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EVALUATION OF THE DEVELOPED COMMUNICATIVE LANGUAGE TEACHING (CLT) MATERIALS TO IMPROVE ENGLISH 10 READING SKILLS

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ABSTRACT

English remains a vital international language for effective communication and global socialization; however, contemporary records indicate that students continue to struggle with linguistic mastery. To address this, the current study developed CLT-integrated and contextualized instructional materials for Grade 10 students. The development process was systematically guided by the ASSURE model, ensuring that technology and media integration were pedagogical and learner-centered. The study was anchored in Communicative Language Teaching (CLT), Dale's Cone of Experience, Krashen's Affective Filter Hypothesis, and Social Learning Theory. Following the initial stages of the ASSURE model (Analyzing learners and Stating objectives), diagnostic assessments revealed that Grade 10 students performed at a "Frustration" level across all reading dimensions—particularly in basic literal comprehension. By selecting and utilizing authentic, localized strategies and requiring active learner participation, the developed materials were subjected to quantitative content analysis by English experts, an ICT coordinator, and 200 student respondents. The final Evaluation and revision phase showed that the materials were highly rated for their authenticity and clarity. The implementation resulted in statistically significant improvements in student performance ($p < .05$). Consequently, these findings supported a three-stage scaffolded program designed to bridge literacy gaps by anchoring instruction in local culture and personal experience.

Keywords: *CLT, Instructional materials, Reading Skills, Multimodality, Contextualized Learning, Grade 10 English*

INTRODUCTION

Reading is a lifelong skill that enhances memory, vocabulary, and knowledge, adding depth and meaning to life for those who achieve deep comprehension (Barker,

2024). The four main reading techniques—skimming, scanning, intensive reading, and extensive reading—can strengthen your ability to absorb and analyze information (Cambrilearn Online School, 2024). Scientific research has clarified the processes of reading acquisition and effective instructional strategies (Anderson et al., 1985; Adams, 1990; Snow, 1998). However, 21st-century learners might find traditional teaching methods ineffective, as evidenced by the National Achievement Test (NAT) with Mean Percentage Scores (MPS) of 36-42, describing students' low proficiency in reading skills. This is also reflected in the Philippine Informal Reading Inventory (Phil-IRI) results. On the other hand, using diverse instructional materials supports the development of learners' reading skills. Richards and Rodgers (1986) described Communicative Language Teaching (CLT) as an approach, rather than a method, reflecting a philosophy of teaching based on the use of communicative language.

Many applied linguists support CLT, which prioritizes communicative competence over grammatical structures. Unlike traditional methods, CLT has increased learners' motivation, making them more active, creative, and effective in developing fluency and accuracy across all four language skills. In CLT, achieving genuine communication remains the primary objective. Furthermore, reading skills would be enhanced if technology is involved, as it is part of 21st-century learners' daily lives and leads them to independent learning.

Conceptual Framework

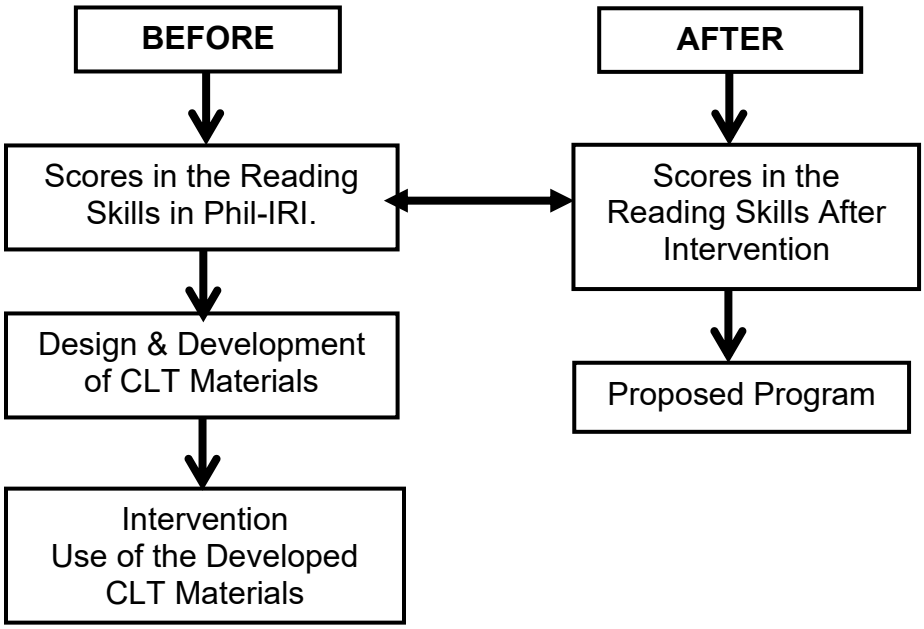

Figure 1. The Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study. As a baseline, the study used the status of the students' reading skills (specifically using the Philippine Informal Reading Inventory (Phil-IRI) results of S.Y. 2025-2026 in terms of literal comprehension, inferential comprehension, and critical interpretation. Based on these skills, the

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researcher designed CLT-integrated materials-- a website. It was then assessed by the language experts and an ICT coordinator, and adjusted based on their recommendations. The developed CLT-integrated materials were then used as an intervention.

The goal of the study, aside from developing and evaluating the material, is to determine whether there will be a significant difference in the reading cores after the intervention is completed. Based on the overall results, the study proposed a program to sustain its main purpose: improving the reading skills of Grade 10 students.

Research Questions

The primary objective of this study is to evaluate the developed Communicative Language Teaching (CLT) instructional materials designed to improve the reading skills of Grade 10 students.

Specifically, this study seeks to answer the following questions:

1. What are the pretest scores of the reading skills of Grade 10 students in terms of:
    1.1. Literal Comprehension;
    1.2. Inferential Comprehension; and
    1.3. Critical Interpretation in the Phil-IRI results of S.Y. 2025-2026?
2. What are the post-test scores of the reading skills of Grade 10 students in terms of:
    3.1. Literal Comprehension;
    3.2. Inferential Comprehension; and
    3.3. Critical Interpretation after using the developed instructional materials?
3. Is there a significant difference in the scores of the Grade 10 students before and after using the developed instructional materials?
4. What are the evaluation results of the developed CLT materials in terms of:
    4.1. Authenticity
    4.2 Clarity,
    4.3. Suitability
    4.4. Usefulness, and
    4.5. Relevance?
5. What program can be proposed based on the results of the study?

