

## READING STRATEGIES EMPLOYED BY SENIOR HIGH SCHOOL ENGLISH TEACHERS IN THE PHILIPPINES

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**Abstract.** One of the most difficult aspects of pedagogy is teaching reading. This study looked into the pre-, during, and post-reading strategies used by English teachers in a public secondary school, as well as the obstacles they experienced when teaching reading. This study used a mixed-methods approach, with a survey-questionnaire to collect quantitative data and a semi-structured interview used to collect qualitative data. The research included eighteen (18) senior high school English teachers. Teachers utilize pre-, during-, and post-reading methods extensively, according to the findings. Teachers invite students to generate questions about the topic during pre-reading exercises. Teachers use during-reading strategies such as asking students to identify the main concept of the reading material and asking questions to evaluate their understanding. They ask students to complete a task (as a post-reading strategy), and the semi-structured interview reveals that the respondents' top challenges are students' vocabulary size and teachers' lack of training. Based on the findings of this study, supplementary reading material was developed to assist English language teachers in teaching reading in their respective classes.

**Keywords:** *language teaching, mixed-method, pedagogy, vocabulary*

### Introduction

Teachers' reading instruction has a huge impact on what happens in the classroom and, ultimately, what children learn. In general education studies, it is now widely accepted that teaching is a cognitive activity and those teachers' views have a significant influence on their instructional judgments in the classroom. A teacher should have a thorough understanding of teaching and techniques for dealing with challenges that may arise during the reading process (Nugroho et al., 2019). Teaching reading is increasingly seen as a complicated cognitive process in second language education (Borg, 2003). According to Borg (2003), teachers are active, thinking decision-makers who make instructional decisions based on complex, individualized, and context-sensitive networks of information, thoughts, and beliefs. Teachers have a wide range of complicated ideas regarding pedagogical concerns, including views about students' mental processes and classroom activities, according to studies (Borg, 2003).

These views, which are drawn from a teacher's past experiences, school procedures, and individual personality, are said to establish an organized set of principles. Furthermore, according to Hall (2005), what instructors do in the classroom is driven by their ideas of what works best, and these perceptions frequently serve as filters through which instructional judgements and decisions are made. In order to enhance educational practice, Borg (2003) emphasizes the need of understanding and accounting for language instructors' underlying belief systems and the influence these have on their classroom activities. English is one of the worldwide languages that people use to

interact with one another all around the world. It is crucial because it functions as a communication bridge. It's utilized in a variety of countries across the world. In current globalized era, students must understand English because of its importance as an international language (Nugroho et al., 2019). In nations where English is the primary language of teaching, reading competence is not only essential for gaining knowledge but also for pursuing additional courses.

Reading is one of the most crucial language skills for students to develop (Wibowo et al., 2020). The capacity to read allows readers to take control of their own information and, as a result, to make decisions about their future. Reading ability will make it easier to comprehend information and knowledge (Nugroho et al., 2019). Furthermore, Levine et al. (2000) and Hall (2005) emphasize that in the ESL setting, reading skill is an essential approach to learning the language because most English learners may only need to talk or listen a little to native English speakers, but they must read a lot in that language for a variety of reasons. Reading is undeniably the most crucial ability to achieve for many ESL students. Knowing how to read successfully in the target language, while not a simple feat, provides ESL students with a genuine opportunity to acquire and utilize the language. Wibowo et al. (2020) said that the learner becomes an active participant in generating an engagement with the text's writer through the process of reading by anticipating, analyzing, summarizing, and employing other reading methods.

Given this situation, it is critical that teachers focus on understanding the components that influence reading achievement (Kinzer, 1988). This should be the case since understanding is the primary objective of reading, and reading without comprehension would be a pointless activity. To assist learners' comprehension, English language teachers should provide them with reading skills that will help them read more effectively. When students learn reading skills, they gain the ability to reflect on, evaluate, and clarify what they read, as well as distinguish what is relevant to the assignment from what is not. They may also critically assess, compare, and contrast new learning with previous information, as well as support and implement the lessons learned. All of this improves their drive to read, and the teacher's function remains that of a facilitator and guide (Macaro, 2001).

