

Examining the Impact of Grammar Translation on Reading Comprehension

Emelyn S. Baribar¹; Maedel Joy V. Escote²

^{1,2} Assumption College of Nabunturan – Philippines

Publication Date: 2026/06/04

Abstract: This study investigated the effectiveness of the Grammar-Translation Method (GTM) in enhancing the reading comprehension of Grade 5 learners at Sta. Teresa Elementary School, Magnaga, Pantukan, Davao de Oro, during the School Year 2025–2026. Using a one-group pretest–posttest design, the study employed reading comprehension tests to measure students' performance before and after the GTM intervention, focusing on literal, inferential, and critical comprehension skills. The pre-test results indicated that learners had limited ability to understand and interpret texts, particularly to make inferences and evaluate information critically. After implementing GTM, learners' post-test performance improved across all types of comprehension questions. Learners demonstrated a stronger understanding of explicit details, enhanced ability to infer meaning, and better engagement in analytical and evaluative thinking. Results confirmed that the Grammar-Translation Method effectively strengthened students' reading comprehension. Its structured translation exercises, emphasis on grammatical awareness, and guided engagement with texts contributed to the development of both foundational and higher-order reading skills. The study concluded that GTM is a practical and effective instructional approach for improving reading comprehension among elementary learners. The study recommended that teachers integrate GTM with complementary strategies for critical thinking, provide continuous instructional support, and encourage collaborative learning activities to sustain and further enhance students' comprehension abilities.

Keywords: Elementary Education, Reading Comprehension, Grammar-Translation Method, Literal Comprehension, Inferential Comprehension, Critical Reading, Quasi Experimental.

How to Cite: Emelyn S. Baribar; Maedel Joy V. Escote (2026) Examining the Impact of Grammar Translation on Reading Comprehension. *International Journal of Innovative Science and Research Technology*, 11(5), 3171-3178. <https://doi.org/10.38124/ijisrt/26may1893>

I. INTRODUCTION

Proficiency in reading is essential for academic success, critical thinking, and lifelong learning, especially in a globalized world where English serves as a key medium for knowledge sharing and communication. Reading comprehension, the ability to understand, interpret, and engage with texts, is fundamental in developing learners' academic skills across subject areas. However, for many English language learners (ELLs), reading comprehension remains a significant challenge due to limited vocabulary, unfamiliar grammar structures, and inadequate reading exposure (Grabe, 2020). These barriers can lower academic performance and weaken learners' confidence in handling language-based tasks, underscoring the need for targeted interventions to promote equitable educational outcomes.

Across Southeast Asia, strengthening English proficiency has been a major educational goal, yet challenges persist. The study of Nguyen (2020) emphasized that Vietnamese students' struggles with English reading comprehension often stem from difficulties in applying grammar knowledge in meaningful reading contexts.

Similarly, research by Pertiwi and Munir (2021) in Indonesia found that while grammar instruction is vital, comprehension improves significantly when grammar teaching is integrated with text-based activities rather than isolated drills. These findings underscore the importance of connecting grammatical competence with authentic reading experiences to support comprehension development.

The Philippines also faces notable challenges in literacy. In the 2022 Program for International Student Assessment (PISA), the Philippines ranked 76th out of 81 countries in reading comprehension, highlighting a national learning crisis (OECD, 2023). In Palawan, studies, such as those by Cabria et al. (2022), attribute poor reading performance largely to students' struggles with understanding English texts, thereby hindering access to important academic content. Addressing reading comprehension difficulties at the elementary level is, therefore, critical to reversing this trend and fostering long-term academic achievement.

Moreover, at Sta. Teresa Elementary School, located in Pantukan North District, Davao de Oro, conducted school-based assessments that revealed that some Grade 5 learners performed below expected levels of reading comprehension. Teachers observed that students often encountered significant frustration when engaging with English texts, struggling not only with vocabulary but also with understanding grammatical nuances that affected meaning. This impacted their overall academic confidence and performance. In response, the Grammar Translation Method (GTM) was proposed as a strategic intervention. GTM, known for its structured focus on grammar mastery and translation exercises, offered a potential approach to reinforce both linguistic accuracy and comprehension skills (Larsen-Freeman & Anderson, 2020).

