

# International Journal Research Publication Analysis

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## CHALLENGES OF TEACHERS IN TEACHING READING AND THE LEARNERS' LEVEL OF ORAL READING SKILLS

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### ABSTRACT

This study was conducted to find teachers' challenges in teaching reading. It followed the descriptive-correlational research design and was conducted in the elementary schools of Danggagan District, Division of Bukidnon, SY 2023-2024. The respondents were all public school teachers. Complete Enumeration was used as a sampling procedure. A researcher-made survey questionnaire was used to gather data. The data were analyzed using descriptive statistics such as frequency count, percentage, mean, standard deviation, t-test of significant difference, and Pearson r Product Moment Correlation Coefficient.

The research yielded the following findings: There was a Large Extent of challenge sexperienced by teachers in teaching reading. The interventions implemented to address the challenges experienced by teachers in teaching reading after the COVID-19 lockdown were rated as Effective. Most of the learners' level of oral reading skills in Danggagan District, Division of Bukidnon, SY 2023-2024 were Instructional Readers.

Four factors, including student assistance, technology utilization, diverse reading resources, and parental partnerships, exhibit a highly significant positive correlation with students' reading proficiency at a high level of statistical significance. These findings indicate that these interventions have a beneficial effect on pupils' reading proficiency.

In light of the findings and conclusions, the following recommendations are offered: Teachers need specific treatments and instructional techniques to assist these learners in enhancing their oral reading abilities. Teachers may prioritize assisting children, conducting lessons in small groups or individually, utilizing technology, providing reading materials, and enhancing collaborations with parents or guardians.

Teachers should concentrate on implementing specific tactics to assist these students. School heads may commit resources towards student support programs, facilitate the efficient

utilization of technology in reading instruction, provide access to a wide range of reading materials, and foster active participation of parents in promoting their children's reading development.

**KEYWORDS:** *Challenges of Teachers, Teaching Reading, Learners' Level, Oral Reading Skills.*

## INTRODUCTION

The impact of COVID-19 extended beyond the loss of lives, economic downturn, and closure of businesses and enterprises. It also affected the reading proficiency of underprivileged schoolchildren who were engaged in homeschooling during the lockdown. One of the most predicted outcomes of the COVID-19 epidemic in education is that student performance may stagnate or fall, and current imbalances may worsen.

This issue also presented a significant obstacle for educators in the District of Danggagan under the Division of Bukidnon. Educators encountered a challenge in instructing students as they exhibited difficulties in reading at a level commensurate with the criteria expected for their respective grade levels. Even if several steps below the established criteria reduce their level to suit their reading proficiency, it must still be permissible.

According to Anderson (2000), the initial phase of the reading process entails the recognition and acknowledgment of individual words. As children develop linguistic development and spelling proficiency, they begin to employ the concepts of root words and affixes, including prefixes and suffixes, to spell more extensive and complex words accurately.

During the early phases of a child's reading education, the major emphasis is often on cultivating decoding skills. This process involves the conversion of written letters and words into spoken language. The individual is educated in the fundamentals of phonics, commencing with acquiring knowledge about the phonetic attributes of specific letters. Following this, the individual amalgamates these discrete sounds to form comprehensive words. Books intended for early-stage reading frequently employ substantial repetition of fundamental concepts to encourage skill-building and expedite the gradual expansion of a reader's vocabulary.

During the initial phase, the young individual primarily learns about the fundamental structure and regulations governing written language. The development of decoding abilities is essential for attaining reading proficiency. At this juncture, proficient reading skills, encompassing precision and swiftness, assume are paramount. An individual of young age

who exhibits advanced decoding abilities exhibits the capacity to read written material with speed and precision. However, more is needed to ensure a correspondingly high degree of understanding.

Comprehending students' reading skills is important as it is commonly recognized as the primary skill for obtaining knowledge. Reading serves as a mechanism via which humans gain knowledge that can be applied to creating original knowledge. Comprehension refers to the cognitive process of constructing and reconstructing meaning from written texts (Miller, as cited in Alonzo, 2005). Presently, there exists notable progress in the domain of reading comprehension.

Communication is not limited to semantic, syntactic, and phonetic/gramophonic cues. Rather, it is facilitated by the effective interplay between the text, context, or situation.

An assessment is conducted to ascertain public school student's current level of reading competence to facilitate the development of an efficacious educational program to enhance their reading skills.

One of the assessment tools utilized is known as the Philippine Informal Reading Inventory (Phil-IRI). This assessment evaluates students' reading proficiency by assessing their ability to recognize words and comprehend texts in both English and Filipino. Specifically, it calculates the percentage of accurately recognized words and the percentage of correct responses to comprehension questions based on predetermined criteria for different reading levels.

