

Reading Strategy Skills Enhancement Towards Improved Learning Competency

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تحسين مهارات استراتيجيات القراءة لتحسين كفاءة التعلم

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Abstract:

The study aims to explore reading strategy skills enhancement towards improved learning competency.

Mixed methods are utilized in the study through Focus Group Discussion where purposive sampling is employed in the gathering of population size of the research process. The study comprised Sixty (60) respondents only.

Results show that reading strategy skills enhancement of students towards improved learning competency establishes the importance of developing reading skills, teaching and learning, and implements intensive reading remediation programs to address students' reading difficulties, word-recognition skills show to serve as a source of pleasure and information in widening and deepening one's knowledge of a language among students, phonological awareness shows to provide a framework for students who struggle in reading and individualize instruction intensive learning. Decoding shows how to engage in the personalized nature of technology in offering individualized support for struggling learners to enhance reading comprehension and fluency, and sight recognition shows how to improve and recognise the words, leading to reading fluency and efficiency.

Keywords: Reading strategy skills enhancement, improved learning competency, word-recognition skills, phonological awareness, decoding, and sight recognition.

الملخص:

تهدف هذه الدراسة الى استكشاف تحسين مهارات استراتيجيات القراءة لتحسين كفاءة التعلم. حيث تم استخدام المنهج المختلط في هذه الدراسة من خلال مناقشة مجموعات التركيز، كما تم استخدام أسلوب العينة الهدافة في جمع مجتمع البحث، شملت الدراسة ستين (60) مشارك فقط.

تظهر النتائج ان تعزيز مهارات استراتيجيات القراءة لدى الطلاب لتحسين كفاءة التعلم يؤكد أهمية تطوير مهارات القراءة والتعليم، وينفذ برامج مكثفة لمعالجة صعوبات القراءة لدى الطلاب ، كما تظهر مهارات التعرف على الكلمات انها مصدر للمتعة والمعلومات في توسيع وتعزيز معرفة الطلاب باللغة. ويظهر الوعي الصوتي انه يوفر إطاراً للطلاب الذين يعانون من صعوبات في القراءة، ويتتيح تخصيص التعليم المكثف ويبين فك التشفير ككيفية الاستفادة من الطبيعة الشخصية للكلمات. على هذا الأساس، يُقدم دعم فردي للمتعلمين الذين يعانون من صعوبات في فهم القراءة بطلاقه. ويظهر التعرف البصري انه يحسن من التعرف على الكلمات مما يؤدي للقراءة بطلاقه وكفاءة.

الكلمات المفتاحية: تعزيز مهارات استراتيجية القراءة، تحسين كفاءة التعلم، مهارات التعرف على الكلمات، الوعي الصوتي، فك التشفير، والتعرف البصري.

Introduction

Enhancing reading strategy skills towards improved competency learning is evident significantly on the comprehension and intervention program in the educational system. It is based on the competency and performance skills of the teachers (Mallillin, & Mallillin, 2019). It focuses on the various strategy skills and improved comprehension to maintain competency learning for reading skills. Effective skills in reading enhancement focuses on various approaches, understanding, fluency, decoding, and fundamentals of reading. It enhances student fluency in reading comprehension proven on various methods of teaching pedagogy. It improves reading accuracy and speed of students through integration of knowledge (Mallillin, et al. 2020). It is a technological advancement interaction in reading to determine the advanced reading skills of students. It is often used in various strategy skills in reading. It provides critical thinking in the implementation of reading strategies and comprehension (Rusgandi, 2023, pp. 57-72). Hence, reading strategy skills towards improved competency learning enhances the impact of technology in reading proficiency. It explores the influence of reading effectiveness and proficiency strategy learning. It provides various technology enhanced teaching and learning materials for reading. It examines the effect of digital competency in reading strategy skills and challenges in the learning and implementation process based on framework, concept, and system theory (Mallillin, 2023, pp. 1-17). It shows that reading strategy skills enhances competency learning proficiency such as interactive mechanisms and accessibility to reading resource strategy. It identifies the various applications of reading strategy skills and processes. It significantly influences the competency for enhanced effectiveness of reading materials in integrating technology strategy for reading skills competency. It increases the access for the improved tools in reading competency strategy skills in the academic performance of students (Maroto, n.d.).

