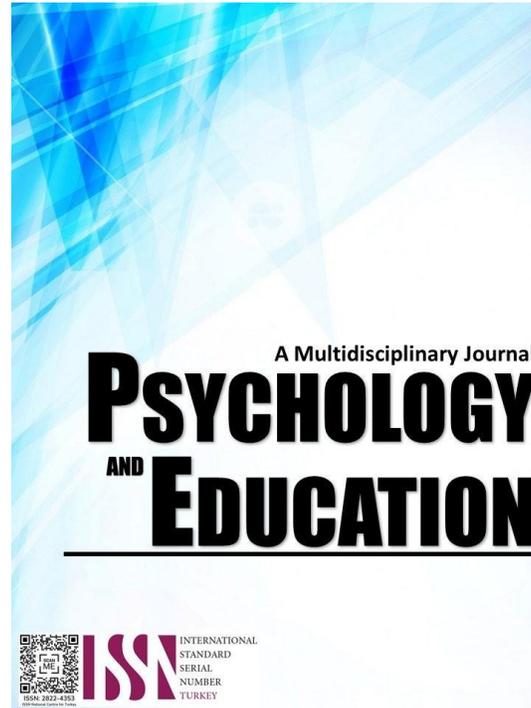


TEACHERS' TEACHING READING STRATEGIES IN ENGLISH TO JUNIOR HIGH SCHOOL LEARNERS AND THEIR LEARNING PERFORMANCE



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Teachers' Teaching Reading Strategies in English to Junior High School Learners and Their Learning Performance

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Abstract

This study aimed to examine the relationship between the teachers' reading strategies and their pupils' learning performance. Specifically, this study sought to (1) determine the extent of reading strategies of English language teachers in Cauyanan Integrated School; (2) assess the students' learning performance in English when they are categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation; and (3) determine the significant relationship the pupils' learning performance in English and the extent of reading strategies utilized by teachers. Further, pupils' performance and the teachers' reading strategies were found to be correlated. Therefore, the students are motivated to improve their reading habits based on the effectiveness of their teachers' reading strategies. Hence, Teachers are recommended to implement effective intervention in the form of remediation to help the pupils cope with their weaknesses in reading. Capacitating technical and pedagogical skills is suggested.

Keywords: *reading strategies in English, learning performance*

Introduction

Developing strategies in reading to learn and master the basic competencies in English requires teachers' initiative and creativity to engage students in learning activities and encourage them take an active involvement and participation in learning. Hence, teachers play an essential role in the development of students' reading proficiency in English. Teachers make a difference in the success of their students when they demonstrate earnest passion and believe that all learners have the capacity to learn and make anything happen with skills and determination.

English language proficiency requires more than just a regular reading ability, but a critical reading, which helps increase critical thinking and comprehension of English language materials for communicative fluency.

The framework of the study is bounded by the context of legal and philosophical underpinnings pursuant to the Republic Act 9155 or the Governance of Basic Education Act of 2001, and RA 10533 or the Enhanced Basic Education Act of 2013, which mandate the DepEd to protect and promote the right of access to quality basic education. DepEd is tasked to provide a learner-centered, inclusive, relevant, and contextualized K to 12 basic education and sets forth the adoption of different teaching strategies responsive to the needs, context, circumstances, and diversity of learners in the core subject areas such as English, Science, and Math.

Teachers who are committed to excellence in reading instruction know that there is no single program or method that is effective for all, as there are various considerations an educator must look into. It is of utmost importance that teachers improve their professional knowledge individually and within a team, and view themselves as lifelong, reflective learners; thus, they seek out opportunities to expand their knowledge by participating in peer coaching, mentorships, professional reading circles, networking opportunities with colleagues, and literacy workshops and conferences. Additionally, teachers need an ongoing professional development that allows for growth in expertise across all learning areas (Quijano, 2017).

Accordingly, teachers need to motivate pupils to read and use more complex cognitive strategies to make a difference in the lives of pupils and make them better readers. Armbruster et al (2018) emphasized that teachers need to adapt their instructional practice to match pupils' current development in reading, knowing well that pupils need to spend less time developing as they progress, and practicing some skills and more time for play.

