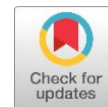


Teachers' language teaching efficiency and learners' English proficiency: Basis for an intervention program in Ocampo district

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ABSTRACT

Reading proficiency remains a critical challenge among Grade 3 learners in the Crossroad Sector of the Ocampo District, prompting the need to investigate contributing factors and develop targeted interventions. This study aimed to determine the influence of teachers' language teaching efficiency on learners' English learning proficiency and use the findings to craft an evidence-based intervention program for the 2023–2024 academic year. Specifically, it examined (1) the level of teachers' language teaching efficiency, (2) learners' learning proficiency, (3) the difference in learners' reading performance between pre-test and post-test, (4) the relationship between teaching efficiency and learning proficiency, (5) the extent to which teaching efficiency influences learners' proficiency, and (6) proposed an intervention program to address identified gaps. Utilizing a descriptive-comparative-correlational research design, data were collected through the Comprehensive Rapid Literacy Assessment and survey questionnaires. Statistical tools such as Weighted Mean, Pearson's r , and Coefficient of Determination were applied. Findings revealed that teaching efficiency was generally rated as "Much Evident," and significant improvements in word recognition were observed post-intervention. A strong correlation was found between teaching efficiency and learners' proficiency in English. However, teacher–learner interaction was identified as a weak area. Based on these results, an intervention program was proposed to enhance reading fluency and comprehension.



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1. Introduction

The current state of the education system highlights the ongoing need to improve teaching practices, particularly in the area of language instruction. One crucial area of focus is enhancing teachers' language teaching efficiency to equip learners with skills that meet the demands of the 21st century. This improvement extends beyond professional training and preparation—it involves refining how teachers facilitate learning. Effective teaching demands mastery of subject content, proficiency in instructional strategies, appropriate utilization of curriculum and teaching materials, and sound learner assessment practices (Ersya, et al., 2024; Nggilu et al., 2024; Pulungan et al., 2024).

Both teaching efficiency and learners' learning proficiency are critical to successful language acquisition. Teachers and learners must possess the requisite knowledge, skills, and attitudes to ensure an effective teaching-learning process that contributes to personal development and broader societal

growth. An effective teacher not only understands the content but also adapts instruction to the developmental needs of learners, promotes meaningful interaction, and fosters a supportive learning environment (Asterhan et al., 2024; Bogale & Wale, 2024). Reading proficiency, in particular, is a foundational skill essential for learning, and it must be cultivated through consistent exposure to engaging and level-appropriate reading materials (Xia et al., 2024; Stewart et al., 2024).

Teachers are tasked with making classroom learning relevant and meaningful. As Amin and Greenwood (2018) suggest, educators play a key role in translating curriculum and policy into impactful learning experiences. Language teaching provides a platform to engage learners with local and global issues, enriching their understanding of diverse perspectives. Strategies such as project-based learning, collaborative tasks, and learner autonomy—endorsed by Maley and Peachey (2017)—reflect a shift towards active, learner-centered education.

The Department of Education Region V, through Regional Memorandum No. 157-2019, launched the “5Bs” program (Bawat Batang Bicolano Bihasang Bumasa), which aims to standardize reading intervention efforts and promote stronger reading skills among learners. In partnership with USAID and the ABC+ Project, this initiative highlights the region’s commitment to literacy development.

Despite these efforts, challenges remain. CNN Philippines (2020) reported that approximately 40,000 students in the Bicol Region were classified as struggling readers, based on results from the Philippine Informal Reading Inventory (Phil-IRI). These findings underscore the urgent need for sustained and effective reading interventions.

Moreover, this research aligns with the Sustainable Development Goals (SDGs), particularly those focused on quality education. By addressing language teaching efficiency and learning proficiency, this study promotes a holistic, purpose-driven educational approach that empowers learners to become socially and environmentally conscious individuals.

Ultimately, teacher efficiency must be measured not only in outcomes but also in practice. Efficient teachers manage time effectively, prepare instructional materials, engage learners meaningfully, and maintain a well-organized teaching-learning process. This study investigates the relationship between teachers’ language teaching efficiency and Grade 3 learners’ English learning proficiency in the Ocampo District, Division of Camarines Sur. It also explores whether identified issues in teaching and learning can be addressed through targeted intervention.

