


Reading Profile of Grade 10 Learners: A Case Study

Marilou D. Ferreras^{1,2}, Susan F. Astillero¹
¹Sorsogon State University, Philippines
²Casiguran Technical Vocational School, Philippines

| Article Info | ABSTRACT |
|--|--|
| <p>Article history:</p> <p>Received 2025-05-03 Revised 2025-06-04 Accepted 2025-06-06</p> <p>Keywords:</p> <p>Decoding Skills Fluency Intervention Literacy Development Parental Involvement Rapid Literacy Assessment Reading Fluency Reading Miscues</p> | <p>This study explored the reading difficulties of Grade 10 students with the objectives of describing their reading profiles, identifying factors affecting their reading profile, and proposing a relevant output based on the results of the study. The research addressed the problem of persistent reading challenges among secondary learners despite prior literacy instruction. A qualitative case study method was employed. Data were collected using the Rapid Literacy Assessment, unstructured interviews, and classroom observations from five purposefully selected student participants. Results showed that substitution errors were the most frequent reading miscues. These were followed by omission, repetition, and reversion. The analysis further identified key factors affecting the participants' reading profiles. These include socio-economic constraints, minimal parental involvement, psychological barriers, observed reading behaviors, and delayed literacy development. In response, a tailored reading workbook was developed to address the student's specific decoding and fluency needs. The study emphasized the importance of focused interventions that target both technical and affective aspects of reading. It is recommended that schools enhance parental engagement and increase access to reading materials. The developed workbook is suggested as supplementary material to support struggling readers and improve literacy instruction in similar contexts.</p> |

This is an open-access article under the [CC BY-SA](#) license.



Corresponding Author:

Susan F. Astillero
Faculty of Graduate Studies, Sorsogon State University, Sorsogon, Philippines
Email: astillero.susan@sorsu.edu.ph

1. INTRODUCTION

Reading is a foundational skill central to academic success and lifelong learning. In secondary education, especially at the Grade 10 level, learners are expected to decode complex texts, comprehend layered meanings, and engage critically with content. However, many Filipino students continue to read at a frustration level. The Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 report revealed that a significant portion of learners in the Philippines lack basic reading comprehension skills, underscoring a literacy crisis that

affects both academic achievement and future opportunities [1]. This remains a critical concern in the Philippine education system, particularly at the secondary level. Despite literacy initiatives aligned with global education goals, Filipino students continue to underperform in reading comprehension, indicating a persistent gap between policy and classroom outcomes. The 2018 and 2022 Programme for International Student Assessment (PISA) results placed the Philippines near the bottom globally in reading literacy. In 2018, only 19% of students reached at least Level 2 proficiency [2], and in 2022, only 24% met the baseline reading proficiency level [3]. This suggests a persistent and systemic reading problem that, if left unaddressed, may severely impact educational outcomes and future opportunities.

At Casiguran Technical Vocational School, the 2023–2024 Phil-IRI results revealed that while most students in Grades 8 to 10 were independent readers, a significant number, particularly in Grades 9 and 10, fell into the instructional or frustration levels, with some Grades 8 and 9 students also identified as struggling readers. Complementary data from the 2024–2025 Rapid Literacy Assessment (RLA) showed many Grade 10 learners at the coping level, marked by frequent reading miscues such as insertion, omission, and substitution, which impede comprehension. These findings highlight urgent literacy challenges requiring targeted, evidence-based interventions. This study offers valuable insights into the reading profiles of Grade 10 students and the factors affecting them, supporting national efforts toward inclusive and quality education as envisioned in Sustainable Development Goal 4.

The central problem this study addresses is the lack of detailed, qualitative understanding of the reading profiles of Grade 10 students who continue to exhibit reading miscues such as repetition, omission, substitution, reversion, and insertion. While quantitative assessments can identify learners at risk, they often fail to uncover the underlying cognitive and contextual factors influencing poor reading performance. For instance, Herrera et al. [4] found that comprehension in Grade 10 students was influenced by vocabulary, main idea identification, and concentration. Cabural and Infantado [5] identified difficulties in inferential and evaluative comprehension. Similarly, Jomocan and Legaspi [6] emphasized the link between vocabulary knowledge and reading comprehension. However, there remains a gap in research focusing on reading miscues, which include errors such as substitution, omission, repetition, reversion, and insertion. These miscues often reflect deeper reading difficulties that are not addressed by surface-level assessments. This study fills that gap by profiling struggling readers through qualitative methods and by developing a contextualized output in response to identified needs.

