



# **EXPLORING THE READING STRATEGIES EMPLOYED BY TEACHERS AND THEIR EFFECT ON THE ACQUISITION OF LEARNERS' READING SKILLS**

Grace D. De Vera  
Marites P. Talosig

*Saint Ferdinand College-City of Ilagan Campus, City of Ilagan,  
Isabela, Philippines*

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## **ABSTRACT**

This study explored the reading strategies employed by teachers in the Ilagan North District, Schools Division Office of the City of Ilagan, Isabela, and examined their effect on learners' acquisition of reading skills. Using a descriptive-correlational research design, 63 elementary teachers were surveyed to identify the strategies they employ across word recognition, reading comprehension, fluency, and vocabulary development, as well as the relationship of these strategies to learners' reading performance. Findings revealed that teachers consistently use explicit phonics instruction, guided reading, repeated oral reading, and vocabulary-enhancement activities, which were perceived as highly effective in improving students' decoding, comprehension, fluency, and word knowledge. Statistical analyses indicated no significant differences in the use of reading strategies across teacher demographics, suggesting that instructional approaches are guided more by curriculum requirements than by individual characteristics. Furthermore, a significant positive correlation was observed between teachers' reading strategies and learners' reading skill acquisition, confirming that systematic and strategy-based instruction directly enhances literacy outcomes. Despite the benefits, teachers reported challenges including limited instructional time, insufficient resources, diverse learner abilities, and inadequate professional development opportunities, which may hinder the full implementation of effective strategies. The study underscores the critical role of evidence-based reading strategies, continuous teacher professional development, and resource support in promoting literacy. By highlighting the most effective classroom practices, the findings provide valuable insights for educators, policymakers, and school

administrators seeking to improve reading proficiency and foster confident, capable, and independent readers.

**Keywords:** *reading strategies, literacy development, word recognition, reading comprehension, teacher professional development*

## INTRODUCTION

Reading is one of the most essential skills and serves as the foundation for lifelong learning. It is a core element of literacy development, shaping a child's ability to interpret, understand, and actively participate in the world. Early reading proficiency is strongly linked to academic success and overall cognitive growth.

The fundamental competencies in education, often referred to as the "3 R's" (reading, writing, and arithmetic), are frequently cited as contributors to learning gaps, particularly in the area of reading. A child's reading ability directly influences their learning process, as difficulties in reading can hinder comprehension across all academic disciplines.

One major obstacle in reading instruction lies in the gap between word recognition and comprehension. Learners may develop strong decoding skills yet still struggle to understand what they read due to limited vocabulary or insufficient contextual knowledge. This challenge highlights the importance of effective classroom strategies for teaching reading.

Equipping educators with knowledge of evidence-based instructional strategies positions them to more effectively support learners in bridging literacy gaps and advancing reading proficiency. The global learning crisis has had a profound impact on early literacy development, with a significant proportion of children failing to attain the minimum threshold of reading competence. Reading is a complex cognitive process that encompasses multiple dimensions, including decoding, fluency, and vocabulary acquisition. The National Reading Panel (2000) identifies five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Collectively, these elements are indispensable for enabling students to engage critically with texts.

Given the universal significance of literacy, the role of strategic reading instruction in enhancing comprehension has been widely acknowledged. UNESCO (2026) emphasized the importance of literacy in improving individual capabilities and supporting education, employment, health, and sustainable development. Empirical evidence from Kasetsart University in Thailand demonstrated that students trained in strategies such as skimming, scanning, and predictive reading achieved higher levels of reading comprehension performance (Banditvilai, 2003, 2020). Similarly, research conducted with English as a Foreign Language learners at a Chinese university revealed that explicit instruction in reading strategies substantially improved comprehension outcomes (Gan and Li, 2022). However, these interventions did not yield significant changes in learner

motivation or self-efficacy, underscoring the necessity of personalized pedagogical approaches (Gan and Li, 2022). These findings highlight the pivotal role of educators in not only applying but also adapting instructional strategies to meet the diverse needs of learners. It has been found that various reading strategies—such as skimming, scanning, making predictions, and questioning—are effective in enhancing students' reading comprehension. These strategies positively influence comprehension, particularly at the higher secondary level, which suggests that teachers should be provided with effective programs to achieve better learning outcomes.

The findings of the Programme for International Student Assessment (PISA) (2022) provide significant insights into the reading skills of Filipino learners. According to the OECD (2026) report, only 24% of Filipino students reached Level 2 or above in reading, compared to the OECD average of 74%. This indicates that a large proportion of learners in the Philippines struggle with basic reading comprehension skills.

These results highlight the urgent need to investigate and apply the most effective reading strategies in classrooms to improve learners' abilities. By addressing the issues reflected in the PISA scores, teachers and policymakers can design targeted intervention programs to combat poor literacy among Filipino students.

The Department of Education (DepEd) (2019), in its 2019 Early Language, Literacy, and Numeracy (ELLN) program report, noted that a significant proportion of early-grade students in the Philippines struggle with reading comprehension. This highlights the urgent need for effective interventions to help learners overcome these difficulties. Reading comprehension involves the ability to read, interpret information, and integrate it with the reader's prior knowledge and experiences.

The MATATAG Curriculum and the Bawat Bata Bumabasa (3Bs) Initiative aim to strengthen reading literacy. However, challenges such as large class sizes, limited resources, and variations in teacher effectiveness continue to hinder progress. To address these difficulties, tools like the Comprehensive Rapid Literacy Assessment (CRLA) can be employed to identify the specific needs of learners.

The research problem of this study is to examine the reading strategies used by teachers, with particular emphasis on the need to develop targeted approaches for struggling readers. A study by David et al. (2022) highlights that these constraints make it difficult for many teachers to implement differentiated strategies, thereby affecting students' reading development. The MATATAG Curriculum and the Bawat Bata Bumabasa (3Bs) Initiative are meant to enhance reading literacy, yet the problem of large classes, lack of resources and differences in teacher effectiveness remain as challenges. To overcome these difficulties, such tools as Comprehensive Rapid Literacy Assessment (CRLA) can be used to determine the particular needs of the learners. The research problem of the study is to develop an understanding of what reading strategies are employed by teachers, with the focus on the necessity to develop specific strategies to help struggling readers. A study by David et al. reveals that the constraints pose problems to many teachers in their application of differentiated strategies, which influence the development of students with regard to reading (David et al., 2022).

In cultivating children's reading skills, teachers play a crucial role, as their methods can either encourage or hinder the development of literacy. The effectiveness of these methods is often influenced by factors such as the classroom environment, teacher proficiency, and the resources available. Therefore, it is essential to evaluate whether reading programs and policies have truly addressed literacy challenges.

From the researcher's professional experience, many learners were able to decode English words accurately but struggled to comprehend their meaning. To support understanding, the researcher often translated words into Tagalog or the learners' mother tongue. Over more than five years of teaching, various reading strategies—including phonics instruction, flashcards for sight words, guided oral reading, and vocabulary development activities—were implemented to enhance literacy development. While some learners demonstrated improvement, others continued to struggle with decoding, retention of sight words, and comprehension despite repeated interventions. These experiences highlighted the diverse needs of learners and underscored the necessity of systematically examining the effectiveness of reading strategies employed in the classroom.

