

Scaffolding Reading Strategies and Reading Performance of Senior High School Students

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ABSTRACT: This study examined the level of utilization of scaffolding reading strategies by English teachers and its relationship with the level of reading performance of Senior High School (SHS) students in understanding informational texts. Specifically, it focused on two categories of scaffolding strategies: planned scaffolding, which includes Semantic Mapping, Concept Definition Mapping, Frayer Model, and Anticipation Guide; and interactional scaffolding, which includes Concept Question Chain, Reciprocal Teaching, and SQ3R. The descriptive-correlational research design involved 200 SHS students and their English teachers. Data were gathered using teacher self-assessment tools and a researcher-made reading test assessing students' ability to select and organize information, identify properties of well-written texts, and make connections between text and context.

Findings revealed that both planned and interactional scaffolding strategies were utilized, with some strategies rated as highly utilized. Students demonstrated high levels of reading performance in informational texts. However, correlation results indicated no statistically significant relationship between the levels of teachers' utilization of scaffolding strategies and students' reading performance. Despite the absence of statistical significance, a comprehensive reading intervention program was designed, integrating digital literacy and stakeholder involvement to provide additional scaffolds for learners. The program aims to enhance comprehension by promoting interactive and technology-supported learning environments.

The study concludes that the success of scaffolding strategies in improving reading comprehension is influenced by multiple factors such as implementation fidelity or consistency, student engagement, and collaborative support. It recommends continuous teacher training, incorporation of digital tools in reading instruction, and active engagement of peers, parents, and the community as support systems.

KEYWORDS: scaffolding strategies, reading comprehension, informational texts, digital literacy, SHS students

INTRODUCTION

Reading is a fundamental skill that students must master to perform tasks in all learning areas. It involves phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading requires understanding the message from the text, interpreting between lines, and constructing personal meaning. The success of this language process can be measured when readers develop a system that allows them to construct meaning from print.

The Philippine government's PISA 2018 results showed that only 9% of 15-year-old students can distinguish facts from opinion, indicating low reading proficiency levels. This highlights the need for teachers to address and develop comprehension skills among students.

Reading is traditionally viewed as a passive-receptive skill where learners construct meaning out of words and sentences. However, in the contemporary period, reading is essential for creating and consuming information, succeeding in school and work, and achieving a good quality of life in the 21st Century. Teachers of reading aim to establish discipline and independence in reading among students by providing scaffolding strategies. Scaffolding techniques may include giving directions, modeling, providing contextual support, and simplified language.

Reading is a complex skill that requires mastery of one skill before another. Teachers play a crucial role in providing scaffolding strategies to help students become more independent readers. By addressing the challenges faced by students and providing guidance, teachers can help students develop the necessary skills for success in the 21st century.

The role of student readers interaction with their environment is crucial in the teaching of reading. Both interactional and planned scaffolding are commonly used in classroom settings. Interactional scaffolding involves direct interaction between students and teachers, providing responsive in-person comprehension support. It involves modeling academic language, clarifying text in students' native language, or giving ample time for students to think and process ideas.

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Planned scaffolding includes predetermined materials based on teachers' awareness of students' needs but are not directly responsive to immediate needs. Common scaffolding strategies include Semantic Mapping for vocabulary development, Concept Definition Mapping, Frayer Model, and Anticipation Guide. Semantic Mapping helps students activate and draw on previous knowledge, understand important components of concepts, and find relationships between components. Concept Definition Mapping constructs the meaning of concepts from categorized words in SM, making it a pre-requisite for CDM.

The Frayer Model is a graphic organizer that prompts students to construct their own definition of concepts, describe their essential attributes, provide related examples, and indicate ideas that do not directly relate to the concept. The Anticipation Guide strategy activates students' prior knowledge and increases the chance of comprehension by combining literacy instruction and content-area learning.

Understanding the role of student readers interaction with their environment is essential when examining the role of scaffolding in teaching reading. Teachers should engage students in dealing with intellectual challenges and help them attain competencies to accomplish tasks independently.

