



Exploring the Struggles of English Teachers in the Administration of Comprehensive Rapid Literacy Assessment (CRLA) Tool and Development of District learning Framework

DOI: <https://doi.org/10.5281/zenodo.20391396>

Authors:

ALLAN B. UTTO

Rajah Buayan National High School

AMILUDIN G. MASABPI, PhD

Maguindanao del Sur - Division Office Staff

Publication History:

Date Submitted: April 10, 2026

Date Accepted: April 11, 2026

Date Reviewed: April 15 2026

Date Revised: May 01, 2026

Date Published: May 26, 2026

work:

Utto, A., & Masabpi, A. (2026). Exploring the Struggles of English Teachers in the Administration of Comprehensive Rapid Literacy Assessment (CRLA) Tool and Development of District learning Framework. *MĒTILĒDTĒD: International Multidisciplinary Journal in Language, Education, and Culture*, 2(5). <https://doi.org/10.5281/zenodo.20391396>

ABSTRACT

DOI: <https://doi.org/10.5281/zenodo.20391396>

This study aimed to investigate the implementation of the CRLA Tool in District of Rajah Buayan in Division of Maguindanao del Sur. The researcher used the qualitative research design specifically the narrative approach to determine the struggles encountered by English Teachers in the implementation of CRLA Tool. To analyze the data, the researcher applied thematic analysis by Creswell (2023) & Moustakas (1994). The participants of the study are teacher's implementer in the District to answer level of confidence and competence of English Teachers, challenges encountered in implementation of CRLA Tool, effectiveness of the tool in assessing diverse lingual, and strategies used by the teachers. Based on the thematic analysis of the researcher revealed the emerging themes "mixed levels of confidence and competence". The teacher expressed positive feedback on CRLA tool in assessment of reading ability of the learners. The challenges encountered by English Teachers in implementing the CRLA Tool in classrooms with learners enrolled in traditional Madrasah, showed the emerging theme linguistic diversity challenges. This is limited time for administration; lack of materials; unequal access to resources. The CRLA is an effective diagnostic tool, because it gives accurate identification of literacy levels, diagnostic usefulness, and progress tracking. The theme inclusivity and cultural responsiveness were culturally meaningful assessment; multilingual consideration; and inclusive evaluation were significantly effective tools in assessing diverse language. The mother tongue and multilingual approach, in this theme culturally responsive instruction and material adaptation classified into culturally relevant materials; inclusive texts; contextualized learning, and respect for diversity. Finally, concluded that CRLA Tool is effective assessment tool to identify learners' strength and weaknesses in reading literacy, however more training and professional development is needed.

Keywords: Mag del Sur Comprehensive Reading Literacy Assessment Tool Implementation.



INTRODUCTION

Background of Study

Literacy development educators and school systems lack access to efficient, accurate, and culturally responsive tools for identifying students' literacy levels and specific areas in the region. Present assessments are often time-consuming and not adaptable to diverse learning contexts. The result is that early interventions may be misaligned, negatively impacting pupils' long-term academic outcomes. The Literacy Remediation Program (LRP) aims to provide intensive, structured literacy intervention to non-readers. To initiate the intervention, the CRLA Tool is used to assess learners, and it will serve as a baseline in teaching innovation to address reading retention.

In Malaysia, a new set of reading tests of students who speak more than one language and come from different ethnic groups. We used this assessment battery to assess the reliability, validity, and dimensionality of factors to reading problems or disabilities in Malay, which has a very clear alphabetic writing system. The 27-reading assessment battery included 13 tests, such as reading comprehension, spelling, listening comprehension, letter name knowledge, letter name fluency, rapid automatized naming, word reading accuracy, word reading efficiency, oral reading fluency, expressive vocabulary, receptive vocabulary, elision, and phonological memory. The assessments exhibited high reliability and validity.

Nevertheless, the Comprehensive Rapid Literacy Assessment (CRLA) is a nascent practice, and its efficacy is yet to be thoroughly investigated. Empirical studies are necessary to assess the efficacy of this assessment tool in improving literacy instruction and outcomes (Robinson & Nguyen, 2022).

