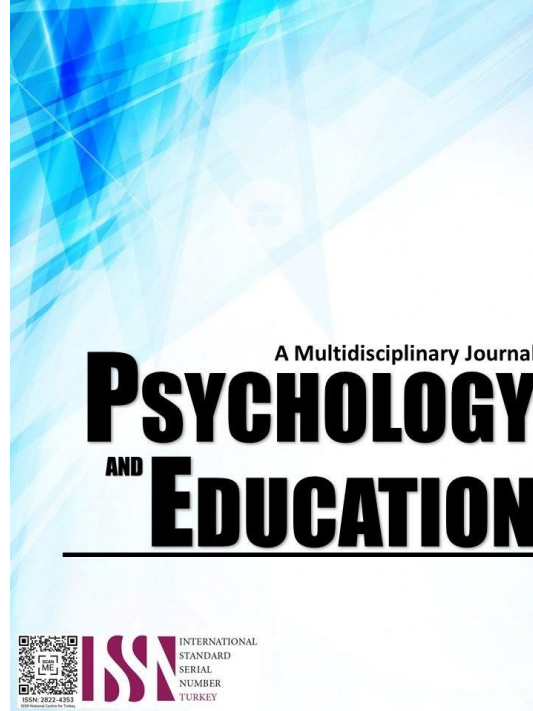


LIVED EXPERIENCES OF TEACHERS AND EMERGING READERS IN ENGLISH 7 UNDER THE MATATAG CURRICULUM



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Lived Experiences of Teachers and Emerging Readers in English 7 Under the MATATAG Curriculum

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Abstract

Navigating the complexities of literacy education under the MATATAG Curriculum presents both challenges and opportunities for teachers and emerging readers. This study investigates the lived experiences of teachers and emerging readers in English 7 under the MATATAG Curriculum, focusing on challenges and instructional strategies. Employing a qualitative, transcendental, phenomenological approach, the study captures the voices of English teachers and emerging readers through in-depth interviews and focus group discussions. Data analysis utilized Braun and Clarke's (2006) thematic analysis to uncover key insights. The results reveal that while the MATATAG Curriculum aims to strengthen foundational literacy, teachers face significant challenges, including limited instructional time, resource shortages, impacting their teaching effectiveness. Emerging readers, struggle with self-doubt, disengagement, and challenges in decoding and comprehending texts. Despite these obstacles, the study highlights various adaptive instructional strategies, such as differentiated instruction and personalized learning approaches. Additionally, parental support mechanisms—like regular communication and involvement in home-based reading activities—positively affect students' literacy development. This research provides critical insights for curriculum development, indicating the need for adjustments in resource and emphasize the importance of teacher training to better support diverse learners. The findings advocate for intervention programs and stronger partnerships with parents to enhance reading proficiency and engagement among learners.

Keywords: MATATAG Curriculum, readers, lived experiences, challenges, instructional strategies

Introduction

Reading is a core ability that supports learning and academic advancement. The primary objective of reading is comprehension. It improves access to knowledge, fosters critical thinking, and allows for involvement with various subjects. However, inadequate reading skills can hinder students' performance across other academic disciplines, ultimately restricting overall growth and success. Therefore, reading proficiency is vital not only for individual educational institutions but also for societal development.

Recent statistics highlight significant challenges in reading proficiency among Filipino students. In the report of the World Bank (2018), Filipino students ranked lowest in reading comprehension among 79 countries. It was emphasized that all children should attain reading proficiency by age ten to prevent broader learning difficulties. Supporting this, the results of the Programme for International Student Assessment (PISA) 2018 indicated that 80% of students in the Philippines, particularly in Region XII, did not achieve the minimum level of reading proficiency, a gap that remained relatively unchanged by 2022.

Factors Impacting Reading Comprehension

Research indicates various strategies, including digital game-based learning, can enhance reading capabilities (Ronimus et al., 2019). Conversely, environmental challenges such as poverty significantly impair vocabulary and phonetic comprehension, affecting long-term academic outcomes (Agumagu, 2020).

Additionally, studies by Taganas et al. (2024), Aranego (2023), and Olores et al. (2023) reveal that low self-esteem, disengagement, and comprehension issues are prevalent among struggling readers. Taganas et al. (2024) and Reyes (2022) further note that disinterest and lack of motivation adversely impact learning results.

To form effective solutions, Merga (2019) emphasizes addressing a range of barriers rather than focusing solely on specific issues. Supporting this perspective, Gumagay (2024) stresses the necessity of professional development for teachers to better support their students.

Policy Context and Investigations

In light of this challenges, on July 23, 2024, the Department of Education released DepEd Order No. 10, Series 2024, establishing the policy guidelines for the implementation of the MATATAG curriculum for Grades 1, 4, and 7. However, current research predominantly focuses on teachers' experiences, often overlooking the fundamental causes of difficulties faced by readers within this framework. This gap underscores the need for investigation into parental support, as few studies have examined this aspect.

Indeed, there is a reading comprehension problem among students at Tacurong National High School (TNHS), as evidenced by the recent results of the PHIL-IRI 2024 assessment in G-7. There were 86 students belong to struggling readers under the frustration level in oral reading word recognition, listening comprehension, and silent reading speed. The research outcome holds significant impact because it demonstrates both current academic difficulties and potential future educational challenges faced by students.

Purpose of the Study

This study was conducted to identify the underlying reasons for the reading and comprehension struggles faced by these students. By examining the experiences of emerging readers, teachers, and family support, the research seeks to provide critical insights into the challenges encountered. The goal is to inform specific solutions and teaching methodologies, guiding schools in developing programs that facilitate effective participation. Furthermore, understanding these experiences may help shape policies, enhance collaboration among stakeholders, and ultimately improve support systems.

Research Questions

This research was an in-depth understanding of the experiences and viewpoints of teachers and emerging readers within the context of MATATAG in English 7. Specifically, it sought to answer the following questions:

1. How do teachers describe their lived experiences in teaching emerging readers in English 7 under the MATATAG Curriculum?
2. How do emerging readers describe their lived experiences in enhancing their reading and comprehension skills in English 7 under the MATATAG Curriculum?
3. How do teachers teaching emerging readers in English 7 view themselves in the future?

Methodology

Research Design

The researcher used descriptive qualitative research using a transcendental phenomenology to comprehend the lived experiences of students and teachers within the MATATAG Curriculum framework. This design has strong philosophical underpinnings and typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994). The approach matches the research purposes because it prioritizes participants' personal expressions about their reading difficulties to comprehend complex reading difficulties. Through transcendental phenomenology researchers gain full access for thorough unbiased evaluations that present authentic participant experiences. It also matches its objectives by studying the actual encounters of teachers and emerging readers within the MATATAG Curriculum. This philosophical approach to qualitative research technique is needed to grasp human experience (Moustakas, 1994). It encourages the researcher to set aside biases, ensuring the participants' voices are authentically captured. It also provides a holistic view by uncovering the core challenges and support systems in the curriculum. By exploring the experiences of students, teachers, and parents, this design helps reveal how their perspectives interconnect, offering a deeper understanding of the phenomenon. The process involves identifying units of meaning and clustering them into themes to form textural descriptions (the what of the phenomenon). Use imaginative variation to create structural (the how) descriptions. Combine these descriptions to form the essence of the phenomenon.

Participants

The participants of this study were five (5) Grade 7 emerging readers enrolled at Tacurong National High School for the School Year 2024-2025 and 6 (six) teachers teaching English 7 and emerging readers in accordance with DepEd Order No. 10 s. 2024 dated July 23, 2024 enclosed the policy guidelines on the implementation of the MATATAG Curriculum. The Grades 1, 4 in elementary and Grade 7 in secondary will be the first to implement this reform. In order to better align students' learning experiences across both primary and secondary school, these grade levels were selected as entry points.

These students have been identified as emerging readers, students who read and understand texts at a frustrating level fall within the category of emerging readers since they exhibit significant difficulties with text comprehension along with decoding and fluency. Also, emerging readers selected for the research belong to various socioeconomic groups whose families mainly lack adequate educational resources. The students face restricted access to books and digital tools for learning along with additional reading materials because of these limitations which challenges their literacy progress. Analysis of five emerging readers' lived experiences remains appropriate due to their number because this sample size suits qualitative research methods.

In addition, six (6) teachers teaching English 7 of Tacurong National High School who are responsible for teaching these emerging readers were included as key participants in the study. The teachers in this role provide instruction to emerging readers and use strategies to improve their literacy competency. The researchers utilized data from these teachers to obtain a complete picture of the circumstances that affect students' development using the MATATAG Curriculum system.

Instrument

In this study, semi-structured questionnaires were utilized to gather in-depth qualitative data, allowing for flexibility in exploring participants' experiences. Probing questions were utilized to encourage deeper insights and to clarify responses, ensuring the accuracy and richness of the data collected (Bryman, 2012). A panel containing experts significantly improved the semi-structured questionnaires by adding different viewpoints regarding qualitative research and education with question clarity and cultural appropriateness that matched the study goals. The panel assessments resolved confusing wording and added additional questions because they aimed to boost the tool's capability for real-life experience collection. The experts provided crucial guidance during the phase of pilot testing

which led to improving research tools according to real participants' interactions to build stronger methodological rigor coupled with ethical integrity. Their feedback guided the refinement process, ensured that the questions are clear, culturally appropriate, and aligned with the study's objectives. Additionally, a pilot test conducted with a small group of participants who were similar to the final sample to identify potential areas of improvement, such as question wording or structure, to ensure the instrument effectively captures the lived experiences of the participants (Cohen et al., 2018). During the pilot phase, participants were encouraged to express their thoughts regarding the questions and provide feedback on their overall experience with the questionnaire. Based on the responses received during the pilot test, modifications were made to question wording and structure to ensure they were effective in capturing the lived experiences of the participants and achieving the study's aims.

Procedure

First, the researcher asked permission from the Schools Division Superintendent of Tacurong City, followed by the school head of Tacurong National High School to conduct the study. Secondly, the selected participants were sent letters of request and consent forms detailing the study's objectives, data-gathering procedures, and the potential benefits and risks involved. Thirdly, an in-depth interview conducted with the selected students through one-on-one interviews to gather the lived experiences of the participants. This method remains the most effective in minimizing nonresponse and maximizing the quality of data collected (Lavrakas, 2008). However, for teachers, a focus group discussion was applied to capture collective experiences and insights regarding the curriculum's impact on struggling readers. With the participants' consent, interviews and the FGD were audio-recorded using mobile phones to ensure accuracy in capturing their responses. The participants engaged in focus group discussion created opportunities to share their combined experiences regarding curriculum effects on their emerging readers. Through the guidance of the moderator participants felt comfortable while maintaining a high level of member engagement without any forced opinion sharing. Open-ended questions provided by the facilitator served to both initiate active discussions among participants and investigate in-depth their curriculum knowledge through individual participant engagement to prevent dominating opinions. Finally, the responses of the participants were transcribed into English and underwent member checking to validate if the responses in truthful and correct before it underwent thematic analysis using Braun and Clarke's (2006) six-phase framework.

