

Original Article

Developing Localized Reading Materials: Addressing Comprehension Level of Key Stage 1 and 2 Learners

Aiza E. Dela Roca^{1*}

1. SDO, Batangas City-Parang Cueva Elementary School, Batangas City, Philippines.

* Correspondence: aiza.delaroca@deped.gov.ph

Abstract: In today's learning situation, the reading proficiency of young learners remains a critical concern, particularly in rural schools. Despite significant advances in educational technology and methodologies, rural schools often face unique challenges that hinder the development of literacy skills among their learners. These challenges include limited access to quality reading materials, insufficient educational resources, and a lack of professional development opportunities for teachers. The study explored on the reading conditions among Key Stage 1 and 2 learners in Parang Cueva Elementary School, an island school under the jurisdiction of Batangas City Division. It examined the specific challenges they face, the impact of socioeconomic factors, and the effectiveness of various interventions and strategies employed to enhance reading proficiency. To achieve the objectives of the study, the study employed the descriptive method of study, as it was deemed the most appropriate and effective approach in addressing the study problems and concerns. The study respondents were the seven (7) teachers Parang Cueva Elementary School District X. These teachers were handling key stage 1 and 2 learners for school year 2024-2025. The study revealed that most respondents were seasoned female teachers with advanced education, who gave insights into reading challenges. While interventions were largely effective in improving key reading skills, students still struggled with vocabulary and decoding. Teacher profiles showed no clear link to the success of these strategies. It is recommended to implement focused reading interventions, provide continuous teacher training, ensure access to diverse reading materials, monitor program effectiveness, and involve families and the community in supporting learners.

Keywords: contextualized, comprehension, develop, key stage, learners, reading

1. INTRODUCTION

Reading is a gateway to learning all disciplines. It is an essential skill that significantly affects how well students achieve in school. Students who are deemed to be proficient readers also tend to have a greater understanding of various reading abilities, such as vocabulary growth, word choice, style, and knowledge of varied ethical diversity throughout cultures. According to [1], reading is significant for children since it can benefit their education, social and cognitive development, and mental health. With these advantages, reading might be seen as a necessary life skill. It serves as a basis for the student's success, not just in school but in all facets of their lives. Without the capacity to read, the learner lacks opportunities for personal fulfillment and will unavoidably lose out on career achievement. Reading has been the mother skill of all disciplines; thus, it should be encouraged in children to help them embrace it more as they become older. The learners' reading capacity is still a problem even though each school is implementing several reading intervention programs, particularly those that fall under the purview

of the Department of Education. English has been the medium of instruction in most of the subjects that were taught in school [2]. Nevertheless, there was a slight change in the educational system when Mother Tongue-Based Multilingual Education (MTB-MLE) was institutionalized by DepEd, especially for students beginning in the formative years of Grades 1 to 3 who need to communicate the foundation of the language competencies in terms of reading, writing, and speaking using their native (L1) language have a better comprehension skill compared with those who were taught in the formative years us (Institutionalizing Mother Tongue-Based Multilingual Education (MLE), 2009). With the development of technology and the proliferation of online games that divert students' attention from reading books, magazines, and other relevant literature, more students are losing interest in reading and becoming complacent about it [3]. Hence, teachers and school personnel find it more challenging to introduce reading as a fun and enjoyable activity promoting metacognitive and logical thinking skills. Thus, the essence and significance of crafting and developing reading materials necessitate the learners' attitude toward reading. Considering that the present generations are prone to numerous distractions such as online games, the more they are uninterested in reading. In view, having these kinds of localized reading materials primarily boosts the interest of the learners to read since the level, choice of words, and content of the texts are according to their learning styles and conditions in which they can interact with the message [4]. Localized materials also have the advantage of strengthening reader understanding and appreciation because the text is presented in the reader's own language and the context is relatable and familiar. Likewise, it evokes a learner's cognitive curiosity about the subject matter by relating to the actual pressing concern of society where their contribution and awareness are appreciated and valued. Finally, by utilizing localized materials, the bearing and significance of the curriculum are highly recognized and developed, making it more meaningful and relevant based on the learner's holistic needs. In today's learning situation, the reading proficiency of young learners remains a critical concern, particularly in rural schools. Despite significant advances in educational technology and methodologies, rural schools often face unique challenges that hinder the development of literacy skills among their learners [5]. These challenges include limited access to quality reading materials, insufficient educational resources, and a lack of professional development opportunities for teachers. DepEd has made programs available to help students with their reading needs. The DepEd Order No. 45 s was established. To ensure that every child is a reader by the end of third grade, Every Child A Reader Program (ECARP) was established in 2002. Teachers ran many intervention and remediation programs in response to the DepEd's demand [6]. Rural communities frequently encounter socioeconomic barriers that impact educational outcomes. Poverty, limited infrastructure, and inadequate funding contribute to the disparities observed between rural and urban schools. These factors not only affect the availability of learning resources but also influence the overall educational environment in which young learners develop their reading skills [7]. Numerous intervention and remediation programs have been launched by the Department of Education to help students who struggle with reading. Reading proficiency is essential for academic success, and issues with reading will have an impact on all facets of a child's academic performance [8]. Early literacy is crucial for the reason. Early readers go on to excel in their reading abilities and have more academic success in school. Students who are struggling in reading also suffer in other subject areas and have a hard time keeping up with their schoolwork. It turns into a downhill spiral as they grow demoralized, lose motivation, and fall further behind [9]. Moreover, the importance of reading as a foundational skill cannot be overstated. Proficient reading abilities, comprehension skills for instance, is essential for academic success across all subjects, fostering critical thinking, and enabling lifelong learning [10]. Therefore, addressing the reading conditions of young learners in rural schools is vital for ensuring educational equity and promoting the overall development of these students. The study explored on the reading conditions among Key Stage 1 and 2 learners in Parang Cueva Elementary School, an island school under the jurisdiction of Batangas City Division. It examined the specific challenges they face, the impact of socioeconomic factors, and

