

## **Assessment of Teachers and Students on Instructional Materials for Reading: Basis on the Developed Reading Strategy**

**By**

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### **Abstract**

Reading is one of the four (4) macro skills that value in-depth learning in various fields. The purpose of this study is to determine the activities and strategies used by teachers in selected public schools, and to ensure there is proper guidance for students that would aid in development of reading proficiency of teachers, students, and the institutions. Descriptive–mixed method of research was used to consolidate the information gathered. The study's respondents include 10 educators teaching in the 10th grade of Junior High School and 950 student respondents. The common future problem faced by teachers is lack of time allotted to read texts adequately and insufficient basic knowledge of the student's topic. There is a shortage of visual aids and libraries as well as other extreme factors that greatly affect students such as modern technology. Based on the teacher respondents, all activities in the Before Reading, While Reading and After Reading stages are Always Used while based on the student respondents, the Activities in the During Reading, After Reading and Frequently Used. It is suggested that subsequent researchers conduct more similar studies that may focus on aspects of reading instruction not covered by this study.

**Keywords:** B-D-A Strategy, K-W-L Strategy, Macro Skills, Reading, Stage

### **1. Introduction**

Reading is one of the four (4) macro skills that values deep learning in all fields. The reading system goes across all the mental needs of an individual towards his physical, intellectual, emotional and social transformation. It is essential for students to read for them to acquire academic skills and to partake in the complex pursuit of knowledge. According to Pardo, comprehension is the process through which a reader develops meaning from a book by mixing prior knowledge and previous experience, textual information and the readers attitude towards the text (as cited in Cataraja, 2022).

Reading has always been an important tool in gaining a broad understanding of important information. It addresses the brain's need for relevant information, which seeks to promote personal and social development. It is a flexible skill rather than a body of knowledge (Aladwani, 2022, Rajabi, 2015; Sainsbury, Harriosn, & Watts, 2006). Reading, according to Goodman, is a process of receiving information in written communication. Further to that, Goodman asserted that reading is an exchanging process that starts with a writer's statement and ends with the reader's interpretation (Goodman:11-21). Throughout the reading process, it has become a collective guide for students to understand texts, their prior knowledge, vocabularies, grammatical knowledge, and experiences relating to the text.

According to UNESCO, the readers (students) usually use prior knowledge, vocabulary, vocabulary knowledge, experience, and other techniques helping them to easily understand the text. Once a reading activity has been interpreted, it is also important to

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understand how to achieve effective reading skills. (“Reading the Past, Writing the Future: Fifty Years of Promoting Literacy” 2017)

This is when the importance of English and Filipino language educators comes into play. Students will unarguably learn through reading unless appropriate strategies are being used. In this situation, it is crucial to comprehend the reading strategies to utilize to be efficient. More than anyone else, such knowledge of methodology, strategy, or process should emerge from teachers, who will be the students' primary learning partners. Teaching young children to read is the cornerstone of improving educational outcomes and has far-reaching implications. Unless they learn to read at an early age, children cannot absorb more advanced skills and content that rely on reading. (Gove & Wetterberg, 2011). The secondary (high school) level is a critical period. It is where the foundation of the future in the field of academics, as well as the reality of learning, is being formed. In the 2nd edition of “Psychological, Anthropological, and Sociological Foundations of Education”, during students' maturity of their minds, their curiosity increases and develops interest in learning various things. However, these interests of their learning do not correspond to their potential (Bustos & Espiritu, p. 7).

At this point, there is more need for teachers to carefully guide their students as well as the effective use of methodologies for the discovery and development of competencies. It is impressive that teachers use various learning methodologies and strategies to make it more interesting for students to listen and pay attention to lectures, although not all teachers use different methods and in addition to this schools supports this (Wegner, 2013). It is of significant help to have the right guidance for students that can lead to the specific learning that is desired by most. Reading ability is important for children's learning, as well as their growth of wider literacy skills and potential active involvement in society, including workforce (as cited in Toyong & Toyong, 2021).

The rapid technological advancement had an enormous influence in the reduced interest of students in opening their textbooks. At the time, when students open their textbooks at home to read, the understanding of the content considered is not fully comprehended because the method/strategy used in the activity may not be appropriate. The schools and teachers will still address the problem. This led to search for the specific activity and strategy of teachers in public schools as well as ensuring proper guidance in this work (reading) is also the purpose of the study. Overall, the purpose of this study is to determine the activities and strategies used by teachers in selected public schools and to ensure there is proper guidance for students that would aid in the development of reading proficiency of teachers, students, and institutions.

Guided by the three stages of reading, better known as the B-D-A (Before, During, and After Reading) were the basis of the developed model of Donna Ogle's K-W-L (Know, Want to Know and Learned) Model. According to Laverick's Remodeled Reading Strategy Based on KWL: Reinventing the Wheel can Be Good Thing (as cited in Laverick, 2010), the teacher must determine the required task and strategy before reading (pre-reading stage); while reading (during); and after reading (post-reading stage). In Before Reading (pre-reading stage) is time in the reading process that students begin to embark on. This is where the readers' interpretation of the subject of the text takes place. While Reading (during), the second part in the reading process in which the reader's specific interaction with the text he or she is reading happens. This is the phase of the readers' actual capture of the meaning of the text. After Reading (post-reading stage) is the last part of the reading process where readers respond based on their reaction to the text read. It is at this stage that readers assess what they have understood in the text read. The research is also based on the instructional model proposed by Slavin called the

QAIT Model, which gives emphasis to the quality of instruction, the appropriate level of instruction, incentives, and time. Slavin's model shows the role of students as the primary source of learning. Once students enter the classroom, they already possess prior knowledge and motivation that can only be given appropriate use if the teacher considers the quality of instruction, appropriate level of instruction, incentives, and time. From this, the effectiveness of the activities and strategies used by the teacher is also seen based on the students' mental retention and their understanding of the text they read, which can be shown if an elevated level of reading proficiency is achieved. Comprehension in a reading text is a complex problem because it does not end with reading alone. Without comprehension, children gain no meaning from what they read. Furthermore, comprehension strategies are used to increase children's understanding of the text to help them become active readers by engaging with the text (Brandon, 2021).