Current literature provides insufficient insights, predominantly concentrating on primary and secondary education levels, rather than the pivotal early years of kindergarten (Harris & Franklin, 2020). This gap emphasizes the need for targeted research to substantiate the CRLA's effectiveness in early childhood education environments (Wang, 2023; Carter & Morales, 2024). Furthermore, it is essential to analyze the contextual factors influencing the implementation of CRLA.

One of the significant research gaps lies in the comparative evaluation of CRLA against other current assessment instruments. Anecdotal evidence shows that CRLA may provide a more immediate and actionable assessment of a child's literacy requirements; however, systematic studies are necessary to directly compare its efficacy with conventional methods (Turner & Lopez, 2022). These studies could help identify the specific benefits and drawbacks of CRLA, in the classroom (Kim & Park, 2021). Another important area is how CRLA affects literacy development over time. Short-term assessments can give quick feedback, but it's important to know how CRLA affects literacy skills over time (Murray & Singh, 2023).

For early interventions based on CRLA results to lead to long-term improvements in reading and writing skills, researchers need to follow students over time (Chen, 2024). This long-term view will help teachers and policymakers decide whether to use CRLA in early childhood education.



Teachers in BARMM have trouble putting the CRLA into practice because they don't have qualified staff or training, resources, or culturally diverse students who speak different languages. They also have trouble bridging the gap between basic literacy skills in their native language and English and Filipino. Teachers need training and help with planning in order to give struggling readers the literacy help they need to avoid failing in school and dropping out.

Additionally, in Division of Maguindanao del Sur result of Early Language, Literacy, and Numeracy Assessment (ELLNA), revealed that, they were ten (10) schools identified low emerging and District of Radjah Buayan in the Division of Maguindanao del Sur had this story that in-need immediate intervention to develop learning approach framework.

This study is alignment to the Sustainable Development Goal (SDG-4) for Inclusive and Quality Education, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning for all, including improving reading skills for children and adults. Key targets for reading and literacy include all children completing free, quality primary and secondary education, and all young people and a significant portion of adults achieving basic literacy and numeracy skills. Challenges to achieving this include insufficient investment, shortages of qualified teachers, and the impact of crises like the learning modality, which threatens learning outcomes and the ability to read.

Further, poverty and conflict prevent many learners from attending schools in the poorest households, which disproportionately affects their ability to develop reading skills. Teachers in remote areas face a growing gap between access to digital technology and the ability to use it effectively, a necessary aspect of lifelong learning and quality education.

This study explored the struggles of English Teachers in the CRLA Tool and the development of a learning framework to address learning gaps in reading, especially in the remote area of Maguindanao. The main goal of this study was to investigate the struggles due to the shortage of qualified teachers in the BARMM region, which hinders the ability to provide quality instruction and improve learning outcomes. In the Division of Maguindanao del Sur, no one is conducted study related to the data gathered as basis of initiating intervention related to District Learning Approach Framework to address low emerging learning gap.

Research Questions

This study investigated the struggles of English Teachers in the administration of the CRLA Tool and development of learning framework in the Division of Maguindanao del Sur.

Specifically, this sought to answer the following:

1. What are the challenges encountered by the English Teachers in Implementing CRLA Tool in classrooms with learners enrolled in Traditional Madrasah?
2. What type of confidence and competence of English Teachers in Using CRLA Tool handling Maguindanaon learners enrolled to traditional madrasah?



3. How are the teachers perceiving the effectiveness of the CRLA Tool implementation in assessing diverse language among learners?
4. What are the strategies will be used by English teachers in addressing cultural and linguistic diversity in using the CRLA Tool as basis of initiating learning framework?

METHODOLOGY

Research Design

This study employed a qualitative research design specifically the narrative inquiry method to determine the struggles and challenges encountered by English teachers in the implementation of CRLA Tool in the district of Rajah Buayan, Division of Maguindanao del Sur. Qualitative research method provides a way to narrate the struggles and challenges of the teachers during the implementation of CRLA Tool in the Schools.

