

Bridging Reading Gaps through Technology Integrated Phil-iri Remedial Instruction

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Abstract:

This study determined the effectiveness of Phil-IRI–formed remedial strategies in enhancing the reading comprehension of Grade 4 learners through technology-based instruction in the identified schools of Bilar District during the School Year 2025–2026. Specifically, it described the profile of the teacher and learner respondents, assessed the level of implementation of technology-based instructional strategies in terms of the use of multimedia reading materials, utilization of digital learning applications or platforms, and integration of interactive technology-based activities, determined the learners' reading comprehension level based on the Phil-IRI pre-assessment, examined the significant relationship between technology-based instructional strategies and reading comprehension, identified the issues and concerns encountered by teachers, and proposed an Adaptive Learning Program.

The study employed a descriptive-correlational research design using a quantitative approach. The respondents consisted of three (3) Grade 4 teachers and sixty-eight (68) Grade 4 learners selected through purposive sampling. Data were gathered using a researcher-made questionnaire and Phil-IRI pre-assessment results. Frequency, percentage, weighted mean, composite mean, ranking, and Pearson Product-Moment Correlation were used in analyzing the data.

The findings revealed that technology-based instructional strategies were highly implemented in the use of multimedia reading materials, digital learning applications, and interactive technology-based activities. Learners demonstrated satisfactory performance in literal and inferential comprehension but only fair performance in critical comprehension. A significant positive relationship was found between the implementation of technology-based instructional strategies and learners' reading comprehension, indicating that increased technology integration contributes to improved reading performance. Major challenges encountered by teachers included limited digital devices, unstable internet connectivity, insufficient technological resources, lack of digital instructional materials, and limited teacher training. Based on these findings, an Adaptive Learning Program was developed to strengthen technology-supported Phil-IRI remedial reading instruction, enhance teachers' instructional competencies, and improve learners' reading comprehension outcomes.

1. INTRODUCTION

Rationale of the Study

Reading comprehension is a fundamental skill that significantly influences learners' academic success and overall learning development. In the early years of elementary education, learners are

expected to develop the ability to understand, interpret, and analyze written texts. However, many learners continue to experience difficulties in reading comprehension, which may hinder their ability to perform well in other subject areas. According to Snow and Matthews (2022), strong reading comprehension skills are essential for learners to access information, develop critical thinking, and engage meaningfully in academic tasks. When learners struggle with comprehension, they often experience difficulties in understanding lessons, completing tasks, and participating effectively in classroom activities.

In the Philippine educational context, the Department of Education continues to emphasize the importance of strengthening literacy development among elementary learners. Despite the implementation of various reading programs, many learners still remain at the frustration or instructional level based on reading assessments. A report by Bernardo and Mendoza (2021) indicated that a significant number of elementary learners in public schools demonstrate challenges in reading comprehension, particularly in identifying key ideas, drawing inferences, and analyzing textual information. These difficulties highlight the need for effective instructional strategies that can support learners in improving their reading skills.

One of the tools used by the Department of Education to assess learners' reading abilities is the Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI serves as a diagnostic assessment that identifies learners' reading levels and determines appropriate instructional interventions. According to Villanueva and Garcia (2023), the use of Phil-IRI results enables teachers to design targeted remedial strategies that address learners' specific reading difficulties. Through these interventions, teachers are able to support struggling readers by providing structured reading activities and guided instruction that focus on improving comprehension skills.

In recent years, the integration of technology in education has become increasingly important in enhancing teaching and learning processes. Technology-based instructional strategies provide opportunities for teachers to present learning materials in engaging and interactive ways. According to Alismaiel, Zhang, and Alghamdi (2022), the use of technology in classroom instruction improves learners' motivation, engagement, and understanding of learning content. Digital tools such as multimedia presentations, educational applications, and interactive activities can support reading instruction by helping learners visualize ideas, understand vocabulary, and interact with reading texts more effectively.