2. Literature Review

2.1. Language Teaching Efficiency of Teachers

Teaching is a noble and demanding profession that plays a vital role in shaping the future of society. Beyond the transmission of knowledge, effective teaching involves inspiring, guiding, and supporting students toward their academic and personal development. A key dimension that enhances the effectiveness of teaching is efficiency—the ability of a teacher to plan, manage, and deliver instruction in a manner that maximizes learning outcomes while minimizing wasted time and resources.

An efficient teacher organizes and plans lessons in advance, ensuring that instructional time is used effectively (Asterhan et al., 2024; Bogale & Wale, 2024). According to Heick (2020), there are sixteen key indicators of efficient teaching, including making frequent instructional adjustments, using reliable data, backward planning, personalizing learning, maintaining clarity of objectives, and consistently refining lesson plans and assessments. Efficient teachers also regularly assess student progress through non-intrusive methods and use assessment data to inform instruction (Asterhan et al., 2024; Bogale & Wale, 2024). Moreover, they maintain a sustainable pace for themselves and their students, ensuring that both teaching and learning occur in a balanced and productive environment.

De Witte (2015) offers a comprehensive review of the literature on educational efficiency, analyzing various methodologies such as Data Envelopment Analysis, the Malmquist index, bootstrapping techniques, robust frontiers, and stochastic frontier analysis. The study establishes connections between parametric approaches in the economics of education and semi-parametric models used in efficiency analysis. These frameworks offer practical tools for evaluating how

educational resources—time, instructional materials, teacher capabilities—can be optimized to improve learner outcomes.

Johnes et al. (2017) further support the importance of efficiency in education, noting that education yields substantial benefits at the individual, local, and national levels. Given limited public resources and competing demands, it is crucial that education systems deliver high-quality outcomes in the most efficient manner possible. Efficiency, in this context, is achieved when educational outputs—such as student test scores or value-added learning—are attained using the least possible input, whether financial resources or human capital.

Together, these perspectives emphasize that teaching efficiency is not merely about doing things faster, but about making thoughtful, data-informed decisions that enhance both teaching practice and student achievement. This framework serves as the foundation for assessing language teaching efficiency in this study.

2.2. Learning Proficiency of Learners

Reading is a multifaceted cognitive process involving sensation, perception, comprehension, application, and integration. It enables individuals to interpret and derive meaning from written words and symbols, serving as a fundamental medium of communication and a gateway to information, knowledge, and ideas.

One of the primary areas where educators must focus in the development of learners is language proficiency, particularly in English, given its global significance. In today's interconnected world, English language proficiency is essential not only for academic success but also for global participation. Educational institutions and language learning centers are therefore increasingly prioritizing the development of strategies that enhance students' English skills.

Among these strategies, creating immersive language learning environments has proven to be effective. According to Lan (2020), immersive programs—where learners are actively engaged in using English in real-life contexts—can significantly strengthen language proficiency. These include language exchange activities, English-speaking clubs, and language camps, all of which foster interaction with fluent speakers and boost learners' confidence and skills in listening, speaking, reading, and writing.

Moreover, the integration of technology in English language instruction is another critical approach (Yang et al., 2024; Dong et al., 2024). Cutter (2015) emphasizes the role of digital tools and applications in providing interactive and individualized learning experiences. Online platforms, educational apps, and specialized software offer vocabulary exercises, pronunciation support, and reading comprehension activities that cater to diverse learning preferences.

Reading, in particular, is integral to both academic performance and daily functioning. Panerio (2020) notes that reading comprises approximately 85% of people's everyday activities, including interpreting signs, instructions, and informational texts. Yet, as highlighted by the *Philippine Star* (2019), many Filipino students struggle with reading motivation and proficiency, a concern exacerbated by the increasing reliance on technology for entertainment and communication.

