International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Effects of Peer Tutoring on the Reading Fluency of Learners: An Experimental Study

Ms. Catalina Mely C. Peregrino[1], Dr. Roel P. Villocino[2]

[1]Teacher III, Kapatungan Elementary School
[2]Professor, Assumption College of Nabunturan

Abstract

This study examined the effectiveness of peer tutoring in improving the reading fluency of Grade 3 learners at Kapatungan Elementary School. Participants were identified as performing at the frustration level in reading fluency through the Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST). Utilizing a quasi-experimental design, the study compared the performance of control and experimental groups before and after the intervention. Pre-test results showed that both groups were performing at the frustration level across all components of reading fluency. However, post-test findings revealed significant improvements in the experimental group, which consistently outperformed the control group in reading speed, accuracy, and prosody. The t-test for independent samples indicated a statistically significant difference ($p = 0.000$) in post-test scores between the two groups These findings highlight the potential of structured, interactive, and learner-centered strategies like peer tutoring in addressing reading difficulties that persist under traditional instruction. The study encourages the integration of peer-based interventions in early-grade literacy programs to bridge learning gaps and accelerate reading fluency development among struggling readers.

Keywords: elementary education**,** peer tutoring, reading fluency, experimental research,Philippines

INTRODUCTION

The Problem and Its Background

Reading fluency, the ability to read accurately, quickly, and with expression, is essential for bridging word recognition and comprehension (Rasinski, 2020). It involves decoding, automaticity, and prosody (Kuhn et al. 2019) and is key to academic success in elementary learners. Given ongoing fluency challenges, peer tutoring has gained attention as an effective strategy to support reading development. This study examines whether peer tutoring can significantly improve the reading fluency of learners compared to traditional instruction (Cabantac-Lumabi, 2024).

Reading fluency is essential for comprehension, vocabulary growth, and academic success. However, many elementary pupils struggle due to limited practice, lack of engagement, and ineffective instruction, Hudson et al. (2020). Fluency issues often stem from poor decoding automaticity, slowing reading rates and comprehension (Zimmermann & Reed, 2021). Peer tutoring offers a promising solution by providing structured practice, corrective feedback, and peer modeling to enhance fluency (Neitzel et al. 2022).

In Malaysia, studies show that students with low fluency struggle to meet national reading benchmarks, with peer-assisted reading interventions improving fluency scores by 22%, Avramidis et al. (2019). In

Indonesia, structured peer reading programs have led to an 18% improvement in reading speed and accuracy among elementary pupils (Chen et al., 2023).

In the Philippines, national assessments indicate that 90% of students do not meet grade-level fluency expectations (DepEd, 2021). Research in Manila highlights that students who participate in peer tutoring programs demonstrate a 28% improvement in reading fluency compared to those in traditional reading instruction (Moliner & Alegre, 2020).

A study in Prosperidad District revealed that 65% of Grade 3 pupils struggle with reading fluency, affecting their comprehension and overall academic performance (Saro et al., 2023). Similarly, in Bayugan City, research found that fluency deficits among early graders contributed to poor literacy rates, with students reading 30% below the expected speed and accuracy levels (Acedillo, 2023).

Another study in San Francisco, Agusan del Sur, highlighted that students who lack fluency also exhibit lower engagement in reading activities, further widening the literacy gap (Valle & Pinaaling, 2023). These findings emphasize the need for effective fluency interventions to address the persistent reading challenges in the province. Similar patterns have been observed in Kapatungan Elementary School by educators in various local classrooms, where struggling readers tend to withdraw from reading tasks and show diminished confidence. Their reluctance to participate often affects not only their individual progress but also the dynamics of peer-supported learning. These findings underscore the urgent need for targeted fluency interventions to address persistent reading challenges in the province.

Despite the growing body of research on reading fluency interventions, there remains limited empirical data on the long-term impact of peer tutoring on fluency development. Most existing studies concentrate on comprehension, often overlooking fluency as a distinct and essential component of reading proficiency. Additionally, the influence of socio-economic status, instructional design, and linguistic diversity on the effectiveness of peer tutoring remains underexplored. To address these gaps, this experimental study employs a control and experimental group to evaluate the impact of structured peer tutoring on the reading fluency of elementary pupils. The study seeks to provide evidence-based insights that may inform future literacy interventions and policy development by comparing outcomes between students receiving peer tutoring and those undergoing traditional instruction.

Review of Related Literature and Studies The researcher extensively searched for the existing literature intending to support and strengthen the study by applying peer tutoring on learners' reading fluency. These include the works of literature directly or indirectly related to this study, and the effectiveness of peer tutoring on learners' reading fluency.

Reading Fluency. A major component of literacy development is reading fluency, although many elementary students find it difficult to master this ability. Rivera and Aggabao (2020) claim that inadequate phonemic awareness and restricted vocabulary commonly blame for reading issues among grade school students, impeding their capacity to read with speed and precision. Arevalo (2023) underlines even more how fluency difficulties result in poorer comprehension levels, thereby making it harder for students to quickly understand textual content. Likewise, Librea et al. (2023) point out that fluency shortages are a big obstacle to academic performance, especially for students from underdeveloped nations with restricted access to organized reading programs. These results emphasize how urgently fluency problems must be addressed if we are to raise general literacy rates.

Reading fluency develops in direct line with methodical, repeated exposure to text. Advocates of guided repeated reading as a means to improve students' fluency, Brennan and Barr (2020) say that organized oral reading activities greatly increase accuracy and pace. Bagolong and Usop (2021) also corroborate this

assertion, pointing out that struggling readers have benefited from intervention programs concentrated on repeated reading practices. Lu (2022) also claims that a lack of organized reading support at home and in classrooms causes many elementary students to have poor fluency, therefore aggravating their literacy problems. These studies highlight the need of organized reading programs in promoting fluency.

Among young students, limited instructional tactics and poor teaching techniques help to explain ongoing fluency problems. According to Cabalo & Cabalo (2019), a gap in fluency development results from multi-grade classes often lacking the tools to offer customized reading instruction. In same vein, Aşıkcan and Bakkaloğlu (2023) noted that many teachers find it difficult to apply successful fluency training, especially in varied classrooms with different literacy rates. Students need exposure to varied and leveled reading materials to improve their fluency, Celeste and Alves (2019) underline, although many schools neglect to offer such materials. These difficulties emphasize the need of better teaching strategies and availability of suitable reading resources.

Effective ways for raising reading fluency have been shown to be peer tutoring and others. By encouraging frequent reading practices and instantaneous feedback, Cockerills, Thurston, and O'Keeffe (2023) discovered that structured peer-assisted learning programs greatly improve fluency among poor readers. Comparably, Vargas and Octavo (2022) showed that peer reading treatments based on technology help with word recognition as well as reading speed. Marín-Marín et al. (2023) underline even more how cooperative learning settings inspire drive and involvement, thereby improving fluency results. These findings confirm that correcting fluency problems depends critically on peer-assisted reading programs.

The link between understanding and fluency emphasizes the need of early intervention. As students who struggle with reading pace often find it difficult to grasp texts, Canuto et al. (2024) contend that fluency acts as a bridge to comprehension. Low fluency rates in elementary learners cause long-term literacy difficulties, which emphasizes in Badawi et al. (2021) early identification and remediation are therefore necessary. Paige (2020) also underlines how fluency tests should be included into literacy education to track development and adjust treatments. These results support the need of quick and efficient fluency development techniques to guarantee reading competency among young learners.

Reading fluency is also a fundamental literacy ability covering accuracy, speed, and prosody. Accuracy, according to Hudson et al. (2020), is the capacity to accurately identify words; speed is the rate of reading; prosody is expressive reading with proper phrasing and tone. Early literacy education must include fluency since research by Tsuei et al. (2020) shows that it connects word recognition with comprehension. Furthermore, underlined by Neitzel et al. (2022) is how well fluent reading lowers cognitive burden so that readers may concentrate on meaning instead of decoding individual words, thereby enhancing general comprehension.

Academic performance and early literacy skills development depend much on reading fluency. Strong fluency skills have been linked by Alegre, Moliner, and Maroto (2019) to improved comprehension and academic achievement of students. Early fluency development, according to Reed et al. (2019), builds early confidence in reading, which increases interest and drive. Similarly, especially for struggling readers, Xu et al. (2019) underline that early intervention programs aiming at fluency greatly improve later reading achievement. These results confirm the need of include fluency-building exercises in primary courses to assist in the increase of literacy.

Though its crucial, many elementary students struggle with fluency for a variety of reasons. Arif and Halim (2020) claim that fluency deficiencies are caused in part by little exposure to organized reading activities and insufficient instructional support. Moliner and Alegre (2020) underline that students who struggle with

reading typically feel frustrated, which reduces their self-efficacy and causes them to skip reading assignments. Furthermore, Hudson et al. (2020) discovered that variations in phonological patterns between languages cause children in multilingual environments extra difficulties learning fluency. To properly improve fluency, these obstacles must be broken through with focused interventions including structured reading programs and peer tutoring.

Understanding story elements depends on fluency since narrative books demand readers to progressively absorb information while still keeping comprehension. Because of their familiarity with narrative structures, elementary students typically show better fluency rates when reading narrative texts than other text kinds, according to Aşıkcan and Bakkaloğlu (2023). Likewise, Quinn and Paulick (2022) underlined how stories help pupils to acquire expressive reading skills, so improving prosody and general fluency. Furthermore, Liebfreund (2021) underlined that in narrative reading, comprehension and fluency are closely related since students who struggle with decoding often overlook important plot events, therefore influencing their reading confidence.

Reading fluency in instructional materials presents specific difficulties since these books can include sophisticated sentence construction and specialized terminology. Melanlıoğlu (2023) observed that pupils read informative books less fluently than stories, perhaps because of the quantity of factual knowledge that calls for more advanced cognitive processing. While adept readers could keep pace and accuracy, Abu-Rabia (2019) discovered that struggling readers showed regular pauses and mispronunciations, therefore indicating problems with technical phrases. Similarly, Gutierrez de Blume, Soto, and Quinn (2021) contended that as students must properly negotiate non-fiction structures to retain comprehension, reading fluency in informational texts calls for a mix of word recognition abilities and past knowledge.

Poetry presents a special difficulty for reading fluency since its structure, rhythm, and metaphorical language call for expressive and rapid reading. As students battled inconsistent line breaks and changing sentence patterns, Wallot (2021) noted that fluency rates in poetry were often lower than in narrative and instructional texts. According to Flynn (2018), prosody is absolutely important for poetry reading and calls for pupils to change intonation and expression to fit the emotional tone of the poem. Moreover, while rhythmic and melodic patterns enable pupils to absorb pace and word identification, Javourey-Drevet et al. (2022) discovered that choral reading and repeated exposure to poetry greatly improved fluency.

A basic component of reading fluency is accurate reading; studies show that primary school kids vary in their degree of ability. With struggling readers often falling below 80%, Namaziandost et al. (2019) discovered that pupils' reading accuracy percentages often range from 85% to 95%. Likewise, while children with lower accuracy struggle with meaning creation, Jones et al. (2019) found that reading accuracy rates greatly influence understanding. Emphasizing that interventions like peer tutoring can increase reading accuracy percentages by reinforcing decoding abilities and word identification, Schwartz and Rothbart (2020) eventually help to improve general reading fluency.

Though reading accuracy is important, differences exist among elementary students resulting from different teaching strategies and literacy exposure. Students in underfunded schools had lower reading accuracy percentages, averaging 75% to 85%, compared to their counterparts in well-supported literacy contexts, according to Toste, Capin, and Williams (2019). Linguistic hurdles influencing word recognition cause English language learners (ELLs) to show reduced reading accuracy rates, Capin et al. (2021). Early therapies emphasizing on phonemic awareness and guided reading procedures greatly increase pupils' reading accuracy, thereby reducing performance gaps, according to Domingue et al. (2021).

Reading speed. A major component of fluency, reading speed affects understanding and academic performance for elementary school kids. According to Khan, Shahbaz, and Kumar (2020), the average reading speed for elementary students ranges greatly; proficient readers reach 120–150 words per minute (WPM), while struggling readers read at rates less than 80 WPM. In a similar vein, Melendez-Armenta et al. (2021) found that exposure to formal literacy initiatives influences reading speed variations; students in resource-rich surroundings show faster rates Particularly for problematic students, Memisevic et al. (2022) underlined even more how regular practice and guided interventions can improve reading speed.

Many elementary school students show slow reading rates despite their importance because of poor phonemic awareness and decoding ability. Students without explicit fluency instruction fail to keep an ideal reading pace, according to Durukan (2020), who commonly pause frequently and reread words. According to Khasawneh (2021), digital reading strategies such as assisted reading programs raise reading rates among kids with learning problems. Analogously, Jamshidifarsani et al. (2019) observed that technology-based reading interventions enable pupils to simultaneously raise their reading speed and comprehension. These results imply that reading fluency can be much improved with the use of organized interventions.

Fluency depends much on reading speed since it directly influences comprehension and general literacy development. Higher reading speed students show, according to research, more text processing efficiency, which enhances retention and understanding (Aldhanhani & Abu-Ayyash, 2020). Structured interventions such as peer tutoring and repeated reading have shown to dramatically raise reading rates among elementary school students (Hudson et al., 2020). Furthermore connected to improved automatic word identification is faster reading speed, which helps pupils to concentrate on comprehension and lowers cognitive load (Su & Huang, 2019). Fostering reading fluency and academic achievement depends on developing appropriate reading speed.

Prosody. A major component of reading fluency, rhythm, emphasis, and intonation all greatly affect comprehension. On a standardized prosody scale, fluent readers scored between 13 and 16 while struggling readers dropped below 10. Aşıkcan and Bakkaloğlu (2023) evaluated the prosody scores of elementary students. In 2019, Celeste and Alves also noted that students with lower prosody scores displayed monotone reading patterns and weak phrasing, therefore impairing text comprehension. Sappok (2023) also highlighted how younger pupils can lack expressive reading skills, which calls for planned interventions like peer-assisted reading to enhance prosodic features and general reading fluency.

Though prosody is crucial for reading development, many pupils lack the best prosodic expression because of insufficient teaching. Celebi (2023) underlined that bad prosody scores are associated with poor comprehension since readers who read without appropriate expression find it difficult to transmit meaning. Interventions combining choral reading and repeated reading techniques greatly raised students' prosody scores, so improving their oral reading fluency, according to Lee, Kim, and Kang (2019). Andrade et al. (2019) also emphasized how organized peer tutoring programs improve prosody by motivating rhythm and intonation practice, therefore promoting fluency and understanding concurrently.