the effectiveness of various interventions and strategies employed to enhance reading proficiency. By analyzing these issues, the study seeks to inform educators, policymakers, and stakeholders about the critical needs of verdanian learners and advocate for targeted solutions to bridge the literacy gap through the development of localized reading materials. The learners are placed in an engaging, significant, and real scenario when reading comprehension teaching is contextualized. Contextualization can be achieved by focusing reading lessons and exercises on the context and area of interest of the learners [11]. The functional literacy rate among Filipinos aged 10 to 64 increased in 2019, hitting 91.6%, according to the Functional Literacy, Education, and Mass Media Survey (FLEMMS) conducted by the Philippine Statistics Authority (PSA). Additionally, the K–12 Basic Education Curriculum and our spiral curriculum have both led to an increase in reading difficulty, which is problematic for reading teachers. If a youngster struggles with reading, their performance in other areas will probably suffer, which will ultimately limit their capacity to learn [12]. The reading process involves knowing, comprehending, and feeling the content of the book. Reading provides people with the chance to learn a lot about a topic. Both word recognition and comprehension are necessary for reading. Identifying symbols in written text that correlate to spoken language is the process of word recognition [13]. Localized reading materials especially on the context of learners in an island school can serve as an innovative and effective intervention strategy. By incorporating local context, examples and familiar settings, localized materials can make learning more relevant and interesting for students, leading to better comprehension and retention of information. Developing localized materials will best promote literacy, preserve culture and empower community. Additionally, Contextualized materials, tailored to the real-world experiences of students, are known to improve engagement and comprehension by making learning more relevant to students' everyday lives [14]. The study explored on the current state of reading conditions Stage 1 and 2 learners in Parang Cueva Elementary School. Specifically, it seeks the profile of the respondents in terms of the following: grade level taught, gender, Highest educational attainment ,age, length of service, the level of effectiveness of various interventions and strategies employed to enhance reading comprehension, the challenges encountered by teachers in addressing the reading comprehension of learners and any significant relationship between the profile of the respondents and the level of effectiveness of various interventions and strategies employed to enhance reading comprehension and the localized reading materials could developed.