Doiron (2021) stresses the crucial role of schools and teachers in cultivating students' reading interests. Libraries and classroom reading activities must be designed to motivate and engage learners. However, the home environment is equally influential; parents play a foundational role in fostering early reading habits by providing access to age-appropriate and interest-aligned reading material (Wu & Hindman, 2024; Ali et al., 2024; Sari et al., 2024).

Further, Tolentino et al. (2020) investigated the English proficiency and confidence levels of Bachelor of Secondary Education students in the context of ASEAN Integration. Findings revealed a discrepancy between confidence in speaking and proficiency in reading and writing. This highlights the need for more rigorous English language preparation at the tertiary level, including enhanced admission criteria and targeted instruction to support students' readiness for regional and global communication.

In conclusion, the development of learners' proficiency in English is a multidimensional effort requiring effective teaching strategies, technological integration, institutional support, and family involvement. Strengthening these areas is vital for preparing learners to meet the demands of academic and professional environments in a globalized world.

3. Method

This study employed a descriptive-comparative-correlational research design. The descriptive method was used to determine the level of teaching efficiency among English teachers, focusing on the following indicators: (1) Use of English Language, (2) Ability to Interact with Learners, (3) Interest in Literature, (4) Attitudes toward the Communication Arts Curriculum, and (5) Application of Appropriate Modalities in Language Teaching. It also aimed to assess the level of learners' proficiency in English and examine the influence of teachers' teaching efficiency on learners' language learning proficiency.

The comparative method was employed to analyze the relative effects of the identified variables across cases, specifically comparing pre-test and post-test results, as well as differences in teaching efficiency and learning proficiency.

The correlational method was applied to determine whether there was a statistically significant difference between learners' reading levels before and after the intervention, and to examine the relationship between teachers' teaching efficiency and learners' English proficiency in Grade 3 within the Crossroad Sector of Ocampo District, Division of Camarines Sur.

The study was conducted at the beginning and end of the school year 2023–2024. Data were gathered from 283 learners through the results of the Comprehensive Rapid Literacy Assessment (CRLA). In addition, a survey questionnaire was administered to 6 school heads, 6 English coordinators, and 9 English teachers.

Quantitative data were statistically analyzed using the weighted mean, mean, standard deviation, proficiency level, Pearson Product-Moment Correlation, and the coefficient of determination to draw valid and reliable conclusions from the findings.

4. Findings and Discussion

4.1. Findings

Based on the data collected, it is evident that the majority of the respondents were learners, with school heads, English coordinators, and teachers represented in smaller proportions. The distribution of respondents is presented in Table 1.

Table 1. Distribution of Respondents

Respondents	f	%
Learners	283	93.09
SHs/English Coordinators	12	3.95
Teachers	9	2.96
Total	304	100.00

4.1.1. Level of Language Teaching Efficiency of Teachers

The study aimed to determine the level of teaching efficiency among teachers across several indicators: (1) Use of the English language, (2) Ability to interact with learners, (3) Interest in literature, (4) Attitudes toward the Communication Arts curriculum, and (5) Application of appropriate modalities in language teaching. The findings regarding these indicators are summarized in Tables 2 to 6.

Table 2. Level of language teaching efficiency of teachers in terms of use of the English language

Indicator	T	SH	AWM	INT.	R
Language as a medium of instruction.	4.00	3.58	3.79	ME	1
Serve as a link language.	3.78	2.66	3.22	FE	2
Openness of vocabulary.	3.56	2.75	3.16	FE	3
Symbolizes, prestige, elitism and modernity.	3.00	2.83	2.92	FE	4
Imaginary, innovative function-literacy creation.	3.22	3.58	2.90	FE	5
Average Weighted Mean	3.51	2.88	3.20	Fairly Evident	

Legend:

Scale

Interpretation

T - Teachers

4.21- 5.00 - Very Much Evident (VME)

SH - School Heads

3.41- 4.20 - Much Evident (ME)

AWM -Average Weighted Mean

2.61- 3.40 - Fairly Evident (FE)

Int. - Interpretation

1.81- 2.60 - Less Evident (LE)

R - Rank

1.00- 1.80 - Least Evident (LtE)