Thus, the purpose of this study is to determine the activities and strategies used by teachers in selected public schools, and to ensure there is proper guidance for students that would aid in development of reading proficiency of teachers, students, and the institutions. Specifically, it aimed to: 1) Determine the rank of tasks by knowledge and priority to be used by teachers before, during, and after reading; 2) Determine the frequency of using reading instructional activities in terms of teacher response to the pre-reading, while reading, post-reading stage, student response to the pre-reading, during reading, and post-reading stage.

## **2. Materials and Methods**

### **2.1 Research Design**

Descriptive-mixed method of research was used to consolidate the information gathered, which can then be used to validate the research. The Cross-Sectional Method was extremely beneficial in obtaining responses from teachers regarding their rank, specialization, gender, student name, and teacher for student respondents. In addition, the Observational Method was used to conduct surveys and interviews in order to collect important data that addressed the stated problems and achieved the goal. Convenient Sampling and Identified Sampling were also used in conjunction with Suggested Sampling.

### **2.2 Respondents and Sampling Procedure**

The study's respondents include schools in Quezon City that are public, private-sectarian, or non-sectarian. The total number of teachers includes those teaching in the 10th grade of Junior High School, two (2) from Far Eastern University or FEU, four (4) from Quirino High School or QHS, and four (4) from SJCS, for a total of ten (10). There were 950 student respondents from the three schools mentioned. The researcher used Slovin's formula to calculate.0025 and obtained 281 respondents for the study.

### **2.3 Data Gathering Procedure**

In this study, the adopted survey questionnaire was used. It was translated into the Filipino language, and experts in the subject validated the translation to ensure the content's accuracy. The adopted survey questionnaire was divided into three (3) sections, which included the following: 1. Respondents' backgrounds; 2. The frequency of using the activities/strategies before reading (pre-reading stage), while reading (during), and after reading (post-reading stage); and 3. Interview that is unstructured.

## 2.4 Ethical Considerations

Several ethical considerations were considered in order to make sure that the research was conducted in an appropriate and just manner. Respondents and study participants (teachers and students) expressed both verbal and written consent to participate in and be an instrument in the conduct of this study, in accordance with established ethical considerations in research. Prior to administering the survey questionnaire, the researcher sought permission from the Division of City Schools in Quezon City to conduct the study and gather information. Moreover, the researcher discussed the study's purpose and objective, along with the reasons why survey and interview administration were necessary to achieve the study objective.

## 2.5 Data Analysis

In an explanatory sequential design, quantitative information is gathered and analyzed first, followed by qualitative analysis and collection (George, 2022). The researcher specifically merged the sets of data and mixed quantitative and qualitative research questions, methods, data analysis, and results in devising a sound and clear conclusion and recommendations in this study.

## 3. Results and Discussions

**Table 1.** *Ranked Tasks by Knowledge and Priority to be used by Teachers (Before Reading)*

	<b>Before Reading / PRE-READING</b>	<b>Rank</b>
1.	Our teacher sets objectives for the reading to be done.	2
2.	Our teacher reads to the students the title of the text and deduces what the topic of the text is.	1
3.	Our teacher looks at the illustrations and/or pictures and asks how they relate to the text.	9
4.	Our teacher sets relevant text meaning before starting reading.	5
5.	Our teacher uses instructional tools to present the relevant meanings of the text.	6
6.	Our teacher quickly reads the text before reading it completely.	12
7.	Our teacher provides preliminary questions related to the text prior to the formal reading.	3
8.	Our teacher first conducts vocabulary activity to interpret words with deep meaning.	7
9.	Our teacher provides word lists from text literature and will be used in self-sentence. (Possible Sentences Strategy)	10
10.	Our teacher ensures that the text is read first before conducting a discussion or any related activity.	8
11.	Our teacher encourages students to relate the content of the text to their own personal experiences.	4
12.	Our teacher groups students based on reading ability level for a Collaborative Strategic Reading.	11

The Pre-Reading Task no. 2 or “Our teacher reads to the students the title of the text and deduces what the topic of the text is” ranked first proving what was mentioned in the result of J. Marco's study that there are five main methods or activities that only the teacher usually uses. These include a) photo display; b) brainstorming; c) contextual clues; d) Directed Reading Activity (DRA); and e) Weaving Semantics. In this part, concluding whether the subject of the text is based on the title falls under the Contextual clues task. The Pre-Reading Task no. 1 or “Our teacher sets objectives for the reading to be done” ranked second that if we look into it,

even in any subject taught by teachers, goal setting is important to clearly measure the effectiveness of the activities being prepared towards achieving the expected learning of the student.

It was also mentioned by the teacher interviewed in outline preparation; he considers the goal setting ensures compliance with what should be done during class time. While the Pre-Reading Task no. 7 ranked third, “Our teacher provides preliminary questions related to the text prior to the formal reading”, which was supported by what Grabe said - that in carrying out the reading process, their prior knowledge, vocabulary, grammatical knowledge and experiences related to the text read become the standard guide for the students to understand it that are gained from the artistic questioning teachers. Ranked fourth is the Pre-Reading Task no. 11, “Our teacher encourages students to relate the content of the text to their own personal experiences”, which also responds to Grabe’s finding that the student’s prior knowledge and experiences related to the text read well guide the student in his or her reading in order to achieve the expected and set learning goal. The Pre-Reading Task no. 4 or “Our teacher sets relevant text meaning before starting reading” placed on the fifth rank. J. Nasa's research shows that students in the four (4) districts of Baguio are fully able to learn if they use literal comprehension, especially by consistently looking for skills set by the teacher, even before the formal start of the reading process. In general, the most visible effective activity that can be used in the pre-reading stage is to read the title of the text and infer what topic the focus of the work is.

