

## BLENDING SUPPLEMENTAL READING ACTIVITIES IN ENHANCING STUDENTS' READING COMPREHENSION

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### ABSTRACT

This study determined the effectiveness of blended supplemental reading activities in improving the reading comprehension of Grade 11 students in Effective Communication. Specifically, it determined the proficiency level of grade 11 students in reading comprehension; Using a one-group pretest–posttest quasi-experimental research design, 16 students from Ruben E. Ecleo Sr. National High School, Cagdianao, Dinagat Islands participated in a four-week intervention combining face-to-face classroom instruction with structured, asynchronous tasks facilitated through a private Facebook group during SY. 2025-2026. A researcher made reading comprehension test aligned with Barrett's Taxonomy served as the primary instrument, assessing performance across literal, inferential, and evaluative domains. Statistical tools were used to analyze the data gathered in this study were mean, standard deviation, and paired sample t-Test. Results showed that students maintained a proficient level across literal, inferential, and evaluative domains. However, differences were statistically non-significant across all domains with very small to small effect sizes. The study concludes that blended supplemental reading activities support positive comprehension growth, though extended implementation is needed for statistically significant outcomes.

**Keywords:** *Blended Learning, Supplemental Reading, Reading Comprehension, Barrett's Taxonomy, Senior High School*

### Introduction

Reading comprehension is vital for learning and academic achievement. It enables learners to construct meaning and connect ideas effectively. Comprehension involves vocabulary, background knowledge, and reasoning (Butterfuss et al., 2020). However, many students struggle to interpret texts, affecting overall performance (Famoso et al., 2024). Weak comprehension limits success across subjects and hinders academic growth. Thus, improving reading comprehension remains a crucial educational priority.

In the local context, comprehension difficulties remain evident among senior high school learners. School-based Philippine Informal Reading Inventory (Phil-IRI) results, indicate that a substantial number of Grade 11 students perform at the frustration (47.06%) and instructional (47.06%) levels, while only a small percentage (5.88%) reach the independent level. These results are consistent with previous studies reporting that many Filipino students demonstrate developing comprehension skills that require targeted and sustained interventions (Camacho, 2024; Alindayu et al., 2025).

In response to persistent challenges in reading comprehension, research has shown that supplemental reading activities such as guided reading, vocabulary exercises, and inference-building tasks can significantly improve learners' understanding when purposefully implemented (Manceras, Emaas, & Bazon, 2023; Peng et al., 2023). With instructional practices evolving, these activities are increasingly delivered through technology-enhanced and blended learning environments, which can enhance comprehension when carefully guided (Klimova & Zamborová, 2020), while unguided digital reading may hinder understanding (Agbisit et al., 2023; Salmerón, Strømsø, & Vidal-Abarca, 2022). In the Philippine context, thoughtfully implemented blended learning strategies have shown potential to support secondary learners' reading development (Cruz & Serrano, 2024; Maagad & Diaz, 2024).

Despite evidence that blended learning can support reading comprehension, limited research has examined blended reading interventions with deliberate instructional design that integrate in-class instruction and structured online engagement to simultaneously enhance literal, inferential, evaluative, and vocabulary-processing comprehension skills. This gap is particularly evident in the context of Grade 11 Effective Communication under the strengthened Senior High School curriculum.

To address this gap, the present study, investigated the effectiveness of a blended reading intervention with deliberate instructional design in improving students' comprehension across the three dimensions. By combining structured in-class instruction with guided online activities, the study aimed to provide a systematic and contextually relevant approach to literacy development among Grade 11 learners.

### Review of Literature

This part presents varied reviews of related literatures and studies culled out from books, journals, articles, and internet data that contributed to the present study which are organized thematically.

### **The Nature of Reading Comprehension and Its Role in Learning**

Reading comprehension is a complex, higher-order cognitive process that enables individuals to construct meaning from written text. It requires the coordination of linguistic knowledge, reasoning, and prior experience to interpret and internalize information effectively (Butterfuss et al., 2020). Yurko and Protsenko (2021) described comprehension as the ability to process text, understand meaning, and integrate new information with what the reader already knows. They emphasized that proficient reading is not merely decoding words but an active, interactive process involving multiple mental functions that allow readers to extract, analyze, and internalize meaning.

In language learning contexts, comprehension represents both a cognitive and social process. Kusumarasdyati (2023) explained that reading comprehension operates through bottom-up, top-down, and interactive processing models. In the bottom-up model, comprehension begins with decoding textual features; the top-down model relies on background knowledge and prediction; while the interactive model combines both, reflecting how readers construct meaning dynamically through textual and contextual cues. This perspective underscores that comprehension involves active engagement between the reader, text, and situational context.

Furthermore, the Organisation for Economic Co-operation and Development (OECD, 2023) defined reading comprehension as the ability to engage with, reflect on, and use written materials across various life situations. It is therefore a cornerstone of literacy and lifelong learning, essential for success in academic, professional, and personal domains. Supporting this, Lumagod and Lumapenet (2024) empirically established that reading comprehension significantly correlates with students' academic performance, particularly in language-related subjects. This suggests that comprehension skills enable learners to access, interpret, and apply information effectively across disciplines.

Collectively, these perspectives affirm that reading comprehension is both a core literacy skill and a foundation of intellectual growth. It underpins critical thinking, supports independent learning, and enables learners to apply knowledge across disciplines. Understanding its cognitive and interactive nature provides educators with a theoretical basis for developing meaningful reading instruction.

### **Levels of Reading Comprehension: Literal, Inferential, and Evaluative**

Reading comprehension is not a single, uniform skill but operates across distinct hierarchical levels that reflect the depth of cognitive engagement with text. According to Thomas C. Barret (1968), Barrett's Taxonomy of Reading Comprehension classifies comprehension into levels including literal, inferential, and evaluative, each requiring progressively complex cognitive processes. This hierarchical framework has been widely adopted in educational research as a lens for assessing and developing reading proficiency across different educational stages.

Reading comprehension is inherently complex, requiring readers to construct a coherent mental representation of text through the interaction of the reader, the text, and the activity within a broader sociocultural context. Individual differences such as vocabulary, working memory, prior knowledge, and inferencing ability significantly shape whether comprehension succeeds or breaks down at any level (Butterfuss et al., 2020). These individual differences are especially relevant when distinguishing between literal, inferential, and evaluative comprehension, as each level places increasingly greater demands on the reader's cognitive resources.

