

IMPROVING GRADE FOUR LEARNERS' READING FLUENCY AND COMPREHENSION THROUGH AUDIOBOOK INTEGRATION

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INTRODUCTION

Reading proficiency is a foundational skill crucial for learners' academic achievement and lifelong learning, yet assessment results from Mulao Elementary School showed that several Grade Four learners continued to struggle with reading fluency and comprehension despite existing interventions, as evidenced by diagnostic tools such as the Oral Reading Verification Test and the Philippine Informal Reading Inventory, which classified them at the Frustration Level and performing below grade expectations. To address this persistent concern, this action research examined the use of audiobooks as a supplementary reading intervention, recognizing their potential to provide consistent exposure to fluent reading models, accurate pronunciation, appropriate pacing, and expressive intonation that help learners shift their cognitive effort from decoding to meaning-making. Guided by this rationale, the study aimed to determine the effectiveness of audiobook integration in improving the reading fluency and comprehension of five identified Grade Four learners at Mulao Elementary School during the School Year 2025–2026.

DISCUSSION OF RESULTS

The study utilized a pretest-posttest action research design to determine the impact of audiobook integration on learners' reading performance. Data were gathered using the Oral Reading Verification Test to measure fluency and accuracy, and the Philippine Informal Reading Inventory to assess reading comprehension.

Table 1
Overall Performance of Participants Before the Intervention.

Learner Code	ORV WPM	Accuracy (%)	Phil-IRI Comprehension Raw	Phil-IRI Comprehension (%)	Screening Level
L1	38	82	3 / 10	30	Frustration
L2	42	78	4 / 10	40	Frustration
L3	35	80	2 / 10	20	Frustration
L4	46	84	4 / 10	40	Frustration
L5	40	79	3 / 10	30	Frustration

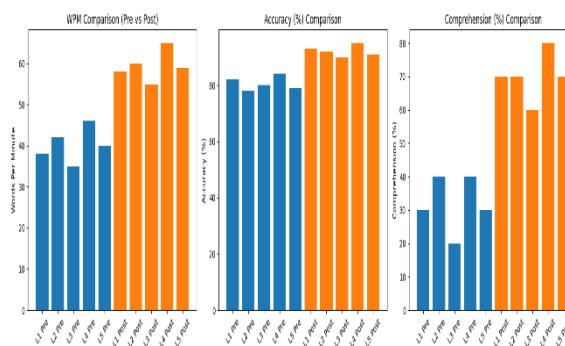
Table 2

Overall Performance of Participants After the Intervention.

Learner Code	ORV WPM	Accuracy (%)	Phil-IRI Comprehension Raw	Phil-IRI Comprehension (%)	Screening Level
L1	58	93	7 / 10	70	Instructional
L2	60	92	7 / 10	70	Instructional
L3	55	90	6 / 10	60	Instructional
L4	65	95	8 / 10	80	Independent
L5	59	91	7 / 10	70	Instructional

The pretest results showed that all five learners were classified at the Frustration Level. The group average reading fluency was 40.2 words per minute, with an average accuracy rate of 80.6 percent and a comprehension score of 30 percent. These results indicate slow reading pace, frequent decoding errors, and limited understanding of the text, confirming the need for an alternative and supportive reading intervention.

After six weeks of daily 30-minute audiobook sessions, posttest results revealed a marked improvement in all reading indicators. The group average increased to 59.4 words per minute in fluency, 92.2 percent in accuracy, and 70 percent in comprehension. Learners progressed from the Frustration Level to the Instructional and Independent Levels, demonstrating improved pacing, word recognition, and text understanding.



The comparison of pre-intervention and post intervention data shows that audiobook integration significantly improved learners'



reading fluency, accuracy, and comprehension. Exposure to fluent oral reading models supported better word recognition, pronunciation, and smoother reading, especially when learners followed the printed text while listening.

Guided pre-listening and post listening activities further strengthened comprehension and vocabulary development. These activities reduced decoding difficulty and allowed learners to focus on understanding the text through structured practice and feedback.

Overall, the findings confirm that audiobook integration is an effective and inclusive strategy for struggling readers, promoting both reading skill development and increased learner motivation and engagement.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Based on the findings of the study, audiobook integration proved to be an effective intervention in improving the reading fluency and comprehension of Grade Four learners. The structured use of audiobooks enabled learners to develop better reading pace, pronunciation, and understanding of texts, allowing them to advance beyond the Frustration Level.

It is recommended that teachers integrate audiobooks into remedial and regular reading instruction, particularly for learners with reading difficulties. School administrators may consider supporting the acquisition of audiobook resources and providing professional development on audiobook assisted literacy strategies. Future studies may replicate this intervention with a larger sample size or across different grade levels to further validate its effectiveness.

