VOLUME 1
ISSUE 3
JULY–SEPTEMBER
2026

Print ISSN: 3116-4374
Electronic ISSN: 3116-4382

IJLESTCR

International Journal of Language, English Studies, Translation, & Communication Research

A Quarterly Peer-Reviewed International Research Journal

LANGUAGE STUDIES | ENGLISH STUDIES | TRANSLATION STUDIES | COMMUNICATION RESEARCH | GLOBAL PERSPECTIVES

PUBLISHED BY

ETCOR EDUCATIONAL RESEARCH CENTER

RESEARCH KNOWLEDGE COMMUNICATION | QUALITY SCHOLARSHIP | ETHICAL PUBLICATION | GLOBAL IMPACT

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Effects of differentiated instruction and the Read, Retell, React, and Reflect (4R) Strategy on Grade 8 students' reading comprehension

Analyn G. Reños, LPT*[1], Maribeth M. Cabrejas, PhD[2]
[1, 2] Liceo de Cagayan University, Cagayan de Oro City, Philippines
*Corresponding Author e-mail: *arenos24835@liceo.edu.ph*

Received: 05 August 2026 **Revised**: 16 August 2026; 17 August 2026; 26 August 2026; 30 August 2026

Accepted: 06 September 2026 **Available Online**: 07 September 2026

Volume 1 (2026), Issue 3, P-ISSN – 3116-4374; E-ISSN - 3116-4382

https://doi.org/10.63498/ijlestcr12

Aim: This study examined the effectiveness of Differentiated Instruction (DI) and the Read, Retell, React, and Reflect (4R) Strategy in enhancing the reading comprehension of Grade 8 students at Macabalan National High School, Cagayan de Oro City, during School Year 2025–2026. Specifically, it examined students' performance in literal, inferential, evaluative, and lexical comprehension.
Methodology: The study employed a quasi-experimental pretest–posttest design involving 80 Grade 8 students selected through purposive sampling from two intact classes. One group received Differentiated Instruction, while the other received the 4R Strategy. Data were collected using a reading comprehension assessment and analyzed using the mean, standard deviation, paired-samples *t* test, and analysis of covariance (ANCOVA).
Results: Both groups initially demonstrated Average overall reading comprehension. Following the interventions, both groups showed statistically significant improvements in their overall reading comprehension scores. The DI group attained Proficient levels in literal, inferential, and evaluative comprehension but remained at the Average level in lexical comprehension. In contrast, the Read, Retell, React, and Reflect (4R) Strategy group attained Proficient performance across all four comprehension dimensions.
Conclusion: Both Differentiated Instruction and the Read, Retell, React, and Reflect (4R) Strategy were effective in improving Grade 8 students' reading comprehension, with the Read, Retell, React, and Reflect (4R) Strategy demonstrating greater effectiveness based on the adjusted posttest means. The findings support the integration of the 4R Strategy into junior high school English instruction as a structured approach to strengthening reading comprehension and addressing learners' diverse literacy needs.
Keywords: *reading comprehension, differentiated instruction, Read, Retell, React, and Reflect (4R) Strategy, junior high school literacy*

INTRODUCTION

Reading comprehension remains a major concern in English language education worldwide. As learners encounter increasingly complex academic, informational, literary, and digital texts, they are expected not only to recognize words but also to understand vocabulary, locate relevant information, generate inferences, evaluate ideas, and connect textual information with prior knowledge. Reading comprehension is therefore viewed as a multidimensional cognitive-linguistic process involving language knowledge, inferential reasoning, background knowledge, and metacognitive regulation (Duke & Cartwright, 2021). These interconnected abilities support English language proficiency, academic literacy, critical thinking, and learning across subject areas.

International assessments continue to reveal differences in learners' reading performance across countries and educational systems (Mullis et al., 2023). These concerns have encouraged the development of explicit comprehension instruction, metacognitive reading strategies, differentiated teaching, and other learner-responsive practices. Contemporary reading instruction increasingly recognizes learners as active constructors of meaning who must plan, monitor, and evaluate their understanding while reading (Britania & Acosta, 2024). International research has also emphasized the importance of addressing differences in learners' readiness, interests, language proficiency, and learning profiles through flexible and inclusive classroom instruction (Bi et al., 2024; Hu, 2024). In multilingual and multicultural classrooms, differences in learners' linguistic backgrounds and classroom experiences may further shape

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

how English is accessed and understood, underscoring the need for responsive teacher support and instructional adaptation (Valenzuela & Canare, 2026).

The need for effective reading interventions is particularly evident in the Philippines. PISA 2022 results showed that Filipino learners performed below the OECD average in reading, indicating continuing difficulties in understanding, interpreting, and evaluating written information (OECD, 2023). Philippine studies have similarly documented reading-comprehension difficulties among secondary learners, particularly in retrieving information, generating inferences, evaluating ideas, and interpreting vocabulary in context (Cabural & Infantado, 2023; Tugo & Tabernilla, 2023). The challenges faced by English teachers may further complicate instructional responses, particularly when teachers work with diverse learner needs or teach English outside their primary field of specialization (Sangilan, 2026). At Macabalan National High School, the concern centered on the comprehension needs of Grade 8 students expected to engage with texts containing complex vocabulary, implied meanings, and ideas requiring critical evaluation.

Differentiated Instruction (DI) and the Read, Retell, React, and Reflect (4R) Strategy offer two approaches to addressing these needs. DI modifies instructional content, processes, products, and activities according to learners' readiness, interests, and learning profiles (Bi et al., 2024; Shafiei Rezvani Nejad, 2024). Studies have shown its potential to strengthen reading performance through flexible and learner-responsive instruction (Magableh & Abdullah, 2022; Potot et al., 2023). In comparison, the Read, Retell, React, and Reflect (4R) Strategy guides learners through reading, retelling essential information, reacting to textual ideas, and reflecting on meaning and comprehension (Deluao et al., 2022). Although both approaches have demonstrated potential, previous studies have generally examined them separately, leaving their relative effectiveness under comparable classroom conditions insufficiently established.

Despite increasing international interest in learner-responsive and metacognitive reading instruction, the relative effectiveness of DI and the Read, Retell, React, and Reflect (4R) Strategy under comparable classroom conditions and across literal, inferential, evaluative, and lexical comprehension remains uncertain. This gap is particularly evident among Grade 8 learners in Philippine public schools. The use of culturally responsive and contextually appropriate learning materials may also be important in supporting learners' engagement with English texts, particularly in educational settings where students' cultural experiences and linguistic backgrounds vary (Tambong, 2026). The present study therefore compared the two approaches at Macabalan National High School during School Year 2025–2026.

