

Article

**COMPREHENSIVE TEACHING LEARNING DEVELOPMENT IN
RELATION TO ACADEMIC ACHIEVEMENT IN READING - GRADE 7**

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Abstract:

To achieve optimal academic achievement in reading, it is important to recognize the diverse needs and abilities of students. This study examined the implementation and outcomes of teaching and learning practices in relation to students' reading capacity and performance. The objectives, materials, strategies, and methods were assessed using weighted means, indicating successful implementation and positive student outcomes. The findings revealed that efforts have been made to enhance vocabulary development, promote critical thinking, and improve students' understanding of various texts. The materials effectively attracted students' interest, made learning more practical and appealing, and facilitated the acquisition of skills and knowledge. The strategies and methods employed, such as reading aloud and engaging in discussions, supported students' reading development. The analysis of the respondents' reading capacity revealed that most students were at an instructional level, followed by an independent level, with a smaller number at a frustration level. Furthermore, a significant relationship was found between the level of teaching learning and its performance, emphasizing the importance of high-quality instruction in fostering positive reading outcomes. These findings underscore the need for continuous improvement and investment in effective teaching practices, supportive learning environments, and targeted interventions to enhance students' reading abilities and overall academic success.

Keywords: Reading, Teaching-learning Development, Academic Achievement



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Introduction

Literacy is indeed one of the most fundamental skills a child can learn, and reading serves as the foundation for all academic learning. It

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is through reading that students gain access to a vast world of knowledge, expand their vocabulary, develop critical thinking abilities, and improve their communication skills (Sari & Margana, 2019). As children acquire reading skills, they become independent learners, able to explore different subjects and engage with a variety of texts. Reading proficiency is crucial not only in language arts but also across other disciplines such as science, social studies, and mathematics, where students must comprehend and analyze complex texts (Anderson et al., 2020; Agustina et al., 2022). Additionally, reading fosters imagination, creativity, and empathy by exposing children to diverse perspectives, cultures, and experiences (Wee et al., 2022). It equips them with the tools to navigate the information-rich society we live in, enabling them to make informed decisions, solve problems, and participate actively in their communities (Batini et al., 2021). Recognizing the vital role of reading as the bedrock of academic learning, educators can prioritize comprehensive teaching-learning development strategies that promote literacy skills and empower students to succeed academically and beyond (Gasser et al., 2022).

Moreover, literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning (Mukhtoralievna & Egamberdiyevna, 2023). Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (Ditona & Rico, 2021). It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level. The evidence is clear that children are better able to acquire basic reading skills when they are taught to read in a familiar language (August & Shanahan, 2006; Evans & Mendez Acosta, 2020). Once they have mastered foundational reading skills in a familiar language, they can transfer these skills to learning how to read in other languages ideally, at the same time as they acquire receptive and oral language proficiency. The Philippines provides an opportunity to analyze the transfer of reading skills from a unique perspective. We look Early Grade Reading Assessment (EGRA) outcomes at two points in time—in 2013 and 2019—before and after a national policy shift to mother tongue-based multilingual education. In 2013, students completed lower primary under the pre-MTB-MLE curriculum, which used only English and Filipino as the languages of instruction. In 2019, the students experienced the first three grades (and possibly kindergarten) under the MTB-MLE curriculum, which mandated students as the first language of literacy.

According to Kennedy (1981) reading is the ability of an individual recognizing a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the experience, understand and interpret its meaning. Based on the explanation, reading is an individual ability in understanding and finding the

message written by the author. Reading is often considered as the difficult skill. The learner cannot get the reading achievement, which is the most important aspect in reading comprehension, especially in English. This is the duty for teacher to solve the problem. They must show how to teach reading as well so the learners can understand the reading material given. It is very important for increasing the knowledge of the learners. Reading is a skill in a language that is applied to English lesson in school. In teaching reading, teachers need a method that is suitable with the students so they can catch the learning goal. Anthony (1963) in Fauziati (2009:15) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Based on the explanation, selecting the teaching method is very important where it must be suitable to the characters of students. Beside viewing the reading ability of each student, the teacher must be a monitor for the student progress. Progress of the students can be seen after taking assessment; here the teacher gives feedback to the student’s assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understands the ability of each student so that the teacher knows the problems during teaching-learning process of reading, and the teacher can choose problems solving as soon as possible. To reach the good achievement in teaching-learning process, the teacher must choose the suitable method for the students. To apply the teaching method, the teacher must understand some aspects such as the student’s background, the student’s ability, and the media used during the teaching-learning process. The reading material given by the teacher is genre such recount text and descriptive text taken from the textbook and internet. In applying the teaching reading method, he uses a lot of the mother language in giving material to make the students easier to understand. It gives the teacher the material with the teaching reading method and the problem faced during teaching reading in the classroom.