Reading instruction is a collection of processes aimed at increasing student knowledge of reading methods and providing systematic practice, reinforcement, and self-monitoring of reading competence while completing reading assignments. When students are introduced to strategies and given opportunities to employ them, their capacity to process information improves, which leads to better learning. Cohen et al. (2007) emphasizes the relevance of reading methods, stating that learners who lack the ability to dissect a text when reading in English have difficulties. They often avoid intentional engagement in class and out of class activities and assignments, and their reading abilities are hampered. Streiner (2003) agrees that the primary focus of reading instruction should be on achieving reading competency in the target language. To succeed in one's studies, one must improve one's reading methods in order to face the many sorts of reading necessary in one's course.

Traditionally, English language education has been characterized in terms of what teachers do in the classroom, i.e., the activities and behaviors that teachers engage in and their impact on students (Hall, 2005). The fundamental component of the knowledge base for teaching reading in ESL is teachers' implicit views about English language teaching and learning (El-Okda, 2005). The ultimate objective of reading

teaching should be to read a text selection with understanding. To do this, English language teachers should provide chances for all children to learn, and teachers may inspire all students to believe in themselves and realize their full potential in reading competence by using proper scaffolding and motivation. Students' self-esteem should be boosted by the way the possibilities are presented.

Experienced teachers use a range of literacy perspectives and teaching approaches to help students in all curriculum areas and build a clear link between what they read and what they see in the real world. This is attainable if pupils are clearly taught how to apply the skills while reading (de Jagar, 2002; Macaro, 2001; Pressley, 2000). Students answering comprehension problems while teachers oversee are insufficient. Furthermore, rather than explaining or delivering knowledge to others, the greatest educational strategy is centered on modeling, demonstrating, and mentoring. Teachers provide opportunity for students to develop as problem solvers who are responsible for their own ideas. Teachers must find and expose students to a range of techniques that help them explore, understand, and provide meaning to presentations of information in order to make reading an enjoyable and gratifying activity. Aside from that, students must understand how to employ reading methods and when to use them. It is the responsibility of the teachers to provide and practice good reading methods throughout reading teaching. Reading is a difficult task because it necessitates the use of a variety of reading strategies, including Cognitive Reading Strategies (e.g., planning and goal-setting, tapping prior knowledge, asking questions and making predictions, constructing gist, monitoring, revising meaning, reflecting and relating, and revising meaning) and Metacognitive Reading Strategies (e.g., problem-solving reading strategy, global reading strategy, and support reading strategy), which require the use of various types of reading strategies.

Past studied conducted a research on reading issues and techniques from the perspective of instructors in an Asian ESL classroom. The goal of the study was to uncover what one experienced teacher believed were the most common reading challenges among her students and how she helped them overcome them. It was a preliminary investigation to see if the in-service teacher was aware of the different types of reading strategies that could be used to help his students with their reading problems, as well as the reasons why he used certain approaches and strategies to address the issues he had identified. He used the three phases of reading: pre-reading, reading, and reading thereafter. These phases also serve as the foundation for this investigation on teachers' instruction throughout the reading classroom. Wibowo et al. (2020) did a study to determine the teachers' tactics for teaching reading comprehension at one of Bengkulu's Senior High Schools. The study found that the most common tactics employed by teachers in teaching reading were question generation (27 percent), encouraging the use of dictionaries (25 percent), and question answering (23 percent). This suggested that the teachers only employed a few reading comprehension tactics. Nurdianingsih (2021) looked studied the tactics used by teachers to teach students reading comprehension. Understanding text, individual and group learning tactics, and QAR strategy were proven to be the teacher's strategies. The findings suggested that teachers should be prepared to teach reading comprehension skills in order to assist students cope with the challenges of learning English. The teachers tailored their strategy choices to the resources, syllabus, and curriculum. Those tactics were helpful in teaching reading comprehension because they allowed students to understand the material and discuss it with their peers.

Every country today, including the Philippines, strives for technical progress. This means that students must be exposed to suitable reading practices in order to assist the development of reading competence required of them as they go through their professional careers. This is because, as societies become more complicated and sophisticated, it becomes increasingly vital for its citizens to have reading skills in order to cope with and adapt to technological developments in their daily lives. The researcher conducted a study on reading comprehension at Catholic universities in Davao City. The collected data indicated that the Education students' overall reading comprehension is Satisfactory, with a descriptive level of Moderate. This indicates that with less supervision, students may comprehend challenging reading materials on literal, interpretative, evaluative, and creative levels.

