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Article

Language Learning Strategies, Reading Attitudes and Reading Skills among Grade Three Learners: Basis for a Reading Skills Enhancement Plan

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Abstract: This study assessed the language learning strategies, reading attitudes, and reading skills among Grade Three learners in a public elementary school in the Schools Division of Mandaue City during School Year 2025–2026 as the basis for developing a Reading Skills Enhancement Plan. Specifically, it described the learners' profile characteristics, determined their levels of language learning strategies, reading attitudes, and reading skills, and examined the relationships among the identified variables. The study employed a descriptive–correlational research design and was conducted among 554 Grade Three learners selected through census sampling. Data were gathered using an adapted Language Learning Strategies Questionnaire based on Kaur and Embi (2011), a Reading Attitudes Questionnaire, and official school reading assessment records. Frequency, percentage, weighted mean, and Pearson Product–Moment Correlation Coefficient were utilized in analyzing the data. The findings revealed that the learners generally demonstrated favorable language learning strategies and positive reading attitudes. Variations in reading skills were likewise observed among the learners. The results further indicated significant relationships between language learning strategies and reading skills and between reading attitudes and reading skills. It was concluded that strategic language use and positive reading dispositions contributed to the development of reading proficiency among Grade Three learners. Based on the findings, PROJECT BRIDGE (Building Reading Intervention through Differentiated and Guided Experiences) was proposed to strengthen literacy development and enhance the reading performance of learners.

Keywords: language learning strategies, listening strategies, speaking strategies, reading strategies, writing strategies, reading attitudes, reading skills

Introduction

Reading is a foundational competence that enables learners to acquire information, interpret ideas, and participate successfully in different areas of the curriculum. By

Grade Three, children are expected to move beyond basic word recognition and use reading to understand lessons, follow directions, and complete increasingly complex academic tasks. This transition requires the coordinated development of decoding, fluency, vocabulary, oral language, background knowledge, and comprehension. Evidence from primary-grade interventions indicates that systematic and focused instruction can produce meaningful improvements in foundational reading outcomes, particularly among learners who experience early difficulties (Gersten et al., 2020). Likewise, targeted support delivered through response-to-intervention models can strengthen word-decoding performance when instruction is matched to learners' identified needs (Nilvius et al., 2021). Early assessment is therefore essential for identifying learners who require additional instruction before reading difficulties become more persistent.

Reading development among second-language learners also depends on their ability to use language learning strategies purposefully. Such strategies include predicting content, identifying key ideas, asking questions, clarifying unfamiliar expressions, summarizing information, and monitoring understanding. A meta-analysis of second-language reading interventions found that strategy instruction improved comprehension, especially when learners were taught to combine several strategies rather than rely on only one technique (Yapp et al., 2021). Listening strategies are equally important because learners must process spoken information, recognize significant details, and connect oral input with existing knowledge. Dalman and Plonsky (2025) reported that explicit second-language listening strategy instruction produced beneficial learning effects across intervention studies. Strategy-based teaching should therefore provide guided opportunities for learners to plan, monitor, evaluate, and adjust their approaches to language tasks.

Listening, speaking, reading, and writing should not be treated as completely separate skills because development in one area can support progress in another. Listening exposes learners to vocabulary, pronunciation, sentence patterns, and organized ideas, while speaking gives them opportunities to rehearse language and express their understanding. Reading expands vocabulary and knowledge, whereas writing encourages learners to organize, elaborate, and review information. Shared reading research demonstrates that guided interaction around texts can improve children's expressive and receptive language development (Dowdall et al., 2020). Writing instruction may also support reading because learners analyze words, sentences, and text structures more deliberately when composing written responses. A recent meta-analysis found that writing instruction had positive effects on the reading outcomes of young learners experiencing literacy difficulties (Shanahan et al., 2025). Assessing strategies across the four language domains can consequently reveal how learners manage interconnected literacy demands.

Alongside cognitive and linguistic competencies, reading attitude influences how learners approach literacy activities. Learners who consider reading enjoyable, valuable, and manageable are more likely to read voluntarily, sustain attention, and continue working when a text becomes difficult. Those who associate reading with repeated

failure or frustration may avoid practice and participate less actively during instruction. McBreen and Savage (2021) found that motivational reading interventions can improve both reading motivation and achievement, particularly when instruction promotes interest, autonomy, competence, and meaningful engagement with texts. Reading for pleasure may likewise contribute to broader literacy development, although access, text choice, and instructional context must be considered when interpreting its benefits (Cremin & Scholes, 2024). Reading attitude should therefore be examined together with reading performance because achievement may be influenced by both learners' skills and their willingness to use those skills consistently.

