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Modified Shadow Reading Strategy on Grade 3 Learners' Reading Comprehension

Sherlly Abella Santiago *

Bulacan Agricultural State College, San Ildefonso, Bulacan, Philippines

A B S T R A C T :

This study examined the effectiveness of the Modified Shadow Reading Strategy in improving the reading comprehension of Grade 3 learners at North Hills Village Elementary School during School Year 2026–2027. It compared learners' pretest, posttest, and retention test scores and determined whether significant differences existed among the assessment results. The study employed a quasi-experimental pretest–posttest design involving 88 learners. Reading comprehension was measured using a modified Comprehension Rapid Literacy Assessment (CRLA). The data were analyzed using mean, standard deviation, and paired-samples t-test. The results showed that the learners' mean score increased from 25.91 in the pretest to 30.20 in the posttest, indicating an improvement in reading comprehension. The difference between the pretest and posttest scores was statistically significant. The retention test yielded a mean score of 30.80, which was also reported to be significantly different from the posttest scores, suggesting that the learners maintained their reading comprehension gains. Based on these findings, the study concluded that the Modified Shadow Reading Strategy improved learners' reading comprehension and supported the retention of learning. The strategy may serve as a supplementary instructional approach for strengthening learners' reading fluency, vocabulary, recall, and comprehension.

Keywords: Modified Shadow Reading Strategy, reading comprehension, Grade 3 learners, reading intervention, retention of learning, quasi-experimental design

Introduction

In many public elementary classrooms, particularly at the primary level, teachers have observed that a number of learners in Grade 3 can read basic words and sentences, but they still struggle to understand what they have read. Learners find answering comprehension questions challenging, identifying key details, and making meaning from simple texts, despite the fact that reading activities are repeatedly given. These challenges in reading comprehension limit learners' opportunities to perform well academically and to participate across learning areas.

Reading comprehension is a fundamental goal in language education. It encompasses the ability to understand, analyze, and contemplate written texts. Many students struggle to develop this skill due to a lack of support in areas such as vocabulary, semantics, and making inferences. These elements are vital for comprehending meaning and linking ideas. Improving reading comprehension requires effective teaching methods that are both engaging and easy to understand. One such method is the interactive video story (Ahmad, 2020).

The deteriorating reading skills of elementary Filipino learners has been a perennial problem. In recent years, the poor reading proficiency of students has been a significant concern in education, especially in the Philippines. In 2018, the research conducted by the Program for International Assessment (PISA) found that the Philippines ranked the lowest in terms of reading comprehension (Caraig & Quimbo, 2022). Additionally, the World Bank released a report in 2022 showing learning poverty in the Philippines, which is the inability to read and understand a short and age-appropriate text by age 10. The data showed that 91 percent of children in the Philippines at a late primary age today are not proficient in reading (World Bank, 2022). With these occurring challenges in literacy, specifically in reading proficiency, the data proving the occurrence of learning poverty calls for educators and the education sector to address the problem in the education system and provide pedagogical interventions to enhance reading comprehension among Filipino students.

For learners to improve their reading comprehension, they must be taught how to use pre-reading, during reading, and post reading strategies. To become independent readers, learners must be able to monitor, manage, and modify their own reading processes (Sun, Wang, Dong, et. al, 2021).

Students have various capabilities, potentials, motivation level, as well as various educational techniques. Furthermore, the methodology of learning has changed from teacher-centered to student-centered which implies giving opportunity for students to be involved in the educational process. Accordingly, for developing listening skills, students should be motivated to read, listen, react and discuss the topics through peer interaction since educational methods that manage the manner students think and feel are operative techniques for developing students' motivation that in turn improve their academic success. Among these techniques is shadow reading. Shadowing allows learners to retell, recite and take part in imitation practice as well, a procedure that is central to educational process (Zahran and Owusu, 2020).

As Malekmohammad et al., (2025) stated, shadowing was initially implemented to prepare novice interpreters to listen and speak their target language simultaneously before seeking to interpret one language into another. Further, they stated that the shadowing technique could develop simultaneous

interpreters' interpreting skills. Shadowing was defined as "a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli, i.e., word-for-word repetition in the same language, parrot-style."

The shadowing technique is a language learning approach where learners listen to a target language text and repeat it aloud simultaneously with a native speaker. Shadowing is also viewed as a teaching method where the goal is to repeat what is heard as accurately as possible. It is "a paced, auditory tracking task involving the immediate vocalization of auditorily presented stimuli". Shadowing is an online, highly cognitive activity where learners listen and speak simultaneously without pauses, focusing mainly on phonology. In contrast, repetition is an offline task that includes silent pauses, allowing learners to process both phonology and meaning. While shadowing appears passive, it requires active engagement and has a higher cognitive load, making it more demanding than repetition (Li, 2024).

