

Reading Skills of Students towards Curriculum Development Program

Leovigildo Lito D. Mallillin, PhD

Head, Research Accreditation and Publication Philippine College of Criminology

*Corresponding Author: Leovigildo Lito D. Mallillin, PhD

Article History	Abstract
Original Research Article	<i>The study navigates to explore the reading skills of students toward curriculum development programs as to background knowledge, vocabulary, language structure, verbal, and literacy knowledge.</i>
Received: 03-08-2025	
Accepted: 12-08-2025	
Published: 18-08-2025	
Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.	
Citation: Leovigildo Lito D. Mallillin, PhD, (2025), Reading Skills of Students towards Curriculum Development Program, UKR Journal of Education and Literature (UKRJEL), 1, (1), 17-27.	
<i>Mixed methods are utilized in the study through Focus Group Discussion (FDG) on the extent of reading skills of students towards curriculum development programs among the respondents. The study comprised Sixty (60) respondents only.</i>	
<i>Results show that the extent of reading skills of students towards curriculum development program enhances students’ impact of the strategy academic progress and comprehension, background knowledge shows to highlight and enhance the influence nature of text, quality of the situation model required, and the presence of reader misconceptions, vocabulary reading skills show to cultivate strategic readers who will automatically employ to enhance performance on comprehension for students, language structure in reading skills show to explain the application and assessment strategies and evaluation criteria for various reading comprehension skill levels, verbal reading skills show to provide great importance in learning through words and act of communication, and literacy knowledge skills show to provide more information among students as centers of learning and reading skills.</i>	
Keywords: Reading skills of students, curriculum development program, background knowledge, vocabulary, language structure, verbal, and literacy knowledge	

Introduction

Improving the reading skills are necessary for students' effective program and curriculum development. It enriches the significant reading program tailed with research indicator process improvement to assist students who have difficulty in reading which is crucial in the reading curriculum designs and aspects (Imbaquingo, & Cárdenas, 2023, p. 587). It designs curriculum aspects and specification of reading skills to enhance students' literacy learning knowledge. It contributes to better achievement of the goals and outcome. It explores design on readiness in reading improvement skills competency and development in enhancing learning literacy. It builds a component for reading skills such as comprehension, fluency, vocabulary, phonemic awareness, and phonics. It creates reliable reading ability, rich, and strong. It identifies various transitions of reading skills towards development program and implementation as to learning platform (Mallillin, et al. 2020). Hence, improving reading skills expands vocabulary on text such as philosophical works. It improves the

analytical skills of students in the learning process. It provides motivation on set reading goals. It integrates tactile-kinesthetic learning and auditory to build reading comprehension skills. It summarizes the test and absorbs key ideas in the reading skills. It focuses on meaning and practice comprehension. It leads to text surface level of understanding (Michailidis, 2024, pp. 290-305). It builds background knowledge to draw conclusions and inferences. It introduces new perspectives in reading to achieve and set goals that could benefit the contribution of reading skills in the academic performance of students. It uses context clues towards information. It Influences the integration of knowledge in reading skills enhancement that is focused on learning for reading literacy among students (Mallillin, et al. 2020).

On the other hand, the significance of reading skills towards curriculum development requires students to engage actively with the text and contents to develop skills in thinking critically. It interprets and analyzes the various

subjects and information of student connection with various concepts and ideas on the text reading skills. It integrates comprehensive skills in reading. It enables us to enhance comprehension skills with complex ideas and texts (Dilek, & Tasgin, 2023, pp. 47-66). It exposes text to foster diverse critical thinking. It compares viewpoints, analyzes information, and synthesizes the various knowledge and disciplines. It builds the content knowledge and deeper understanding that influences reading advancement skills. It engages vocabulary development and acquisition of reading skills in academic success (Mallillin, 2024). It also encourages lifelong learning to instill a habit of seeking knowledge and information independently in reading crucial skills. It increases students' motivation and engagement learning process towards reading skills literacy. It promotes equity and access for reading skills curriculum to provide background of equal privilege for learning content reinforcement in teaching and learning as a tool on teaching pedagogy challenge (Hill, 2023). This is true with the reading skills towards development of reading and competency. It integrates literacy strategy in reading skills competency practice. It guides and sets the comprehensive teaching and learning based on the various domains of learning as to psychomotor, affective, and cognitive in reading competency and development. It analyzes the integration in uplifting the reading skills and literacy of students (Mallillin, n.d.).