Review of Related Literature and Studies

Differentiated Instruction

Differentiated Instruction (DI) is a learner-responsive approach that modifies instructional content, learning processes, expected products, assessment practices, and learning environments according to students' readiness, interests, abilities, and learning profiles. Rather than providing identical instruction to all students, DI recognizes that learners may require different materials, levels of support, activities, and opportunities to demonstrate understanding. Hu (2024) described DI as an increasingly used approach in K–12 classrooms, while Shafiei Rezvani Nejad (2024) emphasized its relevance to English learners whose language proficiency, educational experiences, and instructional needs may vary considerably. In reading instruction, these differences may appear in students' vocabulary knowledge, background knowledge, reading proficiency, motivation, and ability to process increasingly complex texts.

International evidence indicates that DI can contribute to improved reading outcomes across different educational settings. Magableh and Abdullah (2022) found that differentiated content, processes, products, grouping, and learning environments improved the reading-comprehension proficiency of secondary students in Jordan. Azimah and Sujannah (2024) likewise reported positive effects on the reading skills of eighth-grade learners of English as a foreign language (EFL) when content, learning processes, and expected products were adjusted to address learner differences. These findings suggest that DI may be particularly valuable in EFL contexts, where differences in vocabulary, language proficiency, and exposure to English affect students' ability to comprehend texts. Although both studies support DI, their educational contexts and instructional procedures differed, indicating that its effectiveness may depend on how differentiation is designed and implemented.

Philippine research also supports DI as a reading intervention. Potot et al. (2023) found that differentiated instructional practices improved reading comprehension among Grade 7 learners in a public secondary school. Labordo (2024) similarly reported stronger comprehension performance among learners exposed to DI than among those who received conventional instruction. These studies demonstrate that DI can be implemented within Philippine classroom conditions, where students often display considerable differences in reading ability and English language proficiency.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Their findings support the view that flexible activities and responsive instructional support can increase learners' engagement with texts and improve their comprehension.

4R Strategy

The Read, Retell, React, and Reflect (4R) Strategy is a structured approach that guides learners through successive stages of textual engagement. During the Read stage, learners obtain information, identify central ideas, and begin constructing an understanding of the text. Retelling requires them to retrieve, organize, and communicate important information using their own words. Reacting invites them to express interpretations, examine textual ideas, and formulate evidence-based responses. Reflecting encourages learners to connect the text with prior knowledge, examine the development of their understanding, and evaluate the strategies they used while reading. These stages move comprehension from the acquisition of explicit information toward deeper interpretation, evaluation, and metacognitive awareness.

Deluao et al. (2022) reported that the 4R Strategy improved the reading comprehension of Grade 8 learners and recommended it as an intervention for students experiencing reading difficulties. The study is directly relevant to the present investigation because it involved the same grade level and used the complete Read, Retell, React, and Reflect sequence. Its findings suggest that the strategy can provide learners with a systematic procedure for processing textual information and monitoring their understanding. Nevertheless, its focus was primarily on overall reading comprehension, leaving limited evidence about the strategy's effects on individual comprehension dimensions.

Maquiso et al. (2024) also found that the 4R Strategy improved the reading comprehension of Grade 10 learners at the frustration reading level. The intervention was implemented for 15 days and involved 40 learners assigned to experimental and control conditions. The study supports the use of the 4R sequence as a school-based intervention for struggling readers. At the same time, its short duration, specific learner profile, limited sample, and action-research setting restrict the extent to which its findings can be generalized. Grade 10 frustration-level readers may respond differently from Grade 8 students with varying comprehension levels, and a brief intervention may not reveal whether comprehension gains can be maintained over time.

Reading Comprehension

Reading comprehension is a multidimensional cognitive-linguistic process through which readers construct coherent meaning from written texts. It involves recognizing words, interpreting vocabulary, identifying explicitly stated information, establishing relationships among ideas, drawing inferences, evaluating claims, and integrating textual information with prior knowledge. Contemporary research rejects the view that comprehension results only from accurate decoding. Instead, it emphasizes dynamic interactions among readers' language knowledge, cognitive and metacognitive processes, textual characteristics, and the purpose and context of reading (Duke & Cartwright, 2021)

Philippine evidence demonstrates that these challenges continue among secondary students. Tugo and Tabernilla (2023) identified reading-comprehension difficulties associated with learners' academic backgrounds, study practices, learning conditions, and related contextual factors. Cabural and Infantado (2023) found that Grade 10 learners demonstrated low reading proficiency and experienced particular difficulty with inferential and evaluative comprehension. Although the studies examined different groups and contributing factors, they agree that comprehension problems extend beyond simple word recognition. These findings justify the use of interventions that address both foundational and higher-order reading processes.

Research in multilingual and EFL settings similarly indicates that language knowledge interacts with broader cognitive processes. Srisang and Everatt (2021) found that lower- and higher-level comprehension skills contributed to EFL learners' reading performance. Smith et al. (2021) emphasized the role of background knowledge in enabling readers to connect information and construct meaning. Recent research on English-language classrooms also points to the growing presence of artificial intelligence as both a potential instructional resource and a source of new challenges for language teachers and learners (Cabacungan & Constantinopla, 2026). These developments reinforce the importance of providing learners with appropriate language support and explicit guidance in strategic processing. Research on classroom code-switching likewise highlights the role of learners' and teachers' use of multiple linguistic resources during English-class interaction (Sinense-Beltran, 2026).These findings demonstrate that successful comprehension depends on more than exposure to a text. Learners need appropriate language support, sufficient vocabulary, opportunities to activate prior knowledge, and explicit guidance in strategic processing.

Literal Reading Comprehension

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Literal comprehension refers to the ability to identify and retrieve information explicitly stated in a text. It includes recognizing facts, details, sequences, events, characters, settings, and directly stated main ideas. Literal processing is often regarded as foundational because readers need an accurate representation of explicit textual information before they can establish unstated relationships or evaluate the author's ideas. A learner who misidentifies essential details may construct inaccurate inferences or judgments even when higher-order questions are presented.

