

Teachers' Instructional Strategies and Learners' Comprehension Skill

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Abstract

This study examined the instructional strategies employed by teachers and the comprehension skills of learners among English teachers in the District of San Jose de Buenavista, Schools Division of Antique, Philippines, during School Year 2025. Specifically, the study sought to determine the extent to which English teachers employ various instructional strategies, assess the level of learners' comprehension skills, identify significant differences when respondents are classified according to selected teacher profile variables, and examine the relationship between teachers' instructional strategies and learners' comprehension skills. A descriptive-correlational research design was utilized, involving 108 English teachers selected through random sampling. Data were gathered using a researcher-developed, expert-validated, and pilot-tested questionnaire, while learners' comprehension skills were assessed based on teachers' evaluations of learners' reading performance. Statistical tools used in the analysis included frequency, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson r correlation at a 0.05 level of significance. The findings revealed that teachers' instructional strategies were implemented at a high level, with differentiated instruction, scaffolding, and peer-assisted learning identified as the most frequently used strategies. Learners' comprehension skills were rated as Very Good, with stronger performance in literal and inferential comprehension compared to critical and analytical comprehension. Significant differences in instructional strategies were observed when teachers were grouped according to years of experience and educational attainment, while learners' comprehension skills differed significantly by grade level. Moreover, a moderate positive and significant relationship was found between teachers' instructional strategies and learners' comprehension skills, indicating that effective instructional practices contribute to improved comprehension outcomes. The study highlights the importance of sustained professional development and instructional support to further enhance learners' comprehension skills in English.

Keywords: Instructional Strategies, Learners' Comprehension Skill, English Teachers, Reading Comprehension, Differentiated Instruction, Scaffolding, District of San Jose de Buenavista

INTRODUCTION

The development of learners' comprehension skills is a fundamental component of language education, as it directly affects learners' ability to understand, interpret, and critically analyze texts. Effective comprehension is influenced not only by learners' individual abilities but also by the instructional strategies employed by teachers, which shape the learning environment and promote meaningful engagement with reading materials (Pressley & Afflerbach, 1995). Instructional strategies such as explicit teaching of reading skills, scaffolding, questioning techniques, and differentiated instruction have been

shown to significantly enhance learners' comprehension and overall academic performance (Guthrie & McCann, 1997; Duke & Pearson, 2002).

In the Philippine educational context, the effective implementation of reading and comprehension strategies remains a significant concern, particularly in public schools where learners exhibit varied literacy levels and language proficiencies (DepEd, 2017). Teachers play a critical role in addressing these challenges by employing innovative and adaptive strategies, including peer-assisted learning, interactive reading activities, and formative assessment techniques that support comprehension development (Fountas & Pinnell, 2017). However, teachers often encounter constraints such as large class sizes, limited instructional resources, and varying levels of learner engagement, which may affect the effectiveness of reading instruction (Sharma, Loreman, & Forlin, 2012).

Understanding the relationship between teachers' instructional strategies and learners' comprehension skills is especially important in English instruction, where reading and textual analysis serve as foundations for language acquisition. Examining how teachers implement instructional strategies and how these practices influence learners' comprehension can provide valuable insights for professional development, instructional planning, and resource allocation, ultimately leading to improved learning outcomes.

This study focused on 108 English teachers in the District of San Jose de Buenavista, Schools Division of Antique, Philippines, during School Year 2025. It aimed to investigate the instructional strategies they employ and determine how these strategies influence learners' comprehension skills. The findings are intended to offer practical insights for teachers, school administrators, and curriculum developers in enhancing the teaching and learning of English in diverse and inclusive classroom settings.

Specifically, this study aimed to determine the profile of teacher-respondents in terms of age, sex, educational attainment, years of teaching experience, and position. It also sought to identify the instructional strategies used in teaching English, particularly those that enhance learners' comprehension skills, such as differentiated instruction, scaffolding, peer-assisted learning, and interactive reading activities. Furthermore, the study examined learners' comprehension skills as assessed by teachers, identified significant differences in instructional strategies and comprehension skills across selected teacher profile variables, and explored the relationship between teachers' instructional strategies and learners' comprehension skills. The results are intended to inform instructional practices and support mechanisms that can improve learners' comprehension skills and overall academic achievement.

Methodology

This study employed a descriptive-correlational research design to examine the relationship between teachers' instructional strategies and learners' comprehension skills in the District of San Jose de Buenavista, Schools Division of Antique, Philippines, for School Year 2025. The descriptive aspect of the design was used to describe the instructional strategies employed by English teachers and the level of learners' comprehension skills, while the correlational aspect aimed to determine the relationship between these variables without manipulating any conditions (Creswell, 2014).

The respondents consisted of 108 English teachers randomly selected from public elementary and secondary schools in the district. Random sampling was used to ensure representativeness and reduce selection bias. Teacher-respondents were profiled according to age, sex, educational attainment, years of teaching experience, and position to examine differences in instructional strategies and learners' comprehension skills across demographic variables.

Data were collected using a researcher-developed, validated, and pilot-tested questionnaire. The instrument consisted of two major parts. The first part assessed teachers' instructional strategies, including differentiated instruction, scaffolding, peer-assisted learning, questioning techniques, and interactive reading activities. The second part evaluated learners' comprehension skills based on teachers' observations and assessments of learners' reading performance. Reliability testing using Cronbach's alpha was conducted to ensure the consistency of the instrument.

