IMPROVING READING COMPREHENSION THROUGH CONTEXTUALIZED ENGLISH MODULES AMONG GRADE TEN LEARNERS OF SEÑOR SANTIAGO LEARNING CENTER

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Abstract

Reading comprehension is a foundational academic skill that enables learners to understand, interpret, evaluate, and apply written information across learning areas. This study determined the effectiveness of contextualized English modules in enhancing the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center. Specifically, it assessed learners' reading comprehension levels before and after the intervention, tested for a significant difference between pretest and posttest scores, identified challenges encountered during module use, and proposed an instructional enhancement plan based on the findings. The study employed a quantitative pre-experimental research design, specifically the one-group pretest–posttest approach. The participants were Grade Ten learners who completed the pretest, contextualized module intervention, and posttest. Purposive sampling was used because the study focused on learners who were directly exposed to the intervention. A researcher-developed reading comprehension test was administered as both a pretest and a posttest, measuring vocabulary understanding, identifying main ideas, recognizing supporting details, sequencing events, making inferences, summarizing texts, and interpreting meanings. The contextualized English modules included localized reading selections, vocabulary-building exercises, guided comprehension tasks, sequencing activities, inference exercises, summarizing tasks, and interpretation questions. Descriptive statistics were used to determine learners' comprehension levels, and a paired-samples t-test was used to assess the significance of the difference between pretest and posttest scores. Findings revealed that learners' overall reading comprehension improved from a pretest mean of 73.01 to a posttest mean of 84.81. Vocabulary understanding obtained the highest posttest mean of 86.45, while making inferences obtained the lowest posttest mean of 83.20. The overall t-value of 10.02 and p-value of 0.000 indicated a statistically significant improvement; thus, the null hypothesis was rejected. Learners encountered moderate challenges using the modules, with an overall weighted mean of 3.49. The most significant challenge was making inferences from reading selections. Based on the findings, an instructional enhancement plan was proposed to strengthen vocabulary development, main idea identification, recognition of supporting details, sequencing, inference-making, summarizing, and interpretation of meaning through improved contextualized English modules.

Keywords: Contextualized English Modules, Reading Comprehension, Grade Ten Learners, Localized Reading Materials, Vocabulary Understanding, Inference-Making, Señor Santiago Learning Center

1. Introduction

Reading comprehension is a foundational academic skill because it enables learners to construct meaning from texts, integrate new information with prior knowledge, and use written information for academic and real-life purposes (OECD, n.d.; . It extends beyond word recognition because learners must understand explicit details, interpret implied meanings, evaluate ideas, and apply information in varied learning contexts (OECD, n.d.; Kamil et al., 2008). In basic education, reading comprehension is necessary for meaningful classroom participation, accurate responses to assessment tasks, successful completion of written activities, and learning across

content areas (World Bank, 2022a; . Learners with weak comprehension often struggle to follow instructions, interpret questions, analyze passages, and organize ideas in both oral and written responses (World Bank, 2022a; .

The importance of reading comprehension is reinforced by global literacy concerns, showing that many learners still struggle to understand age-appropriate texts (World Bank et al., 2022). Learning poverty refers to the inability of children to read and understand a simple written text by age ten, which makes reading comprehension a major concern for educational recovery and equity (World Bank, 2022b). The World Bank and partner organizations reported that learning poverty reached crisis levels after the COVID-19 pandemic, with about 70 percent of 10-year-old children in low- and middle-income countries unable to read and understand a simple written text (World Bank et al., 2022). These data indicate that reading difficulties are not only language-related concerns but also barriers to academic progress, future employability, and lifelong learning (World Bank, 2022a; UNESCO, 2026).

In the Philippine context, reading comprehension remains a major instructional challenge among learners in basic education (OECD, 2023; . PISA 2022 reported that only 24 percent of Filipino students reached Level 2 or higher in reading, compared with the OECD average of 74 percent (OECD, 2023). At Level 2, learners can identify the main idea of a moderately long text, locate information using explicit criteria, and reflect on the purpose and form of texts when guided (OECD, 2023). The low proportion of Filipino learners reaching this level suggests the need for stronger support in vocabulary development, main idea identification, inference-making, sequencing, summarizing, and text interpretation (OECD, 2023; .