Reflecting on the implementation of this action research, the use of audiobooks not only improved learners' reading skills but also increased their confidence and engagement in reading activities. This experience underscores the importance of adopting innovative and learner centered approaches to address persistent literacy challenges in elementary education.

RESEARCH BULLETIN

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08 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** Improving Grade Four Learners' Reading Fluency and Comprehension Through Audiobook Integration
- **Researcher:** Joshua P. Toñacao (2025)
- **Station:** Mulao Elementary School, SDO Cebu Province
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality) & Outcome 1 (Teacher Quality)
- **Monitoring Date:** _____

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is Audiobook Integration officially part of the school's Reading Intervention Program or included in the AIP?			Approved SIP/AIP / Reading Program
2. Technical Assistance: Does the school provide technical support for the maintenance of gadgets and digital audio files?			ICT Inventory / Repair Logs
3. Utilization of Tools: Are the digital audiobooks and headphones still being utilized during the designated reading intervention periods?			Logbook of Gadget Use / DLL
4. Digital Literacy Culture: Is there a dedicated "Audio-Reading Nook" or station where learners can access the digital library?			Classroom Observation / Photo Documentation
5. Resource Support: Is there a budget or initiative to download/acquire new audiobook titles to maintain learner interest?			School MOOE / LR Portal Downloads

RESEARCH BULLETIN

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Mean Reading Speed (WPM)	82.2 WPM (Post-test)		
Comprehension Rate (%)	85% (Post-test)		
Independent Reading Level	80% (4 out of 5)		

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the school head or Reading Coordinator empowered other grade levels (e.g., Grade 3 or 5) to adopt the audiobook-assisted reading model for their frustration-level readers?

2. DIGITALIZATION (Data-Driven): Is the school using a digital monitoring tool (e.g., automated Oral Reading Verification sheet) to track the weekly improvement in Words Per Minute (WPM) for participants?

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Ex: Insufficient headphones for all participants	Request for donation from PTA or alumni for peripherals	School Head / Property Custodian
Ex: Digital files accidentally deleted	Creation of a cloud-based backup (Google Drive) for audiobooks	ICT Coordinator / Researcher

VI. OVERALL RATING & STATUS

[] **SUSTAINED:** Audiobook Integration is a staple in the reading program; fluency and comprehension levels remain high.

[] **THREATENED:** The intervention is limited by gadget malfunctions or lack of new content.

[] **INACTIVE:** Digital audiobooks are no longer used; learners have returned to traditional printed materials only.

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: _____
School Head / Lead Proponent



RESEARCH BULLETIN

PRP-BERF on Track: *Decentralized Digitalization-The Impact of Audiobook-Assisted Reading on School-Based Literacy Outcomes*

Research Title	Research Theme	Q-BEDP Reform Outcome (5PT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
Improving Grade Four Learners' Reading Fluency and Comprehension Through Audiobook Integration	Teaching and Learning. The study focused on foundational literacy, specifically targeting the improvement of reading speed, oral fluency, and text comprehension through multi-sensory auditory support.	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. The research modernizes reading intervention by integrating digital audio technology to bridge the gap between word recognition and meaningful comprehension.	First Lever: Decentralization Empowerment of the classroom teacher to curate a localized selection of audiobooks and develop a school-based intervention schedule (30-minute sessions) tailored to the specific frustration-level readers of Mulao Elementary School. Third Lever: Digitalization Application: Full integration of digital audiobooks as a primary instructional tool. Learners used tablets/gadgets and headphones to listen to narrated texts while following the printed word, synchronizing auditory and visual processing.	Instructional Innovation: Implementation of Audiobook-Assisted Reading, a structured routine where learners "Ear-Read" (listen and follow) followed by "Echo-Reading" to build rhythmic fluency. Resource Development: Compilation of a Digital Audio-Reading Library consisting of grade-appropriate stories paired with comprehension check-up tools and Oral Reading Verification (ORV) sheets. Professional Development: Findings shared during School Learning Action Cells (SLAC) to demonstrate how low-cost digital audio integration can effectively support struggling readers in a regular classroom setting.	Reading Fluency: A dramatic increase in reading speed, moving from a pre-test average of 40.2 words per minute (wpm) to a post-test average of 82.2 wpm. Comprehension Gains: Learners' ability to answer literal and inferential questions improved significantly, with the average comprehension score rising from 30% to 85%. Status Transition: 100% of the participants moved out of the "Frustration" level, with 80% (4 out of 5) reaching the "Independent" reading level.	Multi-Sensory Engagement: By providing a "fluent model" through audio, the intervention allowed learners to hear proper expression and phrasing, which traditional silent reading lacks for struggling students. Confidence Boost: Qualitative observations noted that the privacy of headphones reduced the "shame" of slow reading, allowing students to practice at their own pace without fear of peer judgment. Scalability for "New Gen": The study provides a blueprint for "Digitally Enabled Schools" under Q-BEDP, proving that even small-scale gadget integration can yield high literacy returns.