Several recent studies have also highlighted the positive effects of technology-supported learning environments on reading development. A study conducted by Kim and Lim (2022) found that the use of multimedia instructional materials significantly improved learners' reading comprehension and engagement in elementary classrooms. Similarly, research by Ramos and Punzalan (2023) revealed that technology-integrated reading instruction allowed learners to develop deeper understanding of texts through visual and interactive learning experiences. These findings suggest that the integration of technology-based instructional strategies can be an effective approach in supporting remedial reading programs.

Despite the growing use of educational technology, many teachers still encounter challenges in effectively integrating technology into reading instruction. Limited resources, lack of training, and insufficient technological support may affect the implementation of technology-based instructional strategies in schools. According to Bautista and Cruz (2021), teachers require adequate support and professional development opportunities to successfully implement technology-supported teaching approaches. Understanding the issues and concerns encountered by teachers can help schools develop more effective programs that strengthen the integration of technology in remedial reading instruction.

In Bilar District, there is a need to examine how technology-based instructional strategies can support the implementation of Phil-IRI–formed remedial reading instruction and improve the reading comprehension of learners. While remedial reading activities are conducted to assist struggling readers, there is limited information on how technology can be utilized to enhance these interventions. Investigating the level of implementation of technology-based instructional strategies and their relationship with learners’ reading comprehension may provide valuable insights for improving instructional practices and strengthening reading intervention programs in the school.

Therefore, this study is conducted to determine the effectiveness of Phil-IRI–formed remedial strategies in enhancing the reading comprehension of learners using technology-based instruction in the identified school in Bilar District during the School Year 2025–2026. The findings of the study are expected to provide valuable information that may guide teachers, school administrators, and educational stakeholders in improving remedial reading instruction and developing an intervention program aimed at strengthening learners’ reading comprehension skills.

Theoretical Background

The present study is anchored on several learning theories and policy frameworks that support the integration of technology in remedial reading instruction and the development of learners’ reading comprehension. These include Constructivist Learning Theory by Piaget (1970), Social Constructivism Theory by Vygotsky (1978), Cognitive Learning Theory by Bruner (1966), and Multimedia Learning Theory by Mayer (2009). These theories explain how learners construct knowledge, interact with learning environments, and process information through various instructional approaches. In addition, the study is supported by Philippine educational policies such as Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, DepEd Order No. 14, s. 2018 on the administration of the Philippine Informal Reading Inventory (Phil-IRI), and DepEd Order No. 36, s. 2006 implementing the Every Child a Reader Program (ECARP).

Constructivist Learning Theory proposed by Piaget (1970) explains that learners actively construct knowledge through experiences and interactions with their environment. According to this theory, learning is not simply the acquisition of information but a process of building understanding through engagement and exploration. In the context of reading instruction, learners develop comprehension when they interact with texts, connect new information to their prior knowledge, and actively participate in learning activities. Technology-based instructional strategies such as multimedia materials and digital learning platforms provide opportunities for learners to explore reading materials in interactive ways, allowing them to construct meaning from texts more effectively.

The constructivist perspective further suggests that learning occurs when learners are actively involved in the learning process rather than passively receiving information. Studies conducted by Huang and Liaw (2021) found that technology-supported learning environments encourage active engagement among learners, which enhances comprehension and retention of information. In reading instruction, the integration of digital resources such as videos, images, and interactive reading tasks allows learners to analyze and interpret texts more deeply. This supports the development of reading comprehension skills, particularly among learners who require remedial instruction.

Recent research also supports the application of constructivist principles in technology-integrated reading instruction. A study by Cabardo and Tabanag (2022) revealed that the use of technology-based instructional materials in elementary classrooms significantly improved learners’ engagement and

comprehension. The study emphasized that learners were able to better understand reading texts when instructional strategies allowed them to actively interact with multimedia learning resources. This finding supports the use of technology-based instructional strategies in implementing Phil-IRI–formed remedial reading instruction.

Social Constructivism Theory introduced by Vygotsky (1978) emphasizes the role of social interaction and guided instruction in the learning process. Vygotsky highlighted the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks that learners can accomplish with the guidance of teachers or more capable peers. Within this framework, teachers play an essential role in providing scaffolding to help learners gradually develop their skills and understanding. In remedial reading instruction, teachers guide learners in interpreting texts, answering comprehension questions, and engaging in meaningful reading activities.

