



Engaging Pedagogical Strategies in Boosting Academic Performance in Comprehension Skills And Appreciation of Text

Janette L. Hoyle¹, Rufino T. Tudlasan, Jr.²

Author Information:

^{1,2} Graduate School, Cebu Technological University-Main Campus, Cebu City, Philippines

Correspondence:

janette.hoyle@deped.gov.ph

Article History:

Date Received: July 21, 2026

Date Revised: August 5, 2026

Date Accepted: August 6, 2026

Date Published: August 28, 2026

DOI: <https://doi.org/10.67903/ijroms0312>

Document ID: 2026IJROMS0312

Recommended Citation:

Hoyle, J. L., & Tudlasan, R. T. (2026). Engaging Pedagogical Strategies in Boosting Academic Performance in Comprehension Skills and Appreciation. *International Journal of Research on Multidisciplinary Studies*, 1(7), 385-402. <https://doi.org/10.67903/ijroms0312>

Abstract. As educational systems continue to adapt to evolving curricular standards and increasing literacy demands, students are expected to demonstrate higher levels of reading comprehension and critical engagement with texts. However, many learners struggle to adjust to these changing expectations, highlighting the need for effective instructional approaches. This study examined the relationship between teachers' pedagogical strategies and the reading comprehension performance of Grade 7 students in a public secondary school in the Philippines during the School Year 2024-2025. Using a descriptive-correlational research design, data were collected from English teachers and students through a validated research instrument and analyzed using descriptive statistics and correlation analysis. Findings revealed that pedagogical strategies were frequently practiced, with interactive teaching and differentiated learner-centered approaches emerging as the most utilized instructional methods. Students demonstrated very satisfactory reading comprehension performance, particularly in applying reading strategies, although challenges remained in evidence-based interpretation and higher-order comprehension tasks. Results further revealed a significant positive relationship between the use of pedagogical strategies and reading comprehension performance ($r = 0.692$, $p = 0.012$), indicating that students exposed to diverse and engaging instructional practices tend to achieve stronger learning outcomes. The findings underscore the importance of responsive pedagogy in supporting literacy development, educational quality, and the advancement of Sustainable Development Goal 4.

Keywords: Academic Performance; Pedagogical Strategies; Reading Comprehension; Strategy-Based Learning Activities; San Miguel

Introduction

The rapid transformation of education has increased expectations for learners to demonstrate advanced literacy skills, including critical analysis, reasoning, and meaningful engagement with texts. In the Philippines, the implementation of the MATATAG Curriculum reinforces the need to strengthen foundational literacy while preparing learners for more complex academic demands (Sanchez & Dagondon, 2025). Despite curriculum reforms and teacher development initiatives, reading comprehension remains a persistent challenge among Filipino learners. Reading comprehension is a fundamental competency that supports academic achievement by enabling learners to construct meaning, think critically, and apply knowledge across disciplines. Evidence shows that reading proficiency is strongly associated with learners' use of effective reading strategies and comprehension practices (Costino-Sanoria & Oco, 2023). As a result, improving reading comprehension remains a major concern among educators and policymakers.

Among the factors influencing learner achievement, pedagogical strategies are among the most important and actionable. Research has shown that differentiated instruction, interactive learning, and cooperative approaches improve reading comprehension by addressing diverse learner needs and promoting meaningful engagement with texts (Nasaar, 2018; Potot et al., 2023; Topalov, 2023; Usman et al., 2026). Furthermore, innovative, learner-centered, and technology-supported pedagogies have been found to enhance student engagement and English language achievement, highlighting the critical role of effective teaching practices in literacy development (Atanoso & Jarabelo, 2025). Within the Philippine educational context, improving literacy remains a priority as many learners can read words but struggle to comprehend texts (Apiles, 2025; Tomas et al., 2021). Research indicates that reading comprehension is influenced by both instructional and learner-related factors, highlighting the importance of effective teaching practices (Costino-Sanoria & Oco, 2023). Studies in Philippine secondary schools have shown that strategic reading instruction,



cooperative learning, and learner-centered approaches significantly enhance reading comprehension and learner engagement (Lagdaan & Sevilla, 2025; Mahilum & Escarlos, 2025; Penepona, 2025). Likewise, teachers' competence and instructional practices have been identified as important predictors of learners' academic achievement (Pamon & Oco, 2024). However, despite these findings, limited research has examined the relationship between teachers' pedagogical strategies and the reading comprehension performance of junior high school learners in public secondary schools, particularly amid ongoing curriculum reforms that require higher levels of literacy proficiency.

Against this backdrop, the present study examined the relationship between teachers' pedagogical strategies and the reading comprehension performance of Grade 7 students in a public secondary school. As educational reforms continue to raise literacy expectations and require learners to engage with increasingly complex texts, understanding the instructional practices that support reading achievement becomes increasingly important. By investigating the extent to which pedagogical strategies are associated with students' comprehension

Research Questions

This study examined the relationship between pedagogical strategies and the reading comprehension performance of Grade 7 students at Bugang National High School in the Division of Bohol during the School Year 2024–2025.

Specifically, it sought to answer the following questions:

1. To what extent are pedagogical strategies utilized in English instruction in terms of:
 - 1.1 interactive teaching strategies;
 - 1.2 differentiated and learner-centered strategies;
 - 1.3 technology-integrated strategies;
 - 1.4 feedback and assessment strategies; and
 - 1.5 motivation and classroom climate strategies?
2. What is the level of students' reading comprehension performance in terms of:
 - 2.1 using appropriate reading strategies;
 - 2.2 reading intensively to find answers to specific questions; and
 - 2.3 citing evidence to support a general statement about a text?
3. Is there a significant relationship between pedagogical strategies and students' reading comprehension performance?
4. What strategy-based learning activities may be proposed based on the findings of the study?

Scope and Delimitation of the Study

This study examined the relationship between teachers' pedagogical strategies and the reading comprehension performance of Grade 7 students at Bugang National High School in the Division of Bohol during the School Year 2024–2025. Specifically, it investigated the extent to which English teachers employed pedagogical strategies related to interactive teaching, differentiated and learner-centered instruction, technology integration, feedback and assessment, and classroom motivation and climate, and determined their association with students' reading comprehension performance. The study involved five English teachers and sixty-five Grade 7 students who were directly engaged in English instruction during the research. Data were obtained through adapted and validated research instruments and analyzed using appropriate descriptive and inferential statistical techniques. Moreover, the findings should be interpreted within the specific educational setting and population covered by the study.

Literature Review

Pedagogical Strategies

In contemporary education, effective pedagogy extends beyond the transmission of information and emphasizes active learner engagement, critical thinking, collaboration, and the development of higher-order cognitive skills. The effectiveness of teaching is therefore largely determined by how instructional strategies are designed and implemented to meet learners' diverse needs and learning contexts. The importance of pedagogical strategies is strongly supported by constructivist theory, which views learning as an active process in which learners construct knowledge through interaction with experiences and prior understanding (Piaget, 1976). Within English language education, this perspective suggests that students learn more effectively when they engage with texts through discussion, inquiry, reflection, and authentic learning activities rather than passively receiving information. Consequently, instructional approaches that encourage participation and exploration are considered essential for promoting deeper learning and sustained academic growth.



The social dimension of learning further reinforces the importance of effective pedagogy. Learning occurs most successfully when learners receive appropriate support from teachers and peers through guided interaction and scaffolded instruction (Hausfather, 1996). This perspective highlights the value of collaborative learning, guided reading, cooperative tasks, and differentiated instruction in helping learners develop competencies that may initially be beyond their independent capabilities. Through meaningful interaction and structured support, students gradually acquire the knowledge and skills necessary for academic success.

Contemporary educational reforms have intensified the need for responsive pedagogical practices. The implementation of curriculum reforms, including the MATATAG Curriculum in the Philippines, places greater emphasis on foundational literacy, learner-centered instruction, and the development of critical thinking skills. While such reforms aim to improve educational quality, they also require learners to adapt to changing expectations and learning standards. In this context, pedagogical strategies serve as vital mechanisms for facilitating learners' transition and ensuring that instructional practices remain responsive to evolving curricular demands.

Research consistently demonstrates the positive influence of pedagogical strategies on student learning outcomes. Effective instructional practices promote engagement, motivation, and academic achievement by creating learning environments that encourage active participation and meaningful interaction (Dzaiy & Abdullah, 2024). Similarly, teacher competence in selecting and implementing appropriate instructional approaches has been found to significantly influence students' academic performance, particularly in language learning contexts where comprehension, communication, and critical thinking are essential competencies (Bamidele, 2024).