METHODOLOGY

This section presents research design, rationale, study locale, participants, sampling technique, instrument, data-gathering procedures, and ethical considerations for conducting the study.

This study used the Quasi-Experimental research method, specifically the one-group pretest-posttest design. The study assessed student groups before and after the

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intervention to determine whether the treatment caused a significant change. The respondents were not randomly assigned. Instead, intact classes or groups are used.

Additionally, the study applied a Quantitative Research approach, especially during the evaluation phase. The researcher gathered numerical data from expert evaluators through a structured rating scale to statistically assess the materials' levels of Authenticity, Clarity, Suitability, Usefulness, and Relevance.

Scope and Delimitation of the Study

The evaluation of the developed CLT-integrated instructional materials for English 10 reading instruction is the main subject of this study. The data for this study were collected from two primary sources: a Master Teacher and a Head Teacher in English, and the existing academic records of Grade 10 students at Cupang National High School, specifically the Philippine Informal Reading Inventory (Phil-IRI) results. The evaluation instrument was adapted from Tomlinson (2003). The evaluation criteria are as follows: authenticity, clarity, usefulness, suitability, and relevance.

The study limits itself to evaluating the developed instructional materials for teaching English, with a focus on reading skills. A website, as instructional materials in reading, is delineated based on the results of the Phil-IRI, National Achievement Test, and MATATAG Curriculum for Grade 10 students, and the English subject at Cupang National High School. Furthermore, the respondents of the study are Grade 10 students, English language experts, and the ICT coordinator from Cupang National High School, Antipolo, Rizal, during the school year 2025-2026.

Definition of Terms

The following terms are operationally defined in this study:

Authenticity. This refers to the term is used as one of the criteria in the evaluation of the developed instructional material; it refers to the wide-ranging exposure to authentic use of English through meaningful and purposeful reading and listening activities in developed instructional materials.

Clarity. This refers to a criterion assessing how clearly the instructional material presents ideas and concepts, without confusing users.

Communicative Language Teaching (CLT). This refers to a language-teaching method that emphasizes interaction and real-life communication. Its objective is for learners to be communicatively competent, both in terms of grammatical proficiency and in communicating appropriately in different real-life scenarios.

Digital Media. This refers to media in digital form that can be read and accessed through mobile phones, laptops, and computers. This includes, but is not limited to, websites, electronic books (e-books), and digital pictures.

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Instructional material. This refers to the website developed, used in the teaching-learning process, and evaluated to achieve the aim at improvement in the Grade 10 students' reading skills.

Multimedia Technologies. This refers to multimedia technologies integrated in multiple media forms (audio, video, and graphics) to improve communication. These technologies involved online applications.

Relevance. This refers to the meaning of the word which means "important to the matter at hand." Artists and politicians are always worried about their relevance. If they are no longer relevant, they may not keep their job.

Self-Regulated Learning (SRL). This refers to the learning achieved based on self-determined standards. This is where students initiated the monitoring and evaluation of their learning process.

Suitability. This refers to the appropriateness of the developed instructional material to the students' level and the acceptability of the topics to their needs and interests.

Usefulness. This refers to one of the criteria used in the evaluation instrument that measures the applicability of the developed instructional material in the teaching and learning process.

Website. This refers to an interactive web page that contains instructions and contextualized data that can be utilized online.

METHODOLOGY

Instrumentation and Data Collection

The first instrument was the results of the Philippine Informal Reading Inventory (Phil-IRI) in Reading of Grade 10 students.

The second was an evaluation material adapted from Brian Tomlinson (2003), a survey questionnaire, which determined the characteristics of the developed instructional materials.

The evaluation criteria are as follows: authenticity, clarity, usefulness, suitability, and relevance. The Likert scale will be used to evaluate the materials.

Permission to conduct this research study was first secured from the Department of Education, City Schools Division of Antipolo, and the School Principal of Cupang National High School to access student baseline data. The built website was presented to the selected panel of experts. They were provided with a link to the web-based platform and the evaluation instrument. They were asked to navigate the site and interact with the CLT tasks before providing their ratings. The results were then analyzed, and the

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researcher refined the materials based on the experts' recommendations to produce the final, validated version.

Being anchored to the theories of Dell Hymes' Communicative Language Teaching and Edgar Dale's Cone of Experience are the reason why all there were authentic tasks in the website. Cone's broad base illustrates the importance of direct experience for effective communication and learning. Real, concrete experiences are necessary to provide a foundation for lifelong learning. Furthermore, considering Stephen Krashen's Affective Filter Hypothesis on Second Language Acquisition, Jewitt et al. (2020) argue that instructional websites help lower the affective filter and improve the decoding of complex literary themes.

Following the ASSURE Instructional Design model in 1999 by Heinrich and Molenda, the website was developed. This model relies on the learners. The first step involved identifying the characteristics of the learners. The researcher looked for the latest released National Achievement Test (NAT) results and Phil- IRI results. Based on the data gathered, the development of the material began. The reading skills, namely the "Literal Comprehension", "Inferential Comprehension", and Critical Interpretation were given focus. The objectives, aligned to the K-12 curriculum, were set based on the SMART method and contextualized. The teaching-learning method was then integrated with technology, evident in the website The teacher acted as the facilitator of learning and instructor- led delivery of content. The next step included the active participation of the learners. In the final step, the language experts and an ICT expert evaluated the material to determine whether it was effective and to determine if the learning objectives set in the second step were achieved.

The developed instructional material is a researcher- made contextualized website. The respondents were first asked to write their personal details—names or nicknames, and sections. The researcher included a pretest "Readiness Radar" on the website before each learner continued on their learning tasks. The pretest is divided into three sections, namely Section A: Phil-IRI Reading Comprehension (6 questions), Section B: NAT-Style Grammar & Modals (6 questions), and Section C: Task-Based CLT Writing (8 Questions) for a total of 20 questions. Every answer is followed by appropriate feedback encouraging learners to finish the task.