Literal comprehension represents the most foundational level of reading, involving the recognition and recall of information explicitly stated in the text. At this level, readers identify facts, definitions, details, sequences, and direct relationships without requiring interpretation or judgment (Camacho, 2024). Research consistently shows that students tend to perform best at the literal level compared to higher-order comprehension. De-la-Peña and Luque-Rojas (2021) found that 56% of university students performed at the literal level of reading comprehension, suggesting that while foundational recall skills are relatively accessible, a large proportion of learners still do not achieve optimal performance even at this basic tier. In the Philippine context, many senior high school learners demonstrate competence in literal comprehension tasks but continue to struggle with higher-order skills, underscoring the need for structured instructional support that bridges literal understanding with deeper levels of meaning-making (Camacho, 2024).

Inferential comprehension requires readers to go beyond what is explicitly written, drawing logical conclusions, identifying implied meanings, and connecting ideas within or across texts. This level demands active reasoning, prediction of outcomes, and interpretation of relationships not directly stated by the author (Butterfuss et al., 2020). De-la-Peña and Luque-Rojas (2021) found that only 33% of university students performed at the inferential comprehension level, revealing a significant decline from literal performance and highlighting how fewer students can successfully make meaning beyond the surface of the text. Supplemental reading interventions, particularly those incorporating inference-building tasks and guided questioning, have been identified as effective in developing this skill among learners who struggle to move beyond surface-level understanding (Manceras, Emaas, & Bazon, 2023).

Evaluative comprehension constitutes the highest level of reading engagement, wherein readers critically assess the quality, relevance, credibility, and implications of information presented in a text. It involves making judgments, evaluating arguments, distinguishing facts from opinions, and reflecting on the broader significance of ideas (Camacho, 2024). De-la-Peña and Luque-Rojas (2021) found that only 22% of university students performed at the critical or evaluative level, making it the most rarely achieved comprehension level and emphasizing the need for deliberate instructional scaffolding to develop evaluative thinking. For senior high school learners, attaining evaluative comprehension is especially significant given the demands of the Strengthened Senior High School Curriculum, which requires students to critically engage with academic and technical texts in subjects like Effective Communication.

Collectively, these three levels form a progressive continuum of reading comprehension that this study seeks to address through blended supplemental reading activities. By designing intervention tasks that target each level, this research aims to systematically support Grade 11 learners in moving from surface-level reading toward critical meaning-making.

### **Supplemental Reading Activities and Their Role in Literacy Development**

Supplemental reading activities have been widely recognized in research as effective instructional interventions that support literacy development and enhance reading comprehension across diverse educational contexts. Research indicates that structured supplemental reading supports can improve learners' decoding, comprehension, and overall literacy proficiency beyond regular classroom instruction.

A recent systematic review of empirical studies on reading comprehension strategies conducted between 2020 and 2025 found consistent evidence that strategic reading interventions—such as guided reading, graphic organizers, reciprocal teaching, SQ3R (Survey-Question-Read-Recite-Review), and other structured approaches—significantly enhance students' literacy outcomes (Lagdaan & Sevilla, 2025). These interventions often include supplemental activities that help learners actively engage with text, practice comprehension strategies, and develop higher-order reading skills, particularly when implemented by trained teachers and aligned with learners' instructional needs.

Supplemental reading interventions have also demonstrated positive results in action-oriented research. For instance, Project CARES, implemented among Grade IV learners in the Philippines, integrated collaborative and enhanced reading support networks that utilized supplemental reading materials and activities. The intervention resulted in notable improvements in oral word recognition and reading comprehension levels, with learners progressing from frustration toward instructional and independent reading levels (Claro, 2023).

In early literacy contexts, supplemental reading activities such as structured literacy engagements and read-aloud sessions have been shown to significantly influence receptive language skills among early childhood learners. Priyantini and Yusuf (2020) found that consistent exposure to literacy and read-aloud activities enhanced children's receptive language development, suggesting that supplemental reading experiences play a crucial role in building foundational language skills that support later reading comprehension.

Beyond traditional print-based materials, studies also highlight the effectiveness of audio-visual supplementary materials in developing reading readiness and literacy outcomes, particularly among young learners. Sibulo (2025) reported that audio-visual supplemental reading materials significantly improved kindergarten learners' reading readiness skills by increasing engagement and accommodating diverse learning styles. When multimodal supplemental materials are purposefully designed and implemented, they support foundational reading tasks and foster early literacy development.

Collectively, these studies affirm that supplemental reading activities—whether in print-based, guided strategy, or multimodal formats—play a vital role in literacy development. By providing strategic, targeted, and scaffolded support, supplemental reading activities enhance reading comprehension, fluency, and overall literacy proficiency across educational levels.

### **Camacho's Study on Supplementary Reading Materials and Reading Comprehension**

Camacho (2024) conducted a descriptive study that examined the reading comprehension proficiency of Grade 10 students as a basis for developing supplementary reading materials. The study focused on determining students' overall reading comprehension levels and identifying specific strengths and weaknesses in their reading skills. To systematically assess comprehension, Camacho anchored her analysis on Douglas Brown's (2001) framework of micro and macro reading comprehension skills, which provides a comprehensive lens for examining both foundational language skills and higher-order meaning-making processes.

Within this framework, micro reading skills included vocabulary recognition, grammatical awareness, and the use of cohesive devices, while macro reading skills involved identifying main ideas, inferring meaning, recognizing rhetorical forms, and understanding the communicative purpose of texts. Using a diagnostic test and teacher interviews, Camacho was able to pinpoint specific comprehension areas where Grade 10 students experienced

difficulty. This approach allowed the study to move beyond general comprehension levels and focus on skill-specific instructional needs.

The findings revealed that although students generally demonstrated nearly proficient to proficient levels of reading comprehension, many continued to struggle with both micro and macro skills. Notable difficulties were observed in recognizing rhetorical forms, making inferences, identifying main ideas, and applying grammatical rules such as subject–verb agreement. These results suggested that students required increased reading exposure, teacher-guided instruction, and targeted supplementary reading activities to strengthen their comprehension skills, particularly in academic texts.

In response to these findings, Camacho proposed the use of supplementary reading materials incorporating varied classroom-based strategies such as graphic organizers, vocabulary strategy cards, read-aloud activities, story sequencing, summary writing, and peer-assisted reading. These activities were found to be effective in supporting students' comprehension by addressing both micro and macro skills. However, the study primarily implemented these interventions through traditional face-to-face instruction, with limited integration of digital or blended learning modalities.