By applying shadowing, students can gain benefits in several ways. Firstly, research has shown that the shadowing technique is highly effective in enhancing various language skills, including listening comprehension, speaking, pronunciation, intonation, and vocabulary acquisition (e.g., Goto, 2024; Hamada, 2024; Utami & Morganna, 2022). Moreover, shadowing stimulates the phonological loop in working memory. Repetition and imitation, which is central to this method, strongly enhance memory and cognitive functions. Shadowing activates bottom-up processing in listening comprehension. As a result, it is considered an ideal solution for addressing both linguistic and psychological challenges faced by listeners (Thao & Van Tuong, 2021).

In the Philippines, where literacy rates significantly impact socio-economic development, the significance of reading proficiency cannot be emphasized enough. While the government in the Philippines has initiated various programs aimed at improving literacy, research conducted recently (Idulog et al., 2023) revealed that many Filipino students still encounter challenges in understanding what they read. Out of 79 participating nations, the Philippines had the lowest reading comprehension score in 2018. By 2022, it improved slightly to 76th out of 81 countries (PISA, 2022). For these reasons, the researcher would like to find out how shadow reading technique could influence the development of reading comprehension of Grade 3 learners.

The researcher believes that shadow reading technique would affect learners' development, particularly in their reading comprehension skills. Even though this technique has been acknowledged, there is still a significant knowledge gap concerning how shadow reading technique specifically affect the reading comprehension of Grade 3 learners. While global and national studies show broad patterns in reading comprehension issues, they frequently fail to address localized solutions geared toward this group.

Despite the fact that there are numerous international and local studies that emphasize the effectiveness of the shadow reading technique in language learning, there are still only a few studies that examine the use of a modified shadow reading strategy in improving the reading comprehension of Grade 3 learners in Philippine public elementary schools.

Optimistically, the researcher believed that there is a need to undertake this study and look into the significant contribution of shadow reading technique in the field of educational research more specifically in reading comprehension. In the hope to improve the comprehension of learners in reading, it is important to examine should be used by the teachers and how it effectively fits into the learners' needs and characteristics.

Conceptual Framework

The American professor Alexander Arguelles in Chi (2021) invented the shadowing method of language learning, in which students try to mimic—or "shadow"—what they hear as rapidly and precisely as possible. "Shadowing," or simply repeating what is said by the speaker, is a great approach to teach English even if it is mostly used as a simultaneous interpretation exercise. According to Chi (2021), shadowing is a technique in which listeners mimic speakers on an audio recorder or camera as if they were a shadow or echo, and then immediately repeat words or phrases after concurrently hearing a meaningful English passage. Furthermore, it is suggested that shadowing can help students replicate difficult speaking quickly and without hesitation.

According to Huyen et al. (2020) the stages or steps of shadowing technique include the following: (1) Mumbling: Shadow by concentrating on the incoming sounds they are listening to rather than their own speech; (2) Synchronized Reading: Shadow the audio while reading the material aloud and mimicking each tone and sound; (3) Prosody Shadowing: As in the synchronized reading, students attempt to shadow without a script; and (4) Content Shadowing: Both cast a shadow and draw attention to the speech's content.

The core of shadow-reading is repetition that improves language learning skills. According to Zahran and Owusu (2020) shadowing is a stage between being other-controlled and self-controlled. When students repeat and retell the speech, they use their own words and expressions and develop the ability to produce and control their output; and when they fail to retell and repeat the precise information, they communicate with the shadower and ask questions which enable them to have control over the shadower. This leads to imitation, which is a meaningful activity inside foreign language classrooms. Shadow-reading strategy is an activity in which students support each other in reading a transcript through interactive retelling, reading, repeating and summarizing. Students not only repeat the same text, but also, they exert effort to use their own language and expressions.

In general, from the concepts and theories mentioned above the researcher came-up with a paradigm of the study (see Figure 1) which will serve as guide in the conduct of this research.

In Figure 1, the conceptual paradigm of the study linking the constructs to the comprehension of learners in reading is presented. As proposed, this paradigm consists of two variables each of which manifests a relationship with each other. Shadow reading strategy, the independent variable, pertains to the method or strategy by the teacher in presenting lessons in reading. The learners' reading comprehension is perceived to be influenced by the aforementioned strategy.