Data Analysis

Data were gathered through in-depth, face-to-face interviews with students, and focus group discussions for teachers. The audio recordings from these sessions were transcribed verbatim and analyzed using thematic analysis. This analytical process involves systematically coding the data, identifying recurring patterns, and organizing similar responses into key themes to capture the essence of the participants' experiences.

Thematic analysis was employed to identify and interpret significant themes developing from the experiences of emerging readers, teachers, and parents. This method is ideal for capturing patterns of meaning within qualitative data. Braun and Clarke's (2006) six-phase framework provides a comprehensive and systematic approach to conducting thematic analysis. The phases include: First, familiarizing the data. In this step, the researcher will read and re-read the data to become familiar with what the data needs and pay attention to the patterns that occur. The researcher must complete data collection. The researcher embarks by reviewing the transcripts several times to reach an in-depth understanding of the content. The researcher will undergo extensive exposure to the transcripts which enables them to recognize initial patterns and impressions as they deepen their understanding of participant experiences. Second, initial codes and themes are generated (Initial themes). The researcher generates the initial codes by documenting where and how patterns occur. Through the research process the researcher marks down segments of significant data related to research questions. The methodology involves assigning labels to data through which researcher achieve data reduction while creating better management systems of the information. Throughout this phase the researcher starts to deduce initial interpretations about the coded data to achieve more complete comprehension of the information. Third, searching for themes (Clustered Themes). The researcher combines codes into overarching themes that accurately depict the data. It is important to develop themes that describe exactly what the theme means, even if it does not fit. The researcher also describes what is missing from the analysis. Fourth, reviewing themes. In this step, the researcher examines how the themes support the data and the overarching theoretical perspective. If the analysis seems incomplete, the researcher must go back and find what needs to be added. Fifth, defining and naming themes (Relevant Themes). The researcher needs to define each theme, which aspects of data are being captured, and what is interesting about the themes. Sixth, producing the report; in the last step, when the researcher writes the report, the researcher decides which themes make meaningful contributions to understanding what is going on within the data. The researcher will produce an integrated report by identifying key themes which enhance knowledge of the data. The research report incorporates identified participant statements alongside key points to both support analysis and validate the findings.

Ethical Considerations

The ethical guidelines set by Sultan Kudarat State University were adhered to for this study, with the protection and dignity of the participants being the top priority throughout the investigation. Before conducting the interviews, the researcher made sure institutional approval was in place by obtaining formal authorization from the curriculum leaders and the school administration (Haring et al., 2023). The need for informed consent was highlighted by the researcher's explanation to each participant of the study's goals, methods, and potential consequences. This ensured that participants were aware of the purpose of the study and could decide whether or not to

participate consciously and intelligently. Participants received the assurance that their answers would remain anonymous and that stringent confidentiality procedures would protect their identities and personal data (Declaration of Helsinki, 2024).

During the informed consent phase, the researcher detailed the complete study purpose alongside research procedures as well as potential risks to each participating subject for an informed participation choice. The method enabled participants to fully understand research objectives as well as giving them the freedom to voluntarily join the study thereby respecting their autonomy.

The study highlighted the voluntary nature of involvement while also protecting the anonymity of the individuals (Saunders et al., 2019). The freedom to leave the study at any moment and without consequence was reiterated to the participants. Additionally, they were permitted to decline to respond to any questions that gave them anxiety or discomfort. Also, the study implemented confidentiality measures by guaranteeing anonymity in results and establishing strict identity protection procedures which also provided the option to terminate the research anytime without penalty and avoid answering questions causing discomfort.

The researcher established a respectful and trustworthy environment by abiding by these ethical criteria to ensure that the study was carried out with transparency and honesty and to protect the participants' rights and welfare at every stage of the research process (Israel, 2015).

Results and Discussion

The Emerging Themes on the Lived Experiences of Teachers and Emerging Readers in English 7 under The MATATAG Curriculum at Tacurong National High School

Thirty-four (34) emerging themes were identified through extensive data analysis and interpretation procedures. They were all synthesized from thirty-six (36) formulated meanings, thirty-six (36) initial themes, thirty-four (34) clustered themes, and thirty-four (34) emerging themes.

The thirty-two (32) emerging themes are the following: Vocabulary and Comprehension Support, Communication and Literature Support, Grammar and Vocabulary Integration, Vocabulary, Fluency, and Comprehension Issues, Engagement and Attention Barriers, Knowledge Gaps and Context Issues, Differentiated Instruction and Technology Integration, Curriculum Structure and Supporting Skill Development, Curriculum Preparation and Student Exposure, Motivation and Understanding Strategies, Graphic Organizers for Remediation, Additional Activities for Reading Support, Tailored Materials for Effective Remediation, Structured Remediation through MATATAG Curriculum, Difficulty in Understanding the Materials, Learning Despite Difficulty, Practice and Repetition, Teacher Support and Guidance, Assignments and Homework, Focus and Discipline, Teacher-Student Interaction, Use of Grouping and Recitation, Use of Visual Aids (Board, PowerPoint), Teachers Clarity and Translation, Peer Support and Assistance, Comfort in Peer Learning and Teaching, Improved Reading Skills, Challenges in Comprehension, Struggles with Reading Speed and Fluency, Difficulty with Understanding Texts, Parental Assistance with Reading and Assignments, Parents' Involvement and Encouragement, Future Teaching Ease and Future Ease, Student Improvement. These categorized the lived experiences of teachers and emerging readers in English 7 under the MATATAG Curriculum.

Emerging Themes on the Lived Experiences of Teachers under the MATATAG Curriculum

Fourteen (14) emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from (16) formulated meanings, (16) initial themes, and (14) clustered themes.

The fourteen (14) emerging themes were the following: Vocabulary and Comprehension Support, Communication and Literature Support, Grammar and Vocabulary Integration, Vocabulary, Fluency, and Comprehension Issues, Engagement and Attention Barriers, Knowledge Gaps and Context Issues, Differentiated Instruction and Technology Integration, Curriculum Structure and Supporting Skill Development, Curriculum Preparation and Student Exposure, Motivation and Understanding Strategies, Graphic Organizers for Remediation, Additional Activities for Reading Support, Tailored Materials for Effective Remediation, Structured Remediation through MATATAG Curriculum.

The participants shared thoughts and feelings on their lived experiences in English 7 under the MATATAG Curriculum as indicated in translated utterances as follows:

Teachers should provide more varied reading materials and additional support for vocabulary and acquisition. "Limited vocabulary, lack of reading fluency, difficulties in comprehension, and complex sentence structure. Increased use of differentiated instruction, technology integration, and phonics emphasis. "Use of graphic organizers in contextual writing. -T1

Reading coordinators contextualized learning materials to address the needs of struggling readers. Lack of vocabulary, comprehension issues, and sometimes unawareness of grammar rules. Code-switching and providing examples help to motivate students to learn. Enrichment activities and Catch-Up Friday' to support reading abilities. -T2

The curriculum supports communication skills through reading activities and exemplifies Philippine literature. Reading activities are too long, causing students to lose attention and interest. The curriculum's structure makes teaching easier and supports improvement in communication and comprehension skills. The curriculum's structure makes teaching easier and supports improvement in

communication and comprehension skills. Differentiated materials that cater to the learners' needs. -T3

Grammar should also be integrated alongside reading and comprehension. Limited prior knowledge and difficulty understanding context due to a lack of background knowledge. Follow the structured strategies from the MATATAG Curriculum for remediation. -T4

The curriculum is prepared in advance, but students still need exposure to reading skills. -T5

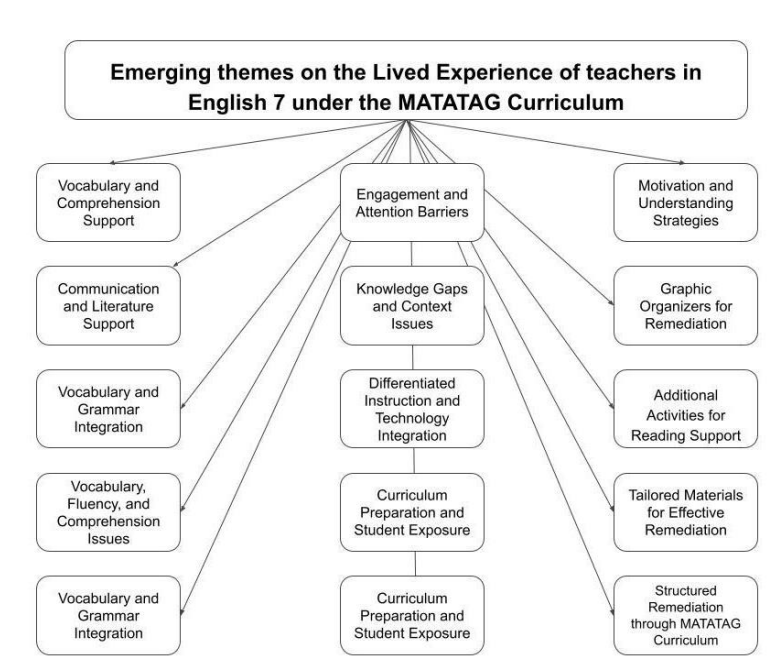


Figure 1. Schematic Diagram on the Emerging Themes of the Lived Experiences of Teachers in English 7 under the MATATAG Curriculum

The Emerging Themes on the Lived Experiences of Emerging Readers under the MATATAG Curriculum

Eighteen (18) emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from twenty (20) formulated meanings, twenty (20) initial themes, and eighteen (18) clustered themes.

The eighteen (18) emerging themes were the following: Difficulty in Understanding the Materials, Learning Despite Difficulty, Practice and Repetition, Teacher Support and Guidance, Assignments and Homework, Focus and Discipline, Teacher-Student Interaction, Use of Grouping and Recitation, Use of Visual Aids (Board, PowerPoint), Teachers Clarity and Translation, Peer Support and Assistance, Comfort in Peer Learning and Teaching, Improved Reading Skills, Challenges in Comprehension, Struggles with Reading Speed and Fluency, Difficulty with Understanding Texts, Parental Assistance with Reading and Assignments and Parents' Involvement and Encouragement.

The participants shared thoughts and feelings on their lived experiences in English 7 under the MATATAG Curriculum as indicated in translated utterances as follows:

The teacher let us read one by one, choosing who will answer and translate into Tagalog for better understanding. She lets us read one by one. She translates it in Tagalog.