Creswell's (2013) & Moustakas, (1994) described qualitative research design focuses on understanding the "essence" of lived experiences, struggles, challenges from the perspective of a small number of individuals who have experienced a specific phenomenon. Key steps include in-depth interviews to gather rich, first-person accounts, followed by rigorous data analysis to identify descriptive categories and themes that represent the meaning of the phenomenon for those individuals. The goal is to build concepts and gain a deep, multi-layered understanding of the experience itself as basis of the crafting learning framework.

Participants of the Study

The participants of this study were the Grades 1,2 and 3 English Teachers in 10 public elementary schools in the division of Maguindanao del Sur. Since the number of respondents were manageable, Random Sampling was not be employed as all the respondents were considered participants of the study.

The sample population were regular teachers at the Elementary schools, in the District of Rajah Buayan, In Division of Maguindanao del Sur. The researcher set a standard qualification of the participants in school year 2025-2026.

Inclusion Criteria

1. Regular teachers of Rajah Buayan District in not less than 3 years in service.
2. Classroom adviser for not less than three years with good standing performance in teaching based on the school heads assessment using RPMS.
3. Class adviser of Grades 1,2 and 3 along schools with non-reader but there were still pupils enrolled in Arabic Madrasah.
4. Teachers willing to participate in conducting studies and willing to share ideas for the benefits of school head in formulating policies and innovation to address the issues.



Sampling Technique

The researcher employed complete enumeration for the school participants and purposive sampling for the teacher participants. Participants were chosen based on set criteria inclusion. Sample sizes tend to be small, focusing on depth of experience, struggles, and challenges rather than statistical representation.

Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique in research where the researcher deliberately selects specific individuals or groups based on characteristics, qualities, or knowledge relevant to the study.

Instruments

This study was guided by the procedures in gathering data from the chosen participants per school, but the researcher followed the adapted research protocol of the EWMCI to ensure that all data was valid and reliable. The instrument was semi-structured survey questionnaires validated the content by the experts such as the graduate of Master of Arts in Teaching English in the absence or limited number of the Doctors in Language and expert Doctors graduate in qualitative research.

Data Gathering Procedures

This study was guided by the procedures in gathering data from the chosen participants per school, but the researcher followed the adapted research protocol of the EWMCI to ensure that all data was valid and reliable.

The researcher sends a request letter to the Dean of the Graduate Schools in conducting study. Then, the researcher developed semi-structure instrument and validated by the expert. This validated instrument will use content analysis.

The researcher sends a letter to the Superintendent, Principal to participants of the study before the administration of the instruments.

After the approval of the request letter, the researcher administered the instrument to the chosen participants, and after 15- 30 minutes, the researcher retrieved the survey questionnaires. Then 10 minutes focal group discussion will be conducted.

After the retrieval of the survey questionnaires, the researcher will be analyzed using data analysis specifically thematic analysis.



Data Analysis

This study used thematic analysis to describe the non-numerical data, specifically thematic analysis by Frick (2011). Thematic Analysis, as described by Frick (2011) and Moustakas (1994), is a qualitative data analysis method that focuses on identifying, analyzing, and interpreting patterns of meaning (theme) within qualitative data. Further, Frick said that in the context of educational research, it emphasizes careful interpretation and a systematic yet flexible process for making sense of narrative or textual information. Finally, Ngag, J (2023) analysis was employed to clear presentation of the data gathered.

Scope and Delimitation of the Study

This study explored teachers' struggles and challenges with the Classroom Reading Level Assessment Tool, evaluating learners' reading abilities, particularly non-readers and struggling readers. It includes the experiences of classroom teachers from selected grade levels.

This study was limited to the struggles of Elementary teachers holding grades 1 & 3, handling similar cases such as non-readers. These non-readers were officially promoted and, at the same time, enrolled in Arabic school. The class section without learners enrolled in Arabic school or Madrasah is not part of the study. The study was conducted during the 2025-2026 school year in the district of Radjah Buayan, Maguindanao del Sur in the Schools Division of Maguindanao del Sur.