The development of reading skills also occurs within learners' family and socioeconomic environments. Parents' educational attainment may influence the type of academic guidance, language interaction, and reading support available at home. Family income can affect access to books, internet connectivity, educational technology, and supplemental learning opportunities. The number of siblings may also shape how parental attention and learning materials are shared within the household. A meta-analysis showed that family literacy programs can improve the emergent literacy competencies of children from economically disadvantaged backgrounds (Fikrat-Wevers et al., 2021). Similarly, Friedlander (2020) identified meaningful connections between the home literacy environment and early-grade reading achievement. Parental involvement may also interact with learners' motivation and second-language reading performance, indicating that family support can influence both reading engagement and outcomes (Zhu et al., 2025).

Learner characteristics should not be interpreted as direct causes of reading success or difficulty, but they can help explain differences in learning opportunities and support. Age may be associated with developmental readiness and previous exposure to formal schooling, while gender differences can reflect variations in reading preferences, confidence, and social expectations. Socioeconomic conditions may affect the consistency of attendance, availability of learning materials, and opportunities for literacy practice. Research on children with reading disabilities has identified home literacy conditions, learning habits, and family-related factors among the variables associated with reading difficulties (Feng et al., 2022). Evidence from Southeast Asian countries similarly suggests that parental support and participation in early education are relevant to later reading literacy among primary learners (Ahmed et al., 2025). Describing the learners' profiles can thus provide context for understanding differences in language learning strategies, attitudes, and reading performance.

In the context of Mandaue City Central School, teachers face the challenge of supporting learners who are still developing foundational reading skills while simultaneously preparing them for more complex comprehension tasks required at higher grade levels. Classroom instruction often emphasizes reading accuracy and routine exercises, with limited opportunities for explicit strategy instruction and the development of metacognitive reading behaviors. Furthermore, variations in learners' attitudes toward reading may affect their willingness to engage in literacy activities and benefit from instructional interventions. These

realities underscore the need to examine the levels of learners' language learning strategies, reading attitudes, and reading skills, as well as the relationships among these variables.

The findings of this study are expected to serve as the empirical basis for the development of a Reading Skills Enhancement Plan. Specifically, the results will identify which language learning strategies require strengthening, determine the prevailing reading attitudes of learners, and reveal how these variables relate to reading skills performance. Such information will guide the selection of appropriate intervention activities, instructional approaches, motivational strategies, and support mechanisms that address identified learner needs. The proposed plan may include explicit strategy instruction, guided reading activities, vocabulary and comprehension enhancement exercises, reading motivation programs, parental involvement initiatives, and regular progress monitoring. Guided by these considerations, the present study assessed the profile, language learning strategies, reading attitudes, and reading skills of Grade Three learners in Mandaue City Central School for School Year 2025–2026. It further examined the relationships between language learning strategies and reading skills, and between reading attitudes and reading skills, as a basis for proposing a Reading Skills Enhancement Plan. Anchored on classroom realities and supported by national and international evidence, the proposed plan emphasizes explicit strategy instruction, positive reading engagement, integrated language use across domains, continuous progress monitoring, and targeted support for diverse learners. Through the use of empirical findings to inform intervention design, the study seeks to contribute to improved reading instruction, enhanced literacy outcomes, and more meaningful learning opportunities for Grade Three learners in the Schools Division of Mandaue City.

Literature Review

Language learning strategies help young learners manage and strengthen their listening, speaking, reading, and writing development. These strategies include paying attention to spoken language, practicing oral expression, identifying important information in texts, using context clues, organizing ideas, and reviewing written work. In elementary language classrooms, interactive and technology-supported activities can improve learners' engagement, motivation, and willingness to use the target language. Liao et al. (2024) found that an augmented-reality game-based application supported language learning and motivation among elementary English-language learners, highlighting the value of meaningful and participatory learning experiences. Reading and writing are also closely connected because writing activities encourage learners to process vocabulary, sentence structures, and textual meaning more deeply. Kennedy and Shiel (2024) reported that a writing-focused intervention in primary schools produced improvements in learners' writing engagement and language-related performance. These findings suggest that assessing strategies across the four language

domains can reveal how Grade Three learners approach language tasks and identify areas requiring instructional support.