Casinillo and Guarte (2018) used a total of 23 randomly selected teachers and 294 students to evaluate the teaching tactics of teachers at the Hilongos National Vocational School. Computer aided classes, peer tutoring, modeling and teaching demo, oral recitation and reporting, and group work are among the five teaching styles used by 11 academic teachers. There are also 12 vocational teachers that use the same teaching methodologies as well as lecture with laboratory. All of the instructional tactics received high or strong approval from the students. Modeling, teaching demo, oral recitation, and reporting are successful teaching tactics for both academic and vocational teachers, in addition to computer aided classes and peer tutoring. Academic achievement under an academic teacher and student perceptions of peer tutoring are favorably connected. Furthermore, no link was seen between students' perceptions of teaching tactics and their academic achievement under vocational teachers.

Despite the fact that a number of studies have focused on how reading is reinforced in language acquisition in the setting of an ESL classroom, the situation in the Philippines remains problematic, which is why this study was conducted. Given the different curricular modifications in language pedagogy over time, a plethora of 21st-century instructional adaptations have been created but are still understudied. This might be attributed to the fact that communicative language teaching is the primary focus of language instruction. CLT prioritizes productive language acquisition abilities like speaking, writing, and presenting, whereas receptive skills like listening and reading come last, at least in the country. This case calls into question how CLT should be used. Its main concept is that in order to achieve communicative competence, all abilities in language acquisition must be taken into account. In the Philippines, the Department of Education (DepEd) launched initiatives to address pupils' reading issues through the use of the Philippine Informal Reading Inventory (Phil-IRI). The Philippine Informal Reading Inventory (Phil-IRI) is a program of the Department of Education's Bureau of Elementary Education that aims to make every Filipino learner a reader. It is based on the Department's flagship initiative, "Every Child A Reader," which aims to enable every Filipino child to speak effectively in both English and Filipino via effective reading education. It is a method for assessing elementary school students' reading proficiency. It is the first validated instrument to assess students' reading comprehension abilities. Through stories and passages, the student's word identification and comprehension abilities, as well as his or her reading speed, are informally examined numerically and qualitatively. The researchers chose to look at the pre-, during, and after-reading teaching tactics used by English language teachers in a Senior High School as well as the obstacles they face when teaching reading, in order to add to the body of knowledge on the subject.

### **Research questions**

In the research questions, (1) what is the extent of the use of reading strategies in teaching reading in terms of the following stages: (a) pre-reading; (b) during-reading; and (c) post-reading? (2) What is the significant relationships between the respondents' length of teaching experience and the extent of the use of the reading strategies in teaching reading? (3) What are the challenges faced by the teachers in teaching reading?

### **Materials and Methods**

Mixed Methods Research (MMR) was used in this study, which implies it was both quantitative and qualitative in nature. Mixed-methodologies research is described as a study in which the researcher uses qualitative and quantitative techniques or methods in a single study or research program to gather and evaluate data, incorporate results, and draw conclusions (Tashakkori and Creswell, 2007). This study used a survey-questionnaire to collect, analyze, and integrate quantitative data in order to determine the demographic profile of respondents and the extent to which reading methods are used in the classroom. Using a semi-structured interview, the researcher investigated the experiences of respondents in teaching reading, focusing on the constraints and problems.

### **Research instruments**

The survey-questionnaire used in the study was adopted from Maingi (2007), but modifications were made. The said questionnaire banked on the the extent of the use of reading strategies. For the interview, a supplemental interview guide questionnaire was created to investigate, clarify, and confirm replies based on the issues that teachers face in the classroom, as well as the treatments they use to address them.

### **Statistical treatment**

Statistical Package for Social Science was used to record, classify, tabulate, and analyze the data collected from respondents via the questionnaire (SPSS). A four-point type Likert scale was also employed to arrive at a specific interpretation of (quantitative) data. The scale of interpretation is hereby lifted as followed (*Table 1*). The frequency count, percentage and mean were computed to determine the extent of the use of reading strategies in teaching reading.

**Table 1.** Scoring and interpretation.

Extent of the use of reading strategies		
Scale	Description	Legend
3.26-4.00	Very large extent	VLE
2.51-3.25	Large extent	LE
1.76-2.50	Very minimal extent	ME
0.01-1.75	Never	N

## Results and Discussion

For the data to be collected through an interview, the study utilized qualitative inquiry, specifically thematic analysis to examine the experiences of all the public secondary English teachers in terms of the constraints that confront them in teaching reading including the interventions they employ to address them. When a problem or topic has to be investigated, qualitative inquiry is used; it focuses on words rather than figures. A method for detecting, interpreting, and reporting patterns (themes) within data is thematic analysis (Braun and Clarke, 2006). This strategy is used to investigate how to comprehend a problem or the meaning of a concept. Thematic analysis allows for greater flexibility in data analysis, gives a framework for organizing topics, and aids in the interpretation of the study topic (Braun and Clarke, 2006).