The expressive element of reading fluency, prosody, is absolutely important for understanding and general development of literacy. Strong prosodic ability development among students appears to correlate with better reading comprehension and text engagement (Lee et al., 2019). Correct intonation, emphasis, and rhythm define prosodic reading, which increases retention and helps one to interpret text meaning (Rahmawati & Rosmalina, 2020). Furthermore greatly improving pupils' reading performance have been

fluency interventions stressing prosody, including peer-assisted learning and repeated reading (Wolters et al., 2022). These results emphasize the need of prosody in fluent reading.

Peer Tutoring. It is well known that peer tutoring is a successful teaching tool for social as well as academic development. Peer tutoring promotes collaborative learning, according to Avramidis et al. (2019), which lets students exchange knowledge while strengthening understanding skills. Carvalho and Santos (2022) underlined similarly that peer tutoring promotes metacognitive growth since instructors improve their own knowledge by guiding their peers. Slavin (2022) underlined even more how well-organized peer tutoring programs raise student enthusiasm and performance, especially in reading-related activities. This research taken together highlight how well peer-assisted learning works for elementary schooling.

Beyond only helping students academically, peer tutoring is quite important for developing social skills and confidence in elementary school students. Moliner and Alegre (2020) claim that students engaged in peer tutoring show better degrees of involvement and communication abilities, therefore fostering a more inclusive learning environment. Peer tutoring improves students' self-efficacy, according to Arco-Tirado et al. (2020), especially for those who find regular classroom learning difficult. Hughes, Gillespie, and Kail (2024) also contended that peer tutoring offers emotional and cognitive support, therefore enabling more accessible and less frightening learning. These results draw attention to peer tutoring as a whole strategy for improving education.

Peer tutoring's efficacy also comes from its flexibility in many learning environments. Particularly in reading and mathematics, Rosenthal (2019) showed that peer mentoring programs including cross-age tutoring much improve subject-specific competency. Peer-assisted learning programs are a cost-effective remedy for struggling students as Bugaj et al. (2019) observed they are successful even in resource-constrained classrooms. Moreover, Wong (2023) underlined the need of organized peer tutoring programs since supervised interactions between students result in better knowledge of learning ideas and retention. These studies show that, with long-term advantages, peer tutoring is a scalable and flexible teaching tool.

Originally started in the early 19th century as teachers looked for reasonably priced ways to teach big numbers of children, peer tutoring has changed dramatically. Lundie and Golder (2019) emphasized how the Lancasterian system first formalized peer tutoring that is, how older students may help younger colleagues in controlled learning settings. Grimm (2024) observed that whereas early types of peer tutoring concentrated on rote learning and memorization, modern models stress cognitive engagement and skill development. Modern peer tutoring, according to Mullen and Klimaitis (2021), combines metacognitive techniques meant to improve academic achievement and social learning outcomes.

Improvements in educational research and technology have shaped the way peer tutoring is evolving. Traditional face-to-peer tutoring has evolved, according to Anderson et al. (2019), to encompass digital and online platforms, therefore enabling more accessibility and flexibility. Emphasizing the change from informal peer learning to organized, evidence-based programs, Arco-Tirado et al. (2020) shown improved efficacy in many fields. Modern peer tutoring, according to Perry et al. (2019), combines scaffolding methods whereby tutors progressively lessen their help as tutees grow more competent, therefore insuring greater understanding and independent learning skills.

Peer tutoring nowadays emphasizes diversity, teamwork, and adaptive learning strategies. Yang (2023) investigated how cooperative peer tutoring programs help to create a more student-centered learning environment, therefore supporting both social and academic gains. Emphasizing the part Vygotsky's socio-cultural theory plays in peer tutoring, Bodrova and Leong (2024) contended that social interactions among

peers with different degrees of experience maximize learning. Haydn and Stephen (2021) underlined the requirement of ongoing professional development for peer tutors so they may apply successful techniques catered to various learning conditions. These revelations show how peer tutoring keeps shifting to fit the new terrain of education.

It is well known that peer-assisted learning (PAL) improves students' academic performance and participation. Guraya and Abdalla (2020) claim that PAL promotes group learning by letting students actively participate in instruction and therefore reinforce their knowledge. As students feel more at ease learning from their peers, Mockler (2023) also discovered that PAL improves motivation and self-efficacy. Furthermore underlined by Mumtaz et al. (2022), PAL fosters critical thinking and problem-solving abilities especially in reading comprehension and fluency. These results imply that PAL may be a useful teaching tool to raise learning results and academic achievement.

PAL is much more important for enhancing pupils' social and emotional growth than only for their intellectual development. Saccardi (2023) underlined that PAL supports cooperative learning, thereby enabling students to acquire good communication and teamwork abilities. Peer-assisted learning, according to Walkup-Amos (2020), creates an inclusive classroom climate that helps children with learning issues by offering individualized direction. Moreover, Fungamwango (2023) mentioned that PAL boosts students' confidence since peer interactions foster a conducive learning environment. These studies highlight PAL's wider influence in creating a cooperative and inclusive learning environment outside of only intellectual development.

PAL approaches have shown success in several kinds of educational environments. Structured peer-assisted learning programs, according to Hamilton-Hinch et al. (2021), promote self-directed learning practices, therefore fostering long-term benefits. A meta-analysis by Zhang and Maconochie (2022) found that PAL greatly raises students' rates of engagement and retention in the development of reading and literacy. Morales et al. (2022) further contended that PAL offers a very affordable way to decrease literacy disparities, so it is especially helpful in schools with low resources. These results show that PAL is a scalable and durable method for improving student social and academic growth.

Peer tutoring. Development of phonemic awareness necessary for reading fluency depends critically on peer tutoring. Peer-supported reading remedial programs, according to Kilag, Canubas, and Uy (2023), help children better discriminate phonemes, therefore strengthening their decoding abilities. By strengthening letter-sound correspondence, Erickson (2021) discovered that organized peer-assisted phonemic awareness treatments greatly improved early reading skills. Robison (2022) also noted that peer tutoring lets struggling readers improve their phonemic awareness by providing instantaneous corrective feedback. These results imply that peer tutoring is a good approach to improve elementary kids' fundamental literacy competencies.

Peer tutoring programs help greatly increase word recognition, a fundamental component of reading fluency. Gamified peer-tutorial reading exercises improve word recognition skills among students with reading challenges, Barwasser, Urton, and Grünke (2021) underlined Peer tutoring sessions including sight word games and repeated reading activities speed up instinctive word recognition, Morken (2024) observed. Similar results were obtained by Bøg et al. (2021) on multimodal peer-assisted learning methods helping pupils create stronger grapheme-phoneme connections, so producing more fluid reading. These studies highlight how well peer tutoring develops word recognition and reading confidence.

Peer tutoring improves general literacy outcomes beyond only phonemic awareness and word recognition. Additional word recognition techniques used in peer tutoring sessions, according to Benner et al. (2022),

enhance comprehension and fluency. Peer-assisted phonological training greatly helps English language learners (ELLs), according to Tang, Irby, and Tong (2021), therefore improving both decoding abilities and vocabulary acquisition. Fisher et al. (2022) underlined even further how peer tutoring helps students assess their development and develop literary independence by means of self-regulated learning. These results suggest that peer tutoring offers a complete strategy for improving literacy.

Repeated reading and oral practice. By improving automatic word recognition and prosody, repeated reading and oral practice have been found to dramatically raise reading fluency. Aldhanhani and Abu-Ayyash (2020) underlined that consistent text exposure increases decoding efficiency, thereby enhancing fluency and understanding. Oral reading practice with instantaneous feedback, according to Rupley et al. (2020), helps struggling readers create more expressive and smoother reading patterns. Particularly for those with learning difficulties, Mize and Bryant (2020) have discovered that assistive technology mixed with frequent reading greatly increases pupils' spoken reading fluency. These results highlight how important controlled reading practice is to fluency development.

Repeated reading's benefits on cognitive processing and reading endurance help to explain its effectiveness. Paige (2020) discovered that pupils who regularly read demonstrate faster reading speed without compromising accuracy which is absolutely essential for fluency. According to Calet et al. (2019), regular oral reading improves prosody, which helps reading to be more natural and expressive and therefore benefits comprehension. Young et al. (2019) also observed that repeated reading fluency treatments help students recall textual material, hence encouraging greater interaction with reading resources. These studies emphasize how often reading helps with behavior and cognition.

Beyond conventional classroom spaces, repeated reading techniques have shown success in many kinds of learning environments. By lowering reading anxiety and raising confidence, Gedik and Akyol (2022) showed how often reading interventions help struggling readers. Foster (2020) maintained that by strengthening pronunciation and intonation patterns, oral fluency exercise helps second-language learners. Clemens et al. (2019) also discovered that repeated readings in fluency-building exercises significantly increase reading comprehension. These findings taken together point to oral practice and consistent reading as essential elements of literacy education, therefore helping children in many different learning environments.

Feedback and scaffolding. By giving kids organized guidance, feedback and scaffolding greatly help to improve reading skills. According to Xu et al. (2019), fluency and comprehension were much enhanced by instantaneous corrected feedback during reading assignments. Comparably, Nisa, Safura, and Kasmita (2020) underlined how scaffolding strategies including guided questioning and modeling help struggling readers decode challenging books. Yan and Carless (2022) underlined that scaffolding lets children progressively move from teacher-dependent learning to autonomous reading mastery. These studies show that scaffolding and organized comments help elementary school students become literate.

Scaffolding's capacity to offer customized and slow support helps to explain its efficacy in reading education. 2020's Rochanavibhata and Marian found that scaffolding techniques including chunking text and using context clues improve word recognition and fluency. Han and Xu (2020) also found that peer-assisted scaffolding in which more skilled readers help weaker peers improves reading accuracy and interest. Tedick and Lyster (2019) underlined that deeper understanding and retention are promoted by dynamic scaffolding where support is changed depending on student development. These results imply that scaffolding interventions ought to be flexible and sensitive to personal needs of each learner.

Apart from reading fluency, feedback systems affect students' self-regulation and motivation in the course of literacy development. Formative comments during peer reading activities, highlighted Noroozi et al. (2020), increase confidence and reading perseverance. Technology-enhanced feedback tools such as interactive reading apps allow customized scaffolding and engagement, according to Guo, Wang, and Chu (2022). Feedback mixed with scaffolding, according to Tedick and Lyster (2019), develops a growth mentality and helps kids to see reading challenges as chances for development. These studies taken together show how scaffolding and feedback support cognitive as well as affective elements of reading development.

Cross-age Tutoring. Improving reading fluency and comprehension has been shown by cross-age tutoring, in which older students teach younger colleagues. Cross-age tutoring improves younger students's reading competency while simultaneously supporting older students's teaching and communication abilities, according to Talaee, Mohammadi, and Bararpour (2022). Morken (2024) underlined how well organized cross-age tutoring programs increase sight word retention, hence enhancing reading accuracy. Emphasizing the peer-mediated method of this model where younger students gain from tailored instruction and older students validate their learning by tutoring Bayne (2022) stressed its effectiveness.

Beyond only improving academic achievement, cross-age tutoring promotes social and emotional development. Working with senior colleagues helps younger students show more reading confidence and motivation, according to Alwi, Samson, and Shahzadi (2019). Through controlled peer interactions, Flores et al. (2024) discovered that tutors and tutees had improved reading fluency and comprehension. Mauer and Swanson (2024) underlined even more how cross-age tutoring benefits struggling readers by offering a less scary learning environment where mistakes are addressed by positive reinforcement. These results imply that cross-age tutoring improves literacy and peer relations by acting as a two-edged tool.

By use of controlled peer interactions, cross-age tutoring is a successful teaching tool promoting literacy development. Older students, when coached as tutors, improve their metacognitive skills while simultaneously raising the reading fluency and comprehension of younger pupils, Chang et al. (2025) underlined Since younger students feel more at ease getting direction from peers, Talaee et al. (2022) discovered that cross-age tutoring improves self-esteem and motivation. Flores et al. (2024) underlined how such initiatives enhance reading prosody and accuracy, thereby supporting fluency advances. These results show how advantageous cross-age tutoring is for tutors as well as for tutees.

Furthermore, proven to be successful in many educational environments, especially resource-limited institutions, is cross-age tutoring. Cross-age peer tutoring programs, which use older children as instructional tools, efficiently eliminate reading gaps even in underfunded schools, according to Johnson (2019). Chang and Mauer (2024) underlined the need of organized instruction for older students to maximize the effect of tutoring sessions on fluency and understanding. A meta-analysis by Sytsma, Panahon, and Houlihan (2019) shows that reading fluency of English language learners is much improved by cross-age tutoring. These studies support the flexibility and efficiency of cross-age tutoring in many kinds of learning settings.

Same-Age Peer Tutoring. It is well known that same-age peer tutoring is a good strategy for raising reading fluency. Huang et al. (2023) underlined that by encouraging active participation and cooperative learning, reciprocal peer tutoring improves students's comprehension skills. Fixed tutor-tutee models, according to Racha (2022), guarantee continuous improvement in reading accuracy and fluency by providing ordered help. Malik (2019) also underlined how peer socializing inside same-age tutoring

programs improves both cognitive and metacognitive reading techniques, thereby enabling kids to internalize phonetic patterns and acquire self-monitoring abilities. These results imply that via active involvement, peer tutoring improves reading competency.

By letting students alternately be a tutor and a tutee, reciprocal peer tutoring helps them to reinforce their knowledge of reading techniques. Stilwell (2022) observed that by means of ongoing practice and feedback cycles, reciprocal peer tutoring helps students to improve their reading fluency. Crucially for expressive reading, Flores et al. (2024) found that guided oral reading sessions greatly improve reading prosody. White (2019) further contended that tailored peer-tutoring programs enhance the self-perceptions of tutors' and tutees' reading competency, hence enhancing motivation and confidence. These studies highlight how crucial reciprocal peer tutoring is for the improvement in fluency.

Fixed-role peer tutoring offers controlled learning settings whereby one student regularly tutors another while the tutee stays the same. Fixed tutor-tutee positions, according to Otoshi (2019), help to deepen understanding since tutors strengthen their reading ability and grow in leadership and instructional ability. Structured peer-tutoring programs, according to Duran et al. (2019), improve oral fluency and word recognition really nicely. LePelch (2021) underlined that early literacy development is where fixed tutoring approaches shine most, thereby ensuring that weak readers get continuous direction. These studies confirm that both fixed and reciprocal peer tutoring programs help elementary students have better reading results.