On the other hand, the learning competency in reading authenticates the writing related text, comprehension, vocabulary, reading fluency, word recognition, writing, comprehension, vocabulary, spelling, decoding, and phonological skills. It innovates student needs in reading skills, strategy literacy and uplifting competency (Mallillin, n.d.). It requires development literacy and learning competency skills. It is a skill that needs to be developed in the strategy of reading perspectives among reading teachers. It utilizes the learning discovery approach and strategy to strengthen students regarding reading skills literacy. It provides competency maximum learning reading skills and perspectives discovery model and effectiveness implementation readiness of teaching (Mallillin, et al. 2020). It shows that reading prospects and strategy skills reflect an effective improvement model through teaching and helping students to be competent in reading skills discovery learning model (Wicaksono, & Rahman, 2023, p.1010). In addition, learning competency in reading develops to produce an equivalent instrument on reading literacy assessment through proper strategy in teaching. It is suitable in the learning process of students. Learning competency in reading plays a central role in reading skills and literacy of students in shaping and developing learners. Reading literacy competency is necessary skills to be taught among students. It provides a deeper understanding and knowledge competency learning approach globally in teaching and learning (Mallillin, n.d., pp. 7686-7700). It provides necessary skills through reading skills strategy foundation of teaching and learning among students as centers of learning. It is an important indicator of reading literacy to foster and improve skills. It requires competitive advantage in competency learning (Mufidah, & Harsiaty, 2023, pp. 677-685).

Furthermore, reading skills can be improved by the learners to the fullest. It improves the reading skills, taking breaks, material sections, taking note, and reviewing what they read. It explores different techniques in teaching reading skills such as prediction, scanning, and skimming in the classroom. It utilizes various techniques in learning reading skills competency

based on the needs of students as centers of learning as a tool for teaching pedagogy challenges (Mallillin, 2024). It utilizes proper learning techniques for effecting reading competency skills. It emphasizes efficient and effective mastering strategy techniques in reading skills and competency towards learning. It highlights procedures in understanding reading skills for teachers to create comprehensive lessons in reading improvement. It incorporates various teaching and learning styles. It motivates and promotes a better learning environment and interaction with guided opportunities of teaching techniques and competency (Yung, et al. 2024, pp. 37-48). Also, reading skills are designed as part of strategy in reading skills to boost reading literacy comprehension of students. It determines proper strategy skills to promote competency learning. It engages to ensure reading skills and strategy are followed to obtain competency learning effectiveness in teaching reading devices and instructions (Mallillin, 2024, pp. 120-132). It enriches creative expression and perspectives in reading literacy skills. It provides a valuable educational tool in the academic setting throughout the learning journey of students reading literacy skills competency. It aims to foster initiative reading skills techniques for students as centers of learning and self-identity. It is a framework of reading skills and lifelong integration in cultivating the cognitive skills and domains of learning. It improves the skills in exploring the reading skills and self-directing learning. It aims to capitalize reading readiness skills toward competency learning journey (Michailidis, 2024, pp. 290-305).

Indeed, reading comprehension skills improve students' competency learning and strategy. It requires combining various segments, texts, and information to understand the reading process and skills. It is essential in the reading comprehension and academic achievement of students. It is the fundamental ability of written text and materials to be analyzed, interpreted, and understood for students to broaden learning information, refine critical thinking, and vocabulary on instructional practice and professional development in teaching pedagogy (Mallillin, & Lopez, n.d.). It examines the reading comprehension skills and values as crucial learning knowledge in the academic success of students. It offers and demonstrates facets of learning to improve crucial ability and strategy in reading. It is the key component in reading comprehension skills and scholastic success. It interprets and comprehends capacity to involve written text (Khalilova, 2023, pp. 83-89). In addition, reading comprehension skills obtain information in various things to the fullest. It is the main tool to obtain information through reading activities. It is a skill that needs to be implemented to obtain competency learning progress especially on the strategy in reading skills and knowledge intervention process (Mallillin, 2022, pp. 99-121). Reading comprehension skills is considered challenging for both teachers and students. The serious things that need to be considered are the reading skills to be enhanced in the comprehension level and literacy of students. This can explore the ability for reading comprehension development skills and processes. It provides the reader to understand and comprehend the materials being read effectively. It conveys the reading materials to better comprehension literacy. Reading opens the individual minds in any reading activities (Uswatun, et al. 2024, November).

