

## Interactive reading techniques and students' reading engagement

Vivien B. Bautista

Philippine Christian University, 1648 Taft Avenue cor Pedro Gil St., Manila, Philippines

Corresponding Author e-mail: [vivien.napire@deped.gov.ph](mailto:vivien.napire@deped.gov.ph)

Received: 05 April 2026

Revised: 08 May 2026

Accepted: 10 May 2026

Available Online: 13 May 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-3769; E-ISSN - 3116-3777

<https://doi.org/10.63498/injelps60>

### Abstract:

**Aim:** This study examined the impact of interactive reading techniques on students' reading engagement, particularly in terms of reading efficacy, motivation, identity, and reading difficulties, with implications for improving teaching strategies in reading instruction.

**Methodology:** An explanatory sequential mixed-method design was employed. Quantitative data were first collected through surveys administered to English teachers in Camalig North District, followed by qualitative data through interviews to further explain the findings.

**Results:** Findings revealed that interactive reading techniques significantly enhanced students' reading engagement. These techniques improved reading efficacy by strengthening comprehension and critical thinking, increased motivation through interactive and collaborative activities, enhanced reading identity by building learners' confidence, and supported the management of reading difficulties through adaptive instructional strategies.

**Conclusion:** Interactive reading techniques are effective pedagogical approaches that promote active learning and improve reading outcomes. However, challenges such as diverse learner needs and limited resources highlight the need for differentiated instruction and teacher capacity-building programs. These findings provide valuable input for strengthening classroom practices, instructional design, and reading intervention programs.

**Keywords:** *interactive reading, reading engagement, reading motivation, reading efficacy, reading identity, reading difficulties*

### INTRODUCTION

Reading comprehension and learner engagement are fundamental to Grade 5 learners, as this stage represents the transition from learning to read toward reading to learn. At this level, students are expected to process increasingly complex texts, extract meaning, and apply reading skills across content areas. Globally, interactive reading techniques—such as dialogic reading, guided questioning, and cooperative learning—have been widely recognized for improving comprehension, motivation, and classroom participation by actively involving learners in meaning-making. Empirical evidence indicates that interactive reading has a moderate positive effect on learners' narrative understanding and language development (Xing et al., 2025).

Despite these benefits, recent global studies highlight persistent post-pandemic literacy challenges, including learning loss, reduced reading stamina, and widening achievement gaps. School disruptions significantly affected reading development, particularly among elementary learners, who experienced severe deficits in reading fluency and limited recovery in reading speed despite gains in decoding skills. These findings suggest that literacy recovery remains uneven, especially among learners in disadvantaged settings.

The expansion of digital learning environments has further complicated reading development. Digital reading requires distinct cognitive processes and has been associated with reduced sustained attention, fragmented reading behaviors, and difficulties in deep comprehension (Acuña-Torres et al., 2024). These shifts underscore the need for instructional strategies that can sustain learner engagement while strengthening comprehension skills.

In the Philippines, improving reading proficiency remains a national priority due to consistently low literacy outcomes among elementary learners. Many Grade 5 students continue to struggle with comprehension, often due to limited access to engaging and learner-centered instructional approaches. Local evidence suggests that interactive



reading activities significantly improve comprehension and engagement among elementary learners (Pagute & Apas, 2025). However, implementation in public schools is often constrained by large class sizes, limited instructional resources, and unequal access to technology.

Although prior studies have established the general effectiveness of interactive reading strategies, limited empirical research has examined how these approaches function within specific resource-constrained local contexts. In particular, there is insufficient evidence regarding their influence on Grade 5 learners' comprehension and engagement in public elementary schools in Camalig North District. This district provides relevant research setting because it reflects common public-school realities, including diverse learner needs, resource limitations, and evolving instructional practices in the post-pandemic period.

Hence, this study examined the influence of interactive reading techniques on Grade 5 learners' reading comprehension and engagement in Camalig North District, providing context-specific evidence that may inform instructional practices and literacy interventions in similar public-school settings.