Table 3. Level of language teaching efficiency of teachers in terms of ability to interact with learners

Indicators	T	SH	AWM	INT.	R
Use simple language that is easy to understand.	4.89	4.42	4.66	ME	1
Understand and share the feelings of your learners to build trust and rapport.	4.78	4.42	4.60	FE	2
Understand their learners' interest, learning styles, and challenges they face.	4.89	4.25	4.57	FE	3
Give your full attention to learners when they speak, showing that the inputs are valued.	4.89	4.17	4.53	FE	4
Regularly seek feedback and observe learners to adjust your approach when needed.	4.33	3.75	4.04	FE	5
Average Weighted Mean	4.76	4.40	4.58	VME	
Interpretation	MVE	VME	MVE		
Rank	1	2			

Table 4. Level of language teaching efficiency of teachers in terms of interest in literature

Indicators	T	SH	AWM	INT.	R
Celebrates the individual's experience and inner life.	4.11	3.83	3.97	ME	1
Literature often emphasizes the beauty and power of nature.	3.79	3.17	3.48	ME	2
Uses detailed, sometimes exhaustive descriptions of settings and characters.	3.44	3.50	3.47	ME	3
Uses central emotion, often depicted in an intense and personal manner.	2.78	2.75	2.77	FE	4
Portray life accurately without idealization.	2.67	2.50	2.59	FE	5
Average Weighted Mean	3.36	3.15	3.26	FE	
Interpretation	FE	FE	FE		
Rank	1	2			

Table 5. Level of language teaching efficiency of teachers in terms of attribute towards the communication arts curriculum

Indicators	T	SH	AWM	INT	R
Show enthusiasm and interest in teaching Communication Arts.	4.78	3.33	4.06	ME	1
Shows positive attitudes towards Communication Arts.	4.67	3.42	4.05	ME	2
Diagnose the learners' needs and interest and plan the activities to improve their critical thinking ability.	4.56	3.08	3.83	ME	3
Makes excellent preparation particularly on how to teach English.	4.44	2.83	3.64	ME	4
Applies various approaches, methods and strategies in teaching English.	4.00	3.17	3.59	ME	5
Average Weighted Mean	4.49	3.17	3.83	ME	
Interpretation	VME	FE	ME		
Rank	1	2			

Table 6. Level of language teaching efficiency of teachers in terms of application of appropriate modalities in language teaching

Indicators	T	SH	AWM	INT.	R
Encourage learners to use multimedia presentations to teach their peers about a specific topic.	5.00	4.00	4.50	ME	1
Allow learners to process information through multiple modalities.	4.89	4.00	4.45	ME	2
Learners have opportunities to use linguistic, visual and audio modes in order to experience, conceptualize, analyze and apply meaning.	4.78	3.75	4.27	ME	3
Creating and using visual presentation assist learners in synthesizing new information in a meaningful way.	4.33	3.33	3.83	ME	4
Create interactive quizzes or games using multimedia elements to assess understanding.	4.44	3.00	3.72	ME	5
Average Weighted Mean	4.67	3.62	4.15	ME	
Interpretation	VME	ME	ME		
Rank	1	2			

Table 7. The summary of the level of language teaching efficiency

Indicators	T	SH	OAWM	INT.	R
Ability to Interact with Learners	4.76	4.40	4.58	VME	1
Application of appropriate Modalities in language teaching	4.67	3.62	4.15	ME	2
Attributes towards the Communication Arts curriculum	4.49	3.17	3.83	ME	3
Interest in literature	3.36	3.15	3.26	FE	4
Use English language	3.51	2.88	3.20	FE	5
Overall Average Weighted Mean	4.16	3.44	3.80	ME	
Interpretation	ME	ME	ME		
Rank	1	2			

The highest level of efficiency was observed in the ability to interact with learners, while the lowest was found in the use of the English language. Both indicators, however, are critical to the teaching-learning process. Effective interaction with learners is essential and should be consistently practiced, while the use of English language in teaching is fundamental to the language acquisition process for both school heads and Grade 3 English teachers.