The study explores various scaffolding strategies for students' comprehension of informational texts. AG allows students to integrate new information with their existing knowledge, forming modified beliefs. Interactional scaffolding includes the Concept Question Chain, which uses higher-level thinking skills to respond to questions about the text. This strategy involves students interacting with the teacher or classmates, promoting collaborative learning and improving understanding, critical, problem-solving, and communication skills.

Reciprocal Teaching promotes a seamless transition of responsibility for the learning process from teacher to student, requiring explicit modeling of reading strategies. The four instructional activities in RT include prediction, questioning, clarifying, and summarizing. This approach promotes collaborative learning and improves students' understanding, critical, problem-solving, and communication skills.

The SQ3R strategy, developed by Francis P. Robinson, involves active involvement of students in reading and interacting with peers and teachers. This five-step method ensures that content is retained for easy retrieval and activates cognitive processes necessary for unlocking the meaning of the text. The SQ3R strategy involves surveying, questioning, reading slowly, reciting, and reviewing. The researcher classifies these strategies as either planned or interactional scaffolding based on references that outline the characteristics of common scaffolding strategies in reading informational texts. Overall, these strategies help students develop their comprehension, critical thinking, and communication skills in informational texts.

Reading informational texts can be challenging for students due to their complexity and language conventions. These texts can be classified into narrative-informational, expository, and mixed texts. Despite the challenges, reading familiarizes students with sophisticated concepts, vocabulary, and linguistic structure, which may further deepen their learning. To ensure proficiency in reading these texts, teachers should provide authentic engagement experiences.

Teaching text structure to students should include appropriate scaffolding, instructive feedback, selection of text that matches the reader's level, classroom-based instruction, and mindful adaptation of text structure instruction for younger students' needs and abilities. Proficient readers organize their textual memory or knowledge by relying heavily on the text structure.

Senior High School students are exposed to reading informational texts that require knowledge on specific content areas. Reading these texts helps contextualize activities and build necessary competencies for their chosen course. However, reading informational texts can still be challenging for SHS students, making scaffolding highly recommended.

This study investigated English teachers' utilization of scaffolding reading strategies and the informational text-reading skills of Senior High School students at Emilio Aguinaldo College, Manila. The study aims to equip students to enter college where texts are mostly informational and rarely literary. The results of the study initiated a proposed intervention program to increase students' reading comprehension.

The study focuses on the theoretical framework of reading, which is a complex process that requires learning subskills that are pre-requisite of one another. Reading is mainly a cognitive activity, but it can be developed easily when students participate in social activities. The sociocultural theory posits that an individual's development is highly influenced by their culture, and this can be understood through examining the ideas and events that shape it through social interaction.

To develop a positive culture for reading among students, they must be engaged in social conditions, such as active interaction with teachers, classmates, or materials prepared by teachers. This helps them develop a deeper understanding of the reading task and become co-constructors of knowledge and culture.

The Zone of Proximal Development (ZPD) is a concept from the sociocultural theory that explains the difference between what a learner cannot and can do with the assistance of a skilled partner. This concept has significant implications for reading instruction, emphasizing the importance of assessing students' current competencies and needs and providing assistance to address the complexities involved in reading.

Scaffolding, introduced by Bruner, is another important concept in the sociocultural theory. It involves providing assistance for students in performing complex tasks, often through teachers, classmates, or parents. In this context, interactional scaffolding includes engaging teachers and students with one another in dealing with informational texts and simplifying the reading task.

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Reading informational texts can be challenging for adolescents, as Filipino students are more accustomed to reading narratives, making reading other texts challenging. Teachers should diagnose students' reading skills or competencies and provide support or scaffolds to help them achieve related competencies in reading informational texts.