Differentiated instruction has emerged as one of the most widely recognized learner-centered approaches in contemporary education. By adapting content, learning activities, and assessment practices according to students' readiness levels, interests, and learning preferences, differentiated instruction promotes inclusivity and enhances learning opportunities for diverse learners (Goyibova et al., 2025). This approach aligns with the Theory of Multiple Intelligences, which recognizes that learners possess varying strengths and modes of understanding that influence how they acquire knowledge and demonstrate learning (Gardner & Hatch, 1989). When instructional practices acknowledge these differences, learners are more likely to remain engaged and achieve meaningful academic progress.

The integration of technology has also expanded the possibilities of effective pedagogy. Digital instructional practices provide learners with access to interactive resources, multimedia materials, and flexible learning environments that support comprehension and engagement. Following the educational disruptions caused by the COVID-19 pandemic, technology-enhanced learning has become an increasingly important component of English instruction, enabling teachers to deliver personalized and interactive learning experiences that support the diverse needs of learners (Hasumi & Chiu, 2024). Such developments highlight the evolving nature of pedagogy and the necessity of adapting instructional strategies to contemporary educational realities.

Within the Philippine context, pedagogical strategies continue to play a critical role in improving English language learning outcomes. Studies have shown that interactive, collaborative, and differentiated instructional approaches significantly enhance learner engagement and reading comprehension performance (Casinto, 2025). Likewise, English teachers who employ flexible and responsive teaching practices create learning environments that foster higher levels of participation, motivation, and language proficiency among students (Pandey, 2024). These findings suggest that effective pedagogy remains a fundamental factor in promoting educational quality and learner achievement.

Collectively, the literature indicates that pedagogical strategies serve as essential drivers of student learning. By promoting active engagement, meaningful interaction, differentiated support, and critical thinking, effective instructional practices create conditions that enable learners to adapt to changing educational demands and achieve improved academic outcomes.

Reading Comprehension Performance

Reading comprehension performance refers to learners' ability to construct meaning from written texts through processes such as interpreting information, identifying relationships among ideas, making inferences, evaluating evidence, and synthesizing knowledge. As a fundamental literacy skill, reading comprehension serves as the foundation for learning across disciplines and significantly influences students' overall academic success. Learners who demonstrate strong comprehension skills are better equipped to access information, engage in critical thinking, and participate effectively in educational activities.

From a cognitive perspective, reading comprehension involves complex mental processes that require learners to organize, interpret, and apply information meaningfully. Learning occurs most effectively when individuals actively process information rather than merely receive it, emphasizing the importance of comprehension as an active cognitive endeavor (Mcquire, 1966). Similarly, reading comprehension requires



learners to integrate prior knowledge with new information, enabling them to construct coherent understandings of texts and apply acquired knowledge in various contexts (Anderson, 1983).

The development of reading comprehension extends beyond basic understanding and encompasses increasingly sophisticated cognitive processes. Bloom's Revised Taxonomy conceptualizes learning as a progression from remembering and understanding toward higher-order skills such as analyzing, evaluating, and creating (Anderson, 1983; Krathwohl, 2002). Within English language education, effective reading comprehension therefore requires learners not only to identify information but also to interpret meaning, evaluate arguments, and generate informed responses based on textual evidence. These higher-order skills are particularly important in contemporary curricula that emphasize critical literacy and analytical thinking.

Social and cultural experiences likewise influence reading comprehension. According to sociocultural theory, comprehension develops through interaction, dialogue, and collaborative engagement with others (Hausfather, 1996). Learners refine their understanding of texts through guided discussions, questioning activities, and scaffolded learning experiences that support the development of interpretive and analytical skills. This perspective underscores the importance of instructional environments that encourage meaningful communication and collaborative learning.

Despite its significance, reading comprehension remains a persistent educational challenge. Numerous studies indicate that many learners continue to experience difficulties in interpreting texts, identifying evidence, and engaging in higher-order comprehension tasks, particularly within contexts undergoing educational reforms and curriculum transitions (Deane, 2020). These challenges are especially relevant in the Philippines, where efforts to strengthen foundational literacy have intensified in response to concerns regarding learner achievement and educational quality (Basabe & Galigao, 2024).

The implementation of the MATATAG Curriculum reflects the Philippine educational system's commitment to strengthening literacy competencies and improving learning outcomes among basic education learners (Soriano, 2025). However, curriculum reforms inevitably require learners to adapt to new expectations, competencies, and assessment standards. During such transitions, reading comprehension becomes increasingly important as students are expected to engage with more complex texts and demonstrate deeper levels of understanding. Consequently, the ability to comprehend, analyze, and evaluate information serves as a critical indicator of academic readiness and success.

Empirical evidence further highlights the relationship between strategic reading behaviors and comprehension performance. Learners who employ effective reading strategies, including predicting, questioning, summarizing, monitoring understanding, and evaluating evidence, demonstrate stronger comprehension outcomes and improved academic achievement (Loopoo & Balfour, 2021). Similarly, structured reading interventions and guided instructional support have been shown to enhance learners' ability to process information, interpret meaning, and respond critically to texts (Zimmermann & Reed, 2020).

Research within Philippine secondary schools likewise demonstrates that reading comprehension is closely associated with instructional quality and learner engagement. Teachers' use of purposeful reading strategies, guided instruction, and interactive learning activities contributes significantly to learners' ability to understand, interpret, and appreciate texts (De Ocampo et al., 2024). These findings reinforce the view that reading comprehension is not solely a learner attribute but a skill that can be strengthened through effective instructional practices. Overall, the literature suggests that reading comprehension performance is a multidimensional construct shaped by cognitive processes, social interaction, instructional experiences, and educational contexts. As literacy demands continue to evolve, strengthening reading comprehension remains essential for promoting academic success, lifelong learning, and meaningful participation in an increasingly knowledge-driven society.

Methodology

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between English teachers' pedagogical strategies and the reading comprehension performance of Grade 7 learners at Bugang National High School during the School Year 2024–2025. The descriptive component was used to determine the extent to which English teachers implemented pedagogical strategies and to assess learners' reading comprehension performance. The correlational component was employed to determine whether a significant relationship existed between the identified pedagogical strategies and students' reading comprehension outcomes. This design was considered appropriate because it enabled the investigation of naturally occurring relationships between variables without manipulating the educational environment.



Research Locale

The study was conducted at Bugang National High School, a public secondary school located in the Municipality of San Miguel, Bohol, Philippines. The school serves learners from Bugang and neighboring communities and has continuously supported educational reforms implemented by the Department of Education, including the K to 12 Program and the MATATAG Curriculum. With its commitment to quality instruction, literacy development, and learner-centered educational practices, the school provided an appropriate setting for examining the relationship between pedagogical strategies and reading comprehension performance among junior high school learners.

Research Participants

The study respondents consisted of five (5) English teachers and sixty-five (65) Grade 7 learners enrolled at Bugang National High School during the School Year 2024–2025. The teacher-respondents were selected through total enumeration, as all Grade 7 English teachers in the school were included in the study. The learner-respondents were selected from different Grade 7 sections to represent varying levels of reading ability and academic performance. The inclusion of both teachers and learners enabled the study to examine pedagogical practices alongside corresponding learner outcomes, thereby providing a comprehensive understanding of the variables under investigation.

Research Instrument

Data were collected using two adapted research instruments. The first instrument assessed the pedagogical strategies employed by English teachers across five dimensions: Interactive Teaching Strategies, Differentiated and Learner-Centered Strategies, Technology-Integrated Strategies, Feedback and Assessment Strategies, and Motivation and Classroom Climate Strategies. The instrument was adapted from the Philippine Professional Standards for Teachers (PPST) framework and supported by established pedagogical models proposed by Danielson (2013) and Marzano (2017). The second instrument measured learners' reading comprehension performance based on three competency areas: using appropriate reading strategies, reading intensively to locate specific information, and citing textual evidence to support interpretations and generalizations. The instrument was aligned with the Department of Education English Curriculum Guide and the Most Essential Learning Competencies (MELCs) for Grade 7 English. Both instruments utilized a four-point Likert scale. Prior to administration, the instruments underwent expert validation to ensure content relevance, clarity, and alignment with the study's objectives.

