



## ENHANCING THE READING SKILLS OF BSED-ENGLISH COLLEGE STUDENTS THROUGH INTERACTIVE READING STRATEGY

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### Abstract:

This mixed-methods study examined the effectiveness of interactive reading strategies in enhancing the reading comprehension of Bachelor of Secondary Education (BSED) English students. A quasi-experimental approach was used to compare pre-test and post-test scores between an experimental group taught using interactive strategies and a control group taught through traditional methods. Quantitative results showed that the experimental group achieved a significantly higher mean gain, indicating the effectiveness of interactive strategies. The qualitative phase further enriched these findings, revealing that students experienced increased engagement, motivation, and improved understanding through collaborative and student-centered reading activities. The integration of both data sets highlights the value of interactive reading strategies in fostering comprehension and positive learning experiences. These results support the adoption of innovative, evidence-based practices in language instruction.

**Keywords:** interactive reading strategies, reading comprehension, mixed methods, student engagement, BSED students

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## 1. Introduction

In the 21st century, the development of reading skills among college students has become a critical focus of educational research and practice. Reading proficiency is fundamental to academic success and lifelong learning, as it influences students' ability to comprehend complex texts, engage in critical thinking, and participate effectively in a knowledge-based society (OECD, 2019; Snow, 2002). The growing diversity in student populations and the increasing demand for higher-order literacy skills have underscored the need for innovative instructional approaches. Interactive reading strategies, such as collaborative discussions, peer-assisted learning, and the use of digital technologies, have shown promising results in enhancing students' reading comprehension and engagement (Guthrie & Wigfield, 2000; Kendeou, van den Broek, White, & Lynch, 2009).

Vygotsky's Zone of Proximal Development (ZPD) provides a robust theoretical framework for understanding how social interaction and guided learning can facilitate reading development. According to Vygotsky (1978), learning occurs most effectively within the ZPD, where students can achieve higher levels of understanding with appropriate scaffolding from teachers or peers. This concept has been widely applied in reading instruction to design activities that challenge students just beyond their current capabilities while providing the necessary support to achieve success (Tharp & Gallimore, 1988; Palincsar & Brown, 1984). Recent studies have emphasized the integration of interactive reading practices with ZPD principles to create dynamic learning environments that promote both cognitive and motivational aspects of reading (Alexander, 2018; Daniels, 2001).

In the Philippines, reading proficiency among college students remains a significant concern, as evidenced by national assessments and educational reports. The 2018 Programme for International Student Assessment (PISA) results highlighted the low reading performance of Filipino students, underscoring the need for targeted interventions to address gaps in reading comprehension and critical thinking skills (DepEd, 2019). Educational reforms, such as the K-12 curriculum, have aimed to enhance literacy outcomes through competency-based instruction and the integration of reading across disciplines. However, challenges persist, including limited access to quality reading materials, inadequate teacher training in advanced reading strategies, and socio-economic factors affecting students' learning environments (Bernardo, 2019).

In Davao City, educational institutions face unique challenges and opportunities in promoting reading skills among college students. Local studies and observations indicate variability in reading proficiency, influenced by factors such as language diversity, resource availability, and instructional practices. While some colleges have implemented interactive reading programs and literacy initiatives, there remains a need for systematic approaches that align with contemporary educational theories like Vygotsky's ZPD. Collaborative efforts between educators, policymakers, and community stakeholders are essential to create supportive reading environments that cater to the diverse needs of students in the region.

The urgency of this research lies in addressing the persistent gaps in reading skills among college students, both globally and locally. As reading proficiency is a cornerstone of academic success and critical thinking, enhancing instructional approaches through interactive reading

and the application of Vygotsky's ZPD is vital. This study aims to contribute to the body of knowledge on effective reading strategies, providing evidence-based insights that can inform educational practices and policies. By focusing on the specific context of Davao City, this research seeks to develop scalable and adaptable interventions that can improve reading outcomes and support the holistic development of college students.