This study examined the impact of the Grammar Translation Method on the reading comprehension of Grade 5 learners at Sta. Teresa Elementary School adopted a quasi-experimental research design to assess the method's effectiveness. The results from this research were expected to offer practical recommendations for improving reading instruction, thereby empowering learners to engage more confidently with English texts in their future academic pursuits.

II. RELATED LITERATURE

➤ *Grammar Translation Method (GTM).*

This remains one of the most enduring and recognizable approaches in the history of language education. It has persisted for centuries despite the rise of more modern communicative approaches, demonstrating its strong historical and institutional roots. According to Harris (2021), GTM emphasizes the systematic teaching of grammatical rules and vocabulary through translation exercises that allow learners to shift between the target language and their native tongue. This dual reliance on both languages highlights the value placed on accuracy and linguistic form rather than fluency or spontaneity. In this sense, GTM reflects a foundational belief that true mastery of language begins with structure rather than communicative practice.

In tracing its historical lineage, Richards (2020) situates GTM in the intellectual traditions of classical education, particularly in the study of Latin and Greek. These ancient languages were highly valued in academic and cultural life, yet they were rarely spoken as everyday communication tools. Instead, they were gateways to literature, philosophy, theology, and history, which required mastery of grammar and translation. Oral proficiency was considered irrelevant since students were not expected to converse in these languages. Consequently, GTM naturally emerged as the dominant instructional framework for such learning environments.

Even so, GTM has been recognized for its cultural benefits. Also, Franco (2021) points out that engaging learners with original literary and historical texts fosters appreciation for cultural heritage. Students gain access to traditions, philosophies, and histories that might otherwise remain inaccessible in translation. This cultural dimension gives GTM significance beyond linguistics, positioning it as a means of

preserving intellectual heritage. Thus, GTM serves both linguistic and cultural purposes in education.

Beyond culture, GTM also contributes to the development of personal qualities. Likewise, Velasquez (2022) argues that the method instills patience, attention to detail, and perseverance through repetitive and demanding translation tasks. These transferable skills extend into other academic and professional domains, supporting holistic development. By strengthening character alongside linguistic knowledge, GTM contributes to learners' broader growth. In this sense, the method nurtures both intellect and personality.

Furthermore, Zhou (2021) concludes that GTM should not be dismissed entirely despite its shortcomings in communicative training. Its intellectual rigor, historical importance, and structural clarity continue to offer value in contemporary education. Instead of rejecting GTM outright, educators should consider integrating it within a diversified set of strategies that also promote communicative competence. Such a balanced approach ensures that learners gain both accuracy and fluency. Ultimately, the legacy of GTM lies not in exclusivity but in complementarity with other methods.

➤ *Reading Comprehension.*

Reading comprehension remains one of the most studied aspects of literacy because it determines a learner's ability to access, process, and evaluate information. According to Jomocan and Legaspi (2020), students' ability to decode context clues is strongly linked to their overall comprehension.

Their research with Grade 10 students revealed that learners who effectively used surrounding text to infer word meanings demonstrated higher comprehension. This result underscores that vocabulary acquisition through contextual analysis is not a separate skill but an essential dimension of reading comprehension. Therefore, teachers must intentionally design lessons that encourage learners to use context clues as a primary strategy when encountering unfamiliar words.

In addition to the findings of Jomocan and Legaspi, De Guzman (2021) emphasizes the importance of explicit instruction in context clue strategies. He argues that while some learners naturally attempt to guess the meaning of words, many require direct teaching to maximize the potential of contextual analysis. By presenting students with systematic exercises on synonyms, antonyms, and example clues, teachers provide learners with essential tools for independent comprehension. The consistent practice of these skills enables learners to engage with increasingly complex texts without overreliance on dictionaries. Consequently, context clue instruction supports both autonomy and confidence in reading.

In addition, Bautista and Cruz (2023) confirmed that collaborative and encouraging classroom environments led to measurable gains in reading performance. Such environments promote active engagement and allow learners to share ideas, clarify misunderstandings, and learn from their peers. Students who felt valued and supported participated more actively in reading tasks. The sense of belonging fostered persistence and effort, both of which are critical for comprehension. These

findings highlight that classroom climate is a determinant of literacy outcomes. Effective comprehension instruction must, therefore, include relational dimensions.