Conceptual Framework

The researchers are guided by the following paradigm throughout the conduct of the study:

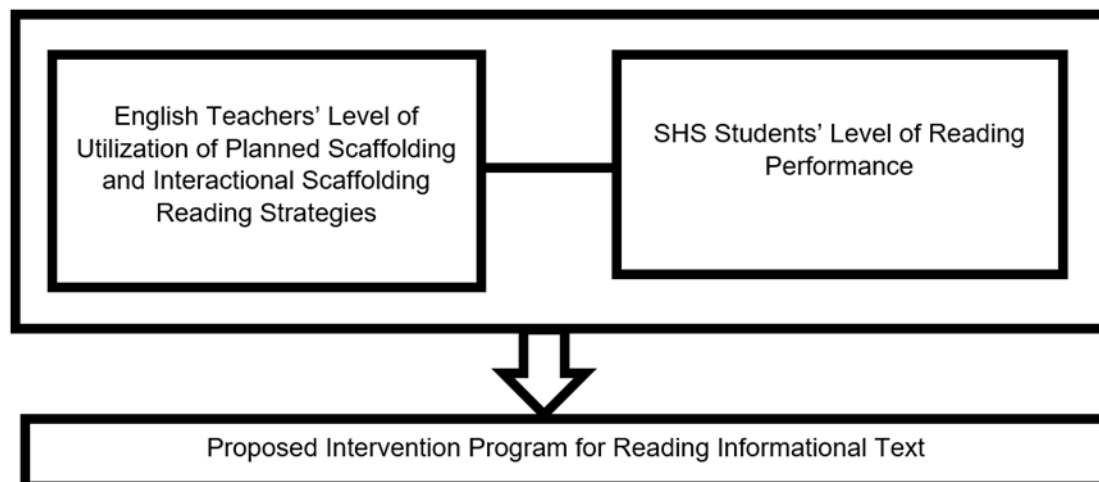


Figure 1. Research Paradigm

The figure above illustrates the significant areas of the research that the researchers considered for the success of the study. Primarily, the researcher assessed the English teachers' level of utilization of the different planned and interactional scaffolding reading strategies. These were then correlated with the level of reading performance of the students reading an informational text. Finally, the result served as the basis of designing the proposed intervention program for reading informational texts.

Statement of the Problem

The research study explored the relationship of scaffolding reading strategies and reading performance in the effort of improving students' comprehension in reading informational texts.

Specifically, the study answered the following questions:

1. What is the level of utilization of scaffolding reading strategies among teacher-respondents in terms of:
 - 1.1 Planned Scaffolding Reading Strategies
 - 1.2 Interactional Scaffolding Reading Strategies
2. What is the level of reading performance of the student-respondents based on the results of their assessment in reading informational text?
3. Is there a significant relationship between the level of utilization of scaffolding reading strategies by the teacher-respondents and the level of reading performance of the student-respondents?
4. Based on the findings of the study, what reading intervention program can be proposed?

Hypotheses

In the effort of determining the relationship between the level of utilization of scaffolding reading strategies and the level of reading performance, the following served as the null hypothesis of the study:

Ho1: There is no significant relationship between the English teachers' level of utilization of planned scaffolding reading strategies and the SHS students' level of reading performance.

Ho2: There is no significant relationship between the English teachers' level of utilization of interactional scaffolding reading strategies and the SHS students' level of reading performance.

METHODOLOGY

The study aimed to examine the reading performance of senior high school students in an autonomous college in Manila, specifically focusing on scaffolding reading strategies among English teachers. The research design employed a Quantitative-Descriptive-Correlational Research Design, examining the level of utilization of planned and interactional scaffolding reading strategies among English teachers. The study was conducted in an autonomous college, which offers Senior High School programs such as ABM, HUMSS, STEM, TVL, and Sports.

A purposive sampling technique was used to select the respondents, including 22 Senior High School teachers from the English Area. The study required 200 student-respondents who met certain criteria, including being officially enrolled in SHS, having completed English subjects, being at least 18 years old, and willing to participate in the study.

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The researchers used two research instruments: one for the teacher-respondents and one for the student-respondents. The English teachers completed a Google Form survey with descriptions for each scaffolding reading strategy, while the students took a 50-item test to assess their reading performance. The reading test included techniques in selecting and organizing information, properties of a well-written text, and text and context connections (critical reading).

The study aimed to equip graduates of EAC-SHS with the necessary reading skills to approach more complex texts in college. The findings could help improve the reading performance of students in higher education and contribute to the development of effective reading strategies.

