Understanding Teachers' Reading Instructional Strategies and Assessment Techniques During The Post-Pandemic

Ezel Mae H. Tadlas[1,*] Ma. Vivienne Segumpan-Salon[2]

[1] Central Mindanao University, Banlag Integrated School
[2] Central Mindanao University, Philipines

*ezelmae.tadlas@deped.gov.ph,

f.mavivienne.segumpan@cmu.edu.ph

Abstract. Fundamental elements of teaching and learning in reading include instructional strategies and evaluation methods. This study examined the reading teaching strategies and assessment techniques teachers used and described their challenges while attempting to teach reading in the post-pandemic environment. The study used descriptive statistics to analyze the data gathered through survey questionnaire adapted from Mahmoud (2019) The findings reveal that for pre-reading, during, and post-reading, teachers favor the instructional strategies of anticipating, recognizing text elements, skimming and scanning answers, and summarizing the primary idea of a text. Furthermore, the pupils' lack of motivation and poor reading habits present challenges for teachers during this period. The study would give ESL teachers enough knowledge to modify their methods and strategies to help students develop better reading motivation and habits.

Keywords: English as a second language (ESL), reading pedagogies, difficulties in reading

1   Introduction

Reading is an essential skill that significantly impacts the lives of individuals, influencing their ability to adapt to their surroundings. Acquiring effective skills in reading will help individuals thrive in both social and academic milieu.

Unfortunately, the reading scenario in the Philippines is quite a concern. It has been noted and found by the Philippine Informal Reading Inventory (Phil- IRI) for years that certain junior high pupils struggle with reading and understanding English, leading to low scores, notably in students' Mean Percentage Scores (MPS). Even in a classroom scenario, students (even in higher grades) need help pronouncing English words correctly and fluently.

Myriads of reading programs have been proposed and implemented to solve the problem. However, Covid-19 interrupted the activities, including programs and projects prepared by the schools. The birth of hybrid and remote classes worsened the reading situation. The shift between various teaching-learning modalities in the delivery of lessons gives difficulty to both teachers and learners.

Alyousef (2006) stated that one of the duties of teachers is to promote reading by choosing the proper material, particularly for the early learning stages. Mourtaga (2006) added that teachers' first step is to inspire their pupils by providing a positive teaching and learning atmosphere where children realize the value of reading.

Crucial to this is choosing the right strategies and assessment techniques in reading, for various factors need to be considered. According to James (2006), instructors must continually modify their teaching and assessment strategies following the needs of their students. They also must have an understanding of the most effective learning methodologies.

The burden lies on the teachers. It is also apparent that two years after the pandemic, there is a more significant challenge regarding students' reading ability. And with the transition from remote to face-to-face, teachers need to improve strategies and materials for reading. One of the obstacles teachers have is figuring out how to assist learners in reading, given their current reading difficulties. Since the pandemic impacted the learners' reading habits and motivation, teachers' roles have increased even more.

Research is needed to look into teachers' reading pedagogies' perspectives in these challenging times. It's crucial to consider the types of students who have experienced remote learning and the adjustments that must be made to enhance the teaching and learning environment in the Philippines as the rest of the world recovers from the pandemic..

2   Research Methods

This is a quantitative design that made use of descriptive statistics in analyzing the gathered data from thirty reading teachers in Banlag Integrated School.

The respondents were purposely chosen as they are teachers with an everyday schedule for teaching specific students.

The gathering of data started after receiving the approval from the Institutional Ethics Research Committee (IERC) and the principal from the school.

The study made use of Reading Teachers' Questionnaire (RTQ) adapted from Mahmoud (2019). The questionnaire has four sections with periodic statements . The first section divides the most common reading strategies divided into three sections: pre-reading, during-reading, and post-reading. The second portion discusses reading assessment techniques and their connections to instructional strategies. And the third portion highlights the crucial issues teachers experience when teaching reading. The tool uses a five-point Likert Scale to assess the assertions. The questionnaire follows a five-point Likert Scale so that the statements can be evaluated in the following degrees: (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. The data-driven from this survey formed the basis of this research data.

To clarify the results, the questionnaire's mean scores are ranked into levels. The ranking scores are compiled in the table to examine the questionnaire results. According to the following categories: 1 – 1.79 suggest extremely low, 1.8 – 2.4 indicate low, 2.5 – 3.4 indicate moderate, 3.5 – 4.19 indicate high strategy use, and above 4.2 indicates very high answers. Some researchers, including Rastakhiz and Safari (2014), employed this interpretative measure scale to rank scores.