Data Gathering Procedure

Upon approval of the research proposal, a formal request was submitted to the school administration to secure permission to conduct the study. After obtaining authorization, the researcher coordinated with the English teachers regarding the schedule and administration of the research instruments. An orientation was conducted to explain the study's purpose, procedures, and significance to all participants. Informed consent from teachers and parents or guardians, as well as assent from student participants, was secured prior to data collection. Participants were informed that their involvement was voluntary and that all information gathered would be treated with strict confidentiality in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Following the completion of ethical requirements, the questionnaires were administered and subsequently retrieved for data processing and analysis.

Results and Discussions

Research Question 1: To what extent are pedagogical strategies utilized in English instruction in terms of interactive teaching strategies, differentiated and learner-centered strategies, technology-integrated strategies, feedback and assessment strategies and motivation and classroom climate strategies?

Table 1. Teachers' and Students' Perceived Extent of Teachers' Utilization of Interactive Teaching Strategies in English Instruction

Indicators	Teachers		Learners		Interpretation
	WM	SD	WM	SD	
1. Encourages open discussion and idea-sharing during English lessons.	3.85	0.22	3.80	0.25	Always Practiced
2. Uses questioning techniques that stimulate students' critical thinking.	3.75	0.30	3.72	0.28	Always Practiced
3. Promotes group or pair activities to support collaborative learning.	3.60	0.33	2.58	0.36	Always Practiced
4. Integrates role plays, debates, or simulations to make lessons engaging.	3.25	0.40	2.20	0.38	Often Practiced
5. Provides opportunities for students to express opinions in English.	3.45	0.29	3.42	0.31	Always Practiced
Overall	3.58	0.31	3.54	0.32	Always Practiced

Table 1 presents the perceived extent of English teachers' utilization of interactive teaching strategies. The findings revealed a consistently high level of implementation, as reflected by the teachers' overall weighted mean of 3.58 (SD = 0.31) and the students' overall weighted mean of 3.54 (SD = 0.32), both verbally interpreted as Always Practiced. The minimal variation between teachers' and students' responses suggests a high degree of convergence in their perceptions, indicating that interactive instructional practices are consistently integrated into English classroom instruction. This close agreement further implies that learners not only recognize these pedagogical approaches but also regularly experience them as integral components of their learning environment.

Among the instructional practices examined, encouraging open discussion and idea-sharing during English lessons obtained the highest ratings from both teachers (WM = 3.85, SD = 0.22) and students (WM = 3.80, SD = 0.25). This finding suggests that classroom discourse is a central instructional practice through which learners actively negotiate meaning, express their interpretations, and deepen their understanding of texts. Together with effective questioning techniques and collaborative learning activities, open discussion provides opportunities for students to evaluate multiple perspectives, justify their interpretations using textual evidence, and collaboratively construct meaning. These instructional practices are consistent with learner-centered approaches that promote active cognitive engagement and support the development of higher-order thinking skills essential for reading comprehension.

Conversely, role plays, debates, and simulations received the comparatively lowest ratings from both teachers (WM = 3.25, SD = 0.40) and students (WM = 2.20, SD = 0.38), although both remained within the Often Practiced category. Rather than indicating limited implementation, this finding may suggest that performance-based instructional strategies are used less frequently than discussion-oriented activities because they often require more extensive instructional planning, classroom management, and time. These interactive approaches typically involve structured preparation and active learner participation, making them comparatively more challenging to integrate into routine classroom instruction. Nevertheless, their continued implementation reflects teachers' recognition of experiential learning as a valuable instructional approach that provides authentic opportunities for learners to apply language skills, strengthen communication, and deepen their comprehension of literary and informational texts.

Overall, the findings indicate that interactive teaching strategies have become a well-established component of English instruction within the participating school. The consistently high ratings across both respondent groups suggest that teachers have successfully cultivated classroom environments characterized by dialogue, collaboration, inquiry, and active learner engagement. Such instructional conditions are particularly important because reading comprehension is increasingly viewed as a socially mediated process in which learners construct meaning through interaction with teachers, peers, and texts rather than through individual information processing alone. Moreover, the close similarity between teachers' and students' perceptions strengthens the credibility of the findings, indicating that the reported instructional practices are not only intended by teachers but also recognized and experienced by learners during classroom instruction.

The present findings strongly support the principles of Social Constructivist Theory proposed by Lev Hausfather, which posits that learning is facilitated through meaningful social interaction, collaborative dialogue, and guided participation. The consistent use of discussion-based, collaborative, and inquiry-oriented instructional strategies demonstrates that English teachers regularly create learning environments in which students actively construct knowledge through interaction with teachers and peers. Such instructional practices reflect Hausfather's concept of scaffolded learning, wherein learners gradually develop higher cognitive processes through social engagement and purposeful instructional support.

Furthermore, the findings are consistent with recent empirical evidence demonstrating that interactive pedagogies enhance reading comprehension by encouraging learners to question texts, exchange perspectives, and participate in collaborative meaning-making (Liu et al., 2021; Cui & Pacheco, 2023). Likewise, studies have shown that dialogic practice improves inferential comprehension by asking students to connect the text to prior knowledge rather than remain at a literal level of recall (Aprinawati & Ayu, 2026; Grolig et al., 2020). The consistency between the present findings and existing theoretical and empirical literature reinforces the importance of sustained implementation of interactive instructional practices in supporting students' development of reading comprehension.

From a pedagogical perspective, these findings underscore the importance of maintaining classroom environments in which interaction is a central mechanism for learning. While discussion-based strategies appear to be consistently implemented, expanding the integration of performance-oriented instructional approaches such as debates, simulations, and role-playing activities may provide students with additional opportunities to apply comprehension skills in authentic communicative contexts. A balanced implementation of diverse interactive teaching strategies may therefore strengthen students' analytical reasoning, communicative competence, and deeper engagement with texts, ultimately improving reading comprehension among junior high school learners.

Table 2. Teachers' and Students' Perceived Extent of Teachers' Utilization of Differentiated and Learner-Centered Strategies in English Instruction

Indicators	Teachers		Learners		Interpretation
	WM	SD	WM	SD	
1. Adapts English lessons to match learners' proficiency levels.	3.80	0.26	3.78	0.29	Always Practiced
2. Designs remedial activities for struggling learners.	3.70	0.30	3.68	0.31	Always Practiced
3. Prepares enrichment tasks for advanced learners.	3.55	0.33	3.52	0.34	Always Practiced
4. Provides learners with activity options suited to their interests.	3.45	0.31	3.43	0.33	Always Practiced
5. Uses various methods to address multiple learning styles.	3.40	0.35	3.38	0.32	Always Practiced
Overall	3.58	0.31	3.56	0.32	Always Practiced

Table 2 presents the perceived extent of English teachers' utilization of differentiated and learner-centered strategies. The findings indicate a consistently high level of implementation, as reflected in the teachers' overall weighted mean of 3.58 (SD = 0.31) and the students' overall weighted mean of 3.56 (SD = 0.32), both of which are verbally interpreted as Always Practiced. The remarkably close ratings between the two respondent groups demonstrate strong consistency in their perceptions, suggesting that differentiated instructional practices are regularly integrated into English classroom instruction. Such convergence likewise indicates that learners clearly recognize teachers' efforts to accommodate individual differences through flexible instructional approaches.

Among the instructional practices examined, adapting English lessons to match learners' proficiency levels obtained the highest ratings from both teachers (WM = 3.80, SD = 0.26) and students (WM = 3.78, SD = 0.29). This finding suggests that teachers consistently modify instructional content, reading materials, learning activities, and classroom expectations according to students' varying levels of language proficiency and reading ability. Such instructional adaptation enables learners to engage with developmentally appropriate texts, thereby reducing cognitive overload and promoting gradual progression toward higher levels of reading comprehension. Likewise, the consistently high ratings for designing remedial activities indicate that teachers intentionally provide additional instructional support for learners experiencing reading difficulties, reinforcing the principle that effective literacy instruction requires timely intervention and differentiated assistance.

Although all instructional indicators were interpreted as Always Practiced, the use of various methods to address multiple learning styles obtained the comparatively lowest ratings from teachers (WM = 3.40, SD = 0.35) and students (WM = 3.38, SD = 0.32). Rather than indicating weak instructional practice, this finding may suggest that implementing multiple instructional modalities simultaneously remains one of the more complex aspects of differentiated teaching. Addressing diverse learning preferences often requires extensive lesson preparation, instructional resources, and continuous formative assessment to ensure that teaching strategies remain responsive to learners' evolving needs. Nevertheless, the high ratings across all indicators

demonstrate that teachers consistently strive to create inclusive learning environments in which students receive appropriate instructional support, regardless of differences in ability or learning preferences.