The study used a reading test based on Department of Education standards and was pilot tested with 30 students. The researchers sought the help of professors in the same college, who have a master's degree in English Major and have been teaching English subjects for over 10 years. Cronbach's Alpha was used as a metric to ensure the reliability of both research instruments. The results showed high reliability for the teacher-respondents instrument, with a Cronbach's Alpha coefficient of 0.96. The student-respondents instrument had a Cronbach's Alpha coefficient of 0.85, indicating high reliability.

The researchers obtained permission from the EAC High School Principal, distributed a Google Form Survey, selected 18-year-old students, administered the reading test, and arranged data for statistical treatment. SPSS was used for statistical analysis, with the Pearson *r* used to determine a significant relationship between scaffolding reading strategies and students' reading performance.

Ethical considerations were taken into account, with all necessary permits obtained, respondents informed of the study's purpose, benefits, and risks, and the results kept confidential. The Data Privacy Act of 2012 was upheld.

RESULTS AND DISCUSSION

This part of the study presents the data gathered through the survey questionnaire and reading test. The same data served as a basis in deriving meaningful discussions in the study.

RQ1: The following presents the results and discussion to answer the first research question: What is the level of utilization of scaffolding reading strategies among teacher-respondents in terms of planned and interactional scaffolding reading strategies?

Table 1
English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies

Planned Scaffolding Reading Strategies	Mean Score	Qualitative Description	Verbal Interpretation	Rank
Anticipation Guide	3.41	Agree	Utilized	4
Concept Definition Mapping	3.26	Agree	Utilized	3
Semantic Mapping	3.21	Agree	Utilized	2
Frayer Model	2.73	Agree	Utilized	1
Average	3.18	Agree	Utilized	

Legend: 3.51-4.00 (Strongly Agree-Highly Utilized); 2.51-3.50 (Agree-Utilized); 1.51-2.50 (Disagree-Moderately Utilized); 1.00-1.50 (Strongly Disagree-Not Utilized)

Table 1 presents the English teachers' level of utilization of planned scaffolding reading strategies based on their mean scores, qualitative descriptions, and verbal interpretations. Among the four strategies assessed, the Anticipation Guide received the highest mean score of 3.41, indicating it as Utilized. This is followed by Concept Definition Mapping with a mean of 3.26, also classified as Utilized. The Semantic Mapping strategy garnered a mean score of 3.21, while the Frayer Model obtained the lowest mean score of 2.73—both interpreted as Utilized. The overall average mean score of 3.18 suggests that English teachers generally utilize these scaffolding reading strategies in their instruction.

This level of utilization aligns with current best practices in teaching reading, where scaffolding strategies are recognized as essential tools to support comprehension, vocabulary development, and student engagement. Scaffolding, as defined by Vygotsky's sociocultural theory and expanded in contemporary studies, involves providing temporary instructional support to help learners accomplish tasks they might not be able to do independently (Walqui & van Lier, 2015).

The high use of Anticipation Guides is consistent with their known benefits in activating prior knowledge and encouraging critical thinking before reading, increasing the chance of comprehending the text easily (Kozen et al., 2006, as cited in Antoni, 2017). From the above data, it can be noted that the teachers use Anticipation Guide to enhance reading comprehension by prompting students to evaluate and revise their understanding as they encounter new information, a process especially effective in content-heavy texts (Almasi & Fullerton, 2019).

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Although Semantic Mapping and the Frayer Model were also used, their lower mean scores may reflect time constraints, lack of familiarity, or perceived complexity in application. However, these tools remain valuable. For instance, the Frayer Model has been found to deepen vocabulary understanding and support disciplinary literacy when integrated into subject-area instruction (Moje, 2015). Semantic Mapping, likewise, fosters deeper connections among words and supports academic vocabulary development, especially in diverse classrooms (Wright & Cervetti, 2017).