This study aimed to contribute to the field of literacy education by addressing the unique challenges faced by Grade 10 learners of Casiguran Technical Vocational School. Specifically, it sought to 1) describe the reading profile of Grade 10 learners in the frustration level along a) repetition, b) omission, c) substitution, d) reversion, and e) insertion; 2) identify the factors that affect the reading profile of the learners, and 3) propose a relevant output based on the results of the study.

Theoretically, the study is grounded in four well-established frameworks. Gough and Tunmer's Simple View of Reading [7] highlights the dual importance of decoding and language comprehension. Anderson's Schema Theory [8] underscores the role of prior

knowledge in making sense of texts. Rosenblatt's Reader-Response Theory [9] emphasizes the reader's active role in constructing meaning based on personal experiences. Nation's principles on vocabulary development and fluency [10], [11] stress the importance of word recognition, automaticity, and extensive reading in achieving reading proficiency. By integrating these perspectives, the study frames reading not merely as a mechanical act but as a dynamic, interpretive, and socially situated process.

This research contributes new value to the field by offering a comprehensive reading profile framework for frustrated readers and by proposing an intervention workbook grounded in both theory and learner experience. This study captures the lived experiences of struggling readers and translates those findings into structured reading activities. The innovation lies in bridging diagnostic analysis with a practical classroom resource aimed at developing fluency, comprehension, and motivation. The study hopes to inform the development of more targeted interventions for struggling readers. Its findings can also support teachers, school officials, and policymakers in crafting other literacy interventions that promote inclusive and quality education.

2. METHOD

This study employed a qualitative case study design to explore the reading profiles of selected Grade 10 learners and the factors affecting their reading profiles. This consisted of five learners from Casiguran Technical Vocational School (CTVS) during the 2024–2025 academic year.

The research followed a systematic and chronological procedure to ensure accuracy and validity in describing the student participants' reading profiles and identifying the factors affecting them. First, ethical approval was secured from the school administration, and informed consent was obtained from the participants and their parents or guardians to uphold ethical standards. Next, the Rapid Literacy Assessment (RLA) was administered to all Grade 10 learners from six low-performing sections, following the guidelines established by the Department of Education Region V [12]. Based on the RLA results, learners performing at the coping reading level were identified. From this group, five participants were purposefully selected considering their reading levels, socioeconomic diversity, availability, and willingness to participate. To protect confidentiality, pseudonyms were assigned to all participants.

Each selected learner's oral reading performance on the RLA was carefully analyzed, with particular attention paid to common miscues such as substitution, omission, repetition, reversion, and insertion. Individual unstructured interviews were then conducted during remedial classes to gather detailed insights into personal and contextual factors affecting their reading profile. These interviews were audio-recorded and supplemented with thorough note-taking to ensure accurate capture of the learners' responses. Additionally, classroom observations were conducted during both regular and remedial sessions to provide a further contextual understanding of reading behaviors and learning environments.

Following data collection, audio recordings, and field notes were reviewed in detail to identify significant codes and recurring patterns. The researcher reviewed these recordings and field notes thoroughly. This approach allowed for the identification of recurring patterns

and themes. To ensure the credibility of the findings, triangulation was employed by cross-verifying the data from the RLA results, interviews, and observation. The findings informed the development of a tailored reading intervention workbook aimed at addressing the specific reading difficulties of the participants.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. The Reading Profile of Grade 10 Learners in the Frustration Level Along Repetition, Omission, Substitution, Reversion, and Insertion

The reading profiles of five Grade 10 participants were assessed using the Rapid Literacy Assessment (RLA), focusing on miscues such as insertion, omission, repetition, reversion, and substitution in sentence, phrase, and word reading tasks. None met the Established level in Task 1 (Sentence Reading), scoring below 40 out of 50, which led them to Task 2-A (Phrase Reading). All failed to meet the Emerging level (13 out of 25 correct), requiring them to proceed to Task 2-B (Word Reading). In this final task, all five participants scored between 8 and 15 out of 25, placing them at the Coping reading level in accordance with RLA Guidelines.

Table 1 illustrates the summary of the reading profile of Grade 10 students, including their pseudonyms and the most common reading miscues observed during the assessment.