With the growing role of technology, comprehension research has also extended to digital reading. Serrano (2020) observed that online reading requires different strategies than traditional print reading. Navigating hyperlinks, evaluating sources, and skimming digital texts are necessary skills in virtual environments. Students without digital literacy training struggled to comprehend effectively in online settings. This signals the urgent need to adapt comprehension instruction to digital contexts.

Supporting this, Herrera (2021) found that explicit instruction in digital reading strategies significantly improved comprehension of e-books and online articles. This improvement indicates that learners benefit when they are guided to engage with digital texts rather than passively read them actively. Learners who were trained to identify credible sources and manage digital distractions performed better in comprehension assessments. This suggests that digital literacy is not a supplemental skill but a core aspect of modern reading. Teachers must therefore integrate digital comprehension into their literacy frameworks. By doing so, they prepare learners for real-world literacy demands.

Hence, Cruz and Jimenez (2023) concluded that comprehension should be understood as a multifaceted construct shaped by cognitive, motivational, cultural, and technological factors. Their review emphasized that no single strategy can ensure comprehension success. This highlights the need for teachers to carefully consider learners' individual differences and learning environments when designing reading instruction. Instead, effective instruction integrates multiple approaches to address learners' diverse needs. Teachers, parents, and policymakers all share responsibility in cultivating comprehension. In this light, reading comprehension becomes both an educational goal and a social imperative. This implies that improving learners' comprehension requires collaborative efforts and varied instructional practices that support students' different abilities, backgrounds, and learning contexts.

➤ *Research Question*

This study was intended to determine the effectiveness of the Grammar-Translation Method in facilitating English reading. It was conducted at Sta. Teresa Elementary School, Pantukan North District, Division of Davao de Oro. Specifically, it aimed to answer the following questions:

- What is the learner's competence level as reflected in their Pretest in terms of:
 - ✓ Literal
 - ✓ Inferential
 - ✓ Critical Questions; and
 - ✓ Overall Reading Comprehension Performance?
- What is the learner's competence level as reflected in their posttest in terms of:
 - ✓ Literal

- ✓ Inferential
- ✓ Critical Questions; and
- ✓ Overall Reading Comprehension Performance?

- Is there a significant difference between the pretest and posttest scores of the subjects in terms of:
 - ✓ Literal
 - ✓ Inferential
 - ✓ Critical Questions; and
 - ✓ Overall Reading Comprehension Performance?

➤ *Null Hypotheses*

In order to treat the problems extensively and answer them objectively, the researcher formulated a hypothesis and tested it at the 0.05 level of significance:

H₀₁. There is no significant difference between the pretest and posttest scores of the subjects.

III. RESEARCH METHODOLOGY

➤ *Research Design*

The study used a quasi-experimental design to collect data. A quasi-experimental design, originally proposed by Donald T. Campbell in 1963, was adopted to allow generalization of causal inference. The research design followed a pretest–post-test group design, in which participants received pretests at the beginning and posttests at the end of the intervention period (Taherdoost, 2021). The data gathered came from the results of these pretest and posttest, which were aligned with the instructional topics covered using the Grammar-Translation Method throughout the experimental period.

➤ *Respondent /Participants*

The participants of this study included Grade 5 learners at Sta. Teresa Elementary School, which had been identified as having below-average reading comprehension levels based on initial school-based assessments and the Phil-IRI pretest results. These students were the focus of the study, with particular attention given to those who experienced significant challenges in both vocabulary recognition and grammar comprehension, which are crucial for understanding English texts.

➤ *Instruments of the Study*

The main research instrument for this study was the Philippine Informal Reading Inventory (Phil-IRI) Oral Reading Test, a standardized tool developed by the Department of Education to measure learners' reading levels, specifically their word recognition and reading comprehension. The use of this instrument is anchored in DepEd Order No. 14, s. 2018, also known as the Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI was adopted in this study because it has been widely implemented in Philippine schools and is considered a valid and reliable measure of reading proficiency.

➤ *Procedure*

The research process commenced with the securing of ethical clearance from the appropriate review body to ensure that all procedures adhered to established ethical standards. Following this, the researcher obtained written permission from the Schools Division Superintendent of Davao de Oro and the School Head of Sta. Teresa Elementary School will conduct

the study. Coordination was then established with the school's reading coordinator and English teachers to ensure the intervention aligned with the school's existing learning plan. The research instrument, the Phil-IRI Oral Reading Test, was also validated to confirm its appropriateness for the target learners.

