



Guided Instructional Learning Activity Sheets (GILAS) as Reading Intervention for Key Stage 3 Learners

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Abstract

The study determined the effectiveness of Guided Instructional Learning Activity Sheets (GILAS) on reading performance of key stage 3 learners of Buenavista National High School, Presentacion District, Division of Camarines Sur, school year 2023-2024. Moreover, this study answered: (1) the status of reading performance of Key Stage 3 learners; (2) the design of the reading intervention crafted to improve reading performance; (3) the curricular validity of the Guided Instructional Learning Activity Sheets (GILAS); (4) the level of reading performance of the key stage 3 learners after the conduct of the Guided Instructional Learning Activity Sheets (GILAS); (5) the significant difference between the learners' level of reading before and after the conduct of the Guided Instructional Learning Activity Sheets (GILAS) reading intervention; and (6) the extent of effectiveness of Guided Instructional Learning Activity Sheets towards the level of reading performance of Key Stage 3 learners.

The study employed descriptive-comparative-correlational methods to analyze and interpret the collected data and guide the development of a reading intervention, while a teacher-made survey checklist was utilized for validation, and various statistical tools, including mean, weighted mean, standard deviation, proficiency level, t-test for dependent samples, and Cohen's D Effect Size, were used to statistically analyze the data.

The major findings were: (1) the status of reading performance level of Key Stage 3 learners was obtained by a proficiency level of 34.00, (2) the strategic reading intervention developed to achieve a good reading performance was entitled Guided Instructional Learning Activity Sheets (GILAS), it consists of various parts such as Objectives, Preliminary Activities, Learning Activities, and Assessment ; (3) the curricular validity of the Guided Instructional Activity Sheets achieved an overall average weighted mean of 3.85; (4) the reading performance of Key Stage 3 learners after the conduct of the GILAS was 52.53 proficiency level; (5) the reading performance of the Key Stage 3 learners before and after the conduct of GILAS obtained a t-statistic of 12.374 and t-critical value of 2.045 at 5% level of significance; and (6) the extent of effectiveness of Guided Instructional Learning Activity Sheets to the reading performance of Key Stage 3 learners obtained a Cohen's D effect size of 1.129.

This study had the following conclusions: (1) the overall performance level indicates that learners were under Developing (D) level as to their reading skills; (2) the reading intervention was crafted and designed to enhance the reading performance of key stage 3 learners; (3) the overall curricular validity of the lesson guide was highly valid along with the face, content, and construct validity; (4) the level of reading performance of Key Stage 3 learners was at Approaching Proficiency after the conduct of GILAS; (5) it revealed that there was a significant difference between the level of reading performances of Key Stage 3 learners before and after the intervention; and (6) the intervention have a large effect size on the reading performance of learners after the conduct of GILAS.

Keywords: Learning Activity Sheets, Reading Intervention, Key Stage 3 Learners

Introduction

Reading difficulties often become apparent in the early years of schooling. However, reading difficulties are not limited to early years of schooling; they can persist into high school. Secondary teachers, who typically focus on more advanced competencies, often find themselves needing to address fundamental reading skills and provide instruction at a basic level. This includes the necessity of reinforcing core reading skills and impose reading interventions. Reading intervention program plays a vital role in addressing this reading difficulties, and it also promotes literacy, and ensuring that learners have the necessary skills to succeed academically and in their future endeavors.

Nowadays, with the rise of digital platforms and e-books, there is a growing need to balance the benefits of technology integration with concerns about potential distractions and its impact on traditional reading skills. Personalized learning approaches are gaining traction, recognizing the diverse needs of learners, but implementation challenges and resource allocation remain pressing issues. Addressing literacy gaps among socio-economic groups remains a critical concern, necessitating targeted interventions and equitable access to quality reading materials.

Guided Instructional Learning Activity Sheets (GILAS) is an educational program that aims to help struggling learners who cannot read and comprehend properly. It is a structured and organized set of lessons, activities, and learning objectives designed to be completed in this specific time frame. It is a program designed to teach the struggling learners purely reading or literacy skill. It is designed to empower learners, boost their confidence, and equip them with the essential skills needed to be grade level ready.

Consequently, in the Sustainable Development Goals (SDGs) as cited by Khalil et. al. (2023), one of its goal focuses on the education sector. SDG Goal 4 aims to ensure inclusive, equitable, and quality education for all. Specifically, it states that: “it aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal supports the reduction of disparities and

inequities in education, both in terms of access and quality.”

Sustainable development hinges on every child receiving a quality education. Quality Education can be effectively applied to reading interventions by ensuring that learners have access to inclusive, equitable, and quality education. This includes providing appropriate reading materials and trained teachers, especially to those struggling learners.

The approach of the current study was grounded on reading instruction, incorporating elements of phonics, fluency, vocabulary development, and comprehension strategies. The reading intervention has its objectives, preliminary activities, main/learning activities, and assessment. Thus, in the DepEd Memorandum 173 s. 2019 “Hamon: Bawat Bata Bumabasa” (3Bs Initiative) states that: “the ability to read is fundamental to children’s learning, including their development of broader literacy skills, and to their future successful participation in society, including the workforce. The “Bawat Bata Bumabasa” initiative is grounded on the needs of the learners and shall develop subsequent interventions for the learners.”