This limitation highlights a research gap in the delivery of supplementary reading interventions. While Camacho's study established the importance and effectiveness of supplementary reading activities, it did not examine how these materials could be enhanced through blended learning environments. Anchored on Camacho's findings and theoretical framework, the present study extends her work by designing and implementing blended supplemental reading activities, aiming to further enhance students' reading comprehension by combining face-to-face instruction with online learning components.

### **Blended Learning Approaches in Reading Instruction**

Blended learning, which combines teacher-led instruction with digital platforms, has been shown to effectively support reading instruction across various educational levels. Macaruso, Wilkes, and Prescott (2020) examined blended learning in elementary schools and found that students in treatment schools demonstrated greater gains on standardized reading tests compared to control schools, with improvements consistent across grades and ethnic groups.

Similarly, Syakur, Fanani, and Ahmadi (2020) reported that using the "Absyak" website for English reading instruction in higher education significantly enhanced student engagement, improved reading scores, and fostered positive attitudes toward learning innovation.

Extending these findings to higher education, Yudhana (2021) showed that Thai undergraduate students participating in a blended learning program significantly improved their English reading skills, with a large effect size (Cohen's  $d = 3.937$ ), confirming the efficacy of integrating online and traditional teaching methods.

Taken together, these studies suggest that blended learning, supported by effective teacher engagement and digital instructional tools, can substantially enhance reading comprehension outcomes across diverse learner populations.

### **Social Media and Facebook as Platforms for Literacy Development**

Social media platforms, particularly Facebook, have increasingly become venues for literacy development and English language learning. Barnes, Puccioni, and Ferris (2025) highlighted that Facebook groups provide educators with spaces to share instructional materials, discuss the Science of Reading, and address teaching concerns, thereby supporting pedagogical improvement and potentially enhancing students' reading achievement. Similarly, Rabongue, Patadlas, Marilla, and Emperador (2024) found that high school students using Facebook for English language learning benefited from exposure to diverse English content, which improved grammar, vocabulary, and communication skills, although critical thinking was necessary to evaluate misinformation and informal language use. Olmurodova and Djuraeva (2023) further noted that extensive social media use can influence writing styles, including the adoption of abbreviations and altered grammatical structures, which may affect academic writing and literacy over time.

The potential of social media for literacy development aligns with findings from blended learning studies, which emphasize that digital platforms can complement traditional instruction to improve reading skills. Macaruso, Wilkes, and Prescott (2020) demonstrated that blended learning combining teacher-led instruction with digital tools led to significant reading gains among elementary students. Similarly, Syakur, Fanani, and Ahmadi (2020) found that online-based reading platforms like the "Absyak" website enhanced engagement, improved reading scores, and fostered positive learning attitudes in higher education. Yudhana (2021) further confirmed that integrating online and traditional methods significantly improved English reading skills among undergraduate students.

Conclusively, these studies suggest that social media and digital learning platforms—when used strategically and alongside critical engagement—can meaningfully support literacy development, enhance reading comprehension, and improve students' English language proficiency.

### **Synthesis**

The reviewed literature aligns closely with the present study in recognizing reading comprehension as a complex, cognitively driven process influenced by learner factors, instructional strategies, and learning environments. Reading comprehension operates across hierarchical levels namely literal, inferential, and evaluative each demanding progressively deeper cognitive engagement. Similar to prior studies, this research acknowledges the effectiveness of supplemental reading activities and blended learning in enhancing comprehension through structured and scaffolded instruction. However, while many studies examine these interventions independently, the present study integrates both through blended supplemental reading activities that deliberately target all three comprehension levels. Unlike earlier research relying on traditional instruction, this study embeds digital components within reading tasks to develop literal, inferential, and evaluative thinking within a specific school context. As such, this study advances existing literature by addressing gaps in the blended delivery of supplemental reading interventions that systematically target all three levels of comprehension among Grade 11 learners.

### Theoretical and Conceptual Framework

This study is anchored on Communicative Language Teaching (CLT), one of the most important and applicable teaching and learning theories in the contemporary language teaching profession (Dos Santos, 2020). CLT is defined as an approach to foreign or second language teaching that emphasizes communicative competence as the primary goal of language learning (Thamarana, 2014). Significantly, CLT is not exclusively concerned with oral skills, its principles apply equally to reading and writing activities that engage learners in the interpretation, expression, and negotiation of meaning (Thamarana, 2014). The core principle of CLT is to learn in the language and to use the language, positioning students as active meaning-makers rather than passive recipients of instruction (Dos Santos, 2020).

Grounded in this theoretical orientation, the study is further guided by Camacho's (2024) supplemental reading activity framework and Barrett's Taxonomy of Reading Comprehension, which classifies comprehension into literal, inferential, and evaluative levels — each reflecting the progressively deeper communicative engagement that CLT advocates. Camacho's (2024) framework emphasizes scaffolded and structured reading activities designed to strengthen comprehension through intentional sequencing of tasks, targeted feedback, and reflective processing. In this study, the framework is adapted to the Grade 11 Effective Communication subject and implemented as a blended supplemental reading intervention that integrates teacher-guided classroom instruction with structured, Facebook-mediated academic reading activities.

To determine the effectiveness of the intervention, the study adopts a one-group pretest–posttest research design. Learners' baseline reading comprehension is assessed using a validated reading comprehension test aligned with the targeted competencies and comprehension levels. The intervention consists of Camacho-based (2024) blended supplemental reading activities delivered during Quarter 3, intentionally designed to address literal, inferential, and evaluative comprehension skills, after which a posttest is administered to measure changes in students' reading comprehension performance. By examining pretest–posttest gains across the three comprehension levels in Barrett's Taxonomy, this framework provides a systematic basis for evaluating the effectiveness of blended supplemental reading activities in enhancing the reading comprehension of Grade 11 students in Effective Communication.

### Statement of the Problem

This study determined the effectiveness of blended supplemental reading activities in enhancing students' reading comprehension.

Specifically, this study sought to answer the following questions:

1. What is the proficiency level of Grade 11 students in Reading Comprehension before and after the implementation of the blended supplemental reading activities in terms of:
  - 1.1. literal;
  - 1.2. inferential; and
  - 1.3. evaluative?
2. How are supplemental reading activities implemented in English class?
3. Is there a significant difference in the students' reading comprehension proficiency level after the implementation of the blended supplemental reading activities?
4. What compendium of supplemental reading materials may be developed?