Although national initiatives have been introduced to improve reading ability, little research has been conducted to determine the effectiveness of reading strategies in the Ilagan North District, SDO City of Ilagan, Isabela. Many teachers in the district employ different approaches, yet their impact on reading skills remains underexplored. To strengthen literacy outcomes, it is imperative to evaluate the effectiveness of these strategies.

The researcher aimed to examine the reading strategies employed by teachers in the Ilagan North District and how these strategies influenced the development of students' reading skills. This study is motivated by the researcher's personal experiences and the need to identify effective approaches to address reading difficulties. The findings are expected to benefit teaching practices, enhance students' comprehension, and support evidence-based interventions by highlighting the most effective strategies for strengthening literacy programs.

## Research Questions

This study sought to examine the reading strategies employed by teachers and their impact on the development of learners' reading skills in the Ilagan North District, Schools Division Office (SDO) of the City of Ilagan, Isabela.

Specifically, it addressed the following research questions:

1. What is the profile of the teacher-respondents in terms of:
  - a. Age
  - b. Sex
  - c. Years of teaching experience
  - e. Grade level taught

- d. Seminars attended in line with reading.
2. What are the reading strategies commonly employed by teachers in teaching reading?
3. Is there significant difference in the reading strategies commonly employed by teachers when grouped according to their profile?
4. How do these reading strategies affect the acquisition of learners' reading skills in terms of:
  - a. Word recognition;
  - b. Reading comprehension;
  - c. Fluency and
  - d. Vocabulary development?
5. Is there significant relationship between the reading strategies employed by teachers and the acquisition of learners' reading skills.
6. What challenges do teachers encounter in implementing reading strategies in the classroom?

## **METHODOLOGY**

### **Research Design**

This study employed a descriptive-correlational research design to investigate teachers' use of reading strategies and their influence on learners' acquisition of reading skills. The descriptive aspect was utilized to systematically identify and assess the extent to which teachers implement various strategies, including those related to word recognition, fluency, vocabulary development, and reading comprehension. The correlational component allowed for the examination of relationships between these teaching strategies and learners' reading skill acquisition. This design is appropriate because it enabled the systematic collection and analysis of numerical data, making it possible to identify patterns and determine the strength of associations between instructional practices and reading outcomes.

### **Locale of the Study**

The research was conducted in the Ilagan North District, Schools Division Office (SDO) of the City of Ilagan, Isabela, which encompasses several public elementary, secondary, and integrated schools. This location was selected due to its relevance to the study, particularly the need to assess the effectiveness of reading strategies employed by educators to enhance learners' literacy. The study focused on elementary teachers across various grade levels within the district to provide a comprehensive view of reading instruction practices.

## Selection and Description of Respondents

The respondents of this study are the 63 teachers from Ilagan North District, SDO City of Ilagan, Isabela, all of whom are actively engaged in teaching reading. This figure represents the total number of teachers across the different grade levels in the district.

**Table 1**  
**Respondents of the Study**

School	Grade Level			Total Population of Key Stage 1 Teachers in North District SDO City of Ilagan
	Grade 1	Grade 2	Grade 3	
Balla Elementary School	1	0	1	2
Bangag Elementary School	1	1	1	3
Capellan Elementary School	2	2	2	8
Capo Elementary School	1		1	2
Fuyo Elementary School	1	1	1	3
Manaring Integrated School	2	2	1	5
Marana 3 <sup>rd</sup> Elementary School	1		1	2
Minabang Elementary School	1	1	1	3
Morado Elementary School	1	1	1	3
Nanaguan Elementary School	1	1	1	3
Pasa Elementary School	1	1	1	3
Rang-ayan Elementary School	2	1	1	4
San Juan Rugao Elementary School	2	2	2	6
San Lorenzo Integrated School	1	1	1	3
San Pablo Quimalabasa Elementary School	1	0	1	2
San Rodrigo Elementary School	1	1	1	3
Sta. Catalina Elementary School	1	1	1	3
Sta. Victoria Elementary School	1	1	1	3
Tangcul- San Isidro Elementary School	1	2	1	4
<b>Total</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>63</b>

## Data Gathering Procedure

Data collection in the study was carefully structured. First, permission was requested through the proper channels: the Schools Division Superintendent of the City of Ilagan, via the Principal-In-Charge of the Ilagan North District of the Schools Division of the City of Ilagan, as well as the School Heads of the participating teachers. Once approval was granted, validated questionnaires were distributed in printed form to the respondents. The survey participants were given sufficient time to complete the questionnaires to ensure accuracy and thoughtful responses. After the collection period, the completed questionnaires were checked, coded, and prepared for statistical analysis.

## Statistical Treatment of Data

After the data were tabulated, the following statistical tools were used to analyzed the data.:

**Frequency and percentage distribution.** These were used to analyze the demographic profile of the teacher-respondents.

**Weighted mean.** This was used to analyze the reading strategies commonly employed by teachers in teaching reading, the effect on the acquisition of students reading skills and the challenges faced by teachers in implementing reading strategies based on Likert-scale responses.

**One-Way Analysis of Variance (ANOVA).** This statistic was used to determine whether there are significant differences in reading strategies employed by teachers when grouped according to age, sex, years of teaching experience, grade level taught and seminars attended.

**Pearson correlation coefficient (r).** This statistical test was used to determine the relationship between reading strategies and students' reading skill acquisition, particularly in word recognition, reading comprehension, fluency, and vocabulary development.

## RESULTS AND DISCUSSION

### 1. What is the profile of the teacher-respondents in terms of:

#### a. Age

**Table 1**  
**Profile of the Respondents according to Age**

Age	Frequency	Percent
20-30	8	12.7
31-40	21	33.3
41-50	24	38.1

51 above	10	15.9
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 1 presents the profile of the respondents according to age. Of the 63 participants, eight or 12.7% are between 20–30 years old, while 21 or 33.3% fall within the 31–40 age range. The largest group, comprising 24 respondents or 38.1%, are aged 41–50 years. Meanwhile, 10 respondents or 15.9% are 51 years old and above. These figures indicate that the majority of the respondents belong to the 41–50 age bracket, suggesting that most participants are in their mid-career stage.

These data reveal that most respondents fall within the 41–50 age bracket, indicating that the majority are in their mid-career stage. Teachers in this age range typically possess substantial professional experience and have been exposed to a variety of instructional approaches. This finding aligns with the work of Mercado and Ching (2016), who emphasized that teacher competence and consistency are critical to the success of reading instruction. They argued that educators trained in strategy-based pedagogy are better equipped to address the diverse reading needs of learners. Similarly, Encinares and Manga (2022) highlighted that explicit strategy instruction, coupled with ongoing professional training, enhances teachers' capacity to implement effective reading practices. Viewed in this context, the age distribution of the respondents suggests that many teachers have reached a level of professional maturity and benefited from training opportunities that support intentional and strategic approaches to teaching reading.

In this context, the age distribution of the respondents may suggest that many teachers have gained professional maturity and exposure to training opportunities that support the intentional and strategic teaching of reading.

b. Sex

**Table 2**  
**Profile of the Respondents according to Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Female	58	92.1
Male	5	7.9
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 2 shows that the majority or 92.1% of the respondents are female compared to only 7.9% male. This distribution reflects common trends in elementary school classrooms where female teachers typically dominate the field of primary-level reading instruction. The prevalence of female teachers may influence the classroom environment, as research suggests that caring and culturally responsive teaching strategies foster student motivation and enhance comprehension according to Arbon & Pariña (2018). Young learners often thrive in positive reading environments created by teachers who are perceived as nurturing and supportive.