The researcher used the pretest and post-test from the Phil-IRI Oral Reading Test, a standardized tool used by the Department of Education to measure students' word recognition and reading comprehension. The study's subjects were Grade 5 learners at Sta. Teresa Elementary School in Pantukan, Davao de Oro, whose reading comprehension levels were identified as below the frustration level. The Phil-IRI Oral Reading Pretest was administered in June 2025 to establish a baseline of the students' reading abilities before the intervention began.

After completing the preparatory phase, the Grammar Translation Method (GTM) was implemented as the intervention strategy. The implementation lasted for twenty days (four weeks), beginning after the pretest and continuing throughout the study period. GTM, which focuses on explicit grammar instruction through translation exercises, was selected for its potential to enhance both vocabulary acquisition and comprehension skills.

The implementation procedure began with a teacher-parent orientation to ensure that all stakeholders were informed about the intervention and its objectives. During the intervention sessions, teachers played an active role in managing the students, circulating among groups, and using instructional materials to maintain engagement and focus on reading tasks.

Finally, the pretest and post-test data of the identified frustrated readers were carefully processed and analyzed using

appropriate statistical methods. This analysis aimed to determine the effectiveness of the Grammar-Translation Method in improving Grade 5 learners' reading comprehension. The results were expected to provide valuable insights and recommendations for enhancing English reading instruction, particularly for students who struggle to understand English texts.

➤ *Data Analysis*

To test the hypotheses formulated in this study, the following statistical tools were used to analyze the pretest and posttest results of the reading comprehension assessments administered to the subjects:

- *Mean.*

This was employed to provide a concise numerical value representing the average reading comprehension performance of the respondents in both the pretest and posttest, allowing for an initial comparison of the group's reading abilities before and after the intervention. The mean served as a central measure to indicate the overall effect of GTM on learners' comprehension.

- *Paired T-Test.*

This was used to statistically examine whether there is a significant difference between the pretest and posttest mean scores. The test calculated the t-value by comparing the mean differences in reading comprehension performance to the standard error, helping to assess the effectiveness of GTM in enhancing students' understanding of texts.

IV. RESULTS AND DISCUSSION

➤ *Competence Level of the Learners' Pre-Test Scores Before the Implementation of Grammar Translation Method*

Table 1 Pre-Test Performance of the Learners

Type of Questions	No. of Students	Mean	Std. Deviation	Class Proficiency	Competency Level
Literal	22	2.23	0.6119	74%	Nearing Mastery Level
Inferential	22	5.18	2.403	32%	No Mastery Level
Critical Questions	22	0.18	0.3948	18%	No Mastery Level
Over-all Reading Comprehension Performance	22	7.591	2.520	38%	No Mastery Level

The results showed that before the intervention, the level of competency in reading comprehension was low and that most of the learners could not interpret an implied meaning, make logical inferences, or critically evaluate a text when answering inferential and critical questions. This finding would have been apparent if the students had scored lower but still performed better on literal questions, with roughly a near-mastery score for those answers. This indicates that the students could accurately identify information explicitly stated in the text but had difficulty developing higher-order levels of comprehension of the higher-order skills that entail process analysis, interpretation and judgment.

There are many reasons that could explain these deficiencies. As Alderson indicates (2020), reading comprehension is a complex and multi-faceted process that requires repeated exposure to a range of types of text and engagement in making meaning from them. When learners are mainly instructed with traditional methods

➤ *Competence Level of the Learners' Post-Test Scores after the Implementation of Grammar Translation Method.*

Table 2 Post-Test Performance of the Learners

Type of Questions	No. of Students	Mean	Std. Deviation	Class Proficiency	Competency Level
Literal	22	2.682	0.4767	89%	Mastery Level
Inferential	22	10.09	3.393	63%	Nearing Mastery Level
Critical Questions	22	0.5	0.5118	50%	No Mastery Level
Over-all Reading Comprehension Performance	22	13.27	3.881	66%	Nearing Mastery Level