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Region VII – Central Visayas
Schools Division of CEBU PROVINCE

CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the Research and Innovation entitled **“IMPROVING GRADE FOUR LEARNERS’ READING FLUENCY AND COMPREHENSION THROUGH AUDIOBOOK INTEGRATION”** submitted by Joshua P. Toñacao of Mulao Elementary School, Compostela District, was **SUCCESSFULLY UTILIZED** in Mulao Elementary School, Compostela District among five (5) Grade 4 learners to enhance reading fluency, comprehension, and learner engagement through audiobook integration. As a result, the learners demonstrated improved reading accuracy, fluency, and comprehension, as well as increased confidence, interest in reading, and active participation in literacy-related activities.

Issued and signed this 2nd day of June 2026, at SDO-Cebu Province, Sudlon, Lahug, Cebu City, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent 
Head of Office/SDRIC Adviser



Republic of the Philippines
Department of Education
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Schools Division of CEBU PROVINCE

CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated the Research and Innovation entitled **“IMPROVING GRADE FOUR LEARNERS’ READING FLUENCY AND COMPREHENSION THROUGH AUDIOBOOK INTEGRATION”** submitted by **Joshua P. Toñacao** of **Mulao Elementary School, Compostela District**, and has confirmed its **SUCCESSFUL ADOPTION** in Mulao Elementary School, Compostela District. Furthermore, the innovation has been successfully adopted across all grade levels at **Calumboy National High School** as a supplementary reading intervention, having demonstrated effectiveness in improving learners’ reading fluency, comprehension, and engagement while supporting teachers in the delivery of reading enhancement and intervention programs.

Issued and signed this 2nd day of June 2026, at SDO-Cebu Province, Sudlon, Lahug, Cebu City, Philippines.

SENEN PRISCILO P. PAULIN, CESO V
Schools Division Superintendent
Head of Office/SDRIC Adviser



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DISSEMINATION AND UTILIZATION ADVOCACIES

The findings of the action research entitled “Improving Grade Four Learners’ Reading Fluency and Comprehension Through Audiobook Integration” were disseminated through various school based activities and professional learning opportunities. The researcher presented the study during a school research forum, Learning Action Cell (LAC) sessions, and faculty meetings to share the objectives, methodology, results, and implications of the intervention. These platforms enabled teachers and school personnel to better understand the effectiveness of audiobook integration in enhancing learners’ reading fluency and comprehension.

During the implementation of the innovation, the researcher encountered challenges brought about by a typhoon, which affected the regular conduct of learning activities and limited learners’ access to instructional resources. Despite these difficulties, the researcher remained committed to the success of the intervention by personally visiting the homes of participating learners and distributing the necessary materials for audiobook integration. This house to house approach ensured the continuity of the intervention and allowed learners to continue participating in the program despite the disruptions caused by the calamity. The experience demonstrated the importance of dedication, adaptability, and strong collaboration between the school and the learners’ families.

To advocate for the innovation, the researcher conducted orientations and discussions with parents, teachers, and school administrators regarding the benefits of audiobook integration. The positive outcomes of the study, particularly the improvements in learners’ reading fluency, comprehension, engagement, and participation, were emphasized during these sessions. Copies of the research report

and its recommendations were also provided to school administrators and fellow teachers for reference and possible replication.

The research findings were subsequently utilized in the implementation of audiobook assisted reading activities as a supplementary instructional strategy. Teachers were encouraged to adopt and adapt the intervention in their own classrooms to support struggling readers and enhance literacy instruction. As a result, the innovation was successfully adopted by Mulao Elementary School as part of its reading program, contributing to the school's ongoing efforts to strengthen literacy development and improve reading outcomes among learners.

Before

I conducted an orientation for parents to introduce and explain the innovation I developed, which focuses on improving learners' reading fluency and comprehension through audiobook integration.



During

Since I had already identified the learners based on the results of the Phil-IRI and ORV, I provided the materials and proceeded with the implementation of my research.



However, during the typhoon and earthquake, the implementation was greatly affected; that is why I went from house to house to ensure that it was properly carried out.



I then closely monitored each learner by conducting regular video calls to check their progress and ensure that they were accomplishing their tasks properly. During these virtual check ins, I provided guidance, clarified instructions when needed, and gave encouragement to help them stay motivated and consistent in completing the activities.



Sharing the results of my action research during a Learning Action Cell (LAC) session, where I presented the objectives, methodology, findings, and implications of audiobook integration.