Table 2
English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies

Interactional Scaffolding Reading Strategies	Mean Score	Qualitative Description	Verbal Interpretation	Rank
Concept Question Chain	3.35	Agree	Utilized	3
SQ3R (Survey, Question Read, Recite, Review)	3.28	Agree	Utilized	2
Reciprocal Teaching	2.88	Agree	Utilized	1
Average	3.17	Agree	Utilized	

Legend: 3.51-4.00 (Strongly Agree-Highly Utilized); 2.51-3.50 (Agree-Utilized); 1.51-2.50 (Disagree-Moderately Utilized); 1.00-1.50 (Strongly Disagree-Not Utilized)

Table 2 presents the English teachers' level of utilization of interactional scaffolding reading strategies, as reflected by their mean scores, qualitative descriptions, and verbal interpretations. Among the three strategies evaluated, the Concept Question Chain received the highest mean score of 3.35, followed closely by SQ3R (Survey, Question, Read, Recite, Review) with a mean score of 3.28. Both strategies fall under the "Agree" category and are interpreted as "Utilized." On the other hand, Reciprocal Teaching obtained a lower mean score of 2.88, corresponding to an "Agree" rating and interpreted as "Utilized." The overall average mean score of 3.17 suggests that English teachers generally utilize interactional scaffolding strategies in their reading instruction, with a tendency toward high utilization for selected strategies.

The high utilization of Concept Question Chain and SQ3R indicates that English teachers value structured questioning and metacognitive strategies in facilitating comprehension. Concept Question Chain guides students through a sequence of cognitively demanding questions that build understanding step-by-step. According to Li (2020), the three classifications of questions are arranged logically when the teacher asks them to students. Without literal reading, the other two would be impossible. It is only when students can determine factual information, they can make connections and successfully make use of the meaning of the text by relating it to different contexts around them. Additionally, according to Zhang and Liu (2021), structured questioning supports learners' conceptual development and encourages deeper engagement with texts, particularly in second language reading instruction.

SQ3R, a well-established reading comprehension technique, also continues to be favored for its systematic approach to reading and information retention. A recent study by Habib and Arif (2022) confirmed that the SQ3R method improves both comprehension and recall, especially among students who struggle with organizing and synthesizing textual information. Moreover, the SQ3R strategy activates the cognitive process of students necessary in unlocking not just unfamiliar terminologies but the meaning of the entire text, as they read between and beyond the lines (Qishta et al., 2021); in this way, students become efficient readers.

On the other hand, Reciprocal Teaching, while still utilized, appears to be less frequently employed. In the procedure, students and teachers engage in a dialogue while performing instructional activities that allow students to make meaning from the text, i.e., summarizing (self-review), questioning, clarifying, and predicting (Navaei, 2018). Though effective, the strategy demands more preparation and class time, which may explain its lower usage. As highlighted by Chen and Zhou (2023), the success of reciprocal teaching is closely tied to consistent training and teacher facilitation—factors that can be difficult to sustain without targeted professional development.

RQ2: The following presents the results and discussion to answer the second research question: What is the level of reading performance of the student-respondents based on the results of their assessment in reading informational text?

Table 3
SHS Students' Level of Reading Performance Based on the Results of Assessment in Reading Informational Text

Mean Score	Verbal Interpretation	Frequency	Rank
25 – 37	High	133	4
13 – 24	Low	53	3
38 – 50	Very High	13	2
0 – 12	Very Low	1	1
Average: 28.42	High		

Legend: 38-50 (Very High); 25-37 (High); 13-24 (Low); 0-12 (Very Low)

Table 3 presents the reading performance of the student-respondents based on the results of an assessment focused on reading informational texts. The test was administered to 200 students. As shown in the table, 133 students scored between 25-37 which is interpreted as High; 53 scored between 13-24 which is interpreted as Low; 13 scored between 38-50 which is interpreted as Very High; and only scored between 0-12 which is interpreted as Very Low. The mean score obtained was 28.42, which corresponds to a “High” level of reading performance. The assessment measured student-respondents’ proficiency in selecting and organizing information, identifying the properties of a well-written text, and making text and context connections. The results may suggest that, on average, the SHS students who participated in the study demonstrated strong reading comprehension and analytical skills when engaging with informational texts.

Despite the complex nature of informational text because of its variability, structure, specialized language, and inclusion of information from specific content areas (Arf , Mason, & Fajardo, 2018), this high level of performance suggests that SHS students are not only able to understand surface-level content but are also developing proficiency in higher-order reading skills, such as analysis, evaluation, and synthesis. According to Garcia and Ng (2021), students who perform well in reading informational texts often demonstrate stronger academic literacy, which supports learning across subjects, especially in science, social studies, and technical disciplines.