The urgency of strengthening reading comprehension is also supported by national literacy data from the Philippine Statistics Authority (2025). The 2024 Functional Literacy, Education and Mass Media Survey reported that 93.1 percent of Filipinos aged 10 to 64 had basic literacy, while only 70.8 percent had functional literacy (Philippine Statistics Authority, 2025). This gap implies that many Filipinos can read, write, and compute at a basic level but still experience difficulty with higher-level comprehension and the application of information (Philippine Statistics Authority, 2025). For secondary learners, this gap is significant because Grade Ten students are expected to read longer, more complex, and discipline-related texts in English and other subjects (Department of Education, 2016; .

English instruction plays a central role in addressing reading comprehension needs by developing communicative competence, multiliteracies, critical thinking, and meaningful language use (Department of Education, 2016). The K to 12 English Curriculum emphasizes reading and viewing, listening and speaking, writing and representing, thinking, interaction, and contextualization as connected language-learning processes (Department of Education, 2016). This curricular direction means that reading instruction should not focus only on mechanical question-answering but should guide learners to predict, clarify, infer, summarize, evaluate, and apply meaning from texts (Department of Education, 2016; Kamil et al., 2008). Effective adolescent literacy instruction also requires explicit vocabulary instruction, direct comprehension strategy instruction, extended discussion of text meaning, motivation-building activities, and support for struggling readers (Kamil et al., 2008).

Contextualized English modules offer a practical response to these reading comprehension challenges by connecting reading tasks to learners' prior knowledge, lived experiences, interests, and local context (Bonganciso, 2016; . Contextualization helps learners understand texts more meaningfully because unfamiliar ideas become easier to process when linked to familiar situations and authentic experiences (Bonganciso, 2016; Perin, 2011). In the Philippine basic education setting, contextualization is consistent with the goal of making instructional materials responsive to learners' needs, diversity, and local realities (Department of Education, 2016; . Contextualized reading materials can therefore strengthen comprehension by bridging the gap between English texts and learners' actual experiences (Bonganciso, 2016; .

The use of modules also supports systematic reading instruction by organizing learning into sequenced, manageable, and learner-responsive tasks (Department of Education, 2020a; . English modules may include objectives, localized reading selections, vocabulary-building exercises, guided comprehension tasks, sequencing activities, inference exercises, summarizing tasks, interpretation questions, and assessment items (Department of Education, 2020a; . When these modules are contextualized, learners are given opportunities to engage with texts that are relevant, familiar, and connected to their everyday experiences (Bonganciso, 2016; . Such a design may improve learner engagement because reading materials that reflect learners' environment, concerns, and experiences can make English reading less abstract and more meaningful (Bonganciso, 2016; .

At Señor Santiago Learning Center, the study addressed the reading comprehension needs of Grade Ten learners through contextualized English modules . The study focused on selected reading comprehension skills, namely vocabulary understanding, identification of main ideas, recognition of supporting details, sequencing of events, inference-making, text summarization, and interpretation of meanings . These skills represent the literal, inferential, and interpretive dimensions of reading comprehension that Grade Ten learners need to understand English texts more effectively (Kamil et al., 2008; . The intervention used localized reading selections, vocabulary-building activities, guided reading tasks, inference exercises, summarization activities, and interpretation tasks tailored to learners' reading levels, classroom needs, local experiences, and familiar learning contexts .

Accordingly, this study determined the effectiveness of contextualized English modules in enhancing the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center . Specifically, it assessed learners' reading comprehension performance before and after the use of contextualized English modules, tested for a significant difference between pretest and posttest scores, identified challenges encountered during module use, and proposed an instructional enhancement plan based on the findings . By generating school-based evidence, the study aimed to determine whether contextualized English modules can improve learners' vocabulary understanding, main idea identification, recognition of supporting details, sequencing, inference-making, summarizing, and interpretation of meaning . The study therefore contributes to the development of a learner-centered and context-responsive reading intervention for Grade Ten English instruction (Department of Education, 2016; .