Based on the assessments, the learners were provided with appropriate learning activities. CLT Learning Activities integrated in the English lessons were set to be the respondents' performance tasks, as they have to accomplish them accordingly. It is comprised of seven activities: Activity 1: Guided Reading and Discussion, Activity 2: Think- Pair- Share Exercise, Activity 3: Jigsaw Reading Task, Activity 4: Critical Analysis and Debate, Activity 5: Community Service Project, Activity 6: Historical Research and Presentation, and Activity 7: Gender Studies and Leadership.

The website also includes interactive role-play scenarios that were also injected into the lesson. After completing all these reading activities and CLT tasks, the respondents would be able to access the post- test, which has the same coverage as the pretest. When finished, the progress report, followed by a certificate of completion or

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achievement, would be seen. The results were then reflected in the researcher's data in real-time.

Tools for Data Analysis

To analyze and interpret the gathered data with accuracy, the following statistical tools were employed:

1. Frequency and Percentage Distribution

This was used for **SOP 1** to determine the distribution of student performance across the three reading levels (Literal, Inferential, and Critical). Specifically, it helped identify which specific reading skills were "least mastered" by the Grade 10 students based on their Phil-IRI pretest results.

The percentage formula is:

$$P = \frac{f}{n} x100$$

Where: P = Percentage
f = Frequency
n = Total number of respondents

2. Mean and Standard Deviation

The **Mean** was used for **SOP 1** and **SOP 2** to calculate the average scores of the students in the pretest and post-test across the three reading domains. For **SOP 4**, the **Weighted Mean** was used to determine the level of assessment given by teachers and experts regarding the CLT-integrated materials.

The **Standard Deviation (SD)** was utilized alongside the mean to measure the dispersion of scores. A low SD indicates that the students' reading abilities or the experts' evaluations were consistent and close to the mean.

3. Paired-Samples T-test

For **SOP 3**, the **t-test for dependent samples** was used. This determined if there was a significant difference between the pretest and post-test mean scores of the Grade 10 students. This statistical tool verified whether the utilization of the CLT-integrated instructional materials effectively improved the students' reading skills.

4. Likert Scale and Verbal Interpretation

For **SOP 4**, a five-point Likert scale was used to quantify the qualitative views of teachers and experts. The following scale was used to interpret the calculated weighted means:

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Table 1. Scale used to evaluate

Scale	Range	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree (SA)
4	3.40 - 4.19	Agree (A)
3	2.60 - 3.39	Fairly Agree (FA)
2	1.80 - 2.59	Fairly Disagree (FD)
1	1.00 - 1.79	Strongly Disagree (SD)

RESULTS AND DISCUSSION

This chapter presents the results of the study, along with the analysis and interpretation of data collected using the adapted statistical measures. The presentation includes a narrative discussion of the results and implications of the gathered data, illustrated in tables.

Research Question No. 1. Scores of Grade 10 students in reading skills in terms of:

1.1 Literal Comprehension
1.2 Inferential Comprehension
1.3 Critical Interpretation

Table 1.1
Pretest Scores of Grade 10 Students in Reading Skills in Terms of Literal Comprehension

Score Interval	Description	Frequency	Percentage
10-14	Independent		
9-11	Instructional		
0-8	Frustration	200	100
Total		200	100
Mean		**2.88**	
SD		**1.59**	

According to Table 1.1, of the 200 Grade 10 participants, 100% of the group falls within the frustration level for **Literal Comprehension**. This total concentration in the lowest score interval (0-8) is reflected in a very low mean of **2.88**, indicating that students struggle to identify even explicitly stated information in a text. Furthermore, the small standard deviation of **1.59** suggests a high degree of homogeneity among the respondents, meaning the low performance is a consistent trend across the entire sample. Collectively, these findings underscore an urgent need for foundational reading interventions, as the students currently lack the prerequisite literal skills necessary to progress toward higher-order inferential or critical thinking.

This was then proven at The Zone of Proximal Development (ZPD) which represents the distance between what a learner can do independently and what they can achieve with the guidance of a more knowledgeable other or through collaboration with

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peers (Vygotsky, 1978). In the context of Grade 10 reading, materials must target this specific spot. If a text is too simple, the student becomes bored; if it is too densed, they experience cognitive overload and frustration.

Table 1.2
Pretest Scores of Grade 10 Students in Reading Skills in Terms of Inferential Comprehension

Score Interval	Description	Frequency	Percentage
10-14	Independent	4	2.0
9-11	Instructional	38	19.0
0-8	Frustration	158	79.0
Total		200	200
Mean		**5.82**	
SD		**2.19**	

Table 1.2 shows that a significant majority of Grade 10 students struggle with **Inferential Comprehension**, with **79% (n=158)** of respondents scoring at the **Frustration level** (0-8). While there is a slight improvement compared to literal comprehension with **19%** reaching the Instructional level and a small **2%** achieving **Independent** status, the overall mean of **5.82** remains well below the mastery threshold. The standard deviation of **2.19** indicates a slightly broader spread of abilities than in the previous table, yet the data ultimately confirms that most students find it difficult to read between the lines or conclude that they are not explicitly stated.

This high concentration at the Frustration level highlights a pervasive difficulty in higher-order processing, necessitating instructional support that moves beyond basic recall toward more complex analytical reading skills.
Research conducted by Lim (2021) emphasizes that CLT-integrated materials must provide authentic tasks that mirror real-world digital consumption, moving beyond the fill-in-the-blank traditionalism of older reading modules. In the context of English 10, a text is no longer just prose. Multimodality—the combination of visual, auditory, and textual semiotic resources—is essential for comprehension.