Reading comprehension skill is a fundamental skill to obtain further academic learning success. To get further knowledge, students are required to have critical and analytical competence in comprehending academic texts, in searching more academic information through various types of reading materials such as textbooks, journals, reports, or electronic messages; however, not all students are good at comprehending the text being read. Most of them understand the informational of the text; in other words, they are good in decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text are. In this condition Perfetti (1985) asserts that the reason why some students struggle is due to the lack of reading comprehension strategies used as parts of background knowledge. A few studies (Brown & El-Dinary, 1996; Fisher, Frey, & Williams, 2002; World, 1996) have maintained that reading strategy

instruction contributes positive effects on students' reading comprehension skill. Readers with reading comprehension strategy awareness organize, monitor, and evaluate their own comprehension by constantly questioning and reacting to the texts they read to construct meaning before, during and after reading process.

Some researchers (Dole, Duffy, Pearson, & Roehler, 1991) state that having students generate their own questions accelerates text comprehension while (Pinnel, 2000) asserts that questioning information in the reading text is one of reading strategies in which the readers can monitor their thinking process during interaction with the text to enhance comprehension. According to Massey, the readers are aware of their text comprehension content because they are mentally active while going through the process of questioning the text (Massey, 2003). Questioning the text during reading assists independent students to think critically about the purpose of reading, to conduct prediction, selection, connection, evaluation, review, and to acquire future benefits from the text being read (Pressley & Afflerbach, 1995). Several previous studies about self-questioning strategy were conducted by some researchers. The one who sought the correlation between self-questioning strategy and prose comprehension at EFL learners in Manila was Miciano (2002). Her findings stated that there was no significant difference between self-questioning strategy and prose comprehension. Other researchers Hui-Fang Shang and I-Ju Chang-Chien (2010) inquired Miciano's study and replicated it to verify the effect of self-questioning and reading comprehension at EFL learners in Taiwan. Their findings concluded that self-questioning affected students' reading comprehension. Then Janssen (2009) conducted a comparison study at secondary students in Holland to explore which self-questioning strategy was more effective: with or without guidance. The research result notified that self-questioning without guidance proved to be better in assisting students interpret and appreciate short story. Another researcher who executed research of self-questioning strategy in Indonesia was Hartati who studied the effect of self-questioning strategy before reading for ESP undergraduate students in Widya Mandala University.

PISA 2018 data shows that 15-year-old students in Grades 9 and 10 who repeated a grade at least once at the elementary level scored at least 52 points less in reading than non-repeaters, while those who repeated a grade at least once in the junior high school level scored at least 71 points less in reading than non-repeaters. This illustrates that reading fundamentals must not have been learned in the early grades. Another important outcome of the PISA 2018 data analysis showed that more than a third of students (37%) who spent only three years in early childhood programs attained at least Level 2 proficiency in reading. A vital element of the K to 12 Basic Education Program reform was the use of the mother tongue as the medium of instruction and learning that was introduced through the Mother Tongue-Based Multilingual

Education (MTB-MLE) program. The program was evaluated using adaptations of the Early Grade Reading Assessment (EGRA) tools to assess the reading skills of Grade 3 pupils for SY 2017-2018. The EGRA tool assessed pupils' foundational literacy skills, which included the following: Identifying names and sounds of letters, identifying initial sounds of words, reading words that are commonly used in their language, reading non-words using their knowledge of phonics, fluently reading, and comprehending a narrative text, answering comprehension questions about a short story after listening to it, and writing a dictated sentence following proper writing convention. The EGRA tool was adapted and translated to five selected mother tongues from different regions in the Philippines from where the data were collected. The findings provided a baseline of students' reading performance in selected mother tongues (MTs). They provided a precursor to the use of the Early Language Literacy and Numeracy (ELLN) program discussed below. The main finding of this research was that there were significant regional variations across language groups and subtasks in the EGRA responses for MTB-MLE that require contextualized responses to address causes unique to each region and language group. This has important implications for teaching reading in early grades and remediation beyond Grade 3 if children do not gain reading proficiency before proceeding to Grade 4.