### Scope and Limitations of the Study

The study was limited along the following aspects:

**Focused.** This study determined the effectiveness of blended supplemental activities in enhancing the reading comprehension of Grade 11 students.

**Participants.** The study employed total enumeration involving all 16 Grade 11 students from a single section of Ruben E. Ecleo Sr. National High School. Selecting the entire class as participants ensures complete representation of the target group and allows for consistent and manageable implementation of the blended supplemental reading intervention. This approach minimizes selection bias and ensures uniform exposure to the instructional strategies across all participants.

**Place and Time.** The study was conducted at Ruben E. Ecleo Sr. National High School during the third quarter of School Year 2025–2026, coinciding with the period when Effective Communication lessons emphasize academic reading and comprehension skills.

## METHODS

This chapter presents the research design, research environment, research respondents, research instrument, ethics and data gathering procedure, and data analysis.

### Research Design

This study employed a one-group quantitative quasi-experimental research design to determine the effectiveness of blended supplemental reading activities in enhancing the reading comprehension of Grade 11 students. Quasi-experimental research resembles true experimental research but does not involve random assignment of participants to groups (Zubair, 2022). The design involved the implementation of classroom-based and Facebook-facilitated reading tasks and the measurement of their effects on students' literal, inferential, and evaluative comprehension. Experimental research is used to determine the effect of an intervention on dependent variables through systematic observation and measurement (Bell, 2009, as cited in Zubair, 2022).

A one-group pretest–posttest design was used to assess students' reading comprehension before and after exposure to the blended supplemental reading activities. Pretest and posttest scores were compared to determine whether the intervention led to significant improvements in students' reading performance. This quantitative approach allows for objective measurement and statistical analysis to evaluate the effectiveness of the intervention.

### Research Environment

The study was conducted at Ruben E. Ecleo Sr. National High School, a public secondary school located in Barangay R.E. Ecleo Sr., Cagdianao, Dinagat Islands, where the researcher was currently assigned as an English teacher. As part of the municipality of Cagdianao, an area characterized by fishing and farming-based livelihoods, rich marine biodiversity, and evolving local governance the school serves learners from a community deeply rooted in local culture and tradition. The institution offers both Junior High School and Senior High School programs and provides access to basic digital learning resources, making it a suitable setting for the implementation of blended learning strategies.

The school provides an appropriate context for implementing blended supplemental reading activities, as students are exposed to both traditional classroom instruction and basic digital learning tools. Learners exhibit varied reading abilities and digital readiness, making the setting suitable for examining the effectiveness of scaffolded and structured reading strategies. Conducting the study in the researcher's assigned school also allows for consistent implementation, close monitoring, and timely feedback throughout the intervention.

### Participants

The study involved one intact section of Grade 11 students from Ruben E. Ecleo Sr. National High School, consisting of 7 male and 9 female students, for a total of 16 learners. This section was purposively selected due to the observed need to further strengthen students' reading comprehension skills, particularly in relation to the literacy concerns reflected in the recent Phil-IRI results for School Year 2025–2026, wherein 21.33% of learners were identified as reading three levels below grade level, 30.96% two levels below, and only 52.29% at grade level.

Given the small and well-defined population, the study employed total enumeration, allowing all students in the selected section to participate as respondents. This approach ensured full representation of the target group and eliminated sampling bias. All participants served as the experimental group and were exposed to the blended supplemental reading intervention, enabling a comprehensive assessment of its effects on students' reading comprehension and attitudes.

### Research Instrument

The study utilized several research instruments to measure the effects of blended supplemental reading activities on Grade 11 students' reading comprehension and attitudes. Two instruments were used in this study to gather the necessary data. The Pre-Test and Post-Test were used as the primary assessment instruments, anchored on Barrett's Taxonomy of Reading Comprehension. The test consisted of 30 items based on a single academic passage entitled "Coastal Conservation in Dinagat Islands," which was selected for its local relevance and alignment with the Grade 11 Effective Communication competencies. The test was divided into three sections corresponding

to the three comprehension levels: Section A — Literal Comprehension (10 items), Section B — Inferential Comprehension (10 items), and Section C — Evaluative Comprehension (10 items). The instrument was validated by expert validators prior to administration and was used as both the pretest and posttest to measure changes in students' reading comprehension performance across the three domains.

To ensure alignment between the learning competencies and assessment, a Table of Specifications (TOS) was developed as a blueprint for constructing the Reading Comprehension Test. The TOS distributes items across literal, inferential, and evaluative levels of comprehension, specifying which aspects of content, structure, language, and multimodal interpretation is measured. By linking competencies, cognitive levels, and item types, the TOS guarantees that the pretest and posttest are valid, balanced, and fully aligned with the objectives outlined in the DLL.

The primary instructional instrument was the Daily Lesson Log (DLL) documenting the four-week blended supplemental reading intervention. The DLL recorded the structured implementation of Camacho's (2024) five supplemental reading strategies — vocabulary strategy cards, graphic organizers, story sequencing, peer-assisted reading, and summary writing delivered through classroom instruction and Facebook-mediated online tasks. It served as the basis for describing how the blended supplemental reading activities were implemented to improve Grade 11 students' reading comprehension.

### **Ethics and Data Gathering Procedure**

To ensure that the conduct of the study was ethical and properly carried out, the researcher followed specific steps before, during, and after the implementation. The process started with the preparation of the research instruments, which included the researcher-made lesson plans, blended supplemental reading activities, and the Reading Comprehension Test based on the Grade 11 Effective Communication 3rd Quarter competencies.

After preparing the instruments, the researcher secured an endorsement letter from the Dean of the Graduate School. A formal request was then sent to the Schools Division Superintendent of the Schools Division of Dinagat Islands, the District Supervisor, and the School Principal of Ruben E. Ecleo Sr. High School to seek permission to conduct the study. Once approval was granted, the instruments and activities were validated by Master Teachers and English specialists to ensure their clarity, relevance, and suitability for the learners.

Before the actual conduct of the research, the researcher oriented the participants about the purpose of the study, the procedures to be followed, and their role in the process. Students were informed that their participation was voluntary and that their identities would be kept confidential. Parental consent and student assent were also obtained before their inclusion in the study.