Moreover, the role of teacher or lecturer in reading skills development of students provides necessary training for students. It introduces the skills in reading as to speed and comprehension level knowledge such as review, recall, and read. It provides reading skills and development in various ways. Teachers demonstrate modeling reading behavior for effective strategies in teaching such as sharing knowledge among students, thinking aloud while reading, and showing enthusiasm which can inspire and motivate students. It creates a supportive environment and a positive classroom conducive for learning atmosphere (Sibanda, 2023). It explores to help students feel to share ideas, information, and knowledge to cater various levels of reading skills. It implements effective strategies to employ in teaching instructional materials such as literacy balance approach, direct instructions, guided reading, and address various styles of learning needs (Mallillin, 2024, pp. 120-132). It assesses skills in reading ability to identify improvement areas tailored with better instructions. It encourages critical thinking to foster group discussion and analysis in reading interpretation. It assesses the instructional contribution of teaching theory in reading implementation of curriculum development as basis for effective teaching strategy competency learning such as interactive resources, games, graphics, text, visualization, various devices, electronic

media, blogs, vlogs, and other printed materials (Zakaria, 2023). It offers a step plan lesson, assessment, and time saving to allow and create multiple reading skills literacy in teaching and learning. It develops the process of understanding and deeper learning on the concept of instructional teaching in reading development programs. This is based on the class participation inside the classroom interaction and proficiency in reading skills through quality management and curriculum development (Mallillin, et al. n.d.).

Furthermore, reading skills promote specific strategies through implementation of curriculum processes. It provides better reading skills as to the nature of the reading process and understanding. It focuses on consistent critical reading skills and direct classroom teaching. It involves proper techniques and approaches to reading literacy skills and engagement. It recognizes understanding of reading and cognitive processes. It involves critical thinking, comprehension, and decoding. It supports students to address various aspects of reading such as analysis, vocabulary, and fluency (Sucena, et al. 2023, p. 1076630). It provides basic comprehensive direct classroom teaching for critical reading of students as centers of learning. It models an approach to various contents or reading text in identifying arguments, ideas, and evidence in teaching and learning. It integrates reading and emphasizes the tool for curriculum in the learning process based on the professional development system and theory in reading literacy skills of students implementation to achieve quality education (Mallillin, & Laurel, 2022). It utilizes cooperative learning and encourages collaborative learning activities as a group discussion and peer reading process. It motivates and enhances comprehension of students' perspectives and insights in reading literacy (Ribeiro, et al. 2024). It encourages discussion and reflection such as connection of ideas and shared interpretation in reading text. It identifies the contribution of professional teaching and learning for reading literacy skills towards development of learning in the approach of the educational system as to acquiring knowledge and acquisition, standard requirements, observed process, implementation, effectiveness, and reflection. It is designed in various activities in reading based on the domains of learning to explore the academic performance of students as centers of learning. It helps to provide in-depth learning in terms of academic achievement, attitude towards studies, and literacy skills of learning (Mallillin, 2020, pp. 1-11).

Finally, the purpose of reading skills in teaching and learning instills students in expanding building independence, vocabulary, and self-confidence. It helps to build imagination, building emotional, and social skills. It encompasses teaching reading skills based development

goals in the curriculum design implementation. It helps students to expand vocabulary development. It enhances robust vocabulary to support communication ability and language development of students express effectively in reading skills literacy (Yarkulovna, 2023, pp. 1-5). It fosters comprehensive skills and critical thinking skills in reading subjects. It promotes reading instructions such as synthesizing information, evaluation, and analysis. It is essential in the academic success of students toward reading skills. It is based on the various instructional designs in reading classes to achieve effective classroom teaching pedagogy which is needed in the implementation of reading development programs (Mallillin, et al. 2023, pp. 41-52). It helps students to develop self-confidence and independent reading skills and learning. It provides mastery of reading to explore topics in the reading decision process. It engages to contribute for self-confidence and interest. It helps to assist students in reading emotional and social skills perspectives. It builds to expose empathy in cultural background and diverse experiences in enhancing teaching and learning reading literacy (Khalilova, 2023, pp. 83-89). It provides stimulating reading imagination and creativity in different styles and genres. It exposes new strategies in reading skills to encourage students to think creatively and imaginatively. This includes lifelong learning and academic achievement based on the structural domain of reading skills through teaching strategy in the academic performance of students (Mallillin, et al., 2021).

Research Questions

1. What is the extent of reading skills of students towards curriculum development programs among the respondents?
2. How may the curriculum development program provide improvement of reading skills among the respondents?

Research Design

Mixed methods are employed in the study with the use of Focus Group Discussion (FGD) in analyzing and evaluating the extent of reading skills of students towards curriculum development programs among the respondents and how may the curriculum development program provide improvement of reading skills among the respondents. It establishes the distinct type method of systematic review process. It defines and describes the methods used to analyze, conduct, and design the practice and discipline of the research process. It guides and improves the methods for both quantitative and qualitative research on reading skills of students towards curriculum development programs as to clarity, utilization, and thoroughness. It highlights the characteristics on how the process for the

mixed methods are being conducted (Fàbregues, & Guetterman, 2025).

Research Participants

The subjects of the study are the professional reading teachers in various educational institutions in both private and public sectors. They are chosen based on the criteria of the research process in the selection of participants. They are licensed professional teachers. They have taught reading for at least 3 years onwards. The study comprised Sixty (60) respondents only.