## 2. Objectives

The study aims to investigate the effectiveness of interactive reading strategies in enhancing the reading skills of Bachelor of Secondary Education (BSED) major in English students. Specifically, this research seeks to identify the impact of interactive reading strategies on students' comprehension, critical thinking, and engagement with texts. It also aims to assess how these strategies influence students' ability to analyze, interpret, and synthesize information from various reading materials. Furthermore, the study intends to explore students' perceptions of interactive reading strategies and their effectiveness in improving reading proficiency. Ultimately, the research aims to provide insights and recommendations for educators in developing instructional approaches that foster active reading engagement and comprehension among college students.

### 2.1 Specific Research Questions

- 1) What is the mean gain score of the students in the control group (students exposed to reading comprehension performance before implementing the interactive reading strategy)?
- 2) What is the mean gain score of the students in the experimental group (students exposed to reading comprehension performance after implementing the interactive reading strategy)?
- 3) Is there a significant difference in the mean gain score of the students taught using reading comprehension performance implementing an interactive reading strategy and those taught using the traditional teaching method?
- 4) What are the perceptions of BSED-English college students on the use of Interactive Reading Strategies in enhancing their reading skills?

## 3. Review of Related Literature

A balanced and engaging approach to reading instruction integrates multiple teaching methodologies to cater to diverse learning needs. Research has shown that effective reading programs must incorporate both explicit instruction and interactive elements to sustain student motivation and comprehension (Guthrie & Klauda, 2020). This approach emphasizes a mix of phonics, fluency practice, vocabulary enrichment, and comprehension strategies, ensuring that students develop a well-rounded literacy foundation (Duke & Cartwright, 2021).

Moreover, engagement in reading is influenced by instructional design that fosters intrinsic motivation and self-regulation. According to Kim *et al.* (2021), interactive and student-

centered reading activities lead to deeper cognitive processing and higher retention rates. The balance between teacher guidance and student autonomy is essential in creating meaningful reading experiences that align with students' interests and skill levels.

Building on this, the development of reading skills encompasses a range of cognitive and metacognitive abilities, including decoding, fluency, vocabulary, and comprehension. Recent studies indicate that systematic reading instruction, particularly in higher education, must adapt to the changing literacy demands of digital and multimodal texts (Shanahan, 2020). The integration of collaborative reading techniques, such as reciprocal teaching and peer discussions, has been found to significantly improve comprehension and critical thinking skills (Murphy *et al.*, 2021).

Furthermore, the relationship between reading proficiency and academic success is well established. Students with stronger reading skills exhibit higher levels of engagement and performance across disciplines (Torgesen, 2019). Strategies such as repeated reading, scaffolding, and context-based vocabulary instruction play crucial roles in improving students' reading abilities, especially for those struggling with comprehension.

In this context, interactive reading strategies promote active student participation through discussions, questioning, and multimedia integration. Research highlights that engagement in reading is maximized when students interact with texts through guided questioning, summarization, and real-world application (Fisher & Frey, 2020). One effective approach is dialogic reading, where structured conversations around texts help develop higher-order thinking skills and comprehension (Zucker *et al.*, 2021).

With the rise of online learning, digital tools also play a crucial role in enhancing interactive reading. The use of digital annotations, collaborative platforms, and gamified reading activities has been shown to increase engagement and retention (Hwang & Lai, 2021). These interactive methods align with constructivist principles, allowing students to build meaning actively rather than passively consuming information.

Anchoring these practices in theory, Vygotsky's Zone of Proximal Development (ZPD) provides a robust framework for understanding how reading skills can be scaffolded for optimal learning. According to Vygotsky (1978), students learn best when tasks are slightly beyond their independent capabilities but achievable with guided support. This principle is widely applied in reading instruction through scaffolding techniques such as guided reading, peer-assisted learning, and teacher modeling (Daniels, 2018).