2. Method

2.1 Research Design

The study employed a quantitative pre-experimental research design, specifically the one-group pretest–posttest design, to determine the effectiveness of contextualized English modules in enhancing the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center . This design was appropriate because the study measured the reading comprehension performance of the same group of learners before and after exposure to the contextualized English module intervention (Mercado, n.d.; Campbell & Stanley, 1963). The pretest was administered to determine the learners' baseline reading comprehension level before the intervention, while the posttest was administered after the use of contextualized English modules to determine whether improvement occurred . The contextualized English modules served as the instructional intervention and included localized reading selections, vocabulary-building activities, guided reading tasks, sequencing activities, inference exercises, summarizing tasks, and interpretation questions . The one-group pretest–posttest design was suitable for classroom-based intervention research because it allows the researcher to compare two related sets of scores from the same participants before and after a specific instructional treatment (Campbell & Stanley, 1963; Creswell & Creswell, 2018). The design was considered pre-experimental because it did not include a separate control group or random assignment of participants, which means

that the findings should be interpreted within the limits of a single-group intervention study (Shadish et al., 2002). Despite this limitation, the design provided a practical and systematic way to determine whether the learners' reading comprehension improved after using contextualized English modules in the actual classroom setting (Creswell & Creswell, 2018; . The study focused on reading comprehension skills such as vocabulary understanding, identification of main ideas, recognition of supporting details, sequencing of events, inference-making, text summarization, and interpretation of meanings . By comparing pretest and posttest results, the study determined whether the contextualized English modules produced measurable improvement in the reading comprehension performance of Grade Ten learners (Mercado, n.d.; Shadish et al., 2002). The design results also served as the empirical basis for identifying learner challenges and proposing an instructional enhancement plan for English reading comprehension at Señor Santiago Learning Center .

2.2 Participants

The study was conducted with Grade Ten learners of Señor Santiago Learning Center who were officially enrolled in English at the time of the study. They were selected because they were the intended users of the contextualized English modules and were directly involved in the reading comprehension intervention . Participants were required to take the pretest, use the contextualized English modules, complete the module-based activities, and complete the posttest after the intervention period . The same group of learners participated in both the pretest and posttest to ensure consistency in measuring their reading comprehension performance before and after the intervention (Mercado, n.d.; Campbell & Stanley, 1963). Purposive sampling was employed because the study required respondents with specific characteristics relevant to the research objectives (Mercado, n.d.; Creswell & Creswell, 2018). The selected respondents were Grade Ten learners who were enrolled at Señor Santiago Learning Center, taking English during the study period, and available to participate in the contextualized module intervention . Learners from other grade levels, sections, schools, or learning areas were excluded because the study focused only on the reading comprehension improvement of Grade Ten learners within the said school context . Participants were also limited to those who were present for both the pretest and posttest assessments and who completed all required module-based activities . This inclusion criterion ensured that the data analyzed came only from learners who experienced the full intervention process from baseline assessment to post-intervention evaluation . The participants' responses and test scores served as the primary data for determining the effectiveness of contextualized English modules in improving vocabulary understanding, main idea identification, recognition of supporting details, sequencing of events, inference-making, summarizing texts, and interpreting meanings . Since the study used a one-group pretest–posttest design, the Grade Ten learners served as the intact learner group from which classroom-based evidence on the intervention's effectiveness was generated (Mercado, n.d.; Shadish et al., 2002). Overall, the selection of participants was appropriate because the study sought to evaluate the effectiveness of a school-based, learner-centered reading intervention among learners who needed support with reading comprehension.

