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Effectiveness of Enhanced Reading Comprehension Through Active Reading Strategy (ERCARS) for Reading Comprehension among Grade 10 Students

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ABSTRACT

This study examined the effectiveness of the Enhanced Reading Comprehension through Active Reading Strategy (ERCARS), particularly its questioning dimension, in improving reading comprehension among Grade 10 students. A one-group pretest–posttest design was employed involving 45 purposively selected frustration-level readers at Pagsabungan National High School, Mandaue City, Philippines, during School Year 2026–2027. The intervention consisted of 12 structured sessions incorporating teacher modeling, guided questioning, worksheets, and independent practice. Data were collected using the Philippine Informal Reading Inventory, ERCARS worksheets, and a student experience survey and analyzed through descriptive statistics, a paired-samples t-test, and thematic categorization. Results revealed that the mean reading comprehension score increased from 47% to 81%, representing a 34-percentage-point improvement. The difference was statistically significant ($t = 7.65$, $p < 0.001$). Students reported positive experiences ($M = 3.72$), particularly regarding comprehension, guided instruction, and confidence in questioning. However, question formulation, identification of essential information, and unfamiliar vocabulary remained challenges. The study concludes that ERCARS is a promising supplementary intervention for struggling readers. Integrating structured questioning into regular reading instruction, supported by accessible materials and gradually reduced teacher guidance, is recommended. The absence of a comparison group and the limited sample constrain causal attribution and generalizability. The study provides an empirical basis for developing responsive reading instructional materials and strengthening school-based literacy interventions. It supports Sustainable Development Goal 4 (Quality Education), particularly Targets 4.1 and 4.6, and promotes educational sustainability through equitable literacy support, reusable instructional resources, and independent learning.

Keywords: *Active Reading, Educational Sustainability, Grade 10 Students, Questioning Strategies, Reading Comprehension, Reading Intervention, Struggling Readers*

1. INTRODUCTION

Reading comprehension is a fundamental competency that enables learners to interpret information, establish connections, draw conclusions, and apply acquired knowledge across academic disciplines. Despite its importance, reading comprehension remains a persistent educational challenge, particularly among secondary school students experiencing literacy difficulties. The Programme for International Student Assessment (PISA) 2022 revealed that only 24% of Filipino 15-year-old students attained at least Level 2 reading proficiency, compared with the OECD average of 74% (OECD, 2023). Although this proportion increased to 31% in PISA 2025, it remained considerably below the OECD average of 69%, highlighting the continuing need for targeted reading interventions (OECD, 2026). Contemporary research emphasizes the importance of structured reading interventions in addressing comprehension difficulties among adolescent learners. Sohn et al. (2023) synthesized evidence on reading comprehension interventions among struggling readers in Grades 6–12, demonstrating their potential to improve learning outcomes. Similarly, Peng et al. (2024) highlighted the importance of integrating background knowledge with appropriate comprehension strategies to support struggling readers. Questioning and self-questioning strategies further encourage learners to interact actively with texts, identify relevant information, and monitor their understanding (Talib & Abdallah, 2023; Thuy et al., 2024). In response to persistent literacy challenges, this study examined the Enhanced Reading Comprehension through Active Reading Strategy (ERCARS), a researcher-developed intervention emphasizing questioning before, during, and after reading. Implemented among selected Grade 10 students at Pagsabungan National High School in Mandaue City, Philippines, the intervention incorporated teacher modeling, guided questioning, reading worksheets, and independent practice to strengthen reading comprehension and encourage active engagement with texts. The study provides localized evidence on the potential of structured questioning as a supplementary reading intervention for struggling secondary school learners and serves as a basis for developing instructional materials that address their identified reading needs.

Research Problem

Despite continuing efforts to improve literacy outcomes in Philippine basic education, many secondary school learners experience difficulties interpreting texts, identifying essential information, making inferences, and monitoring their understanding. These challenges emphasize the need for structured instructional interventions that address learners' specific comprehension difficulties rather than relying exclusively on conventional reading activities. At Pagsabungan National High School, the Beginning-of-School-Year Philippine Informal Reading Inventory (Phil-IRI) assessment involving 181 Grade 10 students identified Section Optimistic as requiring additional reading comprehension support. Consequently, 45 students from this section were selected to participate in the 12-session ERCARS intervention. Recent studies support the potential of questioning-based reading instruction. Al-Zyoud and Maqbleh (2026) found that the Think–Write–Ask strategy improved multiple dimensions of reading comprehension among tenth-grade students. Riggs et al. (2026) examined self-questioning with prompt fading, emphasizing structured guidance and the gradual development of independent strategy use among struggling readers. Meanwhile, Moss et al. (2024) demonstrated that the sequencing of reading passages and questions can affect text-processing behavior, although its benefits for response accuracy varied across grade levels. Within the Philippine context, Dumasig and Fernandez (2025) reported improvements in reading comprehension following the implementation of collaborative SQ3R activities among Grade 10 students. Generalao and Galigao (2025) likewise highlighted the potential of self-directed learning strategies to strengthen reading comprehension and learner autonomy. However, Bonifacio (2026) found that although students improved following metacognitive strategy instruction, their posttest performance did