**Table 2.** *Ranked Tasks by Knowledge and Priority to be used by Teachers (During Reading)*

<b>During Reading (WHILE READING)</b>		<b>Rank</b>
13.	Our teacher encourages students to relate what they have read to what they previously knew.	1
14.	Our teacher sets aside time for reading within the classroom	5
15.	Our teacher encourages students to use the Dictionary.	12
16.	Our teacher allows the student to use the Dictionary.	10
17.	Our teacher teaches students how to predict and/or to interpret unfamiliar words.	2
18.	Our teacher encourages students to guess/think of unfamiliar words.	6
19.	Our teacher encourages the student to skip unfamiliar words.	19
20.	Our teacher encourages students to underline the unfamiliar words.	7
21.	Our teacher encourages students to underline key words and/or phrases.	15
22.	Our teacher encourages students to take notes while reading.	4
23.	Our teacher guides the student to read carefully even if it is slow	14
24.	Our teacher emphasizes the importance of reading every word.	17
25.	Our teacher reads the text more than once.	8
26.	Our teacher helps the student use his or her imagination in relation to the text being read.	3
27.	Our teacher inferred the next event in the text.	16
28.	Our teacher conducts reading with a partner who can read the text aloud to each other or at the same time. (Paired Reading)	18
29.	Our teacher conducts a search for keywords in the text being read. (Word Hunt)	9
30.	Our teacher assigns a student to read the text aloud in front of the class.	13
31.	Our teacher guides the student to read and understand the first and last paragraphs of the text carefully.	11

The table shows that During Reading task no. 13, “Our teacher encourages students to relate what they have read to what they previously knew”, with a total of 34.5% responses, is in the first rank, wherein Grabe proposed that the reading process becomes the standard guide of the student to understand the texts their prior knowledge, vocabulary, grammatical knowledge and above all the experiences related to the text read. During Reading task no. 17, “Our teacher teaches students how to predict and/or to interpret unfamiliar words" had a total



of 94.6% of responses which made it to the second rank. It is particularly important that the student understands each word in the text so that it understands the whole being read. According to R. McQuirter, a student's understanding of what they are reading is influenced by the extent of their vocabulary or knowledge of words. This knowledge includes the meaning of the word, the spelling of the word and the ability to decode the words. During Reading task no. 26, "Our teacher helps the student use his or her imagination in relation to the text being read", had a total of 101 respondents which placed third in ranking. Aside from the teaching materials, the imagination and experience are also effective in speeding up the comprehension of the text being read, just as Piscasio said that the ability to do something is not acquired in one way only. It requires a variety of training so that the necessary skills are attained by the children. Fourth in the ranking is During Reading task no. 22 or "Our teacher encourages students to take notes while reading". Setting time on the reading task according to the teachers is very important. Because reading cannot be the only activity throughout the class, they also need to measure their understanding through discussion and testing. Also, to cultivate their reading speed which is necessary as their level of learning increases. While fifth in ranking is During Reading task no. 14, "Our teacher sets aside time for reading within the classroom". Recording while reading helps a lot because according to McQuirter, the student's comprehension of what they are reading is greatly influenced by the extent of their vocabulary or knowledge of words. This knowledge includes the meaning of the word, the spelling of the word and the ability to decode the words.

**Table 3.** *Ranked Tasks by Knowledge and Priority to be used by Teachers (After Reading)*

<b>After Reading (POST-READING)</b>		<b>Rank</b>
32.	Our teacher gives questions to ascertain what I have understood in the text.	2
33.	Our teacher will draw the conclusion based on the text read.	1
34.	Our teacher encouraged the student to freely share after reading the text.	8
35.	Our teacher summarizes the text to the student	6
36.	Our teacher groups the student to share their discussion on the text and then reports to the front of the class (Literature Circle Strategy)	11
37.	Our teacher gives a quiz in relation to the text read	3
38.	Our teacher provides other tasks related to the text read	4
39.	Our teacher gathers the student's own interpretation of the text being read	9
40.	Our teacher provides comprehensive questions about the text	10
41.	Our teacher uses the framework to help organize the topic, main ideas and details of the text read (Frame Routine)	14
42.	Our teacher encourages the student to conduct inquiry related to the author of the text read. For example: What does the writer want to convey in his work? (Question the Authority)	5
43.	Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing)	12
44.	After reading the text, our teacher makes a paragraph showing the change in character and/or place to be compared before and after reading the text. (That was the, this is now strategy)	13
45.	Our teacher asks the student to take a test or question related to the text (Make you Own Test)	7

Table number 3 shows that post-Reading task no. 33 or “Our teacher will draw the conclusion based on the text read” had total of 34 respondents and ranked first. The first two stages of the reading process mentioned other methods, which becomes the basis for the students to have a grasp on the text they read and part of its measurement is the child's ability to form a conclusion. Indeed, according to Wardhaugh, the process of reading is a process of discovery and development of interpretation.

According to him, whenever the individual reads, he tries to discover the meaning of what he reads through various signs that include recognizing words and understanding the syntax and semantics of a language. And from these, the reader develops a meaningful interpretation of what he or she has read. The Post-Reading task no. 32 or "Our teacher gives questions to ascertain what I have understood in the text” with total of 72.6 respondents ranked second. According to the teacher respondents and the researcher's personal experience, this kind of task is also common because from it the first level of comprehension of the student in what they read can be quickly determined.