De la Peña and Luque-Rojas (2021) found that learners generally demonstrated stronger performance in literal comprehension than in more complex levels of understanding. This pattern may be explained by the lower interpretive demand of tasks requiring direct information retrieval. However, their systematic review and meta-analysis focused on higher education, and its findings cannot be transferred automatically to Grade 8 learners. The evidence is nevertheless useful in demonstrating that performance may vary across comprehension levels and that literal tasks may not adequately represent overall reading ability.

Inferential Reading Comprehension

Inferential comprehension involves constructing meanings that are not directly stated in a text. Readers generate inferences by integrating textual information with vocabulary knowledge, prior experience, contextual clues, and reasoning. They may infer causes, consequences, character motivations, relationships, themes, or the meanings of unfamiliar words. Inferencing is therefore essential to establishing coherence because authors do not explicitly state every relationship required for understanding.

Research indicates that inference generation contributes significantly to reading performance in EFL contexts. Srisang and Everatt (2021) found that higher-level comprehension skills, including inferential processing, were associated with learners' overall reading comprehension. Smith et al. (2021) explained that background knowledge enables readers to fill conceptual gaps and connect new information with existing mental structures. Royeras and Sumayo (2024) likewise identified a relationship between vocabulary knowledge and inferential comprehension among senior high school students. These findings collectively demonstrate that inferencing depends on interactions among textual evidence, lexical knowledge, and prior knowledge.

Evaluative Reading Comprehension

Evaluative comprehension refers to the ability to critically examine, compare, and judge information and ideas presented in a text. Readers assess the author's purpose, credibility, reasoning, evidence, assumptions, and conclusions. They may distinguish fact from opinion, determine whether claims are adequately supported, compare perspectives, and formulate reasoned judgments. Evaluative comprehension is therefore closely associated with critical literacy and higher-order language skills.

Cabural and Infantado (2023) found that Grade 10 students experienced greater difficulty in inferential and evaluative comprehension than in literal tasks. Their findings indicate that comprehension becomes more demanding when learners must move beyond direct information and exercise independent judgment. Oguntade (2021) similarly found that West African senior secondary English examinations placed greater emphasis on literal comprehension than on critical and evaluative questions. Although one study examined student performance and the other analyzed assessment content, both indicate that evaluative comprehension may receive insufficient attention in instruction and assessment.

Lexical Reading Comprehension

Lexical comprehension concerns learners' ability to understand words and use their meanings to construct coherent interpretations of texts. Vocabulary knowledge includes breadth, referring to the number of words known, and depth, referring to the precision, complexity, and interconnectedness of word knowledge. Learners may recognize a word but still lack sufficient understanding of its contextual meaning, grammatical function, connotations, or relationship with surrounding ideas. Lexical comprehension therefore involves more than recalling dictionary definitions.

Recent empirical research demonstrates reciprocal relationships between vocabulary and comprehension. Wang and Zhang (2025) found that vocabulary breadth, vocabulary depth, and reading comprehension influenced one another over time among Chinese-speaking EFL learners. Teng and Cui (2025) likewise reported that vocabulary knowledge and morphological awareness contributed to foreign-language reading comprehension. These findings indicate that vocabulary facilitates reading while continued reading also provides opportunities for vocabulary growth.

The conditions in which vocabulary is encountered are also important. Chandy et al. (2024) found that textual context affected the processing and learning of novel second-language vocabulary during reading. Barwasser et al. (2021) similarly demonstrated that a multimodal storytelling intervention could support the reading and vocabulary skills of struggling German-as-a-second-language adolescents. Although these studies employed different instructional

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

approaches and learner populations, both suggest that vocabulary develops more effectively when words are embedded in meaningful and supported textual experiences.

Globally, DI has accumulated a broader evidence base than the 4R Strategy. International and Philippine studies generally agree that flexible grouping, differentiated materials, scaffolding, and responsive activities can improve reading engagement and performance. However, DI studies differ in their definitions, instructional components, populations, intervention durations, and outcome measures. These differences prevent firm conclusions about which practices produce the strongest gains or which comprehension dimensions respond most effectively.

The available 4R studies indicate that structured reading, retelling, reacting, and reflecting can support active processing and metacognitive engagement. Nevertheless, the evidence remains comparatively limited, localized, and focused primarily on general reading performance. Deluao et al. (2022) and Maquiso et al. (2024) provide promising Philippine findings, but the small number of direct studies is insufficient to establish how consistently the strategy works across populations and comprehension dimensions. Research on metacognitive awareness supports the underlying processes of reacting and reflecting but should not be treated as direct evidence of the complete 4R intervention.

What remains uncertain is not simply whether either intervention can improve reading comprehension. Previous research has not adequately established their relative effectiveness among Grade 8 learners within the same Philippine public-school setting. It has also not clearly determined whether their effects are consistent across literal, inferential, evaluative, and lexical comprehension. Examining these dimensions is necessary because an intervention may strengthen information retrieval or interpretation without producing comparable development in critical evaluation or vocabulary.

By addressing these gaps, the present study contributes to Philippine and international English-language education. The Philippine context provides evidence from a multilingual educational environment in which students learn English alongside other languages and may demonstrate varied levels of English exposure and proficiency. Such evidence can extend international discussions of how learner-responsive and metacognitive reading approaches operate outside predominantly monolingual settings. The study therefore compared DI and the 4R Strategy under the same quasi-experimental conditions and examined their effects across four dimensions of reading comprehension. Its findings can clarify the respective instructional value of the two approaches and inform the design of reading interventions for linguistically and academically diverse secondary learners.

Theoretical Framework

This study is primarily anchored in Construction–Integration Theory (Kintsch, 1988) and supported by Schema Theory (Rumelhart, 1980) and Social Constructivist Theory (Vygotsky, 1978). Together, these three complementary theories explain reading comprehension through language processing, meaning construction, prior-knowledge activation, social interaction, and instructional scaffolding. Although the theories were developed several decades ago, their relevance to contemporary English reading instruction is supported by recent research describing comprehension as a multidimensional cognitive-linguistic process involving lexical knowledge, textual processing, inferencing, evaluation, background knowledge, and metacognitive regulation (Duke & Cartwright, 2021; Smith et al., 2021). The theories therefore provide an analytical framework for explaining how Differentiated Instruction (DI) and the Read, Retell, React, and Reflect (4R) Strategy may influence literal, inferential, evaluative, and lexical comprehension.