Finally, the process of developing reading skills can be explored through various strategies. It develops prospective competency among teachers. It facilitates reading skills strategy on various pedagogical conditions in learning. It is an academic development process in the reading competency and expectation of student learning experiences. It engages on various reading development skills such as lecture notes, textbooks, e-books, articles, research content to evaluate and analyze. It connects reading literacy to help learners navigate the reading process of developing skills to interpret information to produce quality education among professional teachers (Mallillin, & Laurel, 2022). It empowers the process of reading

development skill beyond learning and teaching requirements. It is essential in the critical reading skills to understand awareness and deepen the content development process. It discusses the perspectives and critical reading skills on various modern approaches to teaching (Rustamova, 2023). Lastly, the process of developing reading skills is evaluating and analyzing reading considering the context, structure, and content. It engages in active, thoughtful involvement with the reading development skills through the structural domain of teaching and learning strategy (Mallillin, et al. 2021). It evaluates connection on critical readers in the text perspectives. It engages on student needs and engagement to critical reading to be adopted and taught that allows the mindset of the learners to challenge the development reading skills process. It requires intellectual curiosity and analytical skills on the written text as part of the academic success and failures of students. It assesses the reading skills development process as to meaning, understanding, credibility of the specific reading skills such as organization of the text, analyzing the structure, credibility and evaluation of sources, questioning, deliberation, and careful reading (Niculescu, & Dragomir, 2023, pp. 215-220).

Research Questions

1. What is the reading strategy skills enhancement of the students towards improved learning competency?
2. How may the learning competency be improved towards reading strategy skills enhancement among the respondents?

Research Design

Mixed Methods are utilized in the study which includes the Focus Group Discussion (FGD) in analyzing reading strategy skills enhancement towards improved learning competency. Quantitative design is used to measure the reading strategy skills enhancement of students towards improved learning competency as to word-recognition skills, phonological awareness, decoding, and sight recognition. Qualitative design is used to analyze and evaluate learning competency that can be improved towards reading strategy skills enhancement among the respondents through thematic analysis based on the answer of the respondents. It analyzes the distinct context integration, combination, and description of the study through thematic analysis. It is a quality interaction for the mixed methods research design (Matović, & Ovesni, 2023, pp. 51-65).

Research Participants

The research participants are the professional reading teachers in various education institutions in both public and private sectors. They are professional and licensed teachers. They have been teaching reading for at least 3 consecutive years. They applied various strategies in teaching reading among their students. The study comprised sixty (60) respondents only.

Research Sampling

Purposive sampling is utilized in the gathering of sample size and population based on the set criteria of the study. It refers to the non-probability group of sampling techniques. It is based on experiences, knowledge, and characteristics of the sample size. It is convenient to the researcher which involves recruiting the sample population size who are willing and available in the participation of the study. It is also known as selective and judgmental in the focus of depth sample population. It accesses the group participants with specific perspectives, phenomenon and deeper understanding. It identifies the broader population and observable research sampling (Campbell, et al. 2020, pp. 652-661).

Data Gathering Procedures

Presented in this section is the data gathering procedures for the reading strategy skills enhancement of the students towards improved learning competency which is presented below:

1. **Mapping.** The mapping is done based on the trends of the research process needed to support the requirements and issues of the educational system to equip the quality of teaching where the title is formulated.
2. **Formulation of the Research Title.** After the mapping is done and based on the idea presented by the researcher. The title becomes “Reading Strategy Skills Enhancement Towards Improved Learning Competency” which is relevant to the trends in teaching reading among students as centers of learning.
3. **Formulation of the Research Questions.** After the formulation of the research title, the research questions have been presented to provide concrete analysis of the study that can be useful in the educational system especially on the strategy of teaching reading skills.
4. **Constructions of the Research Instruments.** The construction of the research instruments is based on the gathering of the related literature and studies to support the reading strategy skills enhancement towards the improved learning competency among teachers.
5. **Validation of Research Instruments.** The validation of the research instruments is presented among the experts in both quantitative and qualitative research processes. They are psychometricians and doctor degrees where they are exposed to mixed methods of research. All their suggestions are given considerations prior to the floating of questionnaires.
6. **Floating of Questionnaires.** After the validation of instruments, the floating of questionnaire is done through google form taking advantage of the trends of technology. Included in the google form is the consent of waiver among the respondents for voluntary participation in the conduct of the study.
7. **Analysis of Data.** The analysis of data is done through statistical analysis for conclusions and recommendations.