And from the creative questioning of the teachers, it becomes the guide of the student to further deepen the contextual interpretation of the text read. The Post-Reading task no. 37 or "Our teacher gives a quiz in relation to the text read” with total of 95 respondents ranked third. According to the teacher respondents, it is a common tool to measure student comprehension by giving a short test after reading and before the formal discussion. So students have the opportunity to refresh what they read and to allow them to actively participate in the discussion in class.

Also based on the researcher’s experience, it is common with teachers that the measure of students’ comprehension in any activity is testing. Post-Reading Activity number 38 or "Our teacher provides other tasks related to the text read Our teacher provides other tasks related to the text read” with a total of 100 respondents is in the fourth rank, which is supported by Dominga's statement that the teaching structure often used by teachers in the development of reading and a variety of instructional materials were found to be most effective in their teaching (Dominga, 1997).

The Post-Reading Activity number 42 or “Our teacher encourages the student to conduct inquiry related to the author of the text read. For example: What does the writer want to convey in his work? (Question the Authority)” with total of 108.6 respondents ranked fifth. According to J. Marco's study entitled "Methods of Teaching Reading: A Basis for Designing Training for Teachers", it was found that there are only five methods/ strategies used by teachers to teach reading: a) picture display; b) brainstorming; c) contextual clues; d) Directed Reading Activity (DRA); and e) Weaving Semantics. And in the stages during and after reading two methods are used are Directed Reading Activity (DRA) and Weaving Semantics (Marco, 2010). The DRA is a comprehension approach that guides the student to ask questions about the text and make inferences.

In the activity used by teachers in the Pre-reading stage, Activity No. 12 or "Our teacher groups students based on their reading ability level for a Collaborative Strategic Reading" recorded a total mean of 4.8 with the description Always Used. The Activity No. 7 or "Our teacher provides preliminary questions related to the text prior to the formal reading” and Activity No. 9 or "Our teacher provides word lists from text literature and can be used in own sentences” recorded the same total mean of 4.7 and had the description Always Used.

**Table 4.** *The Frequency of Using Reading Instructional Activities (Teacher Response to the Pre-Reading Stage)*

	<b>PRE-READING</b>	<b>Mean</b>	<b>Description</b>
1.	Our teacher sets objectives for reading	4.60	PG
2.	Our teacher reads to the students the title of the text and deduces what the topic of the text is	4.60	PG
3.	Our teacher looks at the illustrations and/or pictures and asks how they relate to the text	4.50	PG
4.	Our teacher sets relevant text meaning before starting reading.	4.40	PG
5.	Our teacher uses instructional tools to present the relevant meanings of the text	4.30	PG
6.	Our teacher quickly reads the text before reading it completely	4.00	PG
7.	Our teacher provides preliminary questions related to the text prior to the formal reading	4.70	PG
8.	Our teacher first performs vocabulary answering to interpret words with deep meaning	4.40	PG
9.	Our teacher provides word lists from text literature and can be used in own sentences (Possible Sentences Strategy)	4.70	PG
10.	Our teacher ensures that the text is read first before conducting a discussion or any related activity	4.60	PG
11.	Our teacher encourages students to relate the content of the text to their own personal experiences	4.60	PG
12.	Our teacher groups students based on their reading ability level for a Collaborative Strategic Reading	4.80	PG
	<b>Total</b>	<b>4.5</b>	<b>PG</b>

5.00-4.1 Always Used (PG); 4.20-3.41 Frequently Used (MG); 3.40-2.61 Commonly Used (KG); 2.60-1.81 Rarely Used (BG); 1.80-1.00 Not Used (HG)

The Activity No. 1 “Our teacher sets objectives for reading”, Activity No. 2 “Our teacher reads to the students the title of the text and deduces what the topic of the text is”, Activity No. 10 “Our teacher ensures that the text is read first before conducting a discussion or any related activity” and Activity No. 11 “Our teacher encourages students to relate the content of the text to their own personal experiences” have similar total mean of 4.6 and have Always Used description. The Activity No. 3 “Our teacher looks at the illustrations and/or pictures and asks how they relate to the text” has a total mean of 4.5 and has a Always Used description. While Activity no. 4 “Our teacher sets relevant text meaning before starting reading” and Activity No. 8 “Our teacher first performs vocabulary answering to interpret words with deep meaning” recorded the same total mean of 4.4 and have the description of Always Used. The Activity No. 5 “Our teacher uses instructional tools to present the relevant meanings of the text” recorded a total mean of 4.3 and has a Always Used description as well. The Activity No. 6 “Our teacher quickly reads the text before reading it completely” had mean of 4 which gave a Always Used description too. On the whole, all the activities in the Pre-Reading stage are Always Used by the teacher respondents.

In the task used by teachers in the While Reading stage, Activity No. 16 “Our teacher allows the student to use a Dictionary”, Activity No. 28 “Our teacher practices paired reading (text can be read aloud to each other or read together)”, and Activity No. 31 “Our teacher guides



the student to read and understand the first and last paragraphs of the text carefully” obtained a similar total mean of 4.8 with the description Always Used.