The ELLN program is specifically targeted toward K to Grade 3 learners with specific objectives that all K to 3 learners will be equipped with (i) fundamental literacy and numeracy skills and (ii) competencies needed for academic success in later key stages. The assessment of ELLN 2017-18 is shown in Figure 1 and reveals that students are performing at a low proficiency in the subjects designated as English and Filipino. It is not surprising given that English is introduced in the latter part of Grade 3, but Filipino literacy is also low. OECD defines reading literacy as understanding, evaluating, reflecting on, and engaging with texts to achieve one's goals, develop one's knowledge and potential and participate in society. When ELLNA data is further analyzed in terms of mother-tongue, the proficiency levels do not change substantially to those found for English and Filipino (as shown across 18 different mother-tongues reported earlier).

Methodology

The research methodology employed in this study was a descriptive method, which aimed to assess the teaching learning development in reading for Grade 7 in the identified public secondary schools. A total of 200 respondent-groups composing of 50 teachers, 150 students. This research will include the INPUT-PROCESS-OUTPUT approach. A transmittal letter was prepared and addressed to the office of the district supervisor, requesting permission to conduct the study as the request will be approved; the researcher started to distribute

questionnaires to the teachers and learners. Questionnaires were retrieved, and data were collated. Data and information with regards to the study were treated with utmost confidence. These data were analyzed and interpreted in order to arrive at a more conclusive statements and implications of the results. The findings of the study will serve as basis in formulating an action plan. This study utilizes the 4-point Likert Scale from 4 to “well implemented” to 1 “Not implemented”.

Results and Discussions

Table 1. Objectives

Items	Weighted Mean	Interpretation
Help develop a wider vocabulary	3.69	Well Implemented
Gain deeper understanding of different texts	3.69	Well Implemented
Improve ability to make connections	3.69	Well Implemented
Promotes the development of students' interpersonal skills (e.g., ability to relate or work with others)	3.63	Well Implemented
Improves student learning of critical concepts and ideas	3.84	Well Implemented
GRAND MEAN	3.70	Well Implemented

The objectives listed in Table 1 have been rated with high weighted means, indicating that they have been well implemented. The objectives focus on various aspects of language learning and development. Firstly, the objective of helping students develop a wider vocabulary has been effectively addressed, as indicated by its weighted mean of 3.69. This suggests that efforts have been made to expose students to diverse word choices and encourage them to expand their vocabulary. Similarly, the objective of gaining a deeper understanding of different texts has also been well implemented, with a weighted mean of 3.69. This implies that students have been provided with opportunities to engage with a variety of texts, such as literature, articles, and informational materials, allowing them to explore different themes and perspectives.

The objective of improving the ability to make connections has also received a high weighted mean of 3.69, indicating successful implementation. This suggests that students have been encouraged to make connections between texts, ideas, and real-world experiences, fostering critical thinking and analytical skills. Furthermore, the objective of promoting the development of students' interpersonal skills has been well implemented, although with a slightly lower weighted mean of 3.63. This indicates that efforts have been made to create a supportive and collaborative learning environment where students can effectively relate to and work with others. Interpersonal skills are crucial for future success in various personal and professional contexts.

Lastly, the objective of improving student learning of critical concepts and ideas has been highly successful, with a weighted mean of 3.84. This implies that students have demonstrated a strong grasp of important concepts and ideas, reflecting the effectiveness of the teaching methods and learning

materials employed. Overall, the grand mean of 3.70 further reinforces the notion that these objectives have been well implemented. The implications of this successful implementation are significant. Students are likely to have developed a wider vocabulary, gained a deeper understanding of texts, improved their ability to make connections, and enhanced their interpersonal skills. Additionally, their learning of critical concepts and ideas has been improved, indicating a strong foundation for further academic and intellectual growth. These positive outcomes bode well for the students' overall language development and their future success in academic and professional endeavors.

Table 2. Materials

Items	Weighted Mean	Interpretation
Significantly increase learner's achievement	3.75	Well Implemented
Attract curiosity, interest, and attention	3.78	Well Implemented
Arouse learner's interest	3.84	Well Implemented
Make learning more interesting, practical, realistic, and appealing.	3.75	Well Implemented
Give room for acquisition of skills and knowledge and development of self-confidence and self-actualization.	4	Well Implemented
GRAND MEAN	3.82	Well Implemented

The materials listed in Table 2 have been rated with high weighted means, indicating that they have been well implemented. These materials aim to enhance learning outcomes and create an engaging and effective learning environment. The objective of significantly increasing learners' achievement has received a weighted mean of 3.75. This suggests that the materials have successfully contributed to improving learners' performance and academic outcomes. By providing comprehensive and well-structured content, these materials have supported students in their learning journey. The materials have also been effective in attracting curiosity, interest, and attention, as indicated by a weighted mean of 3.78. This implies that the materials have been designed in a way that captures learners' attention and stimulates their curiosity. By incorporating elements that are interesting and engaging, the materials have fostered a positive attitude towards learning.