In support of this, recent studies emphasize the significance of ZPD in reading development. For instance, Hammond and Gibbons (2020) underscore the role of structured support, such as gradual release of responsibility, in helping students transition from dependent to independent readers. The application of ZPD principles in reading classrooms enables educators to design activities that not only challenge students appropriately but also ensure comprehension and sustained engagement.

Taken together, these studies underscore the importance of integrating interactive reading strategies with sound theoretical foundations like the ZPD. Such integration provides a holistic approach to reading instruction that addresses both the cognitive and motivational

aspects of learning, ultimately enhancing the reading skills and academic performance of students.

## **4. Methodology**

### **4.1 Research Design**

This study adopted a mixed methods design to evaluate the effectiveness of interactive reading strategies in enhancing the reading skills of BSED-English students. The quantitative phase used a quasi-experimental approach with pre- and post-tests to measure reading comprehension before and after the intervention. Statistical tools were employed to assess the mean gain and significance of results. The qualitative phase involved interviews with selected participants from the experimental group to explore their experiences and perceptions. Thematic analysis was used to identify patterns and insights that supported and explained the quantitative findings. This approach allowed for a more comprehensive understanding of the impact of interactive reading strategies on student learning (Creswell & Plano Clark, 2018).

### **4.2 Respondents of the Study**

The respondents of this study were college students from various institutions in Davao City, specifically those enrolled in English courses that focus on reading comprehension. A purposive sampling technique was used to select students with varying reading proficiency levels to ensure a diverse representation of learners. As stated by Patton (2002), purposive sampling is effective when researchers seek to gather rich, in-depth information from specific groups relevant to the study. Additionally, college instructors specializing in English and reading instruction participated to provide expert insights into the effectiveness of interactive reading strategies and scaffolding techniques within the ZPD framework (Vygotsky, 1978).

### **4.3 Data Collection**

This study employed both quantitative and qualitative methods to gather comprehensive data. Quantitatively, pre-test and post-test assessments were administered to measure students' reading comprehension before and after the implementation of interactive reading strategies, following the approach recommended by Cohen, Manion, and Morrison (2018). A survey questionnaire was also used to collect data on students' engagement, motivation, and self-perceived improvements in reading skills. Qualitatively, classroom observations provided contextual understanding of how interactive reading strategies were applied in real-time settings (Denscombe, 2014). In addition, semi-structured interviews with selected students offered deeper insights into their experiences, challenges, and perceptions regarding the use of interactive reading practices (Kvale, 2007).

### **4.4 Data Analysis**

This study utilized both quantitative and qualitative data analysis techniques to ensure a comprehensive understanding of the effectiveness of interactive reading strategies. For the quantitative data, descriptive statistics (mean, standard deviation, and frequency distribution)

were used to summarize survey responses and test scores (Field, 2018). A paired t-test and an independent t-test were conducted to evaluate the statistical significance of improvements within and between the experimental and control groups, following the guidelines of Pallant (2020). For the qualitative data, thematic analysis was employed to identify recurring themes and patterns from the interview transcripts. The analysis focused on students' experiences, perceptions, and challenges related to interactive reading strategies. Coding and categorization were performed manually, ensuring that the findings captured the depth and diversity of participants' responses (Braun & Clarke, 2006).

## 5. Results And Discussion

To ensure the reliability of the research instrument used in the quantitative phase, a pilot test was conducted, and the internal consistency of the questionnaire was assessed using Cronbach's Alpha. The questionnaire was divided into four main components aligned with the cognitive reading skills being evaluated: Understanding the Main Idea, Identifying Supporting Details, Making Inferences, and Drawing Logical Conclusions. The results of the reliability test showed acceptable levels of internal consistency across all components. Specifically, the Cronbach's Alpha coefficient for Understanding the Main Idea was 0.741, Identifying Supporting Details was 0.810, Making Inferences was 0.779, and Drawing Logical Conclusions was 0.791. According to accepted standards, values above 0.70 indicate acceptable reliability, confirming that the questionnaire items consistently measured the intended constructs. These results affirm the robustness of the instrument for evaluating the effectiveness of the interactive reading strategy in enhancing students' reading comprehension.