Table 1. The Reading Profile of Grade 10 Students

| PARTICIPANTS | MISCUES (Ranked) | RLA Tasks | | |
|--------------|---------------------|-------------------------------------|-------------------|-----------------|
| | | Sentence Reading | Phrase Reading | Word Reading |
| | | (f) | (f) | (f) |
| Juan | Substitution | 24 | 20 | 15 |
| | Omission | 13 | 5 | 4 |
| | Repetition | 3 | 0 | 0 |
| | Reversion | 1 | 0 | 0 |
| | Substitution | 10 | 10 | 11 |
| Jose | Repetition | 9 | 0 | 0 |
| | Omission | 0 | 1 | 1 |
| | Substitution | 11 | 10 | 11 |
| Ana | Repetition | 2 | 1 | 2 |
| | Omission | 2 | 0 | 0 |
| Rosa | Substitution | 28 | 18 | 19 |
| | Omission | 1 | 1 | 0 |
| Lani | Substitution | <i>refused to perform this task</i> | 11 | 12 |
| | Repetition | | 4 | 2 |
| | Omission | | 1 | 0 |

As shown in Table 1, the reading profiles of the Grade 10 participants revealed varied patterns of miscues. Substitution emerged as the most frequent type across all participants, followed by omission and repetition, while reversion appeared only once. Juan recorded the highest substitutions (24) in sentence reading, while Jose had notable substitutions (10) and repetition (9) errors. Ana showed a consistent number of substitutions across all tasks. Rosa had the highest overall substitution miscues, especially in sentence reading (28). Lani

refused to attempt sentence reading but showed frequent substitution and repetition errors in phrase and word reading.

The following data are presented to help the reader understand the reading profiles of the participants better. These highlight the observed miscues, such as substitution, omission, repetition, reversal, and insertion, under each RLA task, reflecting their individual reading experiences and challenges.

Juan, aged 15, comes from a low-income fishing family. During the RLA, he demonstrated frequent substitution and omission errors, particularly in sentence reading tasks. He skipped unfamiliar or complex words and reversed several terms during the assessment.

Jose, also 15 and a working student from a low-income household, showed consistent substitution and omission errors across all reading tasks. He occasionally repeated words and skipped others in phrases and sentences.

Ana, 17, lives in an extremely low-income household and serves as a caregiver for her younger siblings. Her RLA performance showed frequent omissions and substitutions, especially in phrase and sentence reading. Several repetitions were also observed.

Rosa, 15, from a low-income family and frequently preoccupied with mobile gadgets, exhibited multiple substitution errors. She often relied on partial recognition of words. Omission errors were also present in her responses.

Lani, aged 15, is under the care of her grandmother while her mother works overseas. She declined to attempt the sentence reading task but participated in word and phrase reading. Her responses revealed substitution, omission, and repetition errors.

These findings outline each participant's distinct set of miscues across the RLA tasks, thus providing a basis for understanding their individual reading experiences and challenges. Overall, the five participants demonstrated decoding challenges and limited vocabulary. These were reflected in frequent substitution and omission errors, which impacted their reading fluency and comprehension. Each learner was categorized at the *Coping* level, indicating the need for targeted reading interventions.

3.1.2. Factors Affecting the Reading Profile of the Learners

The factors affecting the reading profiles of the five Grade 10 learners were drawn from the identified themes and codes, which are presented in the table on the next page. Table 2 presents the key themes affecting the reading profiles of these learners. These include major factors such as socio-economic constraints and minimal parental support. Psychological barriers and observed reading behaviors also affect their reading development. In addition, delayed literacy development points to foundational reading difficulties. Collectively, these factors highlight the complex challenges that hinder students' reading progress.

Table 2. Factors Affecting Reading Profiles

| Identified Theme | Codes |
|------------------------------|---|
| Socio-Economic Constraints | Financial Strain, Limited Resources, Economic Barriers, Inability to Afford Materials, Restricted Access to Learning Resources, Lack of Books |
| Minimal Parental Involvement | Parental Absence, Lack of reading supervision, low parent literacy, low parental encouragement, no modeling of reading behavior |
| Psychological Barriers | Low Self-Esteem, Reading Anxiety, Fear of Failure, Negative Attitudes Towards Reading |
| Observed Reading Behaviors | Guessing answers, errors in copying, letter reversal, Frequent Hesitation |
| Delayed Literacy Development | Underdeveloped Decoding Skills (Tagalog reading in Grade 5, English Basic Word-Level Reading in Grades 8 and 9) |