**Table 5.** *The Frequency of Teachers' Use of Reading Teaching Activities (Teacher's Response to the Stage While Reading)*

	<b>WHILE READING</b>	<b>Mean</b>	<b>Description</b>
13.	Our teacher encourages students to relate what they have read to what they already know	4.70	PG
14.	Our teacher sets aside time for reading within the classroom	3.80	KG
15.	Our teacher encourages students to use Dictionary	3.60	KG
16.	Our teacher allows the student to use a Dictionary	4.80	PG
17.	Our teacher teaches students how to predict and/or to interpret unknown words	4.10	KG
18.	Our teacher encourages students to guess/think of words they do not know	4.30	PG
19.	Our teacher encourages the student to leave and/or skip unfamiliar words	3.10	KG
20.	Our teacher encourages students to underline the unfamiliar words	4.00	MG
21.	Our teacher encourages students to underline key words and/or phrases	4.10	MG
22.	Our teacher encourages students to take notes as they read	4.70	PG
23.	Our teacher guides the student to read carefully even if it is slow	4.50	PG
24.	Our teacher emphasized the importance of reading each word	4.10	MG
25.	Our teacher reads the text more than once	4.10	MG
26.	Our teacher helps the student use his or her imagination in relation to the text being read	3.90	MG
27.	Our teacher concludes the next event in the text	4.40	PG
28.	Our teacher practices paired reading (text can be read aloud to each other or read together)	4.80	PG
29.	Our teacher conducts a search for keywords in the text being read (Word Hunt)	4.50	PG
30.	Our teacher arranges for a student to read the text aloud in front of the class	4.70	PG
31.	Our teacher guides the student to read and understand the first and last paragraphs of the text carefully	4.80	PG
Total		4.26	PG

5.00-4.1 Always Used (PG); 4.20-3.41 Frequently Used (MG); 3.40-2.61 Commonly Used (KG); 2.60-1.81 Rarely Used (BG); 1.80-1.00 Not Used (HG)

The Activity no. 13 “Our teacher encourages students to relate what they have read to what they already know”, Activity No. 22 “Our teacher encourages students to take notes as

they read”, and Activity No. 30 “Our teacher arranges for a student to read the text aloud in front of the class” achieved same overall mean of 4.7 with the description Always Used.

While the Activity No. 23 “Our teacher guides the student to read carefully even if it is slow”, and Activity No. 29 “Our teacher conducts a search for keywords in the text being read (Word Hunt)”, has the same total mean of 4.5 which would describe Always Used. The Activity No. 27 “Our teacher concludes the next event in the text” and the Activity No. 18 “Our teacher encourages students to guess/think of words they do not know” both obtained a total mean of 4.3 with the description Always Used.

The Activity No. 17 “Our teacher teaches students how to predict and/or to interpret unknown words”, Activity No. 21 “Our teacher encourages students to underline keywords and/or phrases”, Activity No. 24” Our teacher emphasized the importance of reading each word”, and Activity No. 25 “Our teacher reads the text more than once” earned the same total mean of 4.1 with the Frequently Used description. The Activity No. 20 “Our teacher encourages students to underline the unfamiliar words” achieved a total mean of 4 with Frequently Uses description, while the Activity No. 26 “Our teacher helps the student use his or her imagination in relation to the text being read” achieved an overall mean of 3.9 with a Frequently Used description.

The Activity No. 14 “Our teacher sets aside time for reading within the classroom” had a total mean of 3.8 with a Frequently Used description; Activity No. 15 “Our teacher encourages students to use Dictionary” got a total mean of 3.6 with a Frequently Used description and Activity No. 19 “Our teacher encourages the student to leave and/or skip unfamiliar words” got a total mean of 3.1 with a Frequently Used description as well.

The following While Reading activities have earned the similar description of Always Used by teachers: Activity No. 13 “Our teacher encourages students to relate what they have read to what they already know”; Activity No. 16 “Our teacher allows the student to use a Dictionary”; Activity No. 18 “Our teacher encourages students to guess/think of words they do not know”; Activity No. 22 “Our teacher encourages students to take notes as they read”; Activity No. 23 “Our teacher guides the student to read carefully even if it is slow”; Activity No. 27 “Our teacher concludes the next event in the text”; Activity No. 28 “Our teacher practices paired reading (text can be read aloud to each other or read together)”; Activity No. 29 "Our teacher conducts a search for keywords in the text being read (Word Hunt)”; Activity No. 30 “Our teacher arranges for a student to read the text aloud in front of the class”; Activity No. 31 “Our teacher guides the student to read and understand the first and last paragraphs of the text carefully”.

While the following While Reading activities have similarly achieved the mean and description of Frequently Used by teachers: Activity No. 14 “Our teacher sets aside time for reading within the classroom”, Activity No. 15 “Our teacher encourages students to use Dictionary”, Activity No. 17 “Our teacher teaches students how to predict and/or to interpret unknown words”, Activity No. 20 “Our teacher encourages students to underline the unfamiliar words”, Activity No. 21 “Our teacher encourages students to underline key words and/or phrases”, Activity No. 21 “Our teacher encourages students to underline key words and/or phrases”, Activity No. 24 “Our teacher emphasized the importance of reading each word”, Activity No. 25 "Our teacher reads the text more than once”, Activity No. 26 “Our teacher helps the student use his or her imagination in relation to the text being read”.

**Table 6.** *The Frequency of Teachers' Use of Reading Teaching Activities (Teacher's Response to the Post-Reading Stage)*

	<b>POST-READING</b>	<b>Mean</b>	<b>Description</b>
32.	Our teacher gives questions to ascertain what I have understood in the text	4.80	PG
33.	Our teacher draws a conclusion based on the text read	4.40	PG
34.	Our teacher encourages the student to freely share after reading the text	4.60	PG
35.	Our teacher summarizes or summarizes to the student the text read	4.40	PG
36.	Our teacher groups the student to share their discussion on the text and then reports to the front of the class (Literature Circle Strategy)	4.60	PG
37.	Our teacher gives a quiz in relation to the text read	4.60	PG
38.	Our teacher provides other tasks related to the text read	4.30	PG
39.	Our teacher gathers students' own interpretations of the text read	4.50	PG
40.	Our teacher provides comprehensive text questions	4.40	PG
41.	Our teacher uses the framework to help organize the topic, main ideas and details of the text read (Frame Routine)	4.40	PG
42.	Our teacher encourages the student to conduct an inquiry in relation to the author of the text read. Ex. What does the writer want to convey in his work? (Question the Authority)	4.70	PG
43.	Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing)	4.20	MG
44.	After reading the text, our teacher makes a paragraph that shows the change in character and/or place to be compared to before and after reading the text (That was then, this is now strategy)	4.50	PG
45.	Our teacher asks the student to take a test or question related to the text (Make you Own Test)	4.70	PG