She corrects it if it's wrong. She reads first before we answer. She teaches us one by one. We have our groupings sometimes. Oral recitation. We read one by one. She writes it on the board. We are not going anywhere. I cannot go anywhere and you have something to use in studying. If I don't know, I ask for help to teach me. They come to my seat and help me. They tell me if it's right or wrong. They help me in doing my assignment. They let me read and correct me. They help me with reading and writing. -S1

It's a little bit difficult, but we learned something. I practice reading at home. I ask for help and practice at home. I practice reading at home and my classmates help me. We have something to read at home. She gives us many assignments. It is helpful because I only depend on assignments. We have our groupings sometimes. Oral recitation. We read one by one. She writes it on the board. Through TV, PowerPoint. They help me with my pronunciation. They teach me very well. They teach me to read. Before, I didn't know how to read well, but now I'm getting faster. I can read better now. I am a slow learner. I can't read very well. I find it hard to read quickly. They help me in doing my assignment. They let me read and correct me. They help me with reading and writing. -S2

I practice reading at home. I ask for help and practice at home. I practice reading at home and my classmates help me. She corrects it

if it's wrong. She reads first before we answer. She teaches us one by one. If I don't know I ask for help to teach me. They come to my seat and help me. They tell me if it's right or wrong. They help me with my pronunciation. They teach me very well. They teach me to read. Before, I didn't know how to read well, but now I'm getting faster. I can read better now. I am a slow learner. I can't read very well. I find it hard to read quickly. No, it's harder now. My father bought me ABAKADA. They wake me up every morning. They teach me on Saturdays. - S3

We are not going anywhere. I cannot go anywhere and you have something to use in studying. She writes on the board or laptop. We have our groupings sometimes. Oral recitation. We read one by one. She translates it in Filipino. She translates in Tagalog. I can't understand. It's hard to read many texts. I don't understand what I'm reading. My father bought me ABAKADA. They wake me up every morning. They teach me on Saturdays. -S4

I can't understand English. I can't really understand. She corrects it if it's wrong. She reads first before we answer. She teaches us one by one. She translates it in Filipino. She translates in Tagalog. We have something to read at home. She gives us many assignments. It is helpful because I only depend on assignments. If I don't know I ask for help to teach me. They come to my seat and help me. They tell me if it's right or wrong. My father bought me ABAKADA. They wake me up every morning. They teach me on Saturdays. -S5

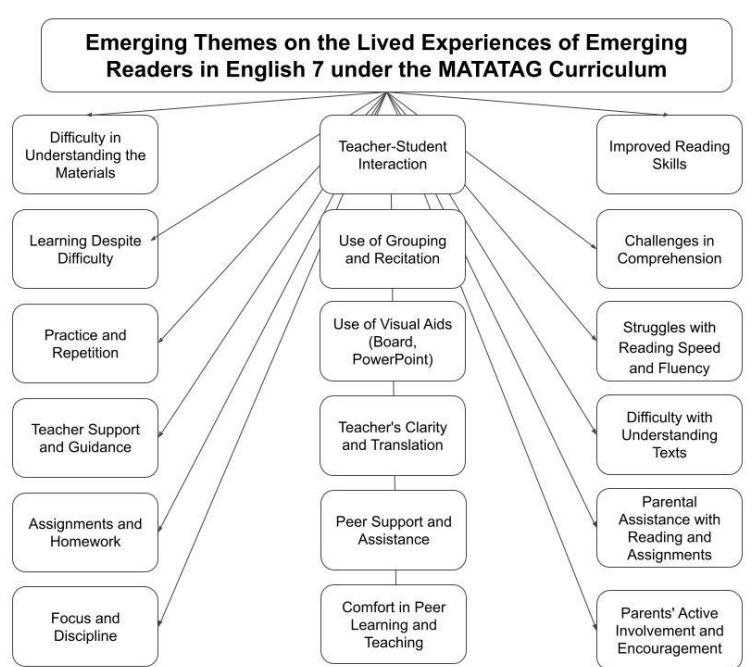


Figure 2. Schematic Diagram on the Emerging Themes on the Lived Experiences of Emerging Readers in English 7 under the MATATAG Curriculum

Emerging Themes on How Teachers Teaching Emerging Readers in English 7 under the MATATAG Curriculum view themselves in the future

Two (2) emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from two (2) formulated meanings, two (2) initial themes, and two (2) clustered themes.

The two (2) emerging themes were the following: Future Teaching Ease and Future Ease, Student Improvement.

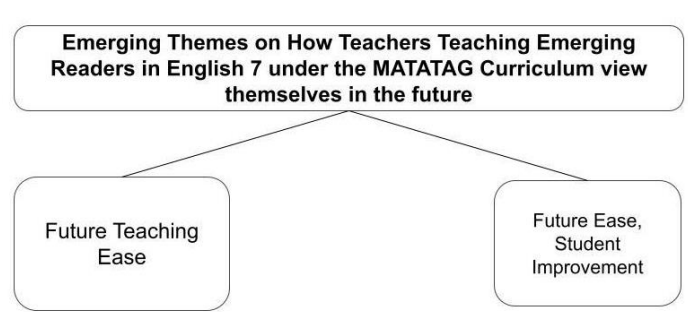


Figure 3. Schematic Diagram on the Emerging Themes on How Teachers Teaching Emerging Readers in English 7 under the MATATAG Curriculum view themselves in the future

The participants shared thoughts and feelings on how they view themselves in the future teaching emerging readers under the MATATAG Curriculum as indicated in translated utterances as follows:

The MATATAG Curriculum is substantial, right? So, for the teachers, it would become easy to teach the content. -T1

So, as to the teacher's convenience, the MATATAG Curriculum is better because it is structured, the reading activities is already given, what to do in class, and then, yeah, it helps the students because it is more on reading. So, if struggling readers are in grade 7, their communication skills will improve even more because I believe reading or the enhancement of communication skills is achieved by constant practice. So, if they are always engaged in reading activities, most probably, their communication skills and comprehension skills will be enhanced even more. -T3

Lived Experiences of Teachers in English 7 under the MATATAG Curriculum

The MATATAG Curriculum's implementation presents English 7 teachers who worked with students who struggle in reading with both opportunities and problems. According to their experiences, there was a complicated interaction between parental involvement, resource availability, student engagement, and instructional styles. Through important themes that emphasized the realities of educating struggling readers in this changing educational environment, these experiences were examined.

Emerging Theme 1: Vocabulary and Comprehension Support

The cornerstones of reading success were comprehension and vocabulary. The participants stated that teachers must deliver different reading materials while providing vocabulary support, which demonstrates their dedication to establishing supportive educational conditions.

According to Wright and Cervetti (2017), target word understanding is enhanced when word meanings are taught, but there is little evidence to support the idea that teaching several procedures will enhance generalized comprehension. On the other hand, the study conducted by Okkinga et al. (2022) evaluated reading strategy instruction effectiveness for adolescents with poor academic results. Students with small vocabulary knowledge gained less benefit from reading strategy instruction compared to individuals with larger vocabularies because vocabulary plays a vital role in reading comprehension development. Arboleda et al. (2022) conducted research about integrated vocabulary instruction for reading comprehension of A1 EFL students. This research concluded that combining vocabulary instruction with reading lessons helps beginner learners understand text better which proves important for developing reading skills.

Teachers used interactive learning techniques and clear instruction to help students' close vocabulary gaps. Even so, focused interventions support struggling readers in improving their comprehension abilities, which in turn promotes their capacity to interact with MATATAG Curriculum materials in a meaningful way.

Emerging Theme 2: Communication and Literature Support

Teachers' great challenges, as mentioned by participants, were the communication skills and teaching Philippine Literature in English 7 based on the learning competencies of the MATATAG Curriculum and structured exemplars being used by the teachers. However, teachers found ways to support students, especially emerging readers, and enable them to make the reading activities in literature more interesting.

Communication abilities are directly related to reading and writing. Due to their limited exposure to literature, students who struggled in reading frequently have difficulty articulating their ideas, participating in discussions, and verbalizing their opinions. Through guided peer conversations, theater exercises, and storytelling, teachers can include literature-based instruction to help students improve their communication skills.

Pizarro and Reyes (2024) demonstrated through their study that dosimetric techniques and ICTs advance linguistic communication in language and literature teaching. In the teaching of language and literature, dosimetric techniques and ICTs successfully enhance linguistic communication. Units of measurement and data collection methods as well as technological systems, have completely transformed teaching approaches for both linguistic instruction and literary study. When a personal student needs care combined with digital engagement tools, it creates interactive learning spaces that meet students' individual learning needs.

According to Ilankumaran and Deepa (2018), the act of teaching literature through poetry specifically develops critical thinking abilities and experience, which leads to enhanced communication skills for students. Moreover, the book of Becky (2012) demonstrates the significance of handling literary texts through its exploration of skills that apply equally well to the classroom and beyond. The methodology supports what teachers had observed about literature teaching for language development, and it showed why classrooms need active spaces that let students express their thoughts.

The MATATAG Curriculum considered how teachers support emerging readers in English 7 in improving their communication abilities and literary engagement. Building a positive learning environment requires both the supply of teacher assistance and the development of communication competence. Teachers can greatly improve learning results and student engagement by using effective communication techniques and being aware of the various requirements of their students.

Emerging Theme 3: Vocabulary and Grammar Integration

Since the content of the MATATAG Curriculum was already structured and prepared. Teachers shared experiences that students have difficulty in learning English lessons in the organized and prepared activities and reading the text under the MATATAG Curriculum because they were lacking knowledge of the basics of grammar.

According to Braeken and Lyster (2018), for preschool-aged children, the direct relationship between vocabulary and grammatical development may not be as strong as originally thought; for children aged 4-5, grammar contributes just a modest amount to vocabulary. The relationship between grammar and vocabulary may not be as clear-cut as previously thought, even though both are essential to language development. Tulu and Gutema (2023) state that students' speaking abilities are improved by teaching English utilizing an integrated skills intervention rather than traditional techniques that concentrate on vocabulary and grammar. Also, the study of Harris (2017) suggests that learners who see the practical application of grammar skills within texts they are reading are better equipped to understand and use these skills effectively.

The MATATAG Curriculum's Integration of Grammar should place a high priority on contextualized education, gradual development, meaningful language use, technology integration, and differentiated learning.

Emerging Theme 4: Vocabulary, Fluency, and Comprehension Issues

The participant shared that most of the Grade 7 students lack reading practice and habits the reason for poor reading ability and results in vocabulary, fluency, and comprehension issues. The interdependence of vocabulary, fluency, and comprehension problems in reading development is emphasized by the emerging theme of these problems. Reading fluency and vocabulary depth are essential for understanding, and as reading abilities improve, so does their interplay.