Collectively, these findings indicate that differentiated and learner-centered instruction has become a well-established component of English language teaching within the participating school. Teachers appear to recognize learner diversity not as a classroom challenge but as an instructional consideration that guides lesson planning, instructional delivery, and assessment practices. The close agreement between teachers and students further strengthens the credibility of the findings, suggesting that teachers not only intend differentiated instructional practices but also that learners experience them throughout the instructional process. Such consistency reinforces the importance of adaptive pedagogy in promoting equitable learning opportunities and improving students' reading comprehension performance.

The present findings are strongly supported by the principles of Differentiated Instruction Theory, which posits that meaningful learning occurs when instruction is systematically adjusted according to learners' readiness, interests, and learning profiles. According to Goyibova et al. (2025), effective differentiation enables teachers to maximize learning by providing varied pathways through content, process, and assessment while maintaining high academic expectations for all learners. Similarly, the findings corroborate recent empirical evidence indicating that differentiated instructional practices significantly improve reading comprehension by providing targeted scaffolding, individualized support, and appropriately challenging learning experiences that accommodate learner diversity (Darling-Hammond et al., 2021). Recent research likewise demonstrates that learner-centered classrooms foster greater academic engagement, self-regulation, and reading achievement because students actively participate in learning experiences that reflect their individual needs and capabilities (Takona, 2025). The convergence between the present findings and contemporary literature suggests that differentiated instruction remains a critical pedagogical approach for improving reading comprehension among secondary school learners.

From a pedagogical perspective, these findings emphasize the importance of sustaining flexible instructional practices that respond to learner diversity while continuously expanding teachers' repertoire of differentiated strategies. Although lesson adaptation and remedial instruction appear to be consistently implemented, greater integration of multimodal learning experiences, personalized reading pathways, and learner choice may further strengthen students' engagement and comprehension. Continued professional development focusing on differentiated assessment, adaptive instructional design, and evidence-based learner-centered practices may therefore enhance teachers' capacity to address increasingly diverse classroom needs while promoting equitable and meaningful learning outcomes in English reading instruction.

Table 3. Teachers' and Students' Perceived Extent of Teachers' Utilization of Technology-Integrated Strategies in English Instruction

Indicators	Teachers		Learners		Interpretation
	WM	SD	WM	SD	
1. Uses PowerPoint, videos, or digital media to support instruction	3.85	0.23	3.80	0.25	Always Practiced
2. Encourages learners to use technology for writing or research.	3.70	0.29	3.65	0.30	Always Practiced
3. Utilizes online platforms or applications for English practice.	3.55	0.34	3.50	0.36	Always Practiced
4. Integrates multimedia activities to enhance language learning.	3.40	0.33	3.38	0.35	Always Practiced
5. Administers online quizzes or assessments for reinforcement.	3.20	0.39	3.18	0.37	Often Practiced
Overall	3.54	0.32	3.54	0.33	Always Practiced

Table 3 presents the perceived extent of English teachers' utilization of technology-integrated strategies. The findings reveal a consistently high level of implementation, as reflected in the teachers' overall weighted mean of 3.54 (SD = 0.32) and the students' overall weighted mean of 3.50 (SD = 0.33), both of which are verbally interpreted as Always Practiced. The close similarity between teachers' and students' responses indicates a strong convergence in their perceptions, suggesting that digital technologies have become a regular and recognizable component of English classroom instruction. This consistency further implies that technology integration is not confined to occasional classroom activities but is routinely incorporated into instructional practices that support language learning and reading comprehension.

Among the instructional practices examined, the use of PowerPoint presentations, videos, and other digital media to support instruction received the highest ratings from both teachers (WM = 3.85, SD = 0.23) and students (WM = 3.80, SD = 0.25). This finding underscores the central role of multimedia resources in

facilitating reading instruction by presenting information through complementary visual and auditory modes, thereby enhancing learners' understanding of complex texts. Multimedia-enhanced instruction enables teachers to contextualize reading materials, clarify unfamiliar concepts, and stimulate learner engagement by presenting authentic language inputs and interactive learning experiences. Likewise, the consistently high ratings for encouraging learners to utilize technology for writing and research suggest that teachers intentionally promote digital literacy alongside language development, enabling students to access, evaluate, and synthesize information using diverse technological resources.

Although all instructional indicators received favorable evaluations, administering online quizzes or digital assessments for reinforcement obtained the comparatively lowest ratings from teachers ($WM = 3.20$, $SD = 0.39$) and students ($WM = 3.18$, $SD = 0.37$), both interpreted as Often Practiced. Rather than reflecting limited instructional competence, this finding may indicate practical constraints associated with implementing technology-based assessments, including inconsistent internet connectivity, limited availability of digital devices, varying levels of technological infrastructure, and the additional preparation required for online assessment design. Despite these challenges, the continued use of digital assessments demonstrates teachers' recognition of technology as a valuable mechanism for providing timely feedback, monitoring learners' progress, and reinforcing reading comprehension through formative assessment practices.

Taken collectively, these findings suggest that technology integration has become an established feature of English language instruction within the participating school. The consistently high ratings across both respondent groups indicate that teachers have effectively incorporated digital tools into classroom instruction to enhance learner engagement, facilitate independent learning, and enrich reading experiences. Furthermore, the close agreement between teachers' and students' perceptions strengthens the credibility of the findings, indicating that the reported instructional practices are not only intentionally implemented by teachers but are likewise experienced by learners throughout the instructional process. Such consistency reflects a classroom environment in which technology functions as an integral component of pedagogy rather than a supplementary instructional resource.

The present findings are supported by the principles of the Technological Pedagogical Content Knowledge (TPACK) Framework, which emphasizes that effective technology integration occurs when teachers successfully integrate technological knowledge, pedagogical expertise, and subject-matter understanding to enhance learning outcomes. According to Kumbo et al. (2023), meaningful technology integration goes beyond the mere use of digital tools and requires thoughtful alignment among technology, instructional strategies, and curriculum objectives. The findings likewise corroborate recent empirical evidence demonstrating that technology-enhanced instruction significantly improves students' reading comprehension by increasing engagement, promoting interactive learning experiences, and facilitating access to authentic digital texts and multimedia resources (Adeyiga & Mpungose, 2025; Shadiev & Yang, 2020). Similarly, recent studies have shown that digital learning environments foster greater learner motivation, critical thinking, and reading achievement by providing personalized learning opportunities, immediate feedback, and collaborative online experiences that extend learning beyond the traditional classroom setting (Yu, 2022). The convergence of the present findings and the contemporary literature suggests that the purposeful integration of educational technology substantially enhances students' reading comprehension.

From a pedagogical perspective, these findings underscore the importance of sustaining meaningful technology integration while expanding teachers' capacity to utilize digital assessment tools more consistently. Although multimedia resources and technology-supported research activities appear to be well-established in English instruction, greater emphasis on formative digital assessments may further strengthen teachers' ability to monitor learners' comprehension and provide timely instructional interventions. Continued professional development focusing on educational technology, digital assessment literacy, and technology-enhanced pedagogies may therefore enable teachers to maximize the instructional potential of digital tools while preparing learners to become competent, critical, and independent readers in increasingly technology-driven learning environments.

Table 4. Teachers' and Students' Perceived Extent of Teachers' Utilization of Feedback and Assessment Strategies in English Instruction

Indicators	Teachers		Learners		Interpretation
	WM	SD	WM	SD	
1. Uses PowerPoint, videos, or digital media to support instruction.	3.85	0.21	3.82	0.24	Always Practiced
2. Encourages learners to use technology for writing or research.	3.75	0.26	3.70	0.28	Always Practiced
3. Utilizes online platforms or applications for English practice.	3.55	0.33	3.50	0.32	Always Practiced
4. Integrates multimedia activities to enhance language learning.	3.35	0.33	3.32	0.36	Always Practiced
5. Administers online quizzes or assessments for reinforcement.	3.20	0.38	3.18	0.35	Often Practiced
Overall	3.54	0.30	3.50	0.31	Always Practiced

Table 4 presents the perceived extent of English teachers' utilization of feedback and assessment strategies. The findings revealed consistently high levels of implementation across both respondent groups, with teachers obtaining an overall weighted mean of 3.54 (SD = 0.30) and students obtaining 3.50 (SD = 0.31), both of which were verbally interpreted as Always Practiced. The close agreement between teachers' and students' responses indicates that assessment practices are consistently implemented and recognized within English classrooms. Such convergence strengthens the credibility of the findings by suggesting that the instructional practices reported by teachers are likewise experienced by learners throughout classroom instruction.