The use of technology in instruction can further support the principles of social constructivism by facilitating collaborative and interactive learning experiences. According to a study conducted by Alismaiel, Zhang, and Alghamdi (2022), technology-based learning environments promote collaboration, engagement, and communication among learners, which contributes to improved comprehension and learning outcomes. Interactive digital activities, such as online quizzes and multimedia discussions, provide learners with opportunities to engage with reading materials while receiving guidance from teachers.

Local studies also highlight the importance of guided instruction in improving reading comprehension. Research conducted by Bautista and Cruz (2021) found that teacher-guided reading interventions supported by technology significantly enhanced the reading comprehension of struggling readers in elementary schools. The study emphasized that when teachers integrate digital tools with structured reading interventions, learners are more motivated and able to develop stronger comprehension skills.

Cognitive Learning Theory developed by Bruner (1966) focuses on how learners process, store, and retrieve information during learning. Bruner emphasized that effective instruction should help learners organize and structure information in meaningful ways. In reading instruction, learners must be able to process textual information, understand the relationships between ideas, and retain key concepts from reading materials. Technology-based instructional strategies provide multiple ways of presenting information, which helps learners process and understand reading texts more effectively.

Bruner also introduced the concept of discovery learning, which encourages learners to explore information and construct knowledge through guided experiences. Technology-supported instructional tools allow learners to engage in exploratory reading activities, such as interactive comprehension exercises and multimedia presentations. Research conducted by Rahman, Yusof, and Kasim (2023) showed that the integration of digital instructional materials improved learners' ability to analyze and interpret reading texts. The study highlighted that digital tools can support cognitive processes by presenting information in structured and engaging formats.

Recent international research also supports the cognitive benefits of technology-integrated reading instruction. A study by Delgado, Vargas, and Ackerman (2021) found that digital learning platforms improved learners' comprehension by providing interactive reading tasks and immediate feedback. These features helped learners process textual information more effectively and develop deeper understanding of reading materials. Such findings support the integration of technology-based instructional strategies in remedial reading programs.

Multimedia Learning Theory developed by Mayer (2009) explains that learners understand information more effectively when it is presented through a combination of words and visuals. According to this theory, learners process information through two channels: the visual channel and the auditory channel. When instructional materials combine text, images, and audio, learners are able to process information more efficiently and develop deeper understanding. Multimedia reading materials such as animated stories, educational videos, and digital presentations can therefore enhance learners' comprehension of reading texts.

The principles of multimedia learning have been widely applied in educational technology. Mayer (2009) emphasized that well-designed multimedia materials can reduce cognitive overload and support meaningful learning. In reading instruction, the integration of multimedia elements helps learners visualize ideas, understand vocabulary, and connect concepts within texts. This is particularly beneficial for learners who struggle with reading comprehension.

Recent studies further support the effectiveness of multimedia learning in improving literacy skills. A study conducted by Kim and Lim (2022) found that multimedia-based reading instruction significantly improved elementary learners' comprehension and engagement. Similarly, research by Ramos and Punzalan (2023) revealed that the use of multimedia reading materials in Philippine elementary schools enhanced learners' ability to understand and analyze reading passages. These findings demonstrate the value of integrating multimedia tools in remedial reading instruction.

The present study is also supported by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013. This law institutionalized the K to 12 Basic Education Program in the Philippines, which aims to provide learners with relevant and quality education that equips them with essential skills for lifelong learning. The law emphasizes the development of literacy skills, critical thinking, and the effective integration of technology in teaching and learning processes.

Republic Act No. 10533 also encourages the use of modern instructional approaches and learning resources to enhance the quality of education. According to the Department of Education (DepEd, 2013), schools are encouraged to adopt innovative teaching strategies that promote active learning and improve learners' academic performance. The integration of technology-based instructional strategies in remedial reading instruction aligns with the goals of this law by promoting effective learning experiences that support literacy development.