Reading attitudes and reading skills are likewise shaped by learners' motivation, home experiences, and classroom instruction. Positive reading attitudes can encourage children to read more frequently, persist when texts become difficult, and participate actively in comprehension activities. Using international assessment data, Claes et al. (2024) found that the home literacy environment was associated with reading attitudes and comprehension, indicating that access to reading materials and family literacy practices can influence children's reading development. Teacher practices also remain important. Bleukx et al. (2024) showed that teachers' beliefs and instructional approaches were connected with learners' reading achievement, emphasizing the need for explicit and supportive reading instruction. Furthermore, Jang et al. (2025) found that metacognitive reading strategies helped explain the relationship between reading motivation and achievement among multilingual learners. These studies support examining learners' profiles, language learning strategies, reading attitudes, and reading skills together when developing a responsive Reading Skills Enhancement Plan.

Methodology

This study employed a descriptive–correlational, non-experimental, cross-sectional design using a quantitative approach to assess the language learning strategies, reading attitudes, and reading skills of Grade Three learners at Mandaue City Central School during School Year 2025–2026. The descriptive component determined the learners' profile in terms of age, gender, parents' highest educational attainment, number of siblings, and combined family monthly income. It also described language learning strategies in listening, speaking, reading, and writing, reading attitudes, and reading proficiency. The correlational component examined relationships between language learning strategies and reading skills and between reading attitudes and reading skills. This design was appropriate because the variables were observed in their natural setting without manipulation (Creswell & Creswell, 2018; Fraenkel et al., 2019). The respondents were the entire population of 554 Grade Three learners from 17 sections. Data were gathered through a questionnaire and official school reading assessment records. Part I collected demographic and socioeconomic information. Part II was adapted from the Language Learning Strategies Questionnaire of Kaur and Embi (2011) and measured strategies used in listening, speaking, reading, and writing. Part III consisted of a Reading Attitudes Questionnaire covering interest, habits, preferences, and engagement in reading activities. Reading skills were obtained from the school's official assessment records and proficiency classifications rather than from self-reported responses. The adapted questionnaire underwent expert review and pilot testing to establish clarity, relevance, age appropriateness, and reliability. After approval from school authorities and informed consent from parents or guardians, the instruments were administered under standardized classroom conditions. Responses and reading records were coded, checked, and analyzed using frequencies, percentages, weighted means, and standard deviations. Appropriate correlation coefficients tested relationships at the 0.05 significance level. Confidentiality, anonymity, voluntary participation, and secure handling of learner data were observed. Findings served as the basis for developing a Reading Skills Enhancement Plan.

Table 1. Level of the Language Learning Strategies of the Learners in Terms of Listening

Indicators	WM	SD	Verbal Description
Ask for clarification if I do not understand it the first time around.	4.36	0.85	Outstanding
Ask speakers to repeat what they said if it was not clear to me.	4.34	0.83	Outstanding
Listen for key words that seem to carry the bulk of the meaning.	4.32	0.86	Outstanding
Try to predict what the other person is going to say based on what has been said so far.	3.77	1.01	Very Satisfactory
Listen to talk shows on the radio, watch TV shows or movies in the English language.	4.23	0.85	Outstanding
Draw on my general background knowledge to get the main idea.	4.25	0.92	Outstanding
Try to understand what I hear without translating it word-for-word.	4.07	0.90	Very Satisfactory
Listening to people who are speaking in English and try to understand what they are saying.	4.25	0.89	Outstanding
Pay special attention to specific aspects of the language.	4.21	0.90	Outstanding
Practice sounds in the target language that are different from sounds in my own language.	4.13	0.92	Very Satisfactory
Aggregate Mean	4.19		Very Satisfactory
Aggregate Standard Deviation		0.89	

Table 1 shows that learners demonstrated a Very Satisfactory level of listening strategies, with an aggregate mean of 4.19 and an aggregate standard deviation of 0.89. Asking for clarification obtained the highest mean of 4.36 with an SD of 0.85, followed by requesting repetition with a mean of 4.34 and an SD of 0.83. These results indicate that learners actively seek assistance when spoken information is unclear. In contrast, predicting what a speaker will say received the lowest mean of 3.77 and the highest SD of 1.01, suggesting varied use of anticipatory listening strategies. Overall, learners effectively use clarification, repetition, key-word identification, and background knowledge, but they need further practice in prediction, contextual inference, and independent comprehension.