2. MATERIALS AND METHODS

The study analyzed the reading comprehension ability among Key Stage 1 and 2 learners of Parang Cueva Elementary School during the school year 2024–2025. To attain the purpose of the study, the study utilized the descriptive method of study. A questionnaire served as the instrument for data collection. Once the data was gathered, it will be analyzed to provide understanding of the impact of strategic practice together with the reward systems on improving mathematics excellence. The study identified and develops grade level contextualized reading material to improve comprehension. It was conducted during the school year 2024–2025 at Parang Cueva Elementary School, Schools Division of Batangas City. The respondents were the seven (7) teachers Parang Cueva Elementary School District X. These teachers were handling key stage 1 and 2 learners for school year 2024-2025. Also, the study participants had followed total enumeration at the said school. To achieve the objectives of the study, the study employed the descriptive method of study, as it was deemed the most appropriate and effective approach in addressing the study problems and concerns. According to [9], descriptive study is primarily concerned with describing the current state of affairs as it exists. It does not involve manipulation of variables but rather focuses on observing, describing, and documenting aspects of a situation as it naturally occurs. In line with that, a study-made questionnaire was utilized as the main data-gathering tool to collect factual and relevant information. In the collection of data, the study sent

a letter to the Division Schools Superintendent of the Division of Batangas City to inform him about the study to be conducted. Once the letter was approved and released, corresponding letters were also sent to the Public Schools District Supervisor (PSDS) of the district to inform her about the involvement of the respective school heads. Before administering the questionnaire, the study distributed letters of consent to the school heads as respondents of the study, providing clear information and stating the purpose of the study. Afterwards, questionnaires via Google Forms were distributed to the school heads upon their approval or signing of the informed consent. The data were gathered, tallied, and processed using the Statistical Package for Social Sciences (SPSS). The processed data were then interpreted and analysed, and the results were used as the basis for formulating the output of the study. A summary of findings, conclusions, and recommendations was formulated based on the interpreted results. Weighted mean was used to determine the extent of effectiveness of various interventions and strategies employed to enhance reading proficiency. Chi-Square was applied to determine if there was a significant relationship between the respondents' profile and the level of effectiveness of the interventions used by the teachers. Additionally, books periodicals, journals, references and the internet were used for collecting the required secondary data while self-administrated questionnaire was used and distributed to the study sample for the purpose of collecting the primary data.

3. RESULTS AND DISCUSSION

The following are the data gathered by the study from the KS1 and KS2 teacher of Parang Cueva Elementary School relative to improving learners reading comprehension. The study gathered the data through a Google form. The study determined the profile of the respondents in terms of grade level handled, sex, educational attainment and length in service. The tables that follow provide the distribution of respondents according to their profile.

Table 01: Profile of the Respondents in terms of Grade Level Handled

Grade Level	Frequency
Kinder	1
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	1
Total	7

Table 01 outlines the distribution of respondents based on the grade level handled. It includes respondents from various grade levels ranging from Kinder to Grade 6, with each grade level having one respondent. A total of 7 respondents is represented, each handling a specific grade level. The data suggests a group of respondents handling different grade levels, which is particularly important when examining the impact of contextualized materials on enhancing learners' comprehension skills. Contextualized materials, tailored to the real-world experiences of students, are known to improve engagement and comprehension by making learning more relevant to students' everyday lives [15].

Table 02: Profile of the Respondents in terms of Gender

Gender	Frequency	Percentage %
Male	0	0
Female	7	100
Total	7	100

The table indicates that all of the respondents are female, with no male respondents represented in the survey. The entire sample consists of female respondents, which could influence the results of the study, particularly if the gender of educators impacts their approach to teaching or the materials they use. The composition of the respondents (100% female) might suggest a certain gendered perspective in the approach to using contextualized materials to enhance comprehension skills. Gender can influence teaching practices, as study suggests that female educators tend to use more nurturing, communicative, and collaborative approaches [16]. These qualities can be beneficial when employing contextualized materials, as they align well with the social and emotional engagement that such materials often encourage.

Table 03: Profile of the Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0
Units in Masteral	3	43
Master Degree	4	57
Units in Doctoral	0	0
Doctorate Degree	0	0
Total	7	100

The table reflects that the majority of the respondents have attained a Master's Degree (57%), while 43% have completed Units in Masteral (but have not yet finished the degree) after attaining their Bachelor's Degree, none of the respondents have earned Doctoral Units, or a Doctorate Degree. Master's Degree holders are likely to have a deeper understanding of instructional strategies and curriculum development. Their advanced training equips them with the knowledge to incorporate contextualized learning materials that meet the diverse needs of students, making learning more relevant and engaging. Study has shown that educators with higher educational qualifications are often more adept at using innovative strategies, like contextualization, which can improve learners' comprehension [17].