Data Gathering Procedure

The study is focused on reading skills of students towards curriculum development program described below:

1. Mapping. The mapping is done through reading materials based on the trend of research where it leads to the formulation of the research problem. This is done through browsing at the internet and reading other materials that leads to a better research concept
2. Research Title. After the mapping is done, the title is formulated based on the concept of research where the title is “Reading Skills of Students Towards Curriculum Development Program” which is timely and relevant to equip with the trend of quality education.
3. Research Question. After the formulation of the research title, the statement of the problem or research question is done based on the concept of the title. The variables are being identified to provide technical concrete analysis of the study such as the extent of reading skills of students towards curriculum development program and how may the curriculum development program provide improvement of reading skills among the respondents.
4. Construction of Instruments. The construction of the instrument is based on the variables of the study to be implemented as guidelines for the reading skills of students towards development of reading programs in the educational system.
5. Validation of Instruments. The tool instruments are being validated by the expert in making mixed methods of research. They are doctors of education and philosophy. This includes psychometricians and others to name few of the validators in the research instruments. All their suggestions and recommendations are given consideration prior to the floating of the questionnaire.
6. Floating of the Questionnaire. The floating of the questionnaire is done via google form to take

advantage of the technology. Included in the google form is the waiver of consent that the purpose of answering the instrument is for research purposes only and it will be voluntary and confidential.

7. Analysis of the Survey Result. The result of the study is analyzed through statistics for conclusions and recommendations.

Results

1. What is the extent of reading skills of students towards curriculum development programs among the respondents?

Table 1
Extent of Reading Skills of Students Towards Curriculum Development Program

Indicators	WM	I	R
1. It demonstrates reading comprehensive achievement and vocabulary mastery more than the traditional reading strategy.	4.00	E	5.5
2. It explains the application and assessment strategies and evaluation criteria for various reading comprehension skill levels.	3.85	E	11.5
3. It enhances students' impact of the reading strategy on academic progress and reading comprehension.	4.21	HE	1.5
4. It focuses on how individuals engage with all forms of language including speaking, writing, listening, and reading.	3.97	E	7.5
5. It appears that literacy knowledge on the reading skills of students have meaningful boundaries to connect with one another.	4.07	E	4
6. It integrates and enhances reading skills and literacy knowledge transformation in teaching.	3.76	E	14.5
7. It integrates text information with prior background knowledge to form a mental representation meaning of the text among the learners.	3.93	E	9
8. It enhances background knowledge in reading skills to determine critical knowledge on reading comprehension of students.	4.12	E	3
9. It improves the reading comprehension in the language structure skills of students.	3.64	E	17.5
10. It enhances vocabulary reading skills to promote reading comprehension among students.	3.90	E	10
11. It provides more information among students as centers of learning in literacy knowledge and reading skills.	3.76	E	14.5
12. It provides great importance in verbal reading skills in learning through words and acts of communication.	3.39	ME	19
13. It helps teachers to identify assessment criteria and gives feedback for students in developing reading comprehension skills.	3.37	ME	20
14. It comprehends the reading core academic progress and background knowledge content-area in learning.	3.85	E	11.5
15. It utilizes the spoken written words for verbal reading skills and learning.	4.21	HE	1.5
16. It processes the trends of utilizing English and literacy knowledge skills in reading.	3.64	E	17.5
17. It highlights and enhances background knowledge and influences the nature of the text, the quality of the situation model required, and the presence of reader misconceptions.	3.97	E	7.5
18. It cultivates strategic readers who will automatically employ to enhance performance on comprehension of students in reading vocabulary.	3.70	E	16
19. It develops reading comprehension skills in teaching language structure exploration.	4.00	E	5.5
20. It determines the verbal learning styles of students in their reading skills.	3.80	E	13
Average Weighted Mean	3.857	E	
Standard Deviation	0.233		

It shows in the table that rank 1 is shared by the two indicators which are “It enhances students’ impact of the reading strategy on academic progress and reading comprehension” and “It utilizes the spoken written words for verbal reading skills and learning”, with a weighted mean of 4.21 of Highly Extent which means that the extent of reading skills of students towards curriculum development program is highly observed. Rank 2 is “It enhances the background knowledge in reading skills to determine the critical knowledge on the reading comprehension of students”, with a weighted mean of 4.12 or Extent which means that the extent of reading skills of students towards curriculum development program is observed. Rank 3 is “It appears that literacy knowledge on the reading skills of students have meaningful boundaries to connect with one another”, with a weighted mean of 4.07 or Extent which means that the extent of reading skills of students towards curriculum development program is observed. The least in rank is “It helps teachers to identify assessment criteria and gives feedback for students in developing reading comprehension skills”, with a weighted

mean of 3.37 or Moderately Extent which means that the extent of reading skills of students towards curriculum development program is limited. The overall average weighted mean is 3.857 (SD=0.233) or Extent or observed on the extent of reading skills of students towards curriculum development program as observed among the respondents.