The data also aligns with the findings of Lopez and Aquino (2023), who emphasized the importance of exposing high school students to authentic and varied informational texts to develop critical reading skills. Their research found that consistent engagement with expository texts enhances students’ abilities to connect textual information with broader societal or disciplinary contexts—skills which appear to have been effectively developed among the students in this assessment.

Furthermore, strong performance may be linked to the digital literacy exposure of students. As Tan and Roldan (2024) argue, the frequent use of digital texts in online or blended learning environments has contributed to improved informational text processing skills, particularly in navigating structure, evaluating sources, and purpose of understanding. This assertion contradicts the proposition of Dymock (2007), as cited in Baldwin & Morrow (2019), stating that as early as basic education, students as readers have been accustomed to reading narratives that require students to recognize basic plot, character developments, resolutions, and other elements of a narrative.

RQ3: The following presents the results and discussion to answer the third research question: Is there a significant relationship between the level of utilization of scaffolding reading strategies by the teacher-respondents and the level of reading performance of the student-respondents?

Table 4
Relationship Between the English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies and the Students' Level of Reading Performance

Mean of Utilization of Planned Scaffolding Reading Strategy	Mean of Reading Performance	r-value	p-value	Interpretation and Decision on Null Hypotheses
3.18 (Utilized)	28.42 (High)	0.645	0.692 at 0.05	No Significant Correlation (Accept Null Hypothesis)

Legend: 3.51-4.00 (Strongly Agree-Highly Utilized); 2.51-3.50 (Agree-Utilized); 1.51-2.50 (Disagree-Moderately Utilized); 1.00-1.50 (Strongly Disagree-Not Utilized)
Legend for Reading Performance: 38-50 (Very High); 25-37 (High); 13-24 (Low); 0-12 (Very Low)

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Table 4 presents the statistical relationship between the English teachers' level of utilization of planned scaffolding reading strategies and the students' level of reading performance. The computer Pearson correlation coefficient (r) is 0.645. However, the p -value is 0.05, which indicates that the result is not statistically significant at the conventional level of significance (typically $p < 0.05$). As a result, the decision is to accept the null hypothesis, concluding that there is no significant correlation between the teachers' use of planned scaffolding strategies (mean = 3.18) and students' reading performance (mean = 28.42).

This finding is somewhat unexpected, given that scaffolding strategies are widely recognized for their role in enhancing student comprehension and learning outcomes. According to Lin and Chan (2022), planned scaffolding—when consistently and explicitly implemented—has been linked to measurable gains in reading comprehension, particularly in complex texts. However, the present data suggests that the level of strategy use alone may not be sufficient to predict performance outcomes.

One possible explanation is that the quality and consistency of implementation matter more than the frequency or level of strategy utilization. Ocampo and Reyes (2021) emphasize that scaffolding techniques yield the greatest impact when adapted to students' specific needs and delivered through responsive, differentiated instruction. Thus, even if teachers report using certain strategies, if these are not meaningfully integrated or aligned with students' reading levels, their effectiveness may be diminished.

Another consideration is the influence of external or learner-related variables. Students' reading performance can be significantly affected by factors such as prior knowledge, motivation, home literacy environment, and language proficiency. Rahman and Bautista (2023) note that while teacher practices play a vital role, student performance is ultimately shaped by a combination of instructional, cognitive, and socio-emotional factors.

Additionally, the lack of significant correlation may indicate a time lag between the use of scaffolding strategies and observable improvements in performance. As Gomez and Yu (2020) argue, cognitive strategies introduced through scaffolding often require sustained exposure and repeated application before their effects become evident in assessments.