3.1.2.1. Socio-Economic Constraints

All participants came from low- to moderate-income families, with monthly incomes ranging from below ₱10,000 to ₱20,000. Ana, Jose, and Juan experienced the most financial hardship, with their parents working in manual labor or small-scale jobs such as fishing, laundry, or utility work. Lani and Rosa, though slightly better off, still faced financial constraints. These limitations often led to shared family responsibilities, such as household chores and income-generating tasks, which reduced their time for academics, including reading. Ana shared, “*Pagal na ako ma’am para magbasa-basa ta nagtatabang ako sa balay pag uli ko*” (I’m too tired to read because I helped with chores when I get home). She often missed school due to financial difficulties, especially when she had no allowance, and would stay home to help with household tasks. Ana was also responsible for taking care of her niece when her sibling was at work. Similarly, Jose said, “*Busy ako ma’am magtabang sa balay, minsan may mga raket raket sa lukadan, pag aranihan, o kaya sa pizzahan, depende ma’am*” (I am busy, ma’am, helping at home, sometimes with side jobs at the coconut farm, during harvest time, or at the pizza place, it depends, ma’am), showing how economic pressures limited his time and energy for reading.

All participants reported minimal access to appropriate reading materials at home. None of them regularly visited libraries or had access to digital reading platforms. Their most common resources were outdated school-issued textbooks or religious texts. Jose shared, “*Tagalog lang na Bibliya ma’am, ang igwa kami*” (The only book we had is the Tagalog Bible) and admitted, “*Bihira*” (Rarely) when asked how often he read it. Ana similarly stated, “*Libro lang na mga tinawag sa eskwelahan*” (Only books given by the school). Some students struggled with sustained silent reading and often needed teacher support to decode even simple texts. Their limited exposure to print contributed to weaker reading fluency and stamina compared to their peers.

3.1.2.2. Minimal Parental Involvement

Parental involvement in the participants’ reading development was minimal, primarily due to economic demands and work schedules. Most parents held labor-intensive jobs that left them with little time to support their children academically. Ana’s mother accepted laundry work from neighbors, and her father gathered and sold bamboo, leaving no

time for helping with school tasks. Rosa's mother, a full-time housewife with no formal education, and her father, a fisherman and vendor, were also unable to assist with her literacy development. Lani shared, "*Si mama dati naga-tukdo man sakuya minsan, kaya lang OFW na sya niyan*" (My mother used to teach me sometimes, but she's working now as an OFW), suggesting that earlier forms of support eventually ceased due to employment abroad. Rosa mentioned that her older brother had once helped her with schoolwork but had to stop because of other responsibilities. There was little evidence of consistent academic monitoring, homework checking, or reading encouragement at home.

3.1.2.3. Psychological Barriers

Participants faced emotional and cognitive barriers that hindered their reading performance, including fear of making mistakes, low self-confidence, and frustration with difficult texts. Jose expressed his struggle with comprehension, stating, "*Kapagal бага sabuton ma'am, dai mo aram ibig sabihon kaito*" (It is hard to understand, ma'am; you do not even know the meaning). Lani said, "*Dakol na beses, habo ko magbasa ma'am ta masakit ang English*" (Many times, I avoid reading because I find reading English difficult). Rosa showed a preference for watching videos instead of reading, which reflected a shift in learning habits. In class, learners were more engaged with visual aids and multimedia than with traditional texts.

3.1.2.4. Observed Reading Behavior

The participants displayed behaviors that reflected their reading struggles. In English classes, most of them used avoidance strategies such as remaining silent during reading tasks, skipping difficult words or lines, and hesitating when answering comprehension questions. Juan frequently reversed letters when copying from the board, indicating possible decoding or visual processing issues. Jose and Rosa misread academic terms such as "details" and "abstract," suggesting limited vocabulary retention. Many participants copied text directly from the reading passage and presented it as an answer without processing the content. Others waited for the teacher to read aloud before attempting to read themselves. Some even pretended to read or gave answers without engaging with the material, showing superficial involvement with reading tasks. These consistent behaviors across participants point to recurring difficulties in decoding, comprehension, and independent reading, especially when faced with English texts.

3.1.2.5. Delayed Literacy Development

All participants showed signs of delayed literacy development, marked by late exposure to reading and limited engagement with English texts. Rosa said, "*Kan Grade 5 lang po ako ma'am nakaaram magbasa, pero Tagalog lang*" (It was only in Grade 5, ma'am, that I learned how to read, but only in Tagalog). Ana shared that she started reading English texts in Grade 9, while Jose learned to read basic words in Grade 8. Jose also remarked, "*Maski ngani subject na English, Tagalog*" (Even our English subject was taught in Tagalog), indicating a lack of early English exposure. Classroom observations during remedial sessions showed that learners struggled to decode even simple English words. They

hesitated to read aloud, frequently asked for translations, and regularly needed teacher support to understand basic texts.