Although male teachers represent a smaller proportion, their presence remains valuable. They can serve as role models for boys who may be less engaged in reading, offering representation and encouragement. Villanueva emphasizes that having both male and female teachers in the classroom promotes balance and diversity in teaching styles, ultimately benefiting all learners.

c. Years of Teaching Experience

**Table 3**  
**Profile of the Respondents according to Years of Teaching Experience**

<b>Years of Teaching Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	11	17.5
6-10 year	16	25.4
11-15 years	13	20.6
16 years and above	23	36.5
<b>Total</b>	<b>63</b>	<b>100.0</b>

The table shows that the majority of teacher respondents have more than sixteen years of teaching experience, representing 36.5% of the total sample. This indicates that a substantial proportion of teachers are highly experienced in working with students across diverse reading levels. Such experience equips them to identify and implement effective reading strategies tailored to their students' needs. According to the Institute of Education Sciences practice guides, effective reading instruction should be grounded in explicit, evidence-based strategies that support learners' foundational reading skills, comprehension, and vocabulary development. IES emphasizes that teachers, reading coaches, and professional-development providers may use these guides in planning instruction and strengthening evidence-based reading practices. In particular, Kamil et al. (2008) recommended explicit vocabulary instruction and direct comprehension strategy instruction as important approaches for improving students' literacy outcomes. Viewed in this context, teachers who have accumulated substantial classroom experience and professional training may be better positioned to apply varied instructional strategies, adjust reading activities based on learners' needs, and design meaningful learning experiences that promote comprehension and vocabulary growth.

This implies that the age and experience of the teachers in this study are a major factor that positively influences their instructional practices, especially with regard to teaching reading. Not only do experienced teachers know how to implement many different reading strategies, they are flexible enough to make adjustments based upon the needs of their students. As Serravallo (2023) states, the flexibility to make adjustments in strategy is one of the greatest strengths of the experienced teacher, and will assist students in developing their reading skills.

The majority of teachers in the United States have significant amounts of time teaching and therefore are able to provide reading strategies to assist students with their reading comprehension. According to the Institute of Education Sciences, effective literacy instruction should involve structured and explicit instruction, where teachers

model and explain specific reading strategies, provide guided practice, and give feedback on students' use of those strategies (Kamil et al., 2008). This suggests that a teacher's ability to establish a clear, organized, and consistent method of instruction is important in helping students improve their reading comprehension and overall literacy skills. This is supported by the IES practice guide, which recommends explicit vocabulary instruction and direct comprehension strategy instruction for improving students' literacy outcomes. It also states that structured and explicit instruction includes teacher modeling, explanation, guided practice, feedback, and scaffolding.

d. Grade Level

**Table 4**  
**Profile of the Respondents according to Grade Level**

<b>Grade Level Taught</b>	<b>Frequency</b>	<b>Percent</b>
Grade 1	23	36.5
Grade 2	19	30.2
Grade 3	21	33.3
<b>Total</b>	<b>63</b>	<b>100.0</b>

Most or 36.5% of respondents are assigned to teach Grade 1 pupils, followed by Grade 3 (33.3%) and Grade 2 (30.2%). These figures indicate that most teachers are responsible for the lower grade levels, where children begin to develop essential reading abilities and foundational literacy skills. At Grades 1 through 3, teachers play a pivotal role in shaping students' reading proficiency, as these years are critical for establishing the groundwork of literacy. Early exposure to effective reading strategies, as emphasized by Foorman et al. (2016), has been shown to enhance decoding and comprehension skills. Consequently, instruction at the primary grade levels is crucial in building a strong and lasting foundation for students' reading development.

Teaching lower grade levels requires not only patience and creativity but also the ability to design lessons that are both engaging and interactive. Foorman et al., (2016) highlights that when teachers actively model and guide the reading process, students develop greater confidence as readers. This underscores the importance of instructional strategies in early education that are accessible, enjoyable, and effective.

Moreover, the distribution of teachers across Grades 1 through 3 places them in a pivotal position to foster reading growth. At these levels, instruction can be carefully scaffolded—progressing from basic word recognition to more advanced comprehension skills. Foorman et al., (2016) emphasize that reading instruction should unfold gradually, and Grades 1 through 3 provide the ideal foundation for initiating this developmental journey.

e. Seminars Attended

**Table 5**  
**Profile of the Respondents According to Seminars Attended**

	Seminars Attended	Frequency
1	No seminar attend	27
2	Division Roll-Out on the Upskilling of School Heads, Reading Coordinators and K to 3 Teachers in Early Language Literacy and Numeracy (ELLN) with Focus on the Science of Reading (SOR)	8
3	Division Seminar- Workshop on Administration of Multi-Factored Assessment Tool (MFAT)	8
4	Division Seminar-Workshop on Early Literacy Language and Numeracy (ELLN)	9
5	Division Orientation on the Utilization of Bridging Primer 3	19
<b>Total</b>		<b>71</b>

Table 5 presents the seminars attended by teacher-respondents on reading and literacy development. Of the 71 respondents, 27 indicated that they have not attended any seminar in the past three years. Nineteen responses reflected participation in the Division Orientation on the Utilization of Bridging Primer 3, while nine responses were for the Division Seminar-Workshop on Early Literacy, Language, and Numeracy (ELLN). Eight responses each were recorded for the Division Roll-Out on the Upskilling of School Heads, Reading Coordinators, and K to 3 Teachers in Early Language Literacy and Numeracy (ELLN) with emphasis on the Science of Reading (SOR), and the Division Seminar-Workshop on the Administration of the Multi-Factored Assessment Tool (MFAT).

Professional development opportunities, such as seminars and workshops, allow teachers to acquire innovative strategies and remain informed about current instructional trends. Darling-Hammond et al. (2017) emphasized that effective teacher professional development is content-focused, collaborative, and connected to actual classroom practice. In the context of reading instruction, the Learning First Alliance (2000) likewise stressed that teachers' own continuous learning is essential in helping more children learn to read. Training sessions therefore serve as valuable forums where educators can deepen their understanding of reading strategies and learn practical methods that may be immediately applied in the classroom. Without sufficient access to ongoing training, teachers often rely on traditional, time-honored approaches to reading instruction. While these methods have their place, they can restrict students' growth and limit their potential in developing strong reading comprehension skills.

Improving students' reading comprehension skills requires well-prepared teachers who are committed to professional growth. Teachers often take the initiative to attend seminars and workshops, which play a crucial role in enhancing their instructional practices. According to Kamil et al. (2008), direct and explicit comprehension strategy instruction helps improve students' reading comprehension by guiding learners in strategies such as summarizing, asking and answering questions, paraphrasing, and identifying main ideas. Similarly, Iwai (2016) found that explicit instruction in

metacognitive reading strategies increased teacher candidates' awareness and preparedness to apply these strategies in the classroom. Therefore, trained teachers are better positioned to guide students in activities such as predicting story events, questioning story details, and summarizing main points, which help learners understand the meaning and structure of a text.

These findings emphasize the importance of providing teachers with continuous opportunities for professional development. Schools and educational offices should therefore prioritize the design and implementation of seminars and workshops that strengthen teachers' proficiency in applying effective reading strategies. Furthermore, Lucas et al. explain that adequately trained teachers not only become more confident but also more consistent in their delivery of reading instruction. This confidence translates into improved student outcomes, enabling learners to develop reading skills more quickly and efficiently.