Table 5
Relationship Between the English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies and the Students' Level of Reading Performance

Mean of Utilization of Interactional Scaffolding Reading Strategy	Mean of Reading Performance	r-value	p-value	Interpretation and Decision on Null Hypotheses
3.17 (Utilized)	28.42 (High)	0.645	0.242 at 0.05	No Significant Correlation (Accept Null Hypothesis)

Legend: 3.51-4.00 (Strongly Agree-Highly Utilized); 2.51-3.50 (Agree-Utilized); 1.51-2.50 (Disagree-Moderately Utilized); 1.00-1.50 (Strongly Disagree-Not Utilized)
Legend for Reading Performance: 38-50 (Very High); 25-37 (High); 13-24 (Low); 0-12 (Very Low)

Table 5 shows the relationship between the English teachers' level of utilization of interactional scaffolding reading strategies and the students' level of reading performance. The computed Pearson correlation coefficient (r) 0.645. However, with a p -value of 0.05, the result does not reach statistical significance, leading to the acceptance of the null hypothesis. This suggests that there is no significant correlation between the teachers' use of interactional scaffolding strategies (mean = 3.17) and the students' reading performance (mean = 28.42).

This result suggests that while interactional scaffolding strategies (such as reciprocal teaching, concept question chains, and SQ3R) are moderately used (mean = 3.17), this level of use alone does not significantly predict or impact students' reading performance (mean = 28.42) in a statistically measurable way.

One possible explanation is that the effectiveness of interactional scaffolding depends not only on its presence but on how it is implemented. As highlighted by Martinez and Huang (2021), interactional scaffolding requires active engagement, timely feedback, and teacher responsiveness to student needs. If these conditions are not consistently met, the strategy may lose its effectiveness.

Additionally, Chen and Alonzo (2023) argue that student readiness and interaction quality are key mediators of the effectiveness of scaffolding. If students are not cognitively or emotionally prepared to participate in dialogue-based learning strategies, or if interactional routines are mechanical rather than meaningful, the intended impact on comprehension may not materialize.

Moreover, Perez and Santos (2022) found that teacher-student rapport and classroom discourse culture greatly influence the success of interactive scaffolding. Classrooms where trust, motivation, and open communication are lacking may not benefit as much from these strategies, even when they are employed regularly.

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Finally, the results may also reflect the influence of external variables such as reading habits outside the classroom, digital literacy, and access to support materials. Lee and Manalo (2024) emphasize that while in-class strategies are essential, students' independent engagement with texts and their access to structured reading environments also play significant roles in reading performance outcomes.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the analyzed data and findings of the study, the following are the conclusions of the researchers:

1. English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies

English teachers are generally consistent in using planned scaffolding reading strategies, with preference toward those that directly support pre-reading and vocabulary development.

2. English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies

Interactional scaffolding reading strategy is present but not uniformly applied. Strategies that require structured peer interaction (e.g., Reciprocal Teaching) were used less frequently.

3. SHS Students' Level of Reading Performance in Informational Text

Students exhibit a high level of performance in reading informational texts, likely supported by the consistent use of some scaffolding strategies.

4. Relationship Between the English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies and the SHS Students' Level of Reading Performance

There is no significant correlation between the level of utilization of planned scaffolding reading strategies and level of students' reading performance, possibly due to the quality or consistency of implementation rather than frequency of use.

5. Relationship Between the English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies and the SHS Students' Level of Reading Performance

The use of interactional scaffolding strategies, while present, may not have been sufficient in intensity, quality, or adaptability to significantly impact students' comprehension outcomes.

Recommendations

Based on the analyzed data, findings of the study, and conclusions, the following are the recommendations of the researchers:

1. English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies

1.1 Provide further training to enhance the consistent use of lesser-utilized strategies (e.g., Frayer Model).

1.2 Encourage teachers to explore adaptive ways of combining these strategies to support diverse learners.

2. English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies

2.1 Conduct capacity-building workshops to improve the application of dialogic and peer-led scaffolding methods.

2.2 Promote the use of peer feedback, questioning routines, and reciprocal teaching through teacher modeling and collaborative practice.

3. SHS Students' Level of Reading Performance in Informational Text

3.1 Sustain effective scaffolding practices while incorporating new approaches, especially for learners at different performance levels.

3.2 Expand assessments to diagnose specific areas of strength and improvement in critical reading.

4. Relationship Between the English Teachers' Level of Utilization of Planned Scaffolding Reading Strategies and the SHS Students' Level of Reading Performance

4.1 Focus on improving the fidelity and responsiveness of planned scaffolding reading strategies through professional development.