Another important policy supporting the present study is DepEd Order No. 14, s. 2018, which provides guidelines for the administration of the Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI serves as a diagnostic tool used by teachers to determine learners' reading levels and identify those who require remedial reading interventions. The policy emphasizes the importance of using assessment results to design appropriate instructional strategies that address learners' reading difficulties.

DepEd Order No. 14, s. 2018 also highlights the role of teachers in implementing effective reading interventions based on Phil-IRI results. Teachers are encouraged to design remedial programs that help learners improve their reading comprehension and literacy skills. The integration of technology-based instructional strategies in Phil-IRI-formed remedial instruction supports the objectives of this policy by providing innovative approaches to enhance learners' reading development.

DepEd Order No. 36, s. 2006, which implements the Every Child a Reader Program (ECARP), also provides strong support for the present study. ECARP aims to ensure that every learner develops reading proficiency at the appropriate grade level. The program encourages schools to implement reading interventions and instructional strategies that help struggling readers improve their literacy skills.

The ECARP policy also emphasizes the need for schools to adopt innovative and effective teaching methods that support reading development. According to the Department of Education (DepEd, 2006), teachers are encouraged to implement various reading programs and instructional approaches to address learners' reading difficulties. The integration of technology-based instructional strategies in remedial reading instruction aligns with the objectives of ECARP by providing engaging and interactive learning experiences that promote reading comprehension.

In conclusion, the theories of Piaget, Vygotsky, Bruner, and Mayer provide strong theoretical support for the integration of technology-based instructional strategies in remedial reading instruction. These theories explain how learners construct knowledge, interact with instructional materials, and process information to develop comprehension skills. In addition, Philippine educational policies such as Republic Act No. 10533, DepEd Order No. 14, s. 2018, and DepEd Order No. 36, s. 2006 emphasize the importance of strengthening literacy development and implementing effective reading interventions in schools. Together, these theoretical and legal foundations support the present study in examining the effectiveness of Phil-IRI–formed remedial strategies using technology-based instruction in enhancing the reading comprehension of learners.

2. THE PROBLEM

Statement of the Problem

This study aims to determine the effectiveness of Phil-IRI–formed remedial strategies in enhancing the reading comprehension of Grade 4 learners using technology-based instruction in the Identified Schools at Bilar District during the School Year 2025–2026, as basis for adaptive learning program.

Specifically, it will answer the following inquiries:

1. What relevant information can be taken from the respondents in terms of their:
 - 1.1 teachers'
 - 1.1.1 age and gender;
 - 1.1.2 civil status;
 - 1.1.3 highest educational attainment;
 - 1.1.4 length of service;
 - 1.1.5 performance rating;
 - 1.1.6 relevant training, seminars, and workshops attended and
 - 1.2 learners' age and gender?
2. As perceived by the respondents, what is the level of implementation of technology-based instructional strategies in the delivery of Phil-IRI–formed remedial reading instruction in terms of:
 - 2.1 use of multimedia reading materials;
 - 2.2 utilization of digital learning applications or platforms that support reading comprehension activities and
 - 2.3 integration of interactive technology-based activities to enhance learners' engagement and understanding of reading texts?
3. What is the level of reading comprehension of the learners based on the Phil-IRI pre-assessment in terms of:
 - 3.1 literal comprehension;
 - 3.2 inferential comprehension and

3.3 critical comprehension?

4. Is there a significant relationship between the level of implementation of technology-based instructional strategies and the level of reading comprehension of the learners?
5. What issues and concerns do teachers encounter in the implementation of technology-based instructional strategies?
6. Based on the findings of the study, what intervention program may be proposed?

3. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The study aimed to determine the effectiveness of Phil-IRI–formed remedial strategies in enhancing the reading comprehension of Grade 4 learners through technology-based instruction in the identified schools of Bilar District during the School Year 2025–2026. Specifically, it examined the profile of the teacher and learner respondents, the level of implementation of technology-based instructional strategies in terms of the use of multimedia reading materials, utilization of digital learning applications or platforms that support reading comprehension activities, and integration of interactive technology-based activities. It likewise determined the learners' level of reading comprehension based on the Phil-IRI pre-assessment, examined the significant relationship between technology-based instructional strategies and learners' reading comprehension, identified the issues and concerns encountered by teachers, and served as the basis for the development of an Adaptive Learning Program.