3.1.3. Proposed Output: “R.E.A.D. to Lead: Reach, Engage, Analyze and Develop Your Reading Skills”

Based on the results, a supplementary instructional material entitled “R.E.A.D. to Lead: Reach, Engage, Analyze, and Develop Your Reading Skills” was developed to address the specific literacy needs of Grade 10 learners identified at the Frustration level. Anchored on the R.E.A.D. framework, Reach, Engage, Analyze, Develop, the material adopts a structured, learner-centered approach aimed at enhancing decoding skills, vocabulary development, comprehension strategies, and overall reading fluency.

The design of the workbook was guided by the themes that emerged from participants’ reading profiles, including data gathered through the Rapid Literacy Assessment, interviews, and classroom observations. It contains scaffolded and interactive activities designed to meet the identified needs of the students and intended to support gradual progress toward independent reading. The material also serves as a practical resource for teachers to support literacy instruction and targeted remediation. Each section aligns with specific reading challenges observed among the learners, such as decoding difficulties and limited vocabulary. Furthermore, the workbook promotes learner engagement through visually supported tasks and culturally relevant content.

3.2. Discussions

3.2.1. Reading Profile and Miscue Patterns

All five Grade 10 participants, Juan, Jose, Ana, Rosa, and Lani, were at the Coping level of reading proficiency based on the Rapid Literacy Assessment (RLA). This indicates persistent struggles in decoding and reading fluency. Common miscues included substitution, omission, and repetition, with substitution emerging as the most frequent, pointing to deficits in phonological processing. A typical error, such as reading “aesthetic” as “electric,” reflected a reliance on phonetic approximations rather than accurate word recognition.

Despite shared miscue types, individual differences emerged. Ana, from an extremely low-income background with minimal literacy support, showed frequent substitution and repetition errors and evident decoding difficulties. Lani, though similarly disadvantaged, showed signs of self-correction, suggesting emerging metacognitive awareness. Jose and Rosa, though from comparable economic contexts, had slightly better performance but still struggled with complex vocabulary. Ultimately, the reading miscues documented in the study were not merely indicators of deficiency but reflections of learners attempting to navigate texts with the limited resources available to them. Each miscue represented a survival strategy developed in the absence of consistent literacy support. The participants were not passive recipients of information but readers attempting to construct meaning amid systemic challenges. Thus, future interventions must be both pedagogically sound and contextually responsive, rooted in an understanding of learners' lived experiences, developmental needs, and potential for growth.

3.2.2. Factors Affecting Reading Performance

3.2.2.1. Socioeconomic Constraints

The socio-economic conditions of the participants played a critical role in shaping their reading development and academic engagement. All five learners came from low to moderately low-income households, with Ana, Jose, and Juan facing the most severe financial strain. Their parents held low-wage jobs such as laundry work, fishing, and utility labor, while Lani and Rosa experienced slightly better, though still limited, circumstances. These economic conditions limit their access to books, literacy resources, and even time for schoolwork due to household responsibilities and informal labor. For instance, Ana often missed school due to transportation costs and fatigue from chores, while Jose occasionally worked at farms or pizza shops. These observations align with the findings of Sagario et al., who reported that family household size, parents' educational attainment, and parents' occupation significantly affect the academic performance of learners [13].

In this study, students from lower-income households showed delayed decoding and comprehension, with the most economically disadvantaged participant struggling to read even basic texts. These findings echoed Asadi et al., who noted compounded reading delays among children from low-SES backgrounds with limited oral language development [14]. The lack of age-appropriate reading materials, often limited to outdated textbooks or none at all, further widened the literacy gap. National data and research by Anderson and Stokes confirmed that economically disadvantaged students are less likely to have books or digital access at home [15], [16]. Altogether, the study highlighted how poverty imposes not only material deprivation but also emotional and cognitive burdens, reinforcing the need for responsive, resource-supported interventions in under-resourced communities.

3.2.2.2. Minimal Parental Involvement

This study found that most participants experienced minimal parental involvement in their reading development, largely due to parents' limited education and demanding work schedules. Lani recalled that her mother used to teach her sometimes, but this stopped when her mother started working as an OFW. This lack of academic support at home is concerning, as research underscores the crucial role of the home literacy environment in shaping reading proficiency. William et al. reported that consistent parental engagement in homework and reading activities enhanced vocabulary, comprehension, and writing fluency [17]. Further supporting this view, Romero-González et al. highlighted the importance of an active home literacy environment in their study of children aged six to eight. The researchers concluded that shared reading routines and positive literacy modeling at home not only strengthened children's reading performance and motivation but also reinforced emotional bonds between parents and children [18]. These findings collectively highlight that without active parental involvement, learners face delays in fluency, reduced motivation, and lower academic outcomes, reinforcing the importance of engaging families in literacy development at home.