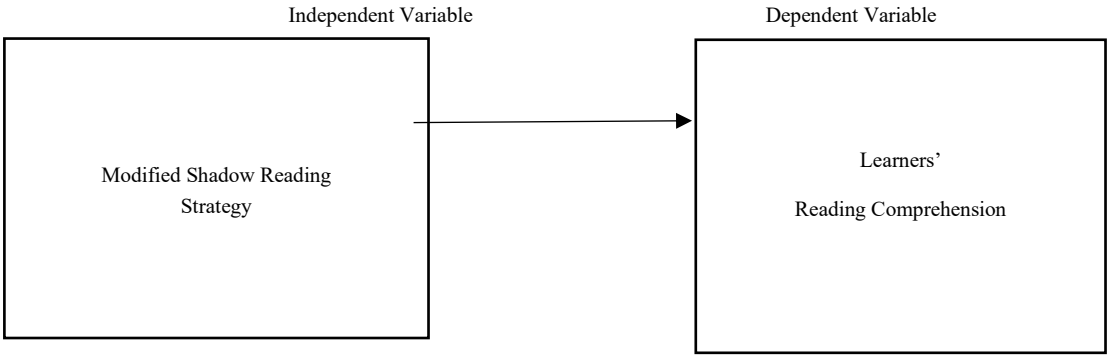


Figure 1. Paradigm of the Study

Statement of the Problem

This study examined the effect of the Modified Shadow Reading Strategy on the reading comprehension of Grade 3 learners at North Hills Village Elementary School in Norzagaray, Schools Division Office of Bulacan, during the School Year 2026–2027.

Specifically, it sought answers to the following questions:

1. How may the reading comprehension performance of the control and experimental groups be described in terms of their pretest and posttest scores?
2. How may the reading comprehension performance of the control and experimental groups be described in terms of their retention test scores?
3. Is there a significant difference between the pretest and posttest scores of the learners in the control and experimental groups?
4. Is there a significant difference between the posttest scores of the control and experimental groups?
5. Is there a significant difference between the posttest and retention test scores of the learners in the control and experimental groups?

Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

H_{01}: There is no significant difference between the pretest and posttest scores of the learners in the control and experimental groups.

H_{02}: There is no significant difference between the posttest scores of the learners in the control and experimental groups.

H_{03}: There is no significant difference between the posttest and retention test scores of the learners in the control and experimental groups.

Methodology

To determine the effectiveness of the Modified Shadow Reading Strategy, the researcher used the pretest-posttest quasi-experimental design. According to Capili and Anastasi (2024), a pretest-posttest quasi-experimental design measures a group's dependent variable before (pretest) and after (posttest) a treatment to evaluate impact without using random assignment. Commonly used in field settings, this design compares changes within a single group. In this design, participants are measured before (pretest) and after (posttest) the intervention. The effect of the intervention is inferred from the difference in pretest and posttest results.

In this study, two existing sections of Grade 3 learners participated: an experimental group and a control group. The experimental group received instruction using the Modified Shadow Reading Strategy, while the control group received the regular reading instruction implemented in the class. A pretest was administered to both groups before the intervention to determine their initial reading comprehension performance. The intervention was conducted over six weeks, after which a posttest was administered to assess changes in their performance. A retention test was also conducted to determine whether the learners retained their reading comprehension skills after the intervention. The results of the two groups were compared to evaluate the effectiveness of the Modified Shadow Reading Strategy.

Sampling and Respondents

The study employed total population or universal sampling for the experimental group. All 44 Grade 3 learners in the section assigned to the experimental group served as respondents. Meanwhile, 44 Grade 3 learners from another existing section served as the control group. Thus, the study involved a total of 88 Grade 3 learners, consisting of 44 learners in the experimental group and 44 learners in the control group.

The experimental group received instruction using the Modified Shadow Reading Strategy, whereas the control group received regular reading instruction. Both groups participated in the pretest, posttest, and retention test. Their performance was compared to determine whether the Modified Shadow Reading Strategy was effective in improving learners' reading comprehension and supporting the retention of the skills acquired during the intervention.

Locale of the Study

This study was conducted in North Hills Village Elementary School in Norzagaray, Bulacan where the researcher was currently teaching.

Instrument

To answer the problems raised in the preceding chapter, standardized assessment tools provided by the Department of Education (DepEd) were utilized as the pretest and posttest to measure the reading comprehension of the Grade 3 learners in Filipino. The assessment instrument used in this study was a modified version of the Comprehensive Rapid Literacy Assessment (CRLA), a standardized literacy tool designed for Grades 1 to 3 learners. The modified CRLA was used to ensure that both the assessment and the instructional intervention were aligned with the learners' literacy level, thereby provided valid and reliable measures of the learners' reading comprehension before and after the implementation of the Modified Shadow Reading Strategy.

The Comprehensive Rapid Literacy Assessment (CRLA) was composed of two main parts. The first part consisted of three tasks that assessed learners' ability to read words, phrases, and sentences, which measure basic reading skills such as word recognition and reading fluency. The second part consists of one short reading passage followed by comprehension questions designed to assess the learners' understanding of the text. In this study, selected components of the CRLA were modified to suit the learners' level and the objectives of the intervention, and these components were served as the basis for the pretest and posttest.

