

# Audio-Based Approach for Enhancing Reading Comprehension

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## ABSTRACT

This research evaluated the effectiveness of the Audio-Based Approach in enhancing the reading comprehension of Grade 8 students. It was conducted among a total population of 42 Grade 8 student-respondents from Cabulan National High School, Eastern Cabulan, Buenavista, Bohol. The identified learning competencies—identifying the literal point, interpreting the inferential point, and making a critical conclusion—were described and correlated. A competency-based 30-item multiple-choice Philippine Informal Reading Inventory (Phil-IRI) test was utilized as the primary research instrument to assess reading comprehension. The study employed a mixed-method sequential explanatory design. Quantitative data were collected from a non-random group using pre-test and post-test instruments and were analyzed using SPSS, focusing on descriptive statistics (mean, standard deviation, and frequency) and inferential statistics through a paired-samples t-test. Subsequently, qualitative data were gathered through semi-structured interviews to further explain and expand upon the quantitative findings. Statistically, the results revealed that the audio-based approach significantly improved students' reading comprehension across the identified competencies, leading to the rejection of the null hypothesis. Moreover, six students representing low, medium, and high achievement levels shared their preferences, challenges, and perceived benefits from the intervention. Their responses indicated that the audio-based approach enhanced their comprehension of the text. Overall, the findings confirm that integrating an audio-based approach as a learning material significantly contributes to improving students' reading comprehension.

**Keywords:** Audio-based approach, reading comprehension, mixed-method sequential explanatory design, Cabulan National High School

## INTRODUCTION

Information is almost always available everywhere in this contemporary world. Hence, critical thinking has become a necessity for survival. One way to foster this is through reading, an active process that enables individuals to construct meaning from written texts. One of the essential components of reading is comprehension, which allows individuals to analyse information from diverse sources and interact dynamically to elicit meaning. Bourn (2008) argues that literacy is one of the global skills to which reading comprehension belongs. It comprises an essential component of global competence, allowing individuals to comprehend and appreciate diverse perspectives and experiences.

Notably, statistical reports indicate that only 34% of 8th graders performed at or above the proficient level in the United States last 2019, as per the records of the National Assessment of Educational Progress (NAEP) (Hussar et al., 2020). Also, Colombia acquired a mean reading score of 412 in the 2018 PISA results, ranking them 58th out of 77 participating countries. Similarly, Progress in International Reading Literacy Study (PIRLS) found that 78% of South African 4th-grade learners could not read for meaning (Spaull & Pretorius, 2019).

Moreover, reading comprehension in the Philippines, particularly among school-aged children, is of great concern. According to the Manila Times, Grade 6 student's performance in the National Achievement Test (NAT) has constantly been declining in the last three years hence, placing them at the "low mastery" descriptive level of the Department of Education (Albano, 2019).

Furthermore, the Programme for International Student Assessment (PISA) average 2022 results were identical to the 2018 results revealing that the Philippines scored significantly below the average in reading literacy (OECD, 2023). Nearly 80% of pupils in the Philippines did not achieve a minimal level of reading competence, representing one of the highest proportions of poor performers among all PISA-participating nations and economies (OECD, 2018). These reports suggest that the Philippines and different countries worldwide face a severe challenge in improving reading comprehension among their students. Hence, effective interventions are needed to address this problem.

In addition, on February 2-3, 2023, one of the schools in Buenavista, Bohol, conducted a reading assessment using Philippine Informal Reading Inventory (Phil-IRI) anchored in the flagship program "Every Child a Reader" (ECARP) under the Department of Education. The data revealed that the reading profile of 81% of Grade 8 students falls in frustration level. Therefore, it is concerning as frustration is the lowest level. Also, students at this this level are more likely lose confidence and interest in participating classroom activities (Castro, 2025). Hence, teachers must devise intervention programs with varied strategies to encourage students, enhancing their success chances.

Thus, the research gap concentrates on the widespread issue concerning inadequate reading comprehension among students. Consequently, previous research interest focused on the effectiveness of audio materials for struggling readers or those with visual impairments (Guha, 2020), learning disabilities (Schiavo et al., 2021; Schmitt et al., 2019) and students with learning difficulties (Dolan et al., 2005). While studies focus on using technology to support students with disabilities, they differ in specific measured outcomes, reading materials, and the nature of respondents. Thus, it is unclear whether audio-based approaches can be similarly effective for enhancing the reading comprehension of Grade 8 students with "frustration" reading levels.

One way to address the research gap is to use audio-based approaches to enhance reading comprehension. The present study investigates the effectiveness of an audio-based approach for enhancing reading comprehension of Grade 8 students with "frustration" reading levels. The audio-based approach enables students to listen as they read a story. This study utilizes fairy tale stories, providing a rich source of literary experiences for students, which makes reading comprehension more engaging and accessible.

Thus, the Audio-based approach emerged as a promising tool in line with the Sustainable Development Goals (SDGs). Particularly in ensuring quality, inclusive, and equitable education and promoting lifelong learning opportunities for all (SDG 4). Hence, it supports the goal of providing accessible education and fostering continuous learning experiences for learners. According to Wolfson (2008), audio-based interventions such as audiobooks or podcasts enable individuals with limited reading skills to access literacy materials for improving fluency, vocabulary, prior knowledge, comprehension, and motivation. Therefore, this inclusive approach allows individuals from diverse backgrounds to engage in reading activities, bridging the literacy gap and fostering lifelong learning. Hence, integrating audio-based approaches into literacy programs promotes equitable access to education and achieves Sustainable Development Goals.

Therefore, the main concern in this current study is to evaluate the effectiveness of the Audio- Based Approach for enhancing reading comprehension of Grade 8 students in Cabul-an National High School, Cabul-an, Buenavista, Bohol. This can also bridge the literacy gap, empower students to become critical thinkers and promote accessible education for diverse learners.

## LITERATURE REVIEW

This study assumed that the Audio-Based Approach is an effective strategy for enhancing the reading comprehension to Grade 8 students. This is supported by Dual Coding Theory developed by Canadian Psychologist Allan Pavio (1986). Dual Coding Theory states that information is processed more successfully when presented in auditory and visual form. It also proposes that information in both verbal and nonverbal forms is easier to understand and remember. The reason is that two codes reinforce each other and create a more integrated representation in memory (Mayer, 2005). Hence, the additional aural information can promote comprehension by supporting and complementing the visual information. This theory suggests that the Audio-Based Approach can enhance reading comprehension by providing learners with both visual and auditory input,

which can increase their understanding of the text. Building on this theory, Adeyiga & Mpungose (2025) in their study suggested that digital resources boost reading comprehension and deeper understanding. This is because presenting information through multiple modalities can improve learning and memory. Similarly, Rautela (2024) found that the students gained more learning in e-learning courses with audio than without audio. Similarly, Olagbaju & Popoola (2020) discovered that the students' interest, retention, and achievement in reading comprehension improved while using audio-visual teaching resources. Moreover, the research findings of Shirley & Ward (2021) indicated that the presentation of sound elements is important to comprehension. In addition, Schiavo et al. (2021) found that attention-driven read-aloud technology significantly improved the reading comprehension of children with disabilities. Moreover, Jamshidifarsani et al. (2019) showed that technology-based reading intervention programs improved student reading.

The Audio-Based approach for enhancing reading comprehension involves listening to audio recordings of the text while reading along. This paper used an audio-based approach for aural input representations of fairy tale stories. Students listened to human narrated audio-based material from the "Stories to Grow By" website while reading the story simultaneously, allowing for dual-channel processing. Moreover, audio-based approaches involve presenting written text in an auditory format, such as through audiobooks (Tattersall Wallin, 2020) text-to-speech technology (Green, 2012), read-aloud (Dolan et al., 2005; Wood et al., 2018), podcast (Azizi et al., 2022; Cebeci & Tekdal, 2006; Stack et al., 2024; Tomcics et al., 2021) and audio recording (Clinton-Lisell, 2022; Olagbaju & Popoola, 2020; Verlaan & Ortlieb, 2012). Moreover, mainstreaming these audio-based materials presents potential benefits for struggling readers (Rahman & Hajar, 2020; Whittingham et al., 2013). Consequently, this approach involves multiple senses and incorporates speech, helping learners improve their comprehension. With this in mind, using the aural presentation of the text enhances learning, especially for learners with frustration reading levels.

Moreover, to provide equal opportunity for learners, inclusive education in the country has been incorporated in Section 8 of the Department of Education Order No. 43 or the Enhanced Basic Education Act (IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC ACT NO. 10533 OTHERWISE KNOWN AS THE ENHANCED BASIC EDUCATION ACT OF 2013, 2013). The policy establishes a clear framework for achieving inclusivity in designing and implementing the country's educational plan into action. It also focuses on providing quality education for all children and integrating varied instructional strategies in any educational context. Hence, it emphasizes the solid ground for promoting learning amidst challenges in the sudden shift of educational settings. Therefore, to provide all children with high-quality education, there is a need to develop flexible modalities that prioritize educational excellence. The audio-based approach is based on this notion, as diversity necessitates a varied paradigm.