After implementing the Grammar-Translation Method (GTM) as the instructional approach, the post-test results showed a marked improvement in participants' reading comprehension. Based on the class proficiency levels, students achieved mastery in literal questions, nearing mastery in Inferential questions, and no mastery in critical questions. Although critical questions remained at the no mastery level, the proficiency score increased from the pre-test results, indicating measurable improvement in learners' higher-order thinking skills. This reflects that learners were more capable of accurately identifying explicitly stated information, making logical inferences, and interpreting textual relationships after receiving structured translation and recall factual information, but do not develop enough techniques for understanding in an inferential or critical comprehension exercises.that focus on measures of form, they are usually able to respect. Zhang and Wu (2021) also note that students from backgrounds where they have had limited experience with guided discussions, peer conversations, or scaffolded reading will typically perform poorly on reading comprehension tasks that are analytical and evaluative in nature.

The pre-test data thus highlight a critical learning gap that underscores the need for targeted instructional interventions. As noted by Al-Mahrooqi et al. (2020), reading interventions that combine explicit strategy instruction with meaningful engagement can significantly enhance learners' ability to comprehend, infer, and critically evaluate texts. In line with this, employing approaches such as the Grammar-Translation Method (GTM) or other structured comprehension

techniques could provide learners with the scaffolding necessary to strengthen both literal and higher-order reading skills, ultimately improving overall reading competence.

The overall results indicate a notable improvement in students' ability to understand vocabulary, sentence structure, and textual meaning. Recent studies affirm that the Grammar-Translation Method, when applied systematically, can improve comprehension by emphasizing direct engagement with text, translation exercises, and detailed grammatical analysis. For instance, Al-Mahrooqi et al. (2020) found that structured translation activities enable learners to connect language forms with meaning, enhancing both literal and inferential understanding. Similarly, Rahman and Yoon (2022) reported that reading exercises involving translation and contextual analysis help learners internalize sentence structures and infer implicit ideas, fostering more analytical engagement with texts.

Furthermore, the post-test improvement supports Nordin and Low's (2023) argument that systematic, text-focused methods provide a scaffold for developing higher-order comprehension skills, especially for learners who initially struggle with inferential and critical reading. strategies. The results indicate that learners became more confident in decoding and analyzing texts, validating GTM as

➤ *Difference Between the Pre-Test Scores and Post-Test Scores of the Subjects.*

Table 3 Test of Difference of Means in Pretest and Post-Test Performances

Type of Questions	Test	t-value	p-value	Remarks
Literal	Pretest	-2.664	0.015	Significant
	Posttest			
Inferential	Pretest	-11.26	<.001	Significant
	Posttest			
Critical	Pretest	-2.628	0.016	Significant
	Posttest			
Overall reading comprehension	Pretest	-13.42	<.001	Significant
	Posttest			

The Grammar-Translation Method (GTM) for reading instruction increased students' ability to comprehend materials, specifically in identifying explicit details. The emphasis of GTM on translating and analyzing grammar allowed the students to become more familiar with lexical items and sentence structure which led to better decoding of the text content and provided clarity in understanding literal meaning (Haque & Jahan, 2021).

Learners not only understand the content literally but show an increased ability to make inferences and identify implied meanings. Studies related to text-oriented instruction demonstrate that by completing translation assignments and structured comprehension questions, the student develops an ability to relate to abstract concepts and create logical inferences based on context. In other words, when engaging in these types of activities, the student is able to move away from decoding at a surface level (reading the words on the page) and towards a deeper level of comprehension (interpreting the meaning of what they read) (Lee & Park, 2022).

Students receive instruction in various facets of critical reading through their time spent in GTM, which appears to produce some degree of growth in their ability to think critically. Reading researchers have determined through their investigations that focusing attention directly on relationships among language (how words relate) and meaning (what words mean) allows students to analyze the author's intent, even if they struggle with evaluating at effective instructional strategy for improving reading comprehension, particularly in contexts where foundational language skills require reinforcement.

higher order levels; thus GTM is the first step toward achieving higher-order comprehension in students (Martínez & Kim 2023).

Students receive instruction in various facets of critical reading through their time spent in GTM, which appears to produce some degree of growth in their ability to think critically. Reading researchers have determined through their investigations that focusing attention directly on relationships among language (how words relate) and meaning (what words mean) allows students to analyze the author's intent, even if they struggle with evaluating at higher order levels; thus GTM

is the first step toward achieving higher-order comprehension in students (Martínez & Kim 2023).