RESULTS AND DISCUSSIONS

This part of the study summarized the non-numerical data presented in narrative formed, for clearly and concise presentation.

Challenges Encountered by English Teachers in Implementing the CRLA Tool in Multilingual Classrooms

The challenges encountered by the teachers had four emerging themes. The first theme was linguistic diversity challenges where in the learner's communication styles, and language barriers were commonly encountered. The second theme was insufficient training and professional growth needed, since the participants revealed lack of orientation, limited hands-on experiences. The third one was instructional and assessment difficulties. These findings revealed that teacher's instructional adjustment and materials selection, then differentiated instruction, assessment alignment were need to strengthen and develop. The fourth theme was resources and time constraints. It was revealed by the participants were time constraints limited resources, and unequal access workload, assessment administration burden was common challenges experience by the participants.



Level of Confidence and Competence of English Teachers in Using CRLA Tool with Multilingual Learners.

Based on the thematic analysis of the researcher revealed the emerging themes “mixed levels of confidence and competence”. The participants clustered the themes into varied confidence, moderate to high confidence, and inconsistency in application, and teachers expressed positive feedback on CRLA effectiveness. Further, the teachers' level of confidence and competence significantly influenced the reading performance. The teachers expressed positive feedback on the CRLA tool. The English teachers felt moderately confident but not fully consistent in practices; however, the teacher participants could classify learners with refresher levels. This is why most participants showed positive feedback on using the CRLA tool.

CRLA is widely perceived positively in reading performance assessment, particularly within the Philippine education system, as a fast, effective, and diagnostic tool.

The English teachers lacked sufficient training in CRLA administration. The insufficient training may affect the results and outputs. Some teachers were unsure about proper implementation procedures because of the limited workshops that affect competence in using the tool. The teachers needed further guidance and orientation, and teachers were inadequate preparation limits consistent classroom application.

However, there were challenges in implementation and training. These challenges referred to the limited training, lack of orientation, difficulty consistent use. These findings served as the guide in initiating district learning framework and address this implementation gap on CRLA Tool.

Teachers' Perceptions on the Effectiveness of the CRLA Tool implementation in Assessing Diverse Language Learners.

The researcher findings on the effectiveness of the CRLA tool in assessing diverse language concepts emerging four themes. the first theme was CRLA as an effective diagnostic tool, and this time theme clustered into accurate identification of literacy levels, diagnostic usefulness progress tracking. The second was inclusivity and cultural responsiveness. this theme clustered into culturally meaningful assessment, multilingual consideration, inclusive evaluation. And the third theme was ease on use and efficiency of the tool. This theme clustered into rapid administration, user friendly, efficient data gatherings as perceived by the teacher participants. The fourth one support the instructional planning and intervention and that was clustered into data-driven instruction, targeted remediation, guiding teaching strategies.

Strategies Used by English Teachers in Addressing Cultural and Linguistic Diversity in Using the CRLA Tool as basis of Crafting Learning Framework in the District.

In terms of the strategies used by the English teachers, had four emerging themes, such as the use of mother tongue and multilingual approach, those clustered in the mother tongue-based assessment used of local dialects, multilingual scaffolding, translingual practices, then theme



differentiated instruction and flexible teaching strategies. This theme was clustered into grouping strategies. Adaptable methods, scaffolding instruction and learner, centered approaches. Further, theme culturally response instruction material adaptation, clustered into culturally relevant materials. Inclusive texts. And contextualized learning in respect for diversity. then theme for the use of assessment adaptation and learners support techniques clustered in flexible assessment administration, feedback provisions. and technology integration in learners' assessment.

Conclusion

The implementation of CRLA tool in the District of Rajah Buayan with learners enrolled in traditional madrasah had positive feedback. That CRLA tool was effective diagnostic tool in assessment of strength and weaknesses of the learners in reading ability. Further, concluded that English teachers have insufficient training experiences and orientation in implementation of the program, and therefore, recommend for professional growth.

Finally, concluded that effective implementation of CRLA tool ensured the reliable data that will guide our curriculum designer to initiate effective learning framework.

