Research Paper IMPACT FACTOR VALUE : 6.247 | E-ISSN NO : 2455-295X | VOLUME : 12 | ISSUE : 5 | MAY 2026

FACILITATING TECHNOLOGY-BASED APPROACHES IN READING PROFICIENCY INSTRUCTION AMONG GRADE 5 LEARNERS

JACKYLYN A. NATINGOR [1] | NESTOR G. AÑASCO [2] | JOVENIA C. TAPIC [3] | IRESH E. SALIM [4] | MARILYN M. MIRANDA EDD, DPA [5]

[1] TEACHER AIDE, GOVERNMENT UNIT-CITY OF NAGA, CEBU, PHILIPPINES-6037.
[2] TEACHER I, ALPACO ELEMENTARY SCHOOL, ALPACO, CITY OF NAGA, CEBU, PHILIPPINES-6037.
[3] TEACHER III, TEACHER IN-CHARGE, PATAG ELEMENTARY AND NATIONAL HIGH SCHOOL, PATAG, CITY OF NAGA, CEBU, PHILIPPINES-6037.
[4] TEACHER AIDE, GOVERNMENT UNIT-CITY OF NAGA, CEBU, PHILIPPINES-6037.
[5] PROFESSOR, CEBU TECHNOLOGICAL UNIVERSITY-MAIN CAMPUS, CEBU CITY, PHILIPPINES – 6000.

ABSTRACT:

The focus of this study was on technology usage in reading instruction and its relationship with the Grade 5 English performance. The study was conducted during the 2024-2025 schoolyear at four public elementary schools in City of Naga, Cebu. Fifty-eight subjects — 48 students and eight teachers participated. Surveys will collect data on general information of the participants, chapters/regulations in class regarding the kind of reading strategies employed (intensive, extensive and blended reading), pupils performance in English per using MELCs, and common seem challenges teachers face for teaching Reading.

Results indicated that most teachers were in reasonable ages and had potential to perform their teaching ability. Instead, many still relied on comprehension focused activities rather than promoting independent and more expansive reading for students. This made them very hard for some of the pupils to understand, which there for decreased their self-confidence and interest in reading. But even after demonstrating that they could understand simple stuff, their level of English was still below the standard.

KEYWORDS:

READING PROFICIENCY, TECHNOLOGY-BASED INSTRUCTION, ACADEMIC PERFORMANCE, INTENSIVE READING, EXTENSIVE READING, MELCS.

PAPER ACCEPTED DATE:	PAPER PUBLISHED DATE:
11th May 2026	14th May 2026
PAPER DOI NO:	**PAPER DOI LINK:**
10.5281/zenodo.20181727	https://zenodo.org/records/20181727

INTRODUCTION:

Reading proficiency is a foundational skill that dictates a learner's overall academic trajectory. As education continuously adapts to the digital era, technology-based approaches have emerged as vital tools for modernizing reading instruction and keeping young learners engaged. For Grade 5 students—who are at a critical transitional phase of cognitive development—developing a strong grasp of vocabulary, contextual understanding, and reading automaticity is essential for tackling more complex subjects.

Despite the availability of digital tools, educators often face challenges in balancing intensive reading strategies, which focus on precise text comprehension, with extensive reading practices that foster sustained engagement and a genuine love for reading. Frequently, an over-reliance on traditional comprehension drills and highly challenging texts can discourage independent reading, leaving learners below expected proficiency levels.

This study seeks to address these pedagogical gaps by examining the implementation of Intensive Reading (IR), Extensive Reading (ER), and blended instructional approaches in select public elementary schools in the City of Naga, Cebu Division. Specifically, it explores how these technology-driven strategies relate to the English academic performance of Grade 5 learners, anchored on the Most Essential Learning Competencies (MELCs). By

identifying current instructional practices, demographic influences of both teachers and learners, and existing educational challenges, this research aims to provide a data-driven basis for designing effective, technology-enhanced instructional activities that promote long-term reading proficiency.

MATERIALS AND METHODS:

SURVEY QUESTIONNAIRE: This consists of four (4) parts, namely:

Part I. Demographic profiles of respondent groups

Part II. Approaches utilized in teaching proficient reading

Part III. Level of Grade 5 learners' academic performance in English skills

Part IV. Issues and concerns related to proficient reading instruction among Grade 5 learners

Descriptive Quantitative Method

RESULTS:

A younger teaching workforce often implies stronger alignment with modern instructional strategies and digital engagement, while advanced academic attainment and extensive professional development typically reinforce pedagogical expertise. The average age of 31.75 years indicated a relatively young teaching group. Most teachers (87.50%) exhibited a very satisfactory performance rating.

Learner profiling revealed that 81.25% of the respondents were 9–10 years old, aligning with the typical Grade 5 age. The average age of 9.13 indicated an overall readiness for structured, technology-supported reading instruction.