not differ significantly from that of students receiving conventional instruction. These findings reinforce the importance of evaluating reading interventions within their specific instructional contexts. Although previous studies have examined questioning, metacognitive strategies, and collaborative reading, the effectiveness of the researcher developed ERCARS intervention had not been established within the target school. This study addressed this contextual research gap through the examination of students' reading comprehension performance before and after the intervention, together with their experiences, perceived helpfulness, and confidence during its implementation.

Assumptions of the Study

The study assumed that reading comprehension could be developed through structured instructional activities that encourage learners to activate prior knowledge, formulate questions, identify relevant textual information, and monitor their understanding. It further assumed that teacher modeling, guided practice, and independent application could support the gradual development of purposeful reading behaviors. These assumptions are supported by contemporary evidence emphasizing the integration of prior knowledge, comprehension strategies, and metacognitive regulation in reading instruction (Peng et al., 2024; Del Valle, 2025; Riggs et al., 2026). The study also assumed that the Phil-IRI pretest and posttest scores provided appropriate indicators of changes in students' reading comprehension and that their survey responses reflected their experiences during the intervention. The following null hypothesis was tested at the 0.05 level of significance: **H_0:** There is no significant difference between the pretest and posttest reading comprehension scores of Grade 10 students following the implementation of ERCARS.

Objectives of the Study

This study aimed to determine the effectiveness of the Enhanced Reading Comprehension through Active Reading Strategy (ERCARS), specifically its questioning dimension, among Grade 10 students at Pagsabungan National High School, Mandaue City, during School Year 2026–2027. Specifically, it sought to determine the students' reading comprehension levels before and after the implementation of ERCARS; establish whether a significant difference existed between their pretest and posttest reading comprehension scores; examine their experiences during the intervention in terms of their participation, perceived helpfulness, and confidence; and develop an enhanced reading comprehension instructional material based on the findings of the study.

Theoretical or Conceptual Basis

The study is anchored in three complementary theoretical perspectives: Schema Theory, Metacognitive Theory, and Social Constructivist Theory. These perspectives explain the cognitive, self-regulatory, and socially mediated processes through which structured questioning may support reading comprehension. Schema Theory explains that readers construct meaning through the integration of new textual information with their existing knowledge and experiences. Hu (2024) emphasized the application of schema-based instruction in developing English reading comprehension among secondary school learners. Similarly, Siha et al. (2025) highlighted the importance of activating prior knowledge through prediction, contextualization, and guided reading activities. Peng et al. (2024) further reinforced the importance of background knowledge instruction in strengthening the effectiveness of reading comprehension strategies. Within ERCARS, this theoretical perspective is reflected in pre-reading questioning activities that encourage learners to connect existing knowledge with new information and establish a purpose for reading. Metacognitive Theory emphasizes learners' awareness, monitoring, and regulation of their cognitive processes. In reading instruction, metacognition allows students to recognize comprehension difficulties, evaluate their