Recommendation of the Study

After completing the interpretation of the data gathered by the researcher, the following recommendations are:

1. The school administrator and department may sustain the CRLA Tool assessment because of its effectiveness in identifying strengths and weaknesses of the learners in reading literacy.
2. The school administrator and department may allocate sufficient budget for CRLA Tool implementation, to ensure that data gathering will be a reliable basis for the program holder on what intervention may be introduced to the curriculum implementer.
3. The Department of Education may design and conduct training courses; professional development intended for the teacher implementer in the field.
4. The Division Office may conduct orientation for the teachers assigned before the actual implementation in the field to ensure the proper and ideal conduct of the assessment.
5. The Schools Division Office of the Maguindanao del Sur may introduce to the district level the crafted and output of this study such as the "District Trilingual Learning Approach Framework" attached to the appendices to preserve the language culture and easy way of developing reading skills.
6. The future researcher may conduct longitudinal related study assessment CRLA Tool and how the driven data is useful in initiating intervention.

Ethical Considerations

The principle of voluntary participation requires that people not be coerced into participating in research (Trochim, 2021). Informed consent, the participants were fully informed about the procedures and risks involved in the research and gave their consent to participate. As such, participants were informed about the procedures of the research and encouraged to



participate by signing a consent. Additionally, several safeguards are in place to minimize harm in a research protocol that involves vulnerable participants or sensitive topics.

As to the confidentiality of the results, the participants assured that identifying information was not to be disclosed to anyone not directly involved in the study. In terms of anonymity, a stricter standard was maintained; participants remained anonymous in this research study.

Avoiding harm

The researcher considered the potential emotional or psychological impact on participants when discussing sensitive topics such as challenges in their professional roles. The researcher also implemented strategies to minimize distress and provided support if needed.

Researcher-Participants Relationship

The researcher maintained a respectful and professional relationship of the teacher. The researcher avoided any actions that might exploit or harm participants and treated them with dignity and respect.

Data Protection

The researcher adhered to data protection laws and regulations to protect their privacy is observed.

Institutional Approval

The researcher obtained ethical clearance from relevant institutional review boards of ethics committees before commencing the study.

Honesty and Integrating

The researcher reported the findings accurately and honestly without manipulating data cards or ethics committees before commencing the study.

Beneficiaries

The researcher considered the potential benefits of the researcher to educational practices and policies, ensuring that the study contributes positively to the improvement of the educational system.

Cultural Sensitivity

The researcher is culturally sensitive and respectful of the customs, beliefs, and practices in the research setting. The researcher avoided imposing external values on participants.

Inclusion and Diversity

The researcher ensured that the study includes a diverse range of teacher's perspectives to capture the full spectrum of challenges faced.



By adhering to these ethical considerations, the researcher conducted a responsible and respectful study that respects the rights, and well-being of the teachers involved and contributed valuable insights to the field of education.

ACKNOWLEDGEMENT

The researcher would like to extend his deepest gratitude to everyone who contributed to the success of this study. With heartfelt appreciation, respect, and honor, he would like to acknowledge the support provided by the following individuals:

MARJUNI M. MADDI, the Director General of Higher Education the Ministry of Basic, Higher and Technical Education, for providing the profound motivation and vision that inspired the researcher to pursue this academic milestone. Your leadership serves as a constant catalyst for excellence

PATRICEA I. SANDIGAN, MAED, President of East-West Mindanao Colleges, Inc., for her leadership and unwavering support to all the staff and students of the institution.

EMILIA M. LOTILLA, PhD., Dean of the Graduate School Department, for her support, motivation and motherly advice throughout the conduct of the study.

ALMA M. ABDULA-NOR PhD, Schools Division Superintendent of Sultan Kudarat Division, for granting permission to conduct the study in the Division and for all the love and support in pursuing this endeavor.

MARISSA T. BALAUGAN, Lead Principal of Rajah Buayan District , for granting permission to conduct the study in the district, and for all the love, support, advice, and for always encouraging the researcher to expand his horizons.