Velasquez et al (2019) pointed out that there is a strong correlation between reading strategies, pupils' reading proficiency, and learning performance because reading leads to higher grades. However, in the Philippines, reading is often combined with other subjects, which means less time for pupils to develop their comprehension skills. This results in poor reading comprehension skills.

Furthermore, Yu (2019) supported Ponce's (2019) findings by stating that a pupil who excels in reading is more likely to excel in writing. Thus, research in reading in the second language should aim to provide instructional direction on how educators or teachers can help beginners and struggling readers to be better readers and writers in the second or foreign language.

However, despite the varied pupil-centered reading strategies and literacy-specific initiatives of the Department of Education purposed to improve the literacy rate among pupils, along with the "Every Child A Reader Program (ECARP)", language proficiency among public school pupils is still the greatest challenge among English language teachers. It is based on these findings that the researcher is motivated to conduct this study to ascertain the significant influence of reading strategies in English on pupils' language performance in Cauyanan Integrated School. Opol Misamis Oriental, School Year 2024-2025.

Research Questions

The study aimed to assess the influence of teachers' teaching reading strategies on students' learning performance in Cauyanon Integrated School, Opol, Misamis Oriental, School Year 2024-2025. Specifically, the study sought to answer the following questions:

1. What is the extent of teachers' teaching of reading strategies of the English language to students?
2. What is the students' learning performance in English when they are categorized as:
 - 2.1 outstanding;
 - 2.2 very satisfactory;
 - 2.3 satisfactory;
 - 2.4 fairly satisfactory; and
 - 2.5 did not meet expectations?
3. Is there a significant relationship between the students' learning performance in English and the extent of the teacher's teaching of reading strategies?

Literature Review

Reading Strategies in English. Learning Performance

Teachers' expectations and relationships with their students profoundly affect students' learning. This has been widely supported by numerous research studies in literacy that show students are more academically successful when they feel welcomed, esteemed, and provided with materials that challenge them; hence, their knowledge, experiences, and interests are enriched. Willis (2018) noted that when these attitudes, behaviors, and curriculum considerations are missing, there is a great chance that children may resist learning.

In a similar investigation, Velasquez et al (2019) pointed out that there is a strong correlation between reading strategies, pupils' reading proficiency, and learning performance because reading leads to higher grades. However, in the Philippines, reading is often combined with other subjects, which means less time for pupils to develop their comprehension skills. This results in poor reading comprehension skills.

Consequently, it was accentuated that reading and writing reciprocate; reading and writing have an imperative association with each other, they share several cognitive skills, and are considered as mutually supporting shared processes. Additionally, teachers have a critical role in helping pupils to develop and maintain a positive attitude towards learning and literacy through the utilization of teaching strategies responsive to the learning needs of the pupils.

Additionally, Moran (2019) revealed that pupils' reading strategies as they searched and located information in the text. Findings showed that reading comprehension requires both established and new sources of knowledge and needs more similar and more complex dimensions of critical reasoning, and reading printed text involves a range of self-regulated reading strategies.

Pearson et al (2019) pointed out that the use of reading strategies such as critical reading may have an effect on reading comprehension, which is predictive of the language performance of the learners. Additionally, it was emphasized that pupils who excel in reading will more likely excel in writing. Thus, researchers are focused on providing instructional directions on how teachers can help struggling readers to be better readers as well as to lead them to be better academic performers through the utilization of critical reading strategies.

Further, it was emphasized that to develop critical reading, it is indispensable to teach essential reading strategies. There are seven strategies, namely previewing, contextualizing, questioning, reflecting on challenges to your beliefs and values, outlining and summarizing, evaluating, and comparing and contrasting.

Greer and Wardrop (2017) revealed that previewing is focused on learning about the text before reading it thoroughly, but previewing critically does not only include looking at the style, the title, and subtitle of the text, but also getting an overview of its content and organization, as well as identifying its rhetorical situation (skimming). Several studies, such as those of Echevarria et al. (2018), Sousa (2011), and McCormick (2019), claimed that previewing helps learners improve comprehension by tapping on prior knowledge.