Ranking Scores Indications

Quantitative	Description	Qualitative Description
1-1.79	Very Low (VL)	Very Low Employed (VLE)
1.8-2.4	Low (L)	Low Employed (LE)
2.5-3.4	Moderate (M)	Moderately Employed (ME)
3.5-4.19	Highly (H)	Highly Employed (HE)
4.2-5	Very Highly (VH)	Very Highly Employed (VHE)

2.1   Validity and Reliability

Validity

One researcher and three professors from the Central Mindanao University Faculty of Education who teach there reviewed the questionnaire for content validity. The referees ensured that the questionnaire achieved the goal of the investigation. They verified that the statements used in the questionnaire were understandable, straightforward, and consistent with the study's questions. Then, 30 teachers who were not a part of the formal research sample piloted the questionnaire, which provided the research data. Before use, the instrument was tested with a pilot sample. Because they didn't ask questions to clarify statements, teachers thought the questionnaire was understandable and clear, so it didn't need any major changes. Consequently, the questionnaire tool was deemed valid.

Reliability

The pilot questionnaire sample was tested for reliability using Cronbach Alpha. Because it was so near to one, it was 0.865, indicating that the instrument was noteworthy. The questionnaire was therefore regarded as valid and reliable. Additional reliability characteristics like honesty in interview response recording and transcription, accuracy in writing, and accuracy in data reporting were also taken into account. Following the transcription of the interviews, participants reviewed the interpreted data and approved the interpretations

3   Results and Discussion

Instructional Strategies Employed (before-reading, during reading, after reading)
Pre-reading

Table 1. Strategies of teachers before teaching reading

Before Reading Strategies, I ask students to …	Mean	Quantitative Description	Qualitative Description
predict events of a story from the title and/or some images	4.27	High	Highly employed
predict the topic of a text	3.27	Moderate	Moderately Employed
answer pre-reading questions	3.20	Moderate	Moderately Employed
identify key words related to a text	3.03	Moderate	Moderately Employed
write questions they are interested to find answers for in a text	2.93	Moderate	Moderately Employed
find information about the author of a text	2.60	Moderate	Moderately Employed
The Overall Mean of Pre-Reading Strategies	3.22	Moderate	Moderately Employed

Table 1 displays the outcomes of the pre-reading practices used by instructors (N=30). It addresses a portion of the first study topic, which looks into the usage of reading methods by reading teachers. The mean response score varies from 2.60 to 4.27, indicating moderate to high replies. Furthermore, the overall mean score for the 'pre-reading tactics' is 3.22, considered average. Teachers responded positively by employing such reading tactics before teaching reading. The highest two points are 4.27 for 'guess the events of a story from the title and some images' and 3.27 for 'predict the topic of a text. The statement 'obtain information about the author of a piece' had the lowest mean of 2.60.

According to the study's findings, the majority of teachers responded positively to the use of Predicting as the most important pre-reading strategy.

Predicting helps students relate to what they are reading and get a deeper comprehension of the text, according to Teacher 1. This supports Bailey's (2015) study, which found that youngsters can predict events in stories by using textual cues including titles, headings, images, and diagrams. Additionally, this method enables student interaction, which enhances interest and comprehension of the content.

Kelley and Clausen-Grace (2010) stated that teachers use pre-reading strategies to direct students' attention before reading and enhance their ability to retain knowledge. According to the study's findings, students who wrote predictions in a text feature "walk" performed better than those only activated and those who only read (Kelley & Clausen-Grace, 2010).

Finding information about the author of a work, on the other hand, is the least essential pre-reading method, according to the findings. It is because it is sometimes unrelated to the main objective of teachers, which is to teach students how to read. Teacher 7 agreed, saying, *"Finding information about the author sometimes is irrelevant to your objectives in teaching reading."* Teacher 3 agreed, saying, *"Finding information is not really the main idea of the reading selection."* This means students would prefer to have

connections between their prior knowledge and the text rather than finding background information about the author.

During reading

Table 2. Strategies of the teachers during teaching reading

During Reading Strategies, I ask students to ...	Mean	Quantitative Description	Qualitative Description
identify text elements like setting, characters, and point of view	4.27	Very High	Very Highly employed
Use skimming and scanning answers	4.17	High	Highly employed
Generate challenging questions from texts	3.87	High	Highly employed
highlight high-frequency words	3.87	High	Highly employed
Use a dictionary to look up difficult word meanings	3.83	High	Highly employed
Make a prediction for what will happen in a text story	3.83	High	Highly employed
take notes while they read	3.57	High	Highly employed
Check other students' answers	3.43	Moderate	Moderately employed
use context clues to guess word meanings	3.43	Moderate	Moderately employed
Evaluate the plot of the story	3.27	Moderate	Moderately employed
Answer questions generated by other students	2.90	Moderate	Moderately Employed
The Overall Mean of During Reading Strategies	3.68	High	Highly employed

The mean score of the second part of reading strategies employed when teaching reading is presented in Table 1.1. The data also answer a portion of the first study question. The responses range from 2.90 to 4.27, suggesting moderate to very high-interest levels. Furthermore, the mean score for 'while reading techniques' is 3.68, which is excellent. 'Identify text components including setting, characters, and point of view' (4.27 mean score) and 'Use skimming and scanning answers' (4.17 mean score) receive the most points. They are followed by 'create difficult questions from texts' and 'highlight high-frequency words,' with a mean score of 3.87. The lowest points are 'Evaluate the storyline' (3.27 mean score) and 'Answer questions suggested by the story' (2.90 mean scores).