According to the Phil-IRI scale, kids are classified into four levels: non-reader, frustrated, instructional, and autonomous. Students who experience displeasure with their reading level sometimes retreat from reading by actively refusing to engage with it. The instructional reading level pertains to the stage at which a student can read only with a teacher's assistance and guidance. On the other hand, the independent reading level refers to the stage at which a student can read autonomously and effortlessly without teacher guidance.

This study was conducted because the researcher believed that finding the relationship between the extent of teachers' challenges in teaching reading after the COVID-19 lockdown and the oral reading level of the learners based on Phil-IRI in Dangcagan District, Division of Bukidnon, SY 2023-2024, would help resolve the problem of reading.

#### *Conceptual Framework of the Study*

This study was anchored on the Department of Education's (DepEd) "Every Child A Reader Program" (ECARP) through DepEd Memorandum No.402.s.2004 and Administrative Order No. 324. This program aims to provide structured instruction in reading and writing to

elementary school students, fostering their autonomy as proficient readers and writers at an early age. Furthermore, ECARP is an integral component of President Simeon Benigno Aquino III's ten-point education strategy, aimed at ensuring that public schools in the Philippines cultivate highly competent graduates capable of effectively navigating the diverse problems encountered in life.

It also takes anchorage to HAMON: BAWAT BATA BUMABASA (3Bs Initiative) as stipulated in DepEd Memorandum No. 173, s. 2019. The acquisition of literacy skills is a fundamental educational achievement in basic education. Reading skills are essential for children's educational progress, encompassing the development of comprehensive literacy abilities and their subsequent effective engagement in societal domains, such as the workforce.

Reading is a multifaceted process encompassing the acquisition of textual decoding skills and the development of the ability to derive meaning from written materials. An Early Literacy Program focused on reading skills should incorporate essential components known as "The Big Six."

In order to achieve proficiency in reading, students must possess the ability to employ the six constituent elements cohesively. Therefore, adopting an integrated approach to explicit reading instruction is imperative to offer meaningful learning interconnected with other experiences. Although educators may emphasize specific elements at various points, it is important to recognize that these components are not standalone skills and should be blended into reading activities throughout the day. The inclusion of systematic phonics instruction is a crucial element in the process of acquiring reading skills. However, it should be noted that more than relying solely on phonics instruction is required for achieving reading proficiency.

Oral language refers to the communication mode involving spoken words and verbal interactions between individuals. Comprehending the written manifestation of a language necessitates a substantial lexicon and a comprehensive grasp of linguistic frameworks. These skills are typically well-established before a child's formal education enrollment (Reese et al., 2010; Skeat et al., 2010). As a result, oral language establishes the fundamental basis for acquiring literacy skills and has a clear correlation with total reading proficiency. When children are exposed to and actively participate in talks of greater complexity, they:

According to Konza (2011), explicit phonics instruction is crucial for developing early and struggling readers. However, this instructional approach should be complemented by other components of a comprehensive reading program, including robust spoken language education and modeled and guided reading.

Phonics teaching does not facilitate children's comprehension of irregular "sight" words, such as said, was, and saw. The acquisition of these words necessitates the development of quick word recognition skills to the extent of achieving automaticity. Due to this rationale, sight words are taught systematically and explicitly systematically and explicitly instead of solely addressing them when children come across these words in texts. The development of comprehension skills is enhanced through many opportunities for applying newly acquired sight words within meaningful contexts. When a reader can promptly and precisely identify certain words, they can direct their attention toward unfamiliar or less known words, enabling them to prioritize the comprehension of the text rather than solely focusing on decoding.

4. Lexicon: The acquisition of word meanings significantly enhances children's ability to recognize and comprehend textual content. It is imperative for children to consistently enhance their repertoire of vocabulary, encompassing both comprehension and application in many contexts. The growth of vocabulary results from understanding and serves as a prerequisite for comprehension, as word meanings contribute significantly, ranging from 70% to 90%, to the process (Bromley, 2007).