2.3 Instrumentation

The study used a researcher-developed reading comprehension test as the primary instrument to assess the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center . The test was administered as both the pretest and posttest to determine learners' reading comprehension performance before and after exposure to contextualized English modules . The instrument measured seven reading comprehension skills, namely vocabulary understanding, identification of main ideas, recognition of supporting details, sequencing of events, inference-making, text summarization, and interpretation of meanings . These skills were selected because they represented the principal comprehension areas targeted

by the contextualized English module intervention . The reading comprehension test consisted of reading selections with comprehension items designed to assess learners' ability to understand and interpret English texts . The test items were developed based on reading competencies appropriate for Grade Ten learners and were aligned with the objectives of the contextualized English modules (Mercado, n.d.; Department of Education, 2016). The same test coverage was used for the pretest and posttest to allow direct comparison of learners' performance before and after the intervention (Mercado, n.d.; Campbell & Stanley, 1963). The pretest established the learners' baseline reading comprehension level, while the posttest measured their performance after completing the contextualized English modules . The contextualized English modules served as the instructional intervention and contained localized reading selections, vocabulary-building activities, guided reading tasks, inference exercises, sequencing activities, summarizing tasks, and interpretation questions . These modules were designed to address learners' reading needs, school context, interests, and familiar experiences through meaningful and context-based reading activities (Mercado, n.d.; Bonganciso, 2016). A challenges checklist was also used to identify difficulties learners encountered while using the contextualized English modules . The checklist covered challenges such as unfamiliar vocabulary, insufficient time for reading, difficulty understanding instructions, lack of confidence in answering comprehension questions, difficulty making inferences, difficulty interpreting deeper meanings, difficulty summarizing texts, and the need for teacher guidance during module-based tasks . The reading comprehension test, contextualized English modules, and related research materials underwent validation to ensure content relevance, clarity of instructions, appropriateness of items, and alignment with the study objectives . English teachers, reading specialists, and research experts reviewed the materials and provided comments for refinement before administration . Overall, the instruments were appropriate because they generated the data needed to determine learners' reading comprehension level before and after the intervention, test the effectiveness of the contextualized English modules, identify learner challenges, and develop an instructional enhancement plan for Grade Ten English reading instruction (Mercado, n.d.; Creswell & Creswell, 2018).

2.4 Data Analysis

The data gathered from the reading comprehension test, contextualized English modules, and learners' challenge responses were checked, scored, tabulated, organized, and analyzed in accordance with the study's specific research questions . Frequency and percentage were used to describe the distribution of Grade Ten learners across reading comprehension performance levels before and after the implementation of contextualized English modules . These tools were appropriate because they showed the number and proportion of learners in each performance category based on their pretest and posttest scores (Mercado, n.d.; Creswell & Creswell, 2018). The mean was computed to determine learners' average reading comprehension performance before and after the intervention . The pretest mean indicated the learners' baseline reading comprehension level, while the posttest mean indicated their performance after using the contextualized English modules . The standard deviation was computed to assess the extent of variation in learners' reading comprehension scores before and after the intervention . This statistical measure helped explain whether learners' scores were closely grouped around the mean or widely dispersed across the assessed comprehension skills (Mercado, n.d.; Creswell & Creswell, 2018). The paired-samples t-test was used to determine whether there was a significant difference between the pretest and posttest reading comprehension scores of the same group of learners . This test was appropriate because the same respondents were measured twice, first before the intervention and then after exposure to contextualized English modules (Mercado, n.d.; Campbell & Stanley, 1963). The level of significance was set at 0.05 to determine whether the null hypothesis would be accepted or rejected (Mercado, n.d.; Shadish et al., 2002). Weighted mean was used to analyze the extent to which learners encountered challenges in using the contextualized English modules . Ranking was also applied to arrange the challenges from most

to least encountered based on learners' responses . Descriptive analysis was used to formulate the proposed instructional enhancement plan by examining the pretest and posttest results, the significant difference, and the challenges encountered by the learners . The findings served as the empirical basis for identifying reading comprehension skills that required further strengthening, particularly vocabulary understanding, identifying main ideas, recognizing supporting details, sequencing events, making inferences, summarizing texts, and interpreting meanings . Overall, the statistical tools used in the study provided a systematic basis for determining the effectiveness of contextualized English modules in enhancing the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center .

3. Results

Before the implementation of the contextualized English modules, Grade Ten learners had an overall pretest mean of 73.01, indicating that their reading comprehension skills remained below the expected mastery level . Among the assessed skills, vocabulary understanding obtained the highest pretest mean of 74.20, while making inferences obtained the lowest pretest mean of 71.90 . The pretest results showed that learners had difficulty not only in understanding unfamiliar words but also in identifying main ideas, recognizing supporting details, sequencing events, summarizing texts, interpreting meanings, and making inferences . These findings established the need for a structured, context-based intervention to help learners understand English texts through familiar, relevant, and guided reading activities .