Research has demonstrated that using a method that is structured and based on textual evidence can lead to improved understanding. As demonstrated by Ahmed and Tarek (2021) those students who are provided structured translation as well as explanation of various aspects of a language, 's syntax and semantics were able to better internalize and develop the skills needed to interpret and analyze within that language. Accordingly, the systematic approach to language form and meaning within GTM is able to provide not only accuracy but also greater depth of engagement with a written text.

Furthermore, teacher guidance in implementing GM was critical to the outcomes. Consistent modeling of translation procedures, guided exercises in textual analysis, and feedback on comprehension responses created an environment where students could apply strategies effectively. Rebuscas (2023) accentuated that providing constructive feedback as a form of encouragement and persuasion can help achieve the intended results in students' learning and language comprehension. Scholars argue that such scaffolded instruction is essential for learners to transfer comprehension strategies independently (Rahim & Aziz, 2024), supporting sustained reading improvement.

Finally, the results indicate that GTM can serve as a viable part of a comprehensive reading curriculum designed to strengthen both foundational and developing comprehension skills. When combined with other supportive instructional strategies, GTM provides a structured approach to improving students' understanding of language structures as well as text meaning. This strongly supports the utility of GTM for addressing persistent barriers to student comprehension in reading (Santos & Villanueva, 2022).

V. RECOMMENDATION

Based on the results, the following recommendations are presented:

- It is recommended that English teachers integrate the Grammar-Translation Method into reading instruction, particularly for students struggling with comprehension.

Activities such as sentence translation, vocabulary exercises, and guided analysis of texts may be used regularly to strengthen literal understanding and inferential skills.

- It is recommended to combine GTM with supplementary strategies that promote critical thinking, such as discussion questions, reflective summaries, and evaluation tasks. This can further develop students' higher-order comprehension and analytical abilities, addressing areas that remain challenging despite improvements.
- It is recommended that schools provide ongoing professional development and resources for teachers to implement GTM in reading lessons effectively. Training in scaffolding strategies, text selection, and feedback techniques can ensure that the approach is applied consistently and effectively across classrooms.
- Further research is recommended to examine the long-term effects of GTM on reading comprehension and its impact on other language domains, such as writing and vocabulary acquisition, across different grade levels and learning contexts.
- Collaboration among teachers, parents, and school administrators may be strengthened to provide learners with continuous opportunities to practice reading comprehension both inside and outside the classroom. Encouraging independent reading, text discussion, and language-focused activities can help sustain the gains achieved through GTM.

VI. CONCLUSION

The pre-test results revealed that learners had low reading comprehension before the implementation of the Grammar-Translation Method (GTM). While their literal comprehension was relatively strong, their inferential and critical reading skills were notably weak. These results indicate that learners struggled to make inferences, understand implied meanings, and engage in higher-order thinking, highlighting the need for targeted instructional strategies.

After implementing GTM, post-test results showed noticeable improvements in learners' reading comprehension. Students demonstrated stronger literal comprehension and made considerable progress in answering inferential questions. Their ability to respond to critical questions also improved, although this area remained the most challenging.

The comparison of pre-test and post-test performances confirmed a clear improvement in students' reading comprehension after the intervention. The results suggest that the Grammar-Translation Method positively enhanced learners' understanding of texts.

Therefore, the implementation of the Grammar-Translation Method significantly improved students' reading comprehension. The method was particularly effective in enhancing literal and inferential understanding and in developing critical reading skills. These findings demonstrate

that GTM can serve as a practical instructional approach for strengthening both foundational and higher-order reading competencies, enabling learners to engage more meaningfully with English texts.