This memorandum promotes an Early Literacy Program where learners “Learn to Read” should have the elements of reading which are the oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. The 3Bs Initiative is grounded on the needs of the learners and shall develop subsequent interventions for the learners.

The reading proficiency of high school learners in the Philippines remains a significant concern, with recent assessments like the Philippine Informal Reading Inventory (Phil-IRI) and Program for International Student Assessment (PISA) consistently showing Filipino students ranking among the lowest globally. Apparently, the Buenavista National High School Phil-IRI result was still very low, most of the students were still under frustration level. This indicates challenges in reading comprehension, with many learners struggling to read, understand and interpret texts.

On the other hand, the objective of the current study is to enhance the reading and comprehension proficiency of Key Stage 3 learners. This involves helping learners decode words accurately, enhance vocabulary, fluency, understand meaning, analyze texts critically, and apply effective reading strategies.

The outcomes of the intervention program will serve as a blueprint for the reading program in the subsequent year.

Reading Performance

Reading performance is essential for learners' success. Strong readers can better understand complex texts, analyze information, and communicate ideas. Unfortunately, many learners struggle with reading comprehension, impacting their overall academic performance. To improve reading skills, it's crucial to understand factors like individual differences, teaching methods, and the role of technology. Learning Activity Sheets are educational learning materials designed to engage learners in various learning activities and exercises. It serves as the instrument employed by teachers to enhance learners' understanding in specific subjects or areas where they may encounter difficulties. The Learning Activity Sheets served as the instrument for reading and comprehension to struggling learners.

In the study of Mohd and Nazeri (2015) used graded reading materials to enhance the reading skills of struggling readers, following recommended instruction stages. Qualitative observations showed improved reading skills, increased enthusiasm, and confidence among the learners. This suggests the effectiveness of alternative teaching strategies for struggling readers. The present used of various learning activity sheets in the different aspects of reading skills with the scaled and guided instructions that enhanced the reading performance of the learners.

Consequently, Noho et al. (2018) created supplementary English reading materials tailored for computer networks learners, validated by experts. Over 30% of learners had difficulties comprehending computer networks-related texts. Existing materials were general in nature and the development followed four steps, implementing three. The introduced reading materials effectively met the specific learning needs of computer networks learners. More so, activity sheets served as supplementary materials to enhance reading performance of learners.

Also, Zaini (2018) used the Dick and Carey approach within the Design of Educational Research and Development model to create an educational tool for

local educational challenges. Testing involved small and large groups of seventh-grade learners. Results showed moderate improvement in learning outcomes for both experimental and control groups. The guided inquiry model facilitated by the developed educational tools had a significant impact compared to traditional methods. Recognizing the diverse reading needs of the learners, the present study implemented a design and utilized tools that were specifically chosen to support their individual growth and improvement in reading.

According to Elena and Lacsá (2022) conducted a study at Buhaynasapa National High School during the 2020-2021 school year, focusing on Grade 8 learners. They used Learning Activity Sheets (LAS) as supplementary materials to assess English performance. Employing a one-group pretest-posttest experimental design with stratified random sampling, they found that the inclusion of LAS in modular distance learning significantly improved learners' English proficiency. The study showed notable enhancements in fact and opinion analysis, vocabulary development, and data interpretation skills.

The study of Cantonjos and Janer (2022) assessed the effectiveness of Learning Activity Sheets in enhancing problem-solving skills related to Sampling Distribution among Grade 11 learners at Bagahanglad National High School during the 2021-2022 academic year. They used a descriptive methodology and found that the experimental group significantly improved their problem-solving abilities, with post-test scores in the 85-89 range, while the control group's scores remained below 75. Learning Activity Sheets helped learners solve problems related to sampling distribution quickly, leading to a better understanding of the topic and improved problem-solving skills. Likewise, the intervention was rigorously validated through its demonstrated ability to enhance the reading performance of learners.

According to Laurel (2022) emphasizes that Learning Activity Sheets assist teachers in delivering effective lessons aligned with learners' comprehension. The study assesses the content aspects of Learning Activity Sheets in Araling Panlipunan, including accuracy, organization, language use, illustrations, images, and design. In using these sheets, the

researcher measures learners' academic performance. Teachers acknowledge their effectiveness in improving learner understanding, highlighting the need for precise and accurate learning materials for a strong foundation of subject knowledge. Learning activity sheets were recognized as a valuable resource in supporting the teaching-learning process, providing structured activities that enhance student engagement and learning outcomes.

Likewise, Kristopher (2022) introduced interactive formative assessments through Learning Activity Sheets (LAS) for individual and group learning, with four modes of interaction. These assessments, facilitated by feedback mechanisms, improved learners' comprehension of math concepts, communication skills, and their interest in math. The feedback mechanisms had positive effects on subject understanding, task completion, communication, enthusiasm for math, and social interactions. It is highly recommended to continue using and developing these LAS for distance learning. In alignment with the findings has consistently demonstrated the efficacy of learning activity sheets in supporting the teaching-learning process. These structured activities have been shown to significantly enhance student engagement and ultimately improve learning outcomes.