4.1.2. Level of Learning Proficiency of Learners

The level of learners' proficiency was assessed through the Comprehensive Rapid Literacy Assessment (CRLA), utilizing pre- and post-evaluations. Table 8 illustrates the learners' performance in word recognition, while Table 9 highlights their reading fluency and comprehension.

Table 8. Level of learning proficiency of learners in word recognition

Statistical Measure	Statistical Value	
	Pre-test	Post-test
No. of items	20	20
Highest score	20	20
Lowest score	2	2
Mean	14.91	16.49
Standard deviation	3.72	2.60
Proficiency Level	74.55	82.45
Interpretation	Approaching Proficiency	Proficient

Legend:

Range	Interpretation
75-100	Proficient
50-74.9	Approaching Proficiency
25-49.9	Developing
0-24.9	Beginning

Table 9. Level of learning proficiency of learners in reading fluency and comprehension

Statistical Measure	Statistical Value	
	Pre-test	Post-test
No. of items	6	6
Highest score	6	6
Lowest score	-	-
Mean	2.10	4.29
Standard deviation	1.64	1.68
Proficiency Level	35.00	71.72
Interpretation	Developing	Approaching Proficiency

The data in Table 8 reveal that the mean pre-test score was lower than the post-test score, indicating an improvement in learners' proficiency in word recognition, likely due to the teachers' efforts. The standard deviation for the pre-test was higher than that for the post-test, suggesting that the post-test data were more concentrated around the mean, indicating a reduction in variability among the learners' results.

Similarly, in Table 9 the mean pre-test score was again lower than the post-test score, signaling improvement in reading fluency and comprehension. The standard deviation for the pre-test was slightly lower than for the post-test, showing a slight spread of data in the pre-test but a more clustered result in the post-test.

4.1.3. Test of Significant Difference

The test of significant differences between learners' reading levels in the pre-test and post-test in word recognition, reading fluency, and comprehension is presented in Table 10. The results indicated that there was a statistically significant improvement in the learners' reading proficiency, suggesting that the reading goals were successfully achieved.

Table 10. Difference between the reading levels of the learners in the Pre-test and Post test in the comprehensive rapid literacy assessment

Learning Proficiency	df	t-Statistic	Critical value	Interpretation
Word Recognition	6	-6.59	2.4469	Significant
Reading Fluency and Comprehension	6	-20.32	2.4469	Significant

This outcome emphasizes the need for continued investment by both school heads and Grade 3 English teachers in effective interventions, teaching strategies, and the provision of a supportive environment to ensure learners reach their full potential, particularly in the Crossroad Sector of Ocampo District. Additionally, it is crucial for school heads to closely monitor and supervise the implementation of reading programs to ensure their effectiveness.

4.1.4. Relationship between Teaching Efficiency and Learners' Learning Proficiency

One of the primary objectives of this study was to explore the relationship between teaching efficiency and learners' learning proficiency. The Pearson Product-Moment Correlation analysis, shown in Table 11, revealed a significant relationship between several variables. Notably, the use of the English language was positively correlated with improvements in word recognition, reading fluency, and comprehension. Additionally, the attributes toward the Communication Arts curriculum showed a significant correlation with reading fluency and comprehension.

Table 11. Relationship between teaching efficiency of teachers and learning proficiency of learners

Teaching Efficiency	Learning Proficiency	r-value	Degree of Correlation	Critical Value	Int.
Use of the English Language	Word Recognition	0.98	Very High	0.950	S
	Reading Fluency and Comprehension	0.99	Very High	0.950	S
Ability to Interact with Learners	Word Recognition	0.53	Moderate	0.950	NS
	Reading Fluency and Comprehension	0.54	Moderate	0.950	NS
Interest in Literature	Word Recognition	0.84	High	0.950	NS
	Reading Fluency and Comprehension	0.87	High	0.950	NS
Attributes towards the Communication Arts Curriculum	Word Recognition	0.93	Very High	0.950	NS
	Reading Fluency and Comprehension	0.97	Very High	0.950	S
Application of Appropriate Modalities in Language Teaching	Word Recognition	0.83	High	0.950	NS
	Reading Fluency and Comprehension	0.83	High	0.950	NS

Legend:

r-value	Interpretation
Less than ± 0.20	Negligible Correlation
± 0.20 to ± 0.39	Low Correlation
± 0.40 to ± 0.69	Moderate Correlation
± 0.70 to ± 0.89	High Correlation

Other variables, such as the ability to interact with learners, interest in literature, and application of appropriate modalities in language teaching, demonstrated weaker correlations with learners' proficiency in word recognition, reading fluency, and comprehension.