Summary

The study employed the descriptive-correlational research design using a quantitative approach. The respondents consisted of three (3) Grade 4 teachers and sixty-eight (68) Grade 4 learners from the identified schools in Bilar District. Non-random purposive sampling was employed in selecting the respondents based on the established inclusion criteria.

The study gathered data using a researcher-made questionnaire to determine the level of implementation of technology-based instructional strategies and the issues encountered by teachers. The learners' reading comprehension level was obtained from the results of the Phil-IRI pre-assessment focusing on literal, inferential, and critical comprehension. Descriptive statistics such as frequency, percentage, weighted mean, composite mean, and ranking were utilized to summarize the data, while Pearson Product-Moment Correlation was employed to determine the significant relationship between technology-based instructional strategies and learners' reading comprehension.

To provide a clearer overview of the results, Table 21 presents the summary of the major findings of the study.

Table 21
Summary of Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Teacher Profile	Majority were female (66.67%), married (66.67%), with master's units (66.67%), very satisfactory performance (66.67%)	—	Teachers possessed appropriate educational qualifications and professional competence.

Learner Profile	Majority were 10 years old (57.35%); equal male and female distribution (50% each)	—	Learners generally belonged to the expected Grade 4 age level.
Multimedia Reading Materials	Composite Mean = 3.93	High Implementation	Multimedia resources were frequently utilized during remedial reading instruction.
Digital Learning Applications	Composite Mean = 3.47	High Implementation	Teachers regularly integrated digital applications and platforms into reading instruction.
Interactive Technology-Based Activities	Composite Mean = 3.67	High Implementation	Interactive digital activities promoted learner engagement during remedial instruction.
Overall Technology-Based Instruction	Overall Mean = 3.69	High Implementation	Technology-based instructional strategies were frequently implemented.
Reading Comprehension	Literal – Satisfactory; Inferential – Satisfactory; Critical – Fair	Moderate Performance	Learners performed better in literal comprehension than in higher-order comprehension skills.
Relationship	$r = \mathbf{0.642}$, $p = \mathbf{0.031}$	Significant	Higher implementation of technology-based instruction was associated with better reading comprehension.
Issues and Concerns	Top concerns: Limited devices, unstable internet, insufficient technological resources	High Concern	Infrastructure limitations remained the primary barriers to technology integration.

Findings

Based on the analysis of the gathered data, the following findings were established:

The teacher-respondents were generally professionally qualified to implement technology-based remedial reading instruction. Most were female, married, possessed graduate-level academic preparation, obtained very satisfactory performance ratings, and regularly participated in professional development activities offered by the Department of Education. Meanwhile, the learner-respondents were generally within the expected Grade 4 age level, with equal representation of male and female learners.

The implementation of technology-based instructional strategies was generally **high** across all three dimensions. Among the dimensions, the use of multimedia reading materials obtained the highest composite mean, followed by the integration of interactive technology-based activities and the utilization of digital learning applications or platforms. These findings indicate that teachers frequently incorporated multimedia presentations, digital resources, and interactive instructional activities into Phil-IRI–formed remedial reading instruction.

The Phil-IRI pre-assessment revealed that learners demonstrated satisfactory performance in literal and inferential comprehension but only fair performance in critical comprehension. This suggests that while learners were generally capable of identifying explicitly stated information and making basic inferences, many experienced difficulty evaluating, analyzing, and interpreting ideas presented in reading texts.

The correlation analysis further revealed a **moderately strong positive and statistically significant relationship** between the implementation of technology-based instructional strategies and learners' reading comprehension ($r = 0.642$, $p = 0.031$). This indicates that greater implementation of technology-supported instructional practices was associated with improved reading comprehension performance.