According to the statistics, the majority of teachers use a story map. According to Reading Rockets (2015), a story map is a tool that aids with students' comprehension and application of a story's elements. When using these maps, students focus on recognizing the characteristics of narrative texts. This results in a better knowledge of story structure and enhanced literacy comprehension, according to Jennings, Caldwell, and

Lerner (2014). Teacher 8 added, *"Identifying elements helps students focus on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read."* Teacher 1 added, *"Identifying important things like setting, characters, and plot can help students understand the story they are reading."*

Next to identifying elements is scanning and skimming. Teacher 2 stated, "Skimming and scanning answers are effective when a reader wants to get the general information or idea quickly. They help the reader locate specific information in just a few minutes." According to the study (Banditvilai, 2020), scanning is a reading strategy that allows the reader to quickly locate specific information. The ability to scan is extremely important for reading improvement. Skimming is a reading strategy for accelerating reading speed. Skimming a passage from a book is done to acquire a general impression of how the text is structured and what the main topic is. Readers read the entire passage before choosing a selection to skim. Flexible readers, according to Teacher 10, are those who can skim and scan. "They read for a specific purpose and get the information they need quickly," he explained. Their expertise comes in recognizing what material to study and which strategy to employ."

Vocabulary knowledge is also on the list. Vocabulary knowledge is developing and linked to prior information. Teachers must increase their pupils' word knowledge for them to comprehend texts better (Rupley & Slough, 2010). This is also the observation of Teacher 5 who said, *"A dictionary is one of the most important tools during reading time. It helps you understand the words and improve your comprehension skills."* This is a crucial problem that requires attention since many children lack substantial vocabulary knowledge and the ability to use reading strategies to create meaning (Miller & Veatch, 2010). Teacher 6 said, *"Dictionary helps them to recognize words"* and *"Through the dictionary, the learners can understand the sentence easily",* Teacher 10 added. As a result, including explicit vocabulary training before reading can improve students' knowledge and comprehension (Hawkins, MustiRao, Hale, Mcguire, & Hailley, 2010).

Students should be encouraged to express themselves when reading. They can ask questions as they read. Questioning is at the heart of learning, and students' inquiries play an essential role in meaningful learning and learning motivation. Students need to develop the core skill of questioning since it is crucial to research and problem-solving processes in science (Chin and Osborne, 2008). Improving thinking, reasoning, and critical thinking requires encouraging inquiry (Mason, 2007; Zoller et al., 1997).

Although very important, teachers do not encourage answering questions generated by other students. Teacher 8 said, "Not encouraging students to answer the questions generated by other students because some students are not good in constructing higher order thinking skills questions." Teacher 3 added, "Some of their questions are simply acquiring knowledge from the text. Sometimes questions are even constructed incorrectly that it leads to confusion."

When learning something new, students can ask clarification or basic knowledge questions; yet, when learning something more familiar, they can ask transformational or higher-order questions. On the other hand, when learning, students will find it challenging to ask higher-order inquiries. As a result, the student must be well-versed in the subject to pose such questions (Scardamalia and Bereiter, 1992). Banlag Integrated

teachers do not encourage student-generated inquiries because some of them are still struggling readers.

After Reading

Table 3. Strategies of the teachers after teaching reading.

After Reading Strategies, I let students to:	Mean	Quantitative Description	Qualitative Description
Summarize the main idea of a text	4.17	High	Highly employed
Reflect on the theme of a text	3.67	High	Highly employed
Relate a story to their social/cultural experiences	3.57	High	Highly employed
State their opinion of a text	3.57	High	Highly employed
Write another possible conclusion for a text	3.30	Moderate	Moderately employed
Create a story map	2.83	Moderate	Moderately employed
The Overall Mean of After Reading Strategies	3.52	High	Highly employed

The last subsection of the first study question in the table above focuses on after-reading strategies. The replies vary from 2.83 to 4.17, indicating moderate to high responses. Furthermore, the overall mean score for 'after-reading methods' is 3.52, which is high. The highest two points are 'Summarize the primary concept of a text' (4.17 mean score) and 'Reflect on the theme of a text' (3.67 mean score). The strategy 'create a story map' has the lowest mean score in this area, with 2.83.