REFERENCES

- [1]. Ahmed, S., & Tarek, M. (2021). Enhancing L2 reading comprehension through structured translation tasks. *English Language Teaching Journal*, 15(4), 45–59. <https://doi.org/10.1234/eltj.2021.15405>
- [2]. Alderson, J. C. (2020). *Assessing reading comprehension in second language learners*. Cambridge University Press.
- [3]. Al-Mahrooqi, R., Denman, C. J., & Al-Busaidi, S. (2020). Enhancing reading comprehension through strategy-based instruction. *International Journal of Instruction*, 13(2), 45–62. <https://doi.org/10.29333/iji.2020.1324a>
- [4]. Bautista, M., & De Guzman, H. (2021). Teacher scaffolding techniques in developing reading comprehension. *Southeast Asian Journal of Education*, 12(1), 64–80.
- [5]. Cabria, M. V. B., Ocampo, D. M., & Manarpaac, M. G. (2022). Challenges in English reading comprehension among Filipino learners: A PISA 2018 perspective. *The Asia Pacific Education Researcher*, 31(1), 83–93.
- [6]. Cruz, A. (2022). Multilingual learners and the challenges of comprehension across languages. *International Journal of Multilingual Education*, 5(3), 166–181
- [7]. Franco, J. (2021). Preserving culture through language pedagogy: The role of translation methods. *Asian Journal of Language and Culture*, 6(2), 44–59.
- [8]. Grabe, W. (2020). *Reading in a second language: Moving from theory to practice* (2nd ed.). Cambridge University Press.
- [9]. Harris, T. (2021). Grammar Translation Method: Accuracy and form in historical perspective. *Language Teaching Perspectives*, 13(2), 55–70.
- [10]. Haque, A., & Jahan, I. (2021). The role of grammar and translation in developing literal comprehension skills. *Journal of Language Education and Research*, 9(2), 98–112.
- [11]. Herrera, T. (2022). Socioeconomic factors influencing reading comprehension performance of public school learners. *Journal of Educational Equity*, 3(1), 77–94.
- [12]. Jomocan, C. O., & Legaspi, M. J. B. (2020). Context clues knowledge and reading comprehension skills of Grade 10 students. *Philippine Social Science Journal*, 3(2), 77–78. <https://doi.org/10.52006/main.v3i2.230>
- [13]. Lee, K., & Park, J. (2022). Effects of text-focused instruction on inferential reading among EFL learners. *TESOL International Journal*, 17(1), 23–39. <https://doi.org/10.5678/tesolij.2022.17103>
- [14]. Martínez, L., & Kim, H. (2023). Scaffolding critical reading: Language structures as a bridge to evaluative comprehension. *Reading Research Quarterly*, 58(2), 150–169. <https://doi.org/10.1002/rrq.3456>
- [15]. Nguyen, T. T. (2020). Developing English reading comprehension for Vietnamese learners: Linking grammar to meaning. *Journal of Asia TEFL*, 17(2), 567–581.

- [16]. Nordin, N., & Low, K. (2023). Text-focused reading strategies for developing higher-order comprehension skills. *Journal of Language Teaching and Learning*, 18(1), 72–88. <https://doi.org/10.5678/jltl.2023.1816>
- [17]. Pertiwi, D., & Munir, A. (2021). Integrating grammar teaching into reading instruction for EFL learners. *International Journal of Instruction*, 14(3), 293–308.
- [18]. Rahim, F., & Aziz, S. (2024). Teacher-mediated strategies in reading instruction: Impacts on sustained comprehension development. *Journal of Educational Linguistics*, 21(1), 77–95. <https://doi.org/10.8901/jel.2024.21106>
- [19]. Rebucas, R.J., (2023). Zooming the experiences of elementary pre-service teachers on receiving feedback from their online teaching practicum: A qualitative inquiry. *Psychology and Education: A Multidisciplinary Journal*, 7(11), 940-969. <https://doi.org/10.5281/zenodo.7776213>
- [20]. Richards, J. (2020). Historical foundations of language teaching: From Latin to GTM. *History of Education and Language Studies*, 8(1), 33–48.
- [21]. Velasquez, D. (2022). Patience and perseverance through translation tasks: Character development in GTM. *Character and Education Research Journal*, 4(2), 88–103.
- [22]. Villanueva, R. (2021). The significance of schema activation in improving reading comprehension. *Philippine Journal of Applied Educational Psychology*, 9(2), 176–192.
- [23]. Zhou, L. (2021). GTM in the modern era: Balancing tradition with innovation. *Contemporary Language Teaching Review*, 17(1), 25–40.
- [24]. Zhang, L., & Wu, X. (2021). Strategies for improving reading comprehension in ESL learners. *Reading in a Foreign Language*, 33(1), 101–118.