Data Gathering Procedure

Prior to the conduct of the study, all documents required by the DepEd-Bulacan and by the Institute of Education were accomplished. After accomplishing all the requirements, a request letter was sent to the Schools Division Superintendent of Bulacan to use the selected Grade 3 Learners in North Hills Village Elementary School, Norzagaray, Bulacan as respondents of the study. Data gathered were stored in a password-protected laptop. The recordings were stored in a secured location. Consistent with the presumption that anonymity accords with the privacy preference of respondents. Upon completion of the research study, the recordings were destroyed.

Only the researcher had access to the gathered data for security purpose and confidentiality of the respondents. Unless a researcher has received approval from participants to archive their data, he/she was eventually faced with the task of destroying the data. The following was observed for the destruction of data. (1) For paper records - Paper records were destroyed/disposed of in a manner that left no possibility for reconstruction of information. Appropriate methods for destroying/disposing of paper records include: shredding then cross shredding, pulping, and pulverizing. (2) For audiotapes - Methods for destroying/disposing of audiotapes include recycling (tape over) or pulverizing. (3) For videotapes -Methods for destroying/disposing of videotapes included recycling (tape over) or pulverizing. Commercial shredding companies was often accepted video tapes for destruction – keep separate from paper shredding caches

The researcher ensured that after the specific purpose for which the data were gathered and used, the data were no longer retained and were subjected for disposal. The respondents were provided informed consent to the purposes, uses and retention of the data collected. Upon receiving the approved permit to conduct the study, the researcher was coordinated with the school principal for the schedule of the experiment. The researcher was personally administering the study.

In the conduct of the experiment, the researcher followed the timetable of the study which is presented in Table 2.

Table 1.

Timetable of the Study

Week/ Date	Topics	Learning Competencies
	Pretest	*Pagtukoy sa antas ng bilis, pagbigkas, at pag-unawa ng mag-aaral*
Week 1	*Filipino Sight Words*	*Natutukoy ang sight words na kabilang sa Filipino; nababasa nang wasto ang mga natutuhang salita.*

Week 2	*High-Frequency Words*	*Natutukoy nang wasto ang mga salitang madalas gamitin o high-frequency words.*
Week 3	*High-Frequency Words tungkol sa Sarili at Bansa*	*Nagagamit ang mga high-frequepncy words tungkol sa sarili at bansa.*
Week 4	*Kahulugan ng Salita Ayon sa Konteksto*	*Natutukoy ang kahulugan ng mga salita ayon sa konteksto (dinaglat, pamatlig, naglalarawan, at salitang kilos).*
Week 5	*Magkasingkahulugan at Magkasalungat*	*Nakikilala ang kahulugan ng mga salitang magkasingkahulugan at magkasalungat.*
Week 6	*Ang mga salitang Dinaglat*	*Natutukoy ang kahulugan ng mga salitang dinaglat*
	Posttest	Reassess learners' knowledge about the topics

As can be seen from Table 1, the experiment was conducted in six weeks (30-minute sessions per day). Participants listened to the audio source six times and shadowed it five times in different steps. The audio materials had a total duration of three minutes, contained approximately 150 words per minute, for an estimated total 450 words. Learners listened to the same three-minute audio six times throughout the different steps in 30 minutes. Adapted from the school-provided textbook, it was designed by experts to meet the language proficiency required for the Grade 3 learners. The text's readability was appropriate for the grade level, and all teachers in public elementary schools were required to use this book, which represented natural speech from authentic materials. The process was structured as follows:

1. Pre-listening Stage: The teacher activated learners' prior knowledge by asking questions and explaining key vocabulary and proper nouns related to the listening material, aiming to facilitate comprehension and reduce anxiety.

2. Listening and Shadowing exercise

Step 1: Listening to Audio (5 minutes). Learners listened to the audio source twice, answered the pre-set questions to help them familiarized themselves with the content. Learners were calculated their score so as to compare their answers before and after the shadowing technique to assess its effectiveness.

Step 2: Parallel Reading (7 minutes). Learners altogether shadowed the audio while reading the text to understand its meaning and marked the confusing parts. After that, learners could consult a dictionary or the teacher if needed. After learners finished, the teacher asked them to summarize the main ideas of the listening content. The teacher helped them understand the material and then provides guided pronunciation practice and corrected errors. If learners encountered problems, the teacher provided feedback.

Step 3: Mumbling (4 minutes). Learners was silently shadowed the audio to become familiar with the pronunciation and intonation. This was done without reading the text, focusing on understanding and enjoyment of the content. The teacher was observed to ensure learners followed the correct pronunciation and rhythm. The teacher was then provided feedback when necessary.