5.00-4.1 Always Used (PG); 4.20-3.41 Frequently Used (MG); 3.40-2.61 Commonly Used (KG); 2.60-1.81 Rarely Used (BG); 1.80-1.00 Not Used (HG)

In the activity used by teachers in the After Reading stage, Activity No. 32 "Our teacher gives questions to ascertain what I have understood in the text" earned the highest overall mean of 4.8 with the description Always Used; The Activity No. 42 " Our teacher encourages the student to conduct an inquiry in relation to the author of the text read", and Activity No. 45 "Our teacher asks the student to take a test or question related to the text" has a similarly obtained total mean of 4.7 with the description Always Used; while the Activity No. 34 "Our teacher encourages the student to freely share after reading the text", Activity No. 36 "Our teacher groups the student to share their discussion on the text and then reports to the front of the class" and Activity No. 37 "Our teacher gives a quiz in relation to the text read" has a similar total mean of 4.6 with the description Always Used.

The Activity No. 39 "Our teacher gathers students' own interpretations of the text read" and Activity No. 44 "After reading the text, our teacher makes a paragraph that shows the change in character and/or places to be compared to before and after reading the text (That was then, s is now strategy)" achieved the same total mean of 4.5 and has the description Always Used; while Activity No. 33 "Our teacher draws a conclusion based on the text read", Activity No. 35 "Our teacher summarizes or summarizes to the student the text read", Activity No. 40 "Our teacher provides comprehensive text questions" and Activity No. 41 "Our teacher uses

the framework to help organize the topic, main ideas and details of the text read (Frame Routine)” achieved a similar total mean of 4.4 with the description of Always Used. The Activity No. 38 “Our teacher provides other tasks related to the text read” got a total mean of 4.3 with the description of Always Used and Activity No. 43 “Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing)” recorded an overall mean of 4.2 with a Frequently Used description. In general, the activities/ strategies in the post -reading stage are in the description Always Used by teachers while the Activity no. 43 has the Frequently Used description.

**Table 7.** *Frequency of Teachers' Use of Reading Teaching Activities (Student Response to the Pre-Reading Stage)*

<b>PRE-READING</b>	<b>Weighted Mean</b>	<b>Description</b>
1. Our teacher sets objectives for reading	4.20	MG
2. Our teacher reads to the students the title of the text and deduces what the topic of the text is	4.25	PG
3. Our teacher looks at the illustrations and/or pictures and asks how they relate to the text	4.03	MG
4. Our teacher sets relevant text meaning before starting reading	3.98	MG
5. Our teacher uses instructional tools to present the relevant meanings of the text	4.10	MG
6. Our teacher quickly reads the text before reading it completely	3.63	MG
7. Our teacher provides preliminary questions related to the text prior to the formal reading	4.19	MG
8. Our teacher first practices vocabulary answering to interpret words with deep meaning	4.00	MG
9. Our teacher provides word lists from the text and can be used in sentences (Possible Sentences Strategy)	3.77	MG
10. Our teacher ensures that the text is read first before conducting a discussion or any related activity	4.11	MG
11. Our teacher encourages students to relate the content of the text to their own personal experiences	4.00	MG
12. Our teacher groups students based on their reading ability level for a Collaborative Strategic Reading	3.41	MG
<b>Total</b>	<b>3.97</b>	<b>MG</b>

5.00-4.1 Always Used (PG); 4.20-3.41 Frequently Used (MG); 3.40-2.61 Commonly Used (KG); 2.60-1.81 Rarely Used (BG); 1.80-1.00 Not Used (HG)

In the Activity used by teachers in the Pre-Reading stage, Activity No. 2 “Our teacher reads to the students the title of the text and deduces what the topic of the text is” achieved the total mean of 4.25 and with a description of Always Used; the Activity No. 7 “Our teacher provides preliminary questions related to the text prior to the formal reading” has a total mean of 4.19 with a Frequently Used description; while Activity No. 10 “Our teacher ensures that the text is read first before conducting a discussion or any related activity” recorded a total mean of 4.11 with a Frequently Used description; Activity No. 1 “Our teacher sets objectives for reading” has a record of an overall mean of 4.2 with a Frequently Used description; Activity No. 5 “Our teacher uses instructional tools to present the relevant meanings of the text” recorded a total mean of 4.1 with a Frequently Used description; Activity No. 3 “Our teacher

looks at the illustrations and/or pictures and asks how they relate to the text"; Activity No. 8 "Our teacher first practices vocabulary answering to interpret words with deep meaning" and Activity No. 11 "Our teacher encourages students to relate the content of the text to their own personal experiences" has recorded the same total mean of 4 with a Frequently Used description; Activity No. 4 "Our teacher sets relevant text meaning before starting reading" has a total mean of 3.93 with a Frequently Used description; Activity No. 9 "Our teacher provides word lists from the text and can be used in sentences (Possible Sentences Strategy)" recorded a total mean of 3.77 with a Frequently Used description; Activity No. 6 "Our teacher quickly reads the text before reading it completely" recorded a total mean of 3.63 with a Frequently Used description while the Activity No. 12 "Our teacher groups students based on their reading ability level for a Collaborative Strategic Reading" has a total mean of 3.41 with a Frequently Used description. In total, all activities in the Pre-Reading stage are Frequently Used by the teachers to the best of the students' knowledge.