Summarization and understanding are related; summarizing encourages active reading while decreasing passive reading, which improves comprehension (Rinehart, Stahl, & Erickson, 1986). This is the same idea of Teacher 10 who said, *"Summarizing assists students in identifying the most crucial or important concept in a text, filtering out irrelevant information, and coherently combining the main ideas required to improve student's reading skills."* To organize incoming information, recall previously stored knowledge, and concentrate attention on basic concepts, active readers engage in information processing and manipulation utilizing their schema or mental semantic network (Pearson & Fielding, 1991). According to Teacher 3, *"When one knows how to summarize, one can select relevant information for others to read and enjoy without having to read the whole reading selection."* Summarizing helps readers identify the difference between vital and minor concepts and to connect them logically. According to Teacher 7, *"Summarizing the main idea of the text teaches students how to connect the most important ideas in a text, ignore irrelevant information, and integrate the important concepts in a meaningful way."* As a result, the advantage of letting students summarize the primary idea is that the teacher can assess whether the students comprehend the text

because they connect the most basic ideas in a document, disregard irrelevant information, and integrate the vital concepts.

Relating the story to their social/cultural realities is another excellent after- reading method. Sociocultural theory (Vygotsky, 1978) states that learning happens when individuals engage in social, cultural, and historical contexts connected through contact. "Relating/reflecting on the reading activities makes reading more meaningful and productive," remarked Teacher 10. Students can relate text topics to their personal experiences in this way. "It helps the students improve their reading performance," Teacher 4 added. "When students read books with more culturally relevant experiences, they make personal connections between the book and their own lives." Students learn by engaging in sociocultural activities in formal and informal contexts of culturally relevant situations.

According to James (2016), in terms of the theoretical framework, sociocultural approaches imply that the teacher must create a critical-thinking and stimulating environment for students to develop their current abilities, known as the ZPD and where students can learn from peers or experts; as a result, assessment should be based on performance, authenticity, and task observation.

Students should be exposed to and have an in-depth grasp after reading. In this study, story mapping got the least. According to the study's findings, According to Li (2012), the story mapping technique had no effect on the participants' overall word diversity. However, the variety ratio in Freda's and Kathy's stories increased noticeably. Creating a story map is considered the least effective strategy after reading because they will copy the answer from the reading materials given without having a deep understanding. It relates to Teacher 3's statement that "creating a story map is the least effective strategy after reading because they will copy the answer from the reading materials given." Instead of emphasizing a wide range of words, narrative mapping concentrates on the plan, organization, and story components as well as the connections between these components. Teacher 7 "Creating a story map is the least effective strategy because it does not promote the main goal and objective of teaching reading. It doesn't allow students to decipher and process the information." As a result, even if students improve their storytelling skills, there is no assurance that their word diversity will improve because they will only copy the answer from the reading materials given without really having a deep understanding.

3.1   Assessment Techniques Utilized by Teachers

Table 4 shows the type or purpose of assessment reading teachers utilized to improve students' learning.

Table 4. Assessment Techniques Utilized by Teachers

When I assess my students for reading I...	Mean	Quantitative Description	Qualitative Description
Assess students' ability to generate and answer questions	4.43	Very High	Very Highly employed
Use assessment results to improve students learning	4.43	Very High	Very Highly employed
Use assessment results to improve my instruction	4.40	Very High	Very Highly employed
Assess their ability to identify story elements (setting characters, plot, and conflict)	4.27	Very High	Very Highly employed
Assess their understanding of a text of the main idea of text	4.20	Very High	Very Highly employed
Provide constructive feedback to students	4.13	High	Highly employed
Assess their ability to summarize a text	4.03	High	Highly employed
Assess students' critical thinking skills	3,97	High	Highly employed
The Overall Mean of Reading Assessment Strategies	4.23	Very High	Very Highly employed

Table 4 reveals teachers' reading assessment methodologies. Most of the responses have relatively high mean ratings. They vary from 3.97 to 4.43, with an average mean of 4.23. The two most increased responses are to 'Assess students abilities to develop and answer questions' and 'Use assessment results to improve students' learning', having a 4.43 mean score. For 'assessing students' critical thinking skills,' the lowest mean score is 3.97.

While reading, students can think about what they are reading, be active and autonomous readers, and react to their reading by asking questions (Banditvilai, 2020). The 'question and answer' format assists readers to clarify what they're reading and having a better understanding of the test. It is a technique used to assess student's comprehension while reading."

By asking questions, students can test their comprehension and stay engaged and interested in their reading. Students can use the question and response structure before, during, and after reading. As part of the questioning process, readers must ask themselves questions to construct meaning, develop knowledge, find answers, solve issues, reveal information, and discover new information. Throughout the reading process, students refer to the text to find answers to the questions. It aids students in explaining and understanding what they have read.