Results

1. What is the reading strategy skills enhancement of the students towards improved learning competency?

Table 1: Reading Strategy Skills Enhancement of Students Towards Improved Learning Competency Among the Participants

Indicators	WM	I	R
1. It engages in the personalized nature of technology in offering individualized support for struggling learners to enhance reading comprehension and fluency.	4.09	A	4.5
2. It deals with the strategy and techniques in teaching gradually for students' reading comprehension level and skills.	3.89	A	8.5
3. It supports the core program of reading skills instruction intervention and enhances the necessary learning process for students.	4.20	SA	2
4. It highlights positive reading comprehension skills for learners' ability to approach new complex concepts in many different areas and development.	3.80	A	10
5. It analyzes a wide range of interventions, cognitive profiles, and provides valuable insights for reading skills of students.	3.67	A	12

6. It establishes the importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties.	4.21	SA	1
7. It provides phonological awareness intervention in teaching phonology and reading comprehension ability skills.	3.91	A	7
8. It focuses on the word strategy and recognition in upgrading the vocabulary and competency in reading.	3.60	A	13.5
9. It processes the learners to activate automatically the sight words and recognition for its pronunciation and meaning.	4.18	A	3
10. It serves as a source of pleasure and information in widening and deepening one's knowledge of a language among students.	3.38	MA	15
11. It engages multiple senses like interventions to strengthen letter-sound associations and decoding skills in providing a solid foundation for reading improvement.	4.09	A	4.5
12. It provides a framework for students who struggle in reading and individualize instruction intensive learning.	3.60	A	13.5
13. It recognizes the various response and intervention approaches to reading skills in teaching and learning and explores the state-of-the-art remediation strategies for learning.	3.35	MA	16
14. It helps to improve and recognize the words leading to reading fluency and efficiency.	3.89	A	8.5
15. It recognizes factors on the attribute of reading recognition and comprehension for students' learning.	3.71	A	11
16. It enhances reading skills and prediction of the phonology awareness and role in literacy skills.	4.00	A	6
Average Weighted Mean	3.848	A	
Standard Deviation	0.277		

It shows in the table that rank 1 is “It establishes importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties”, with a weighted mean of 4.21 or Strongly Agree which means that reading strategy skills enhancement of the students towards improved learning competency is highly observed. Rank 2 is “It supports the core program of reading skills instruction intervention and enhances necessary learning process for students”, with a weighted mean of 4.20 or Strongly Agree which means that reading strategy skills enhancement of the students towards improved learning competency is highly observed. Rank 3 is “It processes the learners to activate automatically the sight words and recognition for its pronunciation and meaning”, with a weighted mean of 4.18 or agree which means that reading strategy skills enhancement of the students towards improved learning competency is observed. The least in rank is “It recognizes the various response and intervention approach to reading skills in teaching and learning and explores the state-of-the-art remediation strategies for learning”, with a weighted mean of 3.35 or Moderately Agree which means that reading strategy skills enhancement of the students towards improved learning competency is limited. The overall average weighted mean is 3.848 (SD=0.277) or agree on reading strategy skills enhancement of the students towards improved learning competency as observed among the respondents.

2. How may the learning competency be improved towards reading strategy skills enhancement among the respondents?

Presented in this section is the thematic analysis on how may the learning competency be improved towards reading strategy skills enhancement through FGD. The response of the respondents is based on the following aspects: 5.00-4.20=Strongly Agree (SA), 4.19-3.40=Agree (A), 3.30-2.60=Moderately Agree (MA), 2.59-1.80=Disagree (D), 1.79-1.00=Strongly Disagree (SD). Text verbatim is included for the analysis of the study through statistical process.