Table 04: Profile of the Respondents in terms of Age

Age	Frequency	Percentage (%)
20-25	0	0
26-30	0	0
31-35	1	14.29
36-40	2	28.57
41-45	3	42.86
46-50	1	14.29
	7	100

The table entails that most of the respondents (42.86%) fall within the 41-45 years old age group. The next largest group is the 36-40 years old age group, with 28.57% of the respondents. Smaller portions of the sample are in the 31-35 years old and 46-50 years old groups, each contributing 14.29%. There are no respondents in the 20-25 years old or 26-30 years old age ranges. Study has shown that older

educators, particularly those with several years of teaching experience, tend to have a more developed skill set for adaptation and personalization of learning materials, including the use of contextualized materials [18].

Table 05: Profile of the Respondents in terms of Length in Service

Length in Service	Frequency	Percentage (%)
0-5 years	0	0
6-10 years	4	57.14
11-15 years	0	0
16- 20years	2	28.57
21-25 years	1	14.29
26-30 years	0	0
31 years and above	0	0
	7	100

The table shows that most respondents (57.14%) have been teaching for 6-10 years, while a smaller proportion of respondents (28.57%) have been teaching for 16-20 years. The remaining respondents (14.29%) have 21-25 years of service. There are no respondents with fewer than 6 years or more than 25 years of service. The distribution of length of service provides insights into the experience levels of the educators in terms of years spent in the field. Educators with 16-20 years of experience, while more seasoned, may be well-versed in traditional teaching methods. However, they may also be more inclined to incorporate innovative approaches, such as contextualized learning, especially if it has proven effective in improving comprehension and student engagement [19]. Their experience in the field allows them to adapt the materials to meet diverse student needs, which is key in contextualized learning that is aimed at enhancing comprehension by connecting content to students' everyday lives [20].

Table 06: Level of effectiveness of various interventions and strategies employed to enhance reading comprehension

	Weighted Mean	Verbal Interpretation
The intervention helped understand texts better	3.57	Extremely Effective
The intervention leads learner to summarize and interpret what was read more easily.	3.71	Extremely Effective
Learners' vocabulary has expanded due to the intervention	3.42	Moderately Effective
Learners recognize and understand more words while reading	3.85	Extremely Effective
Learners enjoy reading more after participating in that program	3.85	Extremely Effective
Learners read faster and more smoothly after the intervention	3.71	Extremely Effective
Learners feel more confident in my reading ability	3.57	Extremely Effective

Table 06 presents the effectiveness of various interventions and strategies employed to enhance reading comprehension. Majority of the interventions are extremely effective in promoting reading proficiency, with particularly strong results in improving text comprehension, reading enjoyment, word recognition, reading fluency, and learner confidence. Vocabulary expansion showed a moderate level

of effectiveness compared to other factors, suggesting that while learners' vocabulary did improve, the intervention may need adjustments or additional focus to yield more significant gains in vocabulary acquisition. The interventions appear to be extremely effective in improving critical aspects of reading proficiency, such as text comprehension, word recognition, reading enjoyment, and fluency. These outcomes are supported by recent studies that emphasize the importance of comprehensive reading interventions [21]. These findings suggest that the employed interventions are effective and can be further refined to optimize learners' vocabulary growth while maintaining strong improvements in other areas of reading. Overall, the interventions appear to have a positive impact on various aspects of reading proficiency, making them valuable tools for enhancing learner performance in the area.

Table 07: Challenges encountered by teachers in addressing the reading comprehension of learners

	Weighted Mean	Verbal Indicators
Learners lack motivation and interest in reading	3.42	Sometimes
Learners have difficulty understanding unfamiliar vocabulary	3.57	Often
Learners struggle with decoding words and fluency	3.14	Sometimes
Learners have limited prior knowledge and background information needed for comprehension	3.0	Sometimes
Learners exhibit poor attention span and engagement during reading activities	3.14	Sometimes
Difficulty in differentiating instruction to meet diverse student needs	3.0	Sometimes
Limited access to engaging and level-appropriate reading materials	3.0	Sometimes
Lack of sufficient time to focus on reading comprehension strategies	3.14	Sometimes
Difficulty in integrating technology effectively for reading instruction	2.86	Rarely

