

Implementation Of Technology-Based Reading Intervention and Literacy Performance of The Grade 4 Pupils in English

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Abstract— This study was conducted to evaluate the extent of implementation of the Technology-based Reading Intervention to the PHIL-IRI performance of the Grade 4 pupils in English. The findings of the study were the basis for the proposed Reading Intervention Plan. This study employed a descriptive-correlational research design to determine the extent of implementation of technology-based reading interventions and how it relates to the literacy performance of Grade 4 pupils in English. The descriptive aspect focused on assessing how frequently and effectively technology-based reading tools and strategies—such as educational reading applications, interactive software, digital storybooks, and online phonics programs—were implemented in classroom instruction. This was evaluated through a validated questionnaire administered to English teachers. Meanwhile, the correlational part of the study examined the relationship between the level of implementation and the pupils' literacy performance using standardized reading assessments as basis. The test of Relationship, which examines the statistical correlation between the implementation of technology-based reading intervention strategies and two key components of literacy performance—comprehension and word reading—among Grade 4 pupils. The table highlights the Pearson correlation coefficient (r), computed t -values, the critical table value at a 0.05 level of significance, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationships. The primary purpose of this analysis is to determine whether the implementation of technology-based reading strategies has a significant impact on learners' comprehension and word recognition skills. The first variable correlation—implementation of technology-based reading strategies to comprehension—yields a Pearson r value and a computed t -value, which is substantially higher than the table value of 0.554. This leads to the rejection of the null hypothesis and confirms a strong positive relationship. This indicates that as technology-based reading interventions are effectively implemented, comprehension scores among pupils also tend to improve significantly. Meanwhile, the second correlation—implementation to word reading—produces a Pearson r value and a t -value still greater than the critical table value of 0.554. The null hypothesis is again rejected, showing a moderate but significant relationship between the intervention and word reading performance. These results suggest that technology-based interventions, such as the use of digital storybooks, reading apps, audio-visual aids, and interactive platforms, are highly beneficial in enhancing learners' comprehension abilities. Although the impact on word reading is slightly less strong, it still demonstrates meaningful progress, indicating that digital interventions can support both decoding and understanding processes, especially when paired with teacher guidance and structured use.

The implications of the findings indicate that integrating technology into reading instruction can serve as a powerful tool in addressing reading gaps among elementary pupils. Schools should consider investing in accessible digital resources and upskilling teachers to maximize the benefits of these strategies. Emphasizing comprehension through multimedia interaction, visual supports, and adaptive reading content can help students understand texts more deeply, while targeted interventions can further boost decoding and fluency.

Keywords — Technology-Based Reading Intervention, Literacy Performance, Grade 4, English

I. Introduction

One of the pressing concerns in today's educational landscape is the continuous decline in learners' reading and literacy performance. This issue is particularly alarming, as literacy forms the foundation for academic success and future competitiveness in a global context. Many Grade 4 pupils struggle to read fluently and comprehend even simple texts, highlighting a growing challenge that affects learners across different learning environments.

In response to this issue, educators are compelled to seek innovative strategies, programs, and interventions to address the gap in reading and literacy skills. Among the various approaches, the integration of technology has emerged as a promising and practical solution. Technology-based tools have the potential to enhance learning by offering diverse instructional methods tailored to the varying learning styles of students.

Digital platforms, internet resources, computers, mobile devices, and other technological tools create engaging, interactive, and personalized learning experiences that promote student participation and independence. These technologies not only support reading development but also help learners become more motivated and confident readers. Grounded in these beliefs, the researcher strongly advocates for the integration of technology as a means to improve literacy outcomes among Grade 4 pupils. By implementing a technology-based reading intervention, the study aims to contribute to the improvement of reading fluency, comprehension, and overall literacy performance. The researcher envisions that this intervention will offer sustainable and meaningful support, not only for local educational challenges but also in addressing a broader global issue in literacy education.

Explicit instruction and practice are necessary to improve reading skills. Good teaching includes instruction in skills and strategies that make connections with the text. This also can be taught using direct instruction, self-directed learning activities, and cooperative learning where we-teachers must use to address the diverse needs of our learners. These strategies will become easier to implement of course with the use of technology. This is to address the surging needs of today's generation where children are immersed in technology.