## Review of Related Literature and Studies

Interactive reading techniques have been widely recognized for their capacity to enhance learners' reading comprehension and engagement. Grounded in constructivist theory, strategies such as dialogic reading, guided questioning, and cooperative learning position learners as active constructors of meaning, leading to improved literacy outcomes. Empirical studies consistently report gains in reading motivation, fluency, and comprehension among elementary learners exposed to interactive reading (Ceyhan & Yildiz, 2021; Yurtbakan et al., 2021; Lestari et al., 2023). More recent research further confirms its positive effects on narrative development, vocabulary acquisition, and communicative competence (Guldenoglu, 2025; Xing et al., 2025).

Despite this consensus, the literature reveals important variations in implementation and outcomes. Some studies emphasize teacher-led scaffolding as essential for improving comprehension, while others highlight the value of peer interaction and learner autonomy in sustaining engagement (Lestari et al., 2023). In addition, research on digital reading environments presents mixed findings. Technology-mediated interactive reading can enhance engagement through personalization and multimodal features (Xiao et al., 2025), yet challenges such as screen distractions and unequal digital access may limit its effectiveness (Hen et al., 2025). These contrasting perspectives suggest that the success of interactive reading is context-dependent.

In the Philippine context, persistent challenges in reading proficiency remain evident, particularly among upper elementary learners (DepEd, 2023). Limited use of engaging instructional strategies has been linked to low comprehension levels. However, local studies demonstrate that interactive reading significantly improves learners' performance and engagement (Pagute & Apas, 2025), aligning with global evidence. Nevertheless, structural constraints—including large class sizes, insufficient resources, and limited access to technology—continue to hinder effective implementation in public schools (DepEd, 2023).

Overall, while the effectiveness of interactive reading is well established, the literature remains largely intervention-focused and lacks context-specific analysis. Few studies examine how these strategies function in resource-constrained settings or under post-pandemic conditions. This gap is particularly evident in districts such as Camalig North, where localized evidence is needed to determine how interactive reading techniques can be adapted to improve Grade 5 learners' comprehension and engagement.

## Synthesis of the Literature and Research Gap

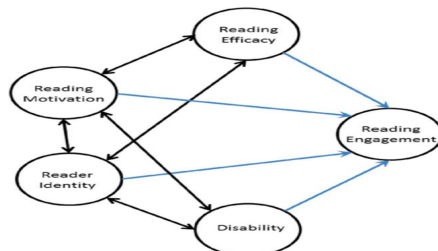
Although extensive research affirms the effectiveness of interactive reading techniques in improving comprehension, language development, and learner engagement (Xing et al., 2025), significant gaps remain in the literature. Recent studies highlight persistent post-pandemic literacy challenges, including learning loss, reduced reading stamina, and uneven recovery in fluency among elementary learners, alongside emerging difficulties associated with digital reading environments that affect sustained attention and deep comprehension (Torres et al., 2024).

Despite these developments, existing studies largely provide generalized findings and give limited attention to how interactive reading strategies operate within specific local and resource-constrained contexts. In the Philippine setting, while evidence supports the positive impact of interactive reading on learners' comprehension and engagement (Pagute & Apas, 2025), there remains insufficient empirical research examining their combined effects among Grade 5 pupils in public elementary schools.

More importantly, no study has explicitly investigated how these strategies function within the contextual realities of districts such as Camalig North, where factors such as diverse learner needs, limited resources, and post-pandemic instructional shifts may influence implementation and outcomes. This lack of context-specific evidence

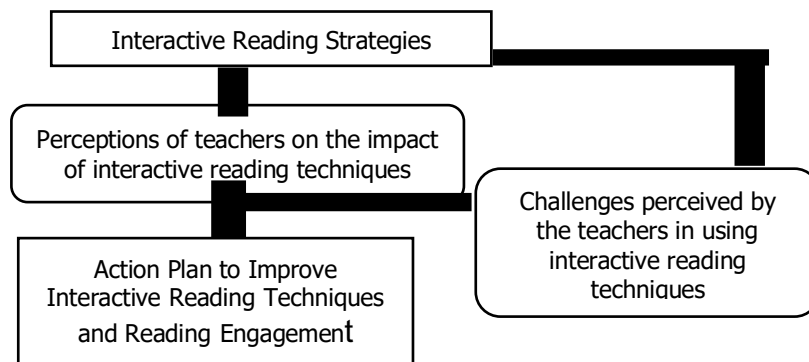
constitutes a critical research gap, warranting further investigation to inform responsive and localized literacy interventions.