Step 4: Checking Understanding (3 minutes). Learners revisited any parts of the text they struggled with during the shadowing process. The teacher answered learners' questions and clarified difficult language.

Step 5: Synchronized Reading (4 minutes). Learners read the text aloud with the audio to refine their pronunciation, after showing understanding of the text's meaning. The teacher monitored pronunciation and fluency during the group reading aloud session and provided immediate feedback and corrections.

Step 6: Prosody Shadowing (3 minutes). Learners shadowed the audio without a script, focusing on prosody. They used the pause-and-play function when needed. If it was a dialogue, they practiced taking one role and responding accordingly. The teacher provided corrections on rhythm, stress, and intonation for learners who couldn't follow the shadowing exercise.

Step 7: Check Details and Answer Verification (1 minute). Learners listened to the audio again, answered similar questions to evaluate progress, and then reviewed their answers from Step 1 to check for improvement in accuracy. The teacher explained the answers and highlighted important

details.

3. Post-Listening Activity: Learners took notes on what they learned in class and will record their perceptions of the shadowing technique in a log. The teacher will facilitate role-plays and will encourage accurate expression, providing feedback on mistakes.

Moreover, to highlight the implementation of the Institute of Education Memorandum no. 9, s. 2022, the researcher destroyed the collected information and paper records containing the data by shredding papers, and leave no possible record prints that could be used for any unlawful acts undertaking beyond the scope of this present study.

Data Analysis

The mean and standard deviation were used to describe the reading comprehension performance of the learners in the experimental and control groups in the pretest, posttest, and retention test. The mean was used to determine the average scores of the learners, while the standard deviation was used to describe the variation in their scores.

A paired-samples t-test was used to determine whether there was a significant difference between the pretest and posttest scores and between the posttest and retention test scores within each group. Meanwhile, an independent-samples t-test was used to determine whether there was a significant difference between the scores of the experimental and control groups. These statistical tests helped determine the effectiveness of the Modified Shadow Reading Strategy in improving learners' reading comprehension and retaining the skills they acquired.

Ethical Considerations

Standard ethical procedures were observed throughout the process of data collection. The researcher complied with the requirements set by the Schools Division Office of Bulacan and was instructed to include Memorandum No. 9, s. 2022 in the request to administer questionnaires. The documents submitted to the Schools Division of Bulacan included those required under DepEd Region III Regional Memorandum No. 228, s. 2020, entitled "Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related, Non-Teaching Personnel, and Learners." These documents included the endorsement from BASC, a copy of the approval from the College Research Ethics Review Committee, and the research instrument (survey questionnaire/interview guide).

For data collection, security of collected data, storage, transfer, and destruction procedures, the suggested formats provided for thesis and dissertation students were adapted as guides. Since the study involved learners below 18 years old, the researcher ensured that an assent form and parental consent were secured prior to the conduct of the study. The respondents and their parents or guardians were informed and oriented regarding the objectives of the research and the provisions of the agreement, including the potential risks, such as the limits of confidentiality, and the possible benefits of participating in the study. During the orientation process, parents or guardians were given the opportunity to ask questions and seek clarification regarding the study. It was emphasized that participation was entirely voluntary and that respondents had the right to withdraw from the study at any time without any consequences. The informed consent form was written in clear and understandable language to ensure that the respondents and their parents or guardians could easily comprehend its contents. The researcher further ensured that the informed consent form contained no misleading or deceptive statements and that it underwent review and critique by competent reviewers and a panel of experts. The researcher verified that the assent and consent forms were properly signed by the parents or guardians of the respondents before the implementation of the study.

For Security, Storage, and Disposal of Research Data, all data gathered were stored in password-protected computers and files. Audio and video recordings were kept in a secure location throughout the duration of the study. Consistent with the principle that anonymity supports the privacy preferences of respondents, all recordings were destroyed upon completion of the research. Only the researcher had access to the gathered data to ensure security and maintain the confidentiality of the respondents. Unless approval had been received from the participants to archive their data, the researcher was responsible for destroying all collected data after its intended use. The following procedures were observed in the destruction of research data. Paper records were destroyed or disposed of in a manner that prevented any possibility of reconstructing the information. Appropriate methods included burning, shredding, cross-shredding, pulping, and pulverizing. Audiotapes were destroyed through recycling (taping over) or pulverizing. Similarly, videotapes were destroyed through recycling (taping over) or pulverizing. Commercial shredding companies that accepted videotapes for destruction were also considered, provided that videotapes were kept separate from paper shredding materials. The researcher ensured that once the specific purpose for which the data were gathered had been fulfilled, the data were no longer retained and were subjected to proper disposal. Respondents were informed of the purposes, uses, and retention period of the collected data through the informed consent process. The respondents and their parents or guardians were given assurance that participation in the study was voluntary and that they could withdraw at any point during the research process. Furthermore, written consent from the learners' parents or guardians was properly secured prior to the conduct of the experiment.