In line with implementing the K to 12 Basic Education Program, DepEd Memorandum No. 173, s. 2019 or "Hamon: Bawat Bata Bumabasa (3Bs Initiative)," had been issued to continuously produce productive citizens with essential competencies for the 21st century (Hamon: Bawat Bata Bumabasa, 2019). The memorandum illustrates explicitly the overall results of the national assessments as follows:

- (1) There are still many early grade learners struggling to meet the learning standards in early language, literacy, and numeracy.
- (2) Low achievement levels in English, Math, and Science appear to be caused by gaps in learners' reading comprehension. This means that there are many low performing learners who could not comprehend (read and understand) Math and Science word problems that are written in English. Hence, they were unable to demonstrate their knowledge in these content areas.
- (3) Elementary and high school learners are still deficient in literacy skills both in languages and content areas, more so in reading.

Additionally, a report on the current state of learners' literacy presented by Vice President Hon. Sarah Duterte-Carpio reveals that 9 out of 10 Filipino children in their late primary years are not proficient in reading, science, or math (de Vera, 2021). Thus, the Audio-Based Approach is grounded on these results to strengthen the reading proficiency of every learner, as it is a requisite skill in all content areas. Specifically, it seeks to equip learners in identifying the important point (literal comprehension), interpreting the important point (inferential

comprehension), and making a conclusion (critical comprehension). Aligning with these objective skills lays the groundwork for determining the significant difference between the student's pre-test and post-test reading comprehension performance. Thus, it ensures the necessary quality in implementing teaching-learning systems, giving learners the competencies concentrated in jobs, college life, and 21st-century skills (Tupas & Linas-Laguda, 2020). In addition, the disparities in their performance outcomes provide insight into instructional decision-making, resulting in tangible improvements.

The COVID-19 pandemic accelerated the integration of digital technologies in education, making digital literacy an essential competency for both teachers and learners. Digital literacy not only involves technical skills but ability to assess, evaluate, and create information with digital tools. In the Philippine context, the challenges in delivering quality instructions amid constantly changing education policy reforms have been a significant concern (Saguin & Ramesh, 2020).

In the post-pandemic landscape, both teachers and parents encountered difficulties in identifying appropriate learning approaches for students who experienced sudden shifts in educational modalities. While teaching experience is often considered a key factor in instructional effectiveness, studies reveal that teachers with less than ten years of experience tend to exhibit higher levels of digital literacy (Abella & Rosa, 2023). This sudden transition revealed gaps in digital competencies, emphasizing the need for structured interventions and capacity-building initiatives.

In the Philippines, marginalized learners, particularly in far-flung areas, experienced challenges in navigating digital platforms and understanding online materials (Samortin et al., 2022). As a result, teachers were compelled to enhance their skills in mobile and computer navigation to improve the quality of instruction. Consequently, there is a need to adopt innovative strategies beyond traditional teaching methods to ensure effective learning. One practical and cost-effective approach is the use of audio-assisted instruction. For instance, the integration of audio-visual media in online learning has been shown to significantly improve students' understanding of prayer readings (Suharsiwi et al., 2022). Similarly, audio-assisted reading has been recognized as a valuable language-learning practice.

Moreover, audio-assisted reading provides a new learning environment that helps learners "recognize the letter-sound relationship" (Asrimawati & Margana, 2020). Also, adding audio narration to reading gives learners a more comprehensive language experience. Consequently, greater exposure to correct pronunciation and prosody leads to better comprehension (Diwaly Muhammed & Bahri Abduljabbar, 2023). Hence, integrating correct pronunciation and prosody in an audio-based approach exposes learners to a multisensory learning experience that reinforces understanding and overall language proficiency.

In the Philippines during post-pandemic, audio-assisted reading was found to be beneficial during remote learning, as it helped improve instructional retention among students (Paler, 2022). Subsequently, multimedia tools, including audio support, continue to play a significant role in enhancing reading comprehension in post-pandemic schoolchildren (Acuña-Torres et al., 2024).

Consequently, audio-visual media have considerably favorable impact on the students' listening abilities (Intan et al., 2022). Utilizing audio enhances listening comprehension skills, aids in developing speaking skills, and facilitates vocabulary acquisition and retention. Thus, by using audio alongside reading materials, learners can reinforce the connection between written and spoken language, leading to a more comprehensive understanding of the reading content.

Reading comprehension is a complex process involving integrating various cognitive skills, such as vocabulary, syntax, and comprehension strategies. Moreover, comprehension should include cognitive contributions (Weimer & Palermo, 2024) which enables readers to interact dynamically with the text to elicit its meaning. It is especially essential for learners because it helps them understand information from English materials. It is also a salient part of a more extensive process of human development and progress. Additionally, it is a vital skill as it is a critical foundation for academic learning, employment skills, and life satisfaction.

In contrast, many students struggle with understanding and retaining information when reading, particularly in identifying the important point (literal comprehension), interpreting the important point (inferential comprehension), and making a critical conclusion (critical comprehension) for it received variation in the amount of attention given (Basaraba et al., 2013; Lah & Hashim, 2014; Torgesen et al., 2007). Different researchers and authors have proposed various categories or taxonomies in the literature (Lah & Hashim, 2014) that suggest a classification of comprehension into three, four, or five levels. The number of skills in each level can vary depending on the researcher or author.

Literal comprehension refers to the surface meaning of the text. It involves identifying and recalling specific text details, facts, and events. Moreover, it focuses on the most explicit information and does not require the reader to interpret or analyse beyond the meaning. The focused skill involved is identifying literal points. It enables students to locate information in the text explicitly stated, such as a person's name, the time of an event, or the background information related to it. Consequently, this skill involves comprehending messages expressed directly in the text being read (Kamagi, 2020). It also means that readers need to pay attention to the key points or messages exhibited in the text to gain a deeper understanding and easily remember information.

Inferential comprehension involves the reader going beyond the surface meaning of the text to conclude, make predictions, or interpret the meaning of the information presented. It also involves using contextual clues, prior knowledge, and critical thinking to make educated guesses or inferences about what the author is trying to convey. Simply, it requires readers to "read between the lines" and comprehend the meaning implied by the text. Thus, this study pays attention to interpreting inferential points, which involves using prior knowledge to make inferences about the text in a meaningful manner (Clinton et al., 2020). In other words, understanding the key messages and ideas requires the reader to go beyond the explicit information provided in the text and make connections with their knowledge to engage with it more meaningfully.

Critical comprehension requires the readers to go beyond the text's surface meaning and engage with it deeper to analyze, evaluate, and critique the author's message. It involves higher-order thinking skills to question, compare, contrast, and judge the information presented in the text. Hence, this study focuses on making critical conclusions requiring readers to conclude a specific subject, event, situation, or character not explicitly stated in the text (Lah & Hashim, 2014). Simply, it requires students to imagine themselves in a particular situation and propose appropriate actions.

In conclusion, reading comprehension involves a range of skills that integrate linguistic, textual, and background knowledge to understand the meaning of a text. Moreover, the reading comprehension categories and their subset skills are essential for understanding and interpreting information effectively. Additionally, individuals can become more proficient at comprehending various texts and information by developing these skills.

This study explores using fairy tales for audio-based materials to enhance reading comprehension. Moreover, fairy tales are considered valuable resource material (Chandra et al., 2021; Rajapova & Sheraliyeva, 2020). For this reason, it improves students' abilities in different linguistic areas, such as reading, writing, speaking, and listening. In addition, using fairy tales to teach reading helps students connect their background knowledge while reading (Kusuma, 2021). Also, it engages learners and matches student's level (Ali & Emirati, 2025) that foster the creativity and imagination of students (Lorentzen & Sæther, 2022). Thus, many themes and motifs exist in fairy tales across different cultures and societies.

Listening to audio-based material while following along with the written text can help students develop their decoding and fluency skills and improve their understanding of the story. Also, fairy tales have universal appeal and are often familiar to students, which can make them more motivated to engage with the material (Lorentzen & Sæther, 2022; Rajapova & Sheraliyeva, 2020; Xolmurodova, 2021). Thus, incorporating fairy tales into audio-based material engages students in a more enjoyable and exciting learning experience. It can also be an effective way to enhance reading comprehension by improving decoding and fluency skills and increasing overall engagement with the text.

In contrast, despite the fruitful result of previous research, drawbacks concerning the audio-based approach demand ample attention. In the study conducted by Bin Abdul Samat & Abdul Aziz (2020), audio neither

increases listeners' motivation nor boosts their confidence or sense of relevance. Students clarify that it does not link their existing knowledge or the information presented. These findings contradict Oh & Kim (2016) findings, which reveal that audio-based augmented activities increase students' cognitive engagement, positive perception, and satisfaction with their learning experience using the medium of instruction.

Additionally, the study by Lee et al. (2015) revealed that visuals accompanied by audio did not increase reading comprehension scores among EFL learners. However, one significant result in their research proved that these materials help reduce learners' reading test anxiety, significantly impacting the student's performance. These results align with the study by Maher (2019), where audio-based material such as audiobooks indicates no significant difference in comprehension levels between audio-based and traditional reading methods. However, it enhances the enjoyment of text among learners, a valuable aspect for promoting engagement and motivation in reading. Thus, these findings underscore the importance of utilizing different types of multimedia resources to support learners' emotional well-being and academic success.