### 5.1 Mean Gain Score in the Experimental and Control Groups

Table 1 presents the pretest mean scores of students in both the experimental and control groups before the implementation of the interactive reading strategy. The experimental group had a pretest mean score of 18.23 (SD = 1.695), while the control group had a slightly higher mean score of 19.03 (SD = 1.542).

**Table 1:** Mean Gain Score in the Experimental and Control Groups  
Before the Implementation of the Interactive Reading Strategy (Traditional Method)

Group	N	Pretest Mean	Standard Deviation
Experimental Group	30	18.23	1.695
Control Group	30	18.23	1.542

The similarity in pretest scores indicates that both groups had comparable levels of reading comprehension prior to the intervention. This suggests that any observed differences in posttest scores can be attributed to the implementation of the interactive reading strategy rather than pre-existing differences in ability. The standard deviation values for both groups are relatively small, indicating that individual scores were clustered closely around the mean. This consistency in performance further reinforces the validity of comparisons between the two groups. These

findings align with previous research suggesting that baseline reading comprehension levels tend to be similar across randomly assigned groups before an instructional intervention (Slavin, 2019). However, the slight difference in mean scores could suggest minor variations in student preparedness, which may influence the degree of improvement observed after the intervention (Guthrie & Wigfield, 2000).

## 5.2 Mean Gain Score of Students in the Experimental and Control Group (Interactive Reading Strategy)

Table 2 presents the posttest mean scores of students in both the experimental and control groups after the implementation of the interactive reading strategy. The experimental group obtained a posttest mean score of 19.67 (SD = 0.606), while the control group had a similar mean score of 19.70 (SD = 0.596).

**Table 2:** Mean Gain Score in the Experimental and Control Group After the Implementation of the Interactive Reading Strategy

Group	N	Pretest Mean	Standard Deviation
Experimental Group	30	19.67	0.606
Control Group	30	19.70	0.596

The minimal difference between the posttest scores of the two groups suggests that the intervention had little impact on improving reading comprehension compared to traditional instruction. This finding indicates that both teaching methods led to comparable outcomes, with neither group demonstrating a significant advantage over the other.

Furthermore, the reduced standard deviation values in both groups compared to their pretest scores indicate that students' posttest scores became more closely clustered around the mean. This suggests that the intervention and traditional teaching methods resulted in more uniform learning outcomes among students. These results contrast with previous studies that highlight the potential benefits of interactive strategies in fostering deeper comprehension (Guthrie & Wigfield, 2000). The lack of a substantial difference may suggest limitations in the implementation of the strategy, the duration of exposure, or other external factors influencing students' performance (Slavin, 2019).

## 5.3 Significant Difference in Mean Gain Scores Between Control and Experimental Groups

The statistical comparison of post-test scores between the experimental and control groups following the implementation of the interactive reading strategy revealed a significant difference in learning outcomes. The experimental group achieved a mean gain score of 1.44, while the control group recorded a lower mean gain of 0.67. The computed t-value of 2.22 and p-value of 0.031 indicate that this difference is statistically significant, as the p-value falls below the 0.05 threshold.

**Table 3:** Test of Significant Difference in Mean Gain Scores Between Control and Experimental Groups

Group	Pretest Mean	Posttest Mean	Mean Gain Score	t-value	p-value	Interpretation
Experimental Group	18.23	19.67	1.44	2.22	0.031	Significant
Control Group	19.03	19.70	0.67			