**Table 8.** *Frequency of Teachers' Use of Reading Teaching Activities (Student Response During Reading Stage)*

<b>DURING READING (WHILE READING)</b>		<b>Weighted Mean</b>	<b>Description</b>
13.	Our teacher encourages students to relate what they have read to what they previously knew	3.95	MG
14.	Our teacher sets aside time for reading within the classroom	3.93	MG
15.	Our teacher encourages students to use Dictionary	2.65	KG
16.	Our teacher allows the student to use a Dictionary	3.06	KG
17.	Our teacher teaches students how to predict and/or to interpret unfamiliar words	3.93	MG
18.	Our teacher encourages students to guess/think of unfamiliar words	3.82	MG
19.	Our teacher encourages the student to leave and/or skip unfamiliar words	3.16	KG
20.	Our teacher encourages students to underline the unfamiliar words	3.25	KG
21.	Our teachers encourage students to underline key words and/or phrases	3.66	MG
22.	Our teacher encourages students to take notes as they read	3.61	MG
23.	Our teacher guides the student to read carefully even if it is slow	3.87	MG
24.	Our teacher emphasized the importance of reading each word	4.15	MG
25.	Our teacher reads the text more than once	3.61	MG
26.	Our teacher helps the student use his or her imagination in relation to the text being read	4.05	MG
27.	Our teacher concludes the next event in the text	4.08	MG
28.	Our teacher conducts paired reading (the text can be read aloud to each other or read together)	3.63	MG
29.	Our teacher conducts a search for keywords in the text being read. (Word Hunt)	3.65	MG
30.	Our teacher assigns a student to read the text aloud in front of the class	4.02	MG
31.	Our teacher guides the student to carefully read and understand the first and last paragraphs of the text	4.06	MG
Total		3.69	MG



5.00-4.1 Always Used (PG); 4.20-3.41 Frequently Used (MG); 3.40-2.61 Commonly Used (KG); 2.60-1.81 Rarely Used (BG); 1.80-1.00 Not Used (HG)

With the activities used by teachers in the During or While Reading stage, the Activity no. 24 “ Our teacher emphasized the importance of reading each word” has recorded a total mean of 4.15 with a Frequently Used description; the Activity no. 27 “Our teacher concludes the next event in the text” has recorded a total mean of 4.08 with a Frequently Used description; Activity no. 31 “Our teacher guides the student to carefully read and understand the first and last paragraphs of the text” with a total mean of 4.06 and with a Frequently Used description; Activity no. 26 “Our teacher helps the student use his or her imagination in relation to the text being read” which recorded an overall mean of 4.05 with a Frequently Used description; Activity no. 30 which recorded a total mean of 4.02 has a Frequently Used description; Activity no. 13 has recorded a total mean of 3.95 has a Frequently Used description; the Activity no. 14 “ Our teacher sets aside time for reading within the classroom” and Activity No. 17 “ Our teacher teaches students how to predict and/or to interpret unfamiliar words” both recorded a total mean of 3.93 and with a Frequently Used description; Activity No. 18 recorded a total mean of 3.82 with a Frequently Used description, Activity No. 21 “ Our teachers encourage students to underline key words and/or phrases” recorded a total mean of 3.66 with a Frequently Used description; Activity No. 22 and Activity No. 25 both recorded a total mean of 3.61 with a Frequently Used description; the Activity No. 20 “Our teacher encourages students to underline the unfamiliar words” recorded a total mean of 3.25 with a Commonly Used description, and the Activity No. 16 “Our teacher allows the student to use a Dictionary “ has a total mean of 3.06 with a Common Use description. Overall, Activity no. 16 “ Our teacher allows the student to use a Dictionary” and Activity no. 20 “ Our teacher encourages students to underline the unfamiliar words” are all commonly used tasks, aside for the two previous activities that earned the description Frequently Used in the While Reading stage according to the students.

In the activities used by teachers in the Post-Reading stage, Activity No. 33 “Our teacher draws the conclusion based on the text read” achieved a total mean of 4.35 with the description Always Used; the Activity No. 38 “Our teacher provides other tasks related to the text read” recorded a total mean of 4.29 has the description Always Used; the Activity No. 32 “Our teacher asks questions to find out what we understand in the text” recorded a total mean of 4.27 with the description Always Used; Activity No. 37 “Our teacher gives a quiz in relation to the text read” and Activity No. 40 “Our teacher provides comprehensive questions about the text” recorded a similar total mean of 4.23 and had a Commonly Used description; the Activity No. 34 “Our teacher encourages the student to share freely after reading the text” recorded a total mean of 4.19 with a Frequently Used description; the Activity No. 35 “Our teacher summarizes the text to the student” recorded a total mean of 4.17 with a Frequently Used description; the Activity No. 39 “Our teacher gathers the student's own interpretation of the text being read” recorded a total mean of 4.15 with a Frequently Used description.

The Activity No. 42 “Our teacher encourages the student to conduct an inquiry in relation to the author of the text read” recorded a total mean of 4.08 with a Frequently Used description, Activity No. 36 “Our teacher groups the students to share their discussion on the text and then reports to the class (Literature Circle Strategy)” and Activity No. 41 “Our teacher uses the framework to help organize the topic, main ideas and details of the text read (Frame Routine)” both recorded a total mean of 3.96 with a Frequently Used description; the Activity No. 44 “After reading the text, our teacher makes a paragraph that shows the change in character and/or place to be compared to before and after reading the text (That was the, This

is now strategy)” recorded a total mean of 3.81 and had a Frequent Used description and the Activity No. 43 “Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing)” recorded a total mean of 3.76 with a Frequently Used description and the Activity No. 45 “Our teacher asks the student to take a test or question related to the text (Make you Own Test)” achieved a total mean of 3.06 with the description of Commonly Used.