Similarly, the objective of arousing learners' interest has been well implemented, with a weighted mean of 3.84. This suggests that the materials have successfully sparked learners' curiosity and enthusiasm for the subject matter. By presenting information in an engaging and interactive manner, the materials have motivated learners to actively participate in the learning process. The objective of making learning more interesting, practical, realistic, and appealing has received a weighted mean of 3.75, indicating successful implementation. This

implies that the materials have been designed to align with learners' interests and needs, making the learning experience more relevant and applicable to real-life situations. By incorporating practical examples and realistic scenarios, the materials have facilitated meaningful learning experiences. Furthermore, the objective of giving room for the acquisition of skills and knowledge and the development of self-confidence and self-actualization has been exceptionally well implemented, with a weighted mean of 4. This suggests that the materials have effectively supported the development of essential skills and knowledge, while also fostering learners' self-confidence and self-actualization. By providing opportunities for active learning, practice, and personal growth, the materials have empowered learners to become more confident and self-motivated.

The high grand mean of 3.82 further confirms the successful implementation of these materials. The implications of this achievement are significant. Learners are likely to have experienced increased achievement, developed a strong interest in the subject matter, and found the learning process more engaging and practical. Additionally, the materials have contributed to the acquisition of valuable skills and knowledge, as well as the development of self-confidence and self-actualization. These positive outcomes not only enhance learners' academic performance but also equip them with essential skills and attributes that are valuable for their personal and professional lives.

Table 3. Strategies and Methods

Items	Weighted Mean	Interpretation
Read aloud to students	3.75	Well Implemented
Provide opportunities for students to read, write and talk about the text	3.69	Well Implemented
Read text repeatedly to support fluency	3.69	Well Implemented
Teach children the tools to figure out words they don't know	3.78	Well Implemented
Provide time for studying spoken language, including vocabulary and spelling	3.72	Well Implemented
GRAND MEAN	3.72	Well Implemented

The strategies and methods listed in Table 3 have been rated with high weighted means, indicating that they have been well implemented. These strategies and methods aim to facilitate effective language learning and development among students. The strategy of reading aloud to students has received a weighted mean of 3.75, indicating successful implementation. This suggests that teachers have effectively

utilized this strategy to engage students and promote their listening and comprehension skills. By modeling fluent reading and providing oral explanations, reading aloud has likely enhanced students' understanding of texts and improved their language proficiency. Providing opportunities for students to read, write, and talk about the text has also been well implemented, as indicated by a weighted mean of 3.69. This implies that teachers have incorporated various activities that encourage active engagement with the text, such as guided reading, writing responses, and class discussions. By actively involving students in these language-based activities, teachers have created opportunities for them to practice and develop their reading, writing, and speaking skills.

The strategy of repeatedly reading texts to support fluency has also received a weighted mean of 3.69, suggesting successful implementation. This implies that teachers have recognized the importance of repeated exposure to texts to enhance students' reading fluency. By engaging in repeated readings, students have likely improved their reading speed, accuracy, and prosody, leading to increased comprehension and enjoyment of reading. Teaching children the tools to figure out words they don't know has been well implemented, with a weighted mean of 3.78. This indicates that teachers have equipped students with effective strategies for decoding and understanding unfamiliar words. By teaching phonics, word analysis skills, and context clues, teachers have empowered students to become independent readers who can tackle unfamiliar vocabulary with confidence.

Furthermore, providing time for studying spoken language, including vocabulary and spelling, has been well implemented, with a weighted mean of 3.72. This suggests that teachers have dedicated instructional time to explicitly teach and practice spoken language skills, vocabulary development, and spelling. Focusing on these aspects, teachers have likely enhanced students' oral communication skills and expanded their word knowledge and spelling abilities. The high grand mean of 3.72 further reinforces the successful implementation of these strategies and methods. The implications of this implementation are significant. Students are likely to have benefited from the various strategies employed, including the practice of reading aloud, active engagement with texts through reading, writing, and discussions, repeated readings for fluency, and the development of word-solving and language skills. These strategies have likely contributed to students' overall language development, reading proficiency, and oral communication abilities.

By employing these effective strategies and methods, teachers have created a supportive learning environment that fosters students' language growth and success.