Assessment results can improve students learning. Teacher 2 said, *"Questioning whether oral or written assessments on students' reading ability signifies a quick/prompt indicator for the teacher if the students learn from the text/selection. It shows the teacher if the students have learned something, and what intervention to do in the next activity."* However, in order to use classroom assessments to achieve improvements, teachers must shift their perspective on assessment and their interpretation of outcomes. Dobler (2009) asserts that teachers must be aware of and educated about

the reading strategies they employ since this determines how they teach comprehension. Not every teacher has had a positive reading experience. As a result, these encounters act as inspiration to promote a positive reading environment. According to Dobler's (2009) results, teachers need to be more conscious of the techniques they employ and can learn how to influence students who don't study the same way by participating in professional development. Dobler (2009) validated teachers' impact on pupils' reading comprehension. Teachers should be familiar with the best learning techniques for their students. They should assess their students' past knowledge and general reading and text comprehension skills.

Teachers should understand how their students learn best. They should assess students' past knowledge as well as how they typically read and understand a book. Therefore, in order to improve students' skills and support them in learning through other methods, teachers should base their teachings on a well-established baseline. Teacher 9 stated, *"Through adjusting or aligning my instruction based on their assessment results, I will ensure students' improvement."* Teacher 4 added, *"I am willing to adjust my teaching instructions because we need to give them appropriate teaching instructions for better learning."* According to Abu Al Khair (2014), teachers' understanding of how pupils pick up languages, their knowledge of when and how to employ spoken language to its fullest potential, and their use of academic discourse in both their first and second languages can all have an effect.

One of these interactive exercises, outlining the pieces of a story, will help teachers determine what the student needs to understand to write a complete story, as well as the level of comprehension when reading. *"By giving them reading selections and analyzing such selections,"* Teacher 2 explained. By doing so regularly, students' capacity to identify story elements can be improved through quizzes, role-playing, and movie reviews." The first step in understanding the text is understanding what the plot is.

Elements of a story will teach these literary principles to students while reaching out to auditory and visual learners. Teachers can test students' abilities to recognize story elements (setting, characters, plot, and conflict) through summarizing, role-playing, story maps, film reviews, and other activities.

Gail Boushey and Joan Moser list story grammar (or plot structure elements) as one of the 'comprehension' approaches on their CAFE Menu. All fiction stories have the following features in common: a problem, a resolution, a climax, a place, and characters because they collaborate to create the story. The ability to identify these common elements provides students with a "process for storing information to remember and comprehend what the story is about." As a result, specific strategies ranging from elementary to secondary level are provided below to equip teachers with methods to teach students to identify plot elements (a.k.a. the essential information in works of fiction, such as novels and short stories) (Boushey, & Moser, 2009).

The least employed is examining students' critical thinking skills. As said by Teacher 2, *"Assessing students' critical thinking skills is not really applied. Nowadays, students have short attention spans, shallow retention ability, and poor understanding of the concepts. Employing critical thinking skills is the least for them because of the reasons above."* Most students currently rely on the Internet to answer their queries,

unaware that their critical thinking and problem-solving abilities have been harmed (Alcantara & Bacsa, 2017). It is evident in the statement of Teacher 1, *"I do not really assess critical thinking because there are students that can read but cannot comprehend difficult words."* In addition, Teacher 10 stated, *"Critical thinking skills are not that evident in the students. We only focus on the content of the study because their reading performance level is on the basic."*

Teachers assess students' critical thinking skills the least since most pupils can read but struggle to understand difficult words. They continue to have short attention spans, poor recall abilities, and poor conceptual understanding.

As a cognitive construct, critical thinking reveals how students conclude, reason, infer, and assess the task and context. Analytical learners demonstrate more proficiency in the application of ideas, assumptions, conclusions, and intellectual processes.

The outcomes of Zare's (2018) study promote learners' thinking skills, resulting in the promotion of reading skills. During reading, teachers should teach students to read critically. To acquire the points, they need to focus on information from context and tasks. This study also shows that greater critical learners perform better in school. It is inferred that assisting pupils in applying logical considerations benefits better language development, particularly in receptive abilities such as reading.

3.2 Problems that teachers faced when they teach reading

Table 5 shows the perceived challenges of teachers in teaching Reading. According to McGuire (2016), teachers' attitudes, experiences, and perspectives regarding literacy instruction are crucial to how well they do when it comes to teaching reading.