understanding, and apply appropriate strategies to resolve confusion. Del Valle (2025) examined contextualized metacognitive strategies in developing Grade 10 students' reading comprehension, while Talib and Abdallah (2023) demonstrated the instructional value of self-questioning among secondary school learners. Riggs et al. (2026) further examined the use of self-questioning and gradually reduced instructional prompts to support independent comprehension. Within ERCARS, metacognitive principles are applied through questioning activities that encourage learners to monitor their understanding, clarify uncertainties, and reflect on textual information. Social Constructivist Theory views learning as an active process supported by social interaction, instructional guidance, and collaborative meaning-making. Le and Nguyen (2024) examined the contribution of constructivist reading instruction to learners' critical thinking and reading skills. Dumasig and Fernandez (2025) highlighted the potential of collaborative reading activities in developing comprehension, while Generalao and Galigao (2025) emphasized the importance of structured support in fostering independent learning. These principles are integrated into ERCARS through teacher modeling, guided questioning, classroom discussions, and the gradual transition toward independent strategy application. The study is also supported by contemporary Philippine educational policies. Republic Act No. 12028 (2024), otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act, establishes targeted learning support for students experiencing difficulties in achieving expected competencies. Its implementation is reinforced by DepEd Order No. 018, s. 2025, and DepEd Memorandum No. 064, s. 2025, which provide guidelines for learning recovery and reading interventions, including support for struggling learners in Grades 4–10 (Department of Education, 2025a, 2025b). Conceptually, the study adopts an Input–Process–Output (IPO) framework. The input consists of the students' baseline reading comprehension performance and identified reading needs. The process involves the implementation of the 12-session ERCARS questioning intervention, assessment of post-intervention reading comprehension, examination of differences between pretest and posttest scores, and evaluation of students' experiences. The output is an enhanced reading comprehension instructional material designed to support struggling secondary school learners. Collectively, these theoretical and conceptual foundations establish the rationale for integrating prior knowledge activation, metacognitive questioning, instructional scaffolding, and independent reading practice within ERCARS.

This study is primarily aligned with Sustainable Development Goal 4 – Quality Education, which promotes inclusive and equitable quality education and lifelong learning opportunities for all. Persistent gaps in reading proficiency remain a significant concern in achieving equitable educational outcomes, particularly among learners requiring additional academic support (United Nations, 2025). Specifically, the study supports SDG Target 4.1, which emphasizes effective learning outcomes in primary and secondary education, and SDG Target 4.6, which promotes literacy and numeracy among youth and adults. ERCARS addresses these targets through structured reading comprehension activities intended to assist struggling Grade 10 students in developing essential literacy competencies. In terms of educational sustainability, the study promotes the development of reusable instructional materials, purposeful reading strategies, and independent learning skills that may support continued literacy development beyond the intervention period. Its findings may also inform school-based reading programs and instructional practices responsive to the needs of struggling learners. Through its emphasis on equitable learning support, literacy development, and evidence-informed instruction, the study contributes to sustainable educational practices and the broader objective of improving learning opportunities for secondary school students.

2. METHODOLOGY

Research Design

The study employed a one-group pretest–posttest research design to examine the effectiveness of the questioning dimension of ERCARS in improving students' reading comprehension. The intervention consisted of 12 structured sessions involving questioning before, during, and after reading. Students' reading comprehension performance was assessed through the Beginning-of-School-Year (BOSY) and Middle-of-School-Year (MOSY) Philippine Informal Reading Inventory (Phil-IRI), serving as the pretest and posttest, respectively. Individual scores were matched to determine changes in reading comprehension following the intervention. Additionally, worksheet scores and student survey responses were analyzed to describe learners' performance, experiences, perceived helpfulness, and confidence in applying questioning strategies.

Research Locale or Study Setting

The study was conducted at Pagsabungan National High School, located in Sector 7, Pagsabungan, Mandaue City, Cebu, Philippines, during School Year 2026–2027. Established in 2000 under the Department of Education, the school serves 789 students and is supported by 30 teachers, including four master teachers, and administrative personnel. Its facilities include 11 functional classrooms, a library, an e-classroom, and other instructional and administrative facilities. The school was selected as the research setting because the baseline Phil-IRI assessment identified Grade 10 learners requiring additional reading comprehension support.

Participants or Data Sources

The participants consisted of 45 Grade 10 students from Section Optimistic at Pagsabungan National High School, representing 24.86% of the 181 Grade 10 students who underwent the initial Phil-IRI assessment. Purposive sampling was employed to identify participants based on their assessed reading comprehension difficulties. Section Optimistic was selected because its reading assessment results indicated a substantial need for instructional intervention. The selected frustration-level readers participated in the 12-session implementation of ERCARS, particularly its questioning dimension.

Research Instruments or Materials

The study utilized three primary research instruments: the Philippine Informal Reading Inventory (Phil-IRI), ERCARS questioning worksheets, and a student experience survey. The Phil-IRI served as the primary assessment instrument for measuring students' reading comprehension before and after the intervention. The BOSY assessment established baseline performance, while the MOSY assessment measured post-intervention performance. The researcher-developed ERCARS worksheets provided structured opportunities for students to formulate and answer questions before, during, and after reading. Each of the 12 sessions carried a maximum of three points, yielding a total possible score of 36 points. Worksheet scores were converted into percentages to describe students' performance throughout the intervention and were treated separately from the Phil-IRI assessment results. The student experience survey consisted of four-point Likert-scale items and open-ended questions designed to examine students' experiences, perceived helpfulness of instructional activities, confidence in formulating questions, independent application of questioning strategies, and perceived reading comprehension. The open-ended questions also gathered information regarding students' difficulties, preferred activities, and suggestions for improving the intervention.

