrating consistent application across pre-, during-, and post-reading phases. The high level of implementation reflects teachers' commitment to structured, scaffolded, and student-centered instruction that effectively integrates both traditional and modern resources. These practices foster engaged, competent, and independent readers, ensuring that students are supported in developing comprehension, critical thinking, and application skills (Lopez & Chen, 2022; Park & Ahmed, 2023).

## Implications of the Findings

The findings of the study highlight the importance of a comprehensive, strategy-driven, and resource-supported approach in teaching reading comprehension. The integration of pre-reading, during-reading, and post-reading strategies, combined with the use of diverse instructional materials, creates a learning environment that promotes engagement, understanding, and critical thinking. The results also emphasize the growing role of technology in education, as seen in the frequent use of digital and multimedia resources. This suggests the need for continued support in terms of infrastructure and teacher training to maximize the benefits of technology-enhanced learning. Furthermore, the study underscores the value of continuous professional development in sustaining high levels of instructional practice. Teachers must be supported in refining their strategies and adapting materials to meet the evolving needs of learners. Overall, the results demonstrate that effective reading comprehension instruction is achieved through the consistent integration of evidence-based strategies and diverse instructional materials, reinforcing the need for a balanced and holistic approach in literacy education.

## CONCLUSION

The findings of the study reveal that District 1A teachers employed a comprehensive and systematic approach to teaching reading comprehension. They effectively implemented a range of strategies across the pre-reading like: Activating Prior Knowledge (e.g. KWL Charts (Know, Want to know, Learned): Helps learners' identify gaps in knowledge and set reading goals. Previewing and Predicting (Making predictions about the content of the text), and Setting a Purpose for Reading (Asking guiding questions). Suitable materials for this activity are: Graphic organizers (KWL, mind maps, Picture books, illustrated texts, or concept visuals, Pre-reading worksheets with guided questions, and Word banks or vocabulary lists linked to the topic.

During-reading, and post-reading phases, ensuring that learners were adequately prepared, supported while reading, and guided in reflecting and applying what they learned. The teachers also integrated a variety of instructional materials, including printed, visual, and digital resources, demonstrating a multimodal approach that accommodates different learning styles and enhances engagement. Most common strategies used during reading are: Guided Reading, Annotation and Note-taking, Interactive Questioning, and

Chunking Text These can be paired by the following materials: Highlighting tools (markers, digital annotation tools) Graphic organizers for sequencing, cause-effect, or problem-solution. Reading guides with prompts and questions and Digital tools for collaborative reading. However the most common strategies and materials used on post reading are: Reflection and Discussion, Summarization and Retelling, Creative responses and Assessment and Application. This can be more effective if paired with Post-reading worksheets or reflection prompts, Graphic organizers (story maps, cause-effect charts), Rubrics for self and peer assessment, Multimedia tools for creative responses.

Teachers perceived their overall level of implementation as very high, indicating consistent and purposeful use of strategies and materials to facilitate understanding, monitor learning, and reinforce comprehension skills. These findings suggest that teachers not only apply strategies frequently but do so with deliberate attention to learners engagement, learning outcomes, and the scaffolding of comprehension skills, reflecting alignment with current best practices in reading instruction.

While these quantitative findings highlight the breadth and consistency of implementation, teachers' provide a partial picture of teaching practices. The integration of qualitative insights, such as teachers' perspectives and classroom experiences, will further enrich the understanding of how these strategies and materials are applied in practice and the factors that influence their effectiveness. Collectively, the results suggest that District 1A teachers create a supportive and engaging reading environment, fostering not only comprehension but also critical thinking, learner independence, and active participation in literacy learning.



## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested to enhance reading comprehension instruction:

1. Sustain and diversify teaching strategies. Teachers should continue implementing structured strategies across the pre-reading, during-reading, and post-reading phases, while exploring additional approaches that address varied learner needs and reading levels.
2. Continue integrating multimodal instructional materials. The use of printed, visual, and digital resources should be maintained and expanded where possible, ensuring that students have access to materials that enhance understanding, engagement, and interaction with texts.
3. Support professional development. Schools and administrators may provide ongoing training and workshops to help teachers refine their strategies, stay updated with innovative instructional tools, and maximize the effective use of both traditional and digital resources.
4. Encourage reflective practice. Teachers may benefit from systematically reflecting on their implementation practices, identifying areas for improvement, and sharing successful strategies with colleagues to promote collaborative professional growth.

5. To optimize reading comprehension instruction, teachers should deliberately integrate pre-reading, during-reading, and post-reading strategies. Pre-reading activities need to focus on activating learners' prior knowledge and setting a cognitive and social context for engagement. Effective strategies include: KWL Charts, Previewing and Predicting, and Setting a Purpose for Reading, reinforced by materials like, graphic organizers, concept visuals, pre-reading worksheets, vocabulary lists and illustrated texts. During reading, teachers must guide learners in developing meaning from the text through scaffolding and interactive engagement. Strategies include Annotation and Note-taking, Guided Reading, chunking, and Interactive Questioning, and paired with tools like digital annotation platforms, highlighting markers, reading guides, and collaborative digital spaces. Post-reading strategies strengthen understanding, promote reflection, and extend knowledge while enabling assessment. Teachers should implement summarization and retelling, reflection and discussion, Assessment and Application, and Creative Responses supported by story maps, rubrics, post-reading worksheets, and multimedia tools such as Canva, Flipgrid and PowerPoint. Teachers are invigorated to sequence strategies across these three stages, ensuring scaffolding of comprehension and alignment with learners' prior knowledge, reading levels, and diverse needs.

6. Teachers should attend training for ongoing, structured

professional development (PD) programs focused on explicit reading comprehension strategy instruction across pre reading, during reading, and post reading phases. The development training improve teachers' content knowledge of comprehension processes and provide them with practical, evidence based instructional methodology supported by the "science of reading" and comprehension pedagogy. PD that integrates explicit strategy instruction, guided practice, collaborative reflection, and modelling, significantly improves teachers' ability to teach comprehension and positively influences instructional practice and, ultimately, learners reading outcomes.

### *Conflict of Interest*

The authors declare that there are no conflicts of interest, financial or otherwise, that could have influenced the conduct, results, or interpretation of this study. All aspects of the research were carried out with objectivity and integrity.

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