## 2. What are the reading strategies commonly employed by teachers in teaching reading?

**Table 6**  
**Reading Strategies Commonly Employed by Teachers in Teaching Word Recognition**

<b>A. WORD RECOGNITION</b>		Mean	Description
1	I use explicit phonics instruction to help learners decode unfamiliar words.	3.75	Always
2	I use sight words instruction to support reading.	3.71	Always
3	I use word patterns to support learners in remembering sight words and commonly used vocabulary.	3.59	Always
4	I introduce/practice sound and spelling pattern to help learners decode words.	3.78	Always
5	I use word blending routines to help learners read and recognize patterns in words automatically and quickly.	3.70	Always
6	I use picture clues to help learners identify words through context.	3.67	Always
7	I use repeated reading of familiar texts to improve learners' reading fluency and word recognition.	3.76	Always
8	I use letter-sound correspondence drills to strengthen learners' phonics skills.	3.76	Always
9	I use flash card practice to help learners recognize and recall high-frequency words quickly.	3.52	Always

10	I use word games (e.g., bingo, matching, puzzles) to make word recognition fun and engaging.	3.32	Always
	<b>Mean</b>	<b>3.66</b>	<b>Always</b>

Table 6 reveals an overall mean score of 3.66, verbally interpreted as Always, indicating that teachers consistently employ word recognition strategies in reading instruction. The majority of indicators yielded mean scores between 3.59 and 3.78, suggesting that these strategies are systematically and regularly integrated into classroom practice. This underscores the strong emphasis teachers place on developing learners' word recognition skills—an essential prerequisite for decoding, fluency, and comprehensive reading proficiency. As a foundational component of literacy, word recognition enables learners to accurately identify words, which is a critical step before constructing meaning from text.

This finding highlights that teachers demonstrate strong consistency in guiding students to recognize words both quickly and accurately. Word identification serves as a fundamental building block for sentence comprehension. As emphasized by The Reading League (2022), effective reading instruction begins with precise word recognition; when students struggle to read words correctly, their overall comprehension of texts is likely to become compromised.

Interestingly, the indicator “I use word games (e.g., bingo, matching, puzzles) to make word recognition fun and engaging” received the lowest mean score of 3.32, though it was still verbally described as Always. This suggests that teachers do incorporate word games into their instruction, although less consistently than more structured approaches such as phonics drills or guided reading.

These findings reinforce the position of The Reading League, which asserts that effective reading instruction should not only focus on teaching technical reading skills but also provide opportunities for students to build confidence in independently recognizing words. In this way, instruction balances rigor with engagement, ensuring that students develop both accuracy and self-assurance in their reading journey.

These findings are reinforced by insights from informal interviews with selected Key Stage 1 teachers. The teachers reported that phonics instruction, guided reading, repeated oral reading, and vocabulary-building activities are among the most frequently used strategies in their classrooms, particularly for learners still developing basic decoding skills. Among these, repeated oral reading was highlighted as especially effective in improving fluency, particularly for slow readers and those struggling with word recognition. Teachers emphasized that these approaches are both practical and adaptable, making them valuable in classrooms with diverse reading levels.

The interview responses corroborate the survey results, confirming that word recognition strategies are not only consistently implemented but also widely perceived as effective in strengthening learners' foundational reading skills. The data indicate that teachers integrate word recognition into their daily instruction, recognizing its importance

for beginning readers in Grades 1 through 3—when students are first learning to decode and pronounce words. Overall, the findings suggest that teachers acknowledge the critical role of word recognition in establishing a solid foundation for lifelong reading proficiency.

**Table 7**  
**Reading Strategies Commonly Employed by Teachers in Teaching Reading Comprehension**

B. READING COMPREHENSION		Mean	Description
1	I ask learners to guess what the story is all about before and during reading.	3.59	Always
2	I ask learners to create mental images based on the text.	3.41	Always
3	I encourage learners to ask and answer questions to understand the story better.	3.67	Always
4	I ask learners to identify the main idea and important details after reading.	3.48	Always
5	I let learners to retell the story in their own words.	3.70	Always
6	I ask learners to identifying story elements about characters, setting, problem, and solution.	3.60	Always
7	I ask learners to draw conclusions using clues from the text.	3.43	Always
8	I ask learners to figure out word meanings using nearby words or context clues .	3.51	Always
9	I help learners understand the text deeply by asking them to read more than once.	3.76	Always
10	I help learners organize their ideas and details from the story using graphic organizer or story mapping.	3.57	Always
	<b>Mean</b>	<b>3.57</b>	<b>Always</b>

Table 7 presents an overall mean score of 3.57, interpreted as Always, indicating that teachers consistently employ strategies aimed at enhancing reading comprehension. The highest mean of 3.76 suggests that teachers frequently encourage learners to read texts multiple times, thereby fostering deeper understanding. In contrast, lower mean scores of 3.41 and 3.43 reveal that activities such as creating mental images and drawing conclusions are used less often.

These findings highlight that teachers generally emphasize methods that help learners grasp the literal meaning of texts, such as answering comprehension questions, identifying story elements, and explaining ideas in simplified terms. This pattern aligns with the view of Duke and Pearson (2002), who emphasized that students achieve stronger comprehension when teachers provide explicit instruction, model comprehension strategies, and guide learners through practice. Similarly, Kamil et al. (2008) recommended direct and explicit comprehension strategy instruction, including activities such as summarizing, asking and answering questions, paraphrasing, and identifying main ideas. These approaches suggest that teacher-guided instruction plays an important role in helping learners understand the meaning and structure of texts.

It is also evident that much of teachers' instructional time is devoted to literal comprehension (understanding what the text explicitly states) rather than higher-order skills such as inference and evaluation. This tendency may reflect the developmental stage of many learners in lower grade levels, who are still building foundational comprehension abilities. Basilio further noted that comprehension develops progressively: beginning with literal understanding and advancing toward the interpretation of deeper, more abstract meanings within the text.

This finding indicates that teachers acknowledge the significance of comprehension and actively support their learners in this area. However, the slightly lower mean scores on certain indicators suggest that more opportunities could be provided to foster deeper critical and reflective comprehension. By integrating both literal and inferential reading activities, teachers can help learners progress from basic understanding toward more advanced and nuanced interpretations of texts.

**Table 8**  
**Reading Strategies Commonly Employed by Teachers in Teaching Fluency**

<b>C. FLUENCY</b>		Mean	Description
1	I use repeated reading to help learners read texts more smoothly and with better expression.	3.81	Always
2	I use choral reading to allow learners to practice reading together and gain confidence.	3.81	Always
3	I use echo reading, where I read a line first, and learners repeat it for mastery.	3.73	Always
4	I use peer reading to give learners the chance to read aloud and support each other.	3.67	Always
5	I model fluent reading by reading aloud to demonstrate proper pacing and intonation.	3.83	Always
6	I use timed reading activities to build learners' reading speed and automaticity.	3.40	Always
7	I encourage reading along with audio recordings and video lessons to help learners hear and follow fluent reading.	3.25	Always
8	I provide feedback and praise to guide learners toward more fluent reading.	3.78	Always
9	I conduct performance reading activities like poetry reading to make fluency practice engaging and purposeful.	3.38	Always
10	I provide timed repeated reading, allowing learners to reread short passages within a time limit to build speed and confidence.	3.51	Always
	<b>Mean</b>	<b>3.62</b>	<b>Always</b>

As shown in Table 8, the overall mean score of 3.62, verbally interpreted as Always, indicates that teachers consistently employ fluency-building strategies in their reading

instruction. This finding highlights teachers' recognition of fluency as a critical component in helping learners read accurately, smoothly, and with appropriate expression—skills that directly support comprehension. The highest mean of 3.83 was recorded for the indicator “I model fluent reading by reading aloud to demonstrate proper pacing and intonation.” This suggests that teachers place strong emphasis on modeling as an effective strategy, enabling learners to observe and imitate proper reading pace and expression. In contrast, the lowest mean of 3.25, though still interpreted as Always, was obtained for the indicator “I encourage reading along with audio recordings and video lessons to help learners hear and follow fluent reading.” This implies that while multimedia tools are incorporated, they are used less consistently compared to direct teacher modeling. Overall, the results demonstrate that fluency strategies are regularly integrated into classroom practice, with modeling emerging as the most prominent approach.