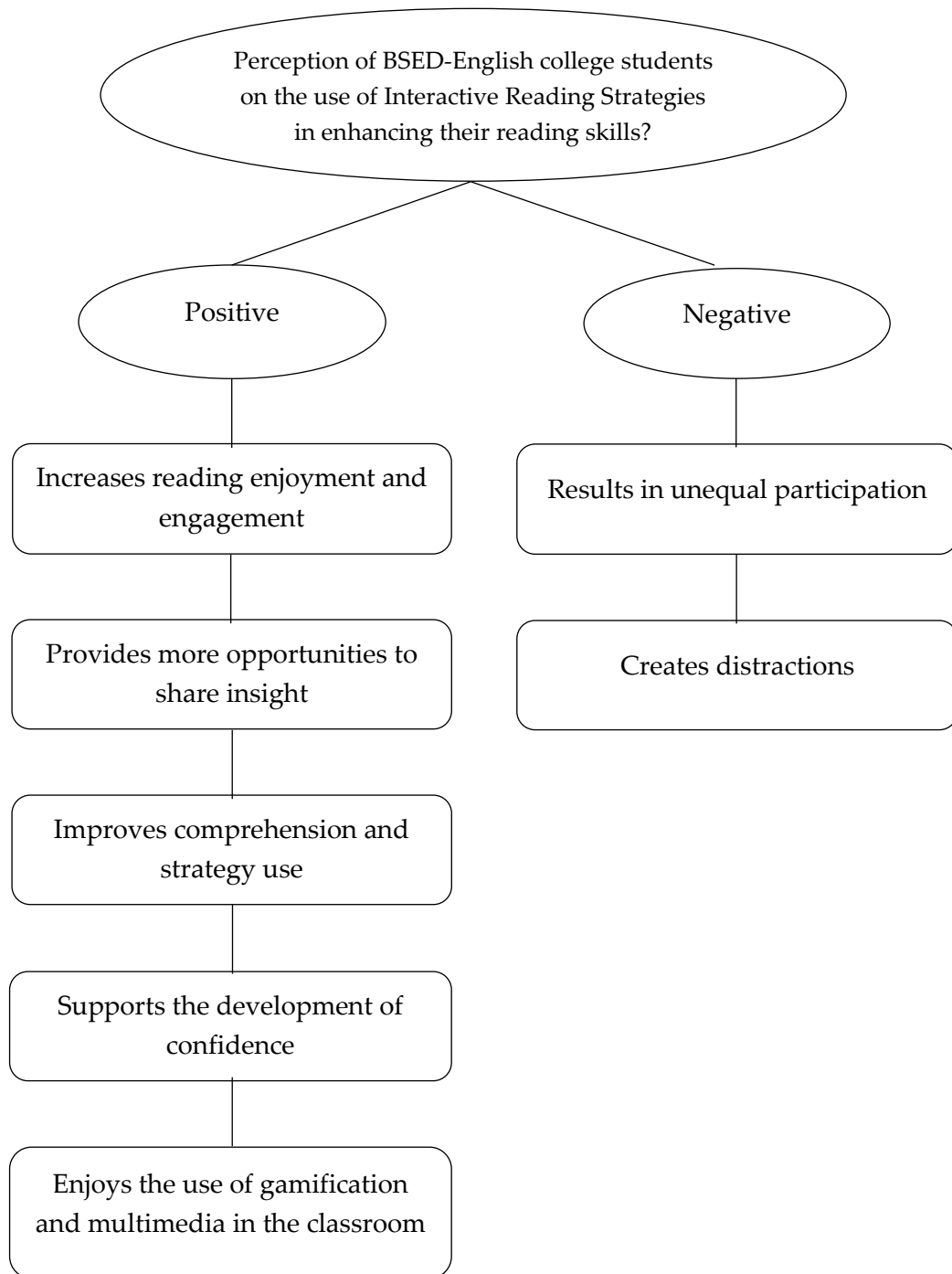
These findings indicate that the interactive reading strategy had a meaningful impact on the reading comprehension of students in the experimental group. The significantly higher mean gain score suggests that the intervention was more effective in enhancing comprehension skills compared to traditional teaching methods. This supports existing research emphasizing the benefits of interactive strategies in fostering student engagement and deeper understanding of reading materials (Guthrie & Wigfield, 2000).