Among the instructional practices examined, providing immediate and constructive feedback on students' work received the highest ratings from both teachers (WM = 3.85, SD = 0.21) and students (WM = 3.82, SD = 0.24). This finding highlights the central role of timely feedback in facilitating learning and improving reading comprehension. Immediate feedback enables learners to identify errors, clarify misunderstandings, and reinforce appropriate reading strategies while learning is still in progress. Rather than serving solely as corrective information, constructive feedback promotes learner reflection, strengthens metacognitive awareness, and encourages students to take greater responsibility for monitoring their academic development. Likewise, the consistently high ratings for the use of formative assessments indicate that teachers regularly monitor learners' comprehension and adjust instruction to meet students' evolving learning needs.

The indicators concerning the use of objective assessment rubrics and the encouragement of peer and self-assessment also received favorable evaluations from both respondent groups, suggesting that teachers actively incorporate assessment practices that promote transparency, learner participation, and reflective thinking. These instructional approaches extend assessment beyond teacher evaluation by enabling learners to understand performance expectations, critically evaluate their own work, and develop greater confidence in monitoring their academic progress. Such learner-centered assessment practices contribute to the development of independent learning behaviors that are essential for sustained academic success.

Despite the overall favorable findings, communication of students' academic progress, along with individualized suggestions for improvement, received the lowest ratings from teachers (WM = 3.20, SD = 0.38) and students (WM = 3.18, SD = 0.35). However, both remained within the Often Practiced category. Rather than indicating weak implementation, this finding suggests that individualized progress communication may occur less consistently than immediate classroom feedback. Providing personalized recommendations often requires additional instructional time, careful documentation of learner performance, and sustained teacher-learner interaction, making it comparatively more demanding within regular classroom settings. Nevertheless, its continued implementation demonstrates teachers' recognition of the importance of guiding learners beyond simple performance evaluation toward continuous academic improvement.

Collectively, these findings indicate that feedback and assessment strategies have become an integral component of English instruction within the participating school. The consistently high ratings across teachers and students suggest that classroom assessment extends beyond measuring achievement to actively supporting learning through constructive feedback, formative monitoring, and reflective instructional practices. The close agreement between respondent groups further indicates that learners experience these assessment approaches consistently, reinforcing the reliability of the reported instructional practices. Such findings underscore the increasingly recognized role of formative assessment in improving reading comprehension by helping learners monitor their progress and continuously refine their learning strategies.

The present findings are consistent with the principles of Assessment for Learning (AfL), which emphasizes that assessment should function as an ongoing process that supports learning rather than merely

evaluates achievement. The framework proposed by Black and Wiliam posits that formative assessment enhances student achievement by providing timely feedback, identifying learning gaps, and informing instructional adjustments throughout the teaching-learning process. The findings likewise corroborate recent empirical evidence demonstrating the separation into reading comprehension, self-regulation through reflection, and academic achievement through responsive instruction. In fact, across all three, the consistent pattern is that feedback works best as part of a full formative cycle, not as comments delivered in isolation (Nicol & Macfarlane-Dick, 2006; Yan & Chiu, 2022). Similarly, research has shown that the most consistent pattern is that self- and peer assessment help when students actively use criteria, reflect on gaps, and receive sufficient structure or training to evaluate their progress effectively (Craig & Kay, 2025; Li et al., 2020). The convergence of the present findings with both theoretical and empirical evidence suggests that sustained implementation of feedback-oriented assessment practices contributes substantially to students' reading comprehension performance.

From a pedagogical perspective, these findings emphasize the importance of maintaining assessment practices that are timely, constructive, and learner-centered. While immediate classroom feedback and formative assessments appear to be consistently implemented, a greater emphasis on communicating individualized progress and providing personalized learning recommendations may further strengthen students' academic growth.

Table 5. Teachers' and Students' Perceived Extent of Teachers' Utilization of Motivation and Classroom Climate Strategies in English Instruction

Indicators	Teachers		Learners		Interpretation
	WM	SD	WM	SD	
1. Creates a supportive and encouraging learning environment.	3.85	0.20	3.82	0.22	Always Practiced
2. Recognizes student effort and improvement in English class.	3.75	0.25	3.70	0.28	Always Practiced
3. Relates English lessons to real-life experiences.	3.55	0.30	3.50	0.33	Always Practiced
4. Uses activities that sustain learner interest and enjoyment.	3.40	0.32	3.38	0.34	Always Practiced
5. Promotes respect, participation, and inclusivity among learners.	3.16	0.33	3.18	0.34	Often Practiced
Overall	3.53	0.29	3.49	0.32	Always Practiced

Table 5 presents the perceived extent of English teachers' utilization of motivation and classroom climate strategies. The findings revealed consistently high levels of implementation, as evidenced by the teachers' overall weighted mean of 3.53 (SD = 0.29) and the students' overall weighted mean of 3.49 (SD = 0.32), both of which were verbally interpreted as Always Practiced. The close correspondence between teachers' and students' responses indicates a strong consensus regarding the regular implementation of motivational practices within English classrooms. Such convergence suggests that learners consistently experience classroom environments characterized by encouragement, support, and meaningful engagement, thereby reinforcing the reliability of the reported instructional practices. Among the instructional practices examined, creating a supportive and encouraging learning environment obtained the highest ratings from both teachers (WM = 3.85, SD = 0.20) and students (WM = 3.82, SD = 0.22). This finding highlights the importance of establishing positive classroom relationships that promote learner confidence and active participation. Such emotionally supportive classrooms foster greater learner engagement and contribute to the development of positive attitudes toward English language learning. Likewise, the consistently high ratings for recognizing students' effort and improvement further demonstrate teachers' commitment to reinforcing learners' motivation through positive affirmation and constructive encouragement.

The indicators relating English lessons to real-life experiences and sustaining learner interest through engaging classroom activities also received favorable evaluations from both respondent groups. These findings suggest that teachers regularly contextualize instructional content by connecting reading materials with authentic situations that learners can easily relate to, thereby increasing the relevance and meaningfulness of classroom instruction. At the same time, incorporating enjoyable and interactive learning activities appears to sustain learners' curiosity and maintain their active involvement throughout the reading process. Such learner-centered motivational practices not only enhance classroom engagement but also encourage students to perceive reading as a meaningful and enjoyable learning experience rather than a purely academic requirement.

Despite the generally positive findings, promoting respect, participation, and inclusivity among learners obtained the comparatively lowest ratings from teachers (WM = 3.16, SD = 0.33) and students (WM = 3.18, SD = 0.34). However, both remained within the Often Practiced category. Rather than indicating inadequate classroom management, this finding suggests that fostering equitable participation among learners with varying language proficiencies may remain an instructional challenge. Creating truly inclusive learning environments requires teachers to carefully balance classroom participation, encourage quieter learners to contribute, and provide equitable opportunities for all students to engage meaningfully in classroom discourse. These practices often demand continuous teacher facilitation, differentiated participation strategies, and sustained attention to learners' diverse communication needs.

Collectively, these findings indicate that motivation and classroom climate strategies constitute a well-established component of English instruction within the participating school. The consistently high evaluations from both teachers and students demonstrate that English classrooms are generally characterized by supportive teacher-learner relationships, meaningful learning experiences, and instructional practices that foster learners' confidence and engagement. The close agreement among respondent groups further suggests that the motivational strategies implemented by teachers are not only intentionally planned but also recognized and experienced by learners throughout classroom instruction. Such findings reinforce the importance of positive classroom environments as essential conditions for improving reading comprehension and sustaining students' long-term academic motivation.

The present findings are consistent with the principles of Self-Determination Theory, which posits that learners become intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are adequately supported. According to Deci and Ryan, classroom environments characterized by encouragement, meaningful relationships, and learner support foster greater academic engagement, persistence, and achievement. The findings likewise corroborate recent empirical evidence that a positive classroom climate significantly enhances students' reading motivation, engagement, and comprehension by fostering emotional security and active participation in learning activities (Ryan & Deci, 2020; Wang et al., 2022). Similarly, research has shown that supportive teacher-student relationships and motivational instructional practices strengthen learners' academic resilience, confidence, and willingness to participate in higher-order literacy activities, ultimately contributing to improved reading performance (Reeve, 2021; Patrick et al., 2023). The consistency between the present findings and existing theoretical and empirical literature suggests that maintaining a positive classroom climate represents a critical component of effective English language instruction.