These findings are reinforced by the Education Development Center, Inc., which has shown that digital reading experiences can enhance learners' vocabulary, comprehension, and critical thinking. Technology-supported reading activities not only sustain student engagement but also create opportunities for fluency development. However, the slightly lower-than-expected mean score of 3.25 for advanced fluency strategies—such as audio- and video-based reading—suggests similar concerns raised by the Education Development Center, Inc. (2018), digital reading does not always guarantee improved comprehension or grammatically accurate responses.

To address this, educators should strengthen instructional resources and professional development to maximize the potential of digital tools in promoting fluency. The results indicate that teachers recognize the importance of supporting students in developing a smooth reading pace and expressive delivery, which allows learners to focus more on meaning rather than word recognition. Fluency serves as a critical bridge between decoding and comprehension, enabling students to read with confidence and deeper understanding.

The study's findings align with the Education Development Center, Inc.'s assertion that “fluency is associated with increased reading confidence and engagement.” Data further suggest that teachers consistently integrate fluency strategies into daily reading activities across the classroom, including group reading, read-aloud, and echo reading. According to the Education Development Center, Inc. such interactive practices make reading more enjoyable and motivate students to read more frequently.

**Table 9**  
**Reading Strategies Commonly Employed by Teachers in Teaching Vocabulary Development**

D. Vocabulary Development		Mean	Description
1	I teach new vocabulary before reading to help learners understand key words in the text.	3.67	Always
2	I use context clues to help learners infer the meaning of unfamiliar words while reading.	3.65	Always

3	I encourage the use of graphic organizers (like word maps or semantic webs) to expand learners' understanding of vocabulary.	3.49	Always
4	I engage learners in vocabulary games (e.g., word bingo, matching, crossword puzzles) to make learning new words more interactive.	3.46	Always
5	I teach root words, prefixes, and suffixes to help learners decode and build vocabulary.	3.46	Always
6	I use mental imagery by asking learners to visualize or draw the meaning of new words to enhance understanding.	3.49	Always
7	I read aloud texts with rich vocabulary and pause to explain and discuss unfamiliar words.	3.76	Always
8	I use questioning techniques (e.g., "What does this word mean in this sentence?" or "Can you think of another word that means the same?") to promote vocabulary thinking.	3.60	Always
9	I provide vocabulary journals or notebooks where learners write, draw, and reflect on new words they learn.	3.24	Frequently
10	I use digital flashcards to reinforce vocabulary through repetition and games.	3.60	Always
	<b>Mean</b>	<b>3.54</b>	<b>Always</b>

Data in Table 9 show an overall mean of 3.54, verbally interpreted as Always, indicating that teachers consistently employ strategies to enhance learners' vocabulary. The mean scores of the indicators are relatively close, ranging from 3.46 to 3.76, which suggests that vocabulary-building activities are regularly integrated into reading instruction. This highlights teachers' recognition of vocabulary as a vital component of reading comprehension, since understanding word meanings enables learners to construct meaning from texts more effectively.

However, the indicator "I provide vocabulary journals or notebooks where learners write, draw, and reflect on new words they learn" obtained a mean of 3.24, verbally interpreted as Frequently. This implies that while teachers value reflective vocabulary activities, the consistent use of vocabulary journals may be constrained by factors such as limited instructional time, additional writing demands on learners, or classroom management considerations. Nevertheless, the results indicate that reflective practices are still implemented, though not as consistently as other vocabulary strategies.

The findings indicate that educators recognize vocabulary acquisition as a crucial factor in students' reading comprehension. Cabrejas and Chavez (2018) found that vocabulary instruction using cognitive strategies helped improve students' reading comprehension, particularly in determining word meaning in context and interpreting figurative language. Their study suggests that when learners are meaningfully and cognitively engaged in vocabulary learning, they are better able to understand and apply

word meanings within texts. Thus, vocabulary instruction that encourages students to think about, connect, and use words in context may strengthen retention and support comprehension across different reading tasks.

Teachers devote considerable time to vocabulary instruction because they understand that a limited word base restricts comprehension. According to the Schools Division Office of Cagayan de Oro City, students with broader vocabularies are able to connect ideas more easily and grasp written texts more quickly than those with fewer words at their disposal. To make vocabulary learning engaging and memorable, educators often incorporate word games, synonyms and antonyms, as well as visual aids.

Overall, the evidence suggests that vocabulary development is consistently embedded in reading lesson plans, as it is essential for both comprehension and communication skills. This aligns with the Schools Division Office of Cagayan de Oro City's conclusion that expanding students' vocabulary fosters confidence and leads to greater success in reading and other academic areas.

**3. Is there significant difference in the reading strategies commonly employed by teachers when grouped according to their profile?**

**Table 10**  
**Results of the Test of Significant Difference in the Reading Strategies Commonly Employed by Teachers When Grouped According to their Profile**

Profile	Significance F	Decision	Remarks
Age	.591	Accept Ho	Not Significant
Sex	.702	Accept Ho	Not Significant
Years of Teaching Experience	.505	Accept Ho	Not Significant
Grade Level Taught	.485	Accept Ho	Not Significant
Seminars Attended	.993	Accept Ho	Not Significant

Table 10 presents the results of the analysis of variance (ANOVA), which was conducted to determine whether significant differences exist in the reading strategies employed by teachers when grouped according to their profile. The findings reveal that all computed F-values exceed the 0.05 level of significance. Consequently, the null hypothesis is accepted, indicating that no significant differences are observed in the reading strategies used by teachers based on age, sex, years of teaching experience, grade level taught, or number of seminars attended.

This outcome suggests that teachers, regardless of personal or professional characteristics, adopt similar approaches to reading instruction. Whether young or experienced, male or female, they consistently apply strategies such as word recognition, comprehension, fluency, and vocabulary development. Afflerbach (2015) has emphasized that effective reading strategies are universal and can be implemented by teachers from diverse backgrounds once they receive appropriate training.

Furthermore, the absence of significant differences implies that the use of reading strategies is shaped more by curriculum standards than by individual factors. Since schools generally follow uniform reading programs and instructional materials, teachers tend to employ comparable techniques across grade levels. Grabe and Yamashita (2022) also noted that the success of reading instruction depends less on demographic variables and more on the consistent practice and reinforcement of strategies within the classroom.

In conclusion, the findings suggest that teacher demographics have little impact on the selection or application of reading strategies. This indicates that the use of such techniques is largely standardized, driven more by student needs than by the teacher's personal characteristics. As noted by Encinares and Manga (2022), it is teachers' ability to adapt to instructional requirements—rather than their individual profiles—that determines the effectiveness of their reading strategy implementation.