In this regard, the abovementioned drawbacks concern the audio-based approach only in its original form. Moreover, utilizing multiple teaching methods is a practical approach to enhancing reading instructions for learners (Sanjaya et al., 2014). Furthermore, this study integrates innovative technologies while considering the limitations. Seamlessly combining audio-based materials with written text allows teachers and learners to utilize a multifaceted approach to reading to promote literacy development among learners.

Also, in the study "Audio-based versus text-based asynchronous online discussion: two case studies" by Hew & Cheung (2013), findings reveal that audio discussion gains an advantage in a fully online environment without face-to-face contact among students. It helps students and teachers understand each other better due to the presence of voice and tonal cues. Moreover, the effect of audiobook listening and print reading proved better comprehension than print alone especially for struggling readers (Singh & Alexander, 2022). It also emphasizes the significance of using other modalities, such as audio, to increase learning outcomes in educational settings. It also recommends that instructors include audio-based tools and resources in their teaching strategies to improve students' comprehension and recall of course information. Overall, the study's findings show the potential benefits of introducing audio into the classroom setting and indicate the need for more research into this teaching mode.

In conclusion, there are mixed findings from the previous studies regarding the audio-based approach, and significant variability in outcomes have been reported, depending on the groups under investigation. This review points to the need for more research in this line of study and raises questions on promoting an audio-based approach for enhancing reading comprehension.

## METHODOLOGY

### Design

This study employed a mixed-method sequential explanatory design to understand the research problem comprehensively (Creswell, 2009). It involved two phases in data collection. First was the collection of quantitative data through a reading comprehension pre-test and post-test results; then, based on the results, qualitative data collection was employed using semi-structured interviews to help explain and expand the numerical data. The second, the qualitative phase, is built on the first, the quantitative phase. Thus, it allows exploration of the topic from multiple perspectives, validates findings, and contributes richer insights.

### Respondents

The subjects of this study who had undergone pre-test, treatment, and post-test were the total population of Grade 8 students of Cabul-an National High School. There were 42 students in Grade 8 section Tuna during the academic year 2022-2023. The population consisted of 21 males and 21 females. Moreover, a purposive sampling technique was utilized to determine the participants based on their ability to elucidate the phenomenon (Robinson, 2014).

Moreover, semi-structured interviews were conducted with the members of the population. The sampling procedure utilized in this stage was purposive random sampling, which helped the researcher gather relevant information for the study. Furthermore, the selection of interviewees depended on the student's reading comprehension performance in the pre-test and post-test. Thus, the decision was not based on representation but on the information the selected student could provide. Therefore, the following categories of students were chosen for this purpose:

- Two learners with significant increase in reading comprehension performance (High Achievers)
- Two learners with unchanging scores reading comprehension performance (Medium Achievers)
- Two learners with significant decrease in reading comprehension performance (Low Achiever)

## Instruments

To gather the quantitative data, the researcher employed an adopted research instrument from the Phil-Iri 2018 Manual of the Department of Education and Oral Reading Verification Test (ORVT) for Grade 8 students in public secondary schools in the Division of City Schools – Tagbilaran City. The students in Cabul-an National High School were not exposed to the reading materials used in this research, thus, removing the possible effects of other variables. The materials were designed to measure the student's reading level in public secondary schools; hence, it was not a subject for pilot testing.

The following instruments were audio-based materials with a written text adopted from the website "Stories to Grow By," founded by Elaine Lindy in 1998. It is a platform designed primarily for children featuring narratives that aim to impart life lessons. It also features human-narrated audio stories read by human voice actors rather than automated text-to-speech software. Moreover, audio narrated by human exposed students with emotive content which positively impacts learning experience (Walczak & Fryer, 2018). Specifically, these were the titles and the corresponding link address:

- The Witch's Magic Ball (<https://storiestogrowby.org/story/magic-ball/>)
- The Lion's Enchantment (<https://storiestogrowby.org/story/lions-enchantment/>)
- The Maiden and the Boy Who Vanished (<https://storiestogrowby.org/story/the-maiden-and-the-boy-who-vanished/>)
- The Frog and the Condor (<https://storiestogrowby.org/story/frog-the-condor/>)
- Rumpelstiltskin Story (<https://storiestogrowby.org/story/early-reader-rumpelstiltskin-fairy-tale-english-stories-kids/>)

The respondents utilized these Audio-Based materials, written text, and images to enhance their reading comprehension. Furthermore, to gather qualitative data, an adapted semi-structured interview from the study entitled "Audio-assisted Extensive Reading: Learners' Experience and Attitudes," developed by Cheryl Kirchoff and Miguel Mision, published in the year 2022, was used to explain and expand the numerical data from the pre-test and post-test results. The semi-structured interview has three (3) questions focusing on the learners' experiences using the Audio-Based Approach. Moreover, all the results were thoroughly documented for analysis and interpretation.

## Data Collection

The study underwent different phases, including pre-, during, and post-gathering. Each phase consisted of different steps to get the needed data.

### Pre-Gathering Phase

Sending of Transmittal Letter. A transmittal letter was sent to the Schools Division Superintendent of Bohol, the Schools District Supervisor, the Principal, the Class Adviser, Respondents, and Parents/Guardians to complete the execution of the study. It was to ask permission to conduct the study on an Audio Based Approach for

enhancing reading comprehension performance for Grade 8 students in Cabul-an National High School located at Eastern Cabul-an, Buenavista, Bohol. Relevant concerns were considered, such as venue, human resources, and facilities.

Conducting an Orientation. There was a thorough orientation and briefing about the purpose and procedures of the research. They were informed about the entire study process, including the standardized test for their reading comprehension performance, Audio-Based materials with written text, its distribution, and in administering semi-structured interviews. They also knew that their test scores would neither be disclosed nor affect their grades.

### **During Gathering Phase**

Conducting Pretest on Reading Comprehension Performance. All the respondents consumed one (1) hour to read the set of multiple-choice questions which consisted of 30 items. The standardized tests were given through face-to-face interaction while maintaining the health protocols and safety of the individuals involved in the study. Moreover, the participants were given the opportunity to ask clarification prior to the implementation of the pretest. The results of this assessment were then collected to determine the baseline comprehension levels to measure the progress after the implementation of the intervention.

Applying the Audio-Based Approach. The treatment phase is consisted of several stages: Pre-, Main, and Post Activity. In pre-activity, the researcher prepared the material and explained the learning objectives to achieve the goals. Afterward, a spelling quiz and decoding of meaning were conducted. Next was the main activity, which consisted of two steps. The first step enabled learners to listen to the audio-based material alone. Then, step two involved listening while reading the text and visuals of the audio-based materials. Finally, the next stage was post-activity, where the researcher and the students discussed the story together to create a conclusion. This stage also involved completing post-activity exercises that enabled the researcher to evaluate and facilitate the students' learning after listening while reading the text.

Conducting Post-test Reading Comprehension Performance. All the respondents consumed one (1) hour to read the set of multiple-choice questions which consisted of 30 items. The standardized tests were given through face-to-face interaction while maintaining the health protocols and safety of the individuals involved in the study. Moreover, the results of the post-test were then evaluated and compared with the pre-test scores. Moreover, the researcher conducted an analysis of data to determine whether the Audio Based Approach had led to enhancement to students' reading comprehension.

Conducting Semi-Structured Interview. Selected students for the semi-structured interview were given 10-15 mins to answer the questions. The primary objective was explained comprehensively, and verbal consent was acquired before proceeding to the questions focused on the learner's audio-based approach experiences. In addition, the researcher assured the confidentiality of their responses.

### **Post Gathering Phase**

Gathering, Analyzing and Interpreting of Data. The results of the overall performances of the respondents were accumulated. The scores from the pretest and post-test for reading comprehension were subjected to statistical treatment. Then, the responses from the semi-structured interviews were interpreted.

### **Scoring Procedure**

Throughout the procedure, the students were evaluated independently and not concerning other performances. This study used a standardized test for reading comprehension performance. Furthermore, the standardized test was administered under careful attention to minimize the external factors that potentially affect the individual performance. Hence, to give the Reading Comprehension Level, the following scoring was used:

**Table 1. Reading Comprehension Performance**

No. of Items per Skill	Score in Reading Comprehension	Comprehension Score in Percentage
10	10	100
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

Adopted from Phil-Iri Manual 2018

Table 1 presents the reading comprehension performance of the students which is calculated by dividing the number of correct answers by the total number of questions and then multiplying the result by 100.

**Table 2. Rating Scale for Reading Comprehension**

Reading Level	Comprehension Score (in %)	Interpretation
Independent	80-100%	The level at which readers function on their own with almost perfect oral reading and excellent comprehension (Smith et al., 2021)
Instructional	59-79%	The level at which readers profit the most from teacher directed instruction in reading
Frustration	58% and below	The level at which readers find reading materials so difficult that they cannot successfully respond to them

Adopted from Phil-Iri Manual 2018

Table 2 shows the reading level at which the respondent can comprehend a text. Using the reading comprehension score in percentage from table 1, respondent's reading level is interpreted as: Independent, Instructional, and Frustration.

## RESULTS

### Pre-test Performance of Respondents' Competencies

The pre-test performance of the students in reading comprehension focused on the following competencies: Identifying the literal point, Interpreting the Inferential Point, and Making a Critical Conclusion.

