



READING FLUENCY LEVEL OF KEY STAGE 2 LEARNERS

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This study was conducted to ascertain the perceived factors that affect the reading fluency level of key stage 2 learners. The researcher utilized descriptive method of research and self-made questionnaire as the main data gathering instrument. The statistical treatment tools that were applied are frequency, percentage, weighted mean, and chi-square. This study involved seventy-five (75) English teachers of key stage 2 in Balayan East Sub Office, Division of Batangas.

Based on the foregoing findings, the following conclusions were drawn. The profile of the teacher respondents revealed that most of them are females, aged 40 to 49 years. The majority hold a bachelor's degree, were experienced teachers with 5 to 14 years of service, and had attended seminars and training related to reading intervention strategies at the district level.

The respondents assessed the reading levels of Key Stage 2 learners in English at the Balayan East Sub Office across four categories: Independent, Instructional, Frustration, and Non-readers.

Respondents evaluated several school initiatives in Balayan East Sub Office designed to improve English reading levels, including Brigada Pagbasa, the National Reading Camp, and Catch-Up Friday.

With these findings, a reading development plan that focuses on enhancing the reading fluency and academic performance of the learners to a great extent, was developed and put forward as the output of the study.

Key Words: reading levels, academic performance, school's initiatives, development plan

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