Data Gathering Procedure

Data gathering commenced with the administration of the BOSY Phil-IRI assessment to establish students' baseline reading comprehension performance and identify learners requiring

additional instructional support. Based on the assessment results, Section Optimistic was purposively selected as the intervention group. Necessary institutional permissions, parental or guardian consent, and student assent were obtained before implementation. The researcher subsequently conducted 12 ERCARS sessions emphasizing structured questioning before, during, and after reading. The intervention incorporated teacher modeling, guided questioning, reading worksheets, classroom discussions, and independent practice. Students' worksheet scores were systematically recorded to monitor their performance throughout the intervention. Following the completion of the sessions, the MOSY Phil-IRI assessment was administered to determine students' post-intervention reading comprehension performance. A student experience survey was also administered to gather their perceptions, experiences, difficulties, and confidence in applying questioning strategies. All collected data were organized, reviewed, and analyzed according to the research objectives.

Data Analysis

Descriptive and inferential statistical techniques were employed to analyze the collected data. Frequency and percentage were used to summarize participant distributions and reading performance. Mean and standard deviation were utilized to describe students' reading comprehension scores and their variability, while weighted mean was employed to interpret students' experiences and perceptions regarding ERCARS. Students' worksheet performance was interpreted using the grading descriptors specified in DepEd Order No. 8, s. 2015, with scores below 75% classified as Did Not Meet Expectations, 75%–79% as Fairly Satisfactory, 80%–84% as Satisfactory, 85%–89% as Very Satisfactory, and 90%–100% as Outstanding. The student experience survey was interpreted using a four-point Likert scale, with weighted mean ranges of 1.00–1.74 indicating Strongly Disagree, 1.75–2.49 indicating Disagree, 2.50–3.24 indicating Agree, and 3.25–4.00 indicating Strongly Agree. A paired-samples t-test was employed at the 0.05 level of significance to determine whether a statistically significant difference existed between students' pretest and posttest reading comprehension scores. Open-ended survey responses were reviewed and grouped according to recurring ideas to provide contextual insights into students' experiences, difficulties, and perceptions of the intervention.

Ethical Consideration

The study adhered to ethical research principles concerning voluntary participation, informed consent, confidentiality, privacy, and participant welfare. Institutional permission was obtained from the school administration, while informed consent from parents or legal guardians and assent from participating students were secured before data collection. Participants were treated fairly and respectfully throughout the intervention. Their identities and personal information were kept confidential, and collected data were used exclusively for research purposes. The researcher also ensured that instructional activities were appropriate for the learners and that all research findings were accurately recorded, analyzed, and reported.

3. RESULTS AND DISCUSSION

3.1 Reading Comprehension Performance of Students

3.1.1 Reading Comprehension Before the Implementation of ERCARS

Before the implementation of ERCARS, the students obtained an overall mean reading comprehension score of 47%, with a standard deviation of 3.05, interpreted as Did Not Meet Expectations. The findings indicate that the students experienced considerable difficulties in understanding reading passages and had not attained the expected level of reading comprehension performance. Alindayu et al. (2025) similarly identified reading comprehension difficulties among Grade 10 students assessed through the Philippine Informal Reading

Inventory (Phil-IRI), emphasizing the need for competency-based reading interventions. Cabural and Cabural (2026) reported persistent literacy gaps among Grades 7–10 learners in the Philippines, particularly in English reading proficiency. Meanwhile, Gomez and Sario (2025) demonstrated that struggling secondary school readers benefited from structured instructional materials. Filderman et al. (2022), through a meta-analysis of 64 studies, further established the positive contribution of reading comprehension interventions among struggling readers in Grades 3–12. These findings reinforce the need for targeted instructional support that addresses students' specific reading difficulties and develops purposeful reading strategies.