JULIET P. TAMBUNGALAN, MAED, Program Chairperson of the Graduate School, for her motherly love, support, and encouragement in preparing this manuscript.

AMILUDIN G. MASABPI, PhD, the research adviser, for his unwavering support, deep understanding, and extraordinary assistance throughout the completion of this study.

JAIME BOY U. NGAG, JR., PhD, and **LEODIE D. MONES, PhD**, panel members, for their invaluable time, insightful remarks, and constructive suggestions.

PARTICIPANTS, for active participation during the conduct of the study.

To his wife, **REHANA A. UTTO**, and their four lovely children, **ALRAUFBEN-ALI**, **ALYANA**, **ALSHAMEEN** and **BAI ALEENAH** for their unending love and support, which inspired him to pursue his master's degree.

Above all, to **ALMIGHTY ALLAH** for life, sustenance and wisdom.



Declaration of AI Tools Utilization

I do hereby declare the use of AI tools such as Chat GPT and Grammarly for grammar checking and sentence organization purpose only.

REFERENCES

- Alcantara, M. V., & Yu, C. D. (2022). Strategic timing of literacy assessments and its impact on reading outcomes. *Philippine Journal of Basic Education*, 14(2), 45–53.
- Ali, N (2024) Assessment Literacy for Educators: Understanding, Implementing, and Utilizing Assessment Tools. DOI: -o9
- Aria, P (2024) impact of language barriers and students' perceptions on classroom knowledge sharing: a comparative case study. *Impact of Language Barriers and Students' Perceptions on Classroom Knowledge Sharing: A Comparative Case Study*
- Asim, F (2024) Examining the Impact of Teacher's Training Programs on the Role of Teachers in the implementation and development of Curriculum. *Journal of Educations and educational development*. <https://dx.doi.org/1022555/yeed>.
- Bandura, A. (2021). Social cognitive theory: An agentic perspective on human nature. In R. V. Levine & M. Hogg (Eds.), *The Sage handbook of social psychology* (2nd ed., pp. 1–22). Sage Publications.
- Bautista, K. A., & Ignacio, M. L. (2020). Teacher perceptions and overlooked gaps in literacy assessment tools. *Philippine Journal of Assessment and Evaluation*, 8(1), 55–
- Bete, R.P, (2025) Bridging Reading Gaps: Analyzing the impact of National Reading Program on Grade 1 to 3 Learners in Kiliog Elementary School. *Ateneo de Cagayan, Cagayan de Oro City Philippines*, 08 May 2025 <https://dx.doi.org/10.47772/iJRISS.2025>
- Francisco, C (2020) Teachers' Instructional Practices and Its Effects on Students' Academic Performance. *La Consolacion University Philippines*
- Immanuel, A et al (2024) Co-designing Culturally Responsive Reading Assessments, University of Massachusetts Amherst A peer reviewed, open-access electronic journal: ISSN 1531-7714
- Ngag, J.B. (2023). Unveiling The Literary Appreciation of Teduray Students: A Case Study Analysis of Their Works. *Boletin De Literatura Oral - Tradition Oral Literature*, 10(1), 30-3. <http://boletindeliteratuoral.com/index.php/bdlo/article/view/5>
- Ngag, J.B. (2023). Efficacy of Teduray Literature Module in Teaching English. *CEMJJP*, 31(1), 404–409. <https://doi.org/10.57030/23364890.cemj.31.1.3>



Pelagio, R.B (2023) Teachers' Perspective on the Phil-IRI Reading Program: Analyzing Challenges, Impacts and Opportunities for Improvement in Flora District in Elementary Schools. Flora West Central School, Flora, Apayao

Tudlasan Jr, R.T (2025) Evaluating CRLA and Its Instructional Impact in Grade Learners Fluency and Reading Comprehension. <https://doi.org/10.5281/>

Ventista, O.M et al (2023) Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review <https://doi.org/10.1016/j.ssaho.2023.100565>

William, B (2025) The Impact of Digital Learning Tools on Literacy Skills in Philippine Public Schools University of Northern Iowa