Construction–Integration Theory

Construction–Integration Theory serves as the principal theoretical foundation because it directly explains how readers construct and integrate meaning from textual information. According to the theory, comprehension occurs through two interrelated processes. During construction, readers generate possible meanings from words, sentences, textual details, and prior knowledge. During integration, relevant meanings are connected into a coherent mental representation, while ideas that are irrelevant or inconsistent with the text are reduced. Reading therefore involves more than recognizing words or recalling details. Readers must process language, establish relationships among ideas, generate inferences, evaluate information, and integrate textual content with existing knowledge.

Construction–Integration Theory also explains the mechanisms activated during each stage of the Read, Retell, React, and Reflect (4R) Strategy. During Read, learners process vocabulary, sentences, explicit details, and relationships among textual ideas. This stage mainly develops lexical and literal comprehension while initiating the construction of a mental representation of the text. During Retell, learners identify, select, organize, and reconstruct essential information using their own words. Retelling strengthens literal comprehension because students must accurately retrieve details, while also supporting inferential comprehension as they connect related ideas and determine which information is most important.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

During React, learners interpret textual information, examine the author's ideas, formulate responses, and justify their positions. This stage activates inferential and evaluative comprehension because learners move beyond factual retrieval and analyze the meaning, relevance, or credibility of textual ideas. During Reflect, learners connect the text with prior knowledge, examine their understanding, and evaluate the strategies they used while reading. Reflection supports metacognitive language learning by enabling students to monitor comprehension, recognize inconsistencies, and revise incomplete or inaccurate interpretations. The complete Read, Retell, React, and Reflect (4R) Strategy sequence therefore reflects the progressive construction, reconstruction, interpretation, evaluation, and integration of meaning.

Schema Theory

Schema Theory informs DI because learners enter English classrooms with different linguistic backgrounds, experiences, vocabulary knowledge, interests, and levels of familiarity with reading topics. DI responds to these differences by modifying texts, activities, scaffolds, vocabulary support, and task difficulty according to students' readiness and learning profiles. Teachers may activate prior knowledge, provide visual or contextual information, preteach essential vocabulary, or offer guided questions to learners requiring additional support. Students with stronger background knowledge may receive more complex texts or independent tasks.

Social Constructivist Theory

Social Constructivist Theory explains that learning develops through language, social interaction, collaboration, and guided participation. Its concept of the Zone of Proximal Development refers to the difference between what learners can perform independently and what they can accomplish with assistance from a teacher or more capable peer. Scaffolding supports learning through modeling, questioning, feedback, collaborative work, and gradually reduced assistance.

Social Constructivist Theory supports DI through flexible grouping, peer collaboration, teacher modeling, guided questioning, targeted feedback, and differentiated scaffolding. It supports the Read, Retell, React, and Reflect (4R) Strategy when learners retell textual information, discuss their reactions, compare interpretations, and reflect through oral or written communication. These processes are related to all four comprehension dimensions. Teacher or peer guidance may help learners identify explicit details for literal comprehension, clarify unfamiliar words for lexical comprehension, establish textual relationships for inferential comprehension, and support claims with evidence for evaluative comprehension.

Integration of the Theories

Construction–Integration Theory, Schema Theory, and Social Constructivist Theory collectively provide an analytical basis for comparing the two interventions. DI addresses learner variability by adapting instruction according to students' readiness, interests, prior knowledge, and learning profiles. The Read, Retell, React, and Reflect (4R) Strategy provides a structured sequence for reading, reconstructing, interpreting, evaluating, and reflecting on English texts. Although they operate through different instructional mechanisms, both interventions may support literal, inferential, evaluative, and lexical comprehension. The integrated framework therefore supports examining whether students improve after each intervention and whether one approach produces stronger overall reading-comprehension outcomes under comparable classroom conditions.

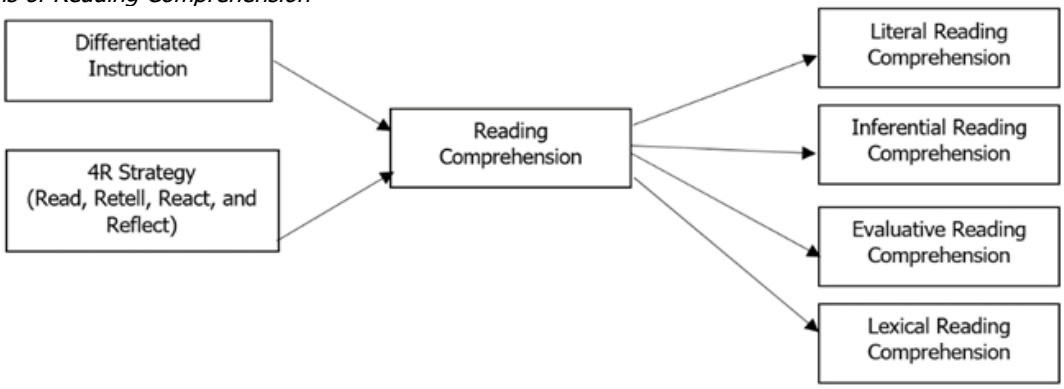
Conceptual Framework

The conceptual framework identifies Differentiated Instruction (DI) and the Read, Retell, React, and Reflect (4R) Strategy as the independent variables and reading comprehension as the dependent variable. DI includes adaptations in instructional content, learning processes, expected products, grouping, activities, and scaffolding. The 4R Strategy consists of the sequential processes of reading, retelling, reacting, and reflecting. Reading comprehension is measured through literal, inferential, evaluative, and lexical comprehension. The framework proposes that exposure to either instructional intervention may improve students' reading performance, while comparing the two groups determines their relative effectiveness. Figure 1 presents the proposed relationship between the two instructional interventions and the four dimensions of reading comprehension.

Figure 1

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Conceptual Framework Showing the Proposed Relationship Between the Instructional Approaches and the Four Dimensions of Reading Comprehension



Statement of the Problem

Differentiated Instruction (DI) provides learner-responsive instruction by adapting content, processes, products, and learning environments according to learners' readiness, interests, and learning profiles. The Read, Retell, React, and Reflect (4R) Strategy, meanwhile, provides a structured sequence through which learners read, reconstruct textual information, respond to texts, and reflect on their understanding. Although previous studies have reported positive effects of these approaches on reading comprehension, limited evidence has directly compared their effectiveness within the same Philippine public-school context across multiple dimensions of reading comprehension.