**Table 9.** *Frequency of Teachers' Use of Reading Teaching Activities (Student Response to the Post-Reading Stage)*

	<b>Post-Reading</b>	<b>Weighted Mean</b>	<b>Description</b>
32.	Our teacher asks questions to find out what we understand in the text	4.27	PG
33.	Our teacher draws the conclusion based on the text read	4.35	PG
34.	Our teacher encourages the student to share freely after reading the text	4.19	MG
35.	Our teacher summarizes the text to the student	4.17	MG
36.	Our teacher groups the students to share their discussion on the text and then reports to the class (Literature Circle Strategy)	3.96	MG
37.	Our teacher gives a quiz in relation to the text read	4.23	PG
38.	Our teacher provides other tasks related to the text read	4.29	PG
39.	Our teacher gathers the student's own interpretation of the text being read	4.15	MG
40.	Our teacher provides comprehensive questions about the text	4.23	PG
41.	Our teacher uses the framework to help organize the topic, main ideas and details of the text read (Frame Routine)	3.96	MG
42.	Our teacher encourages the student to conduct an inquiry in relation to the author of the text read. Ex: What does the writer want to convey in his work? (Question the Authority)	4.08	MG
43.	Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing)	3.76	MG
44.	After reading the text, our teacher makes a paragraph that shows the change in character and/or place to be compared to before and after reading the text (That was the, this is now strategy)	3.81	MG
45.	Our teacher asks the student to take a test or question related to the text (Make you Own Test)	3.06	KG
	<b>Total</b>	<b>4.04</b>	<b>MG</b>

The activities in the After Reading stage including 32. Our teacher asks questions to find out what we understand in the text, 33. Our teacher draws the conclusion based on the text read, 37. Our teacher gives a quiz in relation to the text read, 40. Our teacher provides comprehensive questions about the text have similarly earned the Always Used description. While the activities 34. Our teacher encourages the student to share freely after reading the text, 35. Our teacher summarizes the text to the student, 36. Our teacher groups the students to share their discussion on the text and then reports to the class (Literature Circle Strategy), 39. Our teacher gathers the student's own interpretation of the text being read, 41. Our teacher uses the framework to help organize the topic, main ideas and details of the text read (Frame Routine), 42. Our teacher encourages the student to conduct an inquiry in relation to the author of the text read, 43. Based on the text read, our teacher encourages the student to write a short essay

(RAFT Writing) have similarly obtained description Frequently used and activity number 45 is Commonly used according to the student respondents.

Based on the overall process, the main activities used by teachers in teaching reading are the following in the Pre-Reading stage: Our teacher sets objectives for reading; Our teacher reads to the students the title of the text and deduces what the topic of the text is; Our teacher uses instructional tools to present the relevant meanings of the text; Our teacher provides preliminary questions related to the text prior to the formal reading; Our teacher encourages students to relate the content of the text to their own personal experiences; and in the During Reading stage are: Our teacher encourages students to relate what they have read to what they previously knew; Our teacher sets aside time for reading within the classroom; Our teacher teaches students how to predict and/or to interpret unfamiliar words; Our teacher encourages students to take notes as they read; Our teacher helps the student use his or her imagination in relation to the text being read, while in the Post-Reading stage are: Our teacher asks questions to find out what we understand in the text; Our teacher draws the conclusion based on the text read; Our teacher gives a quiz in relation to the text read; Our teacher provides other tasks related to the text read; Our teacher encourages the student to conduct an inquiry in relation to the author of the text read. Ex: What does the writer want to convey in his work? (Question the Authority).

Based on the respondent teachers, all activities in the Before Reading, While Reading and After Reading stages are Always Used while based on the student respondent, the activities in the Before Reading, During Reading and After Reading stages are Frequently Used. The common future problem faced by teachers in teaching reading that has been recorded is lack of time allotted by the teacher to read texts adequately; insufficient basic knowledge of the student's topic; there is a shortage of visual aids and libraries as well as other extreme factors that greatly affect students such as modern technology (Cell phones, Online Games, Text Messaging, Social Media Platforms/ apps).

## **4. Conclusion**

In concluding this study based on the data and information gathered, findings and conclusions, the following is recommended: Teachers are encouraged to continue to instrumentalize the activities presented toward the development of reading skills; continue and maintain the orderly sequence and/or structure of lesson plan activities; provide daily reading exercises for the student to cultivate interest and learning fully; value the needs of a library and the availability of adequate books and instructional materials that will help develop reading comprehension; give teachers the opportunity to attend seminars-workshops/workshops to further improve reading instruction; increase administration and teachers' use of effective reading instruction tools to enhance student culture; continue and extend the designated program so that the student can become more accustomed to reading comprehension; and include in the Reading Subject Tasks or appropriate uses the following some new tasks: 1. Pre-Reading: a. Provides word lists from the text to be read and used in one's own sentences (Possible Sentences Strategy); and, b. Our teacher groups students based on reading proficiency level for a collaborative reading (Collaborative Strategic Reading); 2. During-Reading: a. Our teacher conducts paired reading (who can read the text aloud to each other or read together); and b. Our teacher does a word hunt for keywords in the text being read (Word Hunt); and 3. post-Reading: a. Our teacher groups students to share their text discussion and then reports to the front of the class (Literature Circle Strategy); b. Our teacher uses the framework to help organize the topic, main idea and details of the text read (Frame Routine); c. Our teacher

encourages the student to conduct an inquiry in relation to the author of the text read. Ex: What does the writer want to convey in his work? (Question the Authority); c. Based on the text read, our teacher encourages the student to write a short essay (RAFT Writing); d. After reading the text, our teacher makes a record showing the change in character and/or location to compare with before and after reading the text (That was the, this is now strategy); and e. Our teacher asks the student to take a test or question related to the text (Make your Own Test).

Furthermore, it is suggested that subsequent researchers conduct more similar studies that may focus on aspects of reading instruction not covered by this study such as exploring the impact of current teaching methods and strategies on thus further developing reading skills.

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