### *The extent of the use of reading strategies in teaching reading in terms of the following stage*

#### *Pre-reading*

Table 2 reflects the extent of the use of reading strategies during pre-reading stage. Among the ten strategies provided, teachers use nine to a very large extent while only one is used to large extent. Result shows that teachers ask students to generate questions about the topic with a mean of 3.65 (very large extent) followed by involving students in setting a purpose for reading with a mean of 3.59 (very large extent). Asking the learners to read the title and predict what the text is about, and modelling its use in reading both got a mean score of 3.53 (very large extent) followed by Providing explanations on procedures and use of strategies with a mean of 3.47 (very large extent). The strategy “Providing reconciled reading lesson (dev’t of pre-reading questions from questions at the end of reading passage)” garnered a mean of 3.51 (very large extent). The strategies “Previewing the text with students using pictures, reading first and last.”, “Previewing the structural organizers used in the text”, and “Presenting a number of vocabulary as a way to judge student’s schema availability in topic” all obtained a mean score of 3.29 (very large extent”. “Describing the strategy for the learner & providing explicit information on the strategy” was the only strategy in that is used by teachers to a large extent with a mean of 3.24.

**Table 2.** *The extent of use of pre-reading strategies.*

Pre-reading strategies	Mean	Description interpretation
1. Involving students in setting a purpose for reading.	3.59	VLE
2. Asking the learners to read the title and predict what the text is about.	3.53	VLE
3. Previewing the text with students using pictures, reading first and last.	3.29	VLE
4. Askig students to generate questions about the topic.	3.65	VLE
5. Previewing the structural organizers used in the text.	3.29	VLE
6. Presenting a number of vocabulary as a way to judge students’ schema availability in topic.	3.29	VLE
7. Providing reconciled reading lesson (dev’t of pre-reading questions from questions at the end of reading passage).	3.41	VLE
8. Describing the strategy for the learner & providing explicit info on the strategy.	3/24	LE
9. Modelling its use in reading.	3.53	VLE
10. Providing explanations on procedures and use of strategies.	3.47	VLE

Overall Mean	3.43	VLE
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The overall mean of 3.43 suggests that the teachers employ a wide range of pre-reading strategies. This is consistent with Maingi's research in 2007. Teachers utilize pre-reading strategies to guide students' attention before they begin reading and to boost their ability to comprehend the material, according to his research. However, according to his research, most Kenyan teachers urge students to read the title and predict what the book would be about. This contradicts the conclusions of this research. Teachers invite students to develop questions regarding the topic, according to the findings. This method helps learners pay attention by activating past knowledge and preparing them to acquire and integrate new information into their understanding (Maingi, 2007). According to Sattar and Salehi (2014), asking questions while reading helps students predict what they will find after they read. It is critical to motivate students before to the reading activity in order to pique their attention. Pre-reading exercises might help encourage students. Pre-reading exercises aid in the development of reading abilities and assist the reader grasp the substance of the books in order to better absorb the material (Marinaccio, 2012). Contextual definitions and word lists, according to Pressley (2000), might aid students with comprehending a reading material, increasing vocabulary knowledge, and increasing reading motivation.

### ***During-reading***

During-reading activities are intended to help the learners to focus on examining the text. These strategies guide the learners in making meaning of the text. *Table 3* shows the strategies used by the respondents during-reading activities. First on the list of strategies employed by the respondents are “Asking learners to identify the main idea of the reading passage” and “Asking questions to check comprehension of the learner” with a mean of 3.82 (very large extent). “Engaging learners in group work” and “Verifying and clarifying students understanding” were used to a very large extent with mean of 3.76 and 3.71, respectively. “Helping students guess the meaning of unknown words” and “Providing ample assisted practice time e.g monitoring, providing clues, giving feedback” strategies both have a mean of 3.59 followed by “Telling students to make guesses/predict about upcoming information in the text” with a mean of 3.53. The least strategy employed, though to a very large extent still, are “Facilitating the learners to create mental images associated to concepts”, “Facilitating the students to reject, revise or confirm predictions as well as to draw inferences”, “Helping students connect to self and other texts” with mean of 3.47. Results indicate that the during-reading activities garnered an overall mean of 3.62 which means that teachers use these strategies during the reading activities.