Another critical reading strategy is contextualizing. Contextualizing is placing a text in its historical, biographical, and cultural contexts (Salisbury University, 2019). In this strategy, the reader understands that the writing was written in the past, so the reader contextualizes and recognizes the differences between contemporary values and attitudes and those represented in the text (Graves, 2018). In contextualizing a reading material, the reader must consider whether its historical, cultural, material, or intellectual circumstances change, complicate,

Furthermore, Yu (2019) supported Ponce's (2019) findings by stating that a pupil who excels in reading is more likely to excel in writing. Thus, research in reading in the second language should aim to provide instructional direction on how educators or teachers can help beginners and struggling readers to be better readers and writers in the second or foreign language.

De Leon et al (2019) claimed that reading is a problem-solving process; an analysis of reading strategies can provide insights as to how readers interact with the text and how their choice or use of strategies influences their comprehension of the text. Reading strategies help teachers determine the extent to which readers understand the purpose of what they read, how they make sense of what they read,

and what they do when they do not understand some aspects of the reading materials.

explain, deepen, or otherwise influence their view of the writing (Harvard University, 2015). Contextualizing a text requires the reader to identify the text's context and interpret how its context differs from that of their own. This can be achieved by identifying the language or ideas that appear foreign or out of date; involving one's knowledge of the time and place in which the work was written; and finally, evaluating the effect these differences have on one's understanding and judgment of the text (Axelrod & Cooper, 2018).

Questioning as a critical reading strategy, on the other hand, encourages readers to write down questions anytime during reading (Salisbury University, 2009). Salisbury University posited that in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Lastly, Salisbury University (2019) advised that each question should be focused on the main idea and should be answered with the readers' own words and not taken from the paragraphs. Research shows that posing questions and discussing stories before and after reading stories to children enhances comprehension.

Reflecting on challenges to one's beliefs and values, as a critical strategy, is applied in reading a text as the reader marks the paragraphs that somehow challenge their attitude, belief, and status. In addition, readers can also note down the reason why a specific text was created and then look at the pattern of concepts that somehow challenge their beliefs (Salisbury University, 2009). A critical reader's reflection on his or her beliefs and values crucially involves examining the basis for their own personal responses to the material read (Halpern, 2018). Accordingly, sometimes the readers' beliefs about an issue are difficult to express because they are so ingrained. To discover these beliefs, it is essential to explore how a text challenges the reader, as to whether the text disturbed, threatened, ashamed, or inspired them. Many readers may have a strong reaction to some of the essays read.

Anderson-Medius (2019) argues that outlining, as a graphic organizer, is a high-level skill since outlining requires readers to analyze and see the relationship between information in order to connect them appropriately. Bianco and McCormick (2019) further detail that outlining has five functions: (1) allows learners to focus on essential ideas; (2) improves familiarity with the structure of the text; (3) promotes better retention; (4) produces alternative materials to supplemental material; (5) encourages participation in learning. Slater, Graves, and Piche (2015) argue that the use of structural organizers using the outline grid supports comprehension and learning.

Ivino (2018) supports the claim that outlining shows significance in helping academically underprepared L1 college readers to achieve better comprehension. A study conducted by Doctorow, Wittrock, and Marks in 1978 shows that 6th graders who used paraphrasing performed significantly better on multiple-choice tests and delayed cloze recall tests. In contrast, a similar finding in a study conducted by Dansereau and his colleagues (2017) shows that college students who paraphrased demonstrated a higher group mean on essay exams. Furthermore, Corder-Ponce (2010) argues that summarization is possibly the most significant and encompassing of all reading strategies for effective studying and better comprehension.

Finally, comparing and contrasting is described as exploring likenesses and differences between texts to understand them better. The reader differentiates and connects various texts to the previously read text to analyze their similarities and differences. Silver (2015) posits that comparing and contrasting consists of five distinct goals namely: (1.) strengthen memories by focusing on analyzing pairs of ideas, thus enhances the reader's ability to remember key contents; (2.) develop higher-order thinking skills; (3.) increase comprehension by highlighting the significant details, making abstract ideas concrete, and reduction of confusion between related concepts; (4.) enhance writing in content areas through a simple structure that organizes information and develop ideas with greater clarity and accuracy; (5.) develop habits of mind. Costa and Kallick (2018, 2019), cited in Silver, state that enhancing the habits of mind, such as thinking about thinking (metacognition), thinking flexibly, applying prior knowledge to new situations, striving for accuracy, and thinking and communicating with clarity and precision, will provide students with tools that can help orchestrate their academic success.