According to the study of Clemens et al. (2017), out of all adolescents who struggle with understanding the text, 96.2% show coexisting issues in their reading abilities for fluency and vocabulary comprehension. Reading fluency problems occurred more frequently than vocabulary problems. The statement indicated that difficulties with reading fluency occur more frequently compared to vocabulary difficulties among adolescents. The data indicated that adolescents who struggle to understand text normally confront reading speed and smoothness problems instead of vocabulary understanding difficulties. Similarly, current academic studies show that knowledge of vocabulary directly impacts reading comprehension abilities of people. The study conducted by Dong et al. (2020) used 89 independent samples and proved the strong relation between vocabulary understanding strength and reading comprehension ability. The research conducted by Alzahrani et al. (2023) demonstrated that Saudi high school EFL learners with bigger vocabularies performed better at text comprehension tasks. Proof of the urgent need to focus on vocabulary development becomes evident for improving reading education skills in fluency and comprehension.

Study results about vocabulary, fluency, and comprehension problems carry significant meaning when used to evaluate reading proficiency levels of the MATATAG Curriculum and K-10 educational standards in the Philippines. Student learning outcomes faced detrimental impacts from these issues so inspecting them enables educators to create better instructional approaches and intervention measures. Students who faced vocabulary challenges struggled to comprehend complex texts since complexity is vital for the MATATAG curriculum.

Emerging Theme 5: Engagement and Attention Barriers

The participants shared their experiences about the engagement and attention span of students in their English subject. They emphasized that it is challenging for many emerging readers to stay attentive and involved while reading. An overwhelming number of reading tasks, according to participants, brings about fatigue and reduced motivation, leading to poor content absorption by students. Putri et al. (2023) stated that large classes created difficulties for English reading skill acquisition. The study revealed that students faced limitations with personal attention and social participation of which researchers suggest that smaller group sizes and customized learning methods would improve reading achievement. Also, Anyichie and Butler (2023), investigated how culturally sensitive academic methods impact cultural diversity students' motivational levels and their classroom involvement. Research indicates that educational teaching should connect to student cultures because it leads to better academic performance and more student involvement and participation in classroom activities.

The factors affecting cognitive engagement enhancement for accelerated students consisted of students' involvement along with teachers' interaction and parents' participation and the connection to their educational environment and tech usage (Shum et al. 2024). Conversely, students' perceptions of poor academic history and environmental distractions stand as key hindrances. The cognitive engagement process of accelerated students results from multiple positive and negative elements. The combination of engaged involvement by students and teachers with parental students and a positive educational environment using technology enables students to become more self-motivated learners. When teachers provided praise to their students in the English as a foreign language classroom, the students demonstrated an elevated motivation and engagement, which results in better L2 success outcomes. Peng (2021) states that praiseworthy classroom utilization by teachers promotes student motivation levels as well as their engagement, resulting in enhanced EFL learning success. Through praise, teachers established two essential effects: the reinforcement of positive student conduct and the establishment of a suitable learning atmosphere that strengthens both students' confidence and their drive to master a

second language. Students' engagement faced barriers from their self-perceived ability, previous academic history, and environmental interference. Teachers, parents, and students can develop effective learning methods by comprehending these influencing variables.

Emerging Theme 6: Knowledge Gaps and Context Issues

The participant shared experiences about teaching English 7 based on the competencies under the MATATAG Curriculum. Participants described how limited prior knowledge and varying contextual backgrounds affect learners' comprehension and engagement with reading materials.

According to Hardy et al. (2019), the improvement of Learner-controlled training and development depends on addressing information knowledge gaps. Student-designed training approaches guide learners to regulate their educational development by establishing targets and evaluating their advancement while adapting their methods through introspective processes. Learner-controlled training development required improvement because it helped learners manage their education successfully and achieve better results in knowledge acquisition. Early student assessment of knowledge deficits would substantially enhance their learning outcomes, according to Zheng (2020). This approach drives educational development because teachers gain the chance to modify instructional strategies according to their students' emotional requirements. The National Reading Panel (2000) revealed that pre-existing knowledge serves as the fundamental base for students to build efficient reading comprehension abilities. Students faced additional challenges during their learning process because of the combined effects of socioeconomic barriers together with limited access to resources.

Emerging Theme 7: Differentiated Instruction and Technology Integration

Differentiated instruction along with technological integration stands vital in delivering appropriate educational support for MATATAG Curriculum students. According to participants, different instructional approaches that match students' learning characteristics and preferences strengthen educational quality across the entire student body. Through differentiated instruction, teachers provide custom-made educational materials to meet the individual needs of common readers who have gaps in their understanding and involvement (Tomlinson, 2001).

According to Panopoulos and Drossinou-Korea (2024), differentiated instruction and technological tools will help students with intellectual and developmental disabilities improve their reading comprehension abilities at the secondary education level. The research conducted by Bhat (2023) investigates the impact of integrating technology on student learning performance by performing a comparative investigation. The research examined different methods of adopting technology into educational practice combined with their effects on diverse academic groups. Technology integration helps students' achievement and academic performance.

Active teacher facilitation, together with technology tools, enables maximum benefit for students who need reading skill improvement. Educational technology works well in reading comprehension enhancement, but such effectiveness becomes more impactful when combined with individualized teaching techniques and continuous teacher guidance. Also, members of the educational community use guided reading as defined by Rogerson (2018) to execute differentiated reading education at the elementary level effectively. Guided reading provides teachers the tools to create individualized effective reading lessons because they use flexible student grouping strategies alongside continuous assessment and the selection of appropriate instruction methods. The implementation of this approach lets teachers provide sufficient instructional assistance for struggling reading students and develop independent fluency in all their students.

Emerging Theme 8: Curriculum Structure Supporting Skill Development

Reading instruction underwent a fundamental transformation with the introduction of MATATAG Curriculum because it provides teaching structures to enhance learning skills and complete academic learning. The educational approach introduced a dual-purpose structure that instructors use for basic reading learners as well as students with advanced abilities. Differentiated teaching principles embedded in the instructional framework allow educators to accommodate their educational practices for diverse student abilities. Instructors should implement teaching techniques at multiple levels which focus on delivering development of both reading fluency processing and vocabulary alongside comprehension skills and analytical thinking.

Teachers engaged in inquiry-based training develop more advanced understandings of instructional methods (Jansen and Lopez, 2023). Control over their own professional learning increased teachers' efficacy and motivation. According to Education Elements (2022), leadership support leads to greater curriculum adoption and improved teacher performance.

Moats (2009) demonstrates that effective teacher training should concentrate on three core domains, which include the structure of language and the development of reading alongside pedagogical practices for better reading teaching methods. Teachers should gain comprehensive knowledge about linguistic principles, which must be complemented with reading development frameworks and effective pedagogical methods used to teach diverse students. Educators gained effective teaching differentiation strategies that support all students to access the reading curriculum through targeted instruction after developing a thorough knowledge based about these concepts. However, assessing literacy curriculum with a dynamic instrument, as proposed by Klages et al. (2023), is essential in guaranteeing that every student can attain reading competence. This aligned with the science of reading, which stresses systematic, explicit, and evidence-based teaching. Through the application of dynamic assessment instruments, teachers can offer responsive instruction, monitor students' progress, and make prompt changes to their instructional strategies. This made it possible for struggling

readers to get the support they require and enables all learners to move forward at their individual pace. This way, the assessment process is part of offering a successful and inclusive education that fosters literacy growth for all students.

Emerging Theme 9: Curriculum Preparation and Student Exposure

The theme of Curriculum Preparation and Student Exposure highlighted the importance of how well-prepared the curriculum is and how it exposes students to various forms of learning, especially in the context of reading instruction. This theme emphasized that the success of a curriculum, particularly in teaching reading, hinges not only on how content is planned but also on the opportunities it provides for students to engage with diverse texts and multimodal resources. Focus on providing students with sufficient exposure to a variety of reading resources was one of the main modifications made to the MATATAG Curriculum. To help pupils understand and become more adaptive, teachers are now introducing a wider variety of texts, such as informational texts, digital media, and literature that is relevant to their culture.

The findings of Taylor and Roberts (2025) says that inclusive and relevant educational content is a contemporary trend in curriculum development; aligning curriculum with student's diverse background evidently enhances students' academic engagement and success in learning by cultural representation of learning material. Kumar and Shobana (2024) mention that schools have begun incorporating such initiatives due to policy changes that require greater international engagement in the curriculum. Clarke (2024) reports creating an independent body to prepare a modern curriculum that respects modern diversity so students are better prepared for the challenges of the present trends.

The research of Protacio and Sarroub (2013) gives special attention to the ranking of oral reading performance over reading comprehension, and closer examination of the classroom methods in a high-achieving 6th grade Philippine classroom is given. The research indicated a distinct focus on oral reading performance—students' capacity to read fluently—whereas less weight is given to comprehension and other cognitive capacities, including code breaking (understanding and decoding word structures) and text use (using reading skills in various contexts). According to Barrot (2018), the Philippine K12 English curriculum needs major changes to be more precise, internally coherent, and consistent with the ideals of modern education. Better preparation of students for the language abilities and competencies required to succeed in the technology-driven, globalized world of today will be achieved by improving the clarity of learning objectives, checking that various parts of the curriculum correlate and complement each other, and incorporating contemporary teaching methods focusing on communication and digital literacy. Ultimately, these changes would result in a more efficient and meaningful English education for students, therefore assisting them to become lifelong learners as well as active members of society that excel both academically and in other domains.

Curriculum preparation and student exposure stressed the importance of thoughtfully designed reading curricula that expose students to a wide array of materials and learning experiences. Effective curriculum preparation ensured that teachers were equipped to support diverse learners while providing the necessary resources to meet varying levels of reading proficiency. The broader exposure to different types of texts, genres, and media ensures that students develop strong literacy skills and are better prepared for the demands of academic success and beyond. Ultimately, a curriculum that balances preparation and exposure helped foster a lifelong love of reading, creating engaged and capable readers who can tackle various forms of texts throughout their education and careers.

Emerging Theme 10: Motivation and Understanding Strategies

This theme examined how students' motivation and capacity to comprehend reading ideas can be affected by their curriculum itself as well as by the teacher's approach. For poor readers especially, who often find it difficult to remain engaged with reading assignments, this is particularly important. By implementing techniques that inspire students to engage with the material and grasp its significance, the MATATAG Curriculum, which emphasized critical thinking, integrated learning, and student-centered approaches, can have a major influence on how teachers support struggling readers.

For emerging readers, success depends very much on motivation. Engagement of students who found reading astoundingly difficult depends on two main elements: intrinsic motivation, in which students become interested in reading for enjoyment or inquisitiveness, and extrinsic motivation, powered by outside incentives such as grades or praise. Teachers found ways to cultivate both types of motivation to ensure that struggling readers continue to make progress. The MATATAG Curriculum emphasized inclusive education and provides an environment that caters to diverse learning needs, aiming to foster motivation by making learning more relevant and engaging. Through differentiated instruction and classroom technology integration, educators inspired underperforming readers by fitting their unique learning styles and providing them with necessary resources to succeed. Furthermore, helping students to develop self-efficacy—that is, the belief that they can enhance their reading ability—can keep their drive over many years.