Table 07 presents the challenges encountered by teachers in addressing the reading comprehension of learners. The most encountered challenges relate to students' difficulty with vocabulary comprehension and decoding words, which were reported as often or sometimes by the teachers. These are well-known issues in literacy instruction and are supported by study highlighting the importance of explicit vocabulary and fluency instruction. A challenge that teachers face often is helping students understand unfamiliar vocabulary. It is consistent with study that shows vocabulary knowledge is strongly correlated with reading comprehension [22]. Study showed that lack of motivation can hinder comprehension and engagement, but teachers can use strategies such as interest-based reading or interactive activities to address that challenge [23]. Meanwhile, issues such as limited prior knowledge, poor attention span, and the difficulty of differentiating instruction as sometimes challenges. These challenges can be addressed through various instructional strategies, such as activating prior knowledge and using more engaging and differentiated learning experiences. Technology integration in reading instruction was reported as a rare challenge, which suggests that teachers generally have access to the necessary tools but may require ongoing professional development to make the best use of them in reading instruction appears to be a rare challenge. However, technology can be a powerful tool for enhancing reading comprehension when used properly [24].

Table 08: Significant Relationship between Grade Handled and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension

Effectiveness Category	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
Kinder to Grade 3	4	0		
Grade 4 to Grade 6	2	1		
Total	6	1		
			3.841	1.699

Table 08 presents the computed Chi-Square value (1.699) is less than the critical value (3.841), means that the result fail to reject the null hypothesis. It suggests that there is no significant relationship between the Grade Level Handled and the Effectiveness of Interventions based on that result.

Table 09: Significant Relationship between Gender and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension

Effectiveness Category	Male	Female	Critical Value	Chi-Square Value
Extremely Effective	0	6		
Moderately Effective	0	1		
Total	0	7	3.841	0

Table 09 shows the significant Relationship between Gender and Level of Effectiveness of various interventions and strategies employed to enhance reading proficiency, using a chi-square with a significance level of 0.05; the critical value is 3.841 and 0 chi-square value. Since 0 is less than 3.841, the results fail to reject the null hypothesis. That means there is no significant relationship between Gender and the effectiveness of the intervention.

Table 10: Significant Relationship between Educational Attainment and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension

Educational Attainment	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
Bachelor's Degree	0	0		
Units in Masteral	2.14	0.86		
Master's Degree	2.86	1.14		
Units in Doctoral	0	0		
Doctorate Degree	0	0		
			9.488.	0.0561.

Table 10 presents the significant relationship between educational attainment and level of effectiveness of various interventions and strategies employed to enhance reading proficiency, the computed chi-square statistic (0.0561) is less than the critical value (9.488), the results fail to reject the null hypothesis, which means there is no significant relationship between Educational Attainment and the effectiveness of the intervention in that case.

Table 11: Significant Relationship between Age and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension

	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
20-25	0	0		
26-30	0	0		
31-35	0.714	0.286		
36-40	1.429	0.571		
41-45	2.143	0.857		
46-50	0.714	0.286		
Total	5	2	11.070	1.86

Table 11 indicates the significant relationship between age and level of effectiveness of various interventions and strategies employed to enhance reading proficiency, using a chi-square table with a significance level of 0.05; the critical value is approximately 11.070 and computed chi-square of 1.86. Since 1.86 is less than 11.070, the results fail to reject the null hypothesis which also means there is no significant relationship between the age group and the effectiveness of the intervention.

Table 12: Significant Relationship between Length of Service and Level of Effectiveness of various interventions and strategies employed to enhance reading comprehension

	Extremely Effective	Moderately Effective	Critical Value	Chi-Square Value
0-5 years	0	0		
6-10 years	3	1		
11-15 years	0	0		
16-20 years	1	1		
21-25 years	0	1		
26-30 years	0	0		
31 years and above	0	0		
Total	4	3	12.592	1.934

Table 12 summarizes the significant relationship between length of service and level of effectiveness of various interventions and strategies employed to enhance reading proficiency. Using a chi-square with a significance level of 0.05, the critical value is approximately 12.592 and 1.934 chi-square value. Since 1.934 is less than 12.592, the results fail to reject the null hypothesis. That means there is no significant relationship between Length in Service and the effectiveness of the intervention.