2. How may the curriculum development program provide improvement of reading skills among the respondents?

Presented in this section is the thematic analysis based on the Focus Group Discussion gathered on how the curriculum development program in providing improvement of reading skills among the respondents. The response of the respondents is based on the following categories: 5.00-4.20=Highly Extent (SA), 4.19-3.40=Extent (A), 3.30-2.60=Moderately Extent (MA), 2.59-1.80=Slightly Extent (D), 1.79-1.00=Slowly Extent (SD). Text verbatim is observed for the concrete analysis of the study.

Table 2

Thematic Analysis and Core Ideas on the Curriculum Development Program in Providing Improvement of Reading Skills Among the Respondents

Themes	Respondents' Response	Core Ideas
A. Background Knowledge in Reading Skills	Extent	<ul style="list-style-type: none"> ● highlights background knowledge ● integrates text information ● comprehends reading progress ● determines reading comprehension
B. Vocabulary Reading Skills	Extent	<ul style="list-style-type: none"> ● cultivates strategic readers ● demonstrates reading strategy ● promotes reading skills ● reading academic progress
C. Language Structure in Reading Skills	Extent	<ul style="list-style-type: none"> ● application and assessment ● improves reading comprehension ● develops reading comprehension ● identify assessment criteria
D. Verbal Reading Skills	Extent	<ul style="list-style-type: none"> ● skills in learning ● focuses on language ● verbal learning styles ● spoken written words
E. Literacy Reading Knowledge Skills	Extent	<ul style="list-style-type: none"> ● information and reading skills ● integrates reading skills ● trends in reading ● meaningful boundaries

A. Background Knowledge in Reading Skills

Background knowledge in reading skills is the process of understanding the concept, facts, and vocabulary to comprehend text. It is crucial in helping the role of the readers to understand the inferences of text word meaning.

It enhances the background of strategies such as word categories in utilizing the analogy of wide topics of reading contrast and comparison effectiveness. It is a knowledge of content which is necessary in the reading comprehension

component (Smith, et al. 2021, pp. 214-240). The participants say that:

“It highlights and enhances background knowledge and influences the nature of the text, the quality of the situation model required, and the presence of reader misconceptions”. T1, P55 & P5

“It integrates text information with prior background knowledge to form a mental representation of the meaning of the text among the learners”. T1, P53 & P7

“It comprehends reading core academic progress and background knowledge content-area in learning”. T1, P51 & P9

“It enhances the background knowledge in reading skills to determine the critical knowledge on reading comprehension of students”. T1, P49 & P11

B. Vocabulary Reading Skills

Vocabulary reading skills are crucial in the comprehension process to synthesize the word, analyzing, and understanding the ideas of the sentences. It forms a meaning indirectly on the role and foundation to comprehend the text. It is essential in the reading comprehension literacy level and word recognition. It is a vocabulary related reading skill of the language. It refers to understanding the word meaning of the text. It involves direct teaching to determine the unknown words and builds vocabulary knowledge of students (Cervetti, et al. 2023, pp. 672-709). The participants say that:

“It cultivates strategic readers who will automatically employ to enhance performance on comprehension of students in reading vocabulary”. T2, P48 & P12

“It demonstrates reading comprehension achievement and vocabulary mastery more than the traditional reading strategy”. T2, P45 & P15

“It enhances vocabulary reading skills to promote reading comprehension among students”. T3, P39 & P21

“It enhances students’ impact of the reading strategy on academic progress and reading comprehension”. T3, P35 & P25

C. Language Structure in Reading Skills

Language structure in reading skills refers to the various components that help individuals comprehend and

retain information from texts. This includes elements as to syntax, semantics, words, morphemes, phonemes, and grammar. It contributes to the language comprehension which is critical in enhancing the ability of the readers to remember and interpret what they are reading. It explores the essential structure of the language with features and text to facilitate comprehension for better reading. It influences the readers to view the mood and utilization of tone in reading (Artpasa, & Doungwilai, 2024, pp. 651-664). The participants say that:

“It explains the application and assessment strategies and evaluation criteria for various reading comprehension skill levels”. T3, P54 & P6

“It improves the reading comprehension language structure skills of students”. T3, P50 & P10

“It develops reading comprehension skills in teaching language structure exploration”. T3, P48 & P12

“It helps teachers to identify assessment criteria and gives feedback for students in developing reading comprehension skills”. T3, P44 & P16

D. Verbal Reading Skills

Verbal reading skills understand the ability of the spoken words. It develops relative advantage for the observed verbal communication. It is measured on the ability of the direct assessment for reading skills. It refers to understanding the ability to communicate using the word. It encompasses the figurative language, inferences, and interpreting text. It is crucial for complex idea comprehension and communication. It provides verbal reasoning skills that go beyond recalling for reading. It analyzes the fluency of verbal reading of students (Macedo, & Guaresi, n.d.). The participants say that:

“It provides great importance in verbal reading skills in learning through words and acts of communication”. T4, P54 & P6

“It focuses on how individuals engage with all forms of language including speaking, writing, listening, and reading”. T4, P51 & P9

“It determines the verbal learning styles of students in reading skills”. T4, P49 & P11

“It utilizes the spoken written words for verbal reading skills and learning”. T4, P46 & P14

E. Literacy Knowledge in Reading Skills

Literacy knowledge in reading skills involves major literary works and understanding genres. It is the ability to analyze the reading literary genre and setting. It describes the skills of literacy knowledge in reading skills. It develops reading skills and an attitude approach in learning effectiveness. It is a practice mode of literary reading knowledge skills. It is an activity to be done to obtain knowledge and information in teaching reading and learning. It is a serious matter on the implication of reading skills activities (Uswatun, et al. 2024). The participants say that:

“It provides more information among students as centers of learning in literacy knowledge and reading skills”. T5, P52 & P8

“It integrates and enhances reading skills and literacy knowledge transformation in teaching”. T5, P49 & P11

“It processes the trends of utilizing English and literacy knowledge skills in reading”. T5, P47 & P13

“It appears that literacy knowledge on the reading skills of students have meaningful boundaries to connect with one another”. T5, P37 & P23

Discussion

It shows that the extent of reading skills of students towards curriculum development programmes enhances students' impact of the reading strategy on academic progress and reading comprehension. It utilizes the spoken written words for verbal reading skills and learning. It enhances the background knowledge in reading skills to determine critical knowledge in reading comprehension of students. Reading analyzes to comprehend and attempt on the personal growth and writer's message. It is a multifaceted process of cognitive construction of text content and meaning. It determines students' study skills, reading habits, and academic achievement (Mallillin, & Lopez, n.d.). It provides implication to the task based in reading and reflective thinking on the academic performance of reading literacy development. It creates timetables for reading teachers to build lessons and skills (Abid, et al. 2023). Accordingly, the extent of reading skills of students towards curriculum development programs appears that literacy knowledge on reading skills have meaningful boundaries to connect with one another. It helps teachers to identify assessment, Mallillin, & Mallillin, (2019) criteria and gives feedback for students in developing reading comprehension skills. It is being established on the curriculum program in reading literacy in the new educational system setting based on the needs of students. It is a change of paradigm to be introduced towards reading

development programs. It optimizes the improved development of reading skills and teaching methods. It develops skills for reading literacy and development as major goals and requirements in curriculum implementation. It is one of the reading skills activities to enrich vocabularies in the learning process (Saidjonovna, 2023, pp. 1006-1018).

Furthermore, the background knowledge in reading skills highlights and enhances the influence of the nature of text, the quality of the situation model required, and the presence of reader misconceptions. It integrates text information with prior background knowledge to a mental representation of the meaning. It is in conjunction with the reading skills comprehension process. It utilizes the abundance term of multiple disciplines and domains in reading skills. It is relegated to improving reading skills. It aims to define the background knowledge of reading skills that offers a thought towards the literacy development program. Reading comprehension unifies the efforts of teachers and educators to design teaching strategies for the reading literacy improvement process. It encompasses the needed facts for background knowledge of reading skills (Hinckley, 2024). Moreover, the background knowledge in reading skills comprehends the reading core academic progress and background knowledge content-area in learning. It enhances the background knowledge in reading skills to determine the critical knowledge on the reading comprehension of students. It offers strong support for the reading skills and role knowledge comprehension of language background. Reading comprehension explores the issues and specific purposes towards reading programs. It explores the effects and interaction of background knowledge in reading skills. It provides proficiency level for students' reading skills. It is deemed to be the crucial role of background knowledge of reading skills and comprehension literacy in the progress of learning. The background knowledge can construct meaning yielded to proper prediction, summary, clarification, and art of questioning. It is paramount to the significant background knowledge in reading skills (Tarlani-Aliabadi, et al. 2022, p. 48).