Bautista (2017) points out how the Philippine K12 plan includes interactive learning approaches with which students can more actively participate. These tactics correspond with the concept of turning reading into a more kinetic experience for poor readers. Encouraging students' participation through group projects or conversations helped to keep motivation going, especially for those struggling with independent reading assignments. Garcia (2019) maintains that differentiated instruction is crucial in meeting the requirements of poor readers in the Philippine setting. Their research revealed that children given personalized reading interventions often exhibit increased interest and engagement with reading assignments, which in effect enhances their level of reading and their understanding. Agustín and Dizon (2021) emphasize student involvement and how the merging of digital tools improves motivation and understanding for

underperforming readers. Their results point to the possibility of combining traditional approaches with technology—ebooks and interactive reading apps—to create a more engaging reading atmosphere for pupils who have motivation issues.

By giving comprehension techniques designed to meet particular learning needs and placing student motivation first, the MATATAG Curriculum can greatly improve the instruction of struggling readers.

Emerging Theme 11: Graphic Organizers for Remediation

Participants highlighted the usefulness of graphic organizers in visualizing information, which aids in students' understanding and retention of complex content. Using graphic organizers including concept maps and storyboards and flowcharts enabled students to dissect information into smaller sections, which supports their cognitive functions while enhancing their understanding (Meyer and Rice, 2015).

The effectiveness of graphic organizers in improving reading comprehension among Filipino students was investigated by Alvarado and Mendoza (2017). According to their findings, students who employed graphic organizers had better comprehension test outcomes than those who did not. De Guzman (2018) argues that visual aids can enhance students' ability to organize and comprehend information, which in turn improves their academic performance. Rodriguez et al. (2019) state that graphic organizers can be utilized to simplify the complex texts that are present in the Philippine K -12 education system. According to the study, students who were instructed to use graphic organizers during reading activities demonstrated improved organizational skills and a greater ability for extracting crucial details from texts. It was examined the impact of graphic organizers on reading comprehension and critical thinking skills among high school students in the Philippines. The research found that using graphic organizers as a regular element of their reading tasks enabled struggling readers to comprehend more complex concepts and demonstrate better comprehension of both fictional and non-fictional texts.

The application of graphic organizers is a highly effective means of remediation for struggling readers, and their integration into the MATATAG Curriculum can significantly enhance reading comprehension and literacy abilities. These tools have been shown in multiple studies to improve students' ability to organize and understand information, which is crucial for developing reading proficiency. The research conducted in the Philippines highlights this effect. Graphic organizers can be an essential component of the MATATAG Curriculum, which promotes inclusive education and student-centered learning by providing opportunities for all students to succeed in their academic pursuits. Graphic organizer.

Emerging Theme 12: Additional Activities for Reading Support

The participants shared that additional reading exercises through enrichment activities and targeted interventions work well for providing ongoing support to emerging readers. The study findings showed that additional reading activities effectively create supportive learning environments. According to Duffy et al. (2011), reading games combined with paired reading and literature circles demonstrate successful motivational approaches for students. In addition, Guthrie et al. (2004) state that students benefit from these designated educational periods to revisit old lessons and practice vital competencies while completing group assignments that reinforce learning.

Similarly, Bauzon and Villanueva (2016) emphasized that additional reading activities, such as vocabulary games, peer-assisted learning, and group discussions, were beneficial for struggling readers in the Philippine public school system to enhance their fluency and comprehension. The research indicated that incorporating more practice activities, particularly through cooperative learning, can result in better reading outcomes. The effectiveness of extended reading time and interactive learning tools in assisting struggling readers in the Philippines was explored by Lumbang and Soria (2018). According to their findings, e-books and interactive apps played a significant role in increasing engagement and motivation among students who were at risk of losing their reading skills. The study revealed that these platforms enhanced reading fluency by promoting frequent practice of reading. The study of Castro and Reyes (2020) aimed to determine how secondary schools in the Philippines utilized additional comprehension exercises, such as summarization, peer teaching, and guided discussions, to assist readers who were facing difficulties.

Emerging Theme 13: Tailored Materials for Effective Remediation

Standardized teaching materials do not meet the custom educational requirements of developing students in ways identified by the participants. Tailored strategies need formative assessment integration together with deliberate teacher support as these elements promote student literacy development (Gonzales-DeHass et al., 2005). Readers who struggled do not respond well to a one-size-fits-all strategy. The utilization of tiered, personalized, and culturally appropriate reading materials that correspond with students' aptitudes and interests is emphasized by the MATATAG Curriculum. Tailored materials for effective remediation were important when dealing with students who have difficulty reading. Students' ability to read is essential in all subjects, and those who struggle with reading often fall short in other academic subjects. Specialized remediation materials adapted content according to the needs of students to help them cope with their particular challenges at play in reading; specifically, adapted materials may contain strategies and tools designed to engage students at each level.

A study by Padilla and Garcia (2021) suggests that differentiated and tailored materials are necessary to meet the needs of struggling readers. It discussed various remedial reading strategies that are effective in the Philippine context, particularly focusing on how

personalized learning materials can help students overcome their literacy challenges. Similarly, the study of Santos and Lopez (2022) demonstrates how personalized materials, such as digital tools and individual learning strategies, can significantly enhance remediation efforts by meeting students' unique needs.

Emerging Theme 14: Structured Remediation through MATATAG Curriculum

The MATATAG Curriculum offered a methodical and organized approach to reading remediation, guaranteeing that interventions for students who have difficulty in reading and reading comprehension are carefully thought out. By ensuring that emerging readers received consistent help and methodical instruction, this structured approach kept students from the remediation of struggling readers through the structured MATATAG Curriculum underscores the significance of targeted intervention strategies and a comprehensive, multi-faceted approach, and comprehension.

The study by Miller (2013) highlights the significance of structured reading instruction, which includes targeted remediation strategies tailored to meet individual student needs. This principle was reflected in the MATATAG Curriculum's approach to supporting students who struggle with reading. Hiebert and Reutzel (2018) emphasize the use of evidence-based practices for teaching reading, such as structured methods for phonics, fluency, and comprehension—essential components that align with the MATATAG Curriculum's emphasis on foundational learning. In addition, the curriculum informed by research-based instructional practices is a revenue of positively influencing early learning experiences and school readiness. A highly structured developmentally appropriate program provides the basis for developmental outcomes in young children (Hamre & Pianta, 2023). According to Vaughn et al. (2012), students participating in focused reading instruction obtained superior reading fluency and comprehension achievements than students receiving traditional learning. Through structured remediation, Wanzek and Roberts (2012) identified a first-stage intervention approach to enable extended reading prevention through correct implementation methods.

On the other hand, the MATATAG framework highlighted the necessity of collaboration among teachers, parents, and the community to foster a nurturing literacy environment. It indicated that effective remediation relies not just on the skills of teachers but also on how well the curriculum meets the varied needs of students, ensuring that every learner progresses in their literacy development.

The Lived Experiences of Emerging Readers in English 7 under the MATATAG Curriculum

Emerging Theme 1: Difficulty in Understanding the Materials

The MATATAG Curriculum focused on foundational skills and streamlined content, which might unintentionally impact emerging readers. As a result, Grade 7 students may face more challenging reading materials, leading to difficulties in comprehension. Student participants expressed frustration when encountering texts that are too complex or contain unfamiliar vocabulary. The study by Septia et al. (2022) revealed that students confronted substantial problems with major concept questions and vocabulary definitions as well as inference question creation. The students faced difficulties because of reduced reading interest, together with English text comprehension problems, insufficient school facilities, and diminished parental backing. According to Rivera and Aggabao (2020), fifth-grade students dealt with reading comprehension and word identification problems because pronunciation mistakes directly impacted their reading skills.

The study by Neitzel et al. (2021) concluded that evidence-based, structured reading programs are the most effective interventions for struggling readers in elementary schools. These programs, especially those that offer individualized support and emphasized essential reading skills, can result in significant improvements in students' reading abilities. And according to the study of Gamo and Tablizo (2023), the modular learning modality, although essential during the pandemic, posed considerable challenges for students facing reading difficulties. Factors such as isolation, limited immediate support, and struggles with comprehending the materials led to a less effective learning experience for these students. The findings highlighted the need for more accessible, interactive, and supportive learning environments for struggling readers, particularly in remote learning situations. This study offered important insights into how students with reading difficulties managed the challenges of modular learning, providing key considerations for educators and policymakers.

The findings indicated that the MATATAG Curriculum's structured approach to reading instruction might be a factor in the reading proficiency challenges faced by Grade 7 students.

Emerging Theme 2: Learning Despite Difficulty

The theme of Learning Despite Difficulty among emerging readers under the MATATAG Curriculum highlighted the resilience and determination of students who keep engaging with their education, even when faced with obstacles. The MATATAG Curriculum was designed to streamline content and emphasize foundational skills to help bridge learning gaps. However, for emerging readers, particularly those in Grade 7, this curriculum can create challenges in understanding and overall academic advancement. These students, despite facing issues like delayed reading skills, find ways to adapt by using various strategies to remain involved in their learning. Some showed resilience by seeking out alternative resources such as online tools, collaborating with classmates, or asking for assistance from their families. Others tackled their frustrations by breaking down complex material into smaller, more manageable tasks or concentrating on smaller, achievable goals. Emotional resilience also played a crucial role as students learn to develop strategies for coping with stress, frustration, and feelings of inadequacy. Despite these hurdles, many continue to make progress, even if it is at a

slower pace than their peers.

A study conducted by Villaver et al. (2024) explores the challenges and implications tied to the implementation of the MATATAG Curriculum, particularly its effects on students facing reading difficulties. The research highlighted that although the curriculum seeks to simplify content and emphasize foundational skills, it could unintentionally create obstacles for students who struggle with reading and who need more tailored instruction and support. The study underscored the importance of differentiated teaching methods to meet various learning needs. Similarly, Alvarez (2020) examines the issues and obstacles associated with blended learning in the Philippines, which are pertinent to the implementation of the MATATAG Curriculum. The study pointed out that while blended learning offers advantages, it also posed challenges for students facing reading difficulties, including restricted access to resources and the necessity for self-regulation. It recommended that faculty development and program improvements were crucial to tackle these challenges and provide effective support for emerging readers. On the other hand, further studies had investigated the reasons that improve students' retention during difficult classes. According to Tinto (2025), it is the student's understanding of the importance and usefulness of their learning that helps in their persistence, which leads to the conclusion that teaching is done in ways that best suits the students. Active learning activities together with value-based educational program design and individualized support services served as critical factors for student retention in challenging academic programs according to Davis and Burkholder (2024) and Ferguson et al. (2023) and Mansour and Mansour (2024). The implications of this theme within the MATATAG Curriculum indicated a need for a more customized approach to assist students who struggle with reading. While the curriculum's emphasis on foundational skills is important, it may be essential to provide more individualized instruction, particularly in the initial stages of learning.