Through controlled interactions, same-age peer tutoring creates a cooperative learning environment whereby students of like age groups improve their reading fluency. Kromminga (2021) underlined that since both the tutor and the tutee strengthen reading abilities by means of guided practice, reciprocal peer tutoring promotes mutual learning. Fixed tutor-tutee configurations, according to Eaton (2019), guarantee struggling readers receive regular instructional support, hence enhancing literacy results. Doohen (2024) underlined that peer tutoring in same-age groups improves academic ties, so motivating and involving the students. These results support the fact that both fixed and reciprocal peer tutoring approaches improve reading ability rather well.

Class wide Peer Tutoring. Under the organized instructional approach known as classwide peer tutoring (CWPT), every student engages in peer-assisted learning to raise reading fluency. Collaborative learning among students helps CWPT improve oral reading fluency and comprehension, according to Vardy, Al Otaiba, and Breadmore (2022). Whole-class peer tutoring programs, according to Tsuei, Cheng, and Huang (2020), improve phonemic awareness and decoding skills, therefore improving reading efficiency. Romero, Burns, and Wan (2025) underlined that organized CWPT treatments greatly help emergent bilinguals and show their efficacy in many school environments. These studies highlight how well CWPT promotes literacy growth.

CWPT's success comes from its capacity to establish a motivating and encouraging reading environment. Particularly for struggling readers, Ayvazo and Aljadeff-Abergel (2019) discovered that organized peer tutoring in whole-class environments increases reading accuracy and speed. Antoniou (2021) underlined that CWPT encourages active engagement so that students may improve their reading abilities by means of repeated exercises and instantaneous feedback. Imam (2022) underlined the need of organized, peer-mediated instruction in early reading development since CWPT implementation results in notable literacy increases in lower primary pupils. These results imply that CWPT improves fluency using cooperative, methodical learning.

Beyond just reading fluency, CWPT increases student involvement in literacy activities and motivation. Students engaged in whole-class peer tutoring shown higher reading confidence and willingness to participate in oral reading tasks, according to Farlow (2024). Structured peer interactions within CWPT help students to self-regulate their learning, therefore enhancing their capacity to control their learning and resulting in long-term reading success, according to McCullough and Wright (2020). Pedersen (2024) underlined that by offering a non-threatening setting for reading practice, CWPT is especially helpful in helping struggling readers. These studies show how CWPT promotes a good literacy culture by means of student involvement and motivation enhancement.

Classwide peer tutoring (CWPT) has also proved successful in a variety of learning environments, including inclusive classrooms. Structured peer tutoring, according to Love and Anyamene (2021), provides individualized reading support inside a whole-class framework, therefore fostering fair learning possibilities. According to Kazachiner and Boychuk (2023), CWPT meets a variety of student learning demands and helps to facilitate differentiated instruction. Phlegm (2019) pointed out that by providing scaffolded peer assistance in a methodical and orderly way, CWPT helps pupils with reading challenges. These results confirm that CWPT is a flexible and adaptive teaching tool improving reading fluency in various school environments.

Synthesis

The examined studies show how much peer tutoring helps primary school students become more proficient in reading. Studies show that organized peer tutoring programmes significantly raise reading speed, accuracy, and comprehension. Results imply that peer-assisted learning improves phonemic awareness, prosody, word recognition, and collaborative learning environment, using which Peer tutoring has also been demonstrated to raise student confidence, motivation, and reading activity participation. Peer tutoring is helpful in improving reading fluency since its efficacy as an evidence-based instructional strategy for literacy development supports its function in many educational environments.

Theoretical framework

This study was anchored on Rasinski's Theory of Reading Fluency (2004), which emphasizes the role of accuracy, automaticity, and prosody in developing proficient readers. According to Rasinski, fluency is a critical bridge between word recognition and comprehension, allowing readers to process text with ease and understanding (Rasinski, 2020). His theory asserts that fluent reading is developed through repeated practice, immediate corrective feedback, and meaningful engagement with texts, all of which are fundamental components of peer tutoring interventions (Zimmermann & Reed, 2021).

In the context of peer-assisted learning, Rasinski's framework supports the idea that students benefit from structured reading interactions where tutors model fluent reading and provide guided practice to their peers. This aligns with the concept that fluency is not merely about speed but also about expressive and meaningful reading, which enhances comprehension and reading motivation, Hudson et al, (2020). Peer tutoring provides repeated exposure to text, opportunities for oral reading, and social interaction, reinforcing fluency skills through scaffolded learning.

The theoretical underpinnings of Rasinski's fluency model serve as the foundation of this study, guiding the investigation into how peer tutoring can improve reading fluency among elementary pupils. The conceptual framework below was used in this study; the figure represented the overall process of the research study. As shown, it illustrated the following variables and the intervention of the study.

Pre-test and post-test will be used to administered both Control and experimental group, while the given intervention is being applied only to the experimental group and traditional method to the other one.

Statement of the Problem

The study explored the effectiveness of peer tutoring in improving the reading fluency of elementary pupils. This study aimed to assess whether structured peer tutoring interventions would significantly enhance pupils' reading speed, accuracy, and prosody.

Specifically, it sought to answer the following questions:

1. What is the reading fluency level of the learners based on their pretest scores in both the control and experimental group in terms of:

1.1 Reading speed;
1.2 Reading accuracy; and
1.3 Prosody?

2. What is the reading fluency level of the learners based on their posttest scores in both the control and experimental group in terms of:

2.1 Reading speed;
2.2 Reading accuracy; and
2.3 Prosody?

3. Is there a significant difference between the pretest and posttest mean scores of the learners in the control group?
4. Is there a significant difference between the pretest and posttest mean scores of the learners in the experimental group?
5. Is there a significant difference in the posttest mean scores of the learners in the control and experimental group?
6. Based on the findings of the study, what intervention plan could be developed?

Null Hypotheses

To determine statistically the answers to the research questions, the following null hypothesis were formulated at 0.05 level of significance:

Ho_1: There is no significant difference between the pretest and posttest mean scores of the learners in the controlled group.

Ho_2: There is no significant difference between the pretest and posttest mean scores of the learners in the experimental group.

Ho_3: There is no significant difference between the posttest mean scores of the learners in the controlled and experimental group.

Scope and Delimitation of the Study

This quasi-experimental study aimed to determine the effectiveness of peer tutoring in improving reading fluency, focusing specifically on reading speed (measured in words per minute), accuracy (word recognition), and prosody (intonation and expression). The research was conducted from June to August of School Year 2025–2026 and involved Grade 3 pupils at Kapatungan Elementary School, located in Kapatungan, Trento, Agusan del Sur, Philippines.

A total of 20 pupils in Grade 3 were identified at the frustration level using the Group Screening Test (GST) of the Philippine Informal Reading Inventory (Phil-IRI) and they will participate in the study. These pupils were divided into two groups: 10 in the experimental group and 10 in the control group. The experimental group undergone a six-week intervention consisting of structured, peer-assisted reading sessions, while the control group received regular classroom instruction without the peer tutoring component. The scope of this study was limited to Grade 3 learners in the selected school and does not encompass other grade levels, schools, or literacy components such as comprehension, vocabulary, or long-term retention. As such, the findings are specific to the study population and context and may not be generalized to all elementary learners in Agusan del Sur.

Significance of the Study

The findings of this study would provide valuable insights into the effectiveness of peer tutoring in improving the reading fluency of elementary pupils in Agusan del Sur. This study would benefit the following stakeholders:

Learners. Elementary pupils would directly benefit from the study as it would determine the impact of peer tutoring on their reading fluency. Students would have more opportunities to practice reading, develop automaticity, and enhance their comprehension skills. Improved reading fluency would contribute to their overall literacy development, boosting confidence and academic performance.

Teachers. Teachers would gain insights into how peer tutoring can be an effective reading intervention. The study would provide data-driven evidence on the role of peer-assisted learning in developing students' reading fluency, which would help teachers refine their instructional strategies. Additionally, it would highlight best practices for implementing peer tutoring to support struggling readers.

School Administrators. School principals and administrators would benefit from the study as it would offer empirical evidence on the effectiveness of peer tutoring programs. The findings would help in designing school-based interventions to improve reading fluency among elementary pupils.

Department of Education (DepEd) Officials. The study would provide DepEd officials and policymakers with research-based insights into the reading fluency challenges in Agusan del Sur and the potential of peer tutoring as a solution. The results would inform the development of reading remediation programs and instructional reforms aimed at improving early-grade literacy rates nationwide.

Future Researchers. This study would serve as a reference for future research on reading fluency interventions, peer tutoring, and literacy development among elementary pupils. Future researchers would find this study useful in exploring related topics, expanding the research to other regions, or evaluating additional variables that influence reading fluency improvement.

METHODS

Research Design

This study employed a quasi-experimental research design to determine the effectiveness of peer tutoring in improving the reading fluency of elementary pupils in a selected public school in Agusan del Sur. A quasi-experimental design was appropriate in real-world educational settings where random assignment is not feasible, but comparison between groups is still possible (Campbell & Stanley, 2015). The study involved a total of 20 Grade 3 pupils identified at the frustration level using the Phil-IRI Group Screening Test. These pupils were divided into two groups: 10 in the experimental group, who received the peer tutoring intervention, and 10 in the control group, who continued with regular classroom instruction.

The study utilized a non-equivalent groups pretest-posttest design, in which both groups will be assessed on reading fluency before and after the six-week intervention period. Reading fluency was measured in terms of reading speed (words per minute), reading accuracy (correct word recognition), and prosody (intonation and expression). The results were analyzed to determine whether the experimental group shows greater improvement compared to the control group. Findings from this study aimed to provide empirical support for peer tutoring as an effective intervention in improving reading fluency, particularly in low-resource educational contexts.

Research Locale

This study was conducted at Kapatungan Elementary School, a public elementary school located in Kapatungan, Trento, Agusan del Sur, Philippines. Agusan del Sur is a landlocked province located in the Caraga Region of Mindanao. It is a home to various indigenous groups including the Manobo, Mamanwa, Higaonon, Banwaon, Aeta, and Bagobo. And they maintain their rich cultural traditions and languages. In the Philippines province of Agusan del Sur, Municipality of Trento is a first-class municipality as of 2020 census, Trento has a population of 54, 492 representing 7.37% of the province's total population.

Kapatungan Elementary School serves a diverse population of learners, including students from rural and indigenous communities. It was selected as the research site due to its demographics, literacy challenges, and the need for effective reading fluency interventions. The school has faced ongoing concerns regarding reading fluency among its elementary pupils, particularly in Grade 3, where many students struggle with reading speed, accuracy, and prosody. As part of the broader efforts of the Department of Education (DepEd) in Agusan del Sur to improve literacy, the school has implemented various reading programs, making it an ideal setting for evaluating the effectiveness of peer tutoring as a reading fluency intervention. Furthermore, Kapatungan Elementary School is known for its strong collaborative teaching practices, making it a suitable environment for conducting peer-assisted learning strategies. The study was focused on the school's Grade 3 students, who undergone a structured peer tutoring program to determine its impact on their reading fluency development.

Subjects of the Study

The subjects of this study were the Grade 3 pupils enrolled at Kapatungan Elementary School for School Year 2025–2026. Selection was focused on students exhibiting difficulties in reading fluency, as identified through the Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST).

All Grade 3 pupils were administered the Phil-IRI GST to assess their reading fluency levels. From the total population, 20 pupils who fall under the frustration level were selected as participants in the study. These pupils were divided into two groups: 10 pupils were assigned to the experimental group, which undergone a structured peer tutoring intervention, and 10 were form the control group, which received regular classroom reading instruction without peer tutoring.

The study employed a pretest-posttest design to assess changes in reading fluency across both groups. Pre-intervention and post-intervention assessments were focus on three components of fluency: reading speed, accuracy, and prosody. This setup allowed the researcher to compare the outcomes of peer tutoring against traditional instruction within a real-world classroom context.

Research Instrument

This study utilized the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) Oral Reading Fluency (ORF) assessment, a standardized tool designed to measure reading speed, accuracy, and prosody among elementary students. The DIBELS ORF test is widely used in literacy research and instructional settings to evaluate a student's ability to read a passage fluently within a given time limit (Good et al., 2019). The

instrument provides a benchmark for oral reading fluency and aligns with national and international reading fluency standards.

The DIBELS ORF assessment consists of short, grade-level passages that students read aloud for one minute while an examiner records the number of correctly read words per minute (WPM) and errors (miscues, omissions, substitutions, and hesitations) (Kaminski & Good, 2020). The test was structured to assess three critical components of reading fluency: (1) Reading Speed, which refers to how quickly a student reads a passage, measured by WPM; (2) Reading Accuracy, which evaluates the correct identification and pronunciation of words; and (3) Prosody, which includes appropriate expression, intonation, and phrasing (Powell-Smith & Stollar, 2021). These elements collectively indicate a student's ability to decode and comprehend text efficiently.

The DIBELS ORF assessment had been validated through extensive research and is recognized for its high reliability and predictive validity in measuring reading proficiency (Good et al., 2019). The tool is sensitive to instructional changes, making it ideal for pretest-posttest designs in quasi-experimental research like the present study. Furthermore, DIBELS ORF scores correlate strongly with reading comprehension outcomes, supporting its use in evaluating interventions aimed at improving fluency (Kaminski & Good, 2020).

For this study, the DIBELS ORF was administered as both a pretest and posttest to determine the effectiveness of peer tutoring as an intervention. The pretest established baseline fluency levels, while the posttest measured progress following the intervention. Trained raters scored the students' oral reading performance based on WPM, accuracy rate, and prosodic features. The standardized nature of the DIBELS ORF ensures consistency in scoring and minimizes examiner bias.

Prior to full implementation, the instrument undergone pilot testing to ensure its appropriateness for the local context and target grade level. The results of the pilot test were used to refine administration procedures and establish baseline reliability under classroom conditions. In addition, the research instruments and procedures were subjected to validation by three experts in the field of education and literacy instruction. Their feedback guided necessary revisions to enhance the tool's clarity, relevance, and content validity.

By employing the DIBELS ORF assessment, this study objectively measure the impact of peer tutoring on reading fluency and provide quantifiable data that can guide future literacy interventions in elementary education.

Validation of Research Instruments

The research instruments, including the Phil-IRI Initial Screening Test, Pretest, and Posttest, were subjected to expert validation before their administration to ensure their content validity, reliability, and appropriateness for measuring reading fluency. These instruments were presented to three experts in language and literacy education, such as reading specialists, elementary education professors, and curriculum developers. Their comments and suggestions were incorporated to refine the instruments and improve their clarity, relevance, and effectiveness.