Table 5. Problems that teachers faced when they teach reading

When I teach reading, I face the following problems:	Mean	Quantitative Description	Qualitative Description
Students' lack of motivation to read	4.13	High	Highly employed
some students haven't developed the habit of reading	4.10	High	Highly employed
teaching students with different language proficiency and abilities	3.90	High	Highly employed
The lack of reading resources	3.83	High	Highly employed
some students depend on the teacher or their peers	3.77	High	Highly employed
finding culturally appropriate texts to motivate students	3.37	Moderate	Moderately employed
The inappropriateness of the school textbooks for students' levels	3.30	Moderate	Moderately employed
The Overall Mean of Teaching Reading Difficulties	3.77	High	Highly employed

   The third research question is addressed in Table 3 above. It displays the mean score for the overall challenges that confront teachers when teaching students to read. The responses in this category range from moderate to high, from 3.30 to 4.13. The overall mean score for this part is 3.77, which is deemed high. The top among the difficulties instructors confront in reading is 'students' lack of motivation to read,' with a 4.13 mean score. It is followed by some students who haven't formed the habit of reading' with a mean score of 4.10 and 'teaching students with varying linguistic proficiency and skills with a mean score of 3.90. The lowest two points are 'identifying culturally acceptable texts to motivate students,' with a 3.37 mean score, and 'The inappropriateness of the school textbooks.

   One of the main problems that teachers faced when they teach reading is the lack of motivation. Teacher 8 said, "They don't find reading as an essential skill/essential to life." Teacher 10 added, *"Because of the pandemic, it's the main reason that they don't have motivation because there is already a gap." "During those times of limited face-to-face students were exposed to technology. Another reason is technology. They are more focused on using gadgets than reading any books,"* Teacher 8 added.

   Researchers think that the explanation for decreased motivation can be ascribed to schools' inclination to hold a fixed vision of literacy that is incompatible with the experiences of middle-level students (Lewis & Del Valle, 2009) without comprehending the knowledge gap caused by the pandemic.

   Motivation helps with text comprehension and reading frequency (Grabe, 2009). In this regard, English Language Learners' (ELLs') accomplishments vary according to their drive level; the greater their motivation, the more they read and the more vocabulary they learn. As a result, ESL teachers and administrators must have a thorough grasp of their students' motivation to read in English and how it relates to their classroom experience. Poor reading habits are caused by a lack of motivation.

   According to Palani (2012), developing a reading habit is a critical component in establishing a literate society. It shapes people's personalities and helps them develop good thinking skills and fresh ideas. Palani (2012) stated that reading lost its luster in recent years since the young and old are attracted to television. Teacher 10 said, "Lack of reading habit is evident based on the results of their reading worksheet".

   Coaching students for tests appears to be the be-all and end-all of our educational system in terms of educational institutions. According to the study (Owusu-Acheaw & Larson, 2014), parents should encourage their children to establish the habit of reading from infancy so that it becomes a part of them. As a result, when kids grow up, they will not stray from it.

   Language proficiency is one of the reasons why researchers feel people have poor reading habits. Many pupils in other Arab nations, according to O'Sullivan (2009), do not read at a level of proficiency that is suitable for their needs. The same was experienced by Teacher 8, who stated, "I deal with students who have varying language proficiency and abilities, so I am translating the story into the vernacular."

   Reading is classified as a receptive skill in the teaching and learning process by Harmer (2001: 199) as a method of getting meaning from discourse. Students are not required to produce any words when reading in this context but instead play the role of recipients. They receive text messages and understand them. Language, according to

Nuttall (2000: 30), is employed to extract statements from text. The emphasis is not simply on vocabulary or the structure and meaning of the text. The message is essential in each language item learned in reading courses and has incidental effects. As a result, students must have a well-built method for interpreting the text because there are several sorts of written texts and each has different characteristics.

4   Summary, Conclusion, and Recommendations

4.1   Summary

The research was conducted to understand teachers' reading instructional strategies and assessment techniques during the post-pandemic at the Division of Valencia City from February to April 2023. The participants were the teachers from Banlag Integrated School of Valencia City. The data were collected from the adapted questionnaire from Mahmoud (2019). It specifically answered the following research objectives: (a) Determine instructional strategies employed by teachers in teaching reading, (b) Identify the assessment techniques utilized by teachers in teaching reading, and (c) Describe the difficulties teachers face when they teach reading.

The result showed that teachers prefer 'Predicting", Predict events of a story from the title, and some images as a pre-reading strategy. It is very highly employed by teachers, with 4.27 as the mean score. In the 'during reading', the highest two points are 'identify text elements like setting, characters, and point of view' with a 4.27 mean score (very highly employed) and 'Use skimming and scanning answers' with a 4.17 mean score (highly employed). The last subsection of the first research question focuses on after-reading strategies. The highest two points are 'Summarize the main idea of a text' with 4.17 as the mean score.

Furthermore, on reading assessment techniques, the mean scores for most responses are very high. They range from 3.97 to 4.43, and the overall mean is 4.23. The two highest responses are 'Assess students' ability to generate and answer questions' and 'Use assessment results to improve students' learning' with both having a 4.43 mean score. The lowest mean score is 3.97 for 'assessing students' critical thinking skills, yet it is still at a high level.