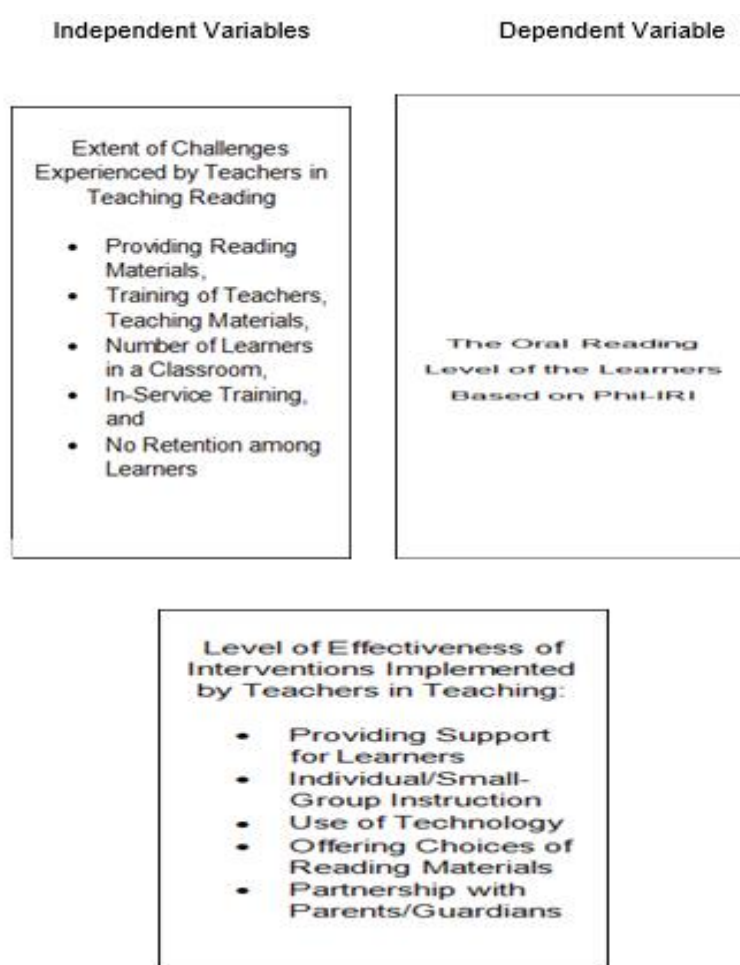
Even those with a high level of reading proficiency may need more fluency when encountering texts that contain several unfamiliar or technical terms that are novel to them. Fluency requires that the content be written at a level that aligns with the readers' ability to comprehend and engage with the material independently. This is the rationale behind providing beginning and struggling readers with texts that are at their autonomous level since it helps them develop both their reading speed and confidence. When youngsters have books they are already proficient in reading, they can cultivate suitable expression, engage in chunking and halting exercises, and enhance their self-assurance. Conversely, reading rapidly requires paying attention to punctuation, expression, and comprehension to constitute fluency. The prioritization of reading rates should be at the forefront of understanding. The understanding or grasp of a concept or information.

Proficient readers can comprehend the intended objective of their reading material and adapt their reading strategies (such as skimming, scanning, or engaging in close reading) accordingly. Students learn that writings exhibit appearance variations based on their designated function, contextual factors, and intended readership. The comprehension of readers regarding the characteristics of various sorts of texts facilitates their construction of meaning.

Skilled readers engage in metacognitive processes when reading, actively assessing their comprehension by assimilating novel information with their preexisting knowledge and

personal experiences. The individuals prioritize the pertinent sections of the text in order to differentiate significant content from less significant details. Individuals engage in generating and overseeing forecasts, as well as critically assessing the information they encounter throughout the act of reading. In order to achieve this, individuals must be able to adapt their reading tactics, pace, and vocabulary proficiency, along with their decoding and chunking techniques, to comprehend unexpected texts effectively.

Figure 1 presents the schematic Diagram of the study. As shown, the boxes on the left contain the independent variables: profile of respondents in terms of age, gender, position, length of service, and highest educational attainment, the extent of challenges experienced by teachers in teaching reading after COVID-19 lockdown, and the level of effectiveness of interventions implemented to address the challenges experienced by teachers in teaching reading after COVID-19 lockdown. It is hypothesized to have a significant difference and relationship to the dependent variable on the left side of the Diagram, the reading level of the learners based on Phil-IRI.



### *Statement of the Problem*

This study was conducted to determine teachers' challenges in teaching reading in Danggagan District, Division of Bukidnon, SY 2023-2024.

In particular, this study answered the following questions:

1. What is the extent of challenges experienced by teachers in teaching reading in terms of teaching reading by providing reading materials, training teachers on suitability and use of reading materials, teaching materials, the number of learners in a classroom, in-service training, and no retention among learners?
2. What is the effectiveness of interventions implemented to address the challenges experienced by teachers in teaching reading after the COVID-19 lockdown in terms of providing support for students, individual/small-group instruction, use of technology, offering choices of reading materials, and partnership with parents/guardians?
3. What is the learners' level of oral reading skills?
4. Is there a significant relationship between the extent of challenges in teaching reading and the level of oral reading skills of learners?