Similarly, vocabulary reading skills cultivate strategic readers who will automatically employ to enhance performance on comprehension for students. It demonstrates reading comprehension achievement and vocabulary mastery more than the traditional reading strategy. It ascertains vocabulary knowledge and dimensions for reading skills proficiency. It indicates receptive lexical knowledge with productive vocabulary knowledge and reading fluency. It connects reading proficiency and receptive vocabulary which is substantial to the reading skills towards development of reading

programs for students. It focuses on the instructional implication towards development of reading programs as to vocabulary knowledge and assessment. It is a pivotal function in the lexical vocabulary knowledge development of reading skills of students. It provides positive reading literacy of students in enriching vocabulary knowledge and proficiency (Tong, et al. 2023, pp. 1-14). Nevertheless, vocabulary reading skills promote reading comprehension among students. It enhances students' impact of the reading strategy on academic progress and reading comprehension. It analyzes vocabulary reading skills intended for reading literacy to enhance students' knowledge. It is supported by the reading materials for a mastery of vocabulary enhancement skills. It is a globalized era in obtaining competency in English language vocabulary skills. It provides opportunity for students to perform communication competency due to vocabulary skills acquired in reading. It helps the skills for English speaking which is developed in reading skills. It requires improvement to facilitate vocabulary reading skills. It is an interaction needed towards the development of a reading program. It ensures student learning as they acquire more vocabularies in the practice of reading skills (Kaharuddin, et al. 2023).

Indeed, language structure in reading explains the application assessment strategies and evaluation criteria for various reading comprehension skill levels. It improves the reading comprehension in the language structure skills of students. It develops metacognitive reading literacy development strategies in analyzing the structure and text in language learning. It develops reading behaviors in the language structure in teaching and learning. It analyzes the process and framework of reading literacy assessment based on the language structure for students skills and development program. Language structure in reading skills identifies the ability of students to create, interpret, understand, and communicate in the various content of reading materials. It involves continuum learning in reading literacy to achieve development knowledge and goals in teaching potentials to the fullest (Artpasa, & Dounwilai, 2024, pp. 651-664). Consequently, language structure in reading skills develops comprehension skills in teaching exploration. It helps teachers to identify assessment criteria and gives feedback for students in developing reading comprehension skills. It builds an approach for language structure models in reading and learning contexts. It fits the language structure in the reading skills model. It develops the prospective reading teachers and professional competency in reading skills and language structure. It analyzes and considers the importance of reading in language structure skills. It equates with reading literacy and struggles among students. It examines the basic role of

language structure skills such as morphological awareness, orthography, syntax, and vocabulary in reading skills and development programs. It provides cognitive skills in the higher order of thinking making inference to reading monitoring of students (Lee, & Lee, 2024, pp. 467-500).

Meanwhile, verbal reading skills provide great importance in learning through words and acts of communication. It focuses on how individuals engage with all forms of language including speaking, writing, listening, and reading. It tends to help students to enhance verbal reading through speaking, understanding the words, and writing. It introduces a dominant verbal reading skill which is critical in the process of language, speech production, and speech control. Verbal reading skills are considered as enhancing knowledge in reading through comprehensive literacy and analysis of the words to read. It examines speech, reading skills, and writing. It develops verbal reading skills as to pronunciation, accent, and intonation. It processes the reading task and performance of students towards development in the reading program. It is associated with the different activities provided in teaching and learning (Yarmohammadi, et al. 2023, pp. 303-314). In addition, it determines the verbal learning styles of students' reading skills. It utilizes the spoken written words for verbal reading skills and learning. It presents a cognitive learning process in verbal reading skills and challenges. It affects the performance of students when reading skills are not being taught with principles and strategies towards development of reading programs. Verbal reading skills include interventions in teaching and learning based on the needs of students as centers of learning. It addresses verbal reading skills and potentials for students struggling in reading. It aims to provide verbal reading skills towards development programs in the reading curriculum. It represents the changes in articulation and integration of skills as part of oral verbal reading (Hsu, et al. 2024, p. 112625).

Finally, literacy knowledge skills in reading towards development programs provide more information among students as centers of learning. It integrates and enhances reading skills and literacy knowledge transformation in teaching. It contributes to the interaction and increases literacy knowledge in reading improvement skills. It creates a literacy knowledge in reading skills. It involves the focus of students reading to familiarize unfamiliar vocabularies in teaching and learning. It evaluates reading participation of students and skills in exploring the knowledge literacy skills. It cultivates a significant role in reading skills towards the learning process. It is designed for literacy knowledge in reading skills. It determines the design for reading readiness of students to ensure effective learning literacy knowledge skills. It encompasses a diverse range of reading lifelong process literacy knowledge skills

(Michailidis, 2024, pp. 290-305). Lastly, it processes the trends of utilizing English and literacy knowledge skills in reading. It appears that literacy knowledge on the reading skills of students have meaningful boundaries to connect with one another. It advances the abundance of information about reading skills which is crucial in filtering utilization of information and sources for literacy knowledge skills towards development reading programs. It is a systematic critical reading utilization of literacy knowledge to equip students for reading skills. Reading is necessary in the acquisition of literacy knowledge skills in various activities and strategies in the learning process. It emerges insights and accumulates knowledge literacy skills for students as centers of learning. It characterizes the literacy knowledge and information resources on reading text or contents to equip students' reading skills (Setiawan, et al. 2023, pp. 152-182).