**Theoretical Framework: Reading Engagement Theory**



The Reading Engagement Theory explains that learners’ success in reading is not determined by a single factor but by the interaction of cognitive, emotional, and motivational components. Reading motivation, reading efficacy, and reader identity positively influence reading engagement. When learners are motivated, confident, and see themselves as capable readers, they are more likely to actively engage in reading tasks. However, the presence of reading difficulties or disabilities negatively affects this engagement by lowering confidence and limiting participation.

**Conceptual Framework**



This conceptual framework is anchored on the assumption that the use of interactive reading strategies significantly influences students' reading engagement. Interactive strategies such as guided reading, peer discussion, and questioning techniques promote active participation and deeper understanding of texts. However, the effectiveness of these strategies is influenced by teachers' perceptions and the challenges they encounter during implementation. Teachers' perceptions determine how strategies are applied in the classroom, while challenges such as limited time, lack of resources, and varying student abilities may hinder their effectiveness. These factors collectively affect the level of students' reading engagement. The findings of the study will serve as the basis for developing an action plan aimed at improving the implementation of interactive reading strategies and enhancing students' engagement in reading.

**Statement of the Problem**

Reading engagement remains a critical concern in contemporary education, as many learners demonstrate low motivation, limited comprehension, and reduced participation in reading-related activities. In recent years, the increasing use of digital devices and passive learning environments has contributed to declining interest in traditional reading practices. This situation poses significant challenges for teachers in fostering active learning and developing students' reading competencies.



Interactive reading techniques have been identified as potential strategies to enhance student engagement by promoting collaboration, participation, and meaningful interaction with texts. However, despite their growing use in classrooms, there is limited empirical evidence on how these techniques influence key dimensions of reading engagement, particularly in terms of reading efficacy, motivation, reading identity, and reading difficulties.

Moreover, teachers encounter various challenges in implementing interactive reading strategies, including diverse learner needs, limited instructional resources, and varying levels of student readiness. These challenges necessitate a systematic examination of both the impacts and constraints of interactive reading techniques.

Hence, this study aims to investigate the perceived impacts of interactive reading techniques on students' reading engagement and to identify the challenges experienced by teachers in their implementation, as a basis for developing an action plan to improve instructional practices.

## Research Objectives

### General Objective

To examine the impact of interactive reading techniques on students' reading engagement and the challenges encountered by teachers in their implementation.

### Specific Objectives

1. To determine teachers' perceptions of the impact of interactive reading techniques on students' reading engagement in terms of:
  - 1.1. reading efficacy
  - 1.2. reading motivation
  - 1.3. reading identity
  - 1.4. reading difficulties
2. To identify the challenges experienced by teachers in using interactive reading techniques in relation to:
  - 2.1. reading efficacy
  - 2.2. reading motivation
  - 2.3. reading identity
  - 2.4. reading difficulties
3. To develop an action plan to enhance students' reading engagement and improve the implementation of interactive reading techniques.

### Research Questions

1. What are the teachers' perceptions of the impact of interactive reading techniques on students' reading engagement in terms of:
  - 1.1. reading efficacy
  - 1.2. reading motivation
  - 1.3. reading identity
  - 1.4. reading difficulties
2. What challenges do teachers encounter in using interactive reading techniques to enhance students' reading engagement in terms of:
  - 2.1. reading efficacy
  - 2.2. reading motivation
  - 2.3. reading identity
  - 2.4. reading difficulties
3. What action plan can be proposed to improve students' reading engagement and the implementation of interactive reading techniques?