### *Hypothesis of the Study*

The following null hypothesis was tested in this study:

H<sub>0</sub>1: There is no significant relationship between the extent of challenges in teaching reading and learners' level of oral reading skills.

### *Delimitations of the Study*

This research was delimited to find the relationship between the extent of teachers' challenges in teaching reading and the effectiveness of interventions implemented to address these challenges.

The independent variables were delimited to the profile of respondents in terms of age, gender, position, length of service, and highest educational attainment; the extent of challenges experienced by teachers in teaching reading in terms of teaching reading by providing reading materials, training teachers on suitability and use of reading materials, inadequate teaching materials, the number of learners in a classroom, lack of in-service training, and no retention among learners; and the level of effectiveness of interventions implemented to address the challenges experienced by teachers in teaching reading after COVID-19 lockdown in terms of providing supports for students, individual/small-group

instruction, use of technology, offering choices of reading materials, and partnership with parents/guardians.

The dependent variable was defined as the learners' reading level based on Phil-IRI. This study used a researcher-made survey questionnaire to gather the necessary data. The respondents were the teachers at the schools located in Dangcagan District, Division of Bukidnon, School Year 2023-2024. Since every teacher is a reading teacher, all teachers were requested to participate in the study.

The data were analyzed using descriptive statistics such as frequency count, percentage, mean, standard deviation, t-test of significant difference, and Pearson r Product Moment Correlation Coefficient.

### **Review of Related Literature and Studies**

This section presents a comprehensive examination of the studies and literature examined by the researcher, including their relevance and significant critiques that may either corroborate or challenge this study's findings. The organization of the literature presentation exhibits a comparable framework to the arrangement of variables in Chapter 1.

#### ***Reading Problems among Learners***

Reading comprehension is defined by Corteza (2006), as cited by Francisco and Madrazo (2023), as an interactive process resulting in comprehension, which is the ability to interpret what is read, meaning the learner can understand what is being read. It is a complex interaction of the automatic and strategic cognitive processes that allow a reader to create an image or a mental representation of the text being read (van den Brock & Espin, 2012). It depends on the characteristics of the reader and the language processes that a reader has, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation (Francisco & Madrazo, 2023). According to Hansen (2016), the readers are the ones responsible for gaining a comprehension of what they are reading. However, readers will need help with the excellent reading ability for several reasons. This kind of reading difficulty, as defined by Valencia & Bully (2004) as cited by Swerling (2015), is an adaptive strategy of a learner in order to comprehend a difficult text better. Readers dealing with this kind of difficulty show signs of weak decoding of texts and vocabulary (Swerling, 2015)

a. lacking expression appropriate to the meaning in oral reading.

This kind of reading is described as a weakness in oral vocabulary and listening comprehension, indicating that readers may show a lack of expression to the words read or heard due to a lack of knowledge regarding the word dealt with (Swerling, 2015)

b. Inefficient or inaccurate decoding of unfamiliar words.

This kind of reading problem is described as difficulty in sounding out or saying the written words out loud and struggling to match the letter to their proper sounds (National Institute of Child Health and Human Development)

c. Lack of memory of words that have been read and practiced previously.

This kind of reading problem is a result of having difficulty remembering an appropriate word to use or remembering the meaning and purpose of words (National Institute of Child Health and Human Development)

### **The Methodology**

This chapter presents the research design, research locale, respondents, sampling procedure, research instrument, data gathering, scoring procedure, validation and testing of the instrument, and statistical data treatment.

### ***Research Design***

This study followed a descriptive-correlational research design. It determined the extent of teachers' challenges in teaching reading after the COVID-19 lockdown in Danggagan District, Division of Bukidnon, SY 2023-2024.

The researcher-made questionnaire obtained data on respondents' profiles in terms of age, gender, position, length of service, and highest educational attainment, as well as the extent of challenges experienced by teachers in teaching reading after the COVID-19 lockdown. The learners' reading levels were based on their Phil-IRI Pretest for the school year 2023-2024.

### ***Research Locale***

This study was conducted in the elementary schools of Danggagan District, Division of Bukidnon, SY 2023-2024. Danggagan is situated in the southern region of the province. The distance between the provincial seat, Malaybalay City, and the municipality in question is around 72 kilometers.

Additionally, it is situated approximately 162 kilometers away from the regional center, Cagayan de Oro City, which serves as the primary market for its agricultural produce. The

town is geographically situated between the municipality of Kitaotao to the north and east, Kibawe to the south, and Kadingilan to the west. The Pulangi River and Muleta River function as natural demarcations, delineating the eastern boundary of Kitaotao and the western boundary of Kadingilan, respectively.