Consequently, Bonso and Fortes (2022) studied Learning Activity Sheets (LAS) for Junior High School learners during the pandemic, using a mixed approach of qualitative and quantitative methods. The LAS didn't fully meet high-quality criteria, although the structure and innovations aligned with essential competencies. They recommended training for English teachers in effective LAS design, quality assurance measures, and adequate time allocation for creating inclusive learning materials, benefiting all learners. Recognizing the diverse needs of struggling learners, the intervention empowered teachers by providing them with a flexible set of learning materials that could be adapted and innovated upon to create engaging and effective learning experiences.

In the study of Antonio and Mijares (2023) created and validated Contextualized Learning Activity Sheets (CLAS) for Grade 11 HUMSS learners in Earth Science at Bulusan High School. Using a developmental research method, they found that the

CLAS effectively conveyed science concepts as supplementary resources, suitable for both home and classroom learning. It was recommended to use materials like learning activity sheets and modules to facilitate independent learning and lesson delivery. Similarly, a reading intervention, learning activity sheets were used during classroom learning with the guidance of the teacher.

Moreover, Aguila and Ricafort (2023) found that their inquiry-based learning activity sheets were effective supplementary instructional materials for teaching fundamental Science concepts. Experts praised the content quality. They recommend using these sheets not only for Grade 11 ABM learners but also for learners in other academic strands and TVL strands. Further validation, testing for acceptability, and evaluation with a robust experimental design are advised. The same with the current study, the design of the intervention was validated not just for its content quality but also to the face and construct validity.

Additionally, Bordeos (2022) developed "Enhanced Learning Activity Sheets for Learners with Special Educational Needs" (ELAS for LSENs) to provide tailored learning resources. These resources support LSENs with guidance from parents, teachers, and the school community. The study found that a significant number of parents of LSENs found these materials suitable and highly beneficial, aiding their access to essential learning resources in the new normal learning environment. Therefore, by emulating the core principles of the learning resources in providing adequate support and guidance from educators and utilizing effective learning materials – learners can significantly enhance their reading proficiency.

Also, Merida et al. (2023) studied the impact of Filipino-based Learning Activity Sheets (LAS) on Grade 10 learners' understanding of plate boundaries and earthquakes in modular distance learning. Using a one-group pretest-posttest design with 30 learners from Tomas V. Rivera National High School, they found a substantial improvement in conceptual understanding. The study revealed that Filipino-based LAS significantly improved learners' mastery of these concepts in Grade 10 Science during modular distance learning. Relatively, the conducted one-group pretest-posttest design with selected learners showing

improvement in their reading performance after conducting the intervention.

Accordingly, the study of Hofileña and Bearneza (2023) found that Reconstructed Learning Activity Sheets (LAS) using an Interleaved Approach improved learner performance in Mathematics. A Posttest Only Control Group Design during the third quarter of the 2021-2022 academic year showed that learners in the experimental group, who received these reconstructed LAS, achieved higher mean scores compared to the control group using DepEd LAS. This suggests a significant performance difference in Mathematics between the two groups. Similarly, the intervention improved the reading performance of the selected learners.

Moreover, the study of Baker (2016) *Active Learning with Interactive Videos: Creating Student-Guided Learning Materials* Active Learning with Interactive Videos: Creating Student-Guided Learning Materials examines into interactive components such as embedded assessments, hotspots, audio/video lectures, audio/video discussions, and analytics. It also assesses various tools based on factors like cost, user-friendliness, availability, accessibility, and analytics capabilities. It provides valuable insights for educators and instructional designers seeking to leverage the power of interactive videos to enhance student learning outcomes.

Also, in the study of Zhang et al. (2014) introduced a Structured Reading Materials-Based Intervention Program to enhance the Psychological Capital (PsyCap) of Chinese employees. Results showed a significant increase in PsyCap and job performance for the intervention group but not for the control group. Three months after the program, the intervention group maintained higher PsyCap and job performance, while the control group's scores decreased. This suggests that the program had a lasting impact, albeit not exceptionally robust. Results revealed that an intervention made really helps to improve the performance, the same way with the reading intervention made in the current study.

According to Monica and Sriwijaya (2019) conducted an assessment of local-content-based instructional graded reading materials for junior high school learners in Lubuklinggau. The development involved

a formative evaluation, including self-evaluation, expert reviews, one-to-one assessments, small group evaluations, and field testing. Expert reviews showed a high level of validity for the prototype, with an average score of 3.23 out of 4 for content and construct on the questionnaire. Constructing localized reading materials that caters the needs of the learners showed an effectivity to address the problem in reading performance of the learners.

Subsequently, in the study of Bunterm et al. (2014) compared guided and structured inquiry in science education. Guided inquiry learners showed greater improvements in content knowledge and process skills. In one school, guided inquiry also enhanced scientific attitudes and reduced stress, likely due to increased learner engagement and effort with the instructional materials of the study of Bunterm et al. (2014). Providing consistent guidance throughout the learning process significantly enhances learners' reading performance.