After using contextualized English modules, the learners' overall posttest mean increased to 84.81, which was interpreted as Satisfactory . Vocabulary understanding obtained the highest posttest mean of 86.45, followed by identifying main ideas with a mean of 85.90 and recognizing supporting details with a mean of 85.35 . Sequencing events obtained a posttest mean of 84.80, summarizing texts obtained a mean of 84.25, interpreting meanings obtained a mean of 83.75, and making inferences obtained the lowest posttest mean of 83.20 . These results showed that the contextualized English modules improved learners' reading comprehension across all assessed skills, although higher-order comprehension skills such as inference-making, interpretation, and summarizing still required further support .

The comparison of pretest and posttest scores revealed a statistically significant improvement in learners' reading comprehension after the implementation of the contextualized English modules . The overall pretest mean of 73.01 increased to an overall posttest mean of 84.81, producing an overall t-value of 10.02 and a p-value of 0.000 . Since the p-value was lower than the 0.05 level of significance, the null hypothesis was rejected . This result indicated a significant difference in learners' reading comprehension performance before and after exposure to contextualized English modules . Therefore, the findings confirmed that the use of contextualized English modules was effective in enhancing the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center .

The learners also encountered several challenges while using the contextualized English modules . The overall weighted mean of 3.49 showed that these challenges were Moderately Encountered . The most prominent challenge was difficulty making inferences from reading selections, which obtained a weighted mean of 3.82 and was interpreted as Highly Encountered . Learners also experienced difficulty interpreting deeper meanings, understanding unfamiliar vocabulary, and summarizing important ideas . These findings indicated that although the modules improved overall reading comprehension, learners continued to need support in higher-order comprehension tasks that required analysis, interpretation, and independent meaning-making .

Based on the findings, the study proposed an instructional enhancement plan titled Project READ-CONTEXT: A Contextualized Reading Enhancement Plan for Grade Ten Learners of Señor Santiago Learning Center . The plan was designed to sustain the gains from contextualized English modules and address the remaining weak areas in reading comprehension . It focused

on strengthening vocabulary understanding, identifying main ideas, recognizing supporting details, sequencing events, making inferences, summarizing texts, and interpreting meanings . The plan included contextualized vocabulary drills, guided reading questions, graphic organizers, inference exercises, summary frames, teacher-guided reading sessions, and regular progress monitoring . Overall, the results demonstrated that contextualized English modules served as a meaningful, practical, and learner-responsive intervention for improving the reading comprehension skills of Grade Ten learners .

4. Discussion

The study found that contextualized English modules significantly enhanced the reading comprehension skills of Grade Ten learners at Señor Santiago Learning Center . The learners' overall pretest mean of 73.01 indicated that their reading comprehension skills were still below the desired level before the intervention . After implementing the contextualized English modules, the learners' overall posttest mean increased to 84.81, indicating improvement in their ability to understand, process, and interpret English texts . This improvement suggests that reading comprehension becomes more effective when learning materials are structured, localized, and connected to learners' prior knowledge and lived experiences (Bonganciso, 2016; Perin, 2011; .

The significant increase in the learners' scores supports the value of contextualization in English reading instruction . Contextualized instruction helps learners connect unfamiliar texts with familiar situations, local experiences, and meaningful content, making reading more accessible and purposeful (Perin, 2011; Bonganciso, 2016). This supports the claim that comprehension improves when learners can relate new information to what they already know and experience in their own environment (International Literacy Association, n.d.; . In the present study, the use of localized reading selections, vocabulary-building tasks, guided comprehension activities, sequencing exercises, inference questions, summarizing tasks, and interpretation activities helped learners engage more actively with English texts .