Table 13: Developed Localized Materials in Improving Learners Comprehension

Grade Level	Title of Developed Localized Materials	Description	Quarter
Grade 1	Si Menchie and Batang Suwail	Used as spring board of the lesson	Q1-Q2
	My compilation of Short Stories with questions	Used as reading intervention for struggling readers	Q1-Q4
	Ang Aking Pamilya	Use as Springboard of the lesson	Q2

Grade 2	Gantimpala sa Pagiging Masinop	Tagalog Short Story with questions to be answered by learners	Q2
Grade 3	Ikaw ba ay Mapagakaktiwalaan?	Use as spring board of the lesson	Q1
	Kayamanan	Use as spring board of the lesson	Q1
	Mag-aaral Ako	Short Story for Grade 3 Learners	Q2
	Ang Tahanan ng Isda	Short Story for Grade 3 Learners	Q2
	Ang Punong Talisay	Short Story for Grade 3 Learners	Q2
	Dalampasigan	Short Story for Grade 3 Learners	Q3
	Tubig ay Mahalaga	Short Story for Grade 3 Learners	Q3
	Salamat Inay	Short Story for Grade 3 Learners	Q3
	Ang Paru-paro	Short Story for Grade 3 Learners	Q4
	Tama Sila	Short Story for Grade 3 Learners	Q4
Grade 4	My Unforgettable Journey Story	A short Story	Q1
	Beautiful Isla Verde	A short Story	Q1
	Pulong Bato	A short Story	Q1
	The Infinity Tree	A short Story	Q1
Grade 5	The Digestive System 3D Model	Used as spring board in presenting the lesson	Q2
	My Short Stories	Used for reading intervention sessions, a compilation of teacher made short stories with comprehension questions	Q1-Q4
Grade 6	The Life Cycle of a Butterfly	Used in presenting the lesson	Q1
Kindergarten	Ang Bakasyon ng Kambal	Short Story for Kindergarten Learners	Q4

Table 14: Developing Contextualized Reading Materials to Improve Reading Comprehension of Key Stage 1 and 2 Learners

Objectives	Activities	Person Involved	Timeline	Success Indicator
To assess the current reading comprehension level and needs of learners	Conduct baseline reading assessments and teacher interviews	School Head, Teachers, Learners	June-July 2025	Reading needs profile

To identify local themes, culture, and experiences for contextualization	Gather community-based stories, local vocabulary, and cultural references	Teachers, Parents, Community Reps	August–September 2025	Community resource file
To develop contextualized reading materials suitable for Key Stage 1 and 2	Create and write stories, reading passages, and comprehension activities aligned with learners' levels	Teachers, English/Reading Coordinators	September–October 2025	Contextualized reading materials
To pilot the materials and collect feedback	Implement materials in selected classes and gather teacher/learner feedback	Teachers, Learners	October 2025	Revised and improved materials
To evaluate the impact of the materials on reading comprehension	Conduct post-assessment and compare with baseline data	Teachers, School Head	November 2025	Assessment report
To finalize, QA, and share the contextualized materials school-wide	Print/distribute materials and present results to faculty	School Head, Teachers, QA Team	December 2025	Distributed modules and final report

4. CONCLUSION

Based on the findings, the following conclusions were drawn: The respondents were mostly experienced female teachers in their late 30s to early 40s, holding higher educational degrees—reflecting a knowledgeable and well-rounded group. Their background may shape how they view reading-related challenges and solutions. Most of the interventions used to boost reading proficiency were found effective, especially in improving comprehension, fluency, word recognition, and learners' interest in reading. Teachers commonly reported that students struggled with vocabulary and word decoding—challenges that occurred often or sometimes in their classrooms. The study found no significant link between teachers' profiles and how effective the reading interventions were among learners at Parang Cueva Elementary School.

5. RECOMMENDATIONS

From the conclusions drawn, the following recommendations were presented:

- Teachers are encouraged to implement targeted interventions that directly address learners' needs—particularly in building vocabulary, improving reading fluency, and boosting engagement.

- Schools should provide continuous professional development to help teachers handle diverse learning needs and effectively integrate technology in reading instruction.
- Access to varied and level-appropriate reading materials—both in print and digital formats—must be ensured to support all types of learners.
- Regular monitoring and evaluation of reading programs should be carried out to assess their effectiveness and make necessary improvements.
- Partnerships with parents and the community are vital in supporting reading initiatives beyond the classroom, such as at home and through extracurricular activities.

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