## METHODOLOGY

### Research Design

The study employed an explanatory sequential mixed-methods research design. This approach is characterized by the collection and analysis of quantitative data first, followed by the collection and analysis of qualitative data to elaborate, explain, or contextualize the initial findings. This design is deemed highly appropriate for the present study as it aligns perfectly with the research objectives. The primary goal is to evaluate the impacts and challenges of interactive reading techniques. By utilizing a quantitative phase first—specifically through surveys—the

researcher was able to broadly measure and statistically analyze the teachers' perceptions and the extent of students' reading engagement across the district. Subsequently, the qualitative phase—through interviews and focus group discussions—provided the necessary depth to understand the why and how behind the statistical data results. It allowed for an in-depth exploration of the specific challenges encountered and the nuances of implementing these strategies, which numbers alone cannot fully capture. Thus, this design ensures that the study achieves both breadth and depth, leading to a more comprehensive and robust understanding of the phenomenon under investigation.

### Population and Sampling

The population of the study consisted of 270 English teachers in Camalig North District during the School Year 2024–2025. Due to time and resource constraints, a sample of 100 teachers was selected.

A stratified random sampling method was employed to ensure fair and proportional representation across the ten (10) public schools in the district. Each school was treated as a stratum, and the number of participants selected from each school was determined based on its share of the total teacher population. This approach minimized sampling bias and ensured that schools with larger teacher populations were adequately represented. Within each stratum, respondents were selected using simple random sampling.

For the qualitative phase, 30 teachers were purposively selected from the survey participants based on their willingness and availability for interviews and focus group discussions.

Participants met the study's inclusion criteria on employment, experience, instructional practice, and consent.

### Research Instruments

The study utilized two main instruments for data gathering: survey questionnaires and interview guide. The survey questionnaire was developed by the researcher, drawing insights from related literature and studies, aligned with the variables and construct. It was designed to measure the perceptions of teachers regarding the impact of interactive reading techniques on students' reading engagement. The questionnaire is divided into parts:

Part 1 gathers the demographic profile of the respondents. Part II, III, and IV contain items assessing the independent and dependent variables, specifically focusing on the application of interactive techniques and the dimensions of reading engagement. To quantify responses, a 4-point or 5-point Likert Scale was utilized. The scale ranges from:

- 5- Strongly Agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly Disagree

This scaling allowed for the systematic measurement of attitudes and perceptions. Complementing the questionnaire, an interview guide was prepared. This instrument was structured to elicit qualitative data regarding the challenges encountered and the deeper experiences of the teachers in implementing the said strategies.

### Validity Test

The survey questionnaire underwent content and construct validation by panel of three (3) experts in English education and research methodology. The validation process involved:

1. Reviewing the alignment of items with the study objectives and variables
2. Assessing clarity, relevance, and appropriateness of each item;
3. Providing recommendations for revision and improvement.

A validation rating form was used, and items that did not meet the acceptable criteria were revised accordingly before final administration.

### Reliability Test

A pilot test was conducted among 30 teachers outside the target sample to determine the internal consistency of the instrument. The responses were analyzed using Cronbach's alpha. The instrument obtained an overall reliability coefficient of  $\alpha = 0.89$ , which indicates high reliability and confirms that the items consistently measure the intended constructs.

### Data Gathering Procedures

The research followed a systematic and rigorous process to ensure the quality and validity of the data collection. Prior to the actual conduct of the study, necessary letters of permission were secured to comply with ethical