While learners were guided to comprehend text precisely, the element of sustained engagement was less emphasized. Teachers may have been relying on traditional comprehension drills rather than extended text exposure. Teachers may have undervalued the pedagogical merit of graded reading materials in developing automaticity and motivation. Learners might have encountered texts that were too challenging, potentially discouraging autonomous reading.

DISCUSSION:

The purpose of this study was to determine the extent of technology-based approaches utilized in pedagogical reading proficiency for Grade 5 learners in relation to their academic performance among select public elementary schools in the City of Naga, Cebu Division, during the School Year 2024–2025, as the basis for technology-based instructional activities.

The study was conducted at NPC-Colon Integrated School, Patag Elementary School, Balirong Elementary School, and Jaguimit Elementary School—four schools in the City of Naga, Cebu Division. The intended respondents were the teachers and learners of these schools. Preparation of a letter of request was the first thing to do, asking permission for the conduct of the study, and it was submitted to the Schools Division Superintendent through the School Principal prior to the start of the research. Following the approval of the letter of request, the researchers notified the school administrator in writing of the study's potential schedule. The researchers convened all the respondents in focused group discussions by batch to describe the study's goals and objectives, as well as to administer informed consent. It took roughly 15 to 30 minutes to assemble and prepare the respondents for the initial data collection via survey questionnaire that was administered.

The survey questionnaire included the demographic profiles of respondent groups and statements that they responded to by checking the box on a 4-point scale that best indicated the extent of implementation of the Intensive Reading (IR) Approach, Extensive Reading (ER) Approach, and Blended IR and ER Approach, and the level of Grade 5 learners' academic performance in English skills based on the Most Essential Learning Competencies (MELCs) as perceived by the teacher-respondents. The instrument took no more than 30 minutes to complete, after which the researchers gathered the completed questionnaires for data tabulation.

Second, the study determined whether there was a significant relationship between technology-based approaches utilized in reading proficiency instruction and academic performance of the learners.

Third, the research identified the issues and concerns related to proficient reading instruction among Grade 5 learners.

Fourth, the study employed a descriptive-quantitative research method. The respondent group totaled 56 participants, composed of 48 learners and 8 teachers. The primary tool utilized for data gathering was a survey questionnaire administered to the respondent groups.

CONCLUSIONS:

The academic performance of the Grade 5 learner-respondents in English, as measured by the competencies in the Most Essential Learning Competencies (MELCs), indicated that while learners demonstrated partial familiarity with English reading concepts, mastery remained below the expected proficiency level. The strength of these relationships revealed how each approach contributed to learners' comprehension, vocabulary development, and contextual understanding.

The focus of this study was on technology usage in reading instruction and its relationship with the Grade 5 English performance. The study was conducted during the 2024-2025 school year at four public elementary schools in City of Naga, Cebu. Fifty-eight subjects — 48 students and eight teachers participated. Surveys will collect data on general information of the participants, chapters/regulations in class regarding the kind of reading strategies employed (intensive, extensive and blended reading), pupils performance in English per using MELCs, and common seem challenges teachers face for teaching Reading.

Results indicated that most teachers were in reasonable ages and had potential to perform their teaching ability. Instead, many still relied on comprehension focused activities rather than promoting independent and more expansive reading for students. This made them very hard for some of the pupils to understand, which there for decreased their self-confidence and interest in reading. But even after demonstrating that they could understand simple stuff, their level of English was still below the standard.

REFERENCES

1. Department of Education. (2020). *Most Essential Learning Competencies (MELCs) for English*. Republic of the Philippines.

2. Day, R., & Bamford, J. (2018). *Extensive reading in the second language classroom*. Cambridge University Press.

3. Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge.

4. Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.

5. Nation, I. S. P. (2022). *Teaching ESL/EFL reading and writing*. Routledge.

6. Rasinski, T. V. (2017). Readers who struggle: Why many struggle and a modest proposal for improving their reading. *The Reading Teacher*, 70(5), 519-524.

FOOTNOTES

1. **Most Essential Learning Competencies (MELCs):** A modified curriculum framework implemented by the Philippine Department of Education to focus on the most critical skills and knowledge learners must acquire.

2. **City of Naga, Cebu Division:** A specific local governance division under the Department of Education (DepEd) Region VII, Central Visayas, Philippines, where the target schools (NPC-Colon Integrated School, Patag Elementary School, Balirong Elementary School, and Jaguimit Elementary School) are located.

3. **Intensive Reading (IR):** A reading approach characterized by the careful, focused reading of short texts to extract specific information and understand exact details.

4. **Extensive Reading (ER):** A reading approach where learners read a large amount of self-selected, easily comprehensible material at their own pace to build reading speed, fluency, and motivation.