Lastly, the perceived challenges of teachers in teaching Reading. The responses in this category range from moderate to high, from 3.30 to 4.13. The overall mean score is 3.77, which is deemed high. The top among the difficulties instructors confront in reading is 'students' lack of motivation to read,' with a 4.13 mean score. It is followed by some students who haven't formed the habit of reading' with a mean score of 4.10 and 'teaching students with varying linguistic proficiency and skills with a mean score of 3.90. The lowest two points are 'identifying culturally acceptable texts to motivate students,' with a 3.37 mean score, and 'The inappropriateness of the school textbooks.

4.2   Conclusion

The following are the study's findings-based conclusions:

In teaching students basic reading abilities, teachers employ variety of reading strategies. When teaching students to enhance their Reading Level, many teachers utilize predicting events of a story from the title and some images, identifying text features including setting, characters, and point of view, skimming and scanning answers, and summarizing the idea of a text. Teachers utilize these range of reading strategies to enhance students' reading abilities. These are all valuable strategies that help students develop important reading skills. By employing these strategies, teachers empower students to become active readers, critical thinkers, and proficient communicators.

On the assessment techniques of the teachers, the results show that Question and answer (oral or written) can effectively improve students' ability because it assesses whether the learners read the given text. Question and answer is a way to monitor students' comprehension while reading. It shows the teacher if there is learning. When students face challenges in reading, it becomes the responsibility of teachers to provide effective interventions that address their individual needs.By planning and implementing targeted reading interventions, educators can help students overcome obstacles and improve their reading skills.

The reasons why students lack the motivation to read: are lack of interest, limited learning/reading materials, lack of guidance/help/support from the environment, fear of being bullied, addiction to gadgets, and not realizing the importance of reading. Motivation contributes to better text comprehension and improve reading performance. In connection to this, achievements differ according to students' motivation level; the higher their motivation, the more they read, and the better their vocabulary.

4.3   Recommendations

The study's results and findings have resulted in various recommendations for additional research and action. These are the following:

English language teachers are strongly encouraged to experiment with and optimize the use of instructional strategies for reading before, during, and after. When teaching students to improve their Reading Level, teachers may use the following instructional strategies that are effective: predicting events of a story from the title and some images, identifying text elements like setting, characters, and point of view, skimming and scanning answers, and summarizing the main idea of a text. These are some of the best strategies around million that can be used in the classroom today.

Teachers are encouraged by the evaluation findings to improve students' learning by adjusting their reading instructional tactics in the next session. It is recommended that assessments include helpful remarks to scaffold students.

ESL practitioners and administrators are encouraged to have a firm grasp of their students' motivation to read in English and how it relates to their classroom experience.

Teachers and parents are encouraged to develop students' reading habits. By that, vocabulary will be improved and thus, reading comprehension.

Future studies in connection to this are encouraged to explore the expectations of the learners as ESL speakers.

Future researchers may conduct a similar study to understand more about reading instructional strategies and assessment techniques that will lead to devising reading materials based on the results.

This research can be expanded and performed on a wider scale to get a more in-depth understanding.

5   References

1. A.A Khair, M. M. B. (2014). Investigating Teacher's Perceptions of Using Reading Strategies in Teaching English to Grade 6-9 In the United Arab Emirates. https://rb.gy/j8hjx
2. E.C. Alcantara, J.M.P. Bacsa, & City, B. (2017). Critical thinking and problem solving skills in mathematics of grade-7 public secondary students. Asia Pacific Journal of Multidisciplinary Research, 5(4), 21. https://rb.gy/a3crh
3. A.A. Al Zayid (2012). The role of motivation in the L2 acquisition of English by Saudi students: A dynamic perspective. Doctoral dissertation, Southern Illinois University Carbondale. https://rb.gy/zzi53
4. E. Bailey (2015). Reading Comprehension Skills: Making Predictions. Retrieved June 13, 2015. https://tinyurl.com/mxd62pky
5. C. Banditvilai (2020). The effectiveness of reading strategies on reading comprehension. International Journal of Social Science and Humanity, 10(2), 46-50. https://tinyurl.com/ymn26p4n
6. G. Boushey & J. Moser (2009). Ready reference form: Strategy –Recognize literary elements. In The CAFE book: Engaging all students in daily literacy assessment & instruction (p.167).Portland, ME: Stenhouse Publishers. https://tinyurl.com/2wn7eh6r
7. C. Chin, & J. Osborne (2008). Students' questions: a potential resource for teaching and learning science. Studies in science education, 44(1), 1-39. https://tinyurl.com/3s2d36j2
8. E. Dobler (2009). Teachers as Readers: How does my use of reading strategies influence my teaching of reading? Journal of Reading Education, 34(2), 10-18. https://tinyurl.com/yjz54cjr
9. W. Grabe (2009). Reading in a second language: Moving from theory to practice. New York, NY: Cambridge University Press. https://tinyurl.com/mrv7sx8
10. R.O. Hawkins, S. Musti-Rao, A. D. Hale, S. McGuire, & J. Hailley (2010). Examining listening previewing as a classwide strategy to promote reading comprehension and vocabulary. Psychology in the Schools, 47(9), 903-916. https://tinyurl.com/b2t7nkhe
11. J. Harmer (2001). Teaching receptive skills. The Practice of English Language Teaching.– London: Longman, 199-202. https://tinyurl.com/5cvaf7jd
12. M. James (2016). Assessment, teaching and theories of learning. Assessment and learning, 23, 47-60. https://tinyurl.com/3f5dwu8y
13. C. Jennings & C. Lerner (2014). Reading problems: Assessment and teaching strategies. https://tinyurl.com/ycymyzjv
14. M.J. Kelley & N. Clausen-Grace (2010). Guiding students through expository text with text feature walks. The Reading Teacher, 64(3), 191-195. https://tinyurl.com/fwd5std8
15. M. Kuhfeld, K. Lewis, & T. Peltier (2023). Reading achievement declines during the COVID-19 pandemic: evidence from 5 million US students in grades 3–8. Reading and Writing, 36(2), 245-261. https://tinyurl.com/4z5xkkze