Before their formal use, the validity of the instrument was evaluated through a pilot testing procedure. The Group Screening Test was first be administered to identify students at the Frustration Level in reading fluency, ensuring that only those who need fluency interventions will be included in the study. After the screening, the pretest was conducted to assess students' baseline reading fluency levels, covering: Set A: Reading Speed (words per minute), Set B: Reading Accuracy (word recognition and decoding skills), Set C: Prosody (intonation, rhythm, and phrasing).

After the peer tutoring intervention, a posttest was administered to determine fluency improvement, using the same sets of assessment criteria. The reliability of the pretest and posttest were measured using Cronbach's Alpha, ensuring that the tool produces consistent results. Based on expert validation and pilot testing, the instruments were finalized before the formal data collection. The reliability index and validation results will be documented in the appendices for reference.

Research Procedures

The data collection process followed a structured and systematic approach to ensure the validity, reliability, and ethical compliance of the study. Since this research used an experimental design, the following steps were undertaken to ensure proper implementation:

Ethical Review and Approval. Before conducting the study, the research undergone review by the Ethics Review Committee to ensure compliance with ethical research standards. The review assessed the study's adherence to informed consent, confidentiality, and the protection of participants' rights. After receiving ethical approval, an endorsement letter from the Graduate School was secured, which served as formal documentation verifying the study's academic legitimacy.

Permission from Educational Authorities. A formal request for permission was sent to the Schools Division Superintendent (SDS) of Agusan del Sur, seeking authorization to conduct the study within selected elementary schools. Once approval was granted, the researcher coordinated with school principals and teachers to explain the purpose, scope, and significance of the study. The identified schools were chosen based on accessibility and the presence of Grade 3 pupils struggling with reading fluency.

Selection and Screening of Participants. The study is focused on Grade 3 pupils from Kapatungan Elementary School, a public school in Trento, Agusan del Sur. To determine eligible participants, all enrolled Grade 3 pupils were screened using the *Philippine Informal Reading Inventory* (Phil-IRI) Group Screening Test (GST). Students who fall under the "Frustration Level" in reading fluency, characterized by below-level performance in reading speed, accuracy, and prosody were considered for inclusion in the study.

A total of 20 pupils who meet this criterion were elected and divided into two groups: 10 pupils in the experimental group and 10 pupils in the control group. The selection followed non-random purposive sampling, ensuring that both groups are matched in terms of reading fluency level. The experimental group undergone a structured peer tutoring intervention, while the control group continued to receive regular classroom reading instruction.

Administration of the Pretest. Before the intervention begins, both groups took a pretest using the *Phil-IRI Individualized Assessment Tool*. This assessment was measured three components of reading fluency: Reading Speed (measured in Words Per Minute), Reading Accuracy (correct word recognition), and Prosody (intonation, rhythm, and expression).

The pretest scores were established a baseline of each student's reading fluency performance.

Implementation of the Peer Tutoring Intervention. The experimental group participated in a structured peer tutoring program over a period of six weeks. During this time, pupils were paired with trained peer tutors and engage in guided oral reading sessions. These sessions included modeling fluent reading, providing corrective feedback, and repeated practice to develop speed, accuracy, and prosody.

The control group did not receive any peer tutoring and continued with standard reading instruction practices under their classroom teacher.

Administration of the Posttest. After the six-week intervention period, both groups took a posttest using the same Phil-IRI assessment tool. This allowed for a comparative analysis of reading fluency gains

between the experimental and control groups. The posttest results were analyzed to evaluate whether the peer tutoring intervention led to statistically significant improvements in reading speed, accuracy, and prosody.

Scoring and Interpretation of Data

The following tables present how the data were evaluated and how the results were interpreted to answer the research questions.

DepEd (Phil-IRI-Based) Reading Speed Indicator for Grades 1-3

Words Per Minute (WPM)	Reading Level	DepEd-Aligned Remarks
Below 60 WPM	Frustration Level	Needs intensive intervention and guided reading
60 – 79 WPM	Instructional Level	Developing fluency; needs regular support and monitoring
80 – 109 WPM	Approaching Independent	Nearly fluent; can read with minimal help
110 – 130 WPM	Independent Level	Grade-level fluent reader with good comprehension
131 WPM and above	Advanced Reader	Above grade level; excellent oral reading and understanding

Reading Accuracy Level Indicator (DepEd / Phil-IRI)

Accuracy Rate (%)	Accuracy Level	Interpretation / Remarks
90% – 100%	Independent Level	Learner can read on their own with excellent word recognition
75% – 89%	Instructional Level	Learner needs guided reading support
Below 74%	Frustration Level	Learner struggles significantly; intensive intervention needed

Reading Prosody Level Indicator (DepEd / Phil-IRI)

Score Range	Prosody Level	Dep-Ed Aligned Remarks / Description
0 – 2	Very Limited	Monotone voice, word-by-word reading, little or no attention to punctuation or phrasing
3 – 5	Emerging	Some phrasing; pauses may be incorrect; limited intonation or expression
6 – 8	Developing	Reads in short phrases; attempts proper intonation and punctuation; occasional choppiness
9 – 10	Proficient	Reads in meaningful phrases; good pacing, intonation, and attention to punctuation
11	Advanced/Fluent	Natural, expressive reading; excellent phrasing, rhythm, and intonation

Statistical Treatment of Data

The data collected from the pretest and posttest results were compiled, organized, and analyzed using appropriate statistical tools to ensure accuracy in interpreting the effectiveness of peer tutoring in improving the reading fluency of elementary pupils. The following statistical treatments were applied:

Mean. The mean was used to determine the average reading fluency levels of students before and after the intervention. This included computing the average words per minute (WPM), reading accuracy percentage, and prosody scores in both the pretest and posttest results.

Standard Deviation. The standard deviation (SD) was used to measure the variation in scores, indicating whether students' fluency improvements are consistent across the sample. A lower SD suggests that students' scores are more uniform, while a higher SD indicates greater variability in fluency levels among students.

Paired Sample t-Test. A paired sample t-test was applied to compare the pretest and posttest mean scores within each group (control and experimental). This determines whether there is a significant improvement in reading fluency within each group after the intervention. A statistically significant difference indicates that changes in fluency levels are not due to chance but rather due to the instructional method used.

Independent Sample t-Test. To determine if there is a significant difference between the posttest scores of the experimental group and the control group, an independent sample t-test was conducted. This test assessed whether students who received peer tutoring achieved greater fluency improvements than those who underwent traditional reading instruction. A significant result confirmed the effectiveness of peer tutoring as an intervention strategy for enhancing reading fluency.

Ethical Considerations

Ethical considerations was strictly observed throughout this study to ensure the protection, privacy, and well-being of the participants. The study adhered to ethical research guidelines, ensuring that the rights of all participants, particularly elementary pupils, are respected. Approval from school administrators, parental consent, and participant assent were obtained before data collection to ensure voluntary participation.

Social Value. This study would contribute to educational research by providing empirical evidence on the effectiveness of peer tutoring in improving reading fluency among elementary pupils in Agusan del Sur. The findings would serve as a basis for school administrators, teachers, and policymakers in implementing evidence-based interventions to address reading fluency challenges. Additionally, the results would support literacy development efforts under the Department of Education's (DepEd) Reading Program, benefiting both educators and students.

Informed Consent and Assent. Since the participants were minors, informed consent will be obtained from parents or legal guardians, and assent will be secured from the student participants before their involvement. The consent and assent forms outlined the purpose, procedures, risks, benefits, and confidentiality measures of the study. The study ensured that participation remains voluntary, and students will have the right to withdraw at any time without negative consequences.

Privacy and Confidentiality. To protect the identities of participants, all personal information were anonymized using unique codes instead of names. The collected data were stored securely, and only the researcher will have access to the raw data. In compliance with Republic Act No. 10173 – Data Privacy

Act of 2012, all recorded data were permanently deleted after the study's completion. No identifying details were disclosed in research reports or publications.

Risks, Benefits, and Safety. This study posed minimal risks to participants, as it only involves pretest and posttest reading assessments and peer tutoring interventions. However, students who experience reading difficulties may feel discomfort or frustration during assessments. To mitigate distress, positive reinforcement and encouragement were be given, and students were penalized for errors. The anticipated benefits include improved reading fluency, increased reading confidence, and enhanced peer interaction, leading to better academic outcomes.

Justice and Fair Selection of Participants. Participants were selected fairly, ensuring that all eligible pupils who struggle with reading fluency would have an equal opportunity to be included in the study. No participant was excluded based on gender, socio-economic background, or ethnicity. The study ensured that both the control and experimental groups could have equal opportunities for learning, and ethical considerations were upheld throughout the intervention.

Transparency and Ethical Responsibility. Throughout the study, full transparency was maintained regarding research objectives, methods, and findings. Participants, parents, and school officials were informed of any modifications in the research process. The results were shared with school administrators, teachers, and educational stakeholders to support literacy interventions. Furthermore, all research activities complied with ethical research standards set by DepEd and educational research ethics committees.

Chapter III
RESULTS

This chapter presents the results obtained from the collected data together with the analyses and interpretation based on the problems presented.

Comparative Pre-Test Reading Fluency of Control and Experimental Group Learners

This section presents the results to the first statement of the problem that examines the pre-test reading fluency of the learners in the control and experimental group. Displayed in the following tables are the results of each category in reading fluency on their pre-test.

Learners' Reading Speed Pre-test. Table 4 presents the pre-test mean scores of the learners in terms of reading speed.

Table 4
Pre-Test Mean Reading Speed of the Learners

Constructs	Mean	Remarks
Control	54.1	Frustration
Experimental	54.3	Frustration

As shown in the table, both the control and experimental groups were categorized under the frustration level in their reading speed pre-test performance. The control group obtained a mean score of 54.1, while the experimental group had a mean of 54.3. These results indicate that learners from both groups were significantly struggling with reading skills at the beginning of the study.

Learners' Accuracy Rate Pre-test. Table 5 displays the pre-test mean scores of the learners in terms of reading accuracy.

Table 5
Pre-Test Mean Accuracy Rate of the Learners

Constructs	Mean	Remarks
Control	69.7	Frustration
Experimental	67.0	Frustration

The data presented in the table reveal that both the control and experimental groups fell within the frustration level in terms of reading accuracy during the pre-test phase. The control group achieved a mean score of 69.7, while the experimental group obtained a slightly lower mean of 67.0. These findings suggest that learners from both groups exhibited considerable challenges in accurately identifying and decoding words.

Learners' Reading Prosody Pre-test. Table 6 shows the pre-test mean scores of the learners in terms of reading prosody.

Table 6
Pre-Test Mean Reading Prosody Level of the Learners

Constructs	Mean	Remarks
Control	3.3	Emerging
Experimental	3.4	Emerging

The results indicate that both the control and experimental groups demonstrated an emerging level of reading prosody during the pre-test. The control group obtained a mean score of 3.3, while the experimental group recorded a slightly higher mean of 3.4. These scores suggest that learners in both groups exhibited initial signs of developing expressive and fluent reading yet still lacked consistency in this reading skill.

Comparative Post-Test Reading Fluency of Control and Experimental Group Learners

This section presents the results to the second statement of the problem that examines the post-test reading fluency of the learners in the control and experimental group. Shown in the following tables are the results of each category in reading fluency on their post-test.

Learners' Reading Speed Post-test. Table 7 presents the post-test mean scores of the learners with respect to their reading speed.

Table 7
Post-Test Mean Reading Speed of the Learners

Constructs	Mean	Remarks
Control	56.1	Frustration
Experimental	71.0	Instructional Level

The post-test results in reading speed reveal a notable difference between the control and experimental groups. The control group registered a mean score of 56.1 words per minute, which still falls within the

frustration level, indicating minimal progress. In contrast, the experimental group achieved a higher mean of 71.0 words per minute, placing them within the instructional level of reading speed. This improvement suggests that the intervention implemented with the experimental group positively influenced their reading speed.

Learners' Reading Accuracy Post-test. Table 8 presents the learners' post-test mean accuracy rate of the learners, reflecting their performance after the intervention.

Table 8
Post-Test Mean Accuracy Rate of the Learners

Constructs	Mean	Remarks
Control	77.7	Instructional
Experimental	90.9	Independent

The post-test results in reading accuracy show a clear distinction between the control and experimental groups. The control group obtained a mean score of 77.7, which corresponds to the instructional level. Meanwhile, the experimental group achieved a significantly higher mean of 90.9, placing them within the independent level. This substantial gain in the experimental group suggests that the intervention peer-tutoring effectively enhanced learners' decoding skills and word recognition accuracy.

Learners' Reading Prosody Post-test. Shown in the table 9 is the post-test mean reading prosody level of the learners.

Table 9
Post-Test Mean Reading Prosody Level of the Learners

Constructs	Mean	Remarks
Control	3.6	Emerging
Experimental	8.0	Developing

The post-test findings in reading prosody highlight a significant contrast in the oral reading fluency of the two groups. The control group obtained a mean score of 3.6, which remains within the emerging level. In comparison, the experimental group attained a mean score of 8.0, placing them in the developing level. This upward shift suggests that the intervention had a meaningful impact on enhancing the prosodic reading skills of the experimental group.

T-test for Paired Samples Analysis on the Pretest and Posttest Mean Scores under the Control Group

This section presents the results to the third statement of the problem that examines if there is a significant difference in the pre-test and post-test mean score of the students in the control group. Shown in following tables are the results of each category in reading fluency.

Statistical Test of the Null Hypothesis on Reading Speed in the Control Group. Table 10 displays the t-test paired samples analysis on the post-test mean scores of the control group in their reading speed.

Table 10
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Control Group in Reading Speed

Constructs	N	Mean (M)	Standard Deviation (SD)	t	p value	Cohen's d_s	Remarks
Pre-test Post-test	10	54.1 56.9	6.57 6.10	-3.09	0.013	0.441	Significant

The results of the paired samples t-test revealed a statistically significant difference between the pre-test and post-test scores of the control group in reading speed, *t* value = -3.09, *p* = 0.013. The mean reading speed increased from 54.1 words per minute (SD = 6.57) in the pre-test to 56.9 words per minute (SD = 6.10) in the post-test. Although the improvement was statistically significant, the effect size, measured by Cohen's *d* = 0.441, indicates a moderate practical effect on the control group's reading speed.

Statistical Test of the Null Hypothesis on Reading Accuracy in the Control Group. The table below presents the paired samples t-test analysis of the control group's post-test mean scores in reading accuracy.

Table 11
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Control Group in Reading Accuracy

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Pre-test Post-test	10	69.7 77.7	3.31 3.87	-10.85	0.000	Highly Significant

The results from the pre-test (M = 69.7, SD = 3.31) and post-test (M = 77.7, SD = 3.87) scores of the control group in reading accuracy show an increase in performance. This difference is highly significant because the null hypothesis is rejected, p(0.000) < 0.05, indicating a meaningful improvement in the control group's reading accuracy.