Table 4. Level of Reading Capacity

Level of Reading Capacity	Respondents	
	f	Rank
Independent Level	26	2
Instructional Level	108	1
Frustration Level	16	3

Based on Table 4, the level of reading capacity among the respondents has been categorized into three levels: Independent Level, Instructional Level, and Frustration Level. The Instructional Level has the highest number of respondents with 108, followed by the Independent Level with 26 respondents, and the Frustration Level with 16 respondents. The high number of respondents at the Instructional Level indicates that the majority of the students are reading at a level where they can benefit from teacher guidance and instruction. This suggests that teachers are appropriately providing materials and support that match the students' reading abilities, enabling them to learn and make progress effectively. The presence of a considerable number of students at the Independent Level implies that a significant portion of the students possess strong reading skills and can read and comprehend texts on their own. This indicates that they have developed the necessary skills and strategies to tackle more challenging reading materials independently. These students may benefit from opportunities to engage in more advanced and complex texts to further enhance their reading abilities and critical thinking skills.

The smaller number of respondents at the Frustration Level suggests that there are students who are encountering difficulties when reading more challenging texts. This may indicate the need for additional support and interventions to help these students improve their reading skills and move towards the Instructional Level. It is important for teachers to identify the specific areas where students are struggling and provide targeted instruction and interventions to address their individual needs. The implications of these reading capacity levels are crucial for instructional planning and differentiation. Teachers can use this information to tailor their teaching approaches and materials to meet the diverse needs of students. Providing appropriate instruction and support at the Instructional Level can help students continue to progress and develop their reading skills. For students at the Independent Level, teachers can provide opportunities for more advanced and enriching reading experiences. Lastly, for students at the Frustration Level, targeted interventions and support can be implemented to help them overcome challenges and improve

their reading abilities. Overall, understanding the distribution of students across different reading capacity levels allows educators to design effective instructional strategies, provide appropriate materials, and offer targeted interventions to meet the specific needs of each student. Addressing students' reading capacities, teachers can foster growth, engagement, and success in their reading development.

Table 5. The Level of Teaching Learning and Reading Performance

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
The Level of Teaching Learning and its Performance	0.015	0.018	Reject Ho	Significant

@ 0.05 level of significance

Based on the information provided in Table 5, the computed chi-square value for the relationship between the level of teaching learning and its performance is 0.015. The critical p-value at a 0.05 level of significance is 0.018. Since the computed chi-square value is less than the critical p-value, the decision is to reject the null hypothesis (Ho) and conclude that there is a significant relationship between the level of teaching learning and its performance. This finding suggests that the quality of teaching and learning has an impact on reading performance. When the level of teaching learning is higher, it is likely to result in better reading performance among the students. This highlights the importance of effective instructional practices, appropriate learning materials, and supportive learning environments in facilitating students' reading abilities and outcomes.

The implication of this significant relationship is that educators and stakeholders need to prioritize and invest in improving the quality of teaching and learning practices to enhance reading performance. It calls for the implementation of evidence-based instructional strategies, professional development opportunities for teachers, and the provision of appropriate resources and materials to support effective teaching and learning. Furthermore, this finding underscores the need for ongoing assessment and monitoring of teaching and learning practices to ensure they align with students' needs and promote positive reading outcomes. Regular evaluation and feedback mechanisms can help identify areas for improvement and guide instructional decision-making to optimize students' reading performance. Recognizing the significant relationship between the level of teaching learning and its performance, educational institutions can take proactive measures to enhance the quality of instruction, promote effective teaching strategies, and provide the necessary support to both teachers and

students. This can lead to improved reading abilities, higher levels of engagement, and increased academic achievement among students. Ultimately, investing in high-quality teaching and learning practices contributes to the overall success and development of students' reading skills.

Conclusion

In conclusion, the results from the various tables presented provide valuable insights into the implementation and outcomes of teaching and learning practices, as well as the reading capacity and performance of the respondents. The objectives, materials, strategies, and methods have been generally well implemented, as indicated by high weighted means across the tables. This suggests that efforts have been made to enhance vocabulary development, promote critical thinking, foster interpersonal skills, and improve overall understanding of different texts. The materials have successfully attracted students' interest, made learning more practical and appealing, and facilitated the acquisition of skills and knowledge. The strategies and methods employed, such as reading aloud, engaging in discussions, and teaching word-solving skills, have been effective in supporting students' reading development. Furthermore, the level of reading capacity among the respondents indicates that the majority of students are at an instructional level, followed by an independent level and a smaller number at a frustration level. The significant relationship between the level of teaching learning and its performance highlights the importance of high-quality instruction in facilitating positive reading outcomes. These findings emphasize the need for continuous improvement and investment in effective teaching practices, supportive learning environments, and targeted interventions to enhance students' reading abilities and overall academic success. By leveraging these insights, educators and stakeholders can work towards optimizing teaching and learning practices to promote students' reading proficiency and foster a love for learning.

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