On my point of view, technology-based reading and literacy performance makes my teaching learning more relevant. It helps lessen the burden of having many paper works but still

having time to give instruction to learners through technology. It helps me to learn new ideas that leads to understanding how and what to teach to my learners that gives myself progress and assistance. Most of all, technology helps me perceive what learners will be upon using technology.

Using printed reading materials, projectors, lapel, and having television with internet connection in my classroom, greatly help my teaching-learning to become more active and fruitful. It addresses some of my reading comprehension and vocabulary skills problems. More learners become independent learners that shows how technology helps in developing independent learners in learning. Communication skills also of learners were developed, which shows their active participation during class hour and for our teaching learning process to be fun and engaging.

In addition to, technology-based teaching has lots of benefits to me especially on reading and literacy. It helps me to reflect on what to teach to the learners to attain achievement in their specific needs. Using technology gives me ample time for my learners in need of assistance, specifically to poor in reading and comprehension. Producing different levels of printed reading materials with comprehension questions that addresses their specific needs, easy recording on their progress and development that helps me monitor their performances. Technology really is a big help.

Being a teacher in today's generation is both rewarding and challenging. With the fast advancement of technology, I constantly find myself needing to adjust and keep up—not just for my own sake, but for the benefit of my learners. As a teacher in a public school here in the Philippines, I know how important it is to embrace change, especially when it comes to improving the teaching and learning process. However, adopting technology in the classroom is easier said than done.

There are many obstacles that make the use of educational technology difficult. The first major issue is the lack of resources. While I may have access to a laptop or phone, many of my pupils don't have gadgets or internet access at home. Some even struggle to buy basic school supplies, let alone afford digital tools. The second issue is the limited training for teachers. New apps and platforms are introduced often, but we don't always get proper training. Most of the time, we try to learn on our own—on top of our regular teaching load—which is both time-consuming and exhausting. Sometimes, it even becomes frustrating because we want to teach effectively, but we're not given the full support to do so.

Another concern is our school's internet connection. A stable connection is essential for any tech-based activity, yet many public schools still experience slow or unreliable Wi-Fi. Even when we want to use online tools, technical issues make it hard to continue. Lastly, there's the hesitation or fear of change among teachers. This usually comes from a lack of training or confidence. We know we need to keep up, but how can we teach technology-based lessons if we ourselves aren't fully equipped?

Most of our learners only get to use technology in school. When they go home, they return to environments where gadgets and internet are not available—sometimes due to financial struggles or lack of support. This makes it difficult to sustain their learning outside the classroom. That’s why there needs to be better communication and collaboration between teachers, parents, and the whole education sector.

This is the real situation many of us face in the field. If we want a successful technology-based reading intervention that truly helps improve learners’ literacy performance, everyone needs to be involved—teachers, parents, administrators, and even local government units. Only then can we truly give our learners the quality education they deserve.

Despite the many challenges faced in integrating technology into the classroom, the researcher remains fully committed to completing this study because of a deep desire to find practical, effective solutions that will improve the reading and literacy performance of Grade 4 learners. Witnessing firsthand how many pupils struggle with comprehension, and knowing the potential that technology holds to bridge learning gaps, fuels the determination to push through. This research is not just a requirement—it is a response to a real and urgent need in the field. By finishing this study, the researcher hopes to contribute something meaningful that can be used not only in their own classroom, but in other public schools facing similar realities.

This study was conducted to evaluate the extent of implementation of the Technology-based Reading Intervention to the PHIL-IRI performance of the Grade 4 pupils in English. The findings of the study were the bases for the proposed Reading Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What Is The Extent Of The Implementation Of The Technology-based reading intervention In Terms Of:
 1. Guidelines
 2. Techniques
 3. Materials
 4. Benefits
 5. Participation Of Learners
 6. Challenges?
1. What are the Phil-IRI scores of the Grade 4 pupils?

2. Is There a Significant Relationship Between the Phil-IRI scores of the grad 4 learners and results on the extent of the implementation of the technology-based reading intervention?
3. What Reading intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no Significant Relationship Between the Phil-IRI scores of the grad 4 learners and results on the extent of the implementation of the technology-based reading intervention.