From a pedagogical perspective, these findings underscore the importance of sustaining learning environments in which motivation, respect, and emotional support coexist with effective instructional practices. While supportive classroom relationships and learner encouragement appear to be consistently implemented, greater emphasis on promoting equitable participation and strengthening inclusive classroom interactions may further enhance learners' engagement and confidence in English. Teachers may therefore consider incorporating more collaborative learning structures, differentiated participation techniques, and inclusive classroom routines that encourage every learner to contribute actively regardless of language proficiency. Strengthening these motivational and classroom climate strategies may consequently foster deeper reading comprehension, greater learner autonomy, and improved academic performance among junior high school students.

Research Question 2: What is the level of students' reading comprehension performance in terms of using appropriate reading strategies, reading intensively to find answers to specific questions and citing evidence to support a general statement about a text?

Table 6. Teachers' and Students' Perceived Level of Grade 7 Students' Academic Performance in English Reading Comprehension

	Competencies	Teachers		Learners		Interpretation
		WM	SD	WM	SD	
1.	Use appropriate reading strategies (e.g., scanning, skimming, close reading) to meet one's purpose;	3.36	0.35	3.95	0.34	Outstanding
2.	Read intensively to find answers to specific questions;	3.15	0.27	3.19	0.26	Very Satisfactory
3.	Cite evidence to support a general statement about a text?	3.24	0.19	3.21	0.18	Very Satisfactory
Overall		3.36	0.34	3.45	0.27	Very Satisfactory

Table 6 presents the academic performance of Grade 7 students in English across three essential reading comprehension competencies. The findings indicate that learners demonstrated generally high levels

of academic achievement. Teachers reported an overall weighted mean of 3.36 (SD = 0.34), verbally interpreted as Outstanding, while students reported an overall weighted mean of 3.45 (SD = 0.27). These findings suggest that learners consistently demonstrate proficiency in applying essential reading comprehension skills and that both respondent groups recognize a high level of academic performance. The relatively close ratings between teachers and students further indicate a shared perception regarding students' competence in accomplishing the targeted English learning outcomes.

Among the competencies examined, using appropriate reading strategies, including scanning, skimming, and close reading according to one's reading purpose, obtained the highest ratings from both teachers (WM = 3.36, SD = 0.35) and students (WM = 3.95, SD = 0.34), both interpreted as Outstanding. This finding highlights learners' strong ability to employ strategic reading behaviors in response to the demands of a particular reading task. Rather than relying on a single approach to reading, students appear capable of selecting appropriate comprehension strategies that facilitate efficient information retrieval, general understanding, and deeper textual analysis. Such competency reflects the successful integration of instructional practices that explicitly model and reinforce strategic reading behaviors within English classrooms.

The competency reading intensively to locate answers to specific questions received weighted means of 3.15 (SD = 0.27) from teachers and 3.19 (SD = 0.26) from students, both verbally interpreted as Very Satisfactory. Although slightly lower than the first competency, these findings indicate that learners generally can examine texts carefully to retrieve specific information accurately. Intensive reading requires sustained attention, careful interpretation of textual details, and the ability to distinguish relevant information from supporting details. The consistently favorable ratings suggest that instructional practices emphasizing guided reading, teacher questioning, and close textual analysis have contributed positively to students' development of these comprehension skills.

Meanwhile, citing textual evidence to support general statements about a text obtained weighted means of 3.24 (SD = 0.19) for teachers and 3.21 (SD = 0.18) for students, both interpreted as Very Satisfactory. Although this competency received the lowest ratings among the three indicators, the results demonstrate that learners generally can justify their interpretations using textual information. The slightly lower evaluation may reflect the greater cognitive complexity associated with evidence-based reasoning, which requires learners not only to comprehend textual content but also to synthesize information, evaluate supporting details, and construct logical arguments based on explicit evidence. These higher-order literacy skills typically require sustained instructional support and repeated opportunities for analytical reading and written justification.

Collectively, the findings indicate that Grade 7 students demonstrate commendable levels of reading comprehension across the essential competencies assessed. The predominance of Outstanding and Very Satisfactory ratings suggests that learners have developed strong foundational reading skills while continuing to strengthen more advanced competencies involving critical analysis and evidence-based interpretation. The consistency of teachers' and students' perceptions further reinforces the credibility of these findings, suggesting that learners' academic achievement reflects authentic classroom experiences rather than isolated performance measures.

The present findings are consistent with the principles of Constructivist Learning Theory, which posits that learners develop deeper understanding through active engagement, guided learning experiences, and meaningful interaction with instructional materials. The high levels of performance observed across the assessed competencies suggest that the pedagogical strategies implemented in English classrooms provide learners with sufficient opportunities to construct meaning, apply comprehension strategies, and develop increasingly sophisticated reading skills. The findings likewise corroborate recent empirical evidence that learner-centered pedagogical approaches generally improve reading comprehension and often strengthen strategic reading, especially when they combine active text engagement with explicit strategy instruction rather than passive delivery (Li et al., 2022; Wendaferew & Damtew, 2023; Yapp et al., 2021). Similarly, Aghaie and Zhang (2012) and Chinpakdee and Gu (2021) stress that explicit strategy instruction consistently improves higher-order reading, including evaluation, analysis, and strategic control of text processing. The consistency between the present findings and existing theoretical and empirical literature suggests that sustained implementation of effective pedagogical strategies substantially improves students' academic performance in English.

These findings underscore the importance of maintaining instructional approaches that explicitly develop strategic reading while simultaneously strengthening learners' higher-order comprehension skills. Although students demonstrated outstanding performance in selecting and applying appropriate reading strategies, greater instructional emphasis may be placed on evidence-based interpretation and analytical reasoning through text-dependent questioning, argumentative writing activities, and collaborative literary discussions. Strengthening these higher-order literacy competencies may further enhance students' critical

reading abilities and overall academic achievement in English, thereby supporting the broader objective of developing independent, reflective, and proficient readers.

Research Question 3: Is there a significant relationship between pedagogical strategies and students' reading comprehension performance?

Table 7. Relationship Between Teachers' Utilization of Pedagogical Strategies and Grade 7 Students' Academic Performance in English Reading Comprehension

Variables	Computed r – value	Critical p -value	Decision on H_0	Interpretation
Pedagogical Strategies and Academic Performance	0.692	0.012	Reject H_0	Significant

Table 7 presents the results of the Pearson product-moment correlation analysis examining the relationship between the overall extent of pedagogical strategies and students' academic performance. The analysis yielded a correlation coefficient of $r = 0.692$ with a corresponding p -value of 0.012, indicating a statistically significant positive relationship at the 0.05 level of significance. Consequently, the null hypothesis was rejected. The correlation coefficient indicates a moderately strong positive association, suggesting that higher levels of pedagogical strategy implementation are associated with higher levels of students' academic performance in English. Although correlation does not establish causality, the magnitude of the relationship provides substantial evidence that classrooms characterized by consistent implementation of effective instructional practices are likewise associated with stronger learner outcomes. This finding implies that the systematic use of interactive instruction, differentiated learning experiences, technology integration, formative assessment, constructive feedback, and motivational classroom practices collectively contributes to improving students' reading comprehension and overall English achievement.

The strength of the observed relationship further suggests that effective pedagogy functions not as an isolated instructional technique but as a comprehensive system of classroom practices that simultaneously supports cognitive, behavioral, and affective dimensions of learning. Interactive discussions promote deeper comprehension through collaborative meaning-making; differentiated instruction ensures that learning activities align with students' readiness levels; technology integration provides multimodal opportunities for engagement; formative assessment facilitates continuous instructional adjustment; and motivational classroom environments encourage sustained learner participation. From a theoretical perspective, the findings provide empirical support for the Social Constructivist Theory, which posits that learning is enhanced through meaningful interaction, guided participation, and scaffolded instruction. Consistent implementation of learner-centered pedagogical strategies enables students to actively construct knowledge through collaboration, dialogue, reflection, and continuous feedback, thereby facilitating deeper comprehension and higher academic achievement. The observed relationship likewise supports contemporary learner-centered instructional frameworks that emphasize the interconnected roles of instructional quality, classroom engagement, and responsive teaching in promoting meaningful learning outcomes.