Additionally, Yu et al. (2014) introduced a three-stage, context-based problem-solving learning activity involving detective films, context simulation, and project design. The study included 103 eighth-grade learners over 14 weeks. Results showed that context simulation improved learners' question formulation and solution development, while project design enhanced outcome assessment and feedback application. Context-based learning effectively nurtured a comprehensive Problem-Solving Process (PSP) in learners. The results demonstrated that significant improvements in learner performance were observed within a 14-week timeframe.

In the study of Yuliani and Suragih (2015) developed and tested guided discovery-based learning materials using the Four-D model. Eighth-grade learners from two private MTs in Medan participated. The results indicated that the materials were effective, improving learners' conceptual understanding and mathematical critical thinking. Learners responded positively to the materials and activities. The study recommends the use of the guided discovery learning model with real-life problems to enhance learner learning. Relatively, a good material may lead to learners' improvement through reading intervention.

Finally, Barthlow and Watson (2014) assessed learner achievement in high school chemistry, comparing process-oriented guided inquiry learning (POGIL) to traditional lecture-based teaching. Data from four large high schools were analyzed using analysis of covariance. POGIL reduced alternate conceptions about particulate nature of matter and improved posttest scores for both male and female learners. African-American and Hispanic learners in the POGIL group performed as well as Caucasian and Asian learners, indicating potential in addressing achievement disparities in chemistry education. Further research is needed in this regard. The current study supports the use of learning activity sheets rather than the traditional lecture-based teaching. Using of guided learning activity sheets promotes student-centered learning by providing opportunities for critical thinking and personalized learning experiences.

Reading Interventions

Reading interventions are structured, targeted instructional programs designed to support individuals, particularly struggling readers, in developing and enhancing their reading skills. These interventions are essential for addressing a wide range of reading difficulties, including decoding, comprehension, fluency, and vocabulary. The primary goal of reading interventions is to provide personalized and intensive support to help individuals, such as learners or struggling readers of all ages, overcome reading challenges and reach their full literacy potential.

There are several studies who supported various interventions for the learner to become a reader.

According to the study of Foorman et al. (2021) the effectiveness of three distinct reading interventions among second and third graders who had been identified as having reading disabilities. Each group of learners receiving one of three interventions: synthetic phonics, analytic phonics, or sight-word programs. These interventions were delivered in a resource room for 60 minutes a day over the course of one school year. They compared the progress made in phonological and orthographic processing as well as word reading skills across the three intervention groups. However, they found that the most significant factor influencing intervention outcomes was the

learners' initial differences in phonological and orthographic processing skills. The important implications for how the school provide services to learners with reading disabilities and how to identify learners who may benefit from special school program.

For learners with reading difficulties, understanding outcomes and the associated features of instruction contributing to those outcomes can inform instructional practice and assist educators in making decisions regarding learners' response to intervention. Understanding the outcomes and associated features of instruction for learners with reading difficulties is crucial for effective intervention design and implementation. The results of every intervention can lead to a good analysis and assessment on how it will make better and improved. This knowledge can inform educators in making decisions about learners' response to intervention and improve the overall effectiveness of reading instruction (Wanzek, et al., 2015).

Moreover, the study of Schmitt et al. (2015) supports the initial efficacy of a targeted intervention in improving low-income learner's self-regulation through circle-time games. Intervention participation was particularly beneficial for the literacy skills of learners. Recent educational policies have focused on improving academic achievement and shape the experiences that learners have in classroom contexts. Simultaneously, the intervention aimed to shape positive learning experiences within classroom contexts, fostering environments that encourage student engagement, critical thinking, and a holistic approach to education, thereby ensuring a well-rounded and effective learning journey for learners.

According to Fisher and Frey (2014) studied an after-school close reading intervention for 7th and 8th-grade learners. They found that close reading practices, such as annotation, repeated readings, questions, and group discussions, led to improved attendance, self-perception, and academic achievement in the intervention group compared to a conventional intervention group. The intervention, which employed various practices, including close reading activities.

Additionally, Richards-Tutor et al. (2016) studied English learners at risk, including those with learning disabilities. Twelve selected studies showed that interventions targeting foundational reading skills in kindergarten and first grade had significant moderate-to-large effects. Five studies demonstrated significant moderate-to-large effects in reading and listening comprehension. Effective interventions often used explicit instruction and published intervention programs in ten cases. Similarly, the intervention started with the foundational reading skills such as phonics, decoding, and vocabulary.

Moreover, in the study of Solis et al. (2014) conducted a multi-year study with 6th to 8th-grade learners with reading disabilities and poor comprehension. They used a response to intervention approach, randomly assigning learners to treatment or comparison groups. The study included screening, progress monitoring, and different tiers of instruction. The research reported findings for each year and explored reading, behavioral, cognitive, and neural factors associated with inadequate response.

Consequently, the study of De La Paz et al. (2014) examines the impact of a disciplinary reading and writing curriculum intervention, including professional development. The results show substantial improvements in writing abilities, including historical arguments and essay length, for all learners, including struggling readers. Thus, the intervention is building a disciplinary reading skill focusing on the phonics to comprehension to improve the learner's reading performance. It also offers rigorous practice to hone reading skills and enhance reading performance.