Although the improvement in the experimental group was statistically significant, the modest mean gain suggests that additional instructional enhancements or extended intervention periods may be necessary to achieve more substantial improvements. Future research could explore the long-term effects of interactive reading strategies and their potential for further enhancing students' reading comprehension skills (Slavin, 2019).

To complement the quantitative findings, a qualitative phase was conducted to gain deeper insights into students' experiences and perceptions of the Interactive Reading Strategy (IRS). Through semi-structured interviews with selected participants from the experimental group, the study explored how learners engaged with the strategy, how it influenced their reading behaviors, and what challenges or benefits they encountered. Thematic analysis was used to identify recurring patterns and significant viewpoints, offering a richer understanding of the impact of IRS beyond numerical results.

Thematic analysis of the interview data revealed **seven core themes** that reflect BSED-English students' perceptions of using Interactive Reading Strategies (IRS) to enhance their reading skills. These themes include: (1) **increases reading enjoyment and engagement**, (2) **provides more opportunities to share insight**, (3) **improves comprehension and strategy use**, (4) **supports the development of confidence**, and (5) enjoys the use of gamification and multimedia in the classroom, alongside challenges such as (6) **unequal participation**, and (7) **creates distractions**. These themes were derived from a systematic coding and categorization of student responses, offering insights into how IRS influences cognitive, affective, and social aspects of learning.





**Figure 1:** Themes describing the perception of BSED-English college students on the use of Interactive Reading Strategies in enhancing their reading skills

**Theme 1:** Increases reading enjoyment and engagement

The first theme, *'Increases reading enjoyment and engagement,'* highlights how students found reading more enjoyable, interactive, and motivating through IRS. Learners shared that the strategy made reading less boring and helped sustain their interest.

*"The experience was new to me, but it was very fun and engaging."* (Student 3, L4)

*"Using IRS... made our class/session more engaging."* (Student 6, L4-5)

*"I started to enjoy reading more because it's not boring anymore."* (Student 1, L5-6)

*"It made me more interested in reading because it felt less boring and more interactive."* (Student 7, L25-26)

*"I really enjoy the class because it's interactive, it increases our motivation and participation."* – (Student 5, L6-7)

These responses show how the IRS transformed reading from a passive to an active process, encouraging more emotional investment and interest. Enjoyment, in turn, led to greater motivation to read both inside and outside the classroom.

This finding supports Krashen's (2004) *Affective Filter Hypothesis*, which proposes that emotional variables like motivation, enjoyment, and anxiety influence second language acquisition. When students feel engaged and relaxed, their "affective filter" is lowered, enabling better comprehension and retention. Similarly, Pascual (2021) emphasized that enjoyment in reading tasks fosters consistent reading habits and intrinsic motivation among learners.

**Theme 2:** Provides more opportunities to share insight

The second theme, *'Provides more opportunities to share insight,'* emphasizes how the IRS provided more opportunities to share insights, listen to others' ideas, and work as a team during reading tasks, making reading a shared experience rather than an individual task.

*"We do group activities and share our thoughts. It's nice to hear others' ideas..."* (Student 2, L8-9)

*"We work with our group mates and share our ideas and opinions."* (Student 4, L5-6)

*"What I like about using IRS is that it fosters collaboration."* (Student 5, L9)

*"Our teacher encouraged us to talk about what we read and listen to interpretations."* (Student 6, L10-11)

*"I liked how we didn't just read silently but got to interact with our classmates and share our thoughts."* (Student 8, L5-7)

These statements reflect students' appreciation for collaborative learning, which not only strengthened understanding but also fostered a sense of belonging. This finding is consistent with Vygotsky's *Social Development Theory*, which emphasizes the role of social interaction in cognitive development. Peer support serves as a scaffold that helps learners co-construct meaning through dialogue and cooperative learning. Similarly, previous studies (e.g., Reyes, 2019; Santos & Cruz, 2021) also highlight the value of peer support in developing language skills and promoting collaborative engagement in reading tasks.

**Theme 3:** Improves comprehension and strategy use

The third theme, *'Improves comprehension and strategy use,'* emphasizes how IRS helped the students develop reading strategies such as identifying main ideas, using context clues, and making predictions.