***Table 3. The extent of use of during-reading strategies.***

During-reading strategies	Mean	Description interpretation
1. Asking learners to identify the main idea of the reading passage.	3.82	VLE
2. Facilitaing the learners to create mental images associated to concepts.	3.47	VLE
3. Telling students to make guesses/predict about upcoming information in the text.	3.53	VLE
4. Askng questions to check comprehension of th learner.	3.82	VLE
5. Ve3rifying and clarifying students understanding.	3.71	VLE

6. Engaging learners in group work.	3.76	VLE
7. Helping Students guess the meaning of unknown words.	3.59	VLE
8. Facilitating the students to reject, revise or confirm predictions as well as to draw inferences.	3.47	VLE
9. Helping students connect to self and other texts.	3.47	VLE
10. Providing ample assisted practice time e.g. monitoring, providing clues, giving feedback.	3.59	VLE
Overall Mean	3.62	VLE

The study's findings coincide with those of Maingi (2007). Teachers' favored tactics, according to his research, include asking students to identify the major concept of the text and measuring their knowledge. His research found that teachers encouraged students to analyze the concepts they were given and then synthesize the knowledge into a whole. Teachers might use during-reading tactics to communicate with their students. This may also be utilized to engage students in evaluating and synthesizing material (Maingi, 2007). Teachers must accompany students throughout reading activities, thus they should not be left alone. Using a variety of interactive reading tactics allows students to better grasp the content. There's academician found that learners need interactive practice to come up with relevant depictions of literary texts in their study on techniques for developing reading abilities. Following that, majority researchers suggested that teachers should use reading practices to help students transition from decoding words to fluency and comprehension. An academician found that engaging in interactive reading has a substantial impact on student success in reading comprehension. Learners who are exposed to explicit guided teaching become effective in reading comprehension because they are able to use suitable techniques, according to Sattar and Salehi (2014). Reading tactics focused on skimming, scanning, generating predictions, and questioning, according to a researcher, assist pupils achieve a respectable reading comprehension level. However, depending on the students' past knowledge and the complexity of the activities, the level of students' comprehension may vary from task to task.

### ***Post-reading***

During the post-reading stage, the teachers are expected to consolidate construction of meaning by checking on the foundation for construction of meaning that they laid at the beginning and how they maintained it for achievement of the set purpose (Maingi, 2007). Hence, teachers employ various post-reading strategies in order to ensure that the learners understood what they read. As can be gleaned from *Table 4*, the teachers employ post-reading strategies to a large extent as manifested in the overall mean of 3.53. Specifically, the ask the students to complete a given task (e.g. role play, poem development, song composition) with a mean of 3.65 (very large extent). This is followed by “asking students to discuss the text after reading”, “Asking the students to summarize the text”, and “providing feedback” with mean of 3.59 (very large extent). “Asking learners to outline the main ideas/points in the reading selection”, “Giving students follow up activities related to the text”, and “Assigning students’ tasks to do using the information in the text” all got a mean of 3.53 (very large extent). “Asking students to draw conclusions about the text they have read” has a mean of 3.47 followed by “Asking learners to retell the text” and “asking learners to read other related/new material and demonstrate use of the strategy on their own” with mean of 3.41 (very large extent).

**Table 4.** *The extent of use of post-reading strategies.*

Post-reading strategies	Mean	Description interpretation
1. Asking students to discuss the text after reading.	3.59	VLE
2. Asking learners to retell the text.	3.41	VLE
3. Asking learners to outline the main ideas/points in the reading selection.	3.53	VLE
4. Asking students to draw conclusions about the text they have read.	3.47	VLE
5. Asking the students to summarize the text.	3.59	VLE
6. Giving students follow up activities related to the text.	3.53	VLE
7. Assigning students' task to do using the information in the text.	3.53	VLE
8. Asking the students to complete a given task (e.g. role play, poem development, song composition).	3.65	VLE
9. Asking learners to read other related/new material and demonstrate use of the strategy on their own.	3.41	VLE
10. Providig feedback.	3.59	VLE
Overall Mean	3.53	VLE