**Table 3. Pretest in Identifying the Literal Point**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Identifying the literal point	80-100%	3	7.14	50.71	Frustration
	59-79%	12	28.57		
	58% and below	27	64.29		

As shown in Table 3, the learners' reading comprehension performance in the first competency which is "Identifying the literal point," revealed that among the respondents, three individuals, or 7.14%, fell within the 80-100% range, which indicated an independent reading level of competence. Additionally, 12 participants, or 28.57%, demonstrated instructional reading level by falling within the 59-79% range. However, a large number

of respondents consisting of 27 individuals, or 64.29%, belonged to the range of 58% and below, which indicated a frustration reading level. Thus, the calculated mean performance for this competency was identified as 50.71, which supported the categorization of frustration reading level in the first competency.

A few reasons behind these concerning results were lack of prior knowledge, poor decoding skills, and inattention. Students struggle to identify literal point if they lack the necessary background knowledge to understand the text (Smith et al., 2021). For instance, if the student does not know the meaning of a word, he will likely miss the literal point of a text. In addition, students with difficulty decoding words may face trouble understanding a text's literal meaning (Coloma et al., 2020; Kang & Shin, 2019). Hence, if a student fails to decode the word's meaning using context clues, he may misunderstand the text's literal point. Additionally, students not paying attention when reading likely miss essential details in a text (Ghelani et al., 2004; Swanson et al., 2018). Thus, if a student's mind is occupied with unnecessary things, he may overlook the essential details needed for understanding literal information.

**Table 4. Pretest in Interpreting the Inferential Point**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Interpreting the inferential point	80-100%	1	2.38	42.38	Frustration
	59-79%	12	28.57		
	58% and below	29	69.05		

As reflected in Table 4, within the competency of "Interpreting the inferential point," only one respondent, or 2.38%, exhibited an independent reading level, scoring within the 80-100% range. Similarly, 12 individuals, or 28.57%, fell within the 59-79% range, denoting an instructional reading level. Moreover, most respondents, 29 individuals or 69.05%, were within the 58% and below range, indicating a frustration reading level. Hence, the mean performance for this competency was 42.38, which fell within the frustration reading level of reading comprehension performance.

The students' performance in this competency could be associated with several factors. For instance, students' limited critical thinking hinders their ability to identify implied information and derive inferences (Mohseni et al., 2020). Thus, limited critical thinking causes learners to struggle in drawing inferences from the text. Additionally, the complexity of developing critical thinking skills should be acknowledged in order to weave it to the pedagogical fabric rather than treating it solely as a learning outcome (Rivers & Kinchin, 2019).

**Table 5. Pretest in Making a Critical Conclusion**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Making a critical conclusion	80-100%	3	7.14	46.19	Frustration
	59-79%	11	26.19		
	58% and below	28	66.67		

As indicated by Table 5, the third competency, "Making a critical conclusion," 3 respondents, or 7.14% of the population, achieved an independent reading level by falling within the 80-100% range. Also, 11 individuals, or 26.19%, demonstrated an instructional reading level by scoring within the 59-79% range. Nevertheless, a significant number of respondents comprising 28 individuals, or 66.67%, were within the 58% and below range of scores which indicated a frustration reading level. Therefore, the calculated mean performance was 46.19, corresponding to the frustration reading level category.

In summary, findings in the pre-test highlighted the students' varying levels of reading comprehension performance across the identified learning competencies. While some respondents performed commendable

competence, it is essential to note that many individuals struggled to meet the expected proficiency levels. A few of the reasons behind this was the absence of background knowledge as it impacts differently on learners with varied reading levels (Smith et al., 2021). Also, even without audio support, many students do not use the most efficient strategy to comprehend the text (Kärbla et al., 2021). Additionally, learners with frustration reading levels encountered problems in comprehension due to unfamiliar words, abstract ideas, and limited ability to manipulate information to answer comprehensive questions (Bin Abdul Samat & Abdul Aziz, 2020). The frustration reading level observed among the three competencies indicated the need for targeted interventions to improve the learner's reading comprehension performance.

**Post-test Performance of Respondents' Competencies**

The post-test performance of the students in reading comprehension focused on the following competencies: Identifying the literal point, Interpreting the inferential point, and Making a critical conclusion. Moreover, in enhancing reading comprehension, the students went through several steps of implementation, namely: Pre-activity, Main Activity, and Post-activity.

The initial step was pre-activity, which involved activation of prior knowledge through a spelling quiz followed by a decoding session conducted orally by the researcher. Next step was main activity, which engaged students in independent listening to the recorded audio-based material alone. Then, this was followed by a repeated exposure to the same material but involved listening while reading the text supplemented with pictures. Finally, a post-activity was done in which collaborative discussion between the researcher and students was conducted to facilitate learning and reinforce knowledge after exposure to the approach.

**Table 6. Posttest in Identifying the Literal Point**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Identifying the literal point	80-100%	11	26.19	66.43	Instructional
	59-79%	20	47.62		
	58% and below	11	26.19		

As shown in Table 6, the learners' scores in the first competency, "Identifying the literal point," revealed that 11 individuals corresponding to 26.19% of the population, fell within the 80-100% range, indicating an independent reading level of competence. Moreover, a large number of respondents consisting of 20 participants, or 47.62%, displayed instructional reading levels falling within the 59-79% range. Furthermore, 11 individuals, or 26.19%, belonged to the range of 58% and below, which indicated a frustration reading level. Thus, the mean performance of the learners was identified as 66.43, which supported the categorization of instructional reading level.

The students demonstrated considerable improvement in terms of their literal comprehension. For some reason, learners preferred the discussion period (Murphy et al., 2009). The constructive feedback and guidance during the discussion led to students' better post-test performance. Consequently, reading comprehension achievement improved with when teachers support students to read text independently (Prilianti et al., 2021). Thus, incorporating the intervention resulted in a notable increase in the student's retention of essential information.

**Table 7. Posttest in Interpreting the Inferential Point**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Interpreting the inferential point	80-100%	4	9.52	51.19	Frustration
	59-79%	14	33.33		
	58% and below	24	57.14		

Despite the frustration reading level from the pre-test to post-test results, significant improvements were observed after the implementation of the audio-based approach as reflected in the student’s mean performance. The series of activities participated by the learners enhanced reading comprehension.

As seen in Table 7, the second competency, “Interpreting the inferential point,” only four respondents, or 9.52%, demonstrated an independent reading level with an equivalent score ranging from 80-100%. Consequently, 14 individuals, or 33.33%, fell within the 59-79% range, which was identified as instructional reading level. Moreover, a number of respondents, 24 individuals or 57.14%, were within the range of 58% and below, indicating a frustration reading level. As a result, the mean performance for this competency was 51.19, falling within the frustration reading level of reading comprehension performance.

The student’s positive approach toward the intervention developed their inferential reading comprehension skills (Samiei & Ebadi, 2021). Moreover, a well-designed and engaging instructional approach, such as an audio-based approach, fosters critical thinking, leading to improved inferential understanding.

**Table 8. Posttest in Interpreting the Inferential Point**

Reading Comprehension Learning Competency	Range	F	%	Mean Performance	Reading Level
Making a critical conclusion	80-100%	9	21.43	56.19	Frustration
	59-79%	14	33.33		
	58% and below	19	45.24		

Significant improvements were observed in the student’s performance despite their initial frustration reading level, as indicated by the pre-test results. As presented by Table 8 under the third competency, “Making a critical conclusion,” nine respondents, or 21.43% of the population, demonstrated an independent reading level by falling within the 80-100% range. Also, 14 individuals, or 33.33%, displayed an instructional reading level by scoring within the 59-79% range. Nevertheless, a significant number of respondents comprising 19 individuals, or 45.24%, were within the 58% and below range of scores which indicated a frustration reading level. Therefore, the calculated mean performance was 56.19, which corresponded to the frustration reading level category.

In conclusion, outcomes in the post-test suggested that learners benefited from the Audio-Based Approach based on the identified reading comprehension competencies. These findings aligned with Kendeou et al. (2014), which suggested that explicit instruction could improve learning and memory. This implied that using audio-based materials effectively enhanced learners’ understanding and comprehension of the text.

**Significant Difference Between the Respondent’s Pre-test and Post-test Reading Comprehension Performance**

**Table 9. Results of the Paired T-test for Reading Comprehension Performance**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	3.45238	2.47132	.38133	2.68226	4.22250	9.053	41	.000

Table 9 presents the t-test analysis results highlighting this research's key findings. In doing so, pre-test results before employing the audio-based approach were compared to the post-test results after using the treatment. The t-test results indicated a significant increase in the reading comprehension performance of the respondents from the pre-test to the post-test, with a score of 9.053 with a p-value of 0.017 when the pre-set significance level was at 95%. These results imply a significant increase in the respondents’ reading comprehension; hence, the audio-based approach was successful. Results were in line with the research done by Boyle et al., (2003), Jamshidifarsani et al., (2019), and Olagbaju & Popoola (2020) who concluded that, in general, the audio-based

approach had a positive impact on student's reading comprehension. Moreover, audio-based assisted comprehension through the integration of inflections and expressions that were missing in purely text-based discussion (Hew & Cheung, 2013).