Emerging Theme 3: Practice and Repetition

Repetition and practice were essential in enhancing reading skills. For emerging readers, regular engagement with reading materials and repeated encounters with new vocabulary, sentence structures, and comprehension techniques can greatly improve their ability to decode, understand, and remember information. This approach helped students develop fluency over time, steadily boosting their confidence and proficiency in reading.

According to the study of Delacruz and Santos (2021), repeated reading significantly enhanced both comprehension and fluency in emerging readers. Through these repeated reading exercises, students improved their ability to decode words accurately, better understood the text, and increased their reading speed. Additionally, the study emphasized the positive effect of repeated reading on students' motivation to engage with texts. This supported the notion that practice and repetition, especially in structured reading activities, were essential for enhancing reading skills. The findings indicated that integrating repetition into the MATATAG Curriculum could lead to notable improvements in the reading abilities of both emerging and struggling readers. Additionally, Chavez and Mendoza's (2022) research showed that one of the most effective ways to enhance reading skills was to offer chances for repeated practice with various reading materials. Students involved in the program showed progress in both word recognition and comprehension. The study emphasized how crucial repetition is for reinforcing learning, especially for struggling readers who require more exposure to reading content. Students who took part in repeated reading exercises demonstrated notable gains in their reading speed, accuracy, and comprehension. By going over the same text several times, they were able to better internalize vocabulary and sentence structures, which contributed to their fluency improvement over time. The study highlighted that regular practice and repetition were crucial for struggling readers to build their skills, particularly in a system that requires ongoing attention to foundational abilities. The study of Tabilo and Baylon (2020), underscores the need to integrate repetitive practice into the MATATAG Curriculum, particularly for students who are just starting to read or who are encountering literacy difficulties.

In the context of the MATATAG Curriculum, the focused on practice and repetition carries important implications for teaching strategies. The curriculum is designed to reinforce foundational skills in language and literacy, which should provide students with plenty of opportunities for repeated reading exercises, vocabulary drills, and comprehension activities.

Emerging Theme 4: Teacher Support and Guidance

The student participants shared their experiences on the support and guidance from teachers and they are essential for helping emerging readers improve their skills. This personalized attention and encouragement can make a significant difference in overcoming their reading challenges. When teachers actively assisted their students by providing structured feedback, clarifying difficult concepts, and offering scaffolding, they can greatly enhance reading proficiency.

Support from teachers, including tailored feedback, consistent reading sessions, and encouragement, played a vital role in assisting struggling readers to improve. Educators who offered personalized attention and modified their teaching methods according to students' needs were more successful in promoting positive reading results. Teacher support is essential for helping students overcome the difficulties associated with learning to read (Santos and Garcia, 2021). The study of Reyes and Aquino (2022) revealed that students who benefited from consistent, targeted support from their teachers demonstrated significant progress in both reading comprehension and fluency. Feedback from teachers played a crucial role in identifying specific weaknesses in reading skills and in boosting students' confidence in their reading capabilities. The findings highlighted that teacher involvement was a vital element of effective reading interventions. Additionally, according to the study of Bacani and De Castro (2023), support from teachers, including guided reading sessions, correcting mispronunciations, and providing continuous encouragement, played a crucial role in enhancing students' reading

fluency. Educators who dedicated time to personalized instruction and fostered a nurturing classroom atmosphere observed improved reading.

In the context of the MATATAG Curriculum, which emphasized initial literacy skills, the role of teacher support became even more crucial, as many students may require individualized or small-group instruction to meet the curriculum's expectations. Through methods like one-on-one reading sessions, guided practice, and corrective feedback, teachers helped students develop their fluency, comprehension, and confidence. Additionally, teacher guidance went beyond just instructional strategies; it also included emotional and motivational support, which was vital for struggling readers who might feel discouraged. By fostering a positive and nurturing learning environment, teachers can encourage students to adapt a growth mindset, helping them realize that reading skills improve with time, effort, and support. The impact of teacher involvement was significant, as students who received dedicated support were more likely to engage with reading materials, persevere through challenges, and ultimately become more proficient readers.

Emerging Theme 5: Assignments and Homework

Assignments and homework are valuable methods for strengthening reading skills and offering extra practice beyond the classroom. For emerging readers, having the chance to engage with texts at their own pace enabled them to revisit difficult material, reinforce their understanding, and enhance their fluency. Regular reading assignments provided students with opportunities to work on reading comprehension, vocabulary, and other literacy skills in a relaxed setting. When thoughtfully designed, homework can also act as a means of differentiation, allowing teachers to customize tasks to meet individual students' needs. This ongoing practice aids students in retaining information, gaining a deeper grasp of the content, and ultimately boosting their overall reading abilities.

According to the study of Javier and Villanueva (2020), homework reinforces reading skills in elementary students in the Philippines. The researchers found that well-structured homework assignments were instrumental in improving students' reading fluency and comprehension. Assignments provided opportunities for struggling readers to review and practice materials at home, where they could benefit from parental or guardian support. It concluded that homework allowed for the reinforcement of classroom lessons, leading to improved reading outcomes. Santiago and Ramirez (2021) examined the effectiveness of reading assignments for Grade 3 students in the Philippines, particularly focusing on struggling readers. The study found that regular reading assignments, including reading passages and comprehension exercises, helped students build their reading fluency and understanding. By practicing at home, students were able to reinforce the skills learned in class, leading to better retention and comprehension. This study supported the idea that homework can be a valuable tool for improving reading skills. Moreover, in the study conducted by Dela Cruz and Santos (2022), homework assignments contributed to the improvement of reading proficiency among high school students. When homework assignments were linked directly to classroom instruction and included reading exercises, students demonstrated significant improvements in reading fluency and comprehension. The study found that students who consistently completed homework assignments showed greater academic progress in reading and other subjects. This reinforced the importance of well-designed homework for reading development.

The effectiveness of the MATATAG Curriculum hinges on its capacity to meet the varied needs of students. Adequate support for teachers can significantly influence how well students with reading challenges engage with the curriculum. Furthermore, the MATATAG Curriculum can assist teachers by offering resources and tools that facilitate more focused and adaptive teaching, ensuring that every student gets the necessary support to enhance their reading abilities.

Emerging Theme 6: Focus and Discipline

Participants shared the importance of focus and discipline as key strategies that significantly enhance reading skills, particularly participants who find literacy challenging. For many, reading can feel daunting, especially if they struggle with comprehension, fluency, or word recognition. However, when students took a focused approach—paying attention to the text, reducing distractions, and committing to grasping the material—they can better absorb information and enhanced their reading abilities.

Carandang and Fernandez (2021) found that students who exhibited higher levels of focus and discipline while reading were more likely to enhance their fluency and comprehension. Students who cultivated focused reading habits and showed commitment to completing reading assignments made greater progress over time. This reinforced the idea that focus and discipline are essential strategies for readers who are struggling. Also, Luna and Castro (2020) noted that students who were motivated to concentrate on specific reading objectives—like grasping key vocabulary or tackling comprehension questions—had more success in enhancing their reading skills. Students who maintained their focus during reading activities and practiced self-discipline by regularly honing their reading skills outside of class performed better on assessments (Dizon & Reyes, 2022).

Emerging Theme 7: Teacher-Student Interaction

In the experiences of participants within the classroom, the interaction between teachers and students is crucial for improving their reading skills, especially for those who struggle. One-on-one interactions enabled teachers to customize their teaching methods to meet the specific needs of each student, providing focused support that tackles reading challenges. Through direct engagement, teachers can evaluate students' comprehension, fluency, and decoding abilities while giving immediate feedback and corrective advice. This tailored approach creates a nurturing learning environment, boosting students' confidence and motivation to enhance their reading skills.

Vygotsky's (1978) Zone of Proximal Development (ZPD) suggests that personalized instruction allows students to advance beyond their current reading levels by receiving guided support from teachers. Likewise, Cornell University (2022) found that sitting face-to-face instead of shoulder-to-shoulder greatly improves learning and innovation, even when it comes to teaching complex skills. Similarly, Zhou et al. (2023) explored how teacher-student interaction, sound richness, and perceived ease of use influence students' well-being in online classrooms. Their research showed that positive teacher-student interaction boosts students' classroom well-being, with sound richness and perceived ease of use playing a moderating role. Additionally, Kim and Lee (2025) used wearable sociometric sensor devices to track changes in face-to-face interactions during group activities in the classroom. Their findings indicated that these interactions could be accurately measured, yielding objective data on teacher-student engagement. Allington (2011) points out that struggling readers greatly benefit from direct teacher involvement, as individualized attention ensures that the instruction is aligned with their specific learning needs.

Also, research indicated that individual interactions between teachers and students played a crucial role in enhancing reading skills. Gambrell et al. (2011) emphasize that one-on-one reading conferences enable teachers to pinpoint specific difficulties and tailor their instruction, resulting in improved reading performance. Fountas and Pinnell (2016) support the idea of guided reading sessions, where teachers offer personalized assistance to help students build decoding strategies, comprehension abilities, and vocabulary. Furthermore, Wang and Eccles (2022) found that educational hope reinforces the beneficial connection of teacher-student relationships to student engagement. The students with stronger educational hope maintained stronger relationships between teacher support and their motivation and school belonging alongside their learning effort. The findings highlighted the importance of personal interactions between teachers and students in the MATATAG Curriculum, especially in improving reading skills for those who struggle.

Emerging Theme 8: Use of Grouping and Recitation

In the experiences of students within the classroom, grouping and recitation are essential for enhancing teacher-student interaction, especially in developing reading skills. Grouping enabled teachers to tailor their instruction, ensuring that students received the necessary support according to their reading levels. When working in small groups, emerging readers can benefit from peer-assisted learning, engaging in collaborative discussions, and guided reading sessions. Teachers can offer direct interventions, proper learning guidance and assistance, and motivate students to practice reading fluency and comprehension strategies with their peers in a nurturing environment (Buckingham, 2022). According to Kagan (2009), the cooperative learning model also indicates that grouping boosts engagement and motivation, making reading more interactive and accessible for every student. Similarly, research by Buenaventura (2022) investigated how cooperative learning affected student results in classrooms resulting in improved educational performance for students. The research demonstrated that cooperative learning methods effectively improve academic achievements along with social interpersonal skills within students.

Recitation, in contrast, acts as a powerful reinforcement strategy that encourages students to engage in oral reading, comprehension checks, and discussions. By implementing structured recitation, teachers can evaluate students' reading progress, pronunciation, fluency, and comprehension as it happens. Research indicated that regular oral recitation in a structured environment enhances students' confidence, vocabulary retention, and reading comprehension (Gambrell et al., 2011). Additionally, Fisher and Frey (2014) highlight that teacher-led recitation fosters metacognitive strategies, prompting students to engage in critical thinking about the texts they encounter.