Table 2: Thematic Analysis on the Learning Competency Improvement Towards Reading Strategy Skills Enhancement Among the Respondents

Themes	Response of the Respondents	Core Ideas
1. Word-recognition skills	Agree	<ul style="list-style-type: none">source of informationreading recognitionreading comprehension skillsdeveloping reading skills
2. Phonological awareness	Agree	<ul style="list-style-type: none">reading intensive learningreading predictionintervention in teachingcore program of reading skills
3. Decoding	Agree	<ul style="list-style-type: none">reading comprehension and fluencyreading skills of studentsreading improvementapproach to reading skills
4. Sight recognition	Agree	<ul style="list-style-type: none">reading fluency and efficiencycompetency in readingstrategy and techniques in teachingpronunciation and meaning

1. Word-recognition skills

Word recognition is the ability to recognize and identify words in reading such as meaning, pronunciation, and conscious effort. It is necessary for reading comprehension to allow the process text to be processed efficiently. It is the key component of significant reading word recognition skills. It comprehends to understand the meaning of words based on recognition skills. It improves the level of reading accuracy and improves attainment and comprehension (Karageorgos, et al. 2020). The participants say that:

“It serves as a source of pleasure and information in widening and deepening one's knowledge of a language among students”. T1, P47 & P13

“It recognizes factors on the attribute of reading recognition and comprehension for students' learning”. T1, P45 & P15

“It highlights positive reading comprehension skills for learners' ability to approach new complex concepts in many different areas and development”. T1, P43 & P17

“It establishes the importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties”. T1, P39 & P21

2. Phonological awareness

Phonological awareness refers to manipulating and recognizing the spoken sound of language in the reading text to identify the work of words in a sentence. It is crucial in the learning of reading on the contribution of vocabulary development. It ultimately depends on word reading, blending, and decoding. It develops phonological awareness through continuous and beyond learning. It is the role and function of reading experience facilitated on dependent learning (Zhou, et al. 2023). The participants say that:

“It provides a framework for students who struggle in reading and individualize instruction intensive learning”. T2, P51 & P9

“It enhances reading skills and prediction of phonology awareness and role in literacy skills”. T2, P48 & P12

“It provides phonological awareness intervention in teaching phonology and reading comprehension ability skills”. T2, P41 & P19

“It supports the core program of reading skills instruction intervention and enhances the necessary learning process for students”. T2, P38 & P12

3. Decoding

Decoding in reading refers to translating the ability of the written work in reading language by applying the sound symbol knowledge and correspondents. It involves sound in segment blended words for a coherent reading language. Decoding in reading requires associated sound and blended words represented by letters. It enables recognition of blended word recognition independently and accurately. It applies phonic knowledge to decode unfamiliar text words in expanding word recognition for reading enhancement (Chen, et al. 2025). The participants say that:

“It engages in the personalized nature of technology in offering individualized support for struggling learners to enhance reading comprehension and fluency”. T3, P54 & P6

“It analyzes a wide range of interventions, cognitive profiles, and provides valuable insights for reading skills of students”. T3, P50 & P10

“It engages multiple senses like interventions to strengthen letter-sound associations and decoding skills in providing a solid foundation for reading improvement”. T3, P44 & P16

“It recognizes the various response and intervention approaches to reading skills in teaching and learning and explores the state-of-the-art remediation strategies for learning”. T3, P40 & P20.

4. Sight recognition

Sight recognition refers to understanding and recognizing words instantly without needing sound. It is the skill for reading the implication of complex spelling. It develops word sight recognition to be fluent in reading. It identifies the meaning of the spoken words in the sentence context. It automatically decodes sight recognition in reading such as orthographic mapping, storing words, and building fluency. It recognizes word alignment phonics instructions (Bibi, & Pujari, 2023, pp. 336-355). The participants say that:

“It helps to improve and recognizes the words leading to reading fluency and efficiency”. T4, P52 & P8

“It focuses on the word strategy and recognition in upgrading the vocabulary and competency in reading”. T4, P48 & P12

“It deals with the strategy and techniques in teaching gradually for students’ reading comprehension level and skills”. T4, P44 & P16