Table 1.3
Pretest Scores of Grade 10 Students in Reading Skills in Terms of Critical Interpretation

Score Interval	Description	Frequency	Percentage
10-14	Independent	3	1.5
9-11	Instructional	38	19.0
0-8	Frustration	159	79.5
Total		200	200
Mean		**5.69**	
SD		**2.26**	

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Table 1.3 indicates that the vast majority of Grade 10 students perform at the Frustration level in **Critical Interpretation**, with **79.5% (n=159)** failing to reach the passing score interval. While **19%** of respondents reached the Instructional level and a negligible **1.5%** reached the **Independent level**, the overall mean score of **5.69** indicates a prevailing inability to evaluate, analyze, or judge the content of the reading material effectively. The standard deviation of **2.26** indicates a slightly wider variance in scores than in literal comprehension, yet the results consistently point to a significant deficit in the students' evaluative thinking skills.

These findings suggest that because the students struggle with more basic levels of comprehension, they are largely unable to perform the complex cognitive tasks required for critical interpretation, necessitating targeted interventions to bridge this literacy gap.

According to Domingo et al. (2025), for Grade 10 learners approaching senior high school and adult civic participation, this structuring is critical. If instructional materials are developed solely around traditional, non-communicative reading tasks (such as simple rote recall or isolated vocabulary drills), they fail to provide students with the high-level critical thinking and textual negotiation skills demanded by the PISA framework. (PISA 2018 Assessment and Analytical Framework, n.d.).

Research Question No. 2. Posttest scores of Grade 10 students in reading skills in terms of

3.1 Literal Comprehension
3.2 Inferential Comprehension
3.3 Critical Interpretation

Table 2.1
Posttest Scores of Grade 10 Students in Reading Skills in Terms of Literal Comprehension

Score Interval	Description	Frequency	Percentage
10-14	Independent		
9-11	Instructional	5	2.5
0-8	Frustration	195	97.5
Total		200	200
Mean		**3.80**	
SD		**1.91**	

Table 2.1 reveals a critical challenge in the **Literal Comprehension** skills of the 200 Grade 10 students, with an overwhelming **97.5% (n=195)** performing at the **Frustration level**. Only a negligible **2.5% (n=5)** reached the Instructional level, while no students achieved the Independent status, indicating a nearly universal difficulty in recalling basic, explicitly stated information from a text. The low mean score of **3.80** further confirms this deficiency, while the standard deviation of **1.91** points to a narrow distribution of scores, suggesting that the vast majority of learners share similar struggles

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at this foundational level of reading. Collectively, these results underscore a severe lack of basic literacy readiness, which is likely a significant barrier to mastering more complex inferential or critical reading tasks.

Multimodal ensembles in instructional websites help lower the affective filter and improve the decoding of complex literary themes. Studies indicate that, for instructional materials to be considered valid, they must balance media types to support, rather than distract from, the primary reading objectives (Jewitt et al., 2020).

Table 2.2
Posttest Scores of Grade 10 Students in Reading Skills in Terms of Inferential Comprehension

Score Interval	Description	Frequency	Percentage
10-14	Independent	5	2.5
9-11	Instructional	58	29.0
0-8	Frustration	137	68.5
Total		200	200
Mean		**6.52**	
SD		**2.07**	

Table 2.2 shows that a majority of Grade 10 students continue to struggle with **Inferential Comprehension**, with **68.5% (n=137)** of respondents performing at the **Frustration** level. While there is a slight upward shift compared to literal comprehension—with **29%** reaching the **Instructional** level and **2.5%** achieving the **Independent** level—the overall mean of **6.52** still indicates that the typical student has not yet mastered the ability to draw conclusions or identify implied meanings. The standard deviation of **2.07** suggests a moderate spread of scores, yet the data ultimately reinforces the finding that most learners lack the necessary cognitive strategies to move beyond surface-level reading. These results highlight a significant instructional gap, where the vast majority of students require intensive support to develop the higher-order thinking skills essential for inferential understanding.

A 2023 study published in Frontiers in Psychology on interactive multimodal applications (IMA) proved that game-based multimodal reading tools outperformed conventional textbook methods. By providing verbal instructions, red-colored core vocabulary, and real-time visual feedback, students' intrinsic motivation and reading comprehension dramatically improved.

Table 2.3
Posttest Scores of Grade 10 Students in Reading Skills in Terms of Critical Interpretation

Score Interval	Description	Frequency	Percentage
10-14	Independent	3	1.5
9-11	Instructional	84	42.0

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0-8	Frustration	113	56.5
Total		200	200
Mean		**6.95**	
SD		**2.07**	

Table 2.3 indicates that more than half of the Grade 10 students (56.5%, n=113) perform at the **Frustration** level in **Critical Interpretation**. While a notable **42% (n=84)** reached the **Instructional** level—representing a higher proportion than seen in the literal and inferential categories—only a minimal **1.5% (n=3)** achieved **Independent** status. Despite a slight improvement in the distribution, the overall mean score of 6.95 remains below the mastery threshold, confirming that the majority still struggle to evaluate, analyze, or synthesize information effectively. The standard deviation of **2.07** suggests some variation in student performance, yet the results ultimately underscore a continued need for instructional interventions that target high-level evaluative thinking skills.

Having said that, Gemina (2025, pp. 45-60) recognizes that an assessment of how effective an interactive website is in achieving the goal of English reading instruction, particularly in Grade 10, is needed.

Research Question No. 3. Difference between pre-test and post-test scores of Grade 10 students in reading skills before and after using the developed instructional materials.

Table 3
Difference Between the Pre-test and Post-test Scores of Grade 10 Students in Reading Skills Before and After Using the Developed Instructional Materials

Test	Mean	Increase/ Percent	Computed Paired T-Test Value	p-value	Decision	Interpretation
Literal Comprehension						
Pretest	2.88	0.92 (31.94%)	-7.649	0.001	Reject the Hypothesis	Significant
Posttest	3.80					
Inferential Comprehension						
Pretest	5.82	1(17.18 %)	-6.420	0.001	Reject the Hypothesis	Significant
Posttest	6.52					
Critical Interpretation						
Pretest	5.69	1.26(22.14%)	-9.357	0.001	Reject the Hypothesis	Significant
Posttest	6.95					

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

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Table 3 presents a comparative analysis of student performance before and after the implementation of the developed instructional materials, revealing **significant improvements** across all three reading dimensions. For **Literal Comprehension**, the mean increased by **0.92 (31.94%)**; for **Inferential Comprehension**, it rose by **1.00 (17.18%)**; and for **Critical Interpretation**, it saw the highest gain of **1.26 (22.14%)**. The computed paired t-test values (**-7.649, -6.420**, and **-9.357**, respectively) all correspond to p-values of **0.001**, which are well below the **0.05** level of significance. Consequently, the null hypothesis is rejected in all categories, leading to the interpretation that the difference is **Significant**. These findings statistically confirm that the developed CLT- Integrated materials were highly effective in enhancing Grade 10 students' reading skills, demonstrating that contextualized instruction can successfully bridge comprehension gaps.