Statistical Test of the Null Hypothesis on Reading Prosody in the Control Group. Shown below is the result of the paired samples t-test conducted on the control group's post-test mean scores in reading prosody.

Table 12
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Control Group in Reading Prosody

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Cohen's d_s	Remarks
Pre-test Post-test	10	3.3 3.6	0.483 0.516	-1.96	0.041	0.6	Significant

The paired samples t-test analysis revealed a statistically significant difference in the reading prosody scores of the control group between the pre-test and post-test, *t* value = -1.96, *p* = 0.041. The mean score increased from 3.3 (SD = 0.483) in the pre-test to 3.6 (SD = 0.516) in the post-test, indicating a slight but meaningful improvement. The computed Cohen's *d* of 0.6 suggests a moderate effect size, demonstrating that the observed improvement had practical significance despite the relatively small gain.

T-test for Paired Samples Analysis on the Pretest and Posttest Mean Scores under the Experimental Group

This section presents the results to the fourth statement of the problem that examines if there is a significant difference in the pre-test and post-test mean score of the students in the experimental group. Shown in following tables are the results of each category in reading fluency.

Statistical Test of the Null Hypothesis on Reading Prosody in the Experimental Group. Displayed in Table 13 is the paired samples t-test analysis examining the experimental group's post-test performance in reading speed.

Table 13
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Experimental Group in Reading Speed

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Pre-test Post-test	10	54.3 71.0	10.29 5.89	-7.16	0.000	Highly Significant

As can be seen in the table, the results from the pre-test (M = 69.7, SD = 3.31) and post-test (M = 77.7, SD = 3.87) scores of the experimental group in reading speed show an increase in performance. This difference is significant because the null hypothesis is rejected, p(0.00) < 0.05. In other words, the intervention program resulted in an improvement in learners' reading speed.

Statistical Test of the Null Hypothesis on Reading Prosody in the Experimental Group. Table 14 presents the paired samples t-test analysis examining the experimental group's post-test performance in reading speed.

Table 14
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Experimental Group in Reading Accuracy

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Pre-test Post-test	10	67.0 90.9	4.69 3.60	-10.85	0.000	Highly Significant

The paired samples t-test results revealed a highly significant difference in the reading accuracy scores of the experimental group from pre-test to post-test, *t* value = -10.85, *p* = 0.000. The pre-test mean score was 67.0 (SD = 4.69), while the post-test mean increased substantially to 90.9 (SD = 3.60), indicating a dramatic improvement in learners' reading accuracy skills. The statistically significant *p*-value, p(0.000) < 0.05, provides strong evidence to reject the null hypothesis and affirm the effectiveness of the intervention.

Statistical Test of the Null Hypothesis on Reading Prosody in the Experimental Group. The table below illustrates the paired samples t-test results for the experimental group's reading prosody based on their post-test scores.

Table 15
T-test for Paired Samples Analysis on the Pre-Test and Post-test Scores of the Experimental Group in Reading Prosody

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Pre-test Post-test	10	3.4 8.0	0.516 1.70	-9.22	0.000	Highly Significant

Prior to the implementation of the intervention, the experimental group recorded a pre-test mean score of 3.4 (SD = 0.516) in reading prosody. After the intervention, the post-test mean increased markedly to 8.0 (SD = 1.70). The results of the paired samples t-test indicate a highly significant difference, *t* value = -9.22, *p* = 0.000, providing strong statistical evidence to reject the null hypothesis. This significant improvement suggests that the intervention had a strong and positive effect on enhancing learners' prosodic reading skills,

T-test for Independent Samples Analysis on the Posttest Mean Scores of the Control and Experimental Group

This section presents the results to the fifth statement of the problem that examines if there is a significant difference in the post-test mean score of the students in the control and experimental group. Shown in following tables are the results of each category in reading fluency.

Statistical Test of the Null Hypothesis on Post-Test Reading Speed of the Control and Experimental Group. Displayed below is the independent samples t-test analysis examining the control group and experimental group post-test performance in reading speed.

Table 16
T-test for Independent Samples on the Post-test Reading Speed of the Learners

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Control Experimental	10	53.4 71.0	5.60 5.89	-6.85	0.000	Highly Significant

To test whether the post-test reading speed (M=53.4, SD = 5.60) of the learners in the control group is statistically significantly different from the post-test reading speed (M = 71.4, SD = 5.89) of the learners under the experimental group, an independent samples t-test analysis was performed. As viewed from the table (t = -6.85), the p value (p=0.000) is less than the alpha value (p<0.05) providing strong evidence to reject the null hypothesis. Thus, the post-test mean reading speed (M=53.4, SD = 5.60) of the learners in the control group is statistically significantly different from the post-test mean reading speed (M=53.4, SD = 5.60) of the learners under the experimental group.

Statistical Test of the Null Hypothesis on Post-Test Reading Accuracy of the Control and Experimental Group. Table 16 provides the results of the independent samples t-test analysis in the control group and experimental group reading accuracy in their post-test.

Table 17
T-test for Independent Samples on the Post-test Reading Accuracy of the Learners

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Control Experimental	10	77.7 90.9	3.87 3.60	-7.92	0.000	Highly Significant

To determine whether the post-test reading accuracy of the control group (M = 77.7, SD = 3.87) significantly differed from that of the experimental group (M = 90.9, SD = 3.60), an independent samples *t*-test was conducted. As shown in the table, the computed *t*-value of -7.92 and the corresponding *p*-value of 0.000 indicate a statistically significant difference, as the *p*-value is well below the 0.05 significance level. This result provides strong evidence to reject the null hypothesis.

Statistical Test of the Null Hypothesis on Post-Test Reading Prosody of the Control and Experimental Group. Table 17 presents the statistical analysis of the control group and experimental group's post-test reading prosody using an independent samples t-test.

Table 18
T-test for Independent Samples on the Post-test Reading Prosody of the Learners

Constructs	n	Mean (M)	Standard Deviation (SD)	t	p value	Remarks
Control Experimental	10	3.6 8.0	0.52 1.70	-7.83	0.000	Highly Significant

An independent samples *t*-test was conducted to examine whether there was a significant difference in the post-test reading prosody scores between the control group (M = 3.6, SD = 0.52) and the experimental group (M = 8.0, SD = 1.70). The analysis yielded a *t*-value of -7.83 with a *p*-value of 0.000, which is well below the 0.05 level of significance. This result provides compelling evidence to reject the null hypothesis, indicating that the difference in prosody performance between the two groups is statistically significant.

Peer Tutoring Intervention Plan for Reading Fluency Using DIBELS ORF

This section presents the developed intervention plan based on the fifth statement of the problem.

The intervention plan presented (see Appendix D) is a structured six-week program designed to enhance the reading fluency of Grade 3 learners through guided peer tutoring sessions. It incorporates the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency (ORF) assessment as a tool to monitor learners' progress in key fluency components—reading speed, accuracy, and prosody. The intervention begins with orientation and baseline assessment, followed by focused weekly activities targeting decoding, phrasing, vocabulary, comprehension, and independent reading. Weekly objectives, assessments, and success indicators ensure continuous monitoring and adjustment of strategies. The

program culminates in a post-test and reflection, emphasizing measurable improvement and student engagement in reading.

Moreover, the intervention holds significant implications for improving early grade literacy by demonstrating the effectiveness of peer tutoring as a supportive, learner-centered approach to enhancing reading fluency. The measurable gains observed among participants highlight the value of interactive interventions in bridging fluency gaps that may not be sufficiently addressed through traditional instruction alone. This approach promotes a more inclusive and responsive learning environment, making it as an alternative strategy for teachers seeking to accelerate literacy development among struggling readers.

Chapter IV
DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations.

Discussions

This section presents the discussions, conclusion and recommendations based on the results in the previous chapter.

Comparative Pre-Test Reading Fluency of Control and Experimental Group Learners. The pre-test results revealed that both the control and experimental groups were performing at the frustration level in terms of reading speed. This indicates a significant struggle in fluency, suggesting limited ability to read grade-level texts independently. Similarly, reading accuracy scores also placed both groups under the frustration level, highlighting their difficulty in decoding and correctly identifying words. Furthermore, in reading prosody, both groups were at an emerging level, pointing to the early development of expressive reading but with noticeable inconsistencies. Together, these results imply that students in both groups had significant deficiencies in the reading fluency components before they started the intervention, requiring focused and intensive instructional intervention. Likewise, Librea et al. (2023) point out that fluency shortages are a big obstacle to academic performance, especially for students from underdeveloped nations where access to organized reading programs is still restricted. These results emphasize how urgently fluency problems must be addressed if we are to raise general literacy rates.

A major component of literacy development is reading fluency, although many elementary students find it difficult to reach mastery in this ability. Rivera and Aggabao (2020) claim that inadequate phonemic awareness and restricted vocabulary commonly blame for reading issues among grade school students for impeding their capacity to read with speed and precision. Arevalo (2023) underlines even more how fluency difficulties result in poorer comprehension levels, thereby making it harder for students to quickly understand textual content. Likewise, Librea et al. (2023) point out that fluency shortages are a big obstacle to academic performance, especially for students from underdeveloped nations where access to organized reading programs is still restricted. These results emphasize how urgently fluency problems must be addressed if we are to raise general literacy rates.

Comparative Post-Test Reading Fluency of Control and Experimental Group Learners. The post-test results reveal a notable improvement in reading fluency among the experimental group compared to the control group. In terms of reading speed, the control group remains within the frustration level, indicating only minimal progress. In contrast, the experimental group achieved a significantly higher mean, placing them at the instructional level, demonstrating the positive effect of the intervention. Similarly, in reading accuracy, the control group was in the instructional level, while the experimental

group reached had an improved mean, placing them at the independent level. This considerable improvement suggests that peer-tutoring effectively enhanced learners' decoding and word recognition skills. Furthermore, the post-test results in reading prosody showed a significant contrast: the control group remained at the emerging level, whereas the experimental group advanced to the developing level. These findings indicate that the intervention meaningfully supported the development of reading fluency skills among learners in the experimental group.

The findings of the study are supported by the study of Brennan and Barr (2020) who stressed out that organized oral reading activities greatly increase accuracy and pace. Bagolong and Usop (2021) also corroborate this assertion, pointing out that struggling readers have benefited from intervention programs concentrated on repeated reading practices. Lu (2022) also claims that a lack of organized reading support at home and in classrooms causes many elementary students to have poor fluency, therefore aggravating their literacy problems. These studies highlight the need of organized reading programs in promoting fluency.

Moreover, reading fluency develops in direct line with methodical, repeated exposure to text. Advocates of guided repeated reading as a means to improve students' fluency, Brennan and Barr (2020) say that organized oral reading activities greatly increase accuracy and pace. Bagolong and Usop (2021) also corroborate this assertion, pointing out that struggling readers have benefited from intervention programs concentrated on repeated reading practices. Lu (2022) also claims that a lack of organized reading support at home and in classrooms causes many elementary students to have poor fluency, therefore aggravating their literacy problems. These studies highlight the need of organized reading programs in promoting fluency.

Statistical Test of the Null Hypothesis on the Pretest and Posttest Mean Scores under the Control Group. The findings indicate that the control group made statistically significant improvements in reading speed, accuracy, and prosody between the pre-test and post-test. However, the effect sizes were moderate, suggesting that the gains, while meaningful, were not impactful. This implies that typical classroom instruction alone may not be sufficient to produce strong improvements in reading fluency. Therefore, more focused and structured interventions may be necessary to accelerate learners' reading development and move them beyond minimal progress.

The link between understanding and fluency emphasizes the need of early intervention. As students who struggle with reading pace often find it difficult to grasp texts, Canuto et al. (2024) contend that fluency acts as a bridge to comprehension. Similarly, low fluency rates in elementary learners cause long-term literacy difficulties, which emphasizes in Badawi et al. (2021) early identification and remediation are therefore necessary. Paige (2020) also underlines how fluency tests should be included into literacy education to track development and adjust treatments. These results support the need of quick and efficient fluency development techniques to guarantee reading competency among young learners.

Statistical Test of the Null Hypothesis on the Pretest and Posttest Mean Scores under the Experimental Group. The statistical test on the pretest and posttest mean scores of the experimental group revealed highly significant improvements in reading speed, accuracy, and prosody. The experimental group moved from the frustration to the instructional level in reading speed, demonstrating significant progress. In reading accuracy, the mean score increased significantly, placing the group within the independent level, which reflects strong gains in decoding and word recognition. Reading prosody also showed a marked improvement, with scores rising from the emerging to the developing level, indicating enhanced expressive and fluent reading. These findings confirm that the intervention had a

meaningful and practical impact on the reading fluency of the experimental group. Moreover, this suggests that structured peer-tutoring strategies can be a powerful tool in addressing reading difficulties and accelerating learners' progress.

The claims are supported by the study of Schwartz and Rothbart (2020), who emphasized that interventions like peer tutoring can increase reading accuracy percentages by reinforcing decoding abilities and word identification, eventually helping to improve general reading fluency. Likewise, structured interventions such as peer tutoring and repeated reading have been shown to dramatically raise reading rates among elementary school students (Hudson et al., 2020). Also, Sappok (2023) highlighted how younger pupils can lack expressive reading skills, which calls for planned interventions like peer-assisted reading to enhance prosodic features and general reading fluency.

In addition, Andrade et al. (2019) pointed out how organized peer tutoring programs improve prosody by motivating rhythm and intonation practice, therefore promoting fluency and understanding concurrently.

T-test for Independent Samples Analysis on the Post-test Mean Scores of the Control and Experimental Group. The t-test for independent samples analysis on the post-test mean scores of the control and experimental groups revealed statistically significant differences in reading speed, accuracy, and prosody. The experimental group consistently outperformed the control group, with higher mean scores in all three components of reading fluency. These results indicate that the intervention had a significant impact on the performance of the experimental group compared to regular instruction received by the control group. The findings imply that structured and focused interventions are more effective in developing learners' reading fluency skills. This highlights the importance of implementing the peer-tutoring intervention, to enhance reading outcomes in the classroom.

In connection, peer-supported reading remedial programs help children better discriminate phonemes, therefore strengthening their decoding abilities (Kilag et al, 2023). By strengthening letter-sound correspondence, Erickson (2021) discovered that organized peer-assisted phonemic awareness treatments greatly improved early reading skills. Robison (2022) also noted that peer tutoring lets struggling readers improve their phonemic awareness by providing instantaneous corrective feedback. These results imply that peer tutoring is a good approach to improve elementary kids' fundamental literacy competencies.