Conclusions

It shows that the extent of reading skills of students towards curriculum development programs among the respondents enhances students' impact of the strategy academic progress and comprehension where it utilizes the spoken written words for verbal reading skills and learning. This includes enhancing background knowledge in reading skills to determine the critical knowledge on the reading comprehension of students and appears that literacy knowledge reading skills of students have meaningful boundaries to connect with one another.

Background knowledge in reading skills show to highlight and enhance the influence of the nature of text, quality of the situation model required, and the presence of reader misconceptions where it integrates prior background knowledge to form a mental representation meaning of the text among the learners. This includes to comprehend reading core academic progress and background knowledge content-area in learning and enhances reading skills to determine the critical knowledge reading comprehension of students.

Vocabulary reading skills show to cultivate strategic readers who will automatically employ to enhance performance on comprehension for students where it demonstrates reading comprehension achievement and vocabulary mastery more than the traditional reading strategy. This enhances vocabulary reading skills to promote reading comprehension among students and enhances students' impact of the reading strategy on academic progress and reading comprehension.

Language structure in reading skills explain the application and assessment strategies and evaluation criteria for various

reading comprehension levels where it improves reading language structure skills of students. This includes the development of reading comprehension skills in teaching language structure exploration and helps teachers to identify assessment criteria and gives feedback for students in developing reading comprehension skills.

Verbal reading skills show great importance in learning through words and act of communication where it focuses on how individuals engage with all forms of language including speaking, writing, listening, and reading. This includes determining the verbal learning styles of students' reading skills and utilizes the spoken written words for verbal reading skills and learning.

Literacy knowledge skills show to provide more information among students as centers of learning in reading where it integrates and enhances reading skills and literacy knowledge transformation in teaching. This includes the process and trend of utilizing English skills in reading of students to have meaningful boundaries to connect with one another.

REFERENCES

1. Abid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023). Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level. *Frontiers in psychology, 14*, 1020269.
2. Artpasa, T., & Dounwilai, D. (2024). The development of reading literacy using metacognitive reading strategies with analysing text structure. *International Journal of Instruction, 17*(3), 651-664.
3. Cervetti, G. N., Fitzgerald, M. S., Hiebert, E. H., & Hebert, M. (2023). Meta-analysis examining the impact of vocabulary instruction on vocabulary knowledge and skill. *Reading Psychology, 44*(6), 672-709.
4. Dilek, Ç., & Tasgin, A. (2023). Examining the Curriculum Literacy, Pedagogical Knowledge and Skill Levels of Preservice Teachers. *International Journal of Curriculum and Instructional Studies, 12*(1), 47-66.
5. Fàbregues, S., & Guetterman, T. C. (2025). Mixed Methods Research Systematic Methodological Reviews—Benefits, Challenges, and Solutions. *Journal of Mixed Methods Research, 15*586898241302592.

6. Hill, O. (2023). *Teacher Perceptions on the Implementation of a New Reading Curriculum in Third Grade* (Doctoral dissertation, Walden University).
7. Hinckley, K. (2024). Clarifying the Concept of Background Knowledge in Reading Comprehension. *Online Submission*.
8. Hsu, C. C., Wu, Y. H., Lee, K. S., Shih, P. C., Liu, T. Y., Wei, J. C. C., ... & Yang, F. P. G. (2024). Verbal training can improve neurocognitive and reading performance by increasing white matter integrity and grey matter volume. *Experimental Gerontology*, 198, 112625.
9. Imbaquingo, A., & Cárdenas, J. (2023). Project-based learning as a methodology to improve reading and comprehension skills in the English language. *Education Sciences*, 13(6), 587.
10. Kaharuddin, B. A., Nurpahmi, S., Sukmawaty, I. F. R., & Juniardi, Y. (2023). Exploring How Reading Aloud and Vocabulary Enrichment Shape English Speaking Skills Among Indonesian Learners of English. *World*, 13(8).
11. Khalilova, Kamola. "Mastering reading comprehension: A vital skill for academic success." *Академические исследования в современной науке* 2, no. 23 (2023): 83-89.
12. Lee, H., & Lee, J. H. (2024). Extending the simple view of reading in second and foreign language learning: A meta-analytic structural equation modeling approach. *Review of Educational Research*, 94(4), 467-500.
13. Macedo, G. S., & Guaresi, R. Relationships between verbal fluency and literacy: exploring the influence of oral language on subsequent reading and writing performance.
14. Mallillin, Leovigildo Lito D., Jocelyn B. Mallillin, Yolanda D. Ampongan, Imelda C. Lipayon, Mercy M. Mejica, and Jocelyn Z. Burabo. "Instructional design for effective classroom Pedagogy of teaching." *Eureka: Journal of Educational Research* 1, no. 2 (2023): 41-52.
15. Mallillin, L. L. D. (2020). Different Domains in Learning and the Academic Performance of the Students. *Journal of Educational System*, 4(1), 1-11.
16. Mallillin, L. L. D. Integrating Literacy Strategy in Uplifting Competency of Students: A Guide for Comprehensive Learning.
17. Mallillin, L. L. D. (2024). Instructional teaching theory: Basis for effective teaching device in learning. *Eureka: Journal of Educational Research*, 2(2), 120-132.
18. Mallillin, L. L. D. (2024). Teaching of English in the Higher Education Institutions (HEIs): A Tool and Challenges for Teaching Pedagogy. *Universal Library of Innovative Research and Studies*, 1(2).
19. Mallillin, L. L. D., Banaag, A. G., & Aguirre, R. A. Class Participation And Writing Proficiency Of Communication Skills Students: An Input To Total Quality Management.
20. Mallillin, L. L. D., Cabaluna, J. C., Laurel, R. D., Arroyo, P. A. C., Señorón Jr, T. M., & Mallillin, J. B. (2021). Structural domain of learning and teaching strategies in the academic performance of students. *European Journal of Education Studies*, 8(9).
21. Mallillin, L. L. D., Carag, E. A., Mallillin, J. B., & Laurel, R. D. (2020). Integration of knowledge through online classes in the learning enhancement of students. *European Journal of Open Education and E-learning Studies*, 5(1).
22. Mallillin, L. L. D., & Mallillin, J. B. (2019). Competency skills and performance level of faculties in the higher education institution (HEI). *European Journal of Education Studies*.
23. Mallillin, L. L. D., Mendoza, L. C., Mallillin, J. B., Felix, R. C., & Lipayon, I. C. (2020). Implementation and readiness of online learning pedagogy: a transition to COVID 19 pandemic. *European Journal of Open Education and E-learning Studies*, 5(2).
24. Mallillin, L. L. D., & Laurel, R. D. (2022). Professional development system theory for quality education. *European Journal of Education Studies*, 9(8).
25. Mallillin, L. L. D., & Lopez, W. H. FACULTY PROFESSIONAL DEVELOPMENT ON INSTRUCTIONAL PRACTICES: BASIS FOR TEACHING PEDAGOGY.