PISA stresses the role of reading in solving real-world problems, and CLT offers a pedagogical bridge by promoting task-based learning and authentic materials (Need supportive teaching is associated with greater reading achievement: What the Philippines can learn from PISA 2018, 2021).

Moreover, as discussed by Osio et al. (2026), technology affects students' learning, how they learn, and how they communicate. According to Castillas (2023, pp. 936-957), many students enjoy browsing social media platforms to gather information and often rely on them. Therefore, integrating technology directly supports student language learning, making it easier for learners to develop their English skills and engage more confidently in reading and communication. (Gyawali, 2024) Some may not immediately recognize how multimedia expands the ways individuals can improve reading skills.

Research Question No. 4. Evaluation results of the developed CLT- Integrated materials in terms of:

2.1 Authenticity
2.2 Clarity
2.3 Suitability
2.4 Usefulness,
2.5 Relevance

Table 4.1
Evaluation Results of the Developed CLT- Integrated Materials in Terms of Authenticity

Authenticity	**WM**	**VI**
1. 1. The materials provide wide-ranging exposure to the authentic use of English through meaningful and purposeful reading and listening activities.	4.67	SA
2. 2. The reading texts and activities are realistic: topics, events, and real-world situations are reflected in the different activities and reading/ listening texts.	4.67	SA

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3. 3. The activities relate to the learners' interests and are considered "real-life tasks".	5.00	SA
4. 4. The texts and tasks allow the learners to participate in “real-life” communication.	5.00	SA
5. 5. Relevant societal issues and situations are being related to the texts and activities, making these more purposeful and relevant.	5.00	SA
Composite Mean	4.87	SA

Legend: 5(4.21-5.00) - Strongly Agree (SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)-Moderate Agree (MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.1 highlights the exceptionally positive evaluation of the developed CLT-Integrated materials in terms of Authenticity, yielding an overall composite mean of 4.87, corresponding to a verbal interpretation of **Strongly Agree (SA).** Notably, **indicators 3, 4, and 5**—which focus on "real-life tasks," communication, and societal relevance—attained perfect weighted means of **5.00**, suggesting that the materials are highly successful in bridging the gap between classroom instruction and real-world application. The slightly lower, yet still exemplary, scores of **4.67 for indicators 1 and 2** further affirm that the reading and listening activities provide meaningful exposure to realistic English usage. Collectively, these results indicate that the developed materials are perceived as highly authentic and relevant, providing the necessary contextual framework to engage students and address the significant reading comprehension deficits identified in the pretest.

As supported by Bargo & Go (2021, pp. 1-12), the positive impact of CLT on students' reading skills was discussed. It was noted that CLT prioritizes interaction and practical communication, fostering learners’ ability to use language in real-life situations through purposeful exchanges and collaborative activities. Moreover, the use of authentic materials and engaging activities that mirror authentic situations enhanced language learning.

Table 4.2
Evaluation Results of the Developed CLT- Integrated Materials in Terms of Clarity

Clarity	**WM**	**VI**
1. The material is clearly organized and easy to understand.	4.67	SA
2. Signposting methods like indexes, lists, and section headings are provided allowing the learners to access the materials with ease.	4.67	SA
3. Inputs are presented in clear and simple words and phrases free from vague and ambiguous terms.	5.00	SA
4. Clear instructions/directions for carrying out the different tasks provided.	5.00	SA
Composite Mean	4.83	SA

Legend: 5(4.21-5.00) - Strongly Agree (SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)-Moderate Agree(MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.2 presents the evaluation of the developed CLT- Integrated materials for Clarity, which achieved an impressive composite mean of **4.83**, indicating **Strongly**

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Agree (SA). The data show that **indicators 3 and 4**, pertaining to the use of simple, unambiguous language and the provision of clear task instructions—each received a perfect score of **5.00**, underscoring the materials' high readability and instructional precision.

Furthermore, indicators **1 and 2** received strong ratings of **4.67**, confirming that the structural organization effectively facilitates navigation for learners. Overall, these results indicate that the materials are exceptionally user-friendly and transparent, allowing Grade 10 students to focus on developing their comprehension skills without being hindered by linguistic or structural complexity.

Empirical studies show that anchoring clear reading instruction in CLT principles yields significant measurable gains. Setiyorini et al. (2022) demonstrated that a CLT-based approach improved both the macro-skills (such as skimming, scanning, and identifying rhetorical conventions) and micro-skills of reading comprehension among students.

Table 4.3
Evaluation Results of the Developed CLT- Integrated Materials in Terms of Usefulness

Usefulness	**WM**	**VI**
1. The materials present a variety of listening tasks (conversation, interview, skit) to the learners.	4.00	SA
2. The materials introduced to the learners varied listening tasks and strategies allowing the learners to practice comprehension.	4.33	SA
3. The materials linked situations/ authentic texts to grammar and language use thru input processing, and meaningful communicative activities.	4.67	SA
4. The learning tasks are varied taking into consideration different modes of learning and varied learning interests.	4.33	SA
5. The learning tasks are varied allowing for the development of critical thinking and creative skills.	4.67	SA
Composite Mean	4.40	SA

Legend: 5(4.21-5.00) - Strongly Agree (SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)- Moderate Agree (MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.3 displays the evaluation results for the developed CLT-integrated materials on Usefulness, with a composite mean of **4.40**, indicating a verbal response of **Strongly Agree (SA)**. The highest rating of **4.67** was given to indicators 3 and 5, highlighting the materials' strength in linking authentic texts to grammar through meaningful activities and in fostering the development of critical thinking and creative skills. Furthermore, the variety of listening tasks and consideration of different learning modes **(indicators 2 and 4)** received ratings of **4.33,** while the overall variety of task formats **(indicator 1)** maintained a score of **4.00**. These results collectively suggest that the materials are highly functional and versatile tools that not only offer diverse practical

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exercises but also actively support the higher-order cognitive development needed to address students' initial comprehension challenges.