II. Methodology

Design. This study employed a descriptive-correlational research design to determine the extent of implementation of technology-based reading interventions and how it relates to the literacy performance of Grade 4 pupils in English. The descriptive aspect focused on assessing how frequently and effectively technology-based reading tools and strategies—such as educational reading applications, interactive software, digital storybooks, and online phonics programs—were implemented in classroom instruction. This was evaluated through a validated questionnaire administered to English teachers. Meanwhile, the correlational part of the study examined the relationship between the level of implementation and the pupils' literacy performance using standardized reading assessments as basis. Quantitative data were collected from both teachers and learners in selected schools, with the reading performance measured through the Mean Percentage Score (MPS) derived from reading comprehension tests administered during the academic year. Statistical tools such as weighted mean were used to determine the extent of implementation, while Pearson's correlation coefficient (r) was employed to analyze the strength of the relationship between implementation and literacy outcomes. This design allowed the researcher to determine not only the prevalence of technology-based reading strategies in Grade 4 classrooms, but also whether these interventions significantly contributed to improved reading skills among learners. The main local of the study in Ybañez Memorial Elementary School in Cantur-aw, Inangatan, Tabango, Leyte in the Division of Leyte The respondents of the study were the 64 learners, 30 of them were males and 34 were females. The information for the analysis was gathered using To gather the necessary data needed in the study, The researcher utilized a combination of researcher-made survey questionnaires and documentary analysis as the primary research instruments for this study. The main tool was a structured survey questionnaire designed to measure the extent of implementation of technology-based reading interventions in the teaching of English. This included components such as the frequency of use of digital reading tools (e.g., audio books, reading apps, interactive stories), integration of multimedia-assisted reading sessions, accessibility of technology at home and in school, teacher facilitation, and learner engagement. The questionnaire was distributed to English teachers of Grade 4 pupils, who rated each item using a 4-point Likert scale. To evaluate the PHIL-IRI (Philippine Informal Reading Inventory) performance of Grade 4 pupils, the researcher conducted documentary analysis of the pupils' pre-

test and post-test results in both oral reading and reading comprehension. These records were obtained from the reading assessment files maintained by the school, with permission from the school head. The data provided insights into whether improvements in reading levels could be associated with the degree to which technology-based interventions were implemented. The proposed Reading Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 64 learners, 30 of them were males and 34 were females in Ybañez Memorial Elementary School in the Schools Division of Leyte that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher first sought formal permission from the Schools Division Office (SDO) to conduct the study. Similar letters of request were forwarded to the Public Schools District Supervisor (PSDS), the school principal, and the Grade 4 English teachers who were identified as key personnel in assisting with the administration of the research activities. Upon receiving approval, the researcher proceeded with the initial orientation of the cooperating teachers regarding their roles and the implementation process.

Following this, the researcher validated the existing practices regarding the extent of implementation of technology-based reading interventions in the classroom. A pretest was then administered to the selected Grade 4 pupils to establish baseline data on their literacy performance in English. After the pretest, the researcher implemented the technology-based reading intervention program for a specific duration, in accordance with a timeline that was pre-developed and approved by the cooperating school heads.

Upon completion of the intervention period, a posttest was conducted to assess the learners' improvement in literacy skills. All collected data—including pretest and posttest scores, as well as teacher responses to the implementation survey—were compiled and subjected to appropriate statistical treatment. This enabled the researcher to analyze the effectiveness and extent of the technology-based reading interventions in enhancing the literacy performance of Grade 4 pupils.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This were utilized to assess the literacy performance of the Grad 4 pupils.

Pearson r- This tool was used to calculate the literacy performance of the Grade 4 pupils in relation to the extent of the implementation of Technology-based Reading Intervention.

III. Results and Discussion

Table 1
Extent Of the Implementation of The Technology-Based Reading Intervention