General Objective

To determine the effectiveness of Differentiated Instruction and the Read, Retell, React, and Reflect (4R) Strategy in enhancing the reading comprehension of Grade 8 students.

Research Questions

The study sought to answer the following questions:

1. What is the level of participants' reading comprehension before and after Differentiated Instruction in terms of:
   - 1.1 literal comprehension;
   - 1.2 inferential comprehension;
   - 1.3 evaluative comprehension; and
   - 1.4 lexical comprehension?
2. What is the level of participants' reading comprehension before and after the 4R Strategy in terms of:
   - 2.1 literal comprehension;
   - 2.2 inferential comprehension;
   - 2.3 evaluative comprehension; and
   - 2.4 lexical comprehension?
3. Is there a significant difference between the pretest and posttest reading comprehension scores within each intervention group?
4. Is there a significant difference in posttest reading comprehension scores between the Differentiated Instruction group and the 4R Strategy group after controlling for pretest scores?

Null Hypotheses

At the 0.05 level of significance, the study tested the following null hypotheses:

H_o1: There is no significant difference between the pretest and posttest reading comprehension scores of participants who received Differentiated Instruction.

H_o2: There is no significant difference between the pretest and posttest reading comprehension scores of participants who received the 4R Strategy.

H_o3: There is no significant difference in posttest reading-comprehension scores between the Differentiated Instruction group and the 4R Strategy group after controlling for pretest scores.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

METHODOLOGY

Research Design

Following Creswell and Creswell (2023), the study employed a quasi-experimental pretest–posttest comparison-group design to determine the effects of Differentiated Instruction (DI) and the Read, Retell, React, and Reflect (4R) Strategy on the reading comprehension of Grade 8 students. Two intact class sections were used because individual participants could not be randomly assigned. One group received DI, while the other received the Read, Retell, React, and Reflect (4R) Strategy. Both groups covered the same English competencies, used comparable reading texts, and completed the same pretest and posttest. Pretest scores established baseline performance and served as the covariate in comparing posttest scores.

Participants and Sampling Procedure

The participants were 80 Grade 8 students from two intact sections at Macabalan National High School during School Year 2025–2026. Forty students comprised the DI group, while another 40 formed the Read, Retell, React, and Reflect (4R) Strategy group. The sections were selected through purposive sampling based on enrollment in Grade 8 English, regular class participation, and availability during the intervention. Only students who submitted signed parental or guardian consent and student assent and completed the required tests were included in the analysis.

Research Instrument

The study used a researcher-adapted, 40-item multiple-choice test based on English—Grade 8, Alternative Delivery Mode, Quarter 1—Module 3: Use of Modal Verbs, Nouns, and Adverbs (Department of Education, 2022) published by the Department of Education. The instrument measured literal, inferential, evaluative, and lexical comprehension, with 10 items for each dimension. Each correct answer received one point, for a maximum total score of 40.

Each reading-comprehension dimension had a possible score ranging from 0 to 10. The overall reading-comprehension score was calculated as the mean of the four dimension scores and consequently also ranged from 0 to 10. Scores were interpreted as follows: 9–10 indicated Mastery, 7–8 indicated Proficient, 5–6 indicated Average, 3–4 indicated Below Average, and 0–2 indicated Weak. Because the descriptive results included decimal group means, the means were rounded to the nearest whole number solely to determine their corresponding descriptive categories. The original unrounded means were retained in the tables and statistical analyses.

The instrument was validated by three experts: Dr. Joan B. Gallaron, an English Language Teaching specialist; Dr. Elvy Q. Malabo, an English Language Teaching and teacher-education specialist; and Dr. Jolly D. Puertos, an educational researcher and statistician. They assessed the items' clarity, relevance, appropriateness, curriculum alignment, and correspondence with the four comprehension dimensions. Their recommendations were incorporated before pilot testing.

The revised test was pilot-tested with 40 Grade 8 students who were not part of the actual study. It obtained a Kuder–Richardson Formula 20 coefficient of .788, indicating acceptable internal consistency. Items with corrected item–total correlations below .30 were reviewed and revised or replaced before the final administration.

Intervention Procedure

Both groups received their assigned interventions for six weeks using the same competencies and comparable texts. The principal difference was the instructional approach. In the DI group, instruction was adjusted according to students' readiness, needs, interests, and learning profiles through flexible grouping, vocabulary pre-teaching, guided questions, visual support, scaffolded activities, tiered materials, and differentiated outputs.

In the 4R Strategy group, lessons followed four stages: Read, in which students examined the text and its vocabulary; Retell, in which they restated important information; React, in which they interpreted and responded to the text using evidence; and Reflect, in which they connected the text with prior knowledge and monitored their understanding. The interventions were implemented during regular English periods. Prepared lesson plans, instructional materials, and teaching logs were used to promote consistent implementation and comparable instructional time.

Data-Collection Procedure

Ethical clearance was obtained from the Research Ethics Board of Liceo de Cagayan University. Permission was also secured from the Department of Education–Division of Cagayan de Oro, the district supervisor, and the principal of Macabalan National High School. The participants and their parents or guardians were informed of the study's purpose and procedures before consent and assent were obtained.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Data collection lasted eight weeks, including orientation, pretesting, the six-week intervention, and posttesting. Both groups first completed the pretest, received their respective interventions, and then completed the same test as the posttest. The instruments were checked, scored, encoded using identification codes, and verified before statistical analysis.

Treatment of Data

Mean and standard deviation were used to describe the groups' overall and dimension-specific pretest and posttest performance. A paired-samples *t* test was used to examine changes within each group, while analysis of covariance (ANCOVA) compared their posttest scores while controlling for pretest scores.

All inferential tests used an alpha level of .05. Relevant ANCOVA assumptions were examined before analysis. Cohen's d_z was used for the paired-samples *t* tests, while partial eta squared was used to determine the ANCOVA effect size.

Ethical Considerations

The study observed informed consent, voluntary participation, confidentiality, anonymity, protection from harm, and the right to withdraw without penalty. Participation or refusal did not affect the students' grades or class standing. Participants' names were replaced with identification codes, and findings were reported only in summarized form. Research records were accessible only to the researcher. Printed documents were kept in locked storage, while electronic files were password-protected. After the retention period required by the university's Research Ethics Board, printed records will be shredded and electronic files permanently deleted.