Moreover, the respondents and their parents or guardians were informed that all data collected would be used solely for the completion of the study. After the successful completion of the final defense, which was expected to take place in April 2027, all electronic data stored on the researcher's laptop would be permanently deleted. Likewise, all hard copies of the questionnaires and related research documents would be destroyed through shredding.

Results and Discussion

Difference Between the Learners' Pretest and Posttest Scores

The pretest and posttest scores of the control and experimental groups are presented in Table 5. The table determines whether the learners' reading comprehension scores significantly improved after the instructional period. The comparison is based on the mean scores, standard deviations, mean differences, t-values, and p-values of the two groups. The results provide a basis for determining whether the observed improvements were statistically significant at the 0.05 level.

Table 5.

Significant Difference Between the Pretest and Posttest Scores of the Control and Experimental Groups

Group	Assessment	Mean	SD	Mean Difference	t-value	p-value	Decision	Interpretation
Control	Pretest	24.45	4.74					
	Posttest	30.41	2.43	5.95	-11.15	< .001	Reject H_0	Significant
Experimental	Pretest	25.91	5.51					
	Posttest	33.25	2.10	7.34	-9.60	< .001	Reject H_0	Significant

Note: $N = 44$ per group; The significance level was set at $\alpha = .05$

The control group obtained a pretest mean of 24.45 (SD = 4.74), which increased to a posttest mean of 30.41 (SD = 2.43), resulting in a mean difference of 5.95. The computed t-value was -11.15, with a p-value of less than .001. Meanwhile, the experimental group obtained a pretest mean of 25.91 (SD = 5.51) and a posttest mean of 33.25 (SD = 2.10), yielding a mean difference of 7.34. Its computed t-value was -9.60, with a p-value of less than .001. Both groups demonstrated improvements in their reading comprehension scores, although the experimental group recorded a greater increase in its mean score. These findings indicate that the learners' reading comprehension performance improved significantly from pretest to posttest in both groups. Since the p-values are below the 0.05 significance level, the null hypotheses stating that there were no significant differences between the pretest and posttest scores of each group are rejected. The experimental group's higher mean gain suggests a more substantial improvement following the implementation of the Modified Shadow Reading Strategy. However, a direct statistical comparison of the groups' gains is needed to establish whether the experimental group's improvement was significantly greater than that of the control group.

The significant improvement in reading comprehension scores between the pretest and posttest is consistent with Philippine research emphasizing structured reading interventions. Tigaronita and Tagaylo (2025) investigated a parent–teacher collaborative reading program among Grade 3 learners, focusing on familiar word reading, oral reading fluency, and reading comprehension. Similarly, Josol-Origenes (2025) examined repeated reading among Grade 4 learners in Bohol and reported improvements in the experimental group's oral reading and comprehension performance. Similarly, Tingson et al. (2026) investigated the use of the Catch-Up Friday instructional learning strategy to improve learners' reading comprehension skills. Their findings emphasize the importance of structured instructional activities in addressing reading difficulties and developing comprehension.

During the interview, the respondents were asked how their reading experiences changed after the instructional period and which activities helped them understand texts more effectively. If supported by the actual interview responses, the discussion may explain whether learners found listening to a model reader, following the text, repeating passages, and identifying important details helpful to their comprehension. These qualitative findings could complement the quantitative results by explaining learners' experiences of the instructional activities.

Difference Between the Learners' Posttest and Retention Test Scores

The significant difference between the posttest scores of the control and experimental groups is presented in Table 6. The table determines whether a statistically significant difference existed between the reading comprehension performance of the two groups after the instructional period. The comparison is based on their mean scores, standard deviations, mean difference, computed t-value, and p-value. An independent-samples t-test was used to determine whether the difference between the groups was statistically significant at the 0.05 level.

Table 6

Significant Difference Between the Posttest Scores of the Control and Experimental Groups

Group	Mean	SD	Mean Difference	t-value	p-value	Decision	Interpretation
Control	30.41	2.43					
Experimental	33.25	2.10	2.84	-5.86	< .001	Reject H_0	Significant

Note: $N = 44$ per group; The significance level was set at $\alpha = .05$

The control group obtained a posttest mean of 30.41 (SD = 2.43), while the experimental group obtained a higher mean of 33.25 (SD = 2.10). The mean difference was 2.84 points, with a computed t-value of -5.86 and a p-value of less than .001. These results indicate that the experimental group achieved a higher average reading comprehension score than the control group after the instructional period.