4.1.5. Influence of Teaching Efficiency on Learners' Learning Proficiency

As depicted in Table 12, the most significant influence of teaching efficiency on learners' proficiency was observed in the use of the English language and attributes toward the Communication Arts curriculum, both of which had a strong impact on word recognition, reading fluency, and comprehension.

Table 12. Influence of language teaching efficiency of teachers on the learning proficiency of learners

Teaching Efficiency	Learning Proficiency	r ² - value (in %)	Interpretation
Use of the English Language	Word Recognition	96	Very Strong
	Reading Fluency and Comprehension	98	Very Strong
Ability to Interact with Learners	Word Recognition	28	Weak
	Reading Fluency and Comprehension	29	Weak
Interest in Literature	Word Recognition	71	Strong
	Reading Fluency and Comprehension	77	Strong
Attributes towards the Communication Arts Curriculum	Word Recognition	86	Very Strong
	Reading Fluency and Comprehension	94	Very Strong
Application of Appropriate Modalities in Language Teaching	Word Recognition	69	Strong
	Reading Fluency and Comprehension	69	Strong

Legend:

r ² -value	Strength of r ² value
81-100	Very Strong
61-80	Strong
41-60	Moderate
21-40	Weak
00-20	Very Weak

These findings suggest that Grade 3 English teachers are well-versed in these aspects and should continue to adapt and refine their practices.

However, aspects such as the ability to interact with learners, although considered important, were identified as areas requiring improvement. These aspects showed weaker correlations with learners' proficiency in word recognition and reading fluency and comprehension.

In conclusion, it is recommended that Grade 3 English teachers focus on enhancing their ability to interact with learners through tailored interventions, improved teaching strategies, and close monitoring by school heads to ensure optimal teaching performance and learner development.

4.2. Discussion

The present study aimed to investigate the relationship between the teaching efficiency of Grade 3 English teachers and the learning proficiency of their students in word recognition, reading fluency, and comprehension. The findings suggest that the teaching efficiency of teachers significantly influenced learners' proficiency, particularly in word recognition and reading fluency and comprehension. The study also revealed the varying impact of different teaching efficiency indicators, with the use of the English language and attributes toward the Communication Arts curriculum showing strong correlations with learners' improvements, while the ability to interact with learners showed moderate effects.

1) Teaching Efficiency and Learners' Proficiency

The significant positive relationship between the use of the English language and learners' proficiency in word recognition, reading fluency, and comprehension is consistent with the work of Heick (2020), who emphasized the importance of language use in teaching, especially in language proficiency development. Similarly, attributes toward the Communication Arts curriculum were found

to be strongly associated with learners' reading fluency and comprehension, supporting previous research by Lan (2020) that highlighted the role of curriculum design in improving language skills.

These findings suggest that teachers' competence in the English language and their alignment with the Communication Arts curriculum are fundamental to fostering language proficiency among learners. This aligns with Johnes et al. (2017), who argued that effective language teaching requires not only knowledge of the language but also a well-structured curriculum that supports diverse learning needs.

While the ability to interact with learners was considered a crucial indicator of teaching efficiency, its effect on learners' proficiency in reading was moderate. This is in line with findings by Doiron (2021), who noted that teacher-student interactions play a pivotal role in student motivation and engagement, yet other factors such as curriculum design and teacher language proficiency may exert stronger effects on academic outcomes. The interest in literature and application of appropriate modalities were also factors considered important but showed weaker correlations with learners' proficiency. This finding supports the work of Panerio (2020) and Huang et al. (2025), who discussed the complex interplay between different teaching strategies and learner outcomes, suggesting that interest in literature alone may not be sufficient without effective integration into the curriculum and pedagogical practices.