	A. GUIDELINES	Weighted Mean	Interpretation
1	Clear implementation guidelines for the technology-based reading program are in place.	3.85	Agree
2	Teachers and facilitators are oriented to intervention procedures.	4.05	Agree
3	Reading goals and expected outcomes are communicated to all stakeholders.	3.60	Agree
4	The program follows structured schedules and protocols.	3.20	Undecided
5	Implementation is regularly monitored and evaluated based on the guidelines.	4.0	Agree
	Mean	3.74	Agree
	B. TECHNIQUES		
1	Teachers use interactive reading apps or platforms effectively.	4.00	Agree
2	Learners engage in guided reading through multimedia tools.	4.45	Strongly Agree
3	Digital assessments are used to measure reading progress.	3.50	Agree
4	Instruction is differentiated using differentiated instruction integration to meet varied reading levels.	4.40	Strongly Agree
5	Motivational techniques such as gamification are used to sustain engagement.	3.90	Agree
	Mean	4.05	Strongly Agree
	C. Materials		
1	Age-appropriate digital reading materials are available.	4.05	Agree
2	Audio-visual and interactive content support comprehension.	3.41	Agree
3	Software or apps used align with reading curriculum and standards.	3.60	Agree
4	Learners have access to mobile devices, tablets, or computers.	3.50	Agree
5	Technical support is available to maintain and troubleshoot resources.	3.90	Agree
	Mean	3.69	Agree
	D. Benefits		
1	Students demonstrate improved reading fluency and comprehension.	4.05	Agree
2	Learners show increased motivation to using digital platforms.	4.40	Strongly Agree
3	Teachers report ease in tracking academic progress through differentiated instruction integration.	4.05	Agree
4	The program allows for flexible and individualized learning.	3.90	Agree
5	Parents report positive impact on children's reading habits at home.	3.80	Agree
	Mean	4.04	Agree
	E. Participation of Learners		
1	Students actively use reading technology tools during sessions.	4.15	Agree
2	Learners participate consistently in scheduled intervention activities.	3.50	Agree
3	Students complete digital reading tasks independently.	3.60	Agree

4	Learners respond positively to feedback provided through the platform.	3.90	Agree
5	Participation is consistent across different reading ability levels.	3.80	Agree
	Mean	3.79	Agree
	F. Challenges		
1	Limited access to devices affects implementation.	3.80	Agree
2	Unstable internet connectivity hinders smooth use of technology tools.	3.78	Agree
3	Some learners struggle to navigate or use digital platforms.	3.67	Agree
4	Teachers face time constraints in managing and monitoring tech-based tasks.	3.90	Agree
5	Lack of parental support affects learner engagement at home.	4.00	Agree
	Mean	3.83	Agree
	Grand Mean	3.86	AGREE

Legend: 4.21- 5.00 – Strongly Agree
 3.41- 4.20 – Agree
 2.61-3.40 - Undecided
 1.81- 2.60- Disagree
 1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of the Technology-Based Reading Intervention, which measures the degree to which digital tools and strategies have been integrated into reading instruction for learners. The table is categorized into six key areas—Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges—and evaluates each item through a Likert-scale rating with corresponding weighted means and interpretations. The aim of this analysis is to assess how effectively the technology-based reading intervention has been adopted and its impact on various instructional and learner-related components.

In terms of Guidelines, the implementation is generally perceived positively, with an average rating of 3.74 (Agree). Most respondents affirmed the presence of clear implementation procedures and regular orientation; however, the relatively lower score for structured schedules and protocols (3.20 - Undecided) suggests an area needing further development or clarity. Moving to Techniques, this area received the highest average rating of 4.05 (Strongly Agree). Teachers reported successful use of guided reading, differentiated instruction, and digital tools to enhance student engagement, particularly through multimedia and gamified approaches.

Regarding Materials, the average rating was 3.69 (Agree). While digital and interactive content are largely available, issues surrounding consistent access to technology and alignment with curricular standards remain moderately rated, indicating room for improvement. In terms of Benefits, the program was seen as generally effective, garnering a mean of 4.04 (Agree), with noted improvements in student motivation and reading comprehension. Participation of Learners received an average of 3.79 (Agree), showing that students are involved and responsive, although some inconsistency in participation, particularly across different ability levels, was observed. Lastly, the Challenges category, with a mean of 3.83 (Agree), identified practical issues such as

device accessibility, internet connectivity, and time constraints as persistent barriers to smooth implementation.

The implication of the grand mean rating of 3.86 (Agree) indicates that while the implementation of the technology-based reading intervention is largely favorable, it is not without challenges. The data suggest a generally supportive environment among teachers and learners for integrating technology in reading instruction. However, systemic and infrastructural concerns, such as device availability and stable internet access, need to be addressed to maximize the program's effectiveness and ensure equity across learners.