“It processes the learners to activate automatically the sight words and recognition for its pronunciation and meaning”. T4, P38 & P12

Discussion

It shows that reading strategy skills enhancement of the students towards improved learning competency establishes the importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties. It also supports the core program of reading skills instruction intervention and enhances necessary learning process for students. It provides modern period of reading advanced technology in teaching proper strategy among students to interact with the reading materials. It is necessary among student reading skills and effect. It tends to provide proper techniques in teaching reading skills enhancement and strategy. It helps student to enjoy reading through text content, strategy, style, and thinking ability. It contributes to the implementation of reading strategy skills and techniques towards students' comprehension skills literacy (Rusgandi, 2023, pp. 57-72). In addition, reading strategy skills enhancement of students towards improved learning competency processes the learners to activate automatically the sight words and recognition for its pronunciation and meaning. It also recognizes the various response and intervention approach to reading skills in teaching and learning and explores the state-of-the-art remediation strategies for learning. It focused on the improved reading strategies and prospective comprehension in teaching. It introduces a necessary reading process that highlights reading comprehension significant to the learning process. Reading strategies enhance appropriate confirmation on techniques and skills. It is essential in the effective reading skills and comprehension enhancement among students. It provides students proper activities in reading skills and strategy on the aspect of innovation in teaching (Manoharan, & Ramachandran, 2023, pp. 48-56).

Moreover, word-recognition skills in reading strategy skills enhancement towards learning competency serves as a source of pleasure and information in widening and deepening one's knowledge of a language among students. It recognizes factors on the attribute of reading recognition and comprehension for students' learning. It identifies the word reading comprehension in understanding the narrative content of the reading materials. It matches efficient and functional thresholds of word-recognition skills in reading skills and enhancement towards students as centers of learning. It thresholds the reading comprehension word recognition and improvement of reading skills enhancement. It recognizes the inflexion of

reading comprehension and word recognition accuracy. It confirms that readers need to surpass the advanced word recognition reading competency and development (García, et al. 2024, pp. 1-28). In consequence, word-recognition skills in reading strategy skills enhancement towards learning competency highlights positive reading comprehension skills for learners' ability to approach new complex concepts in many different areas and development. It establishes the importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties. It provides techniques for word recognition effect on the performance of reading inside the classroom. It indicates that word recognition in reading strategy skills enhancement towards learning competency meets the demands of teaching. It develops the readiness of reading skills and concepts such as comprehension skills, word recognition, awareness, and phonemic skills. It serves as skills in the development of reading strategy skills and word recognition. It acknowledges word recognition and success of reading skills comprehension (Molonge, & Chiato, 2023, pp. 25-34).

Furthermore, phonological awareness in reading strategy skills enhancement towards learning competency provides a framework for students who struggle in reading and individualize instruction intensive learning. It enhances reading skills and prediction of phonology awareness and role literacy skills. It examines reading fluency and phonological skills of students as centers of learning. It mediates phonological awareness of the reading strategy skills. It examines the derivational, inflectional, and assessment of phonological awareness of the learners. It assesses the reading fluency based on phonological awareness in oral reading strategy skills. It indicates the reading fluency and contribution of phonology inflection and derivation paths. Phonological awareness of reading skills strategy enhancement mediates the process of teaching and learning. It provides varied fluency in reading based on phonological awareness in dynamic strategy skills (Giazitzidou, et al. 2024, pp. 1109-1131). Hence, phonological awareness in reading strategy skills enhancement towards learning competency provides intervention in teaching phonology and reading comprehension ability skills. It supports the core program of reading skills instruction intervention and enhances the necessary learning process for students. It explores reading proficiency and phonological awareness skills of students. It explores the phonological awareness and reading proficiency level of students. It examines the perception of reading impact and ability. It connects strong reading proficiency and phonological skills to the process of student development as to reading practices and habits. It integrates policy making and phonological awareness in reading instructions skills strategy. It introduces the program and develops phonological awareness skills in the reading strategy curriculum (Altamimi, 2024, pp. 2929-2939).