Furthermore, Allen (2014) describes the process of comparing and contrasting as helpful in clarifying concepts and making information memorable by asking the readers to think deeply about the text in order to determine the similarities and differences.

Methodology

Research Design

The study utilized the descriptive-correlational research design. Descriptive research, according to Calderon et al (2012), is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations.

In addition, descriptive design as an inquiry used an in-depth analysis of the problem, which includes data collection methods, such as the survey questionnaire and the like.

Subsequently, a descriptive research design is utilized to quantify the problem by generating numerical data or data that can be transformed into usable statistics. This method measures variables through the use of quantifiable or finite data, and the analysis will be based on generated information from statistical tools. This method was also used in an inquiry with a larger population.

Successively, descriptive data gathering procedures comprise different types of gathering information, such as, but not limited to, the



use of adapted survey questionnaires.

Respondents

The respondents of the study were the pupils and teachers of Cauyanan Integrated School in the Division of Cagayan de Oro City. There are one hundred (100) student respondents whose English language performance will be considered in this study, and one teacher-adviser who will answer the survey questionnaire on reading strategies utilized in English language classes. The respondents of the study will be purposively chosen for the researcher's convenience.

Instrument

The research instrument utilized in this study was adapted from Echaure et al. (2017), who conducted a study on teachers' reading strategies in English and pupils' learning performance.

The research instruments are composed of two parts. Part I is on the extent of utilization of reading strategies with ten (10) indicators, while the second part is on pupils' learning performance, which will be based on the results of the formative and summative assessments and categorized as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did not meet expectations.

Procedure

The researcher asked permission from the Schools Division Superintendent through the recommendation of the Dean of the Graduate School to conduct the study.

Subsequently, the same approval was sought from the parents or guardians to allow the researcher to utilize the students' English learning performance in the study.

After the respondents provided the information, the researcher immediately retrieved the said questionnaire, summarized, tabulated, and submitted it to the Statistician for statistical analysis.

The researcher utilized the following scoring procedures to describe the data of the study:

Table 1. *Extent of Utilization of Reading Strategies*

Scale	Range	Description	Extent
5	4.21 – 5.00	Always	Very High
4	3.41 – 4.20	Most of the time	High
3	2.61 - 3.40	Sometimes	Moderate
2	1.81 – 2.60	Seldom	Low
1	1.00 – 1.80	Never	Very Low

Table 2. *Pupils' Learning Performance*

Score	Range	Description
5	90% to 100%	Outstanding
4	86% to 89%	Very Satisfactory
3	80% to 85%	Satisfactory
2	75% to 79%	Fairly Satisfactory
1	74% and below	Did not meet Expectation

Data Analysis

The following statistical treatments will be utilized to analyse the data of the study:

Problem 1. Mean values and standard deviation were used to present the extent of reading strategies in English.

Problem 2. Mean Values and standard deviation were used to present the level of pupils' learning performance in the English language.

Problem 3. Pearson Product-Moment Correlation or Pearson-r was utilized using the Statistical Package for the Social Sciences (SPSS) to ascertain a significant relationship between the level of pupils' learning performance in English language and the extent of reading strategies utilized by the teacher.

Ethical Considerations

For respondents' protection, their personal information was kept confidential, and their consent to the study was obtained. The researcher sought approval for ethical considerations from the authorized committee before conducting the survey.

Results and Discussion

This section provides the product of the analytic process resulting from this study on reading strategies in English students' learning performance in Cauyanan Integrated School, Division of Misamis Oriental. The analysis and interpretation of data are carried out in accordance with the problems presented.



What is the extent of reading strategies of English language teachers in Cauyanon Integrated School?