The outcome contradicts Maingi's research in 2007. Teachers were shown to prefer the usage of questioning strategies in his study. Teachers utilized the method often to measure students' comprehension of what they read. It also enabled teachers to provide feedback in order to aid the learner's comprehension of the content (Maingi, 2007). Learners chose interactive exercises as post-reading activities, according to Atay and Kurt (2006). As a result, they discovered that interactive assignments were an efficient way to expand their vocabulary. Because cooperating with classmates to develop the word meaning together was deemed a pleasurable activity, the students were extremely productive and eager to learn English (Atay and Kurt, 2006). A research is also worth highlighting. Learners favored "discussing with peers" as a post-reading technique, according to their research. This shows that during the post-reading stage, 'peer members' are used as a resource for sharing, confirmation, and explanation. After reading, well-planned responses are just as crucial as those before and during reading. Reading does not stop the process of constructing meaning from texts. Readers must summarize significant themes and analyze their readings in order to have a better grasp of the materials. Deep-level processing procedures are used to change the literal meaning of the texts.

Post-reading question-generation activities, according to an academician, have a generally good influence on L2 learners' reading skill development and emotional dimensions. Reading instructors should spend enough time offering explicit, thorough instructions for how to develop appropriate, thought-provoking questions when designing a reading instruction including question-generation activities, they added. Furthermore, it is recommended that L2 reading teachers introduce learners to cooperative learning and allow them to experience the essential benefits of cooperative learning in the classroom, such as undertaking reading exercises that were previously done as solitary assignments. According to a researcher, post-activity form-focused training is advantageous for learning, which is applicable to vocabulary development. They believe that offering post-reading word-focused activities in the L2 classroom is critical for consolidating learners' incidental vocabulary learning. The exercises should include a "assessment" component that allows learners to evaluate the target items'

semantic and grammatical information in a new context, allowing them to memorize the target words both in the short and long term.

### ***Challenges faced by the teachers in teaching reading***

To address this issue, the researcher conducted interviews with study participants. The interview's outcome serves as the foundation for developing concepts that attempt to address the presented issue. Gaining good reading and writing abilities is necessary for individuals to maintain their lives in a better way in today's society, where innovations, changes, and improvements are founded on information. Teaching the abilities of reading and reading comprehension is an important aspect of training programs and the instructional process. Teachers, on the other hand, have problems in their daily interactions with their students, and teaching reading is no exception.

### ***Students' vocabulary size***

The importance of vocabulary knowledge in reading comprehension has long been recognized in first language (L1) contexts, and it appears that this is also true in second language (L2). The lexical suffering of L2 learners has been effectively described by academicians. They claim that L2 learners are expected to cope with a large amount of reading materials written for native speakers in academic settings, but that their vocabulary knowledge "does not amount to a quarter of the vocabulary known by their native speaking peers," according to studies conducted across high schools and universities. Many unfamiliar terms will be encountered by L2 students during their study. This issue affects ESL secondary school students who must cope with reading materials in curriculum areas including history, social studies, and geography, as well as pass the reading comprehension exam.

One of the issues that the teachers confront in this research is the students' vocabulary. Having a limited vocabulary makes it harder to comprehend the text or topic.

*Teacher 4: "Students do not know the meaning of the words used in reading activities [text]. They failed to understand the activity [text] since the words are unfamiliar to them".*

*Teacher 3: "Students ask the meaning of the words always. The unfamiliarity of the words used in the materials impedes them from comprehending the material".*

*Teacher 9: "It is very hard to teach reading to the students because they are very unfamiliar to the words in the stories used in the reading activities. They say they cannot get the what the story means because they cannot understand the words they are reading."*

Understanding the meaning of a written message requires decoding it (Adams, 2004). Failure to recognize words, particularly in texts with high-sounding words, might impede reading comprehension (Nation, 2001). The link between Singaporean learners' vocabulary and their understanding of the text was investigated by a researcher, who found that learners' vocabulary knowledge of high-frequency terms was insufficient to grasp the text and deal with the summary job. This is in line with Chavangklang et al. (2019) research on the impact of vocabulary size on EFL learners' reading comprehension. They came to the conclusion that when the vocabulary size grows,

students' reading comprehension improves, and that vocabulary size is a component that contributes to this development.

The responders employ strategies to aid the learner in comprehending the content. One of these methods is to use cooperative learning.