3.1.2 Reading Comprehension After the Implementation of ERCARS

Following the 12-session implementation of ERCARS, the students obtained a posttest mean score of 81%, with a standard deviation of 2.49, interpreted as Satisfactory. Compared with the pretest mean of 47%, the posttest results reflected an improvement of 34 percentage points. The findings demonstrate that students attained higher reading comprehension performance following their participation in the structured questioning activities. Vaughn and Wanzek (2024) documented the benefits of structured comprehension-building practices in supporting adolescent literacy across diverse educational settings. Similarly, Wu et al. (2023) found that reading strategy instruction incorporating the gradual release of responsibility significantly improved secondary school students' reading comprehension and autonomous reading motivation. These findings support the instructional approach employed in ERCARS, which involved teacher modeling, guided questioning, and independent practice. However, given the one-group pretest–posttest design, the observed improvement cannot be attributed exclusively to ERCARS, as regular classroom instruction, continued reading practice, and other learning experiences may have contributed to the results.

3.1.3 Significant Difference in Reading Comprehension Before and After the Implementation of ERCARS

The paired-samples t-test yielded a computed t-value of 7.65 and a p-value of less than 0.001. Since the obtained p-value was below the 0.05 level of significance, the null hypothesis was rejected. The findings indicate a statistically significant difference between students' pretest and posttest reading comprehension scores, with higher performance recorded after the implementation of ERCARS. Filderman et al. (2022) established that comprehension strategy instruction and background knowledge activation contribute positively to the reading performance of struggling learners. Likewise, Wu et al. (2023) demonstrated that structured reading strategy instruction produced significant improvements among secondary school students, particularly those with lower initial comprehension levels. The improvement observed in the present study may be associated with repeated opportunities to formulate questions, locate textual evidence, identify relevant information, and reflect on reading passages. Although the statistical findings establish significant improvement following the intervention, they do not independently establish ERCARS as its sole cause.

3.2 Students' Experiences During the Implementation of ERCARS

3.2.1 Experiences in Using Questioning Activities

The students expressed positive experiences in applying questioning strategies throughout the intervention. They strongly agreed that they could locate answers to their questions within reading passages (M = 3.76, SD = 0.61), formulate questions after reading (M = 3.60, SD = 0.65),

and learn how to ask questions about reading passages (M = 3.60, SD = 0.69). Questioning before reading obtained a mean of 3.49 (SD = 0.59), while questioning during reading received the lowest mean of 3.44 (SD = 0.69). Nevertheless, all indicators were interpreted as Strongly Agree. Wu et al. (2023) emphasized that structured reading strategy instruction facilitates the development of comprehension skills and independent learning behaviors. Similarly, Filderman et al. (2022) highlighted the importance of explicit strategy instruction in improving comprehension among struggling readers. The findings suggest that repeated questioning activities enabled students to become more familiar with purposeful reading, identify relevant information, and monitor their understanding. However, the relatively lower rating for questioning during reading indicates that students may require additional guidance in simultaneously processing textual information and formulating meaningful questions.

3.2.2 Helpfulness and Confidence in Using Questioning Activities

Students strongly agreed that questioning activities helped them understand reading passages better, obtaining the highest mean of 3.98 (SD = 0.15). The usefulness of worksheets received a mean of 3.91 (SD = 0.29), followed by teacher-provided examples at 3.89 (SD = 0.32). Students also expressed increased confidence in asking questions (M = 3.84, SD = 0.37) and greater perceived ability to complete questioning activities independently (M = 3.73, SD = 0.54). Overall, students' experiences with ERCARS obtained a mean of 3.72 (SD = 0.49), interpreted as Strongly Agree. Barnes et al. (2024) found that tutor-guided comprehension instruction improved specific inference-making skills among middle school students with reading difficulties. Wu et al. (2023) likewise demonstrated the benefits of gradually transferring instructional responsibility from teachers to learners in developing reading comprehension and autonomous reading motivation. These findings support the perceived usefulness of teacher modeling, structured worksheets, and independent practice incorporated into ERCARS. The positive responses suggest that students regarded questioning not merely as an academic requirement but as a practical strategy for understanding textual information and developing confidence in reading.

3.3 Thematic Analysis of Students' Experiences

3.3.1 Factors Facilitating the Development of Questioning Skills

Among the 45 participants, 25 students identified teacher guidance as the primary factor that helped them develop questioning skills, followed by thorough reading of passages, as reported by 12 students, and motivation or encouragement, as reported by eight students. Regarding the perceived benefits of questioning, 23 students reported improved understanding of reading passages, 15 indicated that questioning provided a clearer understanding of textual information, and seven stated that it helped clarify specific ideas. Barnes et al. (2024) demonstrated the value of tutor-guided instruction in addressing comprehension difficulties among adolescent learners. Similarly, Vaughn and Wanzek (2024) emphasized structured comprehension-building practices that accommodate diverse learning needs. The findings highlight the importance of teacher guidance, purposeful reading, and encouragement in supporting students' engagement with questioning activities. Structured assistance appears particularly valuable for struggling readers who are still developing the ability to formulate meaningful questions and interpret textual information independently.