and legal requirements, and the purpose, nature, and procedures of the study were explained to the respondents, ensuring that they were fully aware of what the research entails before agreeing to take part. Participation in this study was entirely voluntary. The respondents were assured that they have the right to refuse to answer or withdraw from the study at any time without facing any penalty or negative consequences. The research instrument underwent thorough evaluation and approval by the research adviser. Furthermore, pilot testing was conducted to establish the reliability of the questionnaire before its final administration. Upon approval, the researcher coordinated with the selected schools and distributed the survey questionnaires to the identified respondents. The distribution was strictly limited to English teachers in Camalig North District who meet the inclusion criteria: specifically, those who are currently employing or have experience using interactive reading techniques in their instruction. After the retrieval of questionnaires, the quantitative data were tallied and analyzed. The results served as the basis for formulating the interview guide. Subsequently, focus group discussions were conducted to gather qualitative data. The insights generated from these discussions were utilized to explain, elaborate on, and provide deeper context to the statistical findings, completing the explanatory sequential design. To protect the identity of the participants, all personal information such as names and other identifiers were kept strictly confidential. All data gathered were treated with utmost confidentiality and were used solely for academic purposes. The researcher ensured compliance with data privacy policies and regulations.

### Statistical Treatment of Data

To analyze the data systematically, the following statistical tools were employed:

Mean. This was used to determine the average responses of the respondents regarding the extent of use of interactive reading techniques and the level of learners' engagement and comprehension.

Percentage. This was utilized to describe the distribution of responses and to present the relative frequency of specific perceptions among the respondents.

These statistical treatments enabled the researcher to present the data objectively, interpret the results accurately, and draw valid conclusions.

### Thematic Analysis

The qualitative data gathered from interviews were analyzed using thematic analysis, a systematic method for identifying, organizing, and interpreting patterns of meaning within textual data (Braun & Clarke, 2021; Saunders et al., 2023). This approach is appropriate for examining participants' perceptions and experiences, particularly in educational research contexts.

The study followed the six-phase framework of Braun and Clarke (2021): data familiarization, initial coding, theme generation, theme review, theme definition, and report writing. Interview responses were transcribed, coded, and grouped into recurring categories to develop coherent themes relevant to the study variables.

Consistent with recent methodological perspectives, themes were not treated as automatically emerging but were analytically constructed through careful interpretation and constant comparison of data. To ensure rigor, the coding process was conducted systematically, with attention to consistency, relevance, and alignment with the research objectives.

The use of thematic analysis enabled the identification of key patterns and meanings in participants' responses, providing in-depth insights that complement the quantitative findings and support the overall interpretation of the study.

## RESULTS AND DISCUSSIONS

**Table 1:** *Impacts of Interactive Reading Techniques to Reading Efficacy*

	Mean	Description
It improves comprehension of students.	4.16	Strongly Agree
It enhances critical thinking along with reading.	4.15	Strongly Agree
It expands creative thinking for reading.	4.25	Strongly Agree
It creates multisensory learning.	4.26	Strongly Agree
<b>Average Mean</b>	4.21	Strongly Agree

Findings revealed that teachers strongly agreed that interactive reading techniques enhance students' reading efficacy, particularly in improving comprehension, critical thinking, and creative engagement. The high mean scores indicate that interactive strategies enable learners to actively process texts and construct meaning through collaborative and reflective activities. This suggests that interactive reading techniques promote deeper cognitive engagement, which is essential in developing higher-order thinking skills in reading. From an instructional perspective, these results imply that teachers may adopt interactive approaches such as guided discussions, peer-assisted reading, and reflective questioning to enhance reading comprehension. For curriculum developers, integrating structured interactive reading activities into reading programs may strengthen literacy outcomes. School leaders and policymakers may also consider supporting professional development initiatives that equip teachers with skills in implementing interactive pedagogies.

**Table 2:** *Impacts of Interactive Reading Techniques to Reading Motivation*

	Mean	Description
It provides immersive experiences.	4.17	Strongly Agree
It increases social interaction.	4.57	Strongly Agree
It drives interest more in reading	4.49	Strongly Agree
It promotes real world connection and scenarios.	4.43	Strongly Agree
<b>Average Mean</b>	<b>4.42</b>	Strongly Agree

The empirical data reflected a highly favorable consensus regarding the efficacy of interactive pedagogical strategies, as evidenced by a composite mean of 4.42 (qualitatively interpreted as "Strongly Agree"). These findings corroborate the premise that social-constructivist approaches—specifically collaborative reading activities—serve as primary catalysts for student engagement and sustained motivation. Furthermore, the analysis indicates that student drive is significantly optimized when literacy instruction is contextualized through immersive and experiential frameworks. This suggests that bridging the gap between theoretical content and practical application is essential for cultivating intrinsic learner curiosity.