RESULTS AND DISCUSSION

Reading Comprehension Before and After Differentiated Instruction

Table 1

Reading Comprehension Before and After Differentiated Instruction

Comprehension dimension	Pretest *M*	Pretest *SD*	Description	Posttest *M*	Posttest *SD*	Description
Literal	6.35	1.92	Average	7.57	1.37	Proficient
Inferential	5.65	1.98	Average	6.97	0.97	Proficient
Evaluative	5.82	1.82	Average	7.10	1.00	Proficient
Lexical	5.17	1.29	Average	5.17	1.29	Average
Overall	**5.75**	**1.36**	**Average**	**6.70**	**0.65**	**Proficient**

Note. *M* = mean; *SD* = standard deviation.

Table 1 presents the pretest and posttest reading-comprehension performance of the Differentiated Instruction (DI) group. The overall mean increased from 5.75 (*SD* = 1.36), described as Average, to 6.70 (*SD* = 0.65), described as Proficient. These results indicate a descriptive increase in the group's overall reading-comprehension performance following DI. Statistical significance for the overall scores is presented in Table 3.

Descriptive increases were observed in literal comprehension, from 6.35 to 7.57; inferential comprehension, from 5.65 to 6.97; and evaluative comprehension, from 5.82 to 7.10. However, lexical comprehension remained unchanged at 5.17 and continued to be described as Average.

The unchanged lexical mean is important for English reading instruction because lexical knowledge and broader text comprehension, although related, may not respond equally to the same instructional activities. DI allows teachers to adjust texts, grouping arrangements, tasks, vocabulary support, and expected outputs according to learners' readiness and instructional needs. Previous studies have similarly emphasized the value of differentiated and learner-responsive instruction in reading development (Azimah & Sujannah, 2024; Magableh & Abdullah, 2022; Potot et al., 2023). Nevertheless, the present result suggests that differentiated reading activities may need to be supported by more direct and sustained vocabulary instruction, including explicit word teaching, contextual analysis, morphological awareness, and repeated exposure to unfamiliar words.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P - ISSN: 3116-4374; E - ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Reading Comprehension Before and After the 4R Strategy

Table 2

Reading Comprehension Before and After the 4R Strategy

Comprehension dimension	Pretest *M*	Pretest *SD*	Description	Posttest *M*	Posttest *SD*	Description
Literal	5.95	1.79	Average	7.30	1.39	Proficient
Inferential	5.67	1.83	Average	7.27	1.13	Proficient
Evaluative	5.27	1.55	Average	6.80	1.32	Proficient
Lexical	5.32	1.11	Average	6.87	1.43	Proficient
Overall	**5.55**	**1.23**	**Average**	**7.06**	**0.94**	**Proficient**

Note. *M* = mean; *SD* = standard deviation.

Table 2 presents the pretest and posttest reading-comprehension performance of the Read, Retell, React, and Reflect (4R) Strategy group. The overall mean increased from 5.55 (*SD* = 1.23), described as Average, to 7.06 (*SD* = 0.94), described as Proficient. These results indicate a descriptive increase in the group's overall reading-comprehension performance following the intervention. Statistical significance for the overall scores is presented in Table 3.

Descriptive increases were also observed across the four comprehension dimensions. Literal comprehension increased from 5.95 to 7.30, inferential comprehension increased from 5.67 to 7.27, evaluative comprehension increased from 5.27 to 6.80, and lexical comprehension increased from 5.32 to 6.87.

The findings suggest that the Read, Retell, React, and Reflect (4R) Strategy sequence provided learners with an organized process for engaging with English texts. Reading allowed learners to identify vocabulary and textual information; retelling required them to select, organize, and reconstruct important ideas; reacting encouraged interpretation and evidence-based responses; and reflecting allowed them to review their understanding and connect textual ideas with prior knowledge. The findings are consistent with studies associating the Read, Retell, React, and Reflect (4R) Strategy with active reading, meaning construction, and reflection (Deluao et al., 2022; Maquiso et al., 2024). However, the present study measured reading-comprehension performance rather than metacognitive awareness, engagement, or strategy use. Therefore, it does not directly establish that metacognitive processing caused the observed increase.

Differences Between Pretest and Posttest Overall Reading-Comprehension Scores

Table 3

Paired-Samples t Test Results for Overall Reading Comprehension Before and After the Interventions

Intervention group	Pretest *M* (*SD*)	Posttest *M* (*SD*)	*t* (39)	*p*	Cohen's d_z	Interpretation
Differentiated Instruction	5.75 (1.36)	6.70 (0.65)	4.44	< .001	0.70	Significant; moderate-to-large effect
4R Strategy	5.55 (1.23)	7.06 (0.94)	6.97	< .001	1.10	Significant; large effect

Note. DI = Differentiated Instruction; 4R = Read, Retell, React, and Reflect; *M* = mean; *SD* = standard deviation; *Cohen's* d_z = Cohen's effect size for paired samples.

Table 3 shows statistically significant differences between the pretest and posttest overall reading-comprehension scores of both instructional groups. The DI group obtained t(39) = 4.44, p < .001, while the Read, Retell, React, and Reflect (4R) Strategy group obtained t(39) = 6.97, p < .001. Therefore, the null hypotheses were rejected for both groups.

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

These findings establish statistically significant improvements in overall reading comprehension. They do not establish statistically significant improvement in every individual comprehension dimension because separate domain-level tests were not conducted.

For English reading instruction, the results demonstrate two potentially useful pedagogical approaches. DI offers a learner-responsive approach by adjusting instruction to students' different readiness levels and learning needs. In contrast, the Read, Retell, React, and Reflect (4R) Strategy offers a common instructional sequence that guides learners through reading, reconstruction, response, and reflection. The value of structured, task-oriented approaches in English instruction is also reflected in intervention research demonstrating that clearly sequenced language-learning tasks can support targeted skill development (Agustin, 2026). English teachers may select or combine these approaches depending on their learners' needs, classroom conditions, and instructional objectives.

Difference Between the DI and 4R Strategy Groups

Table 4

ANCOVA Results and Adjusted Posttest Means for Reading Comprehension by Instructional Group

Source	Type III sum of squares	*df*	Mean square	*F*	*p*	Partial eta squared
Corrected model	5.25	2	2.62	4.17	.019	.098
Intercept	144.48	1	144.48	229.45	< .001	.749
Pretest covariate	2.71	1	2.71	4.31	.041	.053
Instructional group	2.93	1	2.93	4.65	.034	.057
Error	48.48	77	0.63	-	-	-
Total	3845.31	80	-	-	-	-
Corrected total	53.74	79	-	-	-	-

Estimated Marginal Means

Instructional Group	Adjusted Posttest Mean
Differentiated Instruction	6.69
Read, Retell, React, and Reflect (4R) Strategy	7.07

Note. Adjusted posttest means were estimated after controlling for pretest reading-comprehension scores.