Teaching reading strategies involves preparing the learners with the necessary tools that help them read and enhance their decoding skills, such as predicting, skimming, scanning, questioning, and the like. Table 3 presents the mean distribution of the extent of reading strategies of English language teachers in Cauyanon Integrated School.

Table 3. *Reading Strategies of English Language Teachers in Dansolihon Elementary School*

Indicators	Mean	SD	Verbal Description
1. The teacher utilizes the phonics (unit of sounds) approach in reading activities and exercises.	4.89	.319	Always
2. The teacher utilizes the “Read-Aloud” strategy in reading activities and exercises.	4.85	.362	Always
3. The teacher utilizes the K-W-L chart in reading activities and exercises.	4.88	.320	Always
4. The teacher utilizes the graphic organizer in reading activities and exercises.	4.88	.320	Always
5. The teacher utilizes vocabulary instruction in reading activities and exercises.	4.88	.320	Always
6. The teacher utilizes the “reading-writing to learn” strategy in reading activities and exercises.	4.88	.320	Always
7. The teacher utilizes the structured note-taking strategy in teaching reading.	4.74	.446	Always
8. The teacher encourages pupils to actively involved in reading activities and exercises.	4.74	.446	Always
9. The teacher encourages pupils to comprehend the text by analyzing and interpreting them.	4.55	.506	Always
10. The teacher encourages pupils to read independently in school and at home.	4.44	.697	Most of the Time
Overall	4.77	.406	Always

Legend: 4.50-5.00=Always/3.50-4.49=Most of the Time/2.50-3.49= Sometimes/1.50-2.49= Seldom/1.00-1.49= Never

Table 3 presents the mean distribution of the extent of reading strategies utilized by teachers in Cauyanon Integrated School in the Division of Misamis Oriental. Result shows an overall mean of 4.77 (SD= .406), which is verbally described as “Always.” This result signifies that the teachers regularly apply various strategies to reading development. Hence, the said activities are interpreted as very high. Thus, effective intervention in the form of remediation is also necessary to comply with. In Tovli’s (2021) study, an intervention was created based on learning principles that were proven effective among children with learning disabilities, including intensive exposure to daily structured reading activities and encouraging pupils’ involvement in various reading and writing activities.

Further, the indicator, “The teacher utilizes the phonics (unit of sounds) approach in reading activities and exercises,” obtained the highest mean of 4.89 (SD= .319), which was verbally described as “Always.” This implies that the teachers consistently utilize the phonics approach in reading exercises, which is interpreted as very high. Thus, a proper assessment to determine the impact of the said activities is essential to establish. The ability to read is one of the most powerful tools teachers and parents can give students (Bales, 2018). Notably, literacy is strongly correlated with future economic and professional success.

On one hand, the lowest mean of 4.44 (SD= .697) described as “Most of the Time” in the indicator, “The teacher encourages pupils to read independently in school and at home.” The foregoing result indicates that the teachers, on most occasions, encourage the students to practice independent reading. Teachers’ strategy in motivating the students to become independent readers is high. Thus, valuing and reading strategies awareness are both necessary to consider along with the students’ interest in learning. Greater understanding of reading strategies may enhance both teaching and learning (Manarin, 2021).

What is the students’ learning performance in English when they are categorized as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, or Did not Meet Expectation?

Pupils’ learning performance in English explores the necessity of a good knowledge of the language of teaching and learning. This performance is the result of students’ engagement in reading activities and exercises. Table 4 displays the frequency and percentage distribution of the pupils’ learning performance in English when categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations.

Table 4. *Distribution of Pupils’ Learning Performance in English*

Pupils’ Learning Performance in English	Frequency	Percentage
Outstanding	17	63%
Very Satisfactory	9	33%
Satisfactory	1	4%
Fairly Satisfactory	0	0
Did not Meet Expectation	0	0
Total	27	100%

Table 4 shows the frequency and percentage distribution of the pupils’ learning performance in English. As shown in the data above, the results reveal that 17 (63%) respondents obtained an outstanding learning performance in English. This implies that the majority of the pupil respondents are exercising diligently in enhancing their reading skills. Thus, it is suggested to clearly establish parameters and guidelines in imposing reading strategies. Importantly, according to Almutairi (2018), a particular reading comprehension strategy could be beneficial based on these teachers’ experience.