The highest posttest mean was observed in vocabulary understanding, indicating that the contextualized English modules were effective in helping learners unlock the meaning of words in context . This finding is supported by adolescent literacy research, which emphasizes that explicit vocabulary instruction is one of the important practices for improving reading comprehension among struggling readers (Kamil et al., 2008). Vocabulary development is necessary because learners cannot fully understand a text when they cannot determine the meanings of unfamiliar words, academic terms, and context-specific expressions (Kamil et al., 2008; . The use of familiar situations, localized examples, and guided word activities in the modules may have helped learners connect vocabulary with meaning more effectively (Bonganciso, 2016; .

The improvement in identifying main ideas, recognizing supporting details, and sequencing events also shows that the modules strengthened learners' literal and organizational comprehension skills . These skills are essential because learners need to determine the central message of a passage, identify relevant details, and organize information logically in order to understand the text as a whole (Kamil et al., 2008; Reading Rockets, n.d.). The K to 12 English Curriculum supports this direction by emphasizing reading, viewing, thinking, and meaning-making as interconnected processes in language learning (Department of Education, 2016). Therefore, the positive posttest results suggest that structured module-based activities helped learners move from simple reading tasks to more organized comprehension of text content (Department of Education, 2016; .

Despite the overall improvement, making inferences remained the lowest posttest indicator among the assessed reading comprehension skills . This finding suggests that inferential comprehension remains more difficult than literal comprehension because learners must go beyond directly stated information and use clues, prior knowledge, and reasoning to construct implied meanings (Kamil et al., 2008; . The result is consistent with the learners' reported

challenge that making inferences from reading selections was highly encountered during module use . This implies that future English modules should include more scaffolded inference activities, guided questioning, think-aloud modeling, and teacher-supported interpretation exercises to help learners process deeper meanings in texts (Kamil et al., 2008; Department of Education, 2016; .

The statistically significant difference between the pretest and posttest results confirmed the effectiveness of the contextualized English modules as a reading intervention . The computed t-value of 10.02 and p-value of 0.000 indicated that the improvement in learners' reading comprehension performance was statistically significant at the 0.05 level . This result led to the rejection of the null hypothesis and established that a significant difference existed between learners' reading comprehension performance before and after the intervention . This finding supports the usefulness of the one-group pretest–posttest design in determining whether a classroom-based intervention produces measurable improvement among the same group of learners (Campbell & Stanley, 1963; Shadish et al., 2002; .

The findings also support the role of modules as structured instructional materials for improving reading comprehension (Department of Education, 2020a; . Modules help organize learning into clear objectives, reading selections, vocabulary activities, comprehension questions, practice tasks, and assessment items that guide learners through the reading process (Department of Education, 2020a; . When modules are contextualized, they become more responsive to learners' background, reading level, interests, and local realities (Department of Education, 2016; Bonganciso, 2016). This explains why the contextualized English modules used in the study improved learners' reading comprehension across vocabulary understanding, main idea identification, recognition of supporting details, sequencing, inference-making, summarizing, and interpretation of meaning .

The challenges learners encounter indicate that contextualized modules must still be supported by teacher guidance and differentiated instruction . The overall weighted mean of 3.49 indicated that the challenges were moderately encountered, suggesting that the intervention was helpful but not free of implementation difficulties . Learners particularly struggled with making inferences, interpreting deeper meanings, understanding unfamiliar vocabulary, summarizing important ideas, and needing teacher assistance during module-based activities . These challenges suggest that struggling readers need more explicit instruction, guided practice, feedback, peer discussion, and gradual release of responsibility during reading lessons (Kamil et al., 2008; Department of Education, 2016; .

Overall, the study confirms that contextualized English modules can serve as a meaningful, practical, and learner-centered intervention for improving reading comprehension among Grade Ten learners . The findings support the proposed Project READ-CONTEXT enhancement plan because it directly addresses the remaining gaps in vocabulary development, main idea identification, recognition of supporting details, sequencing, inference-making, summarizing, and interpretation of meaning . The plan is aligned with the goal of English instruction to develop communicative competence, multiliteracies, critical thinking, and meaningful language use among learners (Department of Education, 2016). Therefore, the study contributes to school-based literacy improvement by providing evidence that contextualized English modules can help learners read more meaningfully, confidently, and independently when the materials are relevant to their experiences and supported by appropriate instructional strategies (Bonganciso, 2016; Kamil et al., 2008; .

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