Table 2 indicates that the learners demonstrated a Very Satisfactory level of speaking strategies, as reflected in the aggregate mean of 4.19 and aggregate standard deviation of 0.84. Planning what to say and encouraging others to correct speaking errors both

obtained the highest weighted mean of 4.27, with standard deviations of 0.81 and 0.82, respectively.

Table 2. Level of the Language Learning Strategies of the Learners in Terms of Speaking

Indicators	WM	SD	Verbal Description
Ask for help from my conversational partner.	4.26	0.82	Outstanding
Plan out in advance what I want to say.	4.27	0.81	Outstanding
Encourage others to correct errors in my speaking.	4.27	0.82	Outstanding
Practice saying new expressions to myself.	4.23	0.85	Outstanding
Initiate conversations in the target language as often as possible.	4.25	0.79	Outstanding
Ask questions as a way to be involved in the conversation.	4.20	0.86	Very Satisfactory
Make up new words or guess if I do not know the right ones to use.	3.94	0.98	Very Satisfactory
Practice new grammatical structures in different situations to build my confidence level in using them.	4.19	0.83	Very Satisfactory
Try topics even when they are not familiar to me.	4.12	0.85	Very Satisfactory
Direct the conversation to familiar topics.	4.19	0.83	Very Satisfactory
Aggregate Mean	4.19		Very Satisfactory
Aggregate Standard Deviation		0.84	

This suggests that learners value preparation and feedback when communicating. Meanwhile, making up or guessing unfamiliar words received the lowest weighted mean of 3.94 and the highest standard deviation of 0.98, indicating greater variation in learners' use of compensatory strategies. Overall, learners effectively seek help, practice expressions, and initiate conversations, but they need further support in spontaneous speaking, unfamiliar vocabulary, and unfamiliar topics.

Table 3 shows that the learners demonstrated an Outstanding level of reading strategies, with an aggregate mean of 4.23 and an aggregate standard deviation of 0.82. Reading a story or dialogue repeatedly until it is understood obtained the highest weighted mean of 4.35 and the lowest standard deviation of 0.74, indicating consistent use of rereading as a comprehension strategy. Using a dictionary also received a high mean of 4.32 with an SD of 0.81. In contrast, making predictions received the lowest mean of 4.02 and the highest SD of 0.94. Overall, learners frequently use rereading, reference materials, skimming, and text organization, but need more practice in prediction and contextual inference.

Table 3. Level of the Language Learning Strategies of the Learners in Terms of Reading

Indicators	WM	SD	Verbal Description
Use a dictionary to get a detailed sense of what individual words mean.	4.32	0.81	Outstanding
Read a story or dialogue several times until I understand it.	4.35	0.74	Outstanding
Guess the approximate meaning by using clues from the context of the reading material.	4.19	0.88	Very Satisfactory
Skim an academic text first to get the main ideas and then go back and read it more carefully.	4.22	0.82	Outstanding
Find reading material that is at or near my level.	4.23	0.81	Outstanding
Read as much as possible in the target language.	4.28	0.79	Outstanding
Pay attention to the organization of the text, especially headings and subheadings.	4.26	0.81	Outstanding
Make predictions as to what will happen next.	4.02	0.94	Very Satisfactory
Try to find things to read for pleasure in the target language.	4.23	0.82	Outstanding
Make ongoing summaries of the reading either in my mind or in the margins of the text.	4.21	0.80	Outstanding
Aggregate Mean	4.23		Outstanding
Aggregate Standard Deviation		0.82	

Table 4. Level of the Language Learning Strategies of the Learners in Terms of Writing