This was proven by Tan et al. (2026), who studied the effectiveness of multimodal texts in English as a Second Language classrooms and found that offering content through visual, digital, and media channels directly promotes creativity, improves digital literacy, and breaks the monotony of traditional paper-based reading.

Table 4.4
Evaluation Results of the Developed CLT- Integrated Materials in Terms of Suitability

Suitability	**WM**	**VI**
1. The level of the target learners is indicated in the developed materials.	4.67	SA
2. The aims and objectives of the instructional material cater to the needs, wants, and interests of the target learners.	4.67	SA
3. The texts and learning tasks are suited to the maturity level of the target learners.	4.67	SA
4. The texts and earning tasks are suited to the learners' level of comprehension and understanding.	4.67	SA
5. The material provides varied and interesting activities capable of maintaining learners' interest and attention.	4.67	SA
Composite Mean	**4.67**	**SA**

Legend: 5(4.21-5.00) - Strongly Agree(SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)-Moderate Agree(MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.4 illustrates the evaluation of the developed CLT- Integrated materials regarding Suitability, yielding a uniform, highly favorable composite mean of **4.67**, interpreted as **Strongly Agree (SA).** All five indicators received the same high rating, demonstrating a consistent consensus that the materials are perfectly aligned with the target learners' specific profile. This includes successfully aligning instructional objectives with students' needs and interests and ensuring that texts and tasks are appropriate for their maturity and current comprehension levels. The results further affirm that the activities are engaging enough to maintain student attention, suggesting that the materials are not only pedagogically sound but also well-suited to the practical realities of the Grade 10 classroom environment.

Edgar Dale's Cone of Experience (1969) emphasizes that, to effectively reach learners with different profiles, the cone's broad base underscores the importance of direct experience for effective communication and learning. Especially for young children, real, concrete experiences are necessary to provide a foundation for lifelong learning.

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Table 4.5
Evaluation Results of the Developed CTL Materials in Terms of Relevance

Relevance	**WM**	**VI**
1. The texts and activities engage the learners both cognitively and affectively.	5.00	SA
2. The learning tasks offer opportunities for cooperative learning, through pair and group work activities and information exchange tasks while listening.	4.67	SA
3. The topics presented were relevant to listening skills and language learning.	4.33	SA
4. There is a balance between product-oriented and performance/process-oriented tasks.	4.33	SA
5. Learning tasks are properly sequenced, and well-paced.	4.67	SA
6. Learners are allowed sufficient time to think and reflect on the different tasks.	5.00	SA
Composite Mean	4.67	SA

Legend: 5(4.21-5.00) - Strongly Agree(SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)- Moderate Agree(MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.5 presents the evaluation results for the developed CLT- Integrated materials in terms of Relevance, with a high composite mean of **4.67**, corresponding to a verbal interpretation of **Strongly Agree (SA)**. The data highlight peak performance in **indicators 1 and 6**, both receiving a perfect score of **5.00**, indicating that the materials exceptionally engage learners cognitively and affectively while providing sufficient time for reflection. Furthermore, the provision of cooperative learning opportunities and proper sequencing (**indicators 2 and 5**) earned ratings of **4.67**, while the relevance of topics and the balance of task orientations **(indicators 3 and 4)** were also highly regarded at **4.33**.

These findings collectively suggest that the materials are not only aligned with language-learning goals but also structured to foster a supportive, well-paced environment, ensuring that the instructional content is deeply meaningful and applicable to students' learning journey.

As Del Valle Jr. (2025) stated, when instructional mechanisms used contextualized metacognitive strategies—making lessons relate to students' real-world experiences and teaching them to monitor their own understanding—reading scores jumped.

Table 4.6
Summary of the Evaluation Results of the Developed CLT- Integrated Materials

Summary	**WM**	**VI**
1. Authenticity	4.87	SA
2. Clarity	4.83	SA
3. Usefulness	4.40	SA
4. Suitability	4.67	SA

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5. Relevance	4.67	SA
Composite Mean	4.69	SA

Legend: 5(4.21-5.00) - Strongly Agree(SA), 4(3.41-4.20) – Agree (A), 3(2.61-3.40)- Moderate Agree(MA), 2(1.81-2.60)-Disagree (D), 1(1.00-1.80)-Strongly Disagree (SD)

Table 4.6 provides a comprehensive summary of the evaluation results for the developed CLT-Integrated materials, yielding an overall composite mean **of 4.69**, indicating a verbal interpretation of **Strongly Agree (SA).** Among the five criteria, **Authenticity** emerged with the highest mean of **4.87**, closely followed by **Clarity at 4.83**, indicating that the materials are exceptionally realistic and well-organized. Both Suitability and **Relevance** maintained a high, consistent mean of **4.67**, while Usefulness also received a very favorable rating of **4.40**. These summary findings consolidate the individual evaluations, confirming that the developed instructional materials are highly effective, pedagogically sound, and well-aligned with the needs of Grade 10 students, making them a robust tool for addressing the identified gaps in reading comprehension.

Research Question No. 5. Program That Can Be Proposed Based on The Results of The Study

Based on the statistical evidence that **100% of the students began at the Frustration Level** and achieved a **Significant Difference (p=0.001)** after utilizing the intervention. Although the material is found effective, the study proposes adapting the website as the instructional material and serving as a basis for the enhanced technology-integrated **CORE-Reading Initiative (CLT-Anchored, Contextualized, Outcome-based, and Relevant Exercises for Reading).** This program is designed as a localized enhancement to the DepEd's National Reading Program, utilizing the validated CLT-Integrated, Contextualized Teaching and Learning (CTL) materials. This program is designed to move students from Frustration to Instructional/Independent levels through a three-stage scaffolded approach framework, in which texts are first anchored in students' local culture (Literal), then connected to their personal experiences (Inferential), and finally used to spark evaluative judgment (Critical). This program is specifically designed to be delivered to ensure that all students can progress independently from frustration to mastery—which the study was not able to attain.