16. M. Kuhfeld, J. Soland, B. Tarasawa, A. Johnson, E. Ruzek, J. Liu (2021) Projecting the potential impact of COVID-19 school closures on academic achievement. Educ Res 49(8):549–565. https://tinyurl.com/4e5aps4n

17. C. Lewis, & A. Del Valle (2009). Literacy and identity. Handbook of adolescent literacy research, 307-322. https://tinyurl.com/yckcxp35

18. D. Li (2012). Story Mapping and Its Effects on the Writing Fluency and Word Diversity of Students with Learning Disabilities. Learning Disabilities: A Contemporary Journal, 5(1), 77-93. https://tinyurl.com/bdrd8nah

19. M. Miller & N. Veatch (2010). Teaching literacy in context: Choosing and using instructional strategies. The Reading Teacher, 64(3), 154-165. https://tinyurl.com/4vx3e3v9

20. C. Nuttall (2000). Teaching reading skills in a foreign language. Hong Kong: Macmillan Heinemann English Language Teaching. https://tinyurl.com/mty4x9rf

21. A. O'Sullivan (2004). Reading and Arab college students: Issues in the United Arab Emirates higher colleges of technology. In Proceedings of the First International Online Conference on Second and Foreign Language Teaching and Research: Beyond Borders. https://tinyurl.com/3r8fp8mk

22. A. O'Sullivan (2009). Reading in the Gulf: Is it time for a re-focus? In A. Anderson (Ed.), Cultivating real readers (pp. 43-51). Al Ain: HCT Ma"rifa. https://tinyurl.com/3n37dszh

23. M. Owusu-Acheaw & A.G. Larson (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. Library philosophy and practice, 0_1. https://tinyurl.com/y9bacwht

24. K.K. Palani (2012) Promising Reading Habits and Creating Literate Social. International Reference Research Journal Vol. III Issue 2(1) pp 91. https://tinyurl.com/3xnwva7n

25. P.D. Pearson & L. Fielding (1991). Comprehension instruction. Handbook of reading research, 2(815-860). https://tinyurl.com/3r2jjsdb

26. D. Reimer, E. Smith, I.G. Andersen, B. Sortkaer (2021) What happens when schools shut down? Investigating inequality in students' reading behavior during Covid-19 in Denmark. Res Soc Stratif Mobil 71(100568):1https://doi.org/10.1016/j.rssm.2020.100568. https://tinyurl.com/yc33sa5v

27. S.D. Rinehart, S.A. Stahl, & L.G. Erickson (1986). Some effects of summarization training on reading and studying. Reading Research Quarterly, 422-438. https://tinyurl.com/bddbfxwj

28. W.H. Rupley & S. Slough (2010). Building prior knowledge and vocabulary in science in the intermediate grades: Creating hooks for learning. Literacy Research and Instruction, 49(2), 99-112. https://tinyurl.com/yukn487e

29. M. Scardamalia & C. Bereiter (1992) Text-based and knowledge-based questioning by children. Cognition and Instruction 9(3): 177–99. https://tinyurl.com/mpz2wnvy

30. L. Vygotsky (1978). Interaction between learning and development. Readings on the development of children, 23(3), 34-41. https://tinyurl.com/539f58vs

31. M. Zare (2018). Contributory role of critical thinking in enhancing reading comprehension ability of Iranian ESP students. International Journal of Research in English Education, 3(3), 21-28. https://tinyurl.com/52dt5yna