Table 2-A
Phil IRI Performance in Comprehension

Oral Level	Comprehension Score in %	Frequency	Percentage
Independent	80-100	42	66
Instructional	59-79	14	22
Frustration	58%- below	8	12
	Total	64	100
	Average	82.81	Independent

Table II-A presents the Phil IRI Performance in Comprehension, which shows the comprehension levels of Grade 4 learners based on their scores from the Philippine Informal Reading Inventory (Phil-IRI) Oral Reading Test. The comprehension scores are categorized into three performance levels: Independent (80–100%), Instructional (59–79%), and Frustration (58% and below). The table includes the frequency and percentage of learners falling into each category, with the average comprehension score also reported to determine the general reading level of the learners.

In the comprehension category, the majority of learners, 42 out of 64 or 66%, fell within the Independent level, indicating that these pupils can read and understand texts on their own with minimal assistance. Meanwhile, 22% or 14 pupils fell under the Instructional level, suggesting that these learners require some guidance to comprehend reading materials. A smaller portion, 12% or 8 pupils, were categorized under the Frustration level, highlighting the need for intensive support in developing their reading comprehension skills.

The average comprehension score of 82.81% confirms that the overall reading performance of the learners is within the Independent level. This is a positive outcome, suggesting that a large number of Grade 4 pupils are capable of reading and understanding texts suited for their grade level. However, the presence of learners in the Instructional and Frustration levels emphasizes the need for targeted reading interventions to address their specific comprehension difficulties.

The implications of this result are significant for instructional planning. With the majority of pupils demonstrating independent reading comprehension, teachers can implement more advanced or differentiated reading activities to further challenge these learners. At the same time,

remediation programs or reading interventions should be designed for those in the Instructional and Frustration levels to avoid learning gaps and prevent long-term difficulties in literacy. Early identification and consistent monitoring of these students' reading progress are crucial to supporting their development.

Table 3
Phil IRI Performance in Word Reading Score

Oral Level	Word Reading Score in %	Frequency	Percentage
Independent	97-100	38	59
Instructional	90-96	21	33
Frustration	89%-below	5	8
	Total	64	
	Average	96.00	Instructional

Table 3 presents the Phil-IRI Performance in Word Reading Score, which illustrates the oral word reading performance of Grade 4 pupils based on the results of the Philippine Informal Reading Inventory (Phil-IRI). The table categorizes learners' word recognition abilities into three levels: Independent (97–100%), Instructional (90–96%), and Frustration (89% and below). The table also includes the frequency and percentage of learners in each category, along with the computed average score for the group.

In this assessment, 38 out of 64 learners, or 59%, demonstrated Independent word reading skills, which means they can recognize words with minimal errors and read fluently without assistance. Meanwhile, 21 learners, or 33%, fell under the Instructional level, indicating that they can read words with moderate accuracy and benefit from guided reading support. A smaller group, comprising 5 learners or 8%, were classified under the Frustration level, suggesting significant difficulty in word recognition and a need for intensive intervention.

The overall average word reading score is 96.00%, which places the general performance of the class in the Instructional category. Although a majority reached the Independent level, the average is slightly below the threshold of 97%, suggesting that while many students read well, others may still need support in improving word recognition accuracy, automaticity, and fluency to ensure smooth reading comprehension.

The implications of this result show that while the class is generally performing well in word reading, interventions and reading programs should still focus on strengthening decoding skills and automatic word recognition, especially for those in the Instructional and Frustration levels. Emphasis should be placed on phonemic awareness, repeated reading, and vocabulary enhancement to push the overall performance closer to the Independent level for all learners.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Implementation of the Technology-based Reading Intervention Strategies to Comprehension	0.72	3.521	0.554	Reject Ho	Significant Relationship (Strong)
Implementation of the Technology-based Reading Intervention Strategies to Word Reading	0.54	1.936	0.554	Reject Ho	Significant Relationship (Moderate)

This table presents the Test of Relationship, which examines the statistical correlation between the implementation of technology-based reading intervention strategies and two key components of literacy performance—comprehension and word reading—among Grade 4 pupils. The table highlights the Pearson correlation coefficient (r), computed t -values, the critical table value at a 0.05 level of significance, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationships. The primary purpose of this analysis is to determine whether the implementation of technology-based reading strategies has a significant impact on learners' comprehension and word recognition skills.