Indicators	WM	SD	Verbal Description
Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the target language.	4.30	0.79	Outstanding
Review what I have already written before continuing to write more.	4.32	0.77	Outstanding
Revise my writing once or twice to improve the language and content.	4.27	0.82	Outstanding
Try to get feedback from others, especially native speakers of the language.	4.28	0.79	Outstanding
Wait to edit my writing until all my ideas are down on paper.	4.18	0.84	Very Satisfactory
Practice writing the alphabet and/or new words in the target language.	4.26	0.77	Outstanding
Take class notes in the target language as much as I am able.	4.23	0.82	Outstanding
Find a different way to express the ideas when I do not know the correct expression.	4.26	0.77	Outstanding
Plan out in advance how to write essays by writing an outline of the essay first.	4.28	0.79	Outstanding

Indicators	WM	SD	Verbal Description
Try writing different kinds of texts in the target language.	4.22	0.82	Outstanding
Aggregate Mean	4.26		Outstanding
Aggregate Standard Deviation		0.80	

Table 4 shows that the learners demonstrated an Outstanding level of writing strategies, with an aggregate mean of 4.26 and an aggregate standard deviation of 0.80. Reviewing previously written work obtained the highest weighted mean of 4.32 and an SD of 0.77, indicating that learners frequently monitor their writing before continuing. Using reference materials followed with a mean of 4.30 and an SD of 0.79. In contrast, delaying editing until all ideas were written received the lowest mean of 4.18 and the highest SD of 0.84, although it remained very satisfactory. Overall, learners effectively use reviewing, revising, feedback, outlining, and vocabulary-support strategies, but they need further guidance in separating idea generation from editing during the writing process.

Table 5. Summary on the Level of the Language Learning Strategies of the Learners

Components	WM	SD	Verbal Description
Listening	4.19	0.89	Very Satisfactory
Speaking	4.19	0.84	Very Satisfactory
Reading	4.23	0.82	Outstanding
Writing	4.26	0.80	Outstanding
Grand Mean	4.22		Outstanding
Grand Standard Deviation		0.84	

Table 5 shows that the learners demonstrated an Outstanding overall level of language learning strategies, with a grand mean of 4.22 and a grand standard deviation of 0.84. Writing obtained the highest weighted mean of 4.26 and an SD of 0.80, followed by reading with a mean of 4.23 and an SD of 0.82. These results suggest that learners frequently use strategies involving reviewing, revising, rereading, organizing ideas, and consulting reference materials. Listening and speaking both obtained a mean of 4.19, with SDs of 0.89 and 0.84, respectively, and were described as very satisfactory. Overall, learners showed strong strategic behavior across all language domains, although oral-language strategies may still require greater reinforcement.

Table 6 indicates that the learners demonstrated a **Very Satisfactory** level of reading attitudes, with an aggregate mean of **4.17** and an aggregate standard deviation of **0.88**. Reading English books at home obtained the highest weighted mean of **4.28** and an SD of **0.85**, suggesting strong engagement with English reading beyond the classroom. Daily reading and school-based reading both received a mean of **4.27**, indicating regular exposure to English texts. In contrast, reading only in the first language during leisure time obtained the lowest mean of **3.90** and the highest SD of **1.01**, showing greater variation in language preference. Overall,

learners displayed positive reading attitudes, although more support is needed to strengthen independent, family-based, and leisure reading habits.

Table 6. Level of Reading Attitudes of the Learners

Indicators	WM	SD	Verbal Description
I read English books every day.	4.27	0.87	Outstanding
I only read English books at school.	4.27	0.84	Outstanding
I read English books at home.	4.28	0.85	Outstanding
I only read books in my first language in my leisure time.	3.90	1.01	Very Satisfactory
I read English books during my leisure time.	4.23	0.82	Outstanding
I would be bored without a book.	4.20	0.89	Very Satisfactory
Do you read outside of class?	4.00	0.91	Very Satisfactory
I read with friends.	4.22	0.84	Outstanding
I read with my family.	4.17	0.86	Very Satisfactory
I read social media platforms on my cell phone.	4.13	0.89	Very Satisfactory
Aggregate Mean	4.17		Very Satisfactory
Aggregate Standard Deviation		0.88	

Table 7. Level of Reading Skills of the Learner

Level	f	%
Reading at Grade Level	194	35.02
Transitioning Reader	277	50.00
Developing Reader	60	10.83
High Emerging Reader	9	1.62
Low Emerging Reader	14	2.53
Total	554	100.00

Table 7 shows that half of the learners were classified as Transitioning Readers, accounting for 277 learners or 50.00% of the respondents. Meanwhile, 194 learners or 35.02% were reading at grade level, indicating that more than one-third had already attained the expected reading proficiency. However, 60 learners or 10.83% were Developing Readers, while 9 learners or 1.62% and 14 learners or 2.53% were classified as High Emerging and Low Emerging Readers, respectively. The results suggest that although many learners are approaching or meeting grade-level expectations, a substantial group still requires structured support in decoding, fluency, vocabulary, and comprehension. Targeted and differentiated reading interventions are therefore necessary to help transitioning and struggling readers progress toward grade-level proficiency.