*"I learned how to get the main idea and also understand difficult words using context clues."* (Student 1, L14-15)

*"It helps me understand how to identify the main idea and supporting details..."* (Student 4, L15-16)

*"It helped me improve my comprehension and critical thinking."* (Student 6, L17)

*"Strategies like this help us students to engage more deeply with text, leading to better understanding and retention."* (Student 5, L5-6)

*"It taught me how to identify the main idea and important details more effectively."* (Student 8, L27-28)

This shows that the IRS promotes cognitive engagement with texts and encourages students to go beyond surface-level reading.

This theme reflects the principles discussed by Duke and Pearson (2002), who stressed that explicit strategy use—such as predicting, summarizing, and clarifying—enhances reading comprehension. Additionally, Aquino and Dela Cruz (2020) found that when students are taught to apply reading strategies actively, they better retain and understand textual information, particularly in second-language classrooms.

**Theme 4:** Supports the development of confidence

The fourth theme, *'Supports the development of confidence,'* highlights how IRS appeared to support not only academic growth but also students' personal confidence, particularly when reading aloud and presenting.

*"It helps me be more confident in reading aloud and explaining the story."* (Student 3, L14)

*"It increases my motivation and self-confidence."* (Student 4, L18-19)

*"It builds fluency and by that it enhances our self-confidence."* (Student 5, L10-11)

*"Since I had to explain my thoughts or answer questions from others, I learned to read more carefully and pay attention to details I used to overlook."* (Student 6, L18-19)

*"I felt more motivated to read because I knew we'd be sharing ideas and I wanted to contribute."*  
(Student 8, L35-36)

The positive emotional responses suggest that IRS creates a safe space for students to express themselves, boosting fluency and oral proficiency.

This finding aligns with Bandura's (1997) *Self-Efficacy Theory*, which states that learners who believe in their ability to succeed are more likely to participate, persevere, and perform better in academic tasks. Similarly, Ortega and Tan (2018) found that peer-led reading sessions significantly improve oral fluency and reduce anxiety in ESL learners.

**Theme 5:** Enjoys the use of gamification and multimedia in the classroom

The fifth theme, *'Enjoys the use of gamification and multimedia in the classroom,'* highlights the students' recommendation on the use of games, videos, and technology to make IRS even more effective and appealing.

*"It is better to add more games... and incorporate the use of technology."* (Student 3, L19-20)

*"We should incorporate multimedia and gamification."* (Student 5, L24)

*"Use videos or pictures sometimes while reading."* (Student 1, L20)

*"Using a variety of reading materials like short stories, articles, or even comics might keep the activity fresh and engaging."* – (Student 8, L44-45)

These suggestions highlight students' awareness of digital learning tools and their potential to sustain engagement. This finding is supported by Gee (2007), who advocated for *game-based learning* as a powerful tool to stimulate motivation and cognitive engagement, especially among digital-age learners. Likewise, Villanueva & Almero (2021) found that multimedia-enhanced instruction significantly increased learners' interest and participation in reading activities.

**Theme 6: Results in unequal participation**

The sixth theme, *'Results in unequal participation,'* shows that the recurring challenge was the lack of equal contribution from group members, which sometimes led to frustration and imbalance.

*"Some classmates don't participate."* (Student 1, L11)

*"I am the one who always presents and explains our output."* (Student 3, L11-12)

*"Other members don't cooperate."* (Student 4, L13)

*"Not everyone would participate equally. There were moments when some classmates just stayed quiet, so the workload felt uneven."* (Student 6, L13-15)

*"It could be frustrating when some classmates didn't contribute or didn't take the activity seriously."* (Student 8, L21-22)

These sentiments highlight that barriers like unequal participation can limit the effectiveness of the IRS if group roles are not clearly defined or monitored.