**Table 3:** *Impacts of Interactive Reading Techniques to Reading Identity*

	Mean	Description
It builds confidence in reading.	4.46	Strongly Agree
It enhances reading expression.	4.33	Strongly Agree
It contributed to purposeful reading.	4.31	Strongly Agree
It improves reflection and emotional connection in reading.	4.53	Strongly Agree
<b>Average Mean</b>	<b>4.41</b>	Strongly Agree

Findings indicated that interactive reading techniques play a significant role in shaping students' reading identities. This signifies that these strategies were perceived as vital in developing students' self-concept as readers. The indicator that garnered the highest mean suggests that interactive approaches allow students to connect personally with the text, understanding not only the literal meaning but also the emotions and themes involved. Closely following is the indicator on building confidence in reading, which indicates that these methods provide a supportive environment where students feel safe to practice and improve. Through positive reinforcement and successful experiences, students overcome anxiety and begin to view themselves as capable and independent learners. Furthermore, the high ratings confirm that interactive reading techniques help students articulate their thoughts and understand the value of reading. This holistic development—emotional, social, and cognitive—solidifies a positive and enduring reading identity.

**Table 4:** *Impacts of Interactive Reading Techniques to Reading Disability*

	Mean	Description
It helps in conducting adaptive assessments	4.61	Strongly Agree
Promotes customizable learning in reading	4.17	Strongly Agree
It helps in incorporating tactics for reading	4.31	Strongly Agree

Helps in integrating strategy to address reading difficulties	4.13	Strongly Agree
<b>Average Mean</b>	<b>4.31</b>	Strongly Agree

The data indicated a very strong positive perception, with an overall mean of 4.31, interpreted as "Strongly Agree." This suggests that educators regard interactive reading techniques as highly effective in addressing reading difficulties and supporting diverse learners. Notably, the indicator "It helps in conducting adaptive assessments" received the highest rating of 4.61, implying that these methods offer flexibility in evaluating student progress beyond traditional testing approaches, thereby enabling more authentic measurement of understanding across varying ability levels. Furthermore, the findings affirm that interactive strategies are inherently differentiated. The strong agreement with the statement "It helps in integrating strategies to address reading difficulties" underscores the capacity of these techniques to provide essential scaffolding and support systems necessary for struggling readers to achieve success.

**Table 5:** Challenges of Teachers in improving Reading Efficacy

Themes	Sub theme
Students have varying levels of reading efficacy.	<ul style="list-style-type: none"> <li>Teachers must cater to different students.</li> <li>Students have diverse backgrounds.</li> </ul>
Budget constraints in school are a challenge affecting implementation of strategies.	<ul style="list-style-type: none"> <li>Limited access to modern devices</li> <li>No sufficient financial support for reading materials.</li> </ul>

The results identified the primary obstacles encountered by educators, categorized into two major themes: learner diversity and resource limitations. The first significant challenge is the heterogeneity of learners, as teachers must address reading proficiency alongside diverse cultural and educational backgrounds within a single classroom context. The second critical theme is financial and resource constraints, wherein limited budgets restrict access to modern instructional devices, updated reading materials, and essential technological support. These findings suggest that improving reading efficacy extends beyond instructional practice alone and is substantially influenced by systemic factors. Consequently, addressing these challenges necessitates not only effective pedagogical strategies but also robust policy support and equitable resource allocation to foster an enabling environment for learning.