The findings indicate a statistically significant difference between the posttest scores of the two groups. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The higher mean score of the experimental group suggests that learners who received the Modified Shadow Reading Strategy demonstrated better reading comprehension performance than those in the control group. However, the pretest results should also be considered when interpreting the intervention's effectiveness because the experimental group had a slightly higher mean before the intervention.

The significant difference between the posttest reading comprehension scores of the control and experimental groups is consistent with the findings of Philippine intervention studies. Marciano (2023) examined Project RISE among Grades 5 and 6 struggling readers and found a significant difference

between the posttest scores of learners exposed to the intervention and those receiving teacher-led reading instruction. Similarly, Camino et al. (2025) investigated a multisensory reading approach among Grade 3 learners in Davao Oriental and reported significantly greater improvement in the experimental group. These findings support the value of structured, learner-centered reading interventions in improving comprehension. The present study contributes to this body of local evidence by examining the Modified Shadow Reading Strategy, which incorporates modeled reading, text-following, and repeated reading activities. Nevertheless, because the experimental group had a higher initial mean score, the posttest difference must be interpreted with consideration of the groups' baseline performance.

During the interview, the respondents were asked which reading activities helped them understand the passages more effectively after the instructional period. If confirmed by the actual interview responses, learners may explain how listening to a model reader, following the text, and practicing reading helped them identify important details and understand the main ideas. Such responses may help explain the quantitative results by providing insight into learners' experiences with the instructional strategy. The interview discussion should be finalized using the actual responses gathered from the participants.

Difference Between the Posttest and Retention Test Scores of the Control and Experimental Groups

The posttest and retention test scores of the control and experimental groups are presented in Table 7. The table examines whether the learners maintained or improved their reading comprehension performance after the posttest. The comparison considers the mean scores and standard deviations of each group across the two assessments. A paired-samples t-test is necessary to determine whether the observed differences are statistically significant.

Table 7

Significant Difference Between the Posttest and Retention Test Scores of the Control and Experimental Groups

Group	Assessment	Mean	SD	Mean Difference	t-value	p-value	Decision	Interpretation
Control	Posttest	30.41	2.43					
	Retention Test	31.98	2.03	1.57	−4.81	< .001	Reject H_0	Significant
Experimental	Posttest	33.25	2.10					
	Retention Test	34.50	2.10	1.25	−3.14	.003	Reject H_0	Significant

Note: $N = 44$ per group; The significance level was set at $\alpha = .05$

The control group's mean score increased from 30.41 (SD=2.43) in the posttest to 31.98 (SD=2.03) in the retention test, yielding a mean gain of 1.57 points. The difference was statistically significant, (t (43) =-4.81, p<.001). Similarly, the experimental group's mean increased from 33.25 (SD=2.10) to 34.50 (SD=2.10), representing a mean gain of 1.25 points. This difference was also statistically significant, (t (43) =-3.14, p=.003).

Since both p-values are below the .05 significance level, the null hypotheses for both groups are rejected. The results indicate that the learners obtained significantly higher scores in the retention test than in the posttest. The experimental group maintained the higher overall performance, although its mean gain between the two assessments was smaller than that of the control group.

The significant difference between the posttest and retention test scores of the experimental group indicates that learners demonstrated further improvement in reading comprehension during the subsequent assessment. This finding may be discussed alongside the study of Galang et al. (2025), which documented significant gains in reading fluency following repeated reading of localized materials. Their findings highlight the potential contribution of repeated engagement with texts to reading development. In addition, Heraña and Azarias (2024) identified vocabulary understanding and answering comprehension questions as difficulties experienced by Grade 3 learners and developed contextualized intervention materials to address these needs. Although these studies did not directly measure comprehension retention following a shadow reading intervention, they provide a relevant local basis for discussing repeated reading, familiarity with texts, and targeted comprehension support. The present study extends this literature by examining changes between the immediate posttest and a subsequent retention test among learners exposed to the Modified Shadow Reading Strategy.

During the interview, the respondents were asked which reading activities helped them remember and understand the texts during the retention assessment. If supported by the actual interview responses, learners' accounts may explain whether repeated reading, listening to a model reader, and following the text helped them recall information and understand passages. These responses may provide additional insight into how learners experienced the reading activities over time. The qualitative discussion should be based on the actual interview data and should complement, rather than replace, the statistical findings.

The proposed program of activities was developed based on the findings of the study, particularly the retention test results presented in Table 4. The results showed that 41 learners (93.18%) in the control group were classified as Grade Level Ready, while 2 learners (4.55%) were classified as Transitioning. In comparison, all 44 learners (100.00%) in the experimental group were classified as Grade Level Ready. These findings indicate that the Modified Shadow Reading Strategy was effective in improving and sustaining learners' reading comprehension skills over time.