The research used a pretest–intervention–posttest process. A pretest was first administered to determine the students' baseline reading comprehension level. The blended supplemental reading activities were then implemented over four weekly sessions during Quarter 3, integrating face-to-face classroom instruction with Facebook-based online tasks into a unified learning experience. During Days 1 and 2 of each week, the researcher conducted in-class instruction wherein Camacho's (2024) five supplemental reading strategies were introduced through direct modeling and guided practice using structured activity sheets aligned with Barrett's Taxonomy. On Day 3, learners transitioned to the private Facebook group where they applied the week's strategies through structured written prompts requiring 150 to 250 words and at least one meaningful comment on a classmate's post. On Day 4, the researcher facilitated a face-to-face debrief that synthesized online discussions, addressed comprehension gaps, and connected the digital tasks back to in-class learning goals. Day 5 served as the consolidation phase through a culminating written activity. The specific face-to-face and online activities implemented across the four weekly sessions are summarized in the matrix below.

For learners without internet access, printed copies of the online prompts were provided and their responses manually uploaded by the researcher to ensure equitable participation. After the four-week intervention, a posttest was administered to assess improvement across the three comprehension levels.

To ensure authenticity of students' online responses, the researcher designed tasks requiring personal opinions, reflections, and locally grounded experiences. Writing style consistency was monitored across all outputs, and oral confirmations were conducted when necessary to verify that responses were not AI-generated or copied.

All data collected were handled with care and confidentiality. The results were analyzed using mean, standard deviation, Cohen's *d* effect size, and paired-samples *t*-test. Throughout the study, the researcher adhered to the ethical principles of honesty, fairness, and respect as required by the Department of Education Research Management Guidelines (DepEd Order No. 16, s. 2017) and the Data Privacy Act of 2012 (R.A. 10173).

### **Data Analysis**

The following statistical tools were used to analyze the data gathered in this study.

**Mean and standard deviation.** These were used to determine the proficiency level of Grade 11 students in reading comprehension before and after the implementation of the blended supplemental reading activities in terms of literal, inferential, and evaluative comprehension (SOP 1). These measures provided a descriptive overview of the students' performance across the three comprehension domains in both the pretest and posttest.

**Paired Sample t-Test.** This was used to determine whether there was a statistically significant difference in the students' reading comprehension proficiency before and after the implementation of the blended supplemental reading activities in terms of literal, inferential, and evaluative comprehension (SOP 3). The level of significance was set at 0.05.

**RESULTS AND DISCUSSION**

This chapter includes the presentation, analysis and interpretation of data in accordance with the specific problems of the study.

**Proficiency level of Grade 11 Students in Reading Comprehension Before and After the Implementation of Blended Supplemental Reading Activities in Terms of Literal Comprehension, Inferential Comprehension, and Evaluative Comprehension**

Table 1 presents the proficiency level of Grade 11 students in reading comprehension before and after the implementation of blended supplemental reading activities across the three domains: literal, inferential, and evaluative comprehension.

**Table 1**

**Proficiency Level of the Respondents in Reading Comprehension**

Levels of Reading Comprehension	Pre-Test	SD	% Score	Proficiency Level	Post-Test	SD	% Score	Proficiency Level
Literal	8.56	1.55	86%	Proficient	8.88	1.59	89%	Proficient
Inferential	8.56	1.50	86%	Proficient	8.94	1.12	89%	Proficient
Evaluative	8.31	1.40	83%	Proficient	8.75	1.73	88%	Proficient

*Legend: 90-100% (Advanced), 75-89%(Proficient), 60-74% (Developing), Below 60% (Beginning)*

The Table revealed that learners demonstrated a consistently proficient level of reading comprehension across all three domains in both the pre-test and post-test, indicating that the group entered the intervention with a solid baseline and maintained that standing after exposure to the blended supplemental reading activities.

For literal comprehension, learners obtained a mean score of 8.56 (SD = 1.55) or 86% in the pre-test, which improved to 8.88 (SD = 1.59) or 89% in the post-test, both classified as Proficient. This domain consistently yielded the highest pre-test scores among the three, which is consistent with the general expectation that literal comprehension, which involves the retrieval of explicitly stated information, is the most accessible level of reading for learners with prior formal instruction. The modest post-test gain suggests that the blended activities reinforced rather than transformed learners' ability to identify surface-level textual information.

For inferential comprehension, the mean score increased from 8.56 (SD = 1.50) or 86% in the pre-test to 8.94 (SD = 1.12) or 89% in the post-test, likewise maintaining a Proficient rating. Notably, the standard deviation decreased from 1.50 to 1.12, indicating that learners became more consistent in their ability to draw inferences and interpret implied meanings after the intervention. Butterfuss, Kim, and Kendeou (2020) established that inference-making in reading comprehension is a cognitively complex process requiring the coordination of vocabulary knowledge, background knowledge, and reasoning, skills that develop gradually over sustained instructional exposure rather than within a single intervention period. The slight gain and reduced variability nonetheless suggest that the blended activities contributed to a more uniform application of inferential strategies across the group.

For evaluative comprehension, learners recorded a mean score of 8.31 (SD = 1.40) or 83% in the pre-test and 8.75 (SD = 1.73) or 88% in the post-test, both within the Proficient range. This domain registered the lowest scores across both test periods, which is theoretically expected, as evaluative comprehension demands the highest cognitive engagement, requiring learners not only to understand a text but to critically appraise it, form judgments,

and justify positions based on textual evidence. Camacho (2024) similarly noted that students who had achieved nearly proficient to proficient levels in literal and inferential tasks continued to struggle most with evaluative and rhetorical comprehension skills, underscoring the hierarchical nature of the comprehension demands identified in Barrett's Taxonomy. The wider standard deviation in the *post-test* (1.73) compared to the *pre-test* (1.40) further suggests that learners responded differentially to the evaluative tasks embedded in the blended activities, with some benefiting substantially while others showed less consistent growth.

Across all three domains, a consistent upward trend in mean and percentage scores was observed from pre-test to post-test. However, the overall proficiency level remained stable within the Proficient band, suggesting that while the blended supplemental reading activities contributed to positive growth, the gains were insufficient to elevate learners into the Advanced category. This finding reinforces the understanding that reading comprehension, particularly at the higher-order levels, is a cumulative skill requiring extended, repeated, and varied instructional engagement before significant shifts in proficiency category can be observed (Yapp et al., 2023; Camacho, 2024).