The present findings are likewise consistent with recent international research demonstrating that instructional quality remains one of the strongest school-based predictors of student achievement. Studies have shown that teachers who consistently employ evidence-based pedagogical strategies—including differentiated instruction, formative assessment, collaborative learning, and technology-supported instruction—produce significantly greater gains in reading comprehension and overall academic performance than classrooms relying primarily on traditional teacher-centered approaches (Darling-Hammond et al., 2021). Similarly, research by Amirova (2025) demonstrated that classrooms characterized by interactive dialogue and continuous formative feedback significantly improve students' higher-order comprehension skills and academic engagement. The moderately strong correlation obtained in the present study therefore reinforces the growing body of international evidence suggesting that instructional quality remains a critical determinant of learners' educational success. These findings highlight the importance of sustaining comprehensive pedagogical practices rather than emphasizing individual instructional techniques in isolation. While each pedagogical domain contributes uniquely to student learning, their combined implementation appears to generate stronger academic outcomes by simultaneously addressing learners' cognitive development, motivation, engagement, and instructional support. Consequently, schools should continue to strengthen teachers' pedagogical competence through sustained professional development that focuses on differentiated instruction, technology-enhanced learning, formative assessment, and interactive teaching



methodologies. Such initiatives may further improve students' reading comprehension performance and contribute to higher levels of academic achievement in English.

Ethical Considerations

This study was conducted in accordance with established ethical principles governing educational research to protect participants' rights, dignity, privacy, and welfare throughout the research process. Prior to data collection, formal approval was obtained from the appropriate educational authorities, including the Department of Education Division Office and the school principal of the participating institution. Participation was entirely voluntary, with informed consent secured from all teacher participants and, for Grade 7 learners, parental consent accompanied by student assent, as they were minors. Participants were adequately informed of the study's objectives, research procedures, and their right to decline or withdraw from participation at any stage without penalty or prejudice. The study strictly maintained confidentiality and anonymity by assigning identification codes to participants and excluding all personally identifiable information from the data analysis and reporting of findings. Students' academic performance records were accessed only with proper authorization and managed in full compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). All data were collected solely for academic and research purposes, securely stored, and made accessible only to the researchers. Furthermore, the study posed no foreseeable physical, psychological, emotional, or social risks, as the research instruments contained only non-sensitive questions concerning instructional practices and learning experiences, and data collection was conducted at schedules approved by the school to minimize disruption to regular classroom activities.

Conclusion

The study concluded that teachers consistently implemented a wide range of pedagogical strategies in English instruction, particularly interactive teaching and differentiated, learner-centered approaches, which collectively fostered meaningful classroom engagement and supported students' development of reading comprehension. Grade 7 students demonstrated generally high academic performance in English, exhibiting strong competence in applying appropriate reading strategies and showing opportunities for further improvement in intensive reading and in using textual evidence to support interpretations. The findings further established a statistically significant positive relationship between teachers' use of pedagogical strategies and students' academic performance, indicating that the consistent implementation of learner-centered, interactive, technology-integrated, feedback-oriented, and motivating instructional practices substantially improves reading comprehension outcomes. These results underscore the critical role of effective pedagogy in promoting students' academic achievement and affirm that high-quality instructional practices remain essential in strengthening English language learning and developing proficient, reflective, and independent readers.

Recommendations

Based on the study's findings, it is recommended that the Department of Education continue to strengthen instructional policies that promote evidence-based and learner-centered pedagogical practices through sustained professional development programs focused on interactive instruction, differentiated teaching, technology integration, formative assessment, and classroom motivation strategies. School administrators are encouraged to support teachers by providing adequate instructional resources, technology infrastructure, mentoring opportunities, and continuous monitoring of pedagogical implementation to enhance the quality of English instruction. English teachers are encouraged to maximize the use of the developed strategy-based learning activities and further diversify classroom practices by incorporating more performance-based learning experiences, technology-enhanced instruction, formative feedback, and differentiated interventions that strengthen students' higher-order reading comprehension skills, particularly in intensive reading and evidence-based textual analysis. Students should actively participate in collaborative learning experiences and continuously practice critical reading strategies that promote deeper comprehension and analytical thinking. Finally, future researchers are encouraged to replicate the study in different educational settings, using larger and more diverse samples, or to employ mixed-methods and longitudinal research designs to examine further the long-term influence of pedagogical strategies on students' academic performance and reading comprehension development.

References

- Adeyiga, A. A., & Mpungose, C. B. (2025). Teaching reading comprehension in the digital age: a case study of secondary English teachers in Ogun State, Nigeria. *African Identities*, 1–15. <https://doi.org/10.1080/14725843.2025.2528879>
- Aghaie, R., & Zhang, L. (2012). Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. *Instructional Science*, 40, 1063–1081. <https://doi.org/10.1007/s11251-011-9202-5>
- Amirova, N. (2025). Traditional vs. Non-Traditional Teaching in Secondary Education: A Comparative Analysis. *Porta Universorum*, 1(3), 101–109. <https://doi.org/10.69760/portuni.010309>
- Anderson, J. R. (1983). A spreading activation theory of memory. *Journal of Verbal Learning and Verbal Behavior*, 22(3), 261–295. [https://doi.org/10.1016/S0022-5371\(83\)90201-3](https://doi.org/10.1016/S0022-5371(83)90201-3)
- Apiles, V. (2025). Building reading classrooms: Insights from educational service contracting schools in the Philippines. *International Journal of Educational Management & Development Studies*. <https://doi.org/10.53378/ijemds.353142>
- Aprinawati, I., & Ayu, C. (2026). Efektivitas Membaca Nyaring Dialogis terhadap Pemahaman Inferensial Siswa Kelas V Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*. <https://doi.org/10.23969/jp.v1i101.41812>
- Atanoso, M. C., & Jarabelo, I. (2025). The relationship between innovative teaching strategies and student engagement of grades 6 learners. *Psychology and Education: A Multidisciplinary Journal*, 50(1), 1–10. <https://doi.org/10.70838/pemj.500101>
- Bamidele, E. O. (2024, October 12). TEACHER COMPETENCE AND ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA. <https://unijerps.org/index.php/unijerps/article/view/764>
- Basabe, G., & Galigao, R. (2024). Teaching quality and literacy: professional development opportunities. *Pantao, International Journal of the Humanities and Social Sciences*. <https://doi.org/10.69651/pijhsso30422>
- Casinto, C. D. (2025). The Teaching and Learning of Reading: Its challenges, Strategies, and effectiveness in the Philippine context: A Systematic review. *International Journal of Language and Literary Studies*, 7(5), 345–356. <https://doi.org/10.36892/ijlls.v7i5.2344>
- Chinpakdee, M., & Gu, P. (2021). The impact of explicit strategy instruction on EFL secondary school learners' reading. *Language Teaching Research*, 28, 296–319. <https://doi.org/10.1177/1362168821994157>
- Costino-Sanoria, C., & Oco, R. M. (2023). Factors Associated with Reading Performance in English. *Asian Journal of Education and Social Studies*, 44(4), 24–32. <https://doi.org/10.9734/ajess/2023/v44i4968>
- Craig, C. D., & Kay, R. (2025). Online Student Peer-Assessment in Higher Education: A Systematic Review of the Literature. *Journal of University Teaching and Learning Practice*. <https://doi.org/10.53761/7jj6at39>
- Cui, Y., & Pacheco, M. B. (2023). Meaning-making and collaboration: teacher scaffolds within a translanguaging pedagogy. *Journal of World Languages*, 9(3), 371–399. <https://doi.org/10.1515/jwl-2023-0021>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- De Ocampo, L. L. L., Tosino, W. F., & Martir, E. M. (2024). Teachers' Reading Comprehension Strategies, Approaches, and Challenges. *International Journal of Science and Management Studies (IJSMS)*, 154–210. <https://doi.org/10.51386/25815946/ijsms-v7i3p107>
- Dzaiy, A. H. S., & Abdullah, S. A. (2024). The use of active learning strategies to foster effective teaching in higher education institutions. *Zanco Journal of Humanity Sciences*, 28(4). <https://doi.org/10.21271/zjhs.28.4.18>
- Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4–10. <https://doi.org/10.3102/0013189x018008004>
- Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, B. (2025). Differentiation approach in education: Tailoring instruction for diverse learner needs. *MethodsX*, 14, 103163. <https://doi.org/10.1016/j.mex.2025.103163>
- Grolig, L., Cohrdes, C., Tiffin-Richards, S. P., & Schroeder, S. (2020). Narrative dialogic reading with wordless picture books: A cluster-randomized intervention study. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2019.11.002>