Although the retention test results demonstrated satisfactory reading comprehension performance among learners, continuous reinforcement and enrichment activities remain important to sustain and further strengthen the reading skills developed through the intervention. Thus, the proposed program

of activities focuses on enhancing word recognition, pronunciation, reading fluency, vocabulary development, comprehension, sequencing, recall, and retention through structured and gamified learning experiences.

The activities are arranged progressively to address the different reading needs identified in the study. The program begins with activities that strengthen fundamental reading skills such as word recognition, pronunciation, accuracy, and fluency. These are followed by activities that develop vocabulary, rhythm and intonation, identification of main ideas and supporting details, sequencing, and comprehension-question answering. The latter part of the program includes activities that encourage retention, independent comprehension, continuous practice, and progress monitoring to ensure that learners maintain and further improve their reading comprehension performance.

Through the collaborative efforts of the Filipino Reading Teacher, Class Adviser, and learners, the program serves as an extension of the Modified Shadow Reading Strategy by providing sustained opportunities for reading practice and skills development. The expected outcomes of the activities are aligned with the findings of the study, particularly in maintaining and enhancing learners' reading fluency, vocabulary, comprehension, recall, and retention. Therefore, the proposed program of activities provides a structured and practical approach to sustaining the gains achieved through the Modified Shadow Reading Strategy and promoting continuous improvement in learners' reading comprehension.

Findings

The results of the study revealed that the learners demonstrated improvement in reading comprehension from the pretest to the posttest. In the pretest, the learners obtained an overall *mean score of 25.91* with a *standard deviation of 5.51*, while their posttest performance increased to a *mean score of 30.20* with a *standard deviation of 5.43*, indicating an improvement of *4.30 points*. The test of significant difference between the pretest and posttest yielded a *t-value of 12.51 and* $p < .001$, resulting in the rejection of the null hypothesis and indicating that the improvement in the learners' reading comprehension was statistically significant.

Further analysis showed that the learners sustained and slightly improved their performance in the retention test. The retention-test results yielded a *mean score of 31.80* with a *standard deviation of 5.17*, which was higher than the posttest mean of 30.20 and the pretest mean of 25.91. The comparison between the posttest and retention test produced a *mean difference of 1.59,* $t = 8.61$, *and* $p < .001$, leading to the rejection of the null hypothesis and indicating a statistically significant difference between the two assessments. These results suggest that the learners were able to retain and further demonstrate the reading comprehension skills developed during the intervention.

The learning outcomes further showed that the Modified Shadow Reading Strategy contributed to improved reading comprehension performance, significant learning gains, retention of learning, and sustained learner performance. The increase in the retention-test means compared with both the pretest and posttest indicates that the learners continued to demonstrate improved comprehension after the immediate post-intervention assessment. The proposed program of activities, including *Listen and Echo, Read Along and Shadow, Mumbling and Rhythm Practice, Vocabulary in Context, Read, Shadow, and Summarize, Sequence the Story, Question and Answer Check, and Retell and Reflect*, was developed to sustain these gains and further strengthen learners' reading comprehension, fluency, vocabulary, recall, and retention.

Conclusion

Based on the findings, the Modified Shadow Reading Strategy was effective in improving the reading comprehension of Grade 3 learners. The learners demonstrated improved comprehension following the intervention and sustained their learning gains during the retention assessment. These findings suggest that the strategy provides repeated and guided opportunities for learners to listen, read, follow, understand, and recall information from texts. The study concluded that the Modified Shadow Reading Strategy may serve as a useful supplementary instructional approach for learners who need additional support in developing reading comprehension. The proposed program of activities may also be implemented to reinforce the skills developed during the intervention and promote continuous improvement in learners' reading fluency, vocabulary, comprehension, recall, and retention.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are presented:

1. *Learners* may engaged in Modified Shadow Reading activities to improve their reading comprehension, fluency, vocabulary, and retention through listening, repetition, guided reading, summarizing, and retelling.
2. *Teachers* may use the Modified Shadow Reading Strategy to support learners who experience difficulties in reading comprehension and adapt the activities to their learners' needs and abilities. The Schools Division of Bulacan and school administrators may also provide related training through In-Service Training (INSET) and Learning Action Cell (LAC) sessions.
3. *School administrators and teachers* may implement the proposed program of activities as a supplementary reading intervention to reinforce learners' word recognition, fluency, vocabulary, comprehension, and retention.
4. *Schools* may monitor and improve the implementation of the Modified Shadow Reading Strategy based on learners' progress, feedback, and reading difficulties.
5. *Future researchers* may investigate the effectiveness of the Modified Shadow Reading Strategy among learners of different grade levels and learning contexts, using larger samples, longer intervention periods, and additional measures of reading performance.

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