The study likewise identified several challenges affecting technology integration. The most common concerns included limited availability of digital devices, unstable internet connectivity, insufficient technological resources, inadequate teacher training, lack of digital instructional materials aligned with Phil-IRI, and limited preparation time for technology-based activities.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Technology-based instructional strategies were highly implemented in the delivery of Phil-IRI–formed remedial reading instruction among the identified schools in Bilar District. Teachers consistently integrated multimedia reading materials, digital learning platforms, and interactive technology-based activities to support learners' reading development.

Despite the high level of implementation, learners demonstrated stronger performance in literal and inferential comprehension than in critical comprehension. This indicates that higher-order reading comprehension skills remain an area requiring continuous instructional intervention.

The significant positive relationship between technology-based instructional strategies and learners' reading comprehension confirms that effective technology integration contributes to improved reading performance. Therefore, strengthening teachers' competencies in technology-enhanced instruction and expanding access to digital instructional resources may further improve learners' reading comprehension outcomes.

However, challenges related to inadequate technological infrastructure, limited digital resources, unstable internet connectivity, and insufficient professional development continue to affect the effective implementation of technology-based remedial reading instruction. Addressing these concerns is essential to maximize the effectiveness of technology-assisted reading interventions.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. **Strengthen Technology Integration.** Schools may continue integrating multimedia resources, digital learning applications, and interactive instructional technologies into Phil-IRI remedial reading sessions to further enhance learners' reading comprehension.
2. **Enhance Teacher Professional Development.** School administrators may provide regular training, seminars, and workshops focusing on technology-based instructional strategies, digital assessment tools, and innovative remedial reading practices.

3. **Improve Technological Resources.** The Department of Education and school administrators may allocate additional digital devices, projectors, computers, tablets, and internet facilities to support technology-enhanced reading instruction.
4. **Develop Digital Phil-IRI Instructional Materials.** Teachers may collaborate in developing contextualized multimedia reading resources, digital comprehension activities, and interactive learning materials aligned with the Phil-IRI framework.
5. **Implement the Proposed Adaptive Learning Program.** The proposed intervention program may be adopted and evaluated to improve learners' literal, inferential, and critical reading comprehension while addressing the identified implementation challenges.
6. **Future Research.** Future researchers may conduct similar studies involving larger samples, different grade levels, or additional variables such as learner motivation, digital literacy, parental support, and long-term reading achievement to further validate and expand the findings of the present study.

4. BRIDGING READING GAPS THROUGH TECHNOLOGY INTEGRATED Phil-IRI REMEDIAL INSTRUCTION

RATIONALE

The findings of the study revealed that technology-based instructional strategies were highly implemented in the delivery of Phil-IRI–formed remedial reading instruction among the identified schools in Bilar District. Teachers frequently utilized multimedia reading materials, digital learning applications or platforms, and interactive technology-based activities to facilitate reading comprehension instruction. These instructional strategies enhanced learner engagement and provided meaningful learning experiences that supported remedial reading instruction.

Despite the high level of implementation, the Phil-IRI pre-assessment results indicated that Grade 4 learners demonstrated satisfactory performance in literal and inferential comprehension but only fair performance in critical comprehension. These findings suggest that while learners were generally capable of identifying explicitly stated information and making simple inferences, many continued to experience difficulty in evaluating, analyzing, and interpreting ideas presented in reading texts. Furthermore, the study established a significant positive relationship between the implementation of technology-based instructional strategies and learners' reading comprehension, indicating that increased integration of technology contributes to improved reading performance.

However, several challenges hindered the effective implementation of technology-based remedial reading instruction. These included limited availability of digital devices, unstable internet connectivity, insufficient technological resources, lack of digital instructional materials aligned with Phil-IRI, limited teacher training, and inadequate technical support. These barriers limited the full utilization of technology in remedial reading instruction.

In response to these findings, an **Adaptive Learning Program** is proposed to strengthen technology-based Phil-IRI remedial reading instruction. The program focuses on improving learners' literal, inferential, and critical comprehension while enhancing teachers' competencies in technology integration and maximizing available instructional resources. Through structured interventions, collaborative activities, and continuous monitoring, the program aims to improve learners' reading comprehension and address the challenges identified in the study.