Table 5
CORE-Reading Initiative (CLT- Integrated, Contextualized, Outcome-based, and Relevant Exercises for Reading)

Phase	Focus Area	Key Strategy (From Findings)	Expected Outcome
Stage 1: The Anchor	Literal Skills	Use Authenticity & Clarity. Utilize local news and community narratives with simple, unambiguous instructions.	Move 100% of students out of the Literal Frustration zone.

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Stage 2: The Bridge	Inferential Skills	Use Relevance. Introduce cooperative learning tasks that require students to read between the lines of familiar social scenarios.	Reduce the 79% Inferential Frustration rate by half.
Stage 3: The Peak	Critical Skills	Use Usefulness. Engage students in evaluative tasks that require them to judge and justify positions on local issues.	Maximize the growth seen in Table 4 (the 22.14% gain area).

Based on the summary table of your proposed program and the statistical results, here is a brief, meaningful interpretation of the CORE-Reading Initiative:
The proposed CORE-Reading Initiative is a three-stage scaffolded intervention designed to systematically transition Grade 10 students from the Frustration level to academic independence by aligning instructional strategies with the study's key findings.

Stage 1 (The Anchor) directly addresses the **100%** literal frustration rate by utilizing the high Authenticity and Clarity ratings of the CTL materials to build a reliable decoding foundation through localized narratives.

Stage 2 (The Bridge) targets the **79%** inferential gap by leveraging Relevance and cooperative learning to help students navigate implied meanings within familiar social contexts.

Stage 3 (The Peak) focuses on Critical Skills, utilizing the Usefulness of the materials to sustain and maximize the significant **22.14%** gain observed in the post-test results.

By integrating these findings into a structured implementation plan, the program ensures that reading intervention is not merely repetitive but a targeted cognitive progression that meets the learners' specific linguistic and affective needs.

Summary of Findings

Among the important findings of this research were:

1.1. Of the 200 Grade 10 participants, 100% of the group falls within the frustration level for **Literal Comprehension**. This total concentration in the lowest score interval (0-8) is reflected in a very low mean of **2.88**, indicating that students struggle to identify even explicitly stated information in a text. Furthermore, the small standard deviation of **1.59** suggests a high degree of homogeneity among the respondents, meaning the low performance is a consistent trend across the entire sample.

1.2. A significant majority of Grade 10 students struggle with **Inferential Comprehension**, with **79% (n=158)** of respondents scoring at the **Frustration level** (0-

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8). While there is a slight improvement compared to literal comprehension—with **19%** reaching the Instructional level and a small **2%** achieving **Independent** status—the overall mean of **5.82** remains well below the mastery threshold. The standard deviation of **2.19** indicates a slightly broader spread of abilities than in the previous table, yet the data ultimately confirms that most students find it difficult to read between the lines or draw conclusions that are not explicitly stated.

1.3. The vast majority of Grade 10 students perform at the Frustration level in **Critical Interpretation**, with **79.5% (n=159)** failing to reach the passing score interval. While **19%** of respondents reached the Instructional level and a negligible **1.5%** reached the **Independent level**, the overall mean score of **5.69** indicates a prevailing inability to evaluate, analyze, or judge the content of the reading material effectively. The standard deviation of **2.26** indicates a slightly wider variance in scores than in literal comprehension, yet the results consistently point to a significant deficit in the students' evaluative thinking skills.

2.1. A critical challenge in the **Literal Comprehension** skills of the 200 Grade 10 students, with an overwhelming **97.5% (n=195)** performing at the **Frustration level**. Only a negligible **2.5% (n=5)** reached the Instructional level, while no students achieved the Independent status, indicating a nearly universal difficulty in recalling basic, explicitly stated information from a text. The low mean score of **3.80** further confirms this deficiency, while the standard deviation of **1.91** points to a narrow distribution of scores, suggesting that the vast majority of learners share similar struggles at this foundational level of reading. Collectively, these results underscore a severe lack of basic literacy readiness, which is likely a significant barrier to mastering more complex inferential or critical reading tasks.

2.2. A majority of Grade 10 students continue to struggle with **Inferential Comprehension**, with **68.5% (n=137)** of respondents performing at the **Frustration** level. While there is a slight upward shift compared to literal comprehension—with **29%** reaching the **Instructional** level and **2.5%** achieving the **Independent** level—the overall mean of **6.52** still indicates that the typical student has not yet mastered the ability to draw conclusions or identify implied meanings. The standard deviation of **2.07** suggests a moderate spread of scores, yet the data ultimately reinforces the finding that most learners lack the necessary cognitive strategies to move beyond surface-level reading. These results highlight a significant instructional gap, where the vast majority of students require intensive support to develop the higher-order thinking skills essential for inferential understanding.

2.3. More than half of the Grade 10 students (56.5%, n=113) perform at the **Frustration** level in **Critical Interpretation**. While a notable **42% (n=84)** reached the **Instructional** level—representing a higher proportion than seen in the literal and inferential categories—only a minimal **1.5% (n=3)** achieved **Independent** status. Despite a slight improvement in the distribution, the overall mean score of 6.95 remains below the mastery threshold, confirming that the majority still struggle to evaluate, analyze, or synthesize information effectively. The standard deviation of **2.07** suggests some

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variation in student performance, yet the results ultimately underscore a continued need for instructional interventions that target high-level evaluative thinking skills.

3. A comparative analysis of student performance before and after the implementation of the developed instructional materials, revealing **significant improvements** across all three reading dimensions. For **Literal Comprehension**, the mean increased by **0.92 (31.94%)**; for **Inferential Comprehension**, it rose by **1.00 (17.18%)**; and for **Critical Interpretation**, it saw the highest gain of **1.26 (22.14%)**. The computed paired t-test values (**-7.649, -6.420**, and **-9.357**, respectively) all correspond to p-values of **0.001**, which are well below the **0.05** level of significance. Consequently, the null hypothesis is rejected in all categories, leading to the interpretation that the difference is **Significant**. These findings statistically confirm that the developed CLT- Integrated materials were highly effective in enhancing Grade 10 students' reading skills, demonstrating that contextualized instruction can successfully bridge comprehension gaps.