**4. How do these reading strategies affect the acquisition of learners' reading skills in terms of:**

a. Word Recognition

**Table 11**  
**Effect of Reading Strategies on the Acquisition of Learners' Reading Skills in Terms of Word Recognition**

A. Word Recognition		Mean	Description
1	How effective do you believe that phonics instruction improves students' ability to recognize words?	3.86	Highly Effective
2	How effective do you find sight word instruction in supporting reading development?	3.83	Highly Effective
3	How effective do you use word walls to support learners in remembering sight words and commonly used vocabulary?	3.75	Highly Effective
4	How effective do you find decoding and blending techniques in helping learners read unfamiliar words?	3.79	Highly Effective
5	How effective are word families and onset-rime activities in helping learners recognize patterns in words?	3.78	Highly Effective
6	How effective are picture clues in helping learners identify words through context?	3.78	Highly Effective

7	How effective is repeated reading of familiar texts in improving learners' reading fluency and word recognition?	3.78	Highly Effective
8	How effective are letter-sound correspondence drills in strengthening learners' phonics skills?	3.84	Highly Effective
9	How effective is flash card practice in helping learners quickly recognize and recall high-frequency words?	3.84	Highly Effective
10	How effective are word games (e.g., bingo, matching, puzzles) in making word recognition fun and engaging?	3.78	Highly Effective
	<b>Mean</b>	<b>3.80</b>	<b>Highly Effective</b>

Table 11 indicates that the overall mean score of 3.80 reflects a strong impact of teachers' reading strategies on learners' word recognition skills. This suggests that when educators employ approaches such as phonics instruction, sight-word practice, and syllable recognition, students become more confident and accurate in decoding words. The consistently high mean values across all indicators demonstrate that these methods reliably support learners in identifying and pronouncing words with ease.

The findings highlight the importance of teachers' efforts in modeling pronunciation and guiding decoding processes, which play a crucial role in students' reading development. As Grabe and Yamashita (2022) emphasizes, accurate word recognition forms the foundation of reading comprehension, since students must first decode words before they can grasp meaning. Thus, the consistent application of recognition strategies ensures that learners establish a solid base for reading growth. According to Afflerbach (2015), educators who employ strategies such as repetition, modeling, and explicit decoding instruction help students develop automaticity. This, in turn, enables learners to devote more cognitive resources to comprehension rather than expending effort on word recognition.

Overall, the evidence demonstrates that teachers' use of reading strategies significantly enhances learners' ability to recognize and read words. This finding is consistent with Foorman et al. (2016), who emphasized that students should be taught to decode words, analyze word parts, and recognize words efficiently as part of foundational reading instruction. Their practice guide further explains that as students become more efficient in word recognition, they are better able to focus on meaning, thereby supporting reading comprehension. Similarly, Blachman and Murray (2011) noted that systematic and explicit decoding instruction helps children read words more accurately and fluently, providing an essential foundation for more advanced literacy tasks.

#### b. Reading Comprehension

**Table 12**  
**Effect of Reading Strategies on the Acquisition of Learners' Reading Skills in Terms of Reading Comprehension**

<b>B. Reading Comprehension</b>		Mean	Description
1	How effective is predicting in helping learners guess what the story will be about before and during reading?	3.71	Highly Effective
2	How effective is visualizing in helping learners create mental images based on the text?	3.65	Highly Effective
3	How effective is questioning in guiding learners to ask and answer questions to understand the story better?	3.81	Highly Effective
4	How effective is summarizing in helping learners identify the main idea and important details after reading?	3.71	Highly Effective
5	How effective is retelling in allowing learners to express the story in their own words?	3.75	Highly Effective
6	How effective is identifying story elements in teaching learners about characters, setting, problem, and solution?	3.83	Highly Effective
7	How effective is inferring in teaching learners how to draw conclusions using clues from the text?	3.78	Highly Effective
8	How effective is using context clues in guiding learners to figure out word meanings using nearby words or sentences?	3.78	Highly Effective
9	How effective is close reading in helping learners understand the text deeply by reading it more than once?	3.84	Highly Effective
10	How effective is using graphic organizers in helping learners organize their ideas and details from the story?	3.73	Highly Effective
	<b>Mean</b>	<b>3.76</b>	<b>Highly Effective</b>

Table 12 indicates that the overall mean score of 3.76 suggests teachers' use of reading strategies has a strong impact on learners' comprehension skills. This finding highlights that when teachers guide students in predicting, questioning, summarizing, and drawing conclusions, learners achieve a deeper understanding of the texts they encounter. The consistently high mean values further demonstrate that these strategies effectively help learners connect ideas and derive meaning from passages. The uniformity of high scores across indicators shows that comprehension-based strategies are actively integrated into classroom practice. This supports Üstündağ-Algin' (2025)'s findings that explicit teaching of comprehension skills through modeling and guided practice leads to higher reading performance. Students learn not just to read but also to think critically about what they read.

Comprehension strategies clearly enable students to progress beyond simple recall and toward deeper understanding. Villanueva (2022) emphasizes that when teachers incorporate activities such as summarizing, inferring, and self-questioning, students become more skilled at analyzing and interpreting information. These abilities are vital for success across all academic subjects. Overall, the findings highlight that teachers' use of reading strategies plays a crucial role in strengthening students' comprehension. This strong influence underscores the importance of teaching comprehension intentionally and reinforcing it with active reading practices so that learners grow into independent and reflective readers.

c. Fluency

**Table 13**  
**Effect of Reading Strategies on the Acquisition of Learners' Reading Skills in Terms of Fluency**

<b>C. Fluency</b>		Mean	Description
1	How effective is repeated reading in helping learners read texts more smoothly and with better expression?	3.84	Highly Effective
2	How effective is choral reading in allowing learners to practice reading together and gain confidence?	3.84	Highly Effective
3	How effective is echo reading, where you read a line first and learners repeat it, in modeling fluency?	3.83	Highly Effective
4	How effective is partner reading in giving learners the chance to read aloud and support each other?	3.76	Highly Effective
5	How effective is modeling fluent reading by reading aloud to demonstrate proper pacing and intonation?	3.75	Highly Effective
6	How effective are timed reading activities in building learners' reading speed and automaticity?	3.75	Highly Effective
7	How effective is encouraging reading along with audio recordings in helping learners hear and follow fluent reading?	3.68	Highly Effective
8	How effective is providing feedback and praise in guiding learners toward more fluent reading?	3.83	Highly Effective
9	How effective are performance reading activities, such as poetry reading, in making fluency practice engaging and purposeful?	3.73	Highly Effective
10	How effective is providing timed repeated reading, where learners reread short passages within a time limit, in building speed and confidence?	3.75	Highly Effective
	<b>Mean</b>	<b>3.77</b>	<b>Highly Effective</b>

As shown in Table 13, the overall mean score of 3.77 suggests that teachers' reading strategies exert a strong influence on learners' fluency. When educators promote oral reading, repeated practice, and guided instruction, students develop into more fluent

readers who can read smoothly and with appropriate expression. The consistently high mean values indicate that fluency strategies are effectively embedded in classroom teaching. Fluency is essential for comprehension because readers who decode effortlessly can concentrate on meaning rather than word recognition. This aligns with Grabe and Yamashita (2022) view that fluent reading enables learners to process text naturally and confidently. Through repeated exposure and constructive feedback, students gradually acquire the ability to read at an appropriate pace with improved pronunciation, rhythm, and intonation.