5. OBJECTIVES

This Adaptive Learning Program aims to:

1. Improve Grade 4 learners' literal, inferential, and critical reading comprehension through technology-based remedial reading instruction.
2. Enhance teachers' competencies in utilizing multimedia reading materials, digital learning applications, and interactive technology-based instructional strategies.
3. Increase learners' engagement, motivation, and participation during Phil-IRI remedial reading sessions.
4. Strengthen the integration of technology into remedial reading instruction through the development and utilization of contextualized digital instructional materials.
5. Improve learners' reading performance based on the Phil-IRI assessment results.
6. Strengthen monitoring and evaluation of learners' reading progress using technology-supported assessment tools.
7. Address challenges related to digital resources, internet connectivity, instructional materials, and teacher capability through appropriate school-based interventions.

6. SCHEME OF IMPLEMENTATION

Table 21
Adaptive Learning Program Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementers	Evaluative Measures	Actual Accomplishment	Remarks
Limited Reading Comprehension (Literal)	Improve learners' ability to identify explicitly stated information	Conduct multimedia-assisted guided reading sessions using digital stories, videos, and interactive slides	15,000	School MOOE / Reading Program Fund	One School Year	Grade 4 Teachers, Reading Coordinators	Phil-IRI Post-Test, Classroom Observation	N/A	N/A
Inferential Reading Skills	Improve learners' ability to make inferences	Utilize interactive comprehension	15,000	School MOOE	One School Year	Teachers	Improved Phil-IRI Scores, Activity Outputs	N/A	N/A

	es and draw conclusions	activities, digital questioning techniques, and collaborative online exercises							
Critical Reading Skills	Develop learners' analytical and evaluative thinking	Conduct technology-assisted higher-order thinking activities, digital debates, reflection journals, and interactive quizzes	20,000	School Reading Fund	One School Year	Teachers, School Head	Increase in Critical Comprehension Scores	N/A	N/A
Limited Multimedia Resources	Improve access to multimedia instructional materials	Develop contextualized digital stories, videos, audio recordings, flashcards, and interactive presentations	25,000	ICT Fund / School MOOE	One School Year	ICT Coordinator, Teachers	Number of multimedia materials developed	N/A	N/A
Limited Digital Learning	Expand the use of education	Introduce Google Classroom,	10,000	ICT Fund	One School Year	ICT Coordinator	Utilization Reports	N/A	N/A

Applications	Applications	Wordwall, Quizizz, Kahoot!, Livework sheets, and other digital learning platforms							
Limited Teacher Training	Enhance teachers' competencies in technology integration	Conduct LAC Sessions, workshops, coaching, and demonstration teaching on technology-enhanced remedial reading	20,000	INS ET / Division Training Fund	Quarterly	School Head, Master Teachers	Training Evaluation, Classroom Observation	N/A	N/A
Limited Internet and Digital Devices	Maximize available resources despite infrastructure limitations	Develop offline multimedia lessons and printable QR Code learning resources; schedule shared device usage	15,000	LGU / PTA / School Partners	One School Year	School ICT Coordinator	Increased learner participation	N/A	N/A
Monitoring of Reading Progress	Strengthen learner	Utilize digital progress monitoring	10,000	School Read	Monthly	Reading Coordinator	Reading Progress Reports	N/A	N/A

	assessment	g tools, Phil-IRI tracking sheets, and monthly reading assessments		ing Fund					
Parent Support	Encourage home reinforcement of reading skills	Conduct parent orientation and distribute digital home reading activities	5,000	PTA Fund	Every Quarter	Teachers, Parents	Parent Participation Rate	N/A	N/A
Program Evaluation	Assess effectiveness of the Adaptive Learning Program	Conduct post-evaluation, analyze Phil-IRI post-test results, and prepare program accomplishment reports	5,000	School MOOE	End of School Year	School Head, Reading Coordinator	Program Evaluation Report	N/A	N/A

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