**Table 6:** Challenges of Teachers in improving Reading Motivation

Themes	Sub theme
Students have different reading experiences and interests.	<ul style="list-style-type: none"> <li>Students have varying engagements to reading.</li> <li>Reading means different to different students.</li> </ul>
Increasing the interests of students in reading is a challenge for teachers.	<ul style="list-style-type: none"> <li>Adaptive strategy is required in increasing interests of students in reading.</li> <li>Time constraints is a problem in crafting strategy.</li> </ul>

These findings identified the primary obstacles to fostering reading motivation, which can be categorized into two overarching themes: learner diversity and instructional constraints. The first major challenge arises from the diversity of student experiences and interests. Educators must navigate the difficulty of engaging learners whose prior knowledge, cultural backgrounds, and personal preferences vary considerably. Consequently, instructional materials and approaches that resonate to one group may not be effective for another, necessitating continuous adaptation on the part of the teachers. The second theme underscores the complexity of sustaining student interest over time. The

data indicate that initiating and maintaining enthusiasm for reading constitutes a significant pedagogical challenge. Moreover, this difficulty is intensified by structural limitations, particularly insufficient time for designing and implementing adaptive, personalized instructional strategies. Taken together, these findings suggest that fostering reading motivation extends beyond the mere provision of reading materials; it requires a nuanced understanding of student psychology and the capacity to tailor instruction accordingly. Addressing these challenges therefore calls not only for innovative teaching strategies but also for adequate time allocation within the curriculum to support meaningful and sustained engagement.

**Table 7:** *Challenges of Teachers in improving Reading Identity*

Themes	Sub theme
Students navigate learning while carrying personal struggles.	<ul style="list-style-type: none"> <li>• Students have different levels of difficulty.</li> <li>• Struggling students affect their reading capabilities.</li> </ul>
Teachers play a crucial role in crafting strategies.	<ul style="list-style-type: none"> <li>• Teachers are required to be versatile in making methodologies.</li> <li>• Understanding the strengths and weaknesses of the students.</li> </ul>

The results identified dualistic challenge in the educational environment: personal learner struggles and simultaneous formulation of robust pedagogical strategies. The first core theme suggests that students' internal emotional states – specifically fear of failure and public performance anxiety- act as significant barriers to literacy development, often leading to disengagement and a fractured reading disability. Consequently, the second theme emphasizes the necessity for pedagogical versatility, requiring educators to act as diagnostic practitioners who tailor interventions to specific student profiles.

**Table 8:** *Challenges of Teachers in addressing Reading Disability*

Themes	Sub theme
Reading disabilities of students have different causes.	<ul style="list-style-type: none"> <li>• Students experience different types and levels of difficulty in learning.</li> <li>• Unknown condition of students affecting reading capabilities.</li> </ul>
Teachers need to craft strategies to improve reading development.	<ul style="list-style-type: none"> <li>• Teachers are required to be versatile in making methodologies.</li> <li>• Students have their own strengths and weaknesses in learning process.</li> </ul>

The research delineated the multi-faceted complexities inherent in the identification and remediation of reading difficulties, prioritizing diagnostic precision and instructional adaptability. Central to this discourse is the heterogeneous nature of reading disabilities, which encompass a spectrum of etiologies ranging from neurobiological conditions, such as dyslexia, to deficits in foundational phonological processing. The findings suggest that absent a robust understanding of root-cause mechanics, pedagogical interventions remain suboptimal, often precipitating student frustration and protracted academic deficits. Consequently, the data advocates for strategic versatility in professional practice, necessitating a synthesis of instructional delivery and diagnostic expertise to systematically dismantle barriers to literacy.



Interactive reading techniques serve as a robust pedagogical approach that addresses the cognitive, affective, and social needs of learners. While challenges related to diversity and resources exist, the overwhelming evidence suggests that these strategies are indispensable in creating engaging, effective, and inclusive learning environments.

## Conclusion

The findings of the study demonstrate that interactive reading techniques significantly enhance students' reading engagement across key dimensions, including reading efficacy, motivation, reading identity, and the management of reading difficulties. These techniques promote active participation, collaborative learning, and meaningful interaction with texts, which are essential components of effective reading instruction. The study contributes to teaching and learning by highlighting the importance of interactive pedagogical approaches in improving literacy outcomes. It also provides valuable insights for curriculum development by emphasizing the integration of interactive reading strategies into instructional design. Furthermore, the findings support the need for continuous teacher professional development to strengthen the implementation of innovative reading practices in diverse classroom contexts.