4.2 Use classroom observations and reflective teaching tools to ensure that scaffolds are applied at the right level and time for learners.

4.3 Correlate the teachers' level of utilization of planned scaffolding reading strategies with each of the targeted reading skills in the test.

5. Relationship Between the English Teachers' Level of Utilization of Interactional Scaffolding Reading Strategies and the SHS Students' Level of Reading Performance

5.1 Train teachers to be more responsive in their use of interactional scaffolds—adjusting to students' needs in real time.

5.2 Encourage structured interaction and student agency by embedding peer-to-peer teaching (e.g., reciprocal teaching, questioning routines).

5.3 Correlate the teachers' level of utilization of interactional scaffolding reading strategies with each of the targeted reading skills in the test.

6. Proposed Reading Intervention Program

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6.1 Implement the proposed reading intervention program, titled, Critical Reading Mastery: Building Informational Text Comprehension through Scaffolding Reading Strategies, since this program integrates both scaffolding reading strategies with digital literacy and multi-stakeholder involvement to improve strategy effectiveness, learner engagement, and ultimately reading comprehension.

PROPOSED READING INTERVENTION PROGRAM

The key features of the reading intervention program include fidelity in implementation. Teachers receive prior training to ensure quality and consistent delivery of scaffolding strategies, emphasizing responsiveness to student cues and differentiated support. The program also promotes a student-centered approach. Interactional scaffolding encourages active student participation through dialogue, peer collaboration, and metacognitive questioning. The ongoing checks through formative assessment activities guide teacher feedback and allow adjustment of scaffolding intensity based on student needs. Additionally, the program encourages the teachers to use materials that reflect real-world informational texts relevant to students' interests and academic goals, enhancing engagement and transferability. Lastly, the program requires reflective practice where students can reflect on their use of reading strategies to develop metacognition and self-regulated learning habits.

It is also evident that the reading intervention integrates digital literacy integration and active involvement of multiple stakeholders as scaffold providers. Since digital literacy skills are essential for navigating and comprehending informational texts in today's technology-driven world (Leu et al., 2021), exposure to digital tools enhances students' abilities to access, evaluate, and synthesize information from multiple sources, boosting comprehension. Learning is enriched when scaffolding support extends beyond the teacher, involving peers, parents, and even community members, creating a more comprehensive learning environment (Epstein, 2020).

Although the study showed that there is no significant relationship between the English teachers' level of utilization of planned and interactional scaffolding reading strategies, the proposed reading intervention program, as shown above, has several reasons supporting its effectiveness:

1. The program integrates well-researched scaffolding techniques such as semantic mapping, concept definition mapping, reciprocal teaching, and SQ3R. These strategies have consistently shown positive effects on comprehension by helping students organize information, build vocabulary, engage actively, and monitor their understanding (Lin & Chan, 2022; Martinez & Huang, 2021).
2. By combining planned scaffolding (structured supports like graphic organizers) and interactional scaffolding (responsive, dialogue-driven techniques), the program addresses multiple dimensions of learning—cognitive, social, and metacognitive—offering a more comprehensive support system (Chen & Alonzo, 2023).
3. Past challenges with scaffolding programs often relate to inconsistent or superficial use. This design of the reading intervention program emphasizes teacher training and fidelity of implementation, which are critical factors in maximizing impact (Ocampo & Reyes, 2021). Responsive scaffolding adapts to student needs, making learning more personalized and effective.
4. Encouraging students to reflect on strategy use fosters metacognitive awareness—an essential skill for independent, lifelong learning—which has been linked to improved reading comprehension (Gomez & Yu, 2020).
5. Engaging students with real-world informational texts enhances motivation and contextual understanding, increasing the likelihood that comprehension skills will transfer beyond the classroom (Lee & Manalo, 2024).

Overall, this reading intervention program aligns well with the current research study. While no single program guarantees absolute success, the thoughtful integration of evidence-based scaffolding reading strategies, focused on quality delivery, and promotion of active student engagement, integration of digital literacy, and involvement of different stakeholders, make it a promising approach to significantly improve the students' comprehension in reading informational texts.

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