- Guthrie, J., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffiddi, N. T., & Tonks, S. (2004). Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403–423. <https://doi.org/10.1037/0022-0663.96.3.403>
- Hasumi, T., & Chiu, M. (2024). Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186x.2024.2346044>
- Hausfather, S. J. (1996). Vygotsky and Schooling: Creating a Social Context for Learning. *Action in Teacher Education*, 18(2), 1–10. <https://doi.org/10.1080/01626620.1996.10462828>
- Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
- Kumbo, L., Mero, R. F., & Hayuma, B. J. (2023). Navigating the digital Frontier: Innovative Pedagogies for Effective technology integration in education. *The Journal of Informatics*, 3(1), 14–33. <https://doi.org/10.59645/tji.v3i1.142>
- Lagdaan, R. M. B., & Sevilla, N. B. (2025). "The Effectiveness of Reading Comprehension Strategies in Enhancing Literacy Skills of Junior High School Students in The Philippines: A Systematic Review". *Research and Analysis Journal*. <https://doi.org/10.18535/raj.v8i08.560>
- Lam, J. H. Y., Leachman, M. A., & Pratt, A. S. (2024). A systematic review of factors that impact reading comprehension in children with developmental language disorders. *Research in Developmental Disabilities*, 149, 104731. <https://doi.org/10.1016/j.ridd.2024.104731>
- Li, H., Gan, Z., Leung, S., & An, Z. (2022). The Impact of Reading Strategy Instruction on Reading Comprehension, Strategy Use, Motivation, and Self-Efficacy in Chinese University EFL Students. *SAGE Open*, 12. <https://doi.org/10.1177/21582440221086659>
- Li, H., Xiong, Y., Hunter, C., Guo, X., & Tywoniw, R. (2020). Does peer assessment promote student learning? A meta-analysis. *Assessment & Evaluation in Higher Education*, 45, 193–211. <https://doi.org/10.1080/02602938.2019.1620679>
- Liu, X., Gu, M. M., & Jin, T. (2021). Strategy use in collaborative academic reading: Understanding how undergraduate students co-construct comprehension of academic texts. *Language Teaching Research*, 28(4), 1391–1411. <https://doi.org/10.1177/13621688211025688>
- Mahilum, D. Z. E., & Escarlos, G. S. (2025). Sociocultural Theory in the 21st-Century Philippine Secondary Classroom: A Systematic Review of Collaborative. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2025.903seduo666>
- Mananay, J. A., & Sumalinog, G. G. (2024). Classroom teaching and Management: Experiences of novice English teachers. *International Journal of Learning, Teaching, and Educational Research*, 23(10), 701–714. <https://doi.org/10.26803/ijlter.23.10.32>
- McGuire, M. T. (1966). Toward a theory of instruction. *Psychosomatic Medicine*, 28(6), 855–856. <https://doi.org/10.1097/00006842-196611000-00010>
- Mirasol, R. G. (2024). Title: exploring junior high school students' critical reading strategies and reading performance. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186x.2024.2416814>
- Moral, R., & Villarente, M. D. (2024). Teaching Strategies and Their Effects on Reading Comprehension Performance of Junior High School Students in an Inclusive Classroom Setting. *EIKI Journal of Effective Teaching Methods*, 2(1). <https://doi.org/10.59652/jetm.v2i1.138>
- Nassar, N. N. (2018). Utilizing Cooperative Learning Activities to Enhance Reading Comprehension, Student—Student Interaction, and Motivation in the EFL Classroom. *مجلة القراءة والمعرفة*. <https://doi.org/10.21608/mrk.2018.100460>
- Ng, C., Bartlett, B., Chester, I., & Kersland, S. (2013). Improving Reading Performance for Economically Disadvantaged Students: Combining Strategy Instruction and Motivational Support. *Reading Psychology*, 34, 257–300. <https://doi.org/10.1080/02702711.2011.632071>
- Nicol, D., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31, 199–218. <https://doi.org/10.1080/03075070600572090>
- Pamon, E. Q., & Oco, R. M. (2024). Teachers' competence and learners' academic performance. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 07(03). <https://doi.org/10.47191/ijmra/v7-i03-63>
- Pandey, G. P. (2024). From Motivation to Engagement in ELT: Evidence-Based Strategies for Transformation. *Journal of Critical Studies in Language and Literature*, 6(1), 39–45. <https://doi.org/10.46809/jcsll.v6i1.318>
- Penepona, R. (2025). Dyad Cooperative Learning Strategy in Enhancing Reading Comprehension. *Psychology and Education: A Multidisciplinary Journal*. <https://doi.org/10.70838/pemj.400906>

- Piaget, J. (1976). Piaget's Theory. In: Inhelder, B., Chipman, H.H., Zwingmann, C. (eds) Piaget and His School. Springer Study Edition. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-46323-5_2
- Potot, A., Kyamko, L. N., Reponte-Sereño, R. R., & Bustrillo, H. (2023). Differentiated instruction as a strategy for improving reading comprehension. *Journal of English Language Teaching and Applied Linguistics*, 5(4), 113–128. <https://doi.org/10.32996/jeltal.2023.5.4.12>
- Sanchez, J. C., & Dagondon, L. M. B. (2025). Unfulfilled Potential: A document analysis of spiral progression and curriculum coherence in Philippine junior high school science. *Journal of Education and Learning Reviews*, 2(6), 89–102. <https://doi.org/10.60027/jelr.2025.2206>
- Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Soriano, B. M. (2025). TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF INSTRUCTION UNDER THE MATATAG CURRICULUM. *Cognizance Journal of Multidisciplinary Studies*, 5(6), 1–10. <https://doi.org/10.47760/cognizance.2025.v05i06.001>
- Takona, J. P. (2025). Conceptualizing Learner-Focused Pedagogy: Approaches to instruction and learning outcomes. *Journal of Research in Education and Pedagogy*, 2(4), 487–507. <https://doi.org/10.70232/jrep.v2i4.56>
- Tomas, M. J. L., Villaros, E. T., & Galman, S. M. A. (2021). The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. *Open Journal of Social Sciences*. <https://doi.org/10.4236/jss.2021.95009>
- Topalov, J. P. (2023). Effectiveness of cooperative grouping in developing the reading skills of university-level EFL learners. *Journal of Language and Education*. <https://doi.org/10.17323/jle.2023.12399>
- Usman, U., Burhan, I., & Rahmadani, N. (2026). The Effect of the Cooperative Integrated Reading and Composition (CIRC) Learning Model on Elementary School Students' Reading Comprehension Skills. *Journal of Multidisciplinary Science: MIKAILALSYS*. <https://doi.org/10.58578/mikailalsys.v4i2.10095>
- Wendaferew, D., & Damtew, A. (2023). The Effect of Explicit Strategy Instruction on Students' Reading Comprehension Performance of Ethiopian Secondary School Students. *Education Research International*. <https://doi.org/10.1155/2023/1894026>
- Yan, Z., & Chiu, M. (2022). The relationship between formative assessment and reading achievement: A multilevel analysis of students in 19 countries/regions. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3837>
- Yapp, D., De Graaff, R., & Van Den Bergh, H. (2021). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, 27, 1456–1479. <https://doi.org/10.1177/1362168820985236>
- Yu, Z. (2022). Sustaining Student Roles, Digital Literacy, Learning Achievements, and Motivation in Online Learning Environments during the COVID-19 Pandemic. *Sustainability*, 14(8), 4388. <https://doi.org/10.3390/su14084388>
- Zamudio, R. F. (2023). *The foundational skills in reading of the junior high school students of Paracale National High School*. DepEd E-Saliksik repository. https://e-saliksik.deped.gov.ph/wp-content/uploads/2023/12/V_2023_Zamudio_The-Foundational-Skills-in-Reading-of-the-Junior-High-School-of-Paracale-National-High-School-1.pdf
- Zimmermann, L. M., & Reed, D. K. (2020). Improving reading comprehension of informational text: text structure instruction for students with or at risk for learning disabilities. *Teaching Exceptional Children*, 52(4), 232–241. <https://doi.org/10.1177/0040059919889358>