### **Experiences of the Respondents in Using Audio-Based Approach**

This study collected qualitative data through face-to-face semi-structured interviews. Moreover, responses were read, analysed, and coded. Additionally, the researcher asked three questions to the selected students. The analysis involved the organization of interview responses into categories connected to the stated question. Furthermore, to derive theory-driven analysis, this study adopted the six phases of thematic analysis by Braun & Clarke (2022). The responses from the interview provided insights into the learners' experiences from the low, medium, and high achievers. To sum it up, the emerging themes include preference, challenges, and benefits from the treatment

#### **Theme 1: Preference for Using an Audio-Based Approach**

The first theme includes preference, where learners expressed their liking of using an audio-based approach. They found it engaging, particularly during the story discussion. They also appreciated the creative sound effects, which supported their comprehension. While most learners preferred the combination of listening and reading, at least one low-achieving participant expressed a preference for reading-only approaches due to difficulty concentrating when audio was present. However, even this participant acknowledged the benefits of audio in improving pronunciation and supporting imagination.

Additionally, the majority emphasized that they would continue using audio-based materials voluntarily. This reflects the adaptability of learners to technology-enhanced instruction, despite individual differences in preference. Below are examples of how learners expressed their preference for an audio-based approach:

Code 1: Likes the implementation of an audio-based approach

“The audio has sounds that interest me to listen ma'am (sic).” - Participant 2

“Yes, ma'am (sic)!” - Participant 3

“I prefer to read only... compared to listen while I read.” – Participant 2

“It helps me with the proper pronunciation of the words.” – Participant 1

Code 2: Appreciates the post-activity or the discussion part

“I was more engage (sic) with the concluding part ma'am (sic)” – Participant 1

“The part where I was able to listen while read (sic) the story ma'am (sic). Especially the concluding part where we were having a discussion about the story because it helps me understand better.” – Participant 3

Code 3: Prefers the creative sound effects from the audio

“The audio has sounds that interest me to listen ma'am (sic).” – Participant 2

“The pronunciation from the audio is clear ma'am (sic) as well as the sound effects thereby help me in understanding how the story progresses.” – Participant 3

“The audio help me foster my imagination due to the sound effects ma'am (sic). Hence, I can able (sic) to imagine what is happening in the story.” – Participant 4

“the audio is clear, the pronunciation is nice to hear, the sound effects are interesting” – Participant 5

“the (sic) sound effects along with how the sentences in the story were enunciated facilitated my comprehension.” – Participant 6

Code 4: Willingness to continue using an audio-based approach for future use

“Yes, ma'am (sic)” – Participant 4

“Yes. For me to understand the text better.” – Participant 5

“Yes ma’am (sic) because it helps me understand better.” – Participant 6

“For me to further understand... it helps me with my comprehension.” – Participant 3

Learners demonstrate varying preferences; however, most show adaptability and willingness to continue using audio-based materials due to perceived benefits. Additionally, audio elements such as narration and sound effects increase learners’ interest and engagement, making reading more interactive and motivating. Overall, students’ responses corroborate the results of the research conducted by Dzulkalnine et al. (2024) stating that different students have different preferences for learning methods.

## Theme 2: Challenges in Using an Audio-Based Approach

In contrast with the previous theme, there were identified challenges in using an audio-based approach. To some, audio was a distraction that caused difficulty focusing on the text. Moreover, the limited vocabulary of the learners posed a concern in decoding unfamiliar words, thereby hindering their progress. Also, slow readers needed help coping with the audio speed required to match their level. The following responses represented their views:

Code 1: Audio distracts the reading process

“The audio that I am hearing while reading the text distracted me in understanding the story ma’am (sic). Despite that I was more engaged with the concluding part ma’am (sic) I prefer to read only, compare to listen (sic) while I read.” – Participant 1

“I cannot focus on what I am reading... because of what I am hearing.” – Participant 1

Code 2: Difficulty in decoding unfamiliar words

“there (sic) are words that are unfamiliar to me despite having spelling quiz (sic) and meaning-making before starting to read” – Participant 2

Code 3: Slow readers struggle to cope with the audio speed

“I encountered difficulty with the speed ma’am (sic) as I am a slow reader I cannot cope properly. I also need ample time to connect what I hear with what I am reading ma’am (sic).” – Participant 4

“I skip it ma’am (sic) because spending too much time with it causes me to be left behind.” Participant 2

Code 4: Limited duration of time for information processing

“there (sic) are words that are unfamiliar and I don’t have much time to decode the meaning of each word” – Participant 5

“I just skip it... because... I will be left behind.” – Participant 2

“I found lots of words which sparked my interest...” – Participant 5

These challenges highlighted the need for careful implementation of audio-based approaches in education. While unfamiliar vocabulary remains a challenge, audio support aids pronunciation and can either hinder or promote vocabulary learning depending on learners’ strategies. Furthermore, these findings were similar to the study conducted by Mohamad Subaidi Bin Abdul Samat & Abdul Aziz (2020), which showed that students were less fond of audio as a teaching aid during reading class. The reason was the redundancy of auditory information imposed an additional working memory load, reducing learning efficiency (Cheng, 2026). Additionally, simultaneous processing of audio and text may cause cognitive overload, particularly among lower-achieving or slower readers, affecting focus and comprehension. In conclusion, it is vital to examine in detail how to utilize audio to assist the reading process.

## Theme 3: Benefits of Using an Audio-Based Approach

Despite the challenges encountered by some, the audio-based approach demonstrated several benefits. The audio’s clear pronunciation, sound effects, and presence of reading material with pictures facilitated in

developing imagination and fostering comprehension. Moreover, audio material helped learners understand how the story progresses. Thus, the following responses were elicited:

Code 1: Facilitates reading comprehension

“it (sic) still helped me in the manner that sound effects enable me to imagine the plot of the story” – Participant 1

“The part where I listen while read (sic) the story with pictures ma’am (sic) because the pronunciation is clear and the text with images accompanies my understanding.” – Participant 4

Code 2: Enhances imagination

“it (sic) still helped me in the manner that sound effects enable me to imagine the plot of the story.” – Participant 1

“I also prefer listening while reading as it fosters my imagination ma’am” – Participant 2

“audio (sic) helps me foster my imagination” – Participant 4

Code 3: Proper pronunciation helps the acquisition of the language

“The pronunciation from the audio is clear ma’am (sic) as well as the sound effects thereby help me in understanding how the story progresses. Also, the reading material with pictures facilitated me (sic) to give me a glimpse of the story’s happening (sic).” – Participant 3

“the (sic) sound effects along with how the sentences in the story were enunciated facilitated my comprehension” – Participant 6

In summary, the audio-based approach demonstrated notable benefits in enhancing reading comprehension. The integration of auditory, visual, and textual inputs enhances comprehension by reinforcing meaning and supporting learner’s understanding of the text. Additionally, students emphasized that audio-assisted reading supported their comprehension by reinforcing connection between spoken and written language. Hence, auditory input helped them developed pronunciation skills, improve prosody awareness, and gain exposure to correct language use. These findings agreed with the responses from the research conducted by (Shoukat et al., 2025), wherein audio helped students and teachers understand each other because voice and tonal cues minimize misinterpretation.

## DISCUSSION

After using an Audio-Based Approach for enhancing reading comprehension, it was found that there were encouraging results on the learner’s performance based on the identified learning competencies. The results align with Lhamo & Sakulwongs (2023), found that audio-assisted reading strategies effectively enhance students’ reading comprehension. Hence, embracing innovative strategies in this digital era is essential to provide an impactful learning experience across diverse learners. Additionally, Bangoy et al. (2025) reported that audio-assisted technology help move students from frustration level to instructional level, indicating increased engagement and motivation. Additionally, audio-visual aids have been shown to support reading fluency and comprehension among English language students (Al Mahmud, 2022).

However, contrasting findings indicate that while audio support may not always significantly improve reading comprehension, it can increase reading time among students with and without dyslexia (Knoop-van Campen et al., 2022). Despite this, the present study underscores the value of audio-based approaches as effective tools in enhancing learners’ comprehension when thoughtfully integrated into instructional practices.

These findings can be further understood when viewed in light of broader national trends in the Philippines. For instance, the country’s performance in the Programme for International Student Assessment (PISA) has consistently shown that many Filipino learners struggle with reading comprehension, often performing below the global average (OECD, 2019). This highlights a persistent gap in foundational literacy skills, particularly in understanding and interpreting texts. In this context, the positive outcomes of audio-assisted reading observed

in the present study suggest that such interventions may serve as viable strategies to address these national learning gaps. By supporting learners through multimodal input, audio-based approaches can help bridge difficulties in decoding, fluency, and comprehension that are reflected in large-scale assessments.

Moreover, the thematic analysis from the respondents' responses using semi-structured interviews regarding their experiences in the Audio-Based Approach revealed that learners expressed preference, challenging experiences, and benefits acquired through audio-based materials. Students reported heightened attentiveness when exposed to technological tools, reinforcing findings by Bangoy et al. (2025) on increased engagement. They also responded that auditory input provided a multisensory learning experience, enhancing their comprehension of the content. In addition, students feel more motivated and satisfied with the use of audio-assisted reading strategy (Lhamo & Sakulwongs, 2023).