2) *Impact of Teaching Strategies and Teacher Monitoring*

The study's results emphasize the importance of continuous professional development and monitoring by school heads to enhance the effectiveness of teaching strategies. The strong influence of use of the English language and Communication Arts curriculum underscores the need for teachers to be proficient in both language skills and curriculum content. Additionally, the findings suggest that there should be a greater emphasis on developing teachers' ability to interact with learners. It is possible that a focus on communication strategies, formative feedback, and personalized learning could further improve student outcomes in reading.

As found by Cutter (2015), the integration of technology can complement these traditional teaching methods by providing interactive and engaging learning experiences. The study suggests that future research could explore how digital tools may enhance the ability to interact with learners and how such tools might influence reading fluency and comprehension.

3) *Recommendations for Future Research and Practice*

The study recommends that schools, particularly in the Crossroad Sector of Ocampo District, invest in professional development programs for teachers that focus on enhancing both language proficiency and interactive teaching strategies. Furthermore, school heads should closely monitor the implementation of reading programs, providing necessary support to ensure sustained improvement in learners' reading skills.

Further research could explore the impact of different teaching modalities, such as collaborative learning, gamification, or the flipped classroom model, on students' language proficiency. Studies that integrate technology into the learning process, especially in rural or under-resourced settings, could provide valuable insights into how digital tools might support the development of reading skills and language proficiency.

5. Conclusion

Overall, the study revealed that the teaching efficiency of Grade 3 English teachers was assessed as highly evident, indicating effective instructional practices across various dimensions. The results from the Comprehensive Rapid Literacy Assessment (CRLA) indicated that learners progressed from *approaching proficiency* to *proficient* in word recognition, and from *developing* to *approaching proficiency* in reading fluency and comprehension between the pre-test and post-test. This improvement highlights the positive impact of instructional efforts over the school year.

Statistical analysis showed a significant difference between learners' pre- and post-test reading scores, underscoring the success of current teaching strategies and literacy interventions. Notably, the use of the English language and attributes toward the Communication Arts curriculum emerged as very strong predictors of students' reading proficiency, particularly in word recognition and reading

fluency and comprehension. Conversely, the ability to interact with learners, while relevant, exhibited a weaker correlation with reading outcomes. These findings affirm that teacher-related factors, particularly language proficiency and curriculum alignment, significantly shape literacy development among early grade learners.

6. Recommendations

Based on the study's findings, the following recommendations are proposed:

1. **Sustain Supervision and Monitoring:** School heads and English coordinators should maintain consistent supervision and support for English teachers, especially regarding the teaching of reading. Regular classroom observations, coaching sessions, and feedback mechanisms are encouraged.
2. **Targeted Interventions:** Interventions should be designed to address specific weaknesses identified in the learners' skills. Particular attention should be given to areas such as reading fluency and comprehension, where many students remain at the developing or approaching proficiency levels.
3. **Professional Development for Teachers:** Grade 3 English teachers should be encouraged to participate in professional development activities that focus on innovative, evidence-based teaching strategies. Emphasis should be placed on improving interaction techniques and differentiated instruction.
4. **Implementation of Innovative Teaching Strategies:** Teachers are encouraged to explore and implement creative instructional methods such as the use of storytelling, peer-assisted reading, phonics-based instruction, and digital tools that support early literacy development.
5. **Strengthen Collaborative Efforts:** A collaborative partnership between school leaders and teachers is essential. School heads must guide, motivate, and monitor teachers consistently, ensuring fidelity in the implementation of literacy programs.
6. **Institutionalize Reading Programs:** Schools should institutionalize effective reading programs that have shown success. Such programs must be integrated into daily lessons and supported by adequate resources and continuous evaluation.

By systematically addressing these recommendations, schools can enhance teaching effectiveness and improve early grade learners' reading proficiency, ultimately contributing to better educational outcomes.

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- | | | |
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