The findings emphasized the importance of using grouping and recitation in the MATATAG Curriculum to improve reading skills among students, especially those who struggle. The curriculum's focus on inclusive and student-centered learning supports grouping strategies that offer fair assistance to a variety of learners. Additionally, incorporating structured recitation sessions into reading lessons encouraged active participation, enhanced oral fluency, and aided comprehension, effectively tackling literacy challenges.

Emerging Theme 9: Use of Visual Aids (Board, PowerPoint)

Participants shared that visual aids like whiteboards and PowerPoint slides have become essential for improving how much students learn. Teachers used these tools to explain things more clearly and interestingly, which helped students focus and grasp tricky ideas more easily. These visual aids supplemented spoken lessons, making classes more engaging and helping students remember the material better.

Research in the Philippines highlighted how helpful visual aids can be in teaching. Tang and colleagues' (2018) study found that using things like audio-visual aids boosts students' grasp of lower secondary science, making them more interested and better at remembering the material. Along the same lines, Atieno (2014) pointed out that teachers who use visual aids well can make students more eager to learn and do better in school. All of this research drive home just how important it is to use visual tools in teaching if we want to make learning more engaging and effective for students. It's really important, though, to think about how good and how useful the visual aids in classrooms are. Researchers looked at 10th graders at Gov. Felicisimo T. San Luis Integrated Senior High School, and they discovered that there's a strong connection between the quality of the visual aids and how much the students got involved in learning. This indicated that when visual aids were well-made and fit the topic at hand, they can grab students' attention and help them understand the material better. The experimental approach used by Li et al. (2023) assessed visual aids as tools for presentation skill improvement. The research data demonstrated that visual aids, especially PowerPoint slides, improved presentation effectiveness in information

delivery, leading to improved audience attention and comprehension.

Under the MATATAG Curriculum, which pushed for top-notch education for everyone, using visuals strategically is a smart move. It helped teachers cater to the different ways students learn and pick things up. Visuals can be especially helpful in getting students better at reading by giving them a visual backdrop to the words on the page, making it all click better. Plus, they can help students who are still getting the hang of the language to follow along more easily.

Emerging Theme 10: Teachers' Clarity and Translation

It's been found that when teachers are really clear and use translation into a student's native language, or another language they know well, it helped those students grasp the material better and stay more involved in class. A big idea that's coming up is how important it is to use a student's mother tongue when teaching. This seemed to help them get a firmer handle on tricky ideas, which in turn boosts how much they learn overall.

Research showed that teaching students in their native language helps their cognitive development and improves their literacy skills. A study by the Abdul Latif Jameel Poverty Action Lab (J-PAL) found that using native languages in education in the Philippines led to better learning outcomes in diverse linguistic settings. Likewise, De Guzman and De Vera (2018) noticed that elementary school children who were taught in their mother tongue performed better in English, suggesting that foundational learning in a familiar language can strengthen abilities in other languages. Moreover, Campbell Collaboration (2023) emphasizes that instruction in a familiar language improves reading skills in both the native and additional languages.

The adoption of Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines has amplified the advantages of this method. Research indicated that MTB-MLE enhanced how students used language and their feelings toward it, resulting in greater involvement and better understanding. A specific example can be found in the Asian Journal of English Language Studies, which revealed that the MTB-MLE policy had a notable effect on the way Kapampangan-speaking fifth graders used language and their perspectives on it, ultimately creating a more welcoming and productive classroom setting.

Within the framework of the MATATAG Curriculum, which champions inclusive and quality learning, utilizing the mother tongue fits perfectly with its goals. It made sure that students from all different language backgrounds can get a fair shot at education. This way of teaching doesn't just boost reading skills, it also helps grow important thinking abilities and a stronger grasp of the topics being taught.

Emerging Theme 11: Peer Support and Assistance

When it comes to learning in the Philippines, helping each other out and supporting one another has become important for students who are finding English a bit tough. Students have found that working together, where classmates pitch in to help each other, really helps them understand and get better at English.

Studies have shown that Peer-Assisted Learning Strategies (PALS) are a great way to help Filipino students understand what they read better. Pator and Villocino (2023) did a study with 5th graders using PALS to help them, and they saw a real improvement in how well the students understood what they read. Having students worked together not only helped them do better in school but also made the whole learning experience more supportive and friendly. According to Topping (2005), people receiving peer learning methods involving tutoring and cooperative learning achieved better results in literacy tests and better social-emotional development because they felt confident while working with peers. Older struggling readers derived significant reading comprehension advancements after peers show them how to summarize, ask questions, and make predictions, according to Vaughn and Edmonds (2006). Students who received peer-based academic support showed less stress as well as better grades and adopted positive learning approaches toward language curriculum and expressed enhanced enjoyment in their language education. Study confirms how peer relationships serve as essential tools for improving both educational and emotional aspects of language learning process (Namaziandost et al. ,2024).

These findings have special significance for the MATATAG Curriculum, which seeks to deliver quality, inclusive education to every Filipino student. Weaving peer support into this curriculum could boost reading skills by fostering teamwork and inspiring students to help each other. This method doesn't just fill learning gaps; it builds a community where students are genuinely interested in their classmates' achievements. Still, pulling this off takes planning.

Emerging Theme 12: Comfort in Peer Learning and Teaching

Students whose English skills need improvement found it beneficial to learn from classmates who approach teaching them in an inclusive and friendly manner within Philippine educational institutions. This was shared by the participants about the relief feeling because of help from classmates in the classroom. The total acceptance of all students with encouragement for mutual teaching enhances their English skills and overall school performance.

Students who have challenges with English proficiency gained fundamental support through the establishment of comfortable and inclusive teaching approaches between peers. McKenna and French (2011) showed how peer teaching affects the learning environment and students, along with fostering supportive conditions that benefit educational development. The combined research showed that student-to-student educational methods improved classroom participation, which leads to elevated learner comfort rates and educational

performance improvement. Similarly, SummerTech (2020) indicates through research findings that peer teaching diminishes learning obstacles faced by certain students while fostering a dynamic instructive environment. Dagalea (2021) also studied how peer tutoring affects the language skills development of Grade 11 students. Data from the research revealed that peer-caused social learning activities helped students advance their reading abilities writing skills and speaking capabilities.

A comfortable environment from this educational method brought about better student engagement and improved their fluency in English language use. Evidence demonstrated that peer tutoring approaches both positively influence the academic results of younger students. Students from Grade 2 at Gabi Central Elementary School who received structured peer tutoring in English showed substantial development in their educational results. The approach created an environment that was comfortable for learning which resulted in improved participation together with increased confidence in the English language use. The research insights served as a guide for developing the MATATAG Curriculum that plans to create educational spaces delivering inclusive quality education to Filipino learners.

Emerging Theme 13: Improved Learning Skills

The MATATAG Curriculum delivered reading instruction to Philippine primary school students to boost their reading comprehension skills. The participant shared their progress since the MATATAG Curriculum was implemented. The MATATAG Curriculum organized developmental reading stages across elementary school levels from the kindergarten emergent literacy phase through first grade beginning reading stage until third grade accelerated reading development. The teaching system enabled students to develop reading abilities that support gradual growth in comprehension. Implementing new curricular materials with suitable training for teachers and educational assistance services leads to increased student learning performance. The mathematics proficiency scores at Ambrose Catholic School (2024) became better following their introduction of new curriculum materials in 2021. Research conducted by Harvard University's Center for Education Policy (2023); research indicates that dedicated professional development is what yields better student outcomes rather than implementing new curricula. The mastery level of teachers with new curriculum content determines the ultimate success of an entire curriculum deployment.

The MATATAG Curriculum focused its instructional content primarily on phonological awareness development and essential vocabulary learning along with essential mathematics. The educational strategies based on research evidence helped the curriculum boost Filipino reading results through phonics education. Some observers expressed concern about when reading competencies should be implemented. At MATATAG the reading instruction for both Filipino and English starts in Grade 2 after Grade 1 focuses on first language literacy. Delays in teaching test language reading to Filipino students about international peers have the potential to affect their test performance in global assessments. Through support from the Philippines Department of Education, Basa Pilipinas focused on developing new reading pedagogies and making better educational reading materials accessible to students.

Emerging Theme 14: Challenges in Comprehension

Students expressed language proficiency and challenging reading material content as the main barriers that prevent them from comprehending the learning material. The MATATAG Curriculum stands as a structured program in Philippine schools that teaches reading through essential literacy components. The reading proficiency enhancement program encounters student-focused difficulties due to how participants experience English comprehension learning based on data collection evidence. DepEd understands that Filipino students faced reading difficulties when it comes to the English language. DepEd Memorandum No. 173, series of 2019, explained that students' limited achievement in English, Math, and Science results from reading comprehension deficiencies. The number of weak students grew significantly because they do not understand English-written Math and Science word problems. The research of Spencer et al. (2018) established a meta-analysis about children affected by specific reading comprehension deficits (SCD) who show below-average comprehension skills while maintaining sufficient decoding mastery. Results from the research showed that these students demonstrate poor performance in their oral language abilities, which includes vocabulary knowledge and listening skills as well as the ability to tell stories and knowledge of semantic and syntactic structures. Students with SCD should probably receive intervention programs that focus on improving their language comprehension abilities based on their reported deficits. The cognitive and motivational characteristics of students who struggle with reading comprehension received attention (Sideridis et al., 2006).

The curriculum introduced a postponement of English and Filipino reading competency development from Grade 1 to Grade 2 while it focused on first language skills in Grade 1. The postponed introduction of English reading instruction to Filipino students after their international peers could affect their performance in global tests. Global education standards required teaching reading through students' native school language during first-grade education as most children in Vietnam Japan, and Singapore demonstrate reading literacy by Grade 1.

The MATATAG curriculum moved English and Filipino reading competencies to Stage 2 in Grade 2 while students master first-language literacy skills in the first level. Most of the competencies and activities given to students under the MATATAG Curriculum are more on Philippine literature and reading long texts.

Student participants emphasized the lack of background knowledge of Philippine literary works and faced reading comprehension difficulties because the curriculum centers around this material. They found it difficult to handle extensive reading assignments with complex literary selections. Students' engagement and frustration increased because the subject matter proved difficult to understand.

Emerging Theme 15: Struggles with Reading Speed and Fluency

Researchers have established that Filipino students regularly encounter difficulties with reading comprehension abilities, together with reading fluency challenges. The research showed that numerous students encounter problems with decoding along with reading fluency as well as comprehension and motivational challenges. Research showed that reading fluency stands as a major concern for 60% of participant pupils based on study data, thus showing its broad impact on educational success (Department of Education 2019). Research in the Philippines established multiple factors that hinder student performance regarding reading speed and fluency ability. Pado et al. (2022), through their meta-synthesis study, found three major issues related to reading difficulties, which include weak understanding of reading elements, lack of reading passion, and insufficient engagement from parents.