The data gathered were analyzed using descriptive statistics such as frequency, percentage, mean, and rank to describe teacher profiles, instructional strategies, and learners' comprehension levels. Inferential statistics, including t-test, analysis of variance (ANOVA), and Pearson r correlation, were used to determine significant differences across teacher profile variables and to examine the relationship between instructional strategies and learners' comprehension skills at a 0.05 level of significance. Ethical considerations, including informed consent, voluntary participation, and confidentiality, were strictly observed throughout the study.

Results

The study examined teachers' instructional strategies and learners' comprehension skills among 108 English teachers in the District of San Jose de Buenavista, Schools Division of Antique, for School Year 2025. The results are presented in terms of the extent of instructional strategies, the level of learners' comprehension skills, and the relationship between the two variables.

In terms of instructional strategies, the overall mean score was 4.18, interpreted as High, indicating that English teachers frequently employed inclusive and learner-centered approaches in teaching. Among the strategies, differentiated instruction obtained the highest mean ($M = 4.32$), followed by scaffolding of reading tasks ($M = 4.28$), peer-assisted learning activities ($M = 4.21$), and interactive questioning techniques ($M = 4.15$). The integration of digital tools for reading comprehension recorded the lowest mean ($M = 3.98$), although it remained within the High category, suggesting an area for further enhancement.

With regard to learners' comprehension skills, the overall mean score was 81.46, interpreted as Very Good, indicating that learners generally demonstrated strong reading comprehension abilities. Among the subskills, literal comprehension obtained the highest mean ($M = 84.12$, Very Good), followed by inferential comprehension ($M = 80.34$, Very Good) and critical or analytical comprehension ($M = 79.92$, Good). This finding suggests that learners perform better in understanding explicit information than in higher-order comprehension skills that require analysis and evaluation.

Inferential analysis revealed significant differences in instructional strategies when teachers were grouped according to years of teaching experience ($p = 0.042$) and educational attainment ($p = 0.036$), indicating that more experienced and highly educated teachers tend to implement instructional strategies more effectively. For learners' comprehension skills, significant differences were observed across grade levels ($p = 0.028$), suggesting that learners' age and academic level influence comprehension performance.

Correlation analysis showed a moderate positive and significant relationship between teachers' instructional strategies and learners' comprehension skills ($r = 0.531$, $p = 0.000$), indicating that higher levels of effective instructional strategy use are associated with better learner comprehension outcomes.

Overall, the results indicate that English teachers in the district actively employ a range of instructional strategies that positively influence learners' comprehension skills, although greater emphasis on technology integration and higher-order comprehension instruction may further improve outcomes.

Discussion

The findings of this study emphasize the significant role of teachers' instructional strategies in enhancing learners' comprehension skills. The high level of implementation of differentiated instruction, scaffolding, and peer-assisted learning supports previous research highlighting the effectiveness of learner-centered approaches in improving reading comprehension (Guthrie & McCann, 1997; Pressley & Afflerbach, 1995). Scaffolding and structured instructional support enable learners to gradually develop comprehension skills, particularly when engaging with complex texts, while peer-assisted learning encourages collaboration and reinforces understanding.

The relatively lower performance in critical and analytical comprehension suggests that learners may experience challenges in applying higher-order thinking skills. This finding is consistent with Duke and Pearson (2002), who noted that while learners often demonstrate strength in literal comprehension, skills such as inference, analysis, and evaluation require more explicit instruction and guided practice. The integration of digital tools and interactive technologies may help address these gaps, as technology-enhanced instruction can support engagement, differentiation, and the development of higher-order thinking skills (Fountas & Pinnell, 2017).

The significant differences in instructional strategies based on teachers' experience and educational attainment indicate that professional expertise plays a role in effective strategy implementation, supporting the findings of Sharma, Loreman, and Forlin (2012). Furthermore, the significant relationship between instructional strategies and learners' comprehension skills underscores the critical influence of teacher practices on learner outcomes. These results highlight the importance of providing teachers with continuous training, instructional resources, and opportunities for collaborative professional development.

Conclusion

This study concludes that English teachers in the District of San Jose de Buenavista implement instructional strategies at a high level, which positively contribute to learners' comprehension skills. The frequent use of differentiated instruction, scaffolding, and peer-assisted learning reflects teachers' commitment to addressing learners' diverse learning needs. Learners' comprehension skills were generally rated as Very Good, with strengths observed in literal and inferential comprehension, while slightly lower performance was noted in critical and analytical comprehension.

Significant differences in instructional strategies based on teachers' years of experience and educational attainment suggest that professional background influences effective strategy implementation. The moderate positive relationship between teachers' instructional strategies and learners' comprehension skills confirms that well-planned, learner-centered instructional practices play a crucial role in enhancing reading comprehension outcomes.

Recommendations

Teachers are encouraged to sustain and further strengthen learner-centered instructional strategies, particularly differentiated instruction and scaffolding, while placing greater emphasis on activities that develop learners' critical and analytical comprehension skills. School administrators should provide continuous professional development programs that focus on advanced comprehension strategies, the integration of digital tools, and innovative approaches to reading instruction. The Department of Education may consider enhancing instructional resources and technology support to assist teachers in implementing higher-order comprehension activities effectively. Establishing collaborative learning communities

among English teachers is also recommended to promote the sharing of best practices and instructional innovations. Finally, future researchers are encouraged to examine additional variables such as learner motivation, home literacy environment, and technology-enhanced instruction to further explain variations in learners' comprehension skills.

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