Furthermore, peer tutoring improves general literacy outcomes beyond only phonemic awareness and word recognition. Word recognition techniques used in peer tutoring sessions, enhance comprehension and fluency (Benner et al, 2022). Consequently, peer-assisted phonological training greatly helps English language learners (ELLs), therefore improving both decoding abilities and vocabulary acquisition (Tang et al, 2021). In addition, Fisher et al. (2022) underlined even further how peer tutoring helps students assess their development and develop literary independence by means of self-regulated learning. These results suggest that peer tutoring offers a complete strategy for improving literacy.

Moreover, Talaee et al. (2022) discovered that cross-age tutoring improves self-esteem and motivation. Flores et al. (2024) underlined how such initiatives enhance reading prosody and accuracy, thereby supporting fluency advances. These results show how advantageous cross-age tutoring is for tutors and tutees. Similarly, Malik (2019) underlined how peer socializing inside same-age tutoring programs improves cognitive and metacognitive reading techniques, enabling kids to internalize phonetic patterns and acquire self-monitoring abilities.

Conclusion

The results of the study support the effectiveness of the peer-tutoring intervention in improving reading fluency among learners, particularly in reading speed, accuracy, and prosody. While the control group exhibited minimal progress, the experimental group achieved statistically significant gains, progressing from frustration to instructional and independent levels. These results highlight the advantage of structured peer-assisted learning, which promotes collaboration, reinforces foundational skills, and actively engages learners in meaningful reading tasks. The consistent improvements in the post-test scores of the experimental group underline the usefulness of interactive and learner-centered techniques in overcoming reading challenges that remain under traditional instruction alone.

Moreover, the study suggests that integrating peer-tutoring strategies into the reading curriculum can significantly enhance fluency outcomes, especially for learners who struggle with word recognition and expression. The intervention addresses key challenges in decoding and prosody by creating a supportive environment where learners learn from and with their peers. Furthermore, the findings encourage educators and school leaders to adopt peer-based interventions as a supplemental method to traditional instruction to bridge learning gaps and accelerate fluency development. The implementation of peer-tutoring boosts reading performance and cultivates confidence, cooperation, and active participation—skills essential for long-term academic success in diverse learning settings.

Recommendations

Based on the findings regarding the effectiveness of the peer-tutoring intervention in improving the reading fluency of the learners, the following recommendations were drawn:

1. Schools should formally incorporate peer-tutoring interventions into the reading curriculum, especially for early grade levels, to enhance learners' reading speed, accuracy, and prosody.
2. Teachers and selected peer tutors must be given adequate training on effective tutoring techniques, reading fluency components, and instructional scaffolding to ensure the success and consistency of the peer-tutoring approach.
3. The DepEd should consider endorsing peer-tutoring as a complementary strategy in the national reading programs, especially in schools with low reading proficiency rates.
4. Regular monitoring and assessment should be conducted to track learners' progress under peer-teaching programs and make necessary adjustments.
5. Future studies may explore the long-term effects of peer-tutoring interventions on learners' overall literacy performance, including comprehension and vocabulary development.

References

1. Abu-Rabia, S. (2019). The role of short vowels in reading Arabic: A critical literature review. Journal of Psycholinguistic Research. Retrieved from https://link.springer.com/article/10.1007/s10936-019-09631-4
2. Acedillo, N. (2023). Improving the reading comprehension skills of Grade 5 pupils through contextualized learning materials: A school-based research. International Journal of Scientific and Research Publications. https://www.researchgate.net/publication/369733530_Improving_the_Reading_Comprehension_Skills_of_Grade_5_Pupils_through_Contextualized_Learning_Materials_A_School-Based_Research
3. Aldhanhani, Z. R., & Abu-Ayyash, E. A. S. (2020). Theories and research on oral reading fluency: What is needed? Theory and Practice in Language Studies. Retrieved from

https://www.researchgate.net/profile/Zainab-Aldhanhani/publication/340062816_Theories_and_Research_on_Oral_Reading_Fluency_What_Is_Needed/links/5e74e6b3a6fdcc6347874e60/Theories-and-Research-on-Oral-Reading-Fluency-What-Is-Needed.pdf

4. Alegre, F., Moliner, L., & Maroto, A. (2019). Peer tutoring in mathematics in primary education: A systematic review. Educational Review, 71(5), 535-557. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1474176
5. Almagro, R. E., Flores, L. C., & Amora, M. V. (2024). Implementation practices of reading programs in elementary education in Davao De Oro: A multiple case study. International Journal of Educational Research and Development Studies. https://www.researchgate.net/publication/377939288_Implementation_Practices_of_Reading_Programs_in_Elementary_Education_in_Davao_De_Oro_A_Multiple_Case_Study
6. Alwi, S. K. K., Samson, A., & Shahzadi, S. (2019). Role of peer tutoring and methods to boost reading skills at the urban sector primary schools. New Horizons. Retrieved from https://greenwichjournals.com/index.php/NH/article/view/316/87
7. Anderson, M. K., Anderson, R. J., Tenenbaum, L. S., et al. (2019). The benefits of a near-peer mentoring experience on STEM persistence in education and careers: A 2004-2015 study. Journal of STEM Education Research. Retrieved from https://files.eric.ed.gov/fulltext/EJ1418920.pdf
8. Andrade, A. J. L., Celeste, L. C., & Alves, L. M. (2019). Characterization of reading fluency in elementary school students. Audiology-Communication Research. Retrieved from https://www.scielo.br/j/acr/a/DtXN6jJxZptKd8CMvk5FL5s/?format=html
9. Antoniou, F. (2021). Best practices for the inclusive classroom: Reading comprehension. Taylor & Francis. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9781003233237-7/reading-comprehension-faye-antoniou
10. Arco-Tirado, J. L., Fernández-Martín, F. D., & Hervás-Torres, M. (2020). Evidence-based peer-tutoring program to improve students' performance at the university. Studies in Higher Education. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/03075079.2019.1597038
11. Arco-Tirado, J. L., Fernández-Martín, F. D., & Hervás-Torres, M. (2020). Evidence-based peer-tutoring program to improve students' performance at the university. Studies in Higher Education. Retrieved from https://www.tandfonline.com/doi/pdf/10.1080/03075079.2019.1597038
12. Arevalo, J. S. (2023). Effectiveness of the remedial reading instructions in improving the literacy levels of grade 4 pupils. International Journal of Multidisciplinary Studies. Retrieved from https://www.ijams-bbp.net/wp-content/uploads/2023/07/1-IJAMS-JUNE-2023-40-52.pdf
13. Arif, M. M., & Halim, N. (2020). Enhancing reading comprehension through metacognitive reading strategies and peer tutoring among year 7 students. Asian Journal of University Education, 16(4), 54-72. Retrieved from https://myjms.mohe.gov.my/index.php/AJUE/article/download/8981/4029
14. Aşıkcan, M., & Bakkaloğlu, S. (2023). Investigation of reading fluency and comprehension levels of fourth-grade Syrian primary school students. International Online Journal of Education & Research. Retrieved from https://core.ac.uk/download/pdf/587917648.pdf
15. Avramidis, E., Toulia, A., & Tsihouridis, C. (2019). Teachers' attitudes towards inclusion and their self-efficacy for inclusive practices as predictors of willingness to implement peer tutoring. Journal of Research in Special Educational Needs, 19(1), 45-60. https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1471-3802.12477

16. Avramidis, E., Toulia, A., & Tsihouridis, C. (2019). Teachers' attitudes towards inclusion and their self-efficacy for inclusive practices as predictors of willingness to implement peer tutoring. Journal of Research in Special Educational Needs. Retrieved from https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1471-3802.12477
17. Ayvazo, S., & Aljadeff-Abergel, E. (2019). Classwide peer tutoring in a martial arts alternative education program: Enhancing social and psychomotor skills. Preventing School Failure, Taylor & Francis. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/1045988X.2019.1619509
18. Badawi, A. M. M., Alnour, N. T. B., & Sanhori, S. B. (2021). The role of reading aloud strategy on improving reading and pronunciation for EFL pupils at private basic schools: Teachers' perspectives. LLT Journal: A Journal on Language and Literature Teaching. Retrieved from https://pdfs.semanticscholar.org/a670/18859146da9100090afec7c6c0d37234fb8f.pdf
19. Bagolong, N., & Usop, A. (2021). Reading skills of elementary pupils as basis for an intervention plan: The case of Don E. Sero Elementary School, Philippines. JPAIR Institutional Research. Retrieved from https://www.philair.ph/index.php/irj/article/download/615/1628
20. Barwasser, A., Urton, K., & Grünke, M. (2021). Effects of a peer-tutorial reading racetrack on word fluency of secondary students with learning disabilities and emotional behavioral disorders. Frontiers in Psychology. Retrieved from https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.671385/full
21. Bayne, A. (2022). Peer tutoring. Children with Literacy Difficulties. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9781003252726-3/peer-tutoring-anne-bayne
22. Belarmino, K. F. (2024). Reading strategies employed by English teachers in Rizal Elementary School in Bansalan East District, Davao Del Sur. International Journal of Arts and Multidisciplinary Studies. https://www.ijams-bbp.net/wp-content/uploads/2024/05/4-IJAMS-APRIL-2024-130-138.pdf
23. Benner, G. J., Michael, E., Ralston, N. C., & Lee, E. O. (2022). The impact of supplemental word recognition strategies on students with reading difficulties. International Journal of Education Research. Retrieved from https://files.eric.ed.gov/fulltext/EJ1330990.pdf
24. Bodrova, E., & Leong, D. (2024). Tools of the mind: The Vygotskian approach to early childhood education. Books.Google.com. Retrieved from https://www.researchgate.net/profile/Elena-Bodrova/publication/31663781_Tools_of_the_Mind_Vygotskian_approach_to_early_childhood_education_E_Bodrova_DJ_Leong/links/596bcaafa6fdcc18ea79267a/Tools-of-the-Mind-Vygotskian-approach-to-early-childhood-education-E-Bodrova-DJ-Leong.pdf
25. Bøg, M., Dietrichson, J., & Isaksson, A. A. (2021). A multi-sensory tutoring program for students at risk of reading difficulties: Evidence from a randomized field experiment. The Journal of Educational Research. Retrieved from https://www.econstor.eu/bitstream/10419/201471/1/1664545204.pdf
26. Brennan, A., & Barr, L. (2020). Guided repeated reading: Supporting the development of reading fluency for pupils with reading difficulties. LEARN Journal. Retrieved from https://www.researchgate.net/profile/Duana-Quigley/publication/347213335_Best_Practice_Guidelines_for_Multilingual_Children_A_Cross-Disciplinary_Comparison/links/5fd894eb299bf140880f8dc2/Best-Practice-Guidelines-for-Multilingual-Children-A-Cross-Disciplinary-Comparison.pdf#page=71

27. Bugaj, T. J., Blohm, M., Schmid, C., Koehl, N., & Huber, J. (2019). Peer-assisted learning (PAL): skills lab tutors' experiences and motivation. BMC Medical Education. Retrieved from https://link.springer.com/article/10.1186/s12909-019-1760-2
28. Calet, N., Pérez-Morenilla, M. C., & Carreiras, M. (2019). Overcoming reading comprehension difficulties through a prosodic reading intervention: A single-case study. Child Language Teaching and Therapy. Retrieved from https://journals.sagepub.com/doi/abs/10.1177/0265659019826252
29. Campbell, D. T., & Stanley, J. C. (2015). Experimental and Quasi-Experimental Designs for Research. Houghton Mifflin.
30. Canuto, P. P., Lumidao, Y., & Ballagan, A. (2024). Enhancing elementary students' oral reading fluency through repeated reading and Big Books. International Journal of Learning, Teaching and Educational Research. Retrieved from http://ijlter.myres.net/index.php/ijlter/article/download/1928/1952
31. Capin, P., Cho, E., & Roberts, G. (2021). Examining the reading and cognitive profiles of students with significant reading comprehension difficulties. Learning Disability Quarterly. Retrieved from https://pmc.ncbi.nlm.nih.gov/articles/PMC9004597/pdf/nihms-1744458.pdf
32. Carvalho, A. R., & Santos, C. (2022). Developing peer mentors' collaborative and metacognitive skills with a technology-enhanced peer learning program. Computers and Education Open. Retrieved from https://www.sciencedirect.com/science/article/pii/S2666557321000410
33. Celebi, S. (2023). A critical review on the evaluation of reading prosody. International Journal of Language Academy. Retrieved from https://www.researchgate.net/profile/Safa-Celebi-2/publication/374747473_A_CRITICAL_REVIEW_ON_THE_EVALUATION_OF_READING_PROSODY/links/6729be9f5852dd723ca90790/A-CRITICAL-REVIEW-ON-THE-EVALUATION-OF-READING-PROSODY.pdf
34. Celeste, L. C., & Alves, L. M. (2019). Evaluating the role of prosody in elementary pupils' reading comprehension. Scielo Brasil Journal. Retrieved from https://www.scielo.br/j/acr/a/DtXN6jJxZptKd8CMvk5FL5s/?format=html
35. Chang, A., & Mauer, E. (2024). Five recommendations to implementing cross-age tutoring in reading. The Reading Teacher. Retrieved from https://ila.onlinelibrary.wiley.com/doi/pdfdirect/10.1002/trtr.2351
36. Chang, A., Mauer, E., Wanzek, J., & Kim, S. (2025). Examining the academic effects of cross-age tutoring: A meta-analysis. Educational Psychology Review. Retrieved from https://link.springer.com/content/pdf/10.1007/s10648-025-09997-z.pdf
37. Chen, C. Y., Chang, S. C., & Hwang, G. J. (2023). Facilitating EFL learners' active behaviors in speaking: A progressive question prompt-based peer-tutoring approach with VR contexts. Interactive Learning Environments, 31(2), 122-139. https://www.tandfonline.com/doi/abs/10.1080/10494820.2021.1878232
38. Clemens, N. H., Oslund, E., & Kwok, O. (2019). Skill moderators of the effects of a reading comprehension intervention. Exceptional Children. Retrieved from https://journals.sagepub.com/doi/abs/10.1177/0014402918787339
39. Cockerill, M., Thurston, A., & O'Keeffe, J. (2023). Using fluency and comprehension instruction with struggling readers to improve student reading outcomes. International Journal of Educational Research. Retrieved from https://www.sciencedirect.com/science/article/pii/S2666374023000390