3.2.2.3. Psychological Barriers

The participants in this study exhibited a range of emotional and cognitive barriers that significantly hindered their reading engagement and performance. These challenges were most evident in their fear of making mistakes, low self-confidence, and emotional

frustration when confronted with unfamiliar vocabulary or complex texts. For example, Jose expressed difficulty with comprehension, stating that it was hard to understand and that he did not even know the meaning, which clearly indicated his confusion and discouragement. This is consistent with the findings of Liu and Wang, who reported that 82% of their respondents struggled with English reading due to frequent encounters with unfamiliar vocabulary, which led to anxiety and eventual disengagement from reading activities [19]. Similarly, Lani admitted that she often avoided reading because she found reading English difficult, reflecting a common pattern among learners with low confidence in their language skills. According to Dauba and Jullanda, fear of negative evaluation and lack of confidence significantly impede English language learning, often resulting in reduced participation and motivation [20].

In addition to emotional barriers, the participants demonstrated a notable shift in learning preferences. Rosa, for instance, expressed a preference for watching videos over reading printed texts, a sentiment reinforced by classroom observations where students were more responsive to visual aids and multimedia content than to traditional reading materials. This behavior likely stems from limited exposure to print materials and an increasing reliance on audiovisual formats. Supporting this, a study by Lumapenet and Fronda found that struggling readers showed significantly improved engagement and reading outcomes when exposed to multimedia tools such as PowerPoint presentations, videos, and visual aids [21]. In summary, the findings indicate that psychological barriers, such as low self-esteem, anxiety, and lack of motivation, play a crucial role in limiting students' engagement with reading tasks.

3.2.2.4. Observed Reading Behaviors

Classroom and remedial observations revealed that participants consistently displayed avoidance behaviors during reading tasks, such as skipping difficult words, remaining silent, or copying answers from the text, indicating low confidence and poor comprehension. Many showed limited metacognitive strategies, relying heavily on teacher prompts or modeling before engaging with a passage. Some misread basic terms without attempting self-correction, while others pretended to read without true understanding. These behaviors reflect surface-level reading approaches, common among learners with weak foundational literacy skills. Ghimire and Mokhtari explain that struggling readers often resort to guessing or mimicking, unlike proficient readers who actively engage through predicting and questioning [22].

Decoding problems, vocabulary gaps, and visual processing issues, such as letter reversals, were also prevalent, especially during remedial sessions. These difficulties point to longstanding literacy deficits shaped by socio-economic limitations, lack of exposure to print, and minimal home literacy support. Pretorius and Spaull argue that learners from low-literacy environments tend to exhibit passive reading habits due to delayed exposure to print [23]. These findings collectively underscore the urgent need for structured interventions that target decoding, strengthen vocabulary, and foster independent, strategic reading habits.

3.2.2.5. Delayed Literacy Development

All participants reported learning to read only by the later elementary grades, with initial literacy developed primarily in Filipino. This delayed literacy development hindered their academic progress, as early reading experiences are crucial for building decoding skills, vocabulary, and fluency. Research shows that the development of foundational literacy skills in the early years is strongly predictive of later reading success and academic achievement [24].

The participants' reading histories revealed that they entered upper elementary grades with limited decoding and comprehension skills, indicating a learning gap that early interventions could have prevented. The compounded effects of delayed exposure to both first and second-language literacy, especially in environments with minimal educational support, often result in entrenched reading difficulties. As Cummins argues, cognitive academic language proficiency (CALP) in a second language takes years to develop and is heavily dependent on a strong foundation in first language literacy. In the absence of this foundation, learners struggle to transfer literacy skills across languages, making academic achievement in multilingual contexts particularly challenging [25]. In summary, the data suggests that the participants' delayed literacy development is a result of late reading exposure, limited support structures, and inadequate early literacy instruction.

Overall, the participants' reading difficulties resulted from intertwined linguistic, psychological, and environmental factors. Frequent miscues, such as substitutions and omissions, indicated a need for targeted instruction in decoding and academic vocabulary. Given the themes of delayed exposure and limited parental support, broader community-based interventions are needed. In response, the "R.E.A.D. to Lead" workbook was developed to provide scaffolded, learner-centered reading tasks that specifically addressed these challenges.