The findings are likewise consistent with Cinadre's (2023) findings, which highlights that interactive and performance-based reading practices significantly enhance students' engagement and confidence. When teachers provide ongoing support and model effective techniques, learners are motivated to practice reading aloud and develop appropriate pacing. The evidence suggests that fluency strategies make reading more automatic and enjoyable, fostering a positive learning experience. Moreover, the strong impact of these methods underscores their importance in bridging the gap between decoding and comprehension, ultimately helping students become more confident and expressive readers.

d. Vocabulary Development

**Table 14**  
**Effect of Reading Strategies on the Acquisition of Learners' Reading Skills in Terms of Vocabulary Development**

<b>D. Vocabulary Development</b>		Mean	Description
1	How effective is teaching new vocabulary before reading in helping learners understand key words in the text?	3.86	Highly Effective
2	How effective is using context clues in helping learners infer the meaning of unfamiliar words while reading?	3.86	Highly Effective
3	How effective is encouraging the use of graphic organizers (like word maps or semantic webs) in expanding learners' understanding of vocabulary?	3.73	Highly Effective
4	How effective are vocabulary games (e.g., word bingo, matching, crossword puzzles) in making learning new words more interactive?	3.81	Highly Effective
5	How effective is teaching root words, prefixes, and suffixes in helping learners decode and build vocabulary?	3.75	Highly Effective
6	How effective is using mental imagery by asking learners to visualize or draw the meaning of new words in enhancing understanding?	3.68	Highly Effective
7	How effective is reading aloud texts with rich vocabulary and pausing to explain and discuss unfamiliar words?	3.86	Highly Effective

8	How effective are questioning techniques (e.g., “What does this word mean in this sentence?” or “Can you think of another word that means the same?”) in promoting vocabulary thinking?	3.76	Highly Effective
9	How effective is providing vocabulary journals or notebooks where learners write, draw, and reflect on new words they learn?	3.73	Highly Effective
10	How effective is using digital flashcards to reinforce vocabulary through repetition and games?	3.76	Highly Effective
	<b>Mean</b>	<b>3.78</b>	<b>Highly Effective</b>

Table 14 shows an overall mean score of 3.78, interpreted as highly effective. This suggests that the reading strategies employed by teachers significantly support learners in expanding their vocabulary. When teachers incorporate activities such as context clue exercises, synonym–antonym practice, and word games, students are better able to grasp and apply new words. A strong vocabulary, in turn, enhances their ability to comprehend texts and articulate ideas clearly.

The findings indicate that educators recognize vocabulary acquisition as a crucial factor in students’ reading comprehension. Dong et al. (2020) emphasized that vocabulary knowledge contributes to reading comprehension by helping learners identify semantic meanings and process text more effectively. Similarly, Yildirim et al. (2011) found that vocabulary was a strong predictor of reading comprehension, particularly in expository texts. The consistently high scores across all indicators confirm that teachers actively embed vocabulary development into their reading lessons, enabling students to understand word meanings, process ideas more accurately, and improve overall comprehension. These findings also align with Üstündağ-Algın’s (2025) assertion that vocabulary instruction boosts both motivation and comprehension. Learners who understand new words become more engaged in reading and interact more deeply with texts. Ultimately, teachers’ consistent use of these strategies strengthens students’ vocabulary, confidence, and overall reading proficiency.

Overall, the findings highlight that strategies for building vocabulary are crucial in strengthening reading proficiency. A strong impact is evident, showing that when teachers actively help students expand their word knowledge, learners gain significantly in comprehension and communication abilities.

## 5. Is there significant relationship between the reading strategies employed by teachers and the acquisition of learners’ reading skills?

**Table 15**  
**Results on the Significant Relationship between the Reading Strategies Employed by Teachers and the Effect on the Acquisition of Learners' Reading Skills**

Group	Significance F	Decision	Remarks
Reading Strategies Commonly Employed by Teachers And Acquisition of Students Reading Skills	.000	Reject Ho	Significant

Table 15 presents the significant relationship between teachers' use of reading strategies and students' acquisition of reading skills, as measured by Pearson's correlation coefficient at the 0.05 level of significance. The results show that for group reading strategies employed by teachers, the correlation value is less than 0.05, leading to the rejection of the null hypothesis. This indicates a statistically significant relationship between the reading strategies adopted by teachers and the development of students' reading skills. In other words, the findings confirm that teachers' reading strategies and students' reading skill acquisition are positively and significantly correlated.

This finding is consistent with Alsubaie's (2024) study, which found an evidence-based interrelationship among teachers' practices, the literacy classroom environment, and children's acquisition of literacy skills. His work highlights that well-structured and engaging literacy practices contribute to children's use of learning materials and support the development of early literacy skills. The evidence also confirms the important relationship between reading strategies and skill development: when teachers employ approaches such as explicit instruction, modeling, guided practice, and comprehension questioning, students are given stronger opportunities to improve their reading performance. This conclusion is also supported by Valizadeh (2021), who found that reading comprehension strategy instruction, including previewing, scanning, skimming, making inferences, predicting, using context clues, and summarizing, had a positive effect on EFL learners by reducing reading anxiety. Furthermore, Mokhtari et al. (2018) emphasized the importance of learners' metacognitive awareness and perceived use of reading strategies, while Öztamin and Büyükhaska (2020) found that reading strategy instruction significantly increased students' metacognitive awareness. Taken together, these insights illustrate that success in reading is not incidental but is strengthened through intentional, consistent, and well-designed teaching practices.

The significant relationship indicates that teachers' reading strategies play a crucial role in enhancing student learning. This finding demonstrates that effective instructional methods directly foster reading development, thereby reinforcing the central aim of the study: to examine how teachers' approaches influence learners' acquisition of reading skills.

## 6. What challenges do teachers encounter in implementing reading strategies in the classroom?

**Table 16**  
**Challenges Encountered by Teachers in Implementing the Reading Strategies**

Item No.	Challenges	Mean	Description
1	I struggle with limited time to implement various reading strategies effectively.	3.57	Very Challenging
2	I find it difficult to address the diverse reading levels of students in my class.	3.57	Very Challenging
3	I experience a lack of instructional materials to support reading strategies.	3.52	Very Challenging
4	I encounter students lack of motivation to engage in reading activities.	3.49	Very Challenging
5	I face challenges in assessing and tracking students reading progress effectively.	3.25	Very Challenging
6	I face challenges in differentiating reading instruction to meet the needs of individual learners.	3.41	Very Challenging
7	I find it difficult to find enough time for one-on-one reading support for students who need extra help.	3.25	Very Challenging
8	I encounter difficulties in integrating technology into my reading instruction effectively.	3.21	Challenging
9	I feel overwhelmed by the pressure to cover the entire curriculum, leaving limited time for focused reading instruction.	3.35	Very Challenging
10	I have limited professional development opportunities to improve my skills in implementing effective reading strategies.	3.38	Very Challenging
11	I face challenges in encouraging parental involvement in supporting their child's reading development.	3.46	Very Challenging
12	I experience difficulty in addressing students' reading comprehension challenges alongside fluency instruction.	3.56	Very Challenging
13	I encounter challenges in adapting reading strategies to suit students with special needs or learning disabilities	3.27	Very Challenging
14	I struggle with allocating sufficient resources (financial, time, materials) for effective reading programs.	3.51	Very Challenging

15	"I face challenges in ensuring that reading strategies are being implemented consistently across grade levels	3.37	Very Challenging
	<b>Mean</b>	<b>3.41</b>	<b>Very Challenging</b>

Table 16 shows an overall mean score of 3.41, which is verbally interpreted as Very Challenging. This indicates that teachers face significant difficulties in implementing the reading strategies. Although they consistently employ a variety of instructional techniques, obstacles such as limited teaching materials, time constraints, and the wide range of learners' reading abilities often hinder the consistent and effective application of these strategies. Such challenges may reduce both the depth and sustainability of reading interventions in the classroom.