The educational situation worsens because education centers lack necessary reading materials while teachers hold restricted abilities to instruct reading skills effectively. The 2018 Programme for International Student Assessment (PISA) results showed that 80% of Filipino students aged 15 failed to reach the minimum standard (PISA, 2018). The Learning Recovery Continuity Plan (LRCP) through the Department of Education has adopted remediation and intervention strategies combined with the Repeated Reading Strategy to improve reading fluency in learners at secondary levels (Department of Education, 2021).

Emerging Theme 16: Difficulty Understanding Texts

The students' statements about text comprehension problems revealed three main obstacles they encountered during reading. The students showed marked frustration concerning major concepts and vocabulary, and inference questions along with comprehension issues.

Research indicated Filipino students experienced obstacles in their reading comprehension ability and vocabulary acquisition, together with their critical thinking limits. Long and complex texts heighten the existing challenges for students, thus decreasing their motivation and involvement. The Philippines ranked last in reading comprehension based on the results of the 2018 Program for International Student Assessment among a total of 79 participating countries. Basic reading comprehension challenges Filipino 10-year-olds during the 2022 World Bank assessment, according to data from that year.

In their study, Cabural and Infantado (2023) discovered that Grade 10 students faced difficulties with inferential and evaluative comprehension, due to which they found it challenging to understand explicit and implicit information in texts. Imperial and Ong (2021) demonstrated that students who trained their reading abilities with metacognitive strategies achieved higher comprehension scores since strategy-based instruction proved crucial. Student reading proficiency faced major challenges due to short instructional time, reading material scarcity, and student attention lapses, according to the Philippine Institute for Development Studies (2021). Multiple studies demonstrated the necessity to focus on basic reading abilities while extending access to learning materials and implementing successful reading practices to boost the comprehension performance of Filipino students. Additionally, research conducted by Asikain et al. (2021) focused on students' reading comprehension difficulties amidst the use of a modular distance learning approach. The study identified internal factors, such as students' interest in the reading material, and external factors like family support and guidance from teachers as significant contributors to comprehension challenges.

Emerging Theme 17: Parental Assistance with Reading and Assignments

In the experiences of students within the classroom, parental involvement in reading and homework at home is essential for reinforcing the efforts of teachers to improve reading skills. Parents of the participants actively engaged in their children's literacy development through guided reading, overseeing homework, and participating in literacy-rich activities. Students tend to show better reading comprehension, vocabulary growth, and overall academic success. Teachers recognized that students who benefit from consistent parental support exhibit increased confidence in their reading abilities and are more involved in classroom activities. This supports Epstein's (2011) theory of parental involvement, which highlights the significance of home-school partnerships in promoting students' literacy achievements. Additionally, Badidoy and Tapac (2025), established a solid connection between home-based parental literacy involvement which led to enhanced early literacy achievements among students. Educational institutions should take proactive steps to support parental literacy involvement because this will help children develop their reading preparation. Teachers observed that students who get structured support at home tend to be better equipped for reading tasks, which enhances the effectiveness of classroom instruction. However, differences in parental support stemming from socioeconomic factors, literacy levels, or available time can impact students' reading development. Successful reading development of children depends on well-prepared teaching strategies which parents need to learn (Dela Cruz, 2025). On the other hand, the research of Liu and Wu (2025) indicates that parent emotional support enhances digital reading performance of adolescents yet behavioral involvement shows an intricate relationship with reading outcomes. Numerous processes emerged between emotional parental support and behavioral parental help that transformed digital reading performance outcomes.

Emerging Theme 18: Parents' Active Involvement and Encouragement

In the experiences shared by participants at home, parents who take part in their kids' schooling have a big impact on making reading skills better. They do this by cheering their kids on, pushing them to do well, backing up what they learn, and following up at home. Teachers see that kids with steady support from their parents are more excited about reading, feel surer of themselves in reading and

writing tasks, and do better in school overall.

According to the study of Maimad and Batal (2023), students located in peripheral communities of the Philippines showed better educational achievements when their parents actively participated in their educational activities. Supportive parent involvement stands as a fundamental requirement to reach the Sustainable Development Goals for both educational excellence and poverty elimination. Additionally, in a conclusive evaluation was carried out by the American Psychological Association in 2019, found that parent involvement in the education of their children through various activities such as parental meetings, school events, and discussions at home led to increased academic performance, engagement, and motivation in students.

Studies show that positive reinforcement at home has a positive effect on learning. This includes making homes rich in literacy and talking about schoolwork. These actions strengthen the link between what kids learn in class and the support they get at home.

In the Philippines, several studies have shown how much parents' involvement can affect their children's reading abilities. For example, Sari's (2023) research looked at how parents' participation impacts literacy in Philippine elementary schools. The study found that when parents are actively involved, their children's reading skills improve. In a similar vein, Villanueva's (2023) research studied Grade 7 students in Negros Oriental. This work showed that students whose parents supported them more were also better at reading. The Philippine Informal Reading Inventory (Phil-IRI) was used in this study to measure reading skills, highlighting how important it is for parents to be involved in their children's literacy development.

These results highlight how important it is to get parents involved in the MATATAG Curriculum, especially when it comes to boosting kids' reading skills. The whole point of the curriculum is to make education inclusive and high-quality, which fits with the idea of teamwork between school and home, making sure learning doesn't stop at the classroom door. Schools can run programs to educate parents, hold workshops, and launch literacy projects that give parents the tools they need to encourage, motivate, reinforce, and follow up on reading at home. Plus, getting parents involved in a structured way can help close the gap for kids who are having trouble with reading. Encouraging parents to be active in their kids' learning can make a difference in their children's reading down the line, creating a culture of reading that helps students grow as a whole.

Emerging Themes on How Teachers Teaching Emerging Readers in English 7 under the MATATAG Curriculum view themselves in the future

Emerging Theme 1: Future Teaching Ease

According to the feedback of participant, student and teacher growth occurred through the curriculum's focus on reading activities together with structured content that creates an optimal learning environment. A structured curriculum enabled teachers to deliver better results through a defined instructional plan that enhances their professional impact on student success. The participant shared that the MATATAG Curriculum is substantial. It helped teachers simplify their workload, especially in the preparation of exemplars and learning activities. The Department of Education created lesson exemplars as educational tools to help teachers deliver the MATATAG Curriculum. DepEd had prepared these instructional materials to improve teaching efficiency as well as effectiveness.

Research conducted by Embodo and Villanueva (2023) demonstrates how proper management of instructional workload with prepared materials leads to improved assessment administration and classroom management among teachers. The Fordham Institute (2024) points out that premium curricular resources aid teachers in reducing their workload for homegrown material preparation and, therefore, increase their work efficiency. The support factors for teaching ease include better working conditions, professional development opportunities, and enhanced teacher autonomy, as Johnson (2001) explains. Teachers should be able to reduce paperwork by clearing administrative obstacles and gaining access to quality learning materials to devote themselves to high-quality instruction.

Moreover, Garma (2024) conducted phenomenological research to explore how Grade 7 teachers experienced the first implementation of the curriculum. The research analysis revealed four primary features of resiliency, along with responsibility for teaching resourcefulness and adaptability. The MATATAG Curriculum required major educational work but simultaneously supports teacher development and teacher ownership of their teaching methods.

Emerging Theme 2: Future Ease, Student Improvement

The participant described the experiences since the implementation of the MATATAG Curriculum. The curriculum framework MATATAG provided teachers with structured assistance that guides educational practices toward reading teaching methods to develop effective reading abilities and speaking competencies in students.

Wang & Li (2024) discovered that integrating interactive e-books into teaching curricula leads to beneficial student outcomes. Students utilizing the e-book platform can take built-in comprehension tests that use automatic feedback to provide interesting educational contents that enhance their essential literacy skills. The researchers William et. al (2025) analyzed how additional materials impact reading comprehension skills. The research established that pre-loaded learning components resolve clear learning problems that enhance student reading competencies and make learning easier for students and teachers. According to the findings of Rivera and Tagluocop (2019), new readers demonstrated the highest learning benefits from systematic teaching. The MATATAG Curriculum enabled teachers to minimize their workload while achieving better results when teaching literacy to emerging reader.

Conclusions

Based on the experiences of the participants and the synthesis of emerging themes, the following findings have been drawn.

Complexities in Addressing Literacy Needs: English 7 teachers highlighted struggles with vocabulary acquisition, fluency, and comprehension. For example, Teacher 1 noted that “students with limited vocabulary often found it hard to engage with texts.”

Challenges in Student Engagement: Teachers faced significant barriers such as attention issues. Teacher 2 commented, “Many students lose focus during longer reading sessions, making it difficult for them to finish assignments.”

Effective Use of Differentiated Instruction: To tackle student engagement and attention barriers, educators implemented differentiated instructional strategies. Teacher 3 emphasized the importance of tailored materials, stating, “These resources help my struggling students connect better with the content.”

Integration of Technology and Structured Remediation: Teachers incorporated technology and structured remediation strategies to enhance learning experiences. Teacher O remarked that educational apps made reading more interactive, while additional support during “Catch-Up Fridays” helped reinforce essential skills.

Resilience of Students: Despite facing challenges such as understanding materials and reading fluency, students demonstrated perseverance. For example, a student named Jane expressed how support from teachers and peers facilitated her improvement, showcasing the significant role of collaborative learning.

Positive Impact of the MATATAG Curriculum: The MATATAG Curriculum enhanced teaching efficiency and supported student literacy development by providing structured resources that improved reading abilities and comprehension skills. Teacher 4 noted, “It’s made lesson preparation more streamlined and engaging for students.”

The following are recommended based on the findings and conclusions:

Teachers should adopt specific differentiated instructional strategies, including the use of visual aids and collaborative learning approaches, to effectively address the diverse literacy needs of emerging readers.

Students need to read daily while engaging with their classmates regarding education, practicing concentration, and following reading session rules. Establish a routine that encourages students to read for at least 20–30 minutes every day, either in class or as homework.

Administrators alongside curriculum developers need to deliver training to teachers with simultaneous improvements to reading content in the MATATAG curriculum, and they should establish internal reading programs and collaborate with communities for additional reading services. This training should cover evidence-based literacy practices that incorporate the latest research on reading instruction and differentiation.

Administrators and teachers should organize workshops for parents focused on strategies to support literacy development at home, emphasizing the importance of reading routines and engagement techniques.

Additional studies need to evaluate the MATATAG Curriculum through comparisons with alternative literacy development curricula. The research should also compare teaching approaches to reading so teachers can discover outstanding strategies suitable for various educational settings.

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