### **Implementation of Supplemental Reading Activities in Improving Grade 11 Students' Reading Comprehension**

The blended supplemental reading activities were implemented over Quarter 3 through a four-week structured lesson plan that integrated Camacho's supplemental reading framework with a digital component facilitated via a private Facebook group. This design aimed to combine the pedagogical structure of face-to-face instruction with the accessibility and interactivity of a social media platform familiar to the learner population.

During in-class sessions, the teacher employed five core Camacho-based reading strategies: vocabulary strategy cards, graphic organizers, story sequencing, peer-assisted reading, and summary writing. The instructional approach began with teacher modeling, progressed to guided practice, and finished with collaborative application. Each classroom session was designed to scaffold learners' comprehension of academic and technical texts by drawing on multiple cognitive pathways. This deliberate, structured classroom format aligns with Lagdaan and Sevilla's (2025) systematic review of reading strategies for Filipino Junior High School students, which determined that systematic, evidence-based programs yield substantial literacy improvements. Their findings particularly highlight that such gains are amplified when teachers are given the flexibility to adjust instruction responsively.

The online component required learners to engage with supplemental reading texts posted in a private Facebook group, where they completed reflection tasks, analysis prompts, and evaluative responses aligned with the comprehension competencies targeted in each lesson. Specifically, learners were asked to analyze the audience, purpose, and context of texts; reorganize and sequence ideas from readings; interpret charts and tables embedded in multimodal texts; and compose critical reflections connecting the online material to their personal and local experiences.

The four-lesson sequence followed a deliberate progression: Week 1 focused on understanding academic and technical texts through audience and purpose analysis; Week 2 addressed how text structure and language features convey meaning; Week 3 engaged learners in interpreting charts, tables, and visual data; and Week 4 required the integration of all Camacho strategies on a complex multi-modal text. This scaffolded design was intended to build reading competency incrementally, moving from foundational comprehension tasks toward more demanding critical evaluation activities.

Critically, the use of Facebook as the digital platform offered both affordances and limitations worth acknowledging. Olobia (2024) found that social media platforms serve as powerful tools for facilitating communication and engagement in English as a second language, offering learners familiar communicative channels that increase willingness to participate in language tasks; however, the same study cautioned that technology-mediated communication can also give rise to surface-level language behaviors including fragmented sentence construction and inattention to grammatical accuracy. This concern underscores the importance of the scaffolded Camacho strategies used alongside the Facebook tasks, which provided the instructional support necessary to direct learners' digital engagement toward meaningful comprehension rather than surface-level interaction.

Idulog et al. (2023), in examining the reading abilities of Filipino students, noted that insufficient structural and instructional support is among the primary contributors to poor reading outcomes. Similarly, Støle, Mangen, and Schwippert (2020) found that students on average achieved lower scores on digital reading comprehension assessments than on paper-based equivalents, noting that scrolling and misplaced digital reading habits may be contributing factors behind this difference. Kaygısız (2025) added that reading preference and frequency significantly affect reading performance suggesting that how habitually and purposefully learners engage with texts shapes their comprehension outcomes regardless of medium.

These implementation dynamics align with findings from Macaruso et al. (2020), who demonstrated that blended learning models combining structured teacher-led instruction with carefully designed digital components

produced significant reading gains among students. Syakur et al. (2020) similarly confirmed that online-based reading platforms, when integrated with classroom instruction and anchored to specific comprehension goals, enhance student engagement and foster positive learning attitudes. These studies collectively affirm that the quality and intentionality of instructional design determines the effectiveness of blended reading interventions.

**Significant Difference in the Students’ Reading Comprehension Proficiency Level After the Implementation of the Blended Supplemental Reading Activities**

Table 2 presents the results of the paired-samples t-test conducted to determine whether there is a statistically significant difference in The Students’ Reading Comprehension Proficiency Level After the Implementation of the Blended Supplemental Reading Activities across the three domains of reading comprehension at the 0.05 level of significance.

**Table 2**  
*Significant Difference in the Students’ Reading Comprehension Proficiency Level After the Implementation of the Blended Supplemental Reading Activities*

Levels of Reading Comprehension	Student's t statistic	p	Interpretation	Decision
Literal	0.718	0.484	Not Significant	Do not reject Ho
Inferential	0.716	0.485	Not Significant	Do not reject Ho
Evaluative	0.94	0.362	Not Significant	Do not reject Ho

As shown in the Table, despite consistent positive mean gains across all three comprehension domains, no statistically significant differences were found in students’ reading comprehension proficiency level after the implementation of the blended supplemental reading activities. The null hypothesis was not rejected across any of the domains.

For literal comprehension, the computed *t-value* of 0.718 with a *p-value* of 0.484 indicates a non-significant result. In terms of inferential comprehension, the *t-value* of 0.716 and *p-value* of 0.485 similarly indicate *no statistically significant difference*. As for *evaluative comprehension*, the *t-value* of 0.94 with a *p-value* of 0.362 likewise falls well above the 0.05 significance threshold, despite this domain recording the highest mean gain (0.44) and the largest effect size ( $d = 0.235$ ) among the three. Four interrelated factors potentially explain the non-significant results across all three domains: initial learner performance, the length of the intervention, digital reading behavior, and alignment between tasks and assessments

The first and most consequential explanation lies in the learners' high baseline proficiency. Students entered the intervention already scoring between 83% and 86% across the three domains all within the Proficient band. Statistical significance in a paired t-test is sensitive not only to the magnitude of improvement but also to the range of possible growth available to learners. Smith et al. (2021) established that a student's initial reading skill is a key predictor of how they respond to interventions, with higher-performing students having less room to show improvement on standard tests, thus making it harder to reach statistical significance within short timeframes. When a group's starting performance is already at a high level, there is limited room for the kind of score increases that would produce statistically significant t-values, particularly with a small sample. Camacho (2024) observed a similar dynamic in her study, noting that students performing at nearly proficient to proficient levels continue to need ongoing and sustained intervention to advance beyond that threshold suggesting that a short-cycle intervention is unlikely to produce the score movement needed to overcome the high baseline performance.