40. Domingue, B. W., Lang, D., & Yeatman, J. (2021). Changing patterns of growth in oral reading fluency during the COVID-19 pandemic. Policy Analysis for California Education. Retrieved from https://files.eric.ed.gov/fulltext/ED612595.pdf
41. Doohen, K. (2024). The perceptions of middle school students concerning their participation in a peer and cross-age tutoring orchestral program. ProQuest Dissertations & Theses Global. Retrieved from https://search.proquest.com/openview/5208449869992e80f9b34926b307c21b/1?pq-origsite=gscholar&cbl=18750&diss=y
42. Duran, D., Flores, M., & Oller, M. (2019). Reading in Pairs, description and results of a peer tutoring program for English as a foreign language. Innovation in Language Learning and Teaching, 13(1), 50-67. https://webs.uab.cat/grai/wp-content/uploads/sites/353/2023/12/Duran-et-al.-2019-Reading-in-Pairs-description-and-results-of-a-pee.pdf
43. Duran, D., Flores, M., & Oller, M. (2019). Reading in pairs: Description and results of a peer tutoring program for English as a foreign language. Taylor & Francis. Retrieved from https://webs.uab.cat/grai/wp-content/uploads/sites/353/2023/12/Duran-et-al.-2019-Reading-in-Pairs-description-and-results-of-a-pee.pdf
44. Durukan, E. (2020). Impact of speed reading training on reading speeds and comprehension skills of secondary school students. Kıbrıslı Eğitim Bilimleri Dergisi. Retrieved from https://files.eric.ed.gov/fulltext/EJ1252656.pdf
45. Eaton, R. M. (2019). Effects of peer tutoring on language attitudes, maintenance, and motivation among 31 native and heritage Spanish-speaking adolescents. Brigham Young University ScholarsArchive. Retrieved from https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=8490&context=etd
46. Erickson, Z. C. (2021). The role of phonemic awareness in reading development in the primary grades. Bethel University Research Journal. Retrieved from https://spark.bethel.edu/cgi/viewcontent.cgi?article=1714&context=etd
47. Farlow, D. M. (2024). Effectiveness of peer-assisted learning strategies on oral reading fluency for students with a learning disability. Texas Woman's University. Retrieved from https://twu-ir.tdl.org/bitstreams/96058371-6a57-423b-aeef-28fcc2598d40/download
48. Fisher, D., Frey, N., & Lapp, D. (2022). Teaching reading: A playbook for developing skilled readers through word recognition and language comprehension. Retrieved from https://books.google.com/books?hl=en&id=4xx-EAAAQBAJ&oi=fnd&pg=PT9
49. Flores, M., Ribosa, J., & Duran, D. (2024). How does peer tutoring contribute to the development of reading comprehension? Evidence from ten years of practice. Revista de Psicodidáctica (English ed.). Retrieved from https://www.sciencedirect.com/science/article/pii/S2530380524000091
50. Flynn, K. (2018). The fifth dimension of fluency: Reading and writing poetry in the ELL classroom. University of Delaware Education Journal. Retrieved from https://www1.udel.edu/artsci/DTI/units/2018/02/Units/18.02.05.pdf
51. Foster, P. (2020). Oral fluency in a second language: A research agenda for the next ten years. Language Teaching. Retrieved from https://www.cambridge.org/core/journals/language-teaching/article/oral-fluency-in-a-second-language-a-research-agenda-for-the-next-ten-years/9C05358121F94757BE14049B2F4887FC

52. Fungamwango, H. M. (2023). Exploring the effects of peer-assisted learning strategy on grade 10 pupils' learning. University of Zambia Institutional Repository. Retrieved from https://dspace.unza.zm/bitstreams/ae0d4bda-8699-4755-8f5a-a51f255a693e/download
53. Gedik, O., & Akyol, H. (2022). Reading difficulty and development of fluent reading skills: An action research. International Journal of Progressive Education. Retrieved from https://files.eric.ed.gov/fulltext/EJ1332254.pdf
54. Grimm, N. M. (2024). Retheorizing writing center work to transform a system of advantage based on race. Landmark Essays in Contemporary Writing Center Studies. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9781003571940-11/retheorizing-writing-center-work-transform-system-advantage-based-race-nancy-grimm
55. Guo, K., Wang, J., & Chu, S. K. W. (2022). Using chatbots to scaffold EFL students' argumentative writing. Assessing Writing, 51, 100633. Retrieved from https://www.sciencedirect.com/science/article/pii/S1075293522000629
56. Guraya, S. Y., & Abdalla, M. E. (2020). Determining the effectiveness of peer-assisted learning in medical education: A systematic review and meta-analysis. Journal of Taibah University Medical Sciences. Retrieved from https://www.sciencedirect.com/science/article/pii/S1658361220300822
57. Gutierrez de Blume, A. P., Soto, C., & Quinn, A. M. (2021). Reading competence and its impact on writing: An approach towards mental representation in literacy tasks. Reading in Reading, Wiley Online Library. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12359
58. Hamilton-Hinch, B. A., Stilwell, C., & Manuel, C. (2021). Peer-assisted learning: What can students teach us and each other? Journal of Recreation Education. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/1937156X.2021.1969527
59. Han, Y., & Xu, Y. (2020). The development of student feedback literacy: The influences of teacher feedback on peer feedback. Assessment & Evaluation in Higher Education, 45(5), 680-693. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/02602938.2019.1689545
60. Haydn, T., & Stephen, A. (2021). Learning to teach history in the secondary school: A companion to school experience. Taylor & Francis. Retrieved from https://www.taylorfrancis.com/books/mono/10.4324/9780429060885/learning-teach-history-secondary-school-terry-haydn-alison-stephen
61. Huang, R., Liu, D., Chen, Y., Adarkwah, M. A., & Zhang, X. (2023). Learning for all with AI? Academia.edu. Retrieved from https://www.academia.edu/download/101054232/d069243c426d408d814f4506b2a44691.pdf
62. Hudson, A., Koh, P. W., & Moore, K. A. (2020). Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2000–2019. Education Sciences, 10(3), 52. https://www.mdpi.com/2227-7102/10/3/52
63. Hudson, A., Koh, P. W., & Moore, K. A. (2020). Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2000–2019. Education Sciences, 10(3), 52. Retrieved from https://www.mdpi.com/2227-7102/10/3/52/pdf
64. Hudson, R. F., Lane, H. B., & Pullen, P. C. (2020). Reading fluency: The key link between word recognition and comprehension. The Reading Teacher, 73(5), 531-544. https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1871

65. Hudson, R. F., Lane, H. B., & Pullen, P. C. (2020). Reading fluency: The key link between word recognition and comprehension. The Reading Teacher, 73(5), 531-544. https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1871
66. Hughes, B., Gillespie, P., & Kail, H. (2024). What they take with them: Findings from the peer writing tutor alumni research project. Landmark Essays in Peer Tutoring. Retrieved from https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1671&context=wcj
67. Imam, H. T. (2022). Effect of classwide, same-age, and cross-age peer tutoring on students' academic performance in business studies. ProQuest Dissertations & Theses Global. Retrieved from https://search.proquest.com/openview/fba1a7b8e7ef35f1f066a6debbcbe05f/1?pq-origsite=gscholar&cbl=2026366&diss=y
68. Jamshidifarsani, H., Garbaya, S., Lim, T., & Blazevic, P. (2019). Technology-based reading intervention programs for elementary grades: An analytical review. Computers & Education, 139, 80-91. Retrieved from https://researchportal.hw.ac.uk/files/23244886/Tech_based.pdf
69. Javourey-Drevet, L., Dufau, S., & François, T. (2022). Simplification of literary and scientific texts to improve reading fluency and comprehension in beginning readers of French. Applied Psycholinguistics, 43(2), 145-163. Retrieved from https://www.cambridge.org/core/journals/applied-psycholinguistics/article/simplification-of-literary-and-scientific-texts-to-improve-reading-fluency-and-comprehension-in-beginning-readers-of-french/044CF6A2A378E7A0D4E0822157EE33C9
70. Johnson, J. A. (2019). The effect of online cross-age peer tutoring on student self-efficacy in middle school STEM. Rutgers University Library. Retrieved from https://rucore.libraries.rutgers.edu/rutgers-lib/59897/
71. Jones, S. M., LaRusso, M., & Kim, H. Y. (2019). Experimental effects of Word Generation on vocabulary, academic language, perspective taking, and reading comprehension in high-poverty schools. Journal of Research on Educational Effectiveness. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/19345747.2019.1615155
72. Kazachiner, O. S., & Boychuk, Y. D. (2023). Peer tutoring in special and inclusive education. Google Books. Retrieved from https://books.google.com/books?hl=en&id=OqKvEAAAQBAJ&oi=fnd&pg=PA237
73. Khan, R. M. I., Shahbaz, M., & Kumar, T. (2020). Investigating reading challenges faced by EFL learners at elementary level. Register Journal, 13(2), 191-213. Retrieved from https://pdfs.semanticscholar.org/1046/30a50716cc73fa7116d688ad3f40a6247d9f.pdf
74. Khasawneh, M. A. S. (2021). The use of reading speed strategy in promoting reading comprehension among EFL students with learning disabilities. Al-Lisan: Jurnal Bahasa (e-Journal), 10(1), 56-72. Retrieved from https://journal.iaingorontalo.ac.id/index.php/al/article/download/2135/1246
75. Kilag, O. K. T., Canubas, A. L. B., & Uy, L. M. R. (2023). Establishing an effective peer support program for reading remediation. Cyberleninka Journal. Retrieved from https://cyberleninka.ru/article/n/establishing-an-effective-peer-support-program-for-reading-remediation
76. Kromminga, K. R. (2021). The impacts of intervention modality on student mathematics operations knowledge. University of Minnesota Conservancy. Retrieved from https://conservancy.umn.edu/bitstream/11299/224580/1/Kromminga_umn_0130E_22148.pdf

77. Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2019). Aligning theory and assessment of reading fluency: Automaticity, prosody, and comprehension. Journal of Educational Psychology, 111(1), 1-16. https://psycnet.apa.org/doi/10.1037/edu0000353
78. Lee, J. Y., Kim, Y. T., & Kang, J. K. (2019). The role of reading automaticity and prosody in reading comprehension of elementary students in grades 2–4. Communication Sciences & Disorders Journal. Retrieved from https://pdfs.semanticscholar.org/139e/0df2725a0f52911bfde9ab39af74428a7888.pdf
79. Lee, J. Y., Kim, Y. T., & Kang, J. K. (2019). The role of reading automaticity and prosody in reading comprehension of elementary students in grades 2–4. Communication Sciences & Disorders. Retrieved from https://pdfs.semanticscholar.org/139e/0df2725a0f52911bfde9ab39af74428a7888.pdf
80. LePelch, V. L. (2021). Sharing cultural knowledge through intercultural competence: A collective case study of exemplary content area teachers working with Latina immigrant youth. ProQuest Dissertations & Theses Global. Retrieved from https://search.proquest.com/openview/503e76680f6772f95ec89e29bc9782de/1?pq-origsite=gscholar&cbl=18750&diss=y
81. Liebfreund, M. D. (2021). Cognitive and motivational predictors of narrative and informational text comprehension. Reading Psychology. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/02702711.2021.1888346
82. Love, O. C., & Anyamene, A. N. (2021). Effect of literature circle and peer tutoring on the reading comprehension achievement of primary school pupils. Journal of Emerging Trends in Educational Research and Policy Studies. Retrieved from https://www.scholarlinkinstitute.org/jeteraps/articles/Effect%20of%20Literature%20Circle%20and%20Peer%20new.pdf
83. Lu, H. (2022). Challenges teachers face in teaching reading among elementary pupils. International Journal of Research Studies in Education. Retrieved from https://www.researchgate.net/profile/Hayden-Lu/publication/365202656_Challenges_teachers_face_in_teaching_reading_among_elementary_pupils/links/63718bd137878b3e87ac2ea7/Challenges-teachers-face-in-teaching-reading-among-elementary-pupils.pdf
84. Lundie, D., & Golder, G. (2019). Metacognition in schools: What does the literature suggest about the effectiveness of teaching metacognition in schools? Educational Review. Retrieved from https://eprints.gla.ac.uk/206098/1/206098.pdf
85. Malik, S. (2019). Effect of peer tutoring dynamics on students' socialization and academic progress at secondary school level. International Islamic University Pakistan. Retrieved from http://theses.iiu.edu.pk:8002/greenstone/collect/electron/index/assoc/HASH016f/7b7a11a2.dir/doc.pdf
86. Marín-Marín, J. A., López-Belmonte, J., & Lampropoulos, G. (2023). Influence of a reading plan on fluency and comprehension in Spanish primary school students. Texto Livre. Retrieved from https://www.scielo.br/j/tl/a/xXTRDFXYqmtWPXnKzYLwjtS/?format=html
87. Markovitz, C. E., Hernandez, M. W., & Hedberg, E. C. (2022). Evaluating the effectiveness of a volunteer one-on-one tutoring model for early elementary reading intervention: A randomized controlled trial replication study. American Educational Research Journal, 59(4), 125-142. https://www.researchgate.net/profile/Eric-Hedberg/publication/357422823