In addition, decoding in reading strategy skills enhancement towards learning competency engages in the personalized nature of technology in offering individualized support for struggling learners to enhance reading comprehension and fluency. It analyzes a wide range of interventions, cognitive profiles, and provides valuable insights for reading skills of students. It presents the teaching decoding model in reading. It influences reading and writing that vary on the different approaches to teaching and learning. It notes the strength of student learning limitation for decoding the reading skills enhancement such as to the application of teaching strategy model. It presents a component of teaching reading techniques that derives from various domains of learning. It explains the process relevance to decoding in reading strategy skills in teaching. It provides balanced rationale on the strategy of teaching (Wyse, & Hacking, 2024). In contrast, decoding in reading strategy skills enhancement towards learning competency engages multiple senses like interventions to strengthen letter-sound associations and decoding skills in providing a solid foundation for reading improvement. It recognizes the various response and intervention approaches to reading skills in teaching and

learning and explores the state-of-the-art remediation strategies. It is considered a necessary component of reading skills and comprehension literacy fluency. It examines the strategy in teaching reading skills and models. It identifies the reading fluency through decoding construction in reading fluency. It analyzes the reading fluency as to reading comprehension and decoding factors. It equates the reading fluency decoding model to the reading comprehension extended model. It is the ability to pronounce and recognize reading skills strategy enhancement through decoding (Hsu, et al. 2023).

Finally, sight recognition in reading strategy skills enhancement towards learning competency helps to improve and recognize the words leading to reading fluency and efficiency. It focuses on the word strategy and recognition in upgrading vocabulary and competency in reading. It explores the ability for individual differences in sight reading, teaching and learning. Sight recognition performs the reading skills advantage based on the strategy in teaching to motivate students in their reading classes. It is the fundamental reading skills that needs to be acquired to obtain learning competency. It is a substantial sight reading ability among lecturers. It focuses on addressing the sight reading faced by students' literacy issues. It explores sight recognition in reading proficiency and accuracy skills. It is a decisive indicator of sight recognition in reading. It integrates variables for sight recognition in reading skills (Lim, 2024). Lastly, sight recognition in reading strategy skills enhancement towards learning competency deals with the strategy and techniques in teaching gradually for students' reading comprehension level and skills. It processes the learners to activate automatically the sight words and recognition for its pronunciation and meaning. It leads to academic proficiency in reading difficulties for students' learning process. It supports the system needed for reading sight recognition, pronunciation, and meaning. It progresses the definition of sight recognition in reading strategy information process and skills. Sight recognition is necessary in the development of strategy skills for reading. It attempts to program the reading strategy skills and sight recognition maintenance and intervention. It organizes the program for sight recognition of reading aspiration, fortition, and rules of phonological lenition (Sim, & Park, 2023, pp. 023-030).

Conclusion

It shows that reading strategy skills enhancement of students towards improved learning competency establishes the importance of developing reading skills, teaching, learning, and implements intensive reading remediation programs to address students' reading difficulties where it supports the core program of reading skills instruction intervention and enhances necessary learning process for students.

Word-recognition skills show to serve as a source of pleasure and information in widening and deepening one's knowledge of a language among students where it recognizes factors on the attribute of reading recognition and comprehension for students' learning.

Phonological awareness shows to provide framework for students who struggle in reading and individualize instruction intensive learning where it enhances reading skills and prediction of the phonology awareness role in literacy skills and provides phonological awareness intervention in teaching phonology and reading comprehension ability skills to supports the core program of reading skills instruction intervention and enhances necessary learning process for students.

Decoding shows to engage in the personalized nature of technology in offering individualized support for struggling learners to enhance reading comprehension and fluency where it analyzes a wide range of interventions, cognitive profiles, and provides

valuable insights for reading skills of students and engages multiple senses like interventions to strengthen letter-sound associations and decoding skills in providing a solid foundation for reading improvement. This includes recognition of various response and intervention approaches to reading skills in teaching and learning and explores the state-of-the-art remediation strategies for learning.

Sight recognition shows to improve and recognize the words leading to reading fluency and efficiency where it focuses on the word strategy and recognition in upgrading the vocabulary and competency in reading and deals with the strategy and techniques in teaching gradually for students' reading comprehension level and skills. This includes the process for learners to activate the sight words and recognition for its pronunciation and meaning.

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Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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