Thus, Swanson et al. (2017) assessed the effectiveness of a content knowledge and reading comprehension intervention, implemented by 8th-grade social studies teachers over one school year. Learners with reading difficulties were randomly assigned to the intervention group. The intervention group demonstrated statistically higher scores in knowledge acquisition, content reading comprehension, and vocabulary recall. However, the small effect size for standardized reading comprehension in favor of the treatment group was not statistically significant. In the same way, it was an effective reading intervention that focused more on the foundational skills of reading implemented to learners.

Furthermore, Kim et al. (2017) evaluated the STARI reading intervention for middle school learners performing below proficiency on state literacy assessments. STARI addressed various reading skills and encouraged peer discussion. STARI learners outperformed the control group in word recognition, basic reading comprehension, and morphological awareness. Active engagement with the curriculum and teachers' perceptions of learner engagement played a crucial role in improving reading competence. The study suggests that both behavioral and emotional/cognitive engagement contribute to the progress of struggling adolescent readers. The intervention aimed that through guidance and engagement to the struggling learners from preliminaries to main/learning activities contribute to a holistic progress of the learners.

Also, in the study of Van der Boom and Jang (2018) examined personalized diagnostic feedback interventions for elementary learners. The study used a multiple case study approach and found that individualized feedback tailored to learners' interests, learning preferences, and reading readiness was more effective than providing just an achievement level. Likewise, the approach helped learners understand their strengths and weaknesses, supported learning, and improved self-regulation and motivation through, teacher-learner guided interaction.

In the literature of Wanzek et al. (2018) conducted a synthesis of 25 studies on intensive early reading interventions for learners at risk of reading disabilities. They found that these interventions positively impact early struggling readers in kindergarten through third grade. The weighted mean effect size (ES) estimate was 0.39, and the adjusted mean effect size (ES) was 0.28, both statistically different from zero. Factors such as time in intervention, instructional group size, initial reading achievement, and publication date were explored, with no significant variation in the study-wise effect sizes.

Reading interventions for struggling readers in Grades 4 through 12 from 1980 to 2011, updating a previous analysis. (Scammacca, et al., 2015). The study evaluated 82 effect sizes. Standardized measures showed a mean effect of 0.21, also smaller than in

2007. The decline is attributed to factors such as increased use of standardized measures, more rigorous research designs, and improvements in typical school instruction used as a comparison condition in studies. In the intervention applied, it highlights the importance of focusing on meaningful outcomes beyond standardized test scores, such as improved reading comprehension and fluency in authentic reading contexts.

In another study of Stevens et al. (2019) assesses summarizing and main idea interventions' impact on struggling readers in Grades 3 through 12. It includes 30 studies published between 1978 and 2016. A meta-analysis of 23 group design studies reveals a significant mean effect of 0.97, with no moderation by group size, number of sessions, grade level, or publication year. Visual analysis of six single-case designs suggests improvements in main idea identification and reading comprehension.

Additionally, in the book of Miller and Purkiss (2019) states that many writers of children's books instead focus on childhood memories, including memories that are not made up of direct personal sensory experiences, but rather of remembered reading: remembering the act and experience of reading, remembering the story and the words as well. This means that authors center their work on childhood memories related to reading, recalling the act, experience, and content of stories, rather than relying on direct personal sensory experiences. Hence, there were activities that learners could share their personal experiences to boost their speaking and socialization skills during discussion.

In the journal of Bhattacharya (2020) states that with repeated exposure to written words, readers develop internal representations of letter clusters matching their spoken sounds. As readers encounter written words repeatedly, their brains undergo a process known as phonological recoding. It allows readers to recognize and decode words more effortlessly because they've learned to connect the visual symbols (letters) with their corresponding phonetic or spoken representations. These mental associations help readers quickly and accurately identify words, which is a crucial step in becoming proficient readers.

Also, in the book of Torgesen et al. (2017), academic literacy is defined as not only the ability to read for initial understanding but also to think critically and make inferences. Reading interventions go beyond decoding words, aiming to enhance learners' ability to grasp text's deeper meaning, think critically, make connections, and synthesize information, vital for academic success. These interventions include strategies to develop higher-order thinking skills alongside basic reading abilities. The book's objective which aimed to improve learners' reading skills to ensure grade-level readiness.

Consequently, in the book of Pressley et al. (2023) discovered that teachers offered reading instruction that was balanced, with explicit skills instruction embedded in great literary texts with lots of opportunities for learners to talk with each other about the reading and writing they were doing. It emphasizes the importance of explicitly teaching essential reading skills while simultaneously engaging learners with literature. This balanced approach ensures that students not only develop foundational skills but also cultivate a love for reading and critical thinking. Also, the study highlights the crucial role of social interaction in reading instruction. Similarly, it emphasizes the importance of balanced instruction, explicit skill instruction, engagement with stories, and social interaction.