Table 4 presents the ANCOVA results comparing the posttest reading-comprehension performance of the two groups while controlling for their pretest scores. A statistically significant instructional-group effect was found, $F(1, 77) = 4.65$, $p = .034$, partial eta squared = .057. Therefore, the null hypothesis stating that there was no significant difference between the groups was rejected.

The estimated marginal mean of the Read, Retell, React, and Reflect (4R) Strategy group was 7.07, while that of the Differentiated Instruction group was 6.69. Under the conditions of the present study, the 4R Strategy group obtained a significantly higher adjusted overall posttest reading-comprehension score than the DI group after controlling for pretest performance.

The partial eta squared value of .057 indicates that approximately 5.7% of the adjusted variance in posttest scores was associated with instructional-group membership. This represents a small effect approaching the conventional threshold for a medium effect. Thus, although the difference between the groups was statistically significant, its practical magnitude was modest.

The result should be interpreted within the limitations of the study. The participants came from two intact classes selected through purposive sampling at one public secondary school, and both groups received instructional interventions. Consequently, the finding does not establish that the Read, Retell, React, and Reflect (4R) Strategy is

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

universally more effective than Differentiated Instruction. Instead, it indicates that the 4R Strategy group obtained higher adjusted posttest performance under the specific conditions of the study.

For English-language pedagogy, the findings indicate that instructional structure may influence reading outcomes even when groups cover comparable learning competencies and texts. Differentiated Instruction remains useful for responding to learner variability, while the 4R Strategy offers a consistent sequence for processing and responding to English texts. The unchanged lexical score in the DI group further suggests that vocabulary development may require explicit instructional attention regardless of the broader reading approach used.

Conclusion

Both Differentiated Instruction and the Read, Retell, React, and Reflect (4R) Strategy were associated with statistically significant improvements in the students' overall reading-comprehension scores, with the 4R group obtaining the higher adjusted posttest mean. The DI group demonstrated descriptive improvements in literal, inferential, and evaluative comprehension, while lexical comprehension remained unchanged and was classified at the Average level. The Read, Retell, React, and Reflect (4R) Strategy group demonstrated descriptive improvements across literal, inferential, evaluative, and lexical comprehension.

After controlling for pretest scores, the ANCOVA results showed a statistically significant difference between the two intervention groups, with the Read, Retell, React, and Reflect (4R) Strategy group obtaining a higher adjusted posttest mean than the DI group. Under the conditions of the present study, these findings suggest that the 4R Strategy may provide a more effective structured approach for improving overall reading comprehension among the participating Grade 8 students. The findings contribute to English language education by providing comparative evidence on two approaches for developing multidimensional reading comprehension in a Philippine public-school context.

Recommendations

Based on the findings, the following recommendations are proposed:

1. School Reading Program. The Read, Retell, React, and Reflect (4R) Strategy may be integrated into the school reading program as a structured approach to improving overall reading comprehension, subject to appropriate teacher preparation, instructional resources, and further validation.
2. English Teachers. English teachers may incorporate the Read, Retell, React, and Reflect (4R) Strategy into reading instruction, particularly when learners require structured opportunities to read, reconstruct, respond to, and reflect on texts. Differentiated Instruction may also be incorporated to respond to learners' varied needs.
3. Reading Instruction. English teachers may give particular attention to lexical comprehension when implementing Differentiated Instruction because the DI group showed no descriptive increase in this dimension.
4. Curriculum and School Administrators. School administrators and curriculum personnel may consider providing instructional materials, professional development, and implementation support for structured reading strategies such as the 4R Strategy.
5. Other Subject Areas. Teachers in other learning areas may explore the applicability of the Read, Retell, React, and Reflect (4R) Strategy to content-area reading, subject to further validation in disciplines beyond English.
6. Future Researchers. Future studies may examine the Read, Retell, React, and Reflect (4R) Strategy and Differentiated Instruction using larger samples, different grade levels, multiple schools, and other educational settings. Future research may also examine longer-term outcomes and investigate how these approaches work in combination with other evidence-based reading interventions.

REFERENCES

Agustin, A. S. C. (2026). Improving grammar mastery through Task-Based Language Teaching (TBLT): An intervention for Grade 8 students. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(2), 92-108. https://doi.org/10.63498/ijlestcr7

Azimah, I., & Sujannah, W. D. (2024). The effect of differentiated learning on EFL students' reading skills. *Didaktika: Jurnal Kependidikan, 13*(1), 937–946. https://doi.org/10.58230/27454312.473

Barwasser, A., Lenz, B., & Grünke, M. (2021). A multimodal storytelling intervention for improving the reading and vocabulary skills of struggling German-as-a-second-language adolescents with learning and behavioral problems. *Insights into Learning Disabilities, 18*(1), 29–51. https://files.eric.ed.gov/fulltext/EJ1295241.pdf

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P - ISSN: 3116-4374; E - ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Bi, M., Struyven, K., & Zhu, C. (2024). Differentiated instruction in Chinese primary and secondary schools: A systematic literature review. *ECNU Review of Education*, 1–20. https://doi.org/10.1177/20965311241265126

Britania, M. C. B., & Acosta, N. A. A. (2024). Exploring the impact of metacognitive awareness instruction on secondary students' reading comprehension proficiency. *International Journal of Social Science and Human Research, 7*(12), 9534–9542. https://doi.org/10.47191/ijsshr/v7-i12-87

Cabacungan, C. F. F., & Constantinopla, S. J. P. (2026). Perceptions of English Language teachers and learners on the educational affordances and challenges of Artificial Intelligence in language classrooms. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(2), 127-141. https://doi.org/10.63498/ijlestcr9

Cabural, A. B., & Infantado, E. J. S. (2023). The difficulty of reading comprehension and the proficiency of the Grade 10 students of Aloran Trade High School, Philippines. *Journal of Tertiary Education and Learning, 1*(2), 23–29. https://doi.org/10.54536/jtel.v1i2.1814