3.2.3. Proposed Output: "R.E.A.D. to Lead: Reach, Engage, Analyze and Develop Your Reading Skills"

A supplementary material entitled "R.E.A.D. to Lead: Reach, Engage, Analyze, and Develop Your Reading Skills" was developed to address the specific reading challenges encountered by the Grade 10 learners identified in the study. The title was intentionally chosen to reflect the workbook's objectives. The term "Lead" underscores that reading is not only a skill to be developed. It is also a means of personal and academic empowerment. Through reading, students are enabled to become leaders in and beyond the classroom.

Anchored in the R.E.A.D. framework (Reach, Engage, Analyze, and Develop), the workbook was designed to address the specific needs of struggling readers. These needs include difficulties in decoding complex words, frequent substitution errors, minimal parental support, delayed literacy development, and psychological barriers. Each component of the workbook responds to these challenges through targeted, supportive activities. Each section fosters success, affirmation, and connection to learners' experiences, helping rebuild self-esteem and motivation.

Activities throughout the workbook are deliberately simplified, scaffolded, and contextualized to suit the reading levels and cognitive capacities of struggling readers. The tasks aim not only to address reading difficulties but also to cultivate a sense of

accomplishment and confidence. In doing so, the material helps students overcome reading barriers while fostering a positive reading identity.

Ultimately, R.E.A.D. to Lead aligns with the study's goal of providing an evidence-based, practical intervention that promotes fluency, accuracy, comprehension, and critical engagement. It directly addresses the multifaceted factors affecting learners' reading profiles. It also serves as both a remedial and empowering tool in their reading journey.

4. CONCLUSION

This study identified the multifaceted challenges faced by Grade 10 learners at the frustration reading level. It revealed the urgent need for instructional responses that address decoding, fluency, and vocabulary gaps. These findings offer valuable insights for designing targeted interventions that are responsive to learners' academic and socio-cultural contexts.

The research proposes that tailored instructional materials, such as the developed R.E.A.D. to Read workbook, can serve as practical tools to support struggling readers. Educators and schools are encouraged to integrate such materials into their reading programs while promoting collaboration with families to create supportive literacy environments.

This study is limited by its small sample size and its focus on a specific group of learners within a localized educational setting, which may affect the generalizability of the results. The workbook's effectiveness also remains to be validated through formal testing and broader classroom implementation.

Future research should include pilot testing and expert validation of the workbook, as well as longitudinal studies to assess the long-term effects of reading interventions. Expanding research to different grade levels and educational contexts will help establish the adaptability and impact of such tools. Ultimately, this study contributes to public education by advocating for inclusive literacy practices that address reading gaps and promote equitable learning outcomes for all learners.

ACKNOWLEDGMENTS

The researchers would like to express sincere appreciation to Sorsogon State University Graduate School faculty and staff whose contributions and support have greatly enhanced the quality and rigor of this research.

REFERENCES

- [1] Southeast Asia Primary Learning Metrics (SEA-PLM), "Main regional report," UNICEF EAPRO and SEAMEO, 2020.
- [2] Organisation for Economic Co-operation and Development, *PISA 2018 Results (Volume I): What Students Know and Can Do*. OECD Publishing, 2019. [Online]. Available: <https://doi.org/10.1787/5f07c754-en>
- [3] Organisation for Economic Co-operation and Development, *PISA 2022 Results (Volume I and II) - Country Notes: Philippines*. OECD Publishing, 2023. [Online]. Available: https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html
- [4] F. T. Herrera, M. P. C. Rayton, J. A. Limos-Galay, and N. J. Lazaro, "Learning domains affecting the reading comprehension of grade 10 students in Magsaysay, Occidental Mindoro," *Int. J. Res.*, vol. 12, no. 3, pp. 1–16, 2024. [Online]. Available: <https://www.researchgate.net/publication/381030734>