*Teacher 1: "I let them read the story in group sometimes so that those who can understand the text will help their classmates who are hard up".*

*Teacher 7: "reading by group or by pair. Sometimes this helps students who cannot understand the stories."*

*Teacher 12: "I ask the students who are smart and who can understand the text to help their classmates. I ask them to recite to the class what the story is all about."*

*Teacher 14: "Asking the students to work together is what I do when students cannot understand the text. Sometime I group them. Sometimes I just ask them to work with their seatmates."*

Cooperative learning approaches, as opposed to traditional procedures, allow students to have a more active part in their own education. Cooperative learning activities encourage social engagement, which helps students build language skills and acquire concepts and topics. This approach is preferred over more isolated reading methods (Kazemi and Khalili-Sabet, 2012). Durukan (2011) looked at the impact of the cooperative integrated reading and composition (CIRC) methodology vs standard reading and writing teaching techniques on students' reading and writing skills. The CIRC approach employed small groups to combine reading and writing abilities and was based on cooperative teaching ideas. The traditional method, on the other hand, was based on old procedures that emphasized personalized approaches to teaching reading and writing abilities. Durukan determined that the CIRC approach improved the students' reading and writing skills after comparing the two strategies.

### ***Lack of teacher training***

The Department of Education is doing everything it can to assist teachers in their daily tasks. The ready-made resources provided to the teachers are obvious. The topics to be covered and the activities to be offered in each class are included in these resources. Teachers do, however, have academic freedom to contextualize these resources as they think proper. However, due to a lack of suitable training, instructors continue to face difficulties in teaching reading.

*Teacher 3: "There is insufficient seminars for teachers on how to teach reading."*

*Teacher 16: "I have not attended any seminar-workshop about reading strategies or how you teach reading."*

*Teacher 13: "They give the materials. We follow it. But we are not trained."*

*Teacher 7: "There are many seminars. INSET seminars are every year but the topics are general like research writing or teaching principles.... As to teaching reading English teachers are not attending seminar-workshop on that topic."*

It has been stated that improving teaching practice is the greatest approach to increase student learning (White, 2020). One strategy to improve teaching practice is to attend seminars, workshops, and trainings on immersion strategies. This is because research continues to indicate that teacher quality has the greatest impact on student

achievement at the school level. Harwell (2003) claimed that classroom teachers need to be professionally developed in order to ensure their students' academic achievement.

The teachers further shared that the trainings they attend are selected by the Division Office.

*Teacher 6: "We cannot just attend a seminar. It should be endorsed by the Division Office. So we attend only the seminars they ask us to attend."*

*Teacher 2: "Our principal will tell us if what seminars we will attend. We do not search for seminars. The Division Office will send the letter of invitation or the information about the seminar to the principal. The principal will select the teachers who will join."*

While teachers have a duty to enhance their profession, administrators have a responsibility to establish a climate that supports growth, and the government has a responsibility to provide high-quality materials and learning opportunities, according to White (2020). Schools, teachers, and students will all benefit from meeting these goals. Administrators must also remember, according to Chitpin and Jones (2015), that teachers may require encouragement to be more critical of their teaching approaches and underlying rationale. White (2020) went on to say that the government, school officials, and teachers are all responsible for the professional development of classroom teachers. To set clear expectations of its material and missions, the government must give significant learning opportunities. Administrators must build trusted relationships with teachers and create, assist, or identify chances for them to flourish. Finally, teachers must embrace their professional obligations in order to serve their students (White, 2020).

## **Conclusion**

The purpose of this study was to learn about the strategies and approaches used by public secondary school English teachers at a senior high school in the Philippines, as well as the obstacles they face in teaching reading. The majority of the teacher responses is new to teaching and has just attended a few trainings on teaching reading. This demonstrates that they are new to teaching reading and have limited expertise with reading techniques. Pre-, during-, and post-reading methods are used by teacher responses. They offer questions, evaluate understanding, and provide activities to their students during the three phases of reading. The different pre-, during-, and post-reading exercises are used by both rookie and expert teachers. Both student and teacher factors contribute to the difficulties that teachers confront while teaching reading. One of the primary issues teachers face is students' lack of vocabulary, which leads to inadequate understanding. Their lack of understanding of immersion tactics in reading instruction is also considered as a barrier.

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## Conflict of interest

The authors confirm that there is no conflict of interest with any parties involved with the study.

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