Furthermore, respondents emphasized that audio-based materials fostered a more interactive learning environment that supported the development of imagination, comprehension, and pronunciation. These findings suggest that beyond improving reading performance, audio-assisted approaches contribute to a more engaging and learner-centered educational experience. In relation to national concerns on literacy, such strategies may offer practical and scalable solutions to improve reading outcomes among Filipino learners in the post-pandemic educational landscape.

## CONCLUSION

Based on the findings, it is concluded that implementing the Audio-Based Approach positively impacted learners' reading comprehension performance, as evidenced by the significant increase in scores from the pre-test to the post-test. Results also suggested that integrating the approach into educational practices effectively enhanced the sense of engagement with textual content.

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## APPENDIX

Pretest

### **The Best Part of the Day**

Mia was in her bedroom when she heard a rooster crow. Then she heard a man yell, “Hot pandesal! Buy your hot pandesal!” Mia wanted to sleep some more. But she knew she might be late for school if she did. Finally, she began to smell fried eggs and fish.

“It’s time to get up,” she said. Mia jumped out of bed and ran down the steps.

67 words

What other title can be given for this story? (Critical)

- a. The End of the Day
- b. The Start of the Day**
- c. Just Before Sleeping
- d. The Middle of the Day

### **Chameleons**

Chameleons are extraordinary animals. They are one of the few animals that can change their color. This is their way of hiding themselves. Chameleons that live in trees are often green. Those that live in desert lands are usually brown.

It is also their way of keeping warm. Turning a darker shade helps them absorb more heat. They also change colors to send messages to other chameleons. Their bright colors may attract another chameleon or warn enemies.

82 words

What is one unique characteristic of chameleons? (Literal)

- a. Their color changes.**
- b. They live in trees.
- c. They live in deserts.
- d. They climb trees fast. They send messages to other animals.

What will happen to a chameleon on a cold day? (Inferential)

- a. It will become invisible.
- b. It will turn a shade lighter.
- c. It will turn white.

**d. It will turn a shade darker.**

Chameleons are extraordinary animals. Another word for extraordinary is \_\_\_\_\_ . (Inferential)

- a. amazing
- b. not known
- c. common

**d. unusual**

5. The main idea of the selection is (Critical)

**a. why chameleons change colors.**

- b. how chameleons survive in the wild.
- c. where chameleons come from.
- d. where chameleons live.

The best title for this selection is (Critical)

- a. How Chameleons Communicate with Other Animals
- b. Why Chameleons Change Color**
- c. The Different Habitats of Chameleons
- d. The Enemies of Chameleons

**Telling Time**

Humans have used different objects to tell time. In the beginning, they used an hourglass. This is a cylindrical glass with a narrow center which allows sand to flow from its upper to its lower portion.

Once all the sand has trickled to the lower portion, one knows that an hour has passed. Using the same idea, water clocks were constructed to measure time by having water flow through a narrow passage from one container to another. On the other hand, sundials allowed people to estimate an hour by looking at the position of the shadow cast by the sun on a plate. At night, people measured time by checking the alignment of the stars in the sky. None of these were accurate, though. The clock was the first accurate instrument for telling time.

134 words

Which of the following ways of telling time made use of sand? (Literal)

- a. water clocks
- b. hourglass**
- c. sundials
- d. clock

When men of long ago told time at night, they looked at the \_\_\_\_\_ to tell the time. (Literal)

- a. cloud formation
- b. moon
- c. stars**
- d. sun

None of the clocks used long ago were accurate. Accurate in the sentence means

(Inferential)

- a. free from error**
- b. comparable
- c. very useful
- d. efficient

10. The sundials may not be useful in telling time \_\_\_\_\_. (Inferential)

- a. at noontime
- b. in the morning
- c. during a rainy day**
- d. when the sun shines brightly

11. How are the hourglass and the water clock similar? (Inferential)

- a. Both tell time by the hour.
- b. Both use water to tell time.
- c. Both are used only in the daytime.
- d. Both have a narrow center through which something flows.**

12. The best title of the selection is \_\_\_\_\_.(Critical)

- a. The Uses of Clocks
- b. Why People Need to Tell Time
- c. Ways of Telling Time: Then and Now**
- d. Comparing the Different Types of Clocks

13. Which of these sentences is a topic sentence? (Critical)

- a. The invention of the clock 600 years ago was the first accurate measurement of time.
  - b. Hourglass contained sand that fell through one container to another.
-

c. Long ago people used simple tools such as the hour glass.

**d. Humans have used different objects to tell the time.**

**Dark Chocolate**

Dark chocolate finds its way into the best ice creams, biscuits and cakes. Although eating chocolate usually comes with a warning that it is fattening, it is also believed by some to have magical and medicinal effects. In fact, cacao trees are sometimes called *Theobroma cacao* which means “food of the gods.”

Dark chocolate has been found out to be helpful in small quantities. One of its benefits is that it has some of the most important minerals and vitamins that people need. It has antioxidants that help protect the heart. Another important benefit is that the fat content of chocolate does not raise the level of cholesterol in the bloodstream. A third benefit is that it helps address respiratory problems. Also, it has been found out to help ease coughs and respiratory concerns. Finally, chocolate increases serotonin levels in the brain. This is what gives us a feeling of well-being.

Reference: Schnoll, R. (2012). *Chocolate: Food for the Gods*, Retrieved from <http://academic.brooklyn.cuny.edu/health/rschnoll/contact/documents/chocolatefacultycircle.pdf>

After we eat chocolate, which of these is responsible for making us feel good? (Literal)

- a. cacao
- b. theobroma
- c. serotonin**
- d. antioxidants

Which important fact shows that dark chocolate may be safe for the heart? (Critical)

- a. It may ease coughs.
- b. It helps address respiratory problems.
- c. It does not raise the level of cholesterol.**
- d. In small quantities, dark chocolate has been said to be medicinal.

**Sneezing**

Sneezing happens when our body is trying to remove an irritation found inside the nose. A special name for this process is sternutation.

How does a sneeze happen? When your nose is tickled, the sneeze center in our brain receives a message. Soon, the other parts of the body that work together to create a sneeze such as the abdominal muscles, chest muscles, the diaphragm, the muscles of the vocal chords, the back of the throat, and the eyelids receive this message. An explosion as fast as 161 kilometers per hour sends the irritant speeding out of your nose.

Examples of irritants in the air are dust, pepper, or allergens such as pollen. Some experience having a photic reflex and sneeze as soon as they are under the bright sun. Now, if it ever happens that a sneeze of yours gets stuck, look towards a bright light to unstick your stuck sneeze.

Reference: <http://kidshealth.org/kid/talk/qa/sneeze.html>

16. Which is the best advice to follow to unstick a sneeze? (Inferential)

**a. look towards a bright light**

b. tickle our nostrils

c. blow one's nose

d. cough out loud

17. Why must we cover our nose when we sneeze? (Inferential)

a. to prevent the further intake of pepper powder

b. to prevent the allergens from multiplying

**c. to prevent irritants from spreading**

d. to prevent ourselves from sneezing

18. The main idea of this selection is \_\_\_\_\_. (Critical)

a. the different kinds of sneeze

**b. how sneezing happens**

c. the cure for sneezing

d. the origin of sneezing

## **Dust**

No matter how often we sweep the floor of our homes, we are still able to gather together a considerable amount of dust.

Dust is all around us. It gathers on bookshelves, on furniture - old or new. These particles rest on any still object – undisturbed until touched or wiped clean.

Dust, which was first believed to be made of dead skin has been found to be a mix of different things. Some of the common ingredients of dust particles include animal fur, dead insects, food, fiber from clothes, beddings, soil and other chemicals.

Although most of household dust comes from the outside through doors, windows and shoes, other dust particles come from within. Scientists have discovered that the mix of dust from each household actually depends on four things: the climate, the age of the house, the number of persons who live in it and their individual cooking, cleaning and smoking habits.

Making our homes free of dust may not be possible but lessening the amount of dust that we keep in our homes will help avoid possible allergies and allow us to breathe well.

In this selection, the word “habits” refers to \_\_\_\_\_. (Inferential)

a. one's unusual behavior

b. being addicted to something

c. the work one occasionally performs

---

**d. the manner by which one repeatedly does a task**

Which is an appropriate title of this selection? (Critical)

a. Keeping the Houses Dust-Free

**b. Sources of Dust in Our Homes**

c. Effects of Dusty Homes

d. Diseases Due to Dust

**Pain**

How do we sense pain? The human body has nociceptors to receive an electrical impulse that is sent to part of the brain that recognizes pain. Memories of these sensations are formed to help us avoid painful objects and experiences and prevents us from repeating past mistakes that may have hurt us in some way. But pain is more complex. It is not only a physical experience but an emotional and psychological one as well. When all of these come together, it is called suffering. The mind is not alone in recognizing pain. The nervous system is also able to store such information. Even when a person loses a finger or a limb, the pain that was once felt may become a chronic one – one that keeps recurring. The best way to avoid this is to prevent pain memories from forming. The use of anesthesia prevents the mind from creating these memories. Drugs that prevent pain such as analgesics help lessen the pain sensed.