A second explanation relates to the duration and dosage of the intervention. The blended supplemental reading activities were implemented over four structured lessons within a single quarter. Reading comprehension, particularly at the inferential and evaluative levels, is a complex, cumulative skill that develops through repeated practice and progressively more challenging text encounters over time. Sohn et al. (2023), in a meta-analysis of 37 reading comprehension intervention studies for adolescents in Grades 6 to 12, found that intervention duration was among the significant moderators of reading comprehension outcomes. Similarly, Yapp et al., (2023) demonstrated that reading comprehension strategy interventions produce measurable gains when implemented over sustained periods. This is further supported by Yudhana (2021), who found that a six-week blended learning program produced a large within-subjects effect size (Cohen's  $d = 3.937$ ) among Thai undergraduate EFL students, indicating that a more extended intervention period can produce stronger reading comprehension gains.

A third explanation concerns the dynamics of digital reading within the Facebook-based online component. While the Facebook tasks were carefully structured around Camacho's strategies, the digital medium itself may have presented comprehension challenges that lessened the depth of text processing during online task completion. Støle et

al., (2020) found that students on average achieved lower scores on digital reading comprehension assessments than on paper-based equivalents, with scrolling and misplaced digital reading habits identified as possible contributing factors. This means that the platform through which reading tasks are delivered can independently affect comprehension outcomes regardless of task quality. Kaygısız (2025) similarly found that participants reading printed texts outperformed those reading digitally, and that reading preference and frequency shaped performance more than demographic variables implying that learners who are not habituated to purposeful academic reading in digital environments may struggle to process texts with sufficient depth even within structured tasks. Idulog et al. (2023), examining the reading abilities of Filipino students, found that structural and instructional deficiencies contribute significantly to poor reading outcomes. These factors collectively suggest that despite the motivational affordances of the Facebook platform, the cognitive depth of learners' engagement with online reading texts may not have been consistently sufficient to produce measurable comprehension gains on a formal assessment.

A fourth and final explanation involves the alignment between the instructional tasks and the assessment instrument. The Barrett's Taxonomy-based reading comprehension test measured learners' performance on a specific academic passage through a structured 30-item instrument with fixed answer choices for literal and inferential items and a rubric-scored evaluative component. The Facebook-based tasks, by contrast, were open-ended, reflective, and personally situated — designed to build comprehension processes broadly rather than prepare learners for a specific test format. The degree of transfer from open-ended, digitally-mediated reflection tasks to formal standardized assessment may have been limited within the available instructional time. Famoso et al., (2024) noted that reading comprehension gains are most transferable when instructional tasks match the assessment formats.

Collectively, these four explanations offer a coherent justification of why the observed mean gains did not reach statistical significance. These findings do not negate the direction or educational value of the improvements observed; rather, they identify the structural conditions that would need to be addressed in a more extended or redesigned implementation to produce statistically detectable gains.

#### **Compendium of Blended Supplemental Reading Materials Developed Based on the Findings of the Study**

The Compendium of Blended Supplemental Reading Materials (See Appendix D.) was developed as a practical, teacher-ready instructional resource for Grade 11 Effective Communication at Ruben E. Ecleo Sr. National High School, Dinagat Islands. The compendium was designed in direct response to the study's empirical findings, which demonstrated that while blended supplemental reading activities produced consistent positive gains across all three comprehension levels, the intervention's short duration and the need for more tightly structured task design constrained the magnitude of measurable gains. The compendium addresses these limitations by providing a comprehensive, replicable, and contextually grounded instructional framework that extends and formalizes the blended reading activities implemented during the study.

The compendium is organized into four weekly modules, each corresponding to one learning competency under the interpretation of meaning in academic and technical texts within the Grade 11 Effective Communication curriculum. Each module spans one full instructional week and follows a consistent five-day cycle — introduction and modeling on Day 1, guided practice on Day 2, online Facebook task engagement on Day 3, peer discussion and formative feedback on Day 4, and consolidation and application on Day 5. This recurring structure provides teachers with a clear and manageable instructional rhythm while systematically building learners' comprehension skills from foundational to evaluative across the four weeks.

The compendium is explicitly anchored on Camacho's (2024) supplemental reading framework, integrating all five of her core reading strategies into the instructional design. Vocabulary Strategy Cards guide learners in identifying, defining, and applying key or technical vocabulary from each supplemental text, building lexical knowledge and contextual word recognition essential for literal comprehension. Graphic Organizers provide learners with structured visual frameworks — concept maps, T-charts, and cause-effect diagrams — for organizing and representing textual ideas, supporting comprehension through visual-spatial processing. Story Sequencing Charts help learners arrange events, ideas, or procedural steps in logical or chronological order, developing their understanding of text structure and organizational patterns. Peer-Assisted Reading Guides structure collaborative reading between pairs and small groups, facilitating social scaffolding and joint knowledge construction as learners share and justify their textual interpretations. Summary Writing Frames scaffold learners in constructing concise, cohesive written summaries that capture the main idea and essential supporting details of each text, consolidating comprehension and developing academic writing competence simultaneously.

The four modules are sequenced progressively in alignment with Barrett's Taxonomy of Reading Comprehension. Week 1, focused on Audience, Purpose, and Context analysis, primarily targets literal comprehension by requiring learners to identify explicitly stated information, technical vocabulary, and the communicative function of an official community bulletin from the MENRO of Dinagat Islands. Week 2, centered on Text Structure and

Language Features, bridges literal and inferential comprehension by requiring learners to analyze how organizational patterns and linguistic choices convey meaning in a DENR technical guide on the mangrove restoration process. Week 3, addressing multimodal text interpretation through charts, tables, and figures, deepens inferential comprehension by requiring learners to draw data-based conclusions, identify trends, and make reasoned recommendations using a BFAR Fisherfolk Livelihood Assessment Report. Week 4, the integration week, targets evaluative comprehension by requiring learners to apply all five Camacho strategies simultaneously on a complex policy discussion paper on Youth Participation in Disaster Risk Reduction, demanding critical judgment, argument evaluation, and reflective synthesis.

All supplemental reading texts in the compendium were drawn from locally relevant academic and technical sources connected to the Dinagat Islands context coastal conservation, mangrove restoration, fisherfolk livelihoods, and youth disaster risk reduction — ensuring that the reading materials are meaningful, culturally grounded, and personally relevant to the learner population. This design principle reflects the CLT framework's emphasis that language learning is most effective when tasks are situated in authentic, real-world contexts that connect to learners' lived experiences (Dos Santos, 2020; Thamarana, 2014).