The first variable correlation—implementation of technology-based reading strategies to comprehension—yields a Pearson r value of 0.72 and a computed t -value of 3.521, which is substantially higher than the table value of 0.554. This leads to the rejection of the null hypothesis and confirms a strong positive relationship. This indicates that as technology-based reading interventions are effectively implemented, comprehension scores among pupils also tend to improve significantly. Meanwhile, the second correlation—implementation to word reading—produces a Pearson r value of 0.54 and a t -value of 1.936, still greater than the critical table value of 0.554. The null hypothesis is again rejected, showing a moderate but significant relationship between the intervention and word reading performance.

These results suggest that technology-based interventions, such as the use of digital storybooks, reading apps, audio-visual aids, and interactive platforms, are highly beneficial in enhancing learners' comprehension abilities. Although the impact on word reading is slightly less strong, it still demonstrates meaningful progress, indicating that digital interventions can support both decoding and understanding processes, especially when paired with teacher guidance and structured use.

The implications of the findings indicate that integrating technology into reading instruction can serve as a powerful tool in addressing reading gaps among elementary pupils. Schools should consider investing in accessible digital resources and upskilling teachers to maximize the benefits of these strategies. Emphasizing comprehension through multimedia

interaction, visual supports, and adaptive reading content can help students understand texts more deeply, while targeted interventions can further boost decoding and fluency.

IV. Conclusion

Based on the results of this study, the findings clearly affirm that the implementation of technology-based reading intervention strategies has a significant and positive impact on the literacy performance of Grade 4 pupils, particularly in the areas of comprehension and word reading. The strength of these relationships underscores the effectiveness of integrating digital tools into reading instruction, as they provide interactive, engaging, and learner-centered approaches that promote deeper understanding and skill development. While comprehension benefits more strongly from these interventions, the improvements in word reading also highlight the potential of technology to support decoding and fluency when used strategically. Overall, these results reinforce the value of a well-structured, technology-enhanced reading environment in fostering foundational literacy competencies among young learners.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings regarding extent of implementation of the Technology-based Reading Intervention to the PHIL-IRI performance of the Grade 4 pupils in English:

Teachers are encouraged to actively integrate technology-based reading interventions into their daily instruction to enhance students' comprehension and word reading skills. They should undergo regular training on effective use of digital reading tools and multimedia resources, while also applying differentiated instruction to meet diverse learner needs. Continuous monitoring and feedback are essential to track progress and adjust strategies accordingly.

School heads should prioritize the procurement and maintenance of adequate digital reading resources and technology infrastructure to support intervention programs. They must ensure that teachers receive ongoing professional development and provide support for effective implementation and monitoring of technology-based reading strategies. Establishing a collaborative culture that encourages sharing best practices will also be beneficial.

District supervisors should facilitate capacity-building workshops and provide technical support to schools for smooth adoption of technology-based reading programs. They should also advocate for policies that allocate sufficient budget and resources toward sustainable technology integration. Regular evaluation and feedback mechanisms should be instituted to assess program effectiveness and address challenges.

Parents are encouraged to support their children's use of technology-based reading tools at home by creating a conducive learning environment and motivating consistent practice. They should maintain communication with teachers to stay informed of their child's progress and participate in activities that reinforce reading skills beyond the classroom.

Researchers should conduct further studies to explore long-term impacts of technology-based reading interventions across different grade levels and contexts. Investigations into best practices for integrating technology with traditional literacy instruction and factors affecting successful implementation would add valuable insights to the field.

Future research should consider longitudinal designs and larger sample sizes to validate and expand upon current findings. Examining the role of emerging technologies such as artificial intelligence and adaptive learning platforms in literacy development can open new avenues for enhancing reading interventions. Additionally, exploring learner motivation and engagement within technology-enhanced environments will enrich understanding of effective instructional approaches.

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AUTHOR'S PROFILE



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She is currently a Teacher III in the Department of Education and a Grade – IV Teacher at Ybañez Memorial Elementary School at Cantur-aw, Inangatan, Tabango, Leyte, Philippines. She is a Guidance Coordinator in her school, School paper adviser “Ang Tabanog” and the Boy Scout of the Philippines school coordinator. She believes that the future lies on the hands OF THE BELIEVERS.