26. Michailidis, T. (2024). Enhancing Reading Skills in an Academic Library: A Case Study of a Reading Groups. *Futurity Education*, 4(1), 290-305.
27. Ribeiro, S. D. C., Gerlin, M. N. M., & Oliveira, V. C. D. (2024). The development of reading skills in the school library: information recovery and promotion of critical reading in the digital age. *RDBCI: Revista Digital de Biblioteconomia e Ciência da Informação*, 22, e024003.
28. Saidjonovna, V. T. (2023). Development of Reading Skill In B1 Level Students. *Qo 'Qon Universiteti Xabarnomasi*, 1006-1018.
29. Setiawan, A., Hang, N. T. T., Fauzan, F., & Derana, G. T. (2023). Critical reading research and its implications for critical reading skills for Indonesian language teachers: A systematic literature review. *BAHA STRA*, 43(2), 152-182.
30. Sibanda, M. (2023). *The role of the teacher in developing reading comprehension skills in Grade 9 English Home Language learners* (Doctoral dissertation, Cape Peninsula University of Technology).
31. Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214-240.
32. Sucena, A., Silva, A. F., & Marques, C. (2023, January). Reading skills promotion: Results on the impact of a preschool intervention. In *Frontiers in Education* (Vol. 7, p. 1076630). Frontiers Media SA.
33. Tarlani-Aliabadi, H., Tazik, K., & Azizi, Z. (2022). Exploring the role of language knowledge and background knowledge in reading comprehension of specific-purpose tests in higher education. *Language Testing in Asia*, 12(1), 48.
34. Tong, Y., Hasim, Z., & Abdul Halim, H. (2023). The relationship between L2 vocabulary knowledge and reading proficiency: The moderating effects of vocabulary fluency. *Humanities and Social Sciences Communications*, 10(1), 1-14.
35. Uswatun, H., Retno, W., & Raheni, S. (2024, November). Reading Comprehension Research Trends: A Systematic Literature Review. In *Proceedings of the 3rd International Conference of Humanities and Social Science, ICHSS 2023, December 27, 2023, Surakarta, Central Java, Indonesia*.
36. Yarkulovna, S. S. (2023). Developing Reading Skills and Comprehension in English for Specific Purposes. *Journal of Pedagogical Inventions and Practices*, 22, 1-5.
37. Yarmohammadi, Z., Yaghoobi, A., Rashid, K., & Kord Noghabi, R. (2023). Comparing the Level of Activity of Brain Structures of Reading, Writing and Speech Skills in People with Very High and Very Low Verbal Intelligence Using Functional Magnetic Resonance Imaging. *Psychological Achievements*, 30(2), 303-314.
38. Zakaria, D. (2023). *Teaching techniques employed by the lecturers to teach reading comprehension across the departments* (Doctoral dissertation, Universitas Negeri Malang).