What are "nociceptors?" (Literal)

a. electrical impulses

b. memories of pain

c. nerve receptors

d. sensations of pain

In the selection, what does it mean to 'sense pain'? (Critical)

a. create pain

**b. recognize pain**

c. remember pain

d. understand pain

**School Time**

It was a lovely Monday morning, the first day of school. The sun was already up but Jemima was still in bed, fast asleep. Her mother, Mrs. Maceren, had awakened her twice already but each time she just groaned, turned over and gone to sleep again. Jemima was a sleepy head.

“Get up, Jemima,” her mother said in a loud voice. “Get up right now if you don’t want to be late for school. It is already six o’clock!”

Jemima sat up at last and rubbed her eyes.

“Come and eat your breakfast,” her mother said as she left the room.

Jemima remembers that it was the first day of school. She did not want to be late. So she hurriedly washed her face and changed into her new uniform which her mother bought for her a week ago.

As Jemima was eating her breakfast her mother kept hurrying her. After eating she collected her leftovers and called her dog Blackie.

“Come, Blackie,” Jemima said. “Come and finish off your breakfast.”

The furry, little dog came wagging its tail and looking up at his master with adoring eyes. He looked at the food Jemima extended to him. He barked loudly as if saying “Thank you.”

Jemima left the house and went out into the street. She passed by Paulette’s house and called her. She and Paulette were classmates in Grade 8.

“I thought you would not come,” Paulette complained. “Let’s hurry or we’ll be late.”

“He wants to go to school, too.” Paulette said and laughed.

Jemima shouted at her dog telling him to go home but Blackie just sat on the ground. He didn’t move. Jemima threw a stone at the dog but he would not go home. At last, Jemima picked up a stick and ran toward her dog to drive him away. Unfortunately, she stumbled on a stone. She tried to recover her balance, lost it and found herself sitting on the dirty road.

“Oh, look at my new uniform! It’s dirty!” she cried as she picked herself up. “How can I go to school looking like this?”

Paulette comforted her. “Give me your handkerchief and I’ll wipe the dirt off,” she said.

387 words

23. What day was the first day of school? (Literal)

- a. **Monday**
- b. Tuesday
- c. Friday
- d. Thursday

24. Why did Jemima’s mother wake her up early in the morning? (Literal)

- a. Paulette was waiting for her.
- b. **It was the first day of school.**
- c. They were going to the church.
- d. It was the feeding time for her dog.

25. Based on the story, how did Jemima show her love to her dog? (Literal)

- A. by driving him away
- B. by looking at him
- C. by throwing sticks

**D. by feeding him**

26. What did Paulette complain about Jemima? (Literal)

A. Jemima fed her dog before going out.

B. Jemima didn't wear her uniform.

**C. Jemima did not come early.**

D. Jemima woke up late.

27. Why did Jemima fall down? (Literal)

A. She ran too fast.

**B. She stumbled on a stone.**

C. She threw a stone to the dog.

D. She was very angry at her dog.

28. It can be inferred in the story that, Jemima \_\_\_\_\_. (Inferential)

A. went to bed early

**B. stayed up late at night**

C. prepared her things for school

D. wanted to make a good impression

29. Jemima was a sleepyhead? This means that \_\_\_\_\_. (Inferential)

A. she hates sleeping

B. she has a heavy head

C. she is always dreaming

**D. she is a sleepy and lazy person**

30. Based on your experience, when dogs are happy, \_\_\_\_\_. (Critical)

A. they sleep a lot

**B. they wag their tails**

C. they hide and avoid people

D. they lick their paws and look at you

Adopted from: <https://www.depedtagbilaran.org/2022/10/05/dm-no-362-s-2022-conduct-of-oral-reading-verification-test-orvt-to-public-secondary-students/>

POSTTEST

### The Owl and the Rooster

While the other owls slept in the day time, Hootie slept at night. She always yawned and fell asleep when her friends asked her to hoot with them. This made her sad because she liked hooting a lot.

One day, she met a rooster who could not wake up in the morning. He could not awaken the villagers. This made the rooster unhappy. Hootie said, "I know how to help you. I'll hoot in the morning so you can wake up to do your job!"

84 words

1. What was the author's purpose when she wrote the selection? (Critical)

- a. to inform
- b. to entertain**
- c. to evaluate
- d. to convince

### The Philippine Eagle

The Philippine Eagle has replaced the maya as our national bird. It is one of the three largest and strongest eagles in the world. But it is in danger of extinction. Hunting and deforestation have caused the number of Philippine Eagles to dwindle. Scientists have tried to increase their number by breeding them in captivity. The first eagle to be bred in captivity is Pag-asa. At 25 years old, Pag-asa is not yet suited to be released to the wild as she has developed dependency on her human keeper.

89 words

2. Pag-asa is the name of the first eagle which (Literal)

- a. was discovered first in our country.
- b. was born in captivity.**
- c. was kept in the wild
- d. was given as a gift.

3. When birds are bred in captivity, they are \_\_\_\_\_.(Inferential)

- a. allowed to freely fly in the wide forest
- b. cared for in a safe environment**
- c. caught and sold as pets
- d. given a diet of bread

4. What is responsible for the decrease in the number of Philippine Eagles? (Inferential)

- a. their migration to cooler countries

b. their transfer to warmer places

**c. the activities of humans**

d. lack of available food

5. The purpose for writing the selection is to (Critical)

a. invite researchers to study the Philippine eagle.

b. make the reader proud of the Philippine eagle.

c. warn the hunters not to harm the Philippine eagle.

**d. raise an alarm about the possible disappearance of the Philippine Eagle.**

6. A good title for this selection is (Critical)

**a. Help Save the Philippine Eagle**

b. See the Rare Philippine Eagle

c. Breeding the Philippine Eagle

d. The Effects of Deforestation

### **Nosebleeds**

Having a nosebleed is a common occurrence. Children experience epistaxis when blood flows out from either or both nostrils, often for a short period of time. It may be caused by one's behavior like frequent nose picking or blowing too hard when one has a cold.

It may also be caused by certain physical factors such as an allergy or abnormal growths in the nasal cavity. Or it may be due to environmental conditions such as exposure to toxic fumes or dryness of the air. While it is often thought that holding one's head back can treat a nosebleed, this can actually cause one to choke or vomit. The best thing to do is to lean forward, pinch the top of the nose and apply a cold compress. And if that doesn't work, it's best to get professional help.

7. When children experience epistaxis, we can observe that there is \_\_\_\_\_. (Literal)

a. a steady flow of nasal discharge

**b. blood flow from the nasal passage**

c. build up of mucus in our nasal cavity

d. blood stoppage in the nostrils

8. Which of these options help treat a nosebleed? (Literal)

**a. applying a cold compress on the nose**

b. pinching the nostrils shut

c. holding the head back to keep the blood from flowing

d. applying a warm compress on the nose

9. When an experience is described as a common occurrence it is \_\_\_\_\_. (Inferential)
- a. an incident that is disappointing
  - b. an episode that is quite alarming
  - c. an event that is no longer surprising**
  - d. an occasion that is overwhelming
10. Which of these causes of a nosebleed are within our control? (Inferential)
- a. allergies
  - b. picking one's nose**
  - c. dryness in the air
  - d. abnormal growth in the nasal cavity
11. Which of these factors that cause nosebleeds are directly within our control? (Inferential)
- a. physical factors
  - b. environmental factors
  - c. behavioral factors**
  - d. social factors
12. This selection is mainly providing (Critical)
- a. a description of a nosebleed.**
  - b. the causes and effects of a nosebleed.
  - c. an explanation of what to do when one has a nosebleed.
  - d. a listing of the myths regarding treatment of a nosebleed.
13. Another good title for this selection is \_\_\_\_\_. (Critical)
- a. Nosebleeds: A Cause for Concern
  - b. Nosebleeds: An Unavoidable Experience
  - c. Nosebleeds: A Common Childhood Experience**
  - d. Nosebleeds: Common Myths and Misconceptions

## Diving

Humans do not have the capacity to breathe underwater unaided by external devices. A diver who wants to stay underwater for more than a few minutes must breathe air on a special mixture of gases. He can wear diving suits and have air pumped to him from above or he can carry tanks of air on his back and breathe through a hose and a mouthpiece. Early divers discovered that it is not enough to supply air to breathe comfortably underwater. The diver's body is under great pressure in deep water because water weighs 800 times as much as air. Tons of water

push against the diver deep in the sea. When this happens, his blood takes in some of the gases he breathes. When the diver rises to the surface, the water pressure becomes less. If he rises too quickly, the gases in his blood form bubbles that make breathing difficult. He suffers from bends, causing him to double up in pain.

14. The hose and the mouthpiece of the diver are used \_\_\_\_\_. (Literal)

- a. for breathing**
- b. for finding direction
- c. for lighting the way
- d. for communicating

15. Who among the following readers will benefit most from this selection? (Critical)

- a. the sea divers**
- b. the coast guards
- c. the sea travelers
- d. the swimming instructors

### **The Brain**

The brain is the center of the nervous system. It interprets stimuli and tells the body how to react. The brain has three major parts. The part that controls balance, coordination and muscle movement is called the cerebellum. It makes sure that the muscles work well together. For example, a gymnast is able to balance on a beam because of the cerebellum. The medulla is a long stem that connects the brain to the spinal cord. It tells one's body to do things without thinking about them. Digesting food or breathing even while asleep are examples of these involuntary actions. On the other hand, there are actions that one decides to do. It is the largest part of the brain—the cerebrum—that is responsible for these voluntary movements. Without it, one will not be able to kick a ball or dance at all. The brain might seem small but it is so powerful as it controls one's entire body.