3.3.2 Challenges Encountered During the Implementation of ERCARS

Despite their positive experiences, students encountered difficulties during the intervention. Eighteen students reported challenges in formulating questions, 16 experienced difficulty identifying and organizing important textual details, and 11 encountered unfamiliar vocabulary. These responses indicate that question formulation, information organization, and vocabulary knowledge remained areas requiring instructional support. Okkinga et al. (2023) found that limited vocabulary knowledge could negatively affect adolescents' ability to benefit from reading strategy instruction, particularly when learners must simultaneously interpret unfamiliar words and apply newly acquired strategies. Filderman et al. (2022) also emphasized the importance of integrating background knowledge and comprehension strategy instruction when supporting struggling readers. These findings help explain the challenges reported by the participants and reinforce the need for continued instructional guidance, vocabulary development, and activities that strengthen students' ability to identify essential textual information.

3.3.3 Students' Preferred Activities and Suggestions for Improvement

Regarding preferred questioning activities, 26 students favored asking questions after reading, while 19 preferred asking questions during reading. When asked how the intervention could be improved, 24 students suggested additional guidance in formulating questions, while 21 recommended strategies that would make reading passages and lessons easier to understand. Wu et al. (2023) emphasized the importance of adjusting instructional support according to students' comprehension levels through the gradual release of responsibility. Okkinga et al. (2023) similarly highlighted the need to consider learners' vocabulary knowledge and individual reading difficulties when implementing comprehension strategies. The participants' preferences and suggestions indicate the importance of maintaining structured teacher guidance while gradually introducing independent questioning activities. These findings provide a basis for enhancing the instructional materials through accessible reading passages, guided question formulation, and appropriate opportunities for independent practice.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings demonstrate that the Enhanced Reading Comprehension through Active Reading Strategy (ERCARS), particularly its questioning dimension, was associated with improved reading comprehension among selected Grade 10 frustration-level readers at Pagsabungan National High School. The statistically significant difference between pretest and posttest performance indicates that students demonstrated better comprehension following the intervention. Their positive experiences further highlighted the perceived usefulness of teacher-guided examples, structured worksheets, and questioning activities in developing confidence, active engagement, and independent reading skills. However, difficulties in formulating questions, identifying essential textual information, and understanding unfamiliar vocabulary remained areas requiring continued instructional support. Collectively, the findings suggest that structured questioning before, during, and after reading provides a practical approach to supporting struggling readers. The study establishes ERCARS as a promising supplementary reading intervention and provides an empirical basis for developing enhanced reading comprehension instructional materials responsive to the identified learning needs of secondary school students.

English teachers are encouraged to integrate structured questioning activities into regular reading instruction, emphasizing question formulation, identification of essential textual information, and comprehension monitoring before, during, and after reading. The enhanced

reading comprehension instructional material developed from the study may be utilized and adapted according to students' reading abilities and instructional needs. Teachers should provide clear examples, accessible reading passages, guided worksheets, and appropriate vocabulary support while gradually reducing instructional assistance to promote independent reading. School administrators should strengthen existing reading intervention programs through the provision of appropriate instructional materials, learning resources, and opportunities for teachers to implement and refine questioning-based strategies. Students are encouraged to practice purposeful questioning regularly to strengthen their comprehension, confidence, and independence in reading. Future researchers may further evaluate ERCARS using larger samples, extended intervention periods, varied instructional activities, and different junior high school grade levels to establish its applicability across diverse educational contexts.

The study was limited to 45 purposively selected Grade 10 frustration-level readers from a single public secondary school who participated in a 12-session intervention focusing exclusively on the questioning dimension of ERCARS. The one-group pretest–posttest design, without a comparison group, limits the attribution of observed improvements solely to the intervention, as regular classroom instruction and other learning experiences may have contributed to students' progress. Furthermore, students' reported experiences were based on self-reported survey responses. These methodological and contextual conditions limit the generalizability of the findings. Future investigations may employ comparison groups, broader participant populations, longer intervention periods, and multiple research settings to strengthen the evidence.

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