

THE USE OF 4A MODEL INSTRUCTIONAL STRATEGIES TO IMPROVE THE READING SKILLS OF GRADE 7 STUDENTS

Joseph R. Carreon, Michelle A. Baltazar, Vanessa P. De Leon, Marites R. Peñaredonda, Roselyn F. Santos

General Emilio Aguinaldo National High School, Imus City, Cavite

Abstract

The action research anchored on the continuous improvement methodologies that encompass three phases: Assess, Analyze, and Act, which aimed to establish and improve the teaching and reading process for struggling readers in 10 sections of Grade 7. Using the concurrent mixed method design, the students were given a post-assessment reading inventory after determining their instructional and independent levels using the standardized Mac Ginitie Reading Test. Focus group discussion was conducted to transcribed the needs and wants of the students. Using the 4A Model instructional strategies in reading activity, analysis, abstraction and application, the findings yielded an increase of 13.98% in the instructional and independent levels in the reading tests for grade 7 students. It was also disclosed that reading teachers found a pleasant disposition in teaching very important to make struggling readers open-up and ask questions without hesitation. Moreover, listening to the voice of the struggling readers helps improve the reading process; introducing clear and attainable goals for every reading lesson; making reading process purposeful and more meaningful. The provision of appropriate instructional reading materials to the level of the students and applying guided instructional learning strategies foster engaging learning experience. It is recommended that current teaching and reading process must continuously implemented focusing on students' need and enhance reading teachers' instructional strategies, time management and improve instructional materials in the classroom.

Keywords: *Reading Program, Struggling Reader, Instructional Reader, Independent Reader, Continuous Improvement*