The municipality has an area of approximately 42,269 hectares, equivalent to 422.69 square kilometers. Regarding land area, this particular municipality in Bukidnon is the smallest. The region experiences well-defined dry and wet seasons, with September typically being the month with the highest precipitation and March with the lowest precipitation. Danggagan is geographically delineated into fourteen barangays, which serve as the primary administrative divisions within the municipality. Figure 2 shows the Map of the locale of the study.

## **FINDINGS**

The research yielded the following findings: Teachers experienced many challenges in teaching reading, including providing reading materials, training teachers on the suitability and use of reading materials, teaching materials, the number of learners in a classroom, in-service training, and no retention among learners in Danggagan District, Division of Bukidnon, SY 2023-2024.

The interventions implemented to address the challenges experienced by teachers in teaching reading after the COVID-19 lockdown, in terms of providing support for students, individual/small-group instruction, using technology, offering choices of reading materials, and partnering with parents/guardians, were rated as Effective.

Most of the learners' level of oral reading skills in Danggagan District, Division of Bukidnon, SY 2023-2024 were Instructional Reader Four factors, including student assistance, technology utilization, diverse reading resources, and parental partnerships, exhibit a highly significant positive correlation with students' reading proficiency at a high level of statistical significance. These findings indicate that these interventions have a beneficial effect on pupils' reading proficiency.

## **CONCLUSIONS**

This study drew out the following conclusions: An urgent requirement for quick attention and intervention to tackle the difficulties encountered by instructors in instructing reading in the Danggagan District, Division of Bukidnon. Implications encompass the provision of sufficient and suitable reading materials, the provision of specialized training for teachers about the utilization of materials, the resolution of resource constraints, the reduction of class

sizes, the enhancement of opportunities for in-service training, and the implementation of measures to enhance learner retention. Implementing these measures would enhance the quality of reading instruction and lead to better literacy results in the district.

The result emphasizes the efficacy of strategies to tackle teachers' difficulties in instructing reading following the COVID-19 lockdown. The effectiveness of these interventions, such as providing student assistance, delivering individual or small-group instruction, utilizing technology, offering a variety of reading materials, and collaborating with parents or guardians, was assessed and found to be favorable. This suggests that these tactics might be further encouraged and implemented to improve reading teaching and assist in developing students' literacy skills, especially in school settings after the epidemic.

The upshot of this study suggests that many learners in Danggagan District, Division of Bukidnon, during the School Year 2023-2024 were categorized as Instructional Readers, which has significant ramifications. This indicates the necessity for specific treatments and instructional techniques to assist these learners in enhancing their oral reading abilities. To enhance the progress of Instructional Readers and improve their overall literacy outcomes, it is possible to introduce supplementary materials, interventions, and customized instruction that cater to their requirements.

The research findings highlighting the significant positive correlation between student assistance, technology utilization, diverse reading resources, and parental partnerships with students' reading proficiency have notable implications. These results suggest that these interventions can enhance students' reading skills and proficiency. Educators and stakeholders should prioritize and invest in strategies that provide student support, leverage technology, offer diverse reading materials, and foster strong partnerships with parents to promote optimal reading outcomes and student academic success.

## **RECOMMENDATIONS**

In light of the findings and conclusions, the following recommendations are offered: The research findings suggest that many learners in Danggagan District, Division of Bukidnon, during the School Year 2023-2024 were categorized as Instructional Readers, which has significant ramifications. This indicates the necessity for specific treatments and instructional techniques to assist these learners in enhancing their oral reading abilities. To enhance the progress of Instructional Readers and improve their overall literacy outcomes, it is possible to introduce supplementary materials, interventions, and customized instruction that cater to their requirements.

The efficacy of interventions to tackle the difficulties in teaching reading after COVID-19 advised that teachers persist in employing and enhancing these beneficial tactics. Teachers may prioritize assisting children, conducting lessons in small groups or individually, utilizing technology, providing various reading materials, and enhancing collaborations with parents or guardians.

Given the research results indicating that most learners in Dangcagan District, Division of Bukidnon, are classed as Instructional Readers, teachers should concentrate on implementing specific interventions to assist these learners. Teachers may deliver customized instruction, provide supplementary materials and assistance, and apply targeted interventions to meet the unique requirements of Instructional Readers.

Given the research findings that demonstrate a strong positive relationship between student support, the use of technology, access to a variety of reading materials, and parental involvement with students' reading skills, it is advised that school administrators prioritize and endorse these interventions. Administrators may commit resources towards student support programs, facilitate the efficient utilization of technology in reading instruction, provide access to a wide range of reading materials, and foster active participation of parents.

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