4.1. Positive evaluation of the developed CLT-Integrated materials in terms of Authenticity, yielding an overall composite mean of 4.87, corresponding to a verbal interpretation of **Strongly Agree (SA).** Notably, **indicators 3, 4, and 5**—which focus on "real-life tasks," communication, and societal relevance—attained perfect weighted means of **5.00**, suggesting that the materials are highly successful in bridging the gap between classroom instruction and real-world application.

4.2. CLT- Integrated materials for Clarity, which achieved an impressive composite mean of **4.83**, indicating **Strongly Agree (SA**). The data show that **indicators 3 and 4**—about the use of simple, unambiguous language and the provision of clear task instructions—each received a perfect score of **5.00**, underscoring the materials' high readability and instructional precision.

4.3. CLT- integrated materials on Usefulness, with a composite mean of **4.40**, indicating a verbal response of **Strongly Agree (SA)**. The highest rating of **4.67** was given to indicators 3 and 5, highlighting the materials' strength in linking authentic texts to grammar through meaningful activities and in fostering the development of critical thinking and creative skills.

4.4. CLT- Integrated materials regarding Suitability, yielding a uniform, highly favorable composite mean of 4.67, interpreted as Strongly Agree (SA). Remarkably, all five indicators received the same high rating, demonstrating a consistent consensus that the materials are perfectly aligned with the target learners' specific profile. This includes successfully aligning instructional objectives with students' needs and interests, and ensuring that texts and tasks are appropriate for their maturity and current comprehension levels.

4.5. CLT- Integrated materials in terms of **Relevance**, with a high composite mean of **4.67**, corresponding to a verbal interpretation of **Strongly Agree (SA)**. The data highlight peak performance in **indicators 1 and 6**, both receiving a perfect score of **5.00**,

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indicating that the materials exceptionally engage learners cognitively and affectively while providing sufficient time for reflection.

5. A program is designed as a localized enhancement to the DepEd's National Reading Program, adapting the website, utilizing the validated technology integrated, CLT- Integrated, Contextualized Teaching and Learning (CTL) materials. This program is designed to move students from Frustration to Instructional/Independent levels through a three-stage scaffolded approach framework, in which texts are first anchored in students' local culture (Literal), then connected to their personal experiences (Inferential), and finally used to spark evaluative judgment (Critical).

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. Students' capacity to participate in higher-order cognitive processes like critical interpretation and analysis is severely hampered by their poor skill in fundamental reading comprehension. This disparity highlights the necessity of methodical, focused educational initiatives that prioritize the development of fundamental comprehension abilities.

2. The created teaching resources are very successful, pedagogically sound, and suitably matched to the learning requirements of pupils in Grade 10. They are a dependable and significant resource for improving students' literacy skills, and their strong evaluations across key criteria show that they effectively address the gaps in reading comprehension identified.

3. The results show that students still struggle with higher-order evaluative thinking abilities despite current educational initiatives. This highlights a persisting gap in advanced comprehension competencies and suggests that present teaching methods may not adequately develop students' capacity to evaluate, critique, and make informed judgments about texts.

4. That teachers use more structured and clear techniques like critical questioning, text analysis exercises, and reflective conversations to help students strengthen their evaluative thinking abilities. Beyond simple understanding, instruction should progress to assignments that call for idea synthesis, interpretation, and justification.

Recommendations

In light of the conclusions drawn from the study, the following are hereby recommended:

1. Teachers use focused, scaffolded reading treatments to help students improve their basic comprehension abilities, including vocabulary growth, main concept identification, and basic inference. To accommodate varied learner demands,

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instructional tactics should be differentiated and progressively move toward higher-order thinking tasks.

2. To promote better comprehension results, the created teaching resources should be embraced and used in reading instruction for students in Grade 10. Teachers are urged to include these resources in their daily lesson plans and modify them as necessary to accommodate a variety of learning environments.

3. Teachers use a more deliberate and methodical approach to helping pupils develop higher-order evaluative thinking abilities. Activities like guided critical conversations, argumentative writing assignments, and text evaluation exercises that call for students to evaluate, critique, defend, and synthesize ideas from texts should be incorporated into instruction. To progressively increase students' competencies, teachers are also urged to employ explicit instruction in higher-order thinking skills, supported by modeling and scaffolding.

4. Teachers employ structured and explicit instructional strategies, such as critical questioning, text analysis activities, and reflective discussions, to enhance students' evaluative thinking skills. Instruction should extend beyond basic comprehension by incorporating tasks that require learners to synthesize ideas, interpret meaning, and justify their responses.

5. Higher-order thinking activities should be consistently integrated into lesson plans, supported by continuous assessment to effectively monitor students' progress and guide them accordingly. To strengthen instructional delivery, schools are also encouraged to offer professional development programs that equip teachers with effective approaches to teaching critical and evaluative reading skills.

6. To track students' progress, teachers might also incorporate guided reading exercises, teaching in explicit comprehension strategies, and frequent formative assessments. In order to improve teachers' ability to teach reading effectively, schools are also urged to offer ongoing professional development. The efficacy of particular intervention programs intended to close the gap between basic and advanced comprehension skills may be investigated by future studies.

7. Through monitoring and training, school officials can also think about encouraging their broader use. To guarantee the products' continued efficacy, ongoing assessment and improvement are advised. To confirm their application in different grade levels or subject areas, more research may be done.

Compliance with Ethical Standards

In conducting this research ethical considerations were prioritized to ensure the protection and respect of all participants involved. Informed consent was obtained from the respondents, with a clear explanation of the study's purpose, procedures, and potentials risks and benefits. Confidentiality and anonymity were maintained throughout

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the study by using codes instead of names and securely storing all data. Participation was entirely voluntary, with the option to withdraw at any time without penalty. No conflict of interest exists in the conduct of the study, plagiarism was strictly avoided, there was no bias in the interpretation of the findings and that the results were used purely for research. Moreover, the study adhered to institutional and educational ethical guidelines.

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