Meanwhile, the indicator "I encounter difficulties in integrating technology into my reading instruction effectively" received a verbal interpretation of Challenging. This suggests that, while technology integration presents certain obstacles, it is not as pressing as issues related to resource limitations or learner diversity. The findings imply that teachers generally have basic familiarity with technological tools but still struggle to maximize their use in reading instruction due to restricted access, insufficient training, or classroom conditions.

The findings indicate that while teachers recognize effective reading strategies, they often face challenges in applying them consistently due to classroom conditions. Encinares and Manga (2022) noted that the ability of teachers to adapt and implement these strategies is influenced by the availability of resources and professional training. When instructional materials are scarce or classrooms are overcrowded, the impact of strategy-based teaching is diminished. Another difficulty arises from the wide range of reading abilities among students. As Mercado and Ching (2025) emphasized, addressing mixed reading levels requires differentiated instruction, which demands additional time and preparation. Despite these obstacles, the moderate evaluation suggests that teachers continue to make deliberate efforts to apply reading strategies to the best of their ability.

Cabrera et al. (2020) highlighted that teachers in the Philippines encounter significant challenges in teaching reading. These include curriculum-related constraints, insufficient instructional materials, limited facilities, and the diverse reading abilities of students. They further noted that students' weak language foundation, low motivation, disinterest in reading, socioeconomic conditions, and limited reading engagement contribute to weak reading proficiency. To address these issues, they emphasized the need for teacher reskilling and upskilling, stronger parent and community participation, learner-centered reading strategies, and research-based pedagogical practices to improve reading outcomes.

Insights from an informal interview also revealed additional obstacles in implementing reading programs. Teachers pointed to overcrowded classrooms,

insufficient reading resources, and the wide range of student reading levels as major concerns. They noted that some learners require individualized or one-on-one support, which is difficult to provide within the constraints of regular classroom instruction. Moreover, children from households with minimal exposure to reading or limited parental support often progress more slowly, necessitating extra instructional time and targeted interventions.

Despite the difficulties they face, teachers remain dedicated to supporting learners by showing patience, offering consistent encouragement, and adapting instructional strategies to address diverse needs. They emphasized that through sustained effort and thoughtful adjustments, students stay motivated and continue to strengthen their reading abilities. These qualitative observations align with quantitative findings, highlighting that although implementing reading strategies can be demanding, educators persist in applying effective methods to foster literacy growth. Overall, the results suggest that while challenges are inevitable, teachers remain steadfast in their commitment to developing students' reading skills. Providing seminars, resources, and support programs can further empower teachers, enhance instructional effectiveness, and ultimately improve learners' literacy outcomes.

## **Conclusions**

Based on the findings of the study, the following conclusions are drawn:

The study highlights the pivotal role of reading strategies in fostering literacy development among learners. Teachers consistently employ a wide range of approaches—particularly word recognition, comprehension, fluency, and vocabulary development—with word recognition emerging as the most frequently used and highly effective. The findings confirm that these strategies significantly enhance learners' ability to decode, comprehend, and read fluently, underscoring their strong positive impact on overall reading skills. Moreover, the consistency of instructional practices across teachers' profiles demonstrates that effective reading instruction transcends differences in age, gender, teaching experience, or grade level. Importantly, the study establishes a clear relationship between the strategies employed and students' reading success, affirming that strategy-based instruction is crucial for literacy outcomes. While teachers face challenges such as limited time, scarce resources, and diverse learner abilities, their commitment to applying creative and consistent strategies ensures that literacy development remains a central focus of classroom practice. Ultimately, the study reinforces that effective reading strategies are indispensable in shaping confident, capable, and successful readers.

## **Recommendations**

In light of the conclusions drawn, the following recommendations are made for:

1. The Department of Education and school administrators should ensure that teachers have consistent access to reading materials, phonics kits, storybooks,

and technology-based tools that support reading activities and enrich classroom instruction.

2. The Schools Division should continue to strengthen professional development initiatives that promote effective reading instruction. Under its guidance, schools and education offices must provide regular seminars, workshops, and in-service training programs focused on evidence-based reading strategies. These initiatives will help teachers stay updated on current instructional approaches, enhance their competence in strategy-based pedagogy, and improve their ability to meet the diverse reading needs of learners. Expanding and sustaining these training opportunities will reinforce the highly effective reading practices identified in this study
3. School administrators should prioritize reducing class sizes, enhancing library resources, and allocating more dedicated reading time. These measures will help teachers address diverse reading levels and provide individualized support for struggling readers.
4. Teachers should continue to integrate all four essential areas of reading development—word recognition, comprehension, fluency, and vocabulary—into their daily lessons. Maintaining this balance ensures that learners grow into confident, well-rounded readers.
5. Peer mentoring and team teaching can empower educators to share effective reading strategies and classroom management techniques. Such collaboration also fosters a stronger, school-wide culture of reading school administrators should consider reducing class sizes, improving library resources, and scheduling more reading time to help teachers manage diverse reading levels and provide individualized support to struggling readers.
6. Parents play a vital role in supporting their child's reading development by fostering a literacy-rich home environment. This can be achieved by setting aside dedicated time for daily reading, encouraging children to read aloud, engaging in meaningful discussions about stories, and ensuring access to age-appropriate books. By reinforcing the strategies introduced by teachers, parents can strengthen their child's reading skills, enhance comprehension, and nurture a lifelong love of reading.
7. Future researchers may consider examining specific reading interventions or conducting comparative studies between public and private schools to further identify the factors that contribute to reading success. It is also recommended that learners' perspectives be included, as their insights can provide a deeper understanding of how reading instruction is experienced and perceived.

## **Compliance with Ethical Standards**

This study adhered to the ethical standards for conducting research involving human participants. Approval to conduct the study was obtained from the Schools Division Superintendent of the City of Ilagan, the Principal-In-Charge of the Ilagan North District, and the respective School Heads of participating institutions. Participation was entirely voluntary, and all respondents were informed of the purpose of the study, the nature of the data being collected, and their right to withdraw at any time without any penalty or consequence. Confidentiality and anonymity of the respondents were strictly maintained; personal identifiers were excluded from data analysis, and results were reported in aggregate form to prevent the identification of individual teachers. Questionnaires were securely stored and accessed only by the researchers for the purpose of analysis. The study also ensured that no harm, coercion, or undue influence was imposed on participants, and that responses were treated with the highest level of professional integrity. In addition, the research process followed institutional guidelines on responsible data management and reporting, ensuring transparency and accountability. These measures collectively ensured that the study met ethical requirements for educational research and upheld the rights, dignity, and welfare of all participants involved.

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Corresponding author: [grace.devera001@deped.gov.ph](mailto:grace.devera001@deped.gov.ph)