Each weekly module includes a complete set of student activity sheets Vocabulary Strategy Card Sheets, Graphic Organizer Templates, Story Sequencing Charts, Peer-Assisted Reading Guides, and Summary Writing Frames as well as a Facebook Task Prompt Sheet specifying the online reflection and analysis task for the week's digital component. A Weekly Feedback Protocol guides teacher in providing structured formative feedback on learner outputs at the end of each week, and a Scoring Rubric aligned with Barrett's Taxonomy is provided for evaluating learners' written responses across literal, inferential, and evaluative comprehension levels. Together, these components ensure that the compendium is immediately usable by teachers without requiring significant additional preparation, while remaining flexible enough to be adapted to different school contexts, resource conditions, and learner populations.

The development of this compendium directly addresses the gap identified in this study and in the existing literature the absence of a fully documented, blended instructional resource that simultaneously and systematically targets all three levels of reading comprehension through an integrated classroom and digital delivery model. As Camacho (2024) established, supplementary reading materials grounded in structured strategy use are effective in building comprehension skills across skill-specific instructional needs; the present compendium extends this contribution by embedding Camacho's strategies within a blended learning framework, making them accessible and applicable in both face-to-face and online reading environments. It is offered as a replicable instructional model that future teachers and researchers may adopt, adapt, and build upon to enhance the reading comprehension development of senior high school learners in similar educational settings.

### Summary

This study aimed to evaluate the effectiveness of blended supplemental reading activities in enhancing the reading comprehension of Grade 11 students enrolled in Effective Communication at Ruben E. Ecleo Sr. National High School, Dinagat Islands during Quarter 3. Specifically, it sought to determine the proficiency level of learners in reading comprehension before and after the intervention across three domains namely: literal, inferential, and evaluative comprehension as identified in Barrett's Taxonomy; to describe how the supplemental reading activities were implemented; to determine whether a statistically significant difference existed between pre-test and post-test scores; and to develop a compendium of blended supplemental reading materials based on the study's findings.

A one-group pretest-posttest quantitative quasi-experimental research design was employed. The participants were Grade 11 learners enrolled in Effective Communication during Quarter 3. The primary instruments used were a researcher-made 30-item Reading Comprehension Test anchored on Barrett's Taxonomy and a Daily Lesson Log documenting the four-week blended implementation. The blended supplemental reading activities were implemented over four weekly sessions integrating Camacho's (2024) five supplemental reading strategies — vocabulary strategy cards, graphic organizers, story sequencing, peer-assisted reading, and summary writing through a five-day instructional cycle combining face-to-face classroom instruction with structured, Facebook-mediated online tasks. Data were analyzed using mean, standard deviation, and paired-samples t-test at the 0.05 level of significance.

**Findings.** The findings of the study were revealed as follows:

1. Students consistently demonstrated a Proficient level of reading comprehension across the literal, inferential, and evaluative domains, showing noticeable improvement after the intervention. However, none of the domains reached the Advanced level of proficiency.
2. The blended supplemental reading activities were conducted over four weekly sessions using a five-day instructional cycle. The intervention combined face-to-face instruction, guided practice, asynchronous Facebook-based activities, feedback sessions, and written consolidation tasks. Weekly lessons progressed from basic text

analysis to multimodal interpretation and full strategy integration, aligned with the hierarchical levels of Barrett's Taxonomy.

3. There is no statistically significant differences between the pre-test and post-test scores in any of the three comprehension domains ( $p > 0.05$ ). The null hypothesis was not rejected across all domains. This outcome was attributed to the learners' high baseline proficiency, the short duration of the intervention, the cognitive challenges associated with digital reading, and the limited transfer between open-ended digital tasks and the structured formal assessment instrument.

4. Based on the findings of the study, a Compendium of Blended Supplemental Reading Materials was developed for Grade 11 Effective Communication. The compendium consists of four weekly modules anchored on Camacho's (2024) supplemental reading framework and aligned with Barrett's Taxonomy of Reading Comprehension. Each module integrates all five Camacho strategies across a five-day blended instructional cycle, with locally relevant supplemental reading texts, complete student activity sheets, Facebook task prompt sheets, a weekly feedback protocol, and a scoring rubric aligned with Barrett's Taxonomy.

### Conclusions

Based on the findings, the following conclusions were drawn:

1. Grade 11 students entered the intervention with a solid proficiency baseline across all three comprehension domains and maintained that standing post-intervention, indicating that the blended activities reinforced rather than transformed existing comprehension skills within the given timeframe.

2. The successful implementation of the blended supplemental reading activities across both face-to-face and Facebook-based components illustrates its potential as an accessible, structured, and engaging approach to reading instruction for senior high school learners.

3. Despite observable mean gains, no statistically significant differences were found between pre-test and post-test scores, reflecting the structural limitations of a short cycle intervention applied to a group already performing at a proficient level rather than an absence of instructional value.

4. The compendium of blended supplemental reading materials developed from this study provides a practical, replicable, and contextually grounded instructional resource that directly addresses the gap identified in both this study and the existing literature, the absence of a fully documented blended framework that simultaneously and systematically targets literal, inferential, and evaluative comprehension for senior high school learners.

### Recommendations

In light of the foregoing findings and conclusions, the following recommendations are suggested:

**School Administrators.** They are encouraged to support the sustained, semester-long implementation of blended supplemental reading programs, providing teachers with the scheduling flexibility, digital infrastructure, and professional development needed to maximize the effectiveness of blended reading interventions.

**English Teachers.** They are urged to extend the duration of blended supplemental reading activities beyond short cycle implementations, more tightly align digital tasks with formal assessment formats, and establish consistent feedback mechanisms within the online component to ensure that student engagement translates into measurable comprehension growth.

**Students.** They are encouraged to approach digital reading tasks with the same level of purposeful attention given to print-based academic reading, and to actively utilize the comprehension strategies introduced in blended activities such as graphic organizers and summary writing when engaging with texts across all subject areas.

**Parents.** They are encouraged to support their children's participation in digital reading tasks at home by ensuring access to the necessary devices and internet connectivity, and by reinforcing positive attitudes toward reading as an academic and personal activity. Awareness of the goals of blended reading instruction will enable parents to encourage independent reading habits that extend and reinforce the comprehension strategies practiced in school.

**Future Researchers.** They are recommended to replicate this study with a longer intervention period and a larger sample size, and to explore the use of alternative digital platforms beyond social media to examine how platform design influences the depth of learners' cognitive engagement and the transferability of comprehension gains to formal assessment instruments.

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