



STRATEGIES EMPLOYED BY TEACHERS TO IMPROVE THE READING SKILLS OF GRADE 6 LEARNERS IN BALAYAN WEST SUB-OFFICE

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ABSTRACT

This study evaluated the teaching strategies employed to enhance the reading skills of Grade 6 learners in Balayan West Sub-Office. Utilizing a descriptive quantitative research design, the study assessed existing conditions regarding teacher demographics, instructional strategies, learner difficulties, and the perceived effectiveness of these interventions. Statistical treatments, including frequency, percentage, weighted mean, and ranking, were used to describe the primary variables, while inferential statistics such as the t-test, ANOVA, and Pearson r were utilized to test null hypotheses regarding significant differences and relationships between teacher profiles, student difficulties, and strategy effectiveness.

The findings revealed that the teaching workforce is comprised predominantly of experienced, mid-career female professionals who employ a balanced literacy approach, prioritizing teacher-led modeling and collaboration. However, while instructional competence is high, there remains a need to strengthen student-initiated metacognitive strategies and authentic performance tasks. The study identified that the most significant barrier to reading

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proficiency is a deficit in academic vocabulary, rather than physical or attentional issues. Furthermore, the analysis established that the selection of reading strategies is standardized and driven by institutional mandates, as it showed no significant variation based on the teachers' age, gender, or length of service.

Concluding that teachers utilized a highly diagnostic approach that responds to specific learner difficulties, the study highlights the necessity of targeted interventions to bridge observed gaps. Consequently, a proposed action plan was formulated based on the empirical data to address the specific needs in metacognition, authentic fluency practice, and independent vocabulary acquisition. This framework aims to provide a structured intervention that enhances both teacher instructional competence and learner reading proficiency within the district.

Keywords: *Reading Skills, Strategies, Reading Comprehension, Reading Fluency, Vocabulary Development, Difficulties*

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