16. In the sentence, "The brain interprets stimuli," the meaning of interpret is \_\_\_\_\_. (Inferential)

- a. assign roles
- b. recall facts
- c. discuss ideas
- d. make sense of**

17. What will the brain likely tell you if you happen to hold on to something hot?

- a. "I wonder how hot it is."
- b. "Don't drop it!"
- c. "Hold tight!"
- d. "Let go!"**

18. What is the main idea of the selection? (Cr

- a. The brain controls the senses.
- b. The brain interprets all actions.
- c. The brain has three main parts.
- d. The brain controls one's entire body**

### **Air Currents**

Wind is the natural movement of the air from one place to another. It affects the climate of a place. There are three major air streams that greatly affect our climate. From November to February, mornings are colder because of the northeast monsoon wind. It blows from Siberia which is a very frigid place. It brings along temperature and rain that make us shiver. The wind from June to October, is warm and humid. During this time, the western section of our country experiences strong rains brought about by the southwest monsoon wind blowing from Australia. From March to early May, trade winds coming from the east or northeast reach the Philippines. It brings rains to the eastern part of our country. Trade winds are warm and moist and bring hot temperature with little rain. Isn't it amazing that each one of these air streams brings some amount of rain to the Philippines?

Reference: Philippine Informal Reading Inventory 2008-2009 Edition

19. Which among these statements is backed up by the selection? (Inferential)

- a. Northeast monsoons account for strong rains during the June opening of classes.
- b. Southwest monsoons bring some amount of rain to the country even in May.
- c. Eastern portions of the country experience strong rains from June to October.
- d. Western portions of the country experience strong rains from June to October.**

20. Which could be another title of the selection? (Critical)

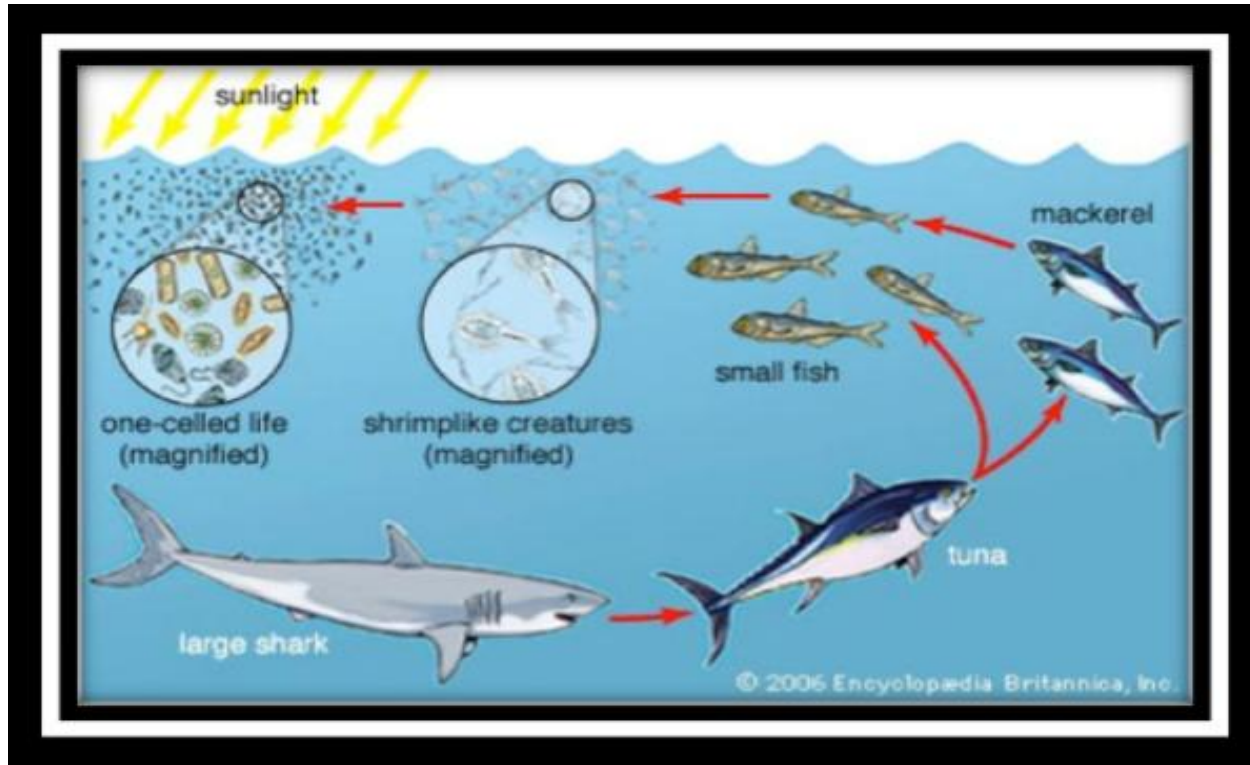
- a. Different Causes of Heavy Rains
- b. How Air Streams Affect Climate**
- c. Northwest and Southwest Monsoons
- d. Hot and Cold Temperature in the Country

### **Ecosystem**

Ecosystems consist of living and non-living organisms in an area. These include plants, animals, microbes, and elements like soil, water, and air. The living organisms depend on both living and non-living aspects of an ecosystem. An ecosystem can be as small as a puddle or as big as an ocean. It is a very delicate balance, with these life forms sustaining one another. Disruptions to an ecosystem may prove disastrous to all its organisms. When a new plant or animal is suddenly placed in an ecosystem, it will surely compete with the original inhabitants for resources. This stranger may even push out the natural organisms, causing them to be extinct. The organisms that depended on the extinct organisms will definitely be affected. The balance in ecosystems have been unsettled by natural disasters such as fires, floods, storms, and volcanic eruptions. However, in recent years and ironically, in the name of progress, human activity has affected many ecosystems around the world.

21. Which of the following is NOT one of the natural disasters that have caused ecosystems to be unsettled?

- a. fires
- b. floods
- c. storms
- d. humans**



22. Using the diagram, which of the following statements is FALSE?

- a. The small fish depends solely on shrimplike creatures for food.
- b. The tuna fish depends solely on the mackerel as its food source.**
- c. The large shark depends solely on the tuna fish as its food source.
- d. The shrimplike creatures depend solely on one-celled life for food.

### The Tarsier

The tarsier is a small primate that is found living in the forests on several islands in Southeast Asia. It is a unique-looking animal that has evolved several specific features to support its nocturnal and living lifestyle.

The tarsier's long anklebone allows it to jump more than 40 times farther than the length of its body. The tarsier takes its name from the bones, which are referred to as the tarsals. The long fingers and toes of the tarsier are tipped with pads and have nails to help them grip onto branches and prey, with long curved claws on their second and third fingers which are used for grooming. The most unique feature of the tarsier can be found on their heads which can turn 180 degrees in both directions so that this primate can see behind it without moving its body. Their big eyes can be up to 16mm across and enable the tarsier to hunt or prey and watch out for predators in the dark. Each eye weighs heavier than the brain. Tarsiers also have bat-like ears which are incredibly sensitive to detect even the slightest sounds close by. The tarsiers are unique animals as they are the only completely carnivorous primates in the world.

Today, many of the different tarsier species are either listed as being endangered or at risk by the International Union for Conservation of Nature (IUCN) with a number being listed as being critically endangered in their natural habitats. Although conservation work particularly of the Philippine Tarsier is striving to protect these animals and the primary forest, they remain threatened by loss of habitat throughout much of their natural range.

276 words

23. What is the size of the eyes of a tarsier?

a. 40 cm

**b. 16 mm**

c. 180 degrees

d. 2 times heavier than its brain

24. Where does the tarsier get its name?

a. from the IUCN

b. from its origin country

c. from its group primates

**d. from its bones known as tarsals**

25. How many degrees can the head of a tarsier turn?

a. 16 mm

b. 40 times

c. 90 degrees

**d. 180 degrees**

26. What is the use of the second and third fingers of a tarsier?

a. It is used to prey for food.

**b. It is used to groom themselves.**

c. It is used to grip onto branches.

d. It is used to hold their food or their babies.

27. What is the shape of a tarsier's ears?

**a. bat-like ears**

b. circular ears

c. heart shaped

d. deer-like ears

28. What is a primate?

- a. a group of birds
- b. a group of plants
- c. a group of mammals**
- d. a group of reptiles and crocodiles

29. Why is the tarsier called the only primate that is carnivorous?

- a. because they eat plants
- b. because they eat animals and insects
- c. because they hunt for plants and insects**
- d. because they love to be awake during night time

30. How can we help protect and preserve the tarsiers from their extinction?

- a. Hunt them for food.
- b. Disturb their habitat.
- c. Capture them for the pet trade.
- d. Plant trees and preserve the forest.**

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