- [5] A. B. Cabural and E. J. S. Infantado, "The Difficulty of Reading Comprehension and the Proficiency of the Grade 10 Students of Aloran Trade High School, Philippines," *J. Tertiary Educ. Learn.*, vol. 1, no. 2, pp. 23–29, 2023.
- [6] C. O. Jomocan and M. J. B. Legaspi, "Context Clues Knowledge and Reading Comprehension Skills of Grade 10 Students," *Philippine Social Science Journal*, vol. 3, no. 2, pp. 77–78, 2020. [Online]. Available: <https://doi.org/10.52006/main.v3i2.230>
- [7] P. B. Gough and W. E. Tunmer, "Decoding, reading, and reading disability," *Remedial and Special Education*, vol. 7, no. 1, pp. 6–10, 1986.
- [8] R. C. Anderson, "Role of the reader's schema in comprehension, learning, and memory," in *Learning to Read in American Schools: Basal Readers and Content Texts*, R. C. Anderson, J. Osborn, and R. J. Tierney, Eds. Hillsdale, NJ: Lawrence Erlbaum Associates, 1984, pp. 243–257.
- [9] L. M. Rosenblatt, *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, IL: Southern Illinois University Press, 1978.
- [10] I. S. Nation, *Teaching ESL/EFL Reading and Writing*. New York, NY: Routledge, 2008. [Online]. Available: <https://doi.org/10.4324/9780203891643>
- [11] I. S. P. Nation, *Learning Vocabulary in Another Language*, vol. 10. Cambridge, U.K.: Cambridge University Press, 2001, pp. 126–132.
- [12] Department of Education – Region V, "Regional Memorandum No. 363, s. 2023: Guidelines in the Administration of Rapid Literacy Assessment for Grades 4–12 Learners in Region V," Aug. 10, 2023.
- [13] A. Sagario, J. D. Quinto, and R. Antonio, "Socio-Economic Status and Academic Performance of Pupils in Public Elementary Schools in Santa Ana District," *Int. J. Arts Sci. Educ.*, vol. 4, no. 4, pp. 45–61, 2023. [Online]. Available: <https://ijase.org/index.php/ijase/article/view/300>
- [14] I. A. Asadi, R. Kasperski, and I. Bar-Kochva, "The relations of SES and literacy-related oral and written language skills after one year of reading instruction: Evidence from novice readers of Arabic," *Cambridge University Press*, 2022. [Online]. Available: <https://doi.org/10.1017/S0305000922000538>
- [15] National Center for Education Statistics, "The condition of education 2019," U.S. Department of Education, 2019. [Online]. Available: https://nces.ed.gov/programs/coe/indicator_cce.asp
- [16] R. C. Anderson and S. L. Stokes, "The impact of socioeconomic status on literacy development," *Educational Psychologist*, vol. 54, no. 1, pp. 59–69, 2019. [Online]. Available: <https://www.tandfonline.com/doi/full/10.1080/00461520.2018.1552620>
- [17] B. William, S. Engel, and T. David, "Parental Involvement and Home Literacy Environment: Key Determinants of Elementary Students' Literacy Levels in the Philippines," 2025. [Online]. Available: <https://www.researchgate.net/publication/388156016>
- [18] M. Romero-González et al., "Active Home Literacy Environment: Parents' and Teachers' Expectations of Its Influence on Affective Relationships at Home, Reading Performance, and Reading Motivation in Children Aged 6 to 8 Years," *Front. Psychol.*, vol. 14, Art. no. 1261662, 2023. [Online]. Available: <https://doi.org/10.3389/fpsyg.2023.1261662>
- [19] X. Liu and J. Wang, "Psychological barriers of college students in English reading comprehension and countermeasures," 2024. [Online]. Available: <https://www.researchgate.net/publication/384637327>
- [20] L. R. Dauba and A. C. Jullanda, "Psychological barriers to English language fluency among selected students in private higher education institutions: Basis for an intervention program," 2024. [Online]. Available: <https://www.researchgate.net>
- [21] H. Lumapenet and M. Fronda, "Multimedia: A Tool in addressing the reading difficulties of learners," *INT JECSE*, vol. 14, no. 1, pp. 2357–2362, 2022. [Online]. Available: <https://doi.org/10.9756/INT-JECSE/V14I1.276>
- [22] N. Ghimire and K. Mokhtari, "Evaluating the predictive power of metacognitive reading strategies across diverse educational contexts," *Large-scale Assessments in Education*, vol. 13, no. 1, pp. 1–20, 2025. [Online]. Available: <https://doi.org/10.1186/s40536-025-00240-3>
- [23] E. J. Pretorius and N. Spaull, "Exploring relationships between oral reading fluency and reading comprehension amongst English second language readers in South Africa," *Read. Writ.*, vol. 29, pp. 1449–1471, 2016.
- [24] National Early Literacy Panel, *Developing early literacy: Report of the National Early Literacy Panel*, National Institute for Literacy, 2008. [Online]. Available: <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- [25] J. Cummins, *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*, vol. 23. Multilingual Matters, 2000. [Online]. Available: <https://books.google.com.ph>