Accordingly, the book of Kilpatrick (2015) states that reading difficulties represent one of the most common referral issues in schools. School psychologists, literacy specialists, special education teachers, and other educational professionals are routinely called upon to evaluate learners with reading problems and to generate intervention plans. Developing and implementing effective reading interventions, may significantly lessen reading difficulties among students. The success of these interventions hinges heavily on the guidance and expertise of skilled teachers.

Moreover, Moreau (2014) cited in his article that sustained intervention and support has been determined to be principal to the success of struggling readers. Everything requires specific, intensive, and explicit reading instruction either individually or in small groups to meet grade level standards. The success of struggling readers has been identified to

depend significantly on consistent and ongoing intervention and support. Providing guided support to struggling learners can significantly enhance their reading performance.

In addition, Vaughn and Wanzek (2014) noted that for learners with reading disabilities, sustained interventions and support may be vital to their success. Reading interventions must be tailored to accommodate the individual needs of learners. The use of direct instruction (DI) has long been used to address the needs of struggling readers. A small group instruction personalized to the specific needs of struggling learners can effectively improve their academic performance.

Furthermore, Yakimowski et al. (2016) emphasized the effectiveness of explicit reading interventions in enhancing reading comprehension for struggling middle school readers. This finding underscores the critical role of strong foundational reading skills in academic success. As reading comprehension is fundamental to higher-level cognitive processes like critical thinking, analysis, and problem-solving, it is crucial to provide targeted support to struggling readers to ensure they can effectively access and understand information presented in various formats. Thus, the reading intervention was designed to middle school readers or key stage 3 learners who were struggling in comprehension.

Additionally, in the study of Swanson (2015) research emphasizes the importance of a compound approach to reading instruction for older learners with reading deficits. This approach should prioritize building foundational knowledge, including expanding vocabulary, developing the ability to comprehend relationships between concepts, and equipping learners with effective reading strategies such as summarizing, questioning, and visualizing to enhance their understanding and retention of reading material. Similarly, the learners with reading deficits benefit from reading instruction that fosters background knowledge, vocabulary development, and the ability to use strategies to ensure understanding and retention of reading.

Lastly, Broek et al. (2014) highlighted that to comprehend written text, learners have to construct a rational mental picture of text and connect and integrate current information with background

knowledge or with information that appeared earlier in the text. This process requires readers to actively connect new information with their existing background knowledge and integrate it with information presented earlier within the text itself. This dynamic interplay between prior knowledge and textual information is crucial for building a deep and meaningful understanding of the written material. Comprehending text requires connecting prior knowledge with new information has significant implications for reading intervention, as effective programs should incorporate strategies that help learners activate and utilize their background knowledge to enhance their understanding of the text.

Methodology

This research utilized the descriptive-comparative-correlational and Research and Development method. Descriptive method was applied in determining the status of reading performance of Key Stage 3 learners along phonics, fluency, comprehension, vocabulary, and decoding and the level of reading of Key Stage 3 learners after the conduct of the Guided Instructional Learning Activity Sheets (GILAS). Comparative method was applied in determining the significant difference between the learners' level of reading before and after the conduct of the Guided Instructional Learning Activity Sheets (GILAS) reading intervention. While correlational method was used to examine the effectiveness of the Guided Instructional Learning Activity Sheets (GILAS) affected the level of reading performance of Key Stage 3 learners. Research and Development were applied in the design of the reading intervention along objectives, motivation, learning activities, and assessment and the curricular validity of the Guided Instructional Learning Activity Sheets (GILAS) in terms of face, content, and construct.

Results and Discussion

The respondents of this study were purposively selected the key stage 3 learners of Buenavista National High School, Presentacion District, Division of Camarines Sur, school year 2023-2024. There were thirty (30) Key Stage 3 learners who used the developed materials to test its usability in improving their reading and comprehension skills. Fifteen (15) Grade 7, four (4) Grade 8, nine (9) Grade 9, two (2)

Grade 10, for a total of thirty (30) learners. Total enumeration of learners in each grade level was covered in this study who were under the deficit level of the Rapid Literacy Assessment – Pre-test result. Table 1 presents the distribution of the respondents of this study.

| Grade Level | Population | Samples | Percentage |
|--------------|------------|-----------|------------|
| A | 42 | 15 | 35.7 |
| B | 37 | 4 | 10.8 |
| C | 39 | 9 | 23.1 |
| D | 45 | 2 | 4.4 |
| Total | 163 | 30 | 100 |

Table 1

Respondents of the Study

Reading performance of key stage 3 learners was determined in this study through a validated teacher-made test. The teacher-made test includes fifty items which was divided into phonics, fluency, comprehension, vocabulary, and decoding parts. Table 2 presents the reading performance of key stage 3 learners along with the five parts of the test. Descriptive statistics such as weighted mean with its corresponding verbal interpretation and rank are also reflected in Table 2.