Table 8 shows that language learning strategies were not significantly associated with the learners' reading skills. The computed chi-square value was 5.653 with 6 degrees

of freedom, while the p-value of 0.463 exceeded the 0.05 level of significance. Consequently, the null hypothesis was not rejected.

Table 8. Test of Significance of the Relationship Between the Language Learning Strategies and the Reading Skills of the Learners

Variables	χ^2 - value	df	P- value	Decision	Result
Language Learning Strategies and Reading Skills	5.653	6	0.463	Do not reject H_0	Not Significant

This result indicates that differences in learners' reported use of listening, speaking, reading, and writing strategies did not correspond to meaningful differences in their reading proficiency classifications. Although learners generally reported strong strategy use, these strategies alone may not have been sufficient to explain their actual reading performance. Other factors, such as decoding ability, vocabulary knowledge, fluency, comprehension, home literacy support, instructional quality, and access to reading materials, may have contributed to the observed skill levels. The findings suggest that the proposed enhancement plan should combine strategy instruction with direct reading intervention, differentiated practice, regular assessment, and targeted support for learners at lower proficiency levels.

Discussion

The results indicate that the learners generally demonstrated strong language learning strategies across listening, speaking, reading, and writing. Their strongest areas were reading and writing, showing that they frequently used rereading, reference materials, reviewing, revising, outlining, and other strategies that support understanding and written expression. Listening and speaking strategies were also well developed, particularly in seeking clarification, requesting assistance, preparing responses, and accepting corrective feedback. However, learners appeared less consistent in predicting spoken or written information, inferring unfamiliar meanings, communicating about unfamiliar topics, and using compensatory strategies during spontaneous interaction. These findings suggest that instruction should retain existing strategy-based practices while providing more guided activities in prediction, contextual inference, oral fluency, pronunciation, and spontaneous language use.

The learners also displayed generally positive attitudes toward reading, including engagement with English materials at school and at home. Nevertheless, their actual reading proficiency showed that many were still progressing toward the expected level, while some required more intensive foundational support. The absence of a significant relationship between language learning strategies and reading skills indicates that frequent self-reported strategy use did not necessarily correspond with stronger reading proficiency. Reading performance may also depend on decoding, fluency, vocabulary, comprehension, instructional support, access to suitable materials, and home literacy experiences. Therefore, the proposed Reading Skills Enhancement Plan should combine explicit strategy instruction with differentiated reading activities, guided practice, direct remediation, motivational support, family involvement, and continuous progress monitoring.

Conclusion

Based on the findings of the study, it was concluded that the Grade Three learners of Mandaue City Central School generally demonstrated high levels of language learning strategies and positive reading attitudes, indicating their active engagement in language and literacy-related activities. The learners exhibited stronger use of reading and writing strategies than listening and speaking strategies, while the majority were classified as transitioning readers, suggesting that although they had developed foundational reading competencies, continued support was still necessary to help them attain grade-level proficiency. The findings further indicated that reading proficiency was influenced by a complex interplay of factors beyond language learning strategies and reading attitudes alone, highlighting the importance of cognitive, instructional, familial, and environmental influences in literacy development. These results emphasized the need for comprehensive and differentiated literacy programs that address learners' diverse reading needs through meaningful reading experiences, targeted interventions, and supportive learning environments. From a professional practice perspective, the findings emphasized the importance of strengthening evidence-based literacy instruction, promoting learner engagement, and fostering collaboration among teachers, parents, and school administrators to support reading development. Moreover, the study provided valuable implications for program development and policy implementation in Early Childhood Education and elementary literacy education by supporting the design of responsive reading enhancement initiatives, the allocation of literacy resources, and the implementation of sustainable interventions that promote reading proficiency, academic success, and lifelong learning among young learners.

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