88. Mauer, E., & Swanson, E. (2024). Cross-age peer tutoring to improve literacy outcomes for students with disabilities. TEACHING Exceptional Children. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/00400599241231229
89. McCullough, S. N., & Wright, J. (2020). Peer-mediated instruction: Classwide peer tutoring strategies for enhancing literacy skills. Literacy Instruction for Diverse Learners. Google Books. Retrieved from https://books.google.com/books?hl=en&id=mFX9DwAAQBAJ&oi=fnd&pg=PA93
90. Melanlıoğlu, D. (2023). Investigation of the change in the features of Turkish items in the high school entrance system 2018-2022. e-Kafkas Journal of Educational Research. Retrieved from https://dergipark.org.tr/en/pub/kafkasegt/article/1377107
91. Melendez-Armenta, R. A., Rodriguez-Barrios, E. U., & colleagues. (2021). Bayesian approach to analyze reading comprehension: A case study in elementary school children in Mexico. Sustainability, 13(8), 4285. Retrieved from https://www.mdpi.com/2071-1050/13/8/4285
92. Memisevic, H., Biscevic, I., & Hadzic, S. (2022). Identifying predictors of reading speed and reading comprehension in Bosnian elementary students. Applied Linguistics, 43(2), 312-329. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/21622965.2020.1815023
93. Mize, M., & Bryant, D. P. (2020). Teaching reading to students with learning disabilities: Effects of combined iPad-assisted and peer-assisted instruction on oral reading fluency performance. Assistive Technology. Retrieved from https://www.tandfonline.com/doi/shareview/10.1080/10400435.2018.1559896
94. Mockler, W. A. (2023). Spiraling learning: The efficacy of peer-assisted learning in emerging contexts. Professional Teachers Council, IELA Annual Journal. Retrieved from https://www.ptctest.com.au/wp-content/uploads/IELA-Education-Research-Journal-ERJ-_Issue-1-2023.pdf#page=20
95. Moeyaert, M., & Klingbeil, D. A. (2021). Three-level meta-analysis of single-case data regarding the effects of peer tutoring on academic and social-behavioral outcomes for at-risk students and students with disabilities. Remedial and Special Education, 42(3), 200-215. https://journals.sagepub.com/doi/abs/10.1177/0741932519855079
96. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. PLOS ONE. Retrieved from https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0231410
97. Moliner, L., & Alegre, F. (2020). Peer tutoring effects on students' mathematics anxiety: A middle school experience. Frontiers in Psychology, 11, 1610. Retrieved from https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01610/full
98. Morales, D. G., Coliñir, J. H., & Gallardo, L. M. (2022). Characteristics and impacts of peer-assisted learning in university studies in health science: A systematic review. Revista Clínica. Retrieved from https://www.sciencedirect.com/science/article/pii/S2254887421001648
99. Morken, S. D. (2024). Sight word retention through cross-age tutoring. Northwestern College Research Commons. Retrieved from https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1668&context=education_masters
100. Mullen, C. A., & Klimaitis, C. C. (2021). Defining mentoring: A literature review of issues, types, and applications. Annals of the New York Academy of Sciences. Retrieved from https://nyaspubs.onlinelibrary.wiley.com/doi/abs/10.1111/nyas.14176

101. Mumtaz, H., Akbar, A., Ayub, M. N., Atif, M., & Jawad, H. (2022). Peer-assisted learning: The perspective of peer tutors. Annals of PIMS. Retrieved from https://www.apims.net/index.php/apims/article/download/686/509
102. Namaziandost, E., Abedi, P., & Nasri, M. (2019). The role of gender in the accuracy and fluency of Iranian upper-intermediate EFL learners' L2 oral productions. Journal of Applied Linguistics. Retrieved from https://www.researchgate.net/profile/Ehsan-Namaziandost/publication/334520772_The_Role_of_Gender_in_the_Accuracy_and_Fluency_of_Iranian_Upper-intermediate_EFL_Learners'_L2_Oral_Productions/links/5d2f4519299bf1547cbf1620/The-Role-of-Gender-in-the-Accuracy-and-Fluency-of-Iranian-Upper-intermediate-EFL-Learners-L2-Oral-Productions.pdf
103. Neitzel, A. J., Lake, C., & Pellegrini, M. (2022). A synthesis of quantitative research on programs for struggling readers in elementary schools. Reading Research Quarterly, 57(1), 75-99. https://bestevidence.org/wp-content/uploads/2021/02/struggling-readers-master-for-bee-unblind-12-16-20.pdf
104. Neitzel, A. J., Lake, C., & Pellegrini, M. (2022). A synthesis of quantitative research on programs for struggling readers in elementary schools. Reading Research Quarterly, 57(1), 36-57. Retrieved from https://bestevidence.org/wp-content/uploads/2021/02/struggling-readers-master-for-bee-unblind-12-16-20.pdf
105. Nisa, R., Safura, S., & Kasmita, N. (2020). Student perceptions of the use of scaffolding method in reading class. ACCENTIA: Journal of English Education, 2(1), 45-57. Retrieved from http://www.ejournal.unmuha.ac.id/index.php/accentia/article/view/857
106. Noroozi, O., Dehghanzadeh, H., & Talaee, E. (2020). A systematic review on the impacts of game-based learning on argumentation skills. Entertainment Computing, 36, 100386. Retrieved from https://www.sciencedirect.com/science/article/pii/S187595212030077X
107. Otoshi, J. (2019). Scaffolded peer feedback in EFL writing tutorials: A case study. Journal of Humanities and Social Sciences. Retrieved from https://core.ac.uk/download/pdf/286391892.pdf
108. Paige, D. D. (2020). Reading fluency: A brief history and the role of assessment. Online Submission. Retrieved from https://files.eric.ed.gov/fulltext/ED607625.pdf
109. Paige, D. D. (2020). Reading fluency: A brief history, the importance of supporting processes, and the role of assessment. Online Submission, ERIC. Retrieved from https://eric.ed.gov/?id=ED607625
110. Pedersen, K. (2024). Impacts of whole-class interventions on student outcomes. Northwestern College Research Commons. Retrieved from https://nwcommons.nwciowa.edu/education_masters/684/
111. Perry, J., Lundie, D., & Golder, G. (2019). Metacognition in schools: What does the literature suggest about the effectiveness of teaching metacognition in schools? Educational Review. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1441127
112. Phlegm, D. L. S. (2019). A case study on teacher and tutor perceptions of the influence of peer tutoring in the newcomer English learner mathematics classroom. University of Houston Institutional Repository. Retrieved from https://uh-ir.tdl.org/bitstreams/1ec586af-c812-4fcd-81b6-f419f0662ce4/download

113. Quezada, R. J. C., & Lariosa, B. J. M. (2023). Teaching of reading in the midst of uncertainties: The narrative of elementary school teachers in Digos City. American Journal of Multidisciplinary Research & Innovation. https://www.academia.edu/download/98727151/Article_1187.pdf
114. Quinn, A. M., & Paulick, J. H. (2022). First-year teachers' informational reading instruction: Prevalence, quality, and characteristics. Reading Research Quarterly. Retrieved from https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.390
115. Racha, B. (2022). Peer tutoring as a teaching strategy to increase peer interaction in EFL mixed-ability classes. University of Biskra Institutional Repository. Retrieved from http://archives.univ-biskra.dz/bitstream/123456789/21176/1/BOUTOUBBA_Racha.pdf
116. Rahmawati, A., & Rosmalina, I. (2020). Prosodic reading and reading comprehension in university students. EduLite: Journal of English Education, Literature, and Culture. Retrieved from https://jurnal.unissula.ac.id/index.php/edulite/article/view/4945
117. Rasinski, T. (2020). Key readings on reading fluency. Reading Research Quarterly, 55(3), 469-482. https://www.literacyworldwide.org/docs/default-source/resource-documents/rrq-55-3-rasinski.pdf
118. Rasinski, T. (2020). Key readings on reading fluency. Reading Research Quarterly, 55(3), 469-482. https://www.literacyworldwide.org/docs/default-source/resource-documents/rrq-55-3-rasinski.pdf
119. Reed, D. K., Zimmermann, L. M., & Reeger, A. J. (2019). The effects of varied practice on the oral reading fluency of fourth-grade students. Journal of School Psychology, 73, 35-50. Retrieved from https://www.sciencedirect.com/science/article/pii/S0022440519300780
120. Robison, J. E. (2022). Peer tutoring towards improved reading comprehension of grade 10 learners in a national high school. International Journal of Multidisciplinary: Applied Business and Education Research. Retrieved from http://www.ijmaberjournal.org/index.php/ijmaber/article/download/515/287
121. Rochanavibhata, S., & Marian, V. (2020). Maternal scaffolding styles and children's developing narrative skills: A cross-cultural comparison of autobiographical conversations in the US and Thailand. Learning, Culture and Social Interaction, 25, 100362. Retrieved from https://www.sciencedirect.com/science/article/pii/S2210656120300842
122. Romero, M. E., Burns, M. K., & Wan, H. T. (2025). A meta-analysis on the effects of peer tutoring on emergent bilinguals' academic achievement. Psychology in the Schools, Wiley Online Library. Retrieved from https://www.researchgate.net/profile/Monica-Romero-6/publication/389162419_A_Meta-Analysis_on_the_Effects_of_Peer_Tutoring_on_Emergent_Bilinguals%27_Academic_Achievement/links/67c3303d96e7fb48b9d54f9c/A-Meta-Analysis-on-the-Effects-of-Peer-Tutoring-on-Emergent-Bilinguals-Academic-Achievement.pdf
123. Rosenthal, J. (2019). Medical student mentoring programs: current insights. Advances in Medical Education and Practice. Retrieved from https://www.tandfonline.com/doi/abs/10.2147/AMEP.S154974
124. Rupley, W. H., Nichols, W. D., Rasinski, T. V., & Paige, D. (2020). Fluency: Deep roots in reading instruction. Education Sciences. Retrieved from https://www.mdpi.com/2227-7102/10/6/155
125. Saccardi, D. J. (2023). The power of peers: Integrating peer-assisted learning in the orchestra. American String Teacher. Retrieved from https://journals.sagepub.com/doi/abs/10.1177/00031313231166021

126. Sappok, C. (2023). Oral reading proficiency and prosody: A perceptual pilot study on especially fluent German students (grade 3 to 7). International Phonetic Association Journal. Retrieved from https://www.internationalphoneticassociation.org/icphs-proceedings/ICPhS2023/full_papers/795.pdf
127. Saro, J. M., Bernardos, F. M. D., & Gaviola, G. E. (2023). Peer mentoring and reading proficiency among elementary pupils in Prosperidad, Agusan del Sur. American Journal of Educational Research. https://www.academia.edu/download/104641421/770.pdf
128. Schwartz, A. E., & Rothbart, M. W. (2020). Let them eat lunch: The impact of universal free meals on student performance. Journal of Policy Analysis and Management. Retrieved from https://surface.syr.edu/cgi/viewcontent.cgi?article=1235&context=cpr
129. Slavin, R. E. (2022). Cooperative learning in elementary schools. Contemporary Issues in Primary Education. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9781003316862-11/cooperative-learning-elementary-schools-robert-slavin
130. Stilwell, S. (2022). Helping a child for an hour: A mixed methods exploration of K-12 tutor perspectives. University of Michigan Deep Blue Library. Retrieved from https://deepblue.lib.umich.edu/bitstream/handle/2027.42/174243/stilwell_1.pdf?sequence=1
131. Su, Y. N., & Huang, Y. M. (2019). Evaluating reading fluency behavior via reading rates of elementary school students reading e-books. Computers in Human Behavior. Retrieved from https://www.sciencedirect.com/science/article/pii/S0747563218304886
132. Sytsma, M., Panahon, C., & Houlihan, D. D. (2019). Peer tutoring as a model for language and reading skills development for students who are English language learners. Journal of Applied School Psychology. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/15377903.2019.1597796
133. Talaee, E., Mohammadi, A., & Bararpour, G. (2022). Exploring the nature and effects of cross–age peer tutoring on primary school pupils' reading competence and self-esteem. Studies on Education, Science, and Technology. Retrieved from https://files.eric.ed.gov/fulltext/ED623088.pdf#page=93
134. Tang, S., Irby, B. J., Tong, F., & Lara-Alecio, R. (2021). The effects of cooperative, collaborative, and peer-tutoring strategies on English learners' reading and speaking proficiencies. SAGE Open. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/21582440211060823
135. Tedick, D. J., & Lyster, R. (2019). Scaffolding language development in immersion and dual language classrooms. Routledge. Retrieved from https://www.taylorfrancis.com/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster
136. Toste, J. R., Capin, P., & Williams, K. J. (2019). An experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. Journal of Learning Disabilities. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/0022219418775114
137. Tsuei, M., Cheng, S. F., & Huang, H. W. (2020). The effects of a peer-tutoring strategy on children's e-book reading comprehension. South African Journal of Education, 40(2), 1734. Retrieved from https://www.ajol.info/index.php/saje/article/view/197329/186157
138. Valle, A. M., & Pinaaling, G. H. (2023). Culture-based reading interventions and self-efficacy of indigenous students in Bayugan City. International Journal of Research Studies in Education. https://www.researchgate.net/publication/372666590_Teachers'_Culture-Based_Practices_and_Students'_Self-Efficacy

139. Vardy, E. J., Al Otaiba, S., & Breadmore, H. L. (2022). Teacher-researcher partnership in the translation and implementing of PALS (Peer-Assisted Learning Strategies). Wiley Online Library. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12404
140. Walkup-Amos, T. (2020). Creating inclusive music classrooms through peer-assisted learning strategies. Teaching Exceptional Children. Retrieved from https://journals.sagepub.com/doi/abs/10.1177/0040059919891185
141. Wallot, S. (2021). What the eyes reveal about (reading) poetry. Poetics, 89, 112-125. Retrieved from https://www.sciencedirect.com/science/article/pii/S0304422X20302801
142. White, A. H. (2019). The impact of implementing an individualized peer-tutoring programme on low-attaining secondary school readers. Cambridge University Repository. Retrieved from https://www.repository.cam.ac.uk/bitstreams/755c29e8-1b93-495a-8396-3770c6e58a8b/download
143. Wolters, A. P., Kim, Y. S. G., & Szura, J. W. (2022). Is reading prosody related to reading comprehension? A meta-analysis. Scientific Studies of Reading. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/10888438.2020.1850733
144. Wong, R. (2023). When no one can go to school: does online learning meet students' basic learning needs? Interactive Learning Environments. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/10494820.2020.1789672
145. Xu, Z., Wijekumar, K., & Ramirez, G. (2019). The effectiveness of intelligent tutoring systems on K-12 students' reading comprehension: A meta-analysis. British Journal of Educational Technology, 50(4), 1546-1561. Retrieved from https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/bjet.12758
146. Yan, Z., & Carless, D. (2022). Self-assessment is about more than self: The enabling role of feedback literacy. Assessment & Evaluation in Higher Education, 47(4), 619-634. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/02602938.2021.2001431
147. Yang, X. (2023). A historical review of collaborative learning and cooperative learning. TechTrends. Retrieved from https://link.springer.com/article/10.1007/s11528-022-00823-9
148. Young, C., Durham, P., & Miller, M. (2019). Improving reading comprehension with readers theater. The Journal of Educational Research. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/00220671.2019.1649240
149. Zhang, Y., & Maconochie, M. (2022). A meta-analysis of peer-assisted learning on examination performance in clinical knowledge and skills education. BMC Medical Education. Retrieved from https://link.springer.com/content/pdf/10.1186/s12909-022-03183-3.pdf

150. Zimmermann, L. M., & Reed, D. K. (2021). A meta-analysis of non-repetitive reading fluency interventions for students with reading difficulties. Learning Disabilities Research & Practice, 36(4), 251-265. https://journals.sagepub.com/doi/abs/10.1177/0741932519855058
151. Zimmermann, L. M., & Reed, D. K. (2021). A meta-analysis of non-repetitive reading fluency interventions for students with reading difficulties. Learning Disabilities Research & Practice, 36(4), 251-265. https://journals.sagepub.com/doi/abs/10.1177/0741932519855058