Chandy, R., Serrano, R., & Pellicer-Sánchez, A. (2024). The effect of context on the processing and learning of novel L2 vocabulary while reading. *Applied Psycholinguistics, 45*(6), 1086–1113. https://doi.org/10.1017/S0142716424000407

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Department of Education. (2022). *Self-learning module—Quarter 1 English: Grade 8, Modules 1–5*. DepEd Learning Portal. https://lrmds.deped.gov.ph/detail/21139

De la Peña, C., & Luque-Rojas, M. J. (2021). Levels of reading comprehension in higher education: Systematic review and meta-analysis. *Frontiers in Psychology, 12*, Article 712901. https://doi.org/10.3389/fpsyg.2021.712901

Deluao, C. J., Bernal, D. J. E., Padillo, J. B. F., & Lim, R. A. (2022). Improving the reading comprehension of Grade 8 learners using 4Rs (Read, Retell, React, Reflect) strategy. *International Journal of Humanities, Art and Social Studies, 7*(1/2), 43–60. https://airccse.com/ijhas/papers/7222ijhas05.pdf

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1), S25–S44. https://doi.org/10.1002/rrq.411

Hu, L. (2024). Utilization of differentiated instruction in K–12 classrooms: A systematic literature review (2000–2022). *Asia Pacific Education Review, 25*(2), 507–525. https://doi.org/10.1007/s12564-024-09931-y

Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological Review, 95*(2), 163–182. https://doi.org/10.1037/0033-295X.95.2.163

Labordo, D. C., Jr. (2024). Assessing the influence of differentiated instruction on enhancing reading comprehension skills among learners: A quasi-experimental study. *The New English Teacher, 18*(2), 13–28. https://assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/7951

Magableh, I. S., & Abdullah, A. (2022). Differentiated instruction effectiveness on the secondary stage students' reading comprehension proficiency level in Jordan. *International Journal of Evaluation and Research in Education, 11*(1), 459–466. https://doi.org/10.11591/ijere.v11i1.21971

Maquiso, L. C., Arabani, G. D., Ismah, A. A., Alsad, T. A., & Ajihil, A. M. (2024). Enhancing reading comprehension of junior high students of Batu-Batu National High School thru 4Rs strategy. *Psychology and Education: A Multidisciplinary Journal, 27*(3), 335–341. https://doi.org/10.5281/zenodo.14013503

Mullis, I. V. S., von Davier, M., Foy, P., Fishbein, B., Reynolds, K. A., & Wry, E. (2023). *PIRLS 2021 international results in reading*. TIMSS & PIRLS International Study Center, Boston College. https://doi.org/10.6017/lse.tpisc.tr2103.kb5342

Oguntade, F. M. (2021). Content analysis of levels and aspects of comprehension in West African senior secondary school examination. *Reading & Writing, 12*(1), Article a293. https://doi.org/10.4102/rw.v12i1.293

Organisation for Economic Co-operation and Development. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing. https://doi.org/10.1787/53f23881-en

Potot, A. A., Kyamko, L. N. D., Reponte-Sereño, R. R., & Bustrillo, H. T. (2023). Differentiated instruction as strategy in improving reading comprehension. *Journal of English Language Teaching and Applied Linguistics, 5*(4), 113–128. https://doi.org/10.32996/jeltal.2023.5.4.12

Royeras, J. T., & Sumayo, G. S. (2024). Vocabulary knowledge and inferential reading comprehension of senior high school students: A descriptive-correlational inquiry. *East Asian Journal of Multidisciplinary Research, 3*(3), 1143–1154. https://doi.org/10.55927/eajmr.v3i3.8164

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence, and education* (pp. 33–58). Lawrence Erlbaum Associates.

ETCOR's Website : https://etcor.org
Facebook Page : https://www.facebook.com/EmbracingTheCultureOfResearch
Twitter Account : https://twitter.com/ETCOR_research
YouTube Channel : https://tinyurl.com/YouTubeETCOR
E-mail Address : embracingthecultureofresearch@etcor.org
Mobile Number : 0939-202-9035

International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)
P – ISSN: 3116-4374; E – ISSN: 3116-4382
PRC-CPD Accredited Provider: PTR-2025-749
National Book Development Board Registration as Book Publisher (Print & Digital): 6312

Sangilan, N. I. (2026). From struggle to strategy: Experiences of out-of-field teachers teaching English. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(2), 1-12. https://doi.org/10.63498/ijlestcr1

Shafiei Rezvani Nejad, H. (2024). Differentiated instruction for English learners: Teachers' understanding and practices. *TESOL Journal, 15*(4), e817. https://doi.org/10.1002/tesj.817

Sinense-Beltran, B. J. (2026). Code-switching patterns of Junior High School teachers and learners in English class discussions. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(2), 44-56. https://doi.org/10.63498/ijlestcr4

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology, 42*(3), 214–240. https://doi.org/10.1080/02702711.2021.1888348

Srisang, P., & Everatt, J. (2021). Lower and higher level comprehension skills of undergraduate EFL learners and their reading comprehension. *LEARN Journal: Language Education and Acquisition Research Network, 14*(1), 427–454. https://doi.org/10.14456/learn.2021.16

Tambong, J. S. (2026). Teachers' expectations of regional literature and acceptability of a culturally responsive material for Grade 7. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(2), 13-26. https://doi.org/10.63498/ijlestcr2

Teng, M. F., & Cui, Y. (2025). The contribution of vocabulary knowledge and morphological awareness to reading comprehension in a foreign language. *Journal of Research in Reading, 48*(2), 131–152. https://doi.org/10.1111/1467-9817.70000

Tugo, J.-R. O., & Tabernilla, M. C. L. M. (2023). Reading comprehension difficulties among junior high school learners. *Industry and Academic Research Review, 4*(1), 292–295. https://iiari.org/conference_article/reading-comprehension-difficulties-among-junior-high-school-learners/

Valenzuela, D. J. M., & Canare, F. B. (2026). English-Medium Instruction (EMI) challenges in multicultural classrooms: Basis for teacher-support framework. *International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR), 1*(3), 1-15. https://doi.org/10.63498/ijlestcr10

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wang, T., & Zhang, H. (2025). Reciprocal effects of vocabulary breadth, vocabulary depth, and reading comprehension: A cross-lagged panel analysis in Chinese-speaking EFL learners. *Humanities and Social Sciences Communications, 12*, Article 410. https://doi.org/10.1057/s41599-025-04694-2