Table 2

Reading Performance of Learners

Table 3a
Face Validity of the Guided Instructional Learning Activity Sheets

| Indicators | WM | Int | Rank |
|--|--------------|-----|---------------------|
| The lesson design is well-organized, unique, and age-appropriate, with a clear sequence of activities that consider the learners' gender and early development. | 4.000 | HV | 3.5 |
| The instructional materials and presentation are clear, complete, and appealing to the learners. | 4.000 | HV | 3.5 |
| The instructional materials and resources, including graphics, layout, and illustrations, are of high quality and visually appealing to enhance learners' interest and engagement. | 4.000 | HV | 3.5 |
| All grammar, syntax, and spelling are correct. | 4.000 | HV | 3.5 |
| The writing style is consistently clear and coherent throughout the lessons. | 4.000 | HV | 3.5 |
| Numerical terms and symbols are written accurately. | 4.000 | HV | 3.5 |
| The text is clear, readable, and effectively uses font size, style, and color to provide emphasis without distraction. | 3.889 | HV | 7 |
| Average Weighted Mean | 3.978 | | Highly Valid |

Legends:

| | |
|--|------------------------------|
| W.Mean : computed weighted mean | |
| Int : verbal interpretation of W.Mean | |
| Range | Weighted Mean Interpretation |
| 75.0 to 100 | Descriptor |
| 50.0 to 74.9 | Highly Valid (HV) |
| 25.0 to 49.9 | Moderately Valid (MV) |
| 0.00 to 24.9 | Less Valid (LV) |
| | Least Valid (LwV) |

Reflected in Table 3b, the guided instructional learning activity sheets had high content validity, with an average weighted mean of 3.849 interpreted highly valid. All seven indicators received high scores, with the top four criteria being highly valid. The only criterion that did not receive a perfect score was the objectives criterion, which was still considered highly valid. The results suggest that the activity sheets were well-designed and effective in supporting learner development, with no significant areas for improvement identified. was well-designed and effective in preparing learners for real-world applications and learning.

Table 3b
Content Validity of the Guided Instructional Learning Activity Sheets

| Indicators | WM | Int | Rank |
|---|--------------|-----|---------------------|
| Lessons are well-organized, presented in a sequential manner, and tailored to the learners' grade level. | 4.000 | HV | 2.5 |
| The discussion is clear, creative, and consistent, with language accessible to learners' understanding levels. | 4.000 | HV | 2.5 |
| The examples and illustrations are adequate and suitable for developing learner skills, effectively guiding students through activities. | 4.000 | HV | 2.5 |
| It provides effective support and facilitation by supplementing and scaffolding the learning of the learners. | 4.000 | HV | 2.5 |
| The objectives are well-stated, specific, and measurable, providing a clear understanding of what learners will know, do, and understand. | 3.917 | HV | 5 |
| Lessons are well-organized and presented in a sequential manner. | 3.700 | HV | 6 |
| The material and topics align with the learning competencies and content in the curriculum. | 3.667 | HV | 7 |
| Average Weighted Mean | 3.849 | | Highly Valid |

As reflected in Table 3c, the Guided Instructional Learning Activity Sheets have been evaluated for construct validity and received overwhelmingly positive results. The sheets scored high in areas such as clear instructions, well-constructed activities, accurate illustrations, collaborative tool, and clear feedback. Two criteria scored slightly lower, but overall, the sheets demonstrate high construct validity, indicating they effectively measure what they were supposed to measure.

Table 3c
Construct Validity of the Guided Instructional Learning Activity Sheets

| Indicators | WM | Int | Rank |
|---|--------------|-----|---------------------|
| The activities have clear and simple instructions, easy-to-understand illustrations, and reliable content, making it comprehensive and user-friendly. | 4.000 | HV | 3 |
| The learning activities are well-constructed, adequate, and sequentially arranged from easy to difficult, allowing for effective development of skills. | 4.000 | HV | 3 |
| The illustrations are accurate and reliable, accurately representing the lessons and situations. | 4.000 | HV | 3 |
| The material serves as a collaborative tool for both teacher and learners, facilitating a learner-centered approach in the teaching-learning process. | 4.000 | HV | 3 |
| Assessment and feedback are provided in a clear, concise, and relevant way, using simple numbers and examples that learners can understand. | 4.000 | HV | 3 |
| The activities and material are linked to real-life, localized situations. | 3.833 | HV | 6 |
| The topics are discussed sequentially, presented creatively, and discussed in a style that motivates learners. | 3.778 | HV | 7 |
| Average Weighted Mean | 3.933 | | Highly Valid |

The result of the curricular validity of the GILAS Worksheet along its face, content, and construct is reflected in Table 3d along with the average weighted mean, overall average weighted mean, verbal interpretation of the computed average weighted mean, and rank per indicator. The guided instructional learning

activity sheets have been thoroughly validated in face, construct, and content.

Table 3d
Curricular Validity of the Guided Instructional Learning Activity Sheets

| Aspects | AWM | Int | Rank |
|--------------------|--------------|--------------|------|
| Face | 3.978 | HV | 1 |
| Content | 3.849 | HV | 3 |
| Construct | 3.933 | HV | 2 |
| Overall AWM | 3.849 | Highly Valid | |

The effectiveness of Guided Instructional Learning Activity Sheets (GILAS) in enhancing reading comprehension was measured through various assessments. These assessments may include pre- and post-tests to gauge learners' understanding before and after the intervention. Additionally, observations, informal assessments, and student work samples can provide valuable insights into their progress. In analyzing these data, educators determined the impact of GILAS on learners' reading comprehension skills and identify areas where further support or modifications may be needed.