On the other hand, the lowest frequency of 1 (4%) denotes respondents who obtained a satisfactory level of pupils’ performance in English. This shows that only a few of the pupil respondents are rated satisfactory in learning English. This implies that a few of the

pupils obtained an average level of learning performance in English. Thus, a motivational pattern is suggested to help the pupils cope with their weaknesses. Successful reading comprehension demands complex cognitive skills, and consequently, motivation to make meaning from text (Barber & Klauda, 2020). Accordingly, reading motivation and engagement can help teachers boost reading achievement.

Is there a significant relationship between the students' learning performance in English and the extent of reading strategies utilized by teachers in Cauyanon Integrated School in the Division of Misamis Oriental?

The learning performance of the pupils focuses on their assessment and evaluation, which involves various factors in enhancing their level of competence. On the other hand, reading strategies involve different cognitive strategies such as inferring, monitoring, visualizing, and organizing. Table 5 displays the result of the test of the relationship between the pupils' learning performance in English and the extent of reading strategies utilized by teachers in Dansolihon Elementary School in the Division of Cagayan de Oro City.

Table 5. *Interplay between the Pupils' Learning Performance and Teachers' Reading Strategies*

Respondents' Extent in terms of:	Pupils' Learning Performance			
	(r)	p-Value	Interpretation	Decision on Ho1
Teachers' Reading Strategies	.675	.000*	Moderately Positive Relationship	Rejected

*significant at $p < 0.05$ alpha level

Table 5 reveals the result of the test of the interplay between pupils' learning performance and the extent of teachers' reading strategies. This result shows that the pupils' learning performance shows "Moderately Positive Relationship" to teachers' reading strategies ($r = .675$) as indicated by the probability value ($p = .000^*$), which means significant.

This result suggests that the pupils' performance is moderately influenced by the imposition of teachers' strategies in reading. This means that the pupils are motivated to improve their reading habits based on the efficacy of their teachers' reading strategies. Thus, the implementation of reading strategies is necessary to develop and guide the learners. After teaching the reading strategies, the teacher provides scaffolding for the groups as they practice (Koch & Sporer, 2019).

Moreover, it is notable that struggling readers should be targeted for remediation, the earlier the better (Parrish, 2020). It added that remediation consisting of practice passages and questions may be ineffective as it focuses too narrowly on text-based skills. Henceforth, based on the premise, this current study indicated that the null hypothesis was rejected as the extent of teachers' reading strategies and the level of pupils' learning performance were found to be significant, thus, they are concomitant.

Conclusions

Based on the results of the findings in this study, the following conclusions were made:

The select teachers of Cauyanon Integrated School, Division of Misamis Oriental, regularly apply various strategies for reading development. This study concludes further that the teachers consistently utilize the phonics approach in reading exercises, which is interpreted as very high. Moreover, the teachers on most occasions encourage their pupils to practice independent reading. Most of the select pupils in Cauyanon Integrated School in the Division of Misamis Oriental are diligently enhancing their reading skills. On the contrary, only a few of them obtained an average level of learning English. This study concludes that the pupils' performance and the teachers' reading strategies were found to be correlated. Therefore, the students are motivated to improve their reading habits based on the effectiveness of their teachers' reading strategies.

Based on the findings and conclusions of the study, the recommendations were made:

Department of Education (DepEd), particularly the English Department, should revisit its parameters and guidelines in imposing reading strategies. It is recommended to invest in additional reading materials and other learning resources. School Heads/Administrators are recommended to improve their teachers' reading strategies by initiating school-based programs on reading development and other professional development activities. Teachers are advised to implement effective intervention in the form of remediation to help the pupils cope with their weaknesses in reading. Capacitating technical and pedagogical skills is suggested. Parents/Other Stakeholders are encouraged to collaborate and support the school in improving the reading development program and activities. Future Researchers are recommended to conduct a quantitative study that investigates the effective reading strategies, particularly for special education.

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