Despite these positive outcomes, challenges such as diverse learner needs, limited instructional resources, and varying student readiness levels remain significant considerations. Addressing these challenges is essential for maximizing the effectiveness of interactive reading techniques in educational settings.

## Recommendations

1. Teachers may integrate a wider range of interactive reading strategies, such as collaborative reading, role-playing, and multimedia-supported instruction, to enhance students' engagement and comprehension.
2. School leaders may support the implementation of interactive reading techniques by providing access to instructional materials, learning technologies, and professional development opportunities for teachers.
3. Curriculum developers may incorporate structured interactive reading activities into reading programs to promote active learning and improve literacy outcomes.
4. Education policymakers may design and implement training programs that strengthen teachers' competencies in using interactive and student-centered instructional approaches.
5. Teacher education institutions may include interactive reading strategies as part of pre-service and in-service training to prepare educators for diverse classroom contexts.
6. Future researchers may explore the application of interactive reading techniques in other subject areas and educational levels to expand their pedagogical relevance.

## REFERENCES

- Acuña-Torres, L., Pezo, R., Garcia, B. I., & Campano, M. R. (2024). Impact of technological tools for reading comprehension in post-pandemic schoolchildren. *International Journal of Religion*, 5(9), 411-424. <https://doi.org/10.61707/0ebep62>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Ceyhan, S., & Yildiz, M. (2021). The effect of interactive read-aloud on student reading comprehension and reading motivation. *Electronic Journal of Elementary Education*, 13(4), 423-435. <https://iejee.com/index.php/IEJEE/article/view/1258>
- Department of Education. (2023). National reading program report: Addressing learning gaps in basic education. *Department of Education, Philippines*.
- Hen, M., Deri, N., & Dolev, N. (2025). Face-to-face versus digital dialogic reading: A reading study on language skills in preschool children. *Early Child Development and Care*, 195(3), 163-178. <https://doi.org/10.1080/03004430.2025.2465636>
- Guldenoglu, B. N. D. (2025). Enhancing vocabulary and listening comprehension skills in children with limited language proficiency: The impact of dialogic reading interventions. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251367895>
- Lestari, G. P., Syihabuddin., Kosasih, A., & Somad, M. A. (2023). The effectiveness of interactive reading models in improving students' language skills. *International Journal of Learning, Teaching and Educational Research*, 22(9), 200-215. <https://www.ijlter.net/index.php/ijlter/article/view/1742>



International Journal of Education, Learning,  
and Pedagogical Sciences

# International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

P - ISSN 3116-3769; E - ISSN 3116-3777

National Book Development Board (NBDB)  
Registration as Book Publisher  
(Print & Digital): 6312

PRC-CPD Accredited Provider:  
PTR-2025-749

- Pagute, J., & Apas, R. (2025). Interactive Activities: A Strategy in Improving Reading Comprehension among Grade 4 Learners. *Psychology and Education: A Multidisciplinary Journal*, 44 (4), 502-515. <https://doi.org/10.70838/pemj.440409>
- Saunders, B., Kitzinger, J., & Kitzinger, C. (2023). Analyzing and interpreting qualitative data: Thematic analysis in practice. *SAGE Research Methods Foundations*.
- Xiao, F., Zou, E. W., Lin, J., Li, Z., & Yang, D. (2025). Parent-led vs. AI-guided dialogic reading: Evidence from a randomized controlled trial in children's e-book context and student engagement in digital environments. *British Journal of Educational Technology*, 56(5), 1784-1813. <https://doi.org/10.1111/bjet.13615>
- Xing, L., Tang, Y., Liu, Q., Chen, H., Zeng, J., & Su, J. (2025). The effects of interactive reading on young children's narrative abilities: A meta-analytic study. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1653511>
- Yurtbakan, E., Erdogan, O., & Erdogan, T. (2021). The impact of dialogic reading on reading motivation. *Education and Science*, 46 (206), 161-180. <https://doi.org/10.15390/EB.2020.9258>