This concern echoes Slavin's (1995) framework for *cooperative learning*, which highlights that individual accountability must be ensured in group tasks to avoid social loafing. Similarly, Tan & Reinoso (2020) found that clear task division and monitoring are essential to ensure equal participation in collaborative reading tasks.

**Theme 7: Creates distractions**

The last theme, *'Creates distractions,'* emphasizes that group settings sometimes resulted in off-task behavior and noise, detracting from learning.

*"Other groups are so noisy and talking to each other."* (Student 4, L12-13)

*"Interactive activities can be distracting if not implemented effectively."* (Student 5, L13-14)

*"One thing I didn't like was when the group became distracted or went off-topic."* (Student 8, L20-21)

Although the IRS encourages collaboration, poor implementation may hinder learning and discipline.

This finding is supported by Gillies (2003), who emphasized that while cooperative learning has clear academic benefits, it must be structured with clear expectations and teacher facilitation to avoid distraction. In line with this, Dizon & Magno (2022) warned that poorly managed group work can lead to disengagement and reduced learning gains in language classrooms.

Taken together, the themes illustrate that Interactive Reading Strategies are perceived positively by BSED-English college students as effective tools for improving reading skills. They enhance engagement, foster collaboration, support comprehension, and boost student confidence. However, for the IRS to be truly effective, implementation should address group management challenges and integrate multimedia tools that students are already motivated by. These findings address the research question by revealing a clear and balanced view of both the strengths and challenges of IRS, as experienced by the learners themselves.

The integration of quantitative and qualitative data provided a comprehensive understanding of the effectiveness of the Interactive Reading Strategy (IRS) in enhancing students' reading skills. Quantitative results showed a statistically significant difference between the post-test performances of the experimental and control groups. The experimental group achieved a mean gain score of 1.44 compared to 0.67 for the control group, with a t-value of 2.22 and a p-value of 0.031. This indicates that the IRS had a positive impact on reading comprehension development.

These statistical findings were supported by the qualitative data gathered through interviews. Students reported increased enjoyment and engagement in reading activities, which they attributed to collaborative group work, interactive tasks, and peer discussions. This aligns with the higher gains observed in the experimental group, suggesting that active participation fostered deeper understanding and motivation.

Additionally, interview responses highlighted improvements in comprehension and strategy use, as students mentioned learning to identify main ideas, make inferences, and view texts from multiple perspectives. These reflections are consistent with the measurable improvements shown in the post-test scores. However, qualitative findings also revealed challenges, such as unequal participation and occasional group distractions. These insights provide important context for interpreting the quantitative results and suggest areas for refinement in strategy implementation.

In summary, the qualitative data validated and enriched the quantitative findings by offering explanatory insights into how and why the IRS enhanced reading outcomes. The mixed methods approach allowed for a more nuanced understanding of student experiences and the instructional effectiveness of the strategy.

## 6. Conclusion

This study investigated the effectiveness of interactive reading strategies in improving the reading comprehension of BSED-English students through a mixed methods approach. Quantitative findings revealed that the experimental group achieved a significantly higher mean gain score than the control group, indicating the strategy's effectiveness. Complementing this, the qualitative phase provided deeper insight into students' experiences, revealing increased engagement, motivation, and comprehension attributed to the interactive reading activities. Participants reported feeling more involved, supported by peer collaboration, and better able to understand texts through interactive techniques. These findings reinforce the value of

integrating student-centered, interactive strategies in language learning to foster both academic improvement and a more positive reading experience.

### 6.1 Recommendations

Based on the quantitative and qualitative findings, educators are strongly encouraged to adopt interactive reading strategies to enhance students' comprehension, motivation, and engagement. These strategies should be embedded into classroom routines to promote collaboration, critical thinking, and active participation. School administrators should invest in professional development and instructional resources to support effective implementation. Curriculum designers and policymakers are urged to incorporate interactive, learner-centered methodologies into educational programs. Finally, future research may extend this study by exploring the long-term impact of such strategies on academic retention, their effectiveness across diverse disciplines and levels, and their potential in hybrid or digital learning settings.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

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