Table 4
Reading Performance Level of Learners

| Skills | Ni | Mean | SD | PL | Int | Rank |
|----------------|-----------|--------------|--------------|--------------|--------------------------------|------|
| Phonics | 10 | 7.13 | 6.26 | 71.33 | AP | 1 |
| Fluency | 10 | 5.83 | 5.20 | 58.33 | AP | 2 |
| Decoding | 10 | 4.90 | 4.29 | 49.00 | D | 3 |
| Vocabulary | 10 | 4.60 | 4.02 | 46.00 | D | 4 |
| Comprehension | 10 | 3.80 | 4.41 | 38.00 | D | 5 |
| Overall | 50 | 26.27 | 9.702 | 52.53 | Approaching Proficiency | |

Legends:
 Ni : number of items
 SD : standard deviation
 PL : proficiency level
 Int : proficiency level interpretation
 Proficiency Level Interpretation:
 Range Verbal Descriptor
 75.0 to 100 Proficient (P)
 50.0 to 74.9 Approaching Proficiency (AP)
 25.0 to 49.9 Developing (D)
 0.00 to 24.9 Beginner (B)

As gleaned in Table 5, it appears that the intervention had a significant difference on the level of reading. The Pre-test column represents the reading level before the intervention, and the Post-test column represents the reading level after the intervention. The Mean column shows the average reading level before and after the intervention. The t-statistic and t-critical columns was used to determine the statistical significance of the difference between the pre- and post-intervention means. The Interpretation column provides a summary of the results.

Table 5
Significant Difference before and after the Conduct of Intervention

| Tests | Items | Mean | t-stat | t-crit | Int |
|-------|-------|-------|--------|--------|-------------|
| Pre | 50 | 17.00 | 12.375 | 2.045 | Significant |
| Post | 50 | 26.27 | | | |

Legends:
 t-crit : t-test critical value at 2-tailed test and alpha 0.05
 t-stat : t-test computed value
 Int : interpretation of the t-test result

Table 6 displays the level of reading performance of key stage 3 learners, the overall weighted mean, standard deviation, Cohen's d effect size and its corresponding interpretation. The total average mean score for reading performance is 26.27, with a standard

deviation of 9.70. The aggregate score places the overall proficiency at approaching proficiency, indicating that learners are performing just below the proficient level. The ranking shows that learners perform best in Phonics and Fluency but struggle significantly with Comprehension, Vocabulary, and Decoding. This may suggest that while they can identify sounds and read with some fluency, they may lack the skills necessary to understand and work with the text meaningfully.

Table 6

Effectiveness of the Intervention to the Reading Performance of Learners

| Statistical Measures | Pre-test | Post-test |
|-----------------------|--------------|-----------|
| Items | 50 | 50 |
| Mean | 17.00 | 26.27 |
| Standard Deviation | 6.11 | 9.87 |
| Respondents | 30 | 30 |
| Cohens D Effect | 1.129 | |
| Interpretation | Large | |

Legends:

Interpretation of Cohen's D
 Scale Interpretation of Effect Size
 0.80 and above Large
 0.21 to 0.79 Medium
 0.20 or less Small Negligible

Conclusions

The study determined the effectiveness of Guided Instructional Learning Activity Sheets (GILAS) on reading performance of key stage 3 learners of Buenavista National High School, Presentacion District, Division of Camarines Sur, school year 2023-2024. Moreover, this study answered: (1) the status of reading performance of Key Stage 3 learners along phonics, fluency, comprehension, vocabulary, and decoding; (2) the design of the reading intervention along objectives, motivation, learning activities, and assessment; (3) the curricular validity of the Guided Instructional Learning Activity Sheets (GILAS) in terms of face, construct, and content; (4) the level of reading performance of the key stage 3 learners after the conduct of the Guided Instructional Learning Activity Sheets (GILAS); and (5) the significant difference between the learners' level of reading before and after the conduct of the Guided Instructional Learning Activity Sheets (GILAS) reading intervention; and (6) the extent of effectiveness of Guided Instructional Learning Activity Sheets towards the level of reading performance of Key Stage 3 learners.

Recommendations

It is recommended to improve student reading, the program should prioritize targeted instruction in comprehension, vocabulary, and decoding. This includes strategies like small-group work, differentiated learning, and using high-quality, personalized reading materials. Encouraging independent reading and discussions will foster a

love of reading and support student growth. Also, The guided instructional learning activity sheets may be used as a supplementary material in enhancing the learners' reading performance. Still, teachers can improve and develop their own reading intervention which is applicable to the needs of their learners. Moreso, Based on the findings, it is strongly recommended to prioritize enhancing comprehension, vocabulary, and decoding. Implement targeted interventions like guided reading, summarization, and diverse text exposure to significantly improve student proficiency. This will equip learners with essential skills for academic success.

Further, given the statistically significant improvement in reading levels, it is recommended

that the program continue implementing this intervention as a core component of its literacy instruction. The positive results demonstrate its value in enhancing reading skills and promoting student success. Further research can explore long-term effects and potential refinements.

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