

English Teachers' Techniques and Approaches for Teaching Reading Comprehension in Ghanaian Senior High Schools

Kathy Oppong-Poku,¹ Kershnee Sevnarayan,^{2*}

^{1,2}University of South Africa – South Africa

Article Information

Received: November 05, 2024

Revised: April 28, 2025

Accepted: August 20, 2025

Published online: November 30, 2025

Abstract

The declining performance of Senior High School English second-language learners in English-language examinations in Ghana has raised concerns about the effectiveness of teaching methods. Despite existing research on instructional strategies, there is a paucity of studies examining the specific techniques and approaches SHS teachers use to improve English reading comprehension among second-language learners. This study aimed to investigate the teaching techniques and approaches used by senior high school teachers in Ghana to enhance English reading comprehension, identify factors that influence the choice of technique, and explore teachers' perceptions of their influence on learner learning outcomes. A qualitative case study design was employed, with purposeful sampling. The study adopted a constructivist approach to discuss the findings. Data were collected through focus group discussions and in-depth interviews with nine teachers from two schools. The findings revealed that teachers employed various techniques, included silent reading, scanning, skimming, and combination approaches. Skimming and scanning techniques were most preferred. Factors influencing technique choice included medium of instruction, teacher proficiency, and textbook availability. Learner's disinterest in reading emerged as a significant challenge. The study emphasizes the importance of teacher training, the accessibility of educational resources, and strategies to foster learner engagement. Findings inform educational policy and practice, emphasizing the importance of addressing English second language teacher capacity, resource availability, and learner motivation to improve English language learning outcomes.

Keywords: English reading comprehension; English Second Language; teaching techniques; senior high school; Ghana; constructivist approach

Introduction

Reading comprehension is a crucial aspect of language acquisition and a vital skill required in various subjects. Individuals read for various reasons, such as to understand a main idea or to synthesise information to take a stance (Abdul

Rahman et al., 2021; Khaki, 2014; Liu & Zhang, 2018). Yussof et al. (2012) are of the view that reading involves purely the understanding of words to give meaning to them. However, Smagorinsky (2001) and Susanto (2020) assert that reading is more complex, especially among

***Corresponding Author:** Kathy Oppong-Poku
(kathyoppompoku@gmail.com) Theo van Wijk
Building, Preller Street, Muckleneuk Ridge, City of
Tshwane, 0003

©2024 by the Authors, published by Vision: Journal for
Language and Foreign Language Learning
<https://journal.walisongo.ac.id/index.php/vision>

learners who speak English as a second language (ESL). To comprehend a text, ESL readers must have a way to organise the information in a way that makes sense and fits their worldview (Ardiansyah & Ujihanti, 2018b). Thus, the ability to read involves understanding texts. According to the New South Wales (NSW) Department of Education and Training (2010), comprehension is successful only when learners experience a sense of satisfaction from understanding the meaning of a text. The authors believe that true comprehension occurs when ESL learners not only understand the meaning of a text but also derive a sense of fulfillment from grasping its meaning.

Reading comprehension is identified as one relevant aspect of language acquisition (Kolawole & Jire-Alao, 2015; Latha et al., 2018). As rightly put by the NSW Department of Education and Training (2010), reading comprehension improves contextual understanding. Thus, when reading, ESL learners are usually advised to concentrate on language knowledge, vocabulary, and passage structure (Khaki, 2014). Inevitably, poor comprehension skills affect ESL learners' English performance and hinder their competence in other critical fields (Kolawole & Jire-Alao, 2015). It implies that, inevitably, when learners lack strong comprehension skills, their ability to perform well in English is affected and their competence in other essential academic areas is undermined.

Although verbal instruction is essential for ESL learners' adeptness in the English language, "the instructional methods applied by teachers play a greater role in motivating learners to read, as well as deepen and broaden their comprehension skills" (Anyiendah et al., 2019, p.27). In view of this, Ardiansyah and Ujihanti

(2018) argues that teachers who teach comprehension must focus on developing ESL learners' knowledge of a set of strategies to adapt when reading.

Teaching reading comprehension, according to Okkinga et al. (2018), is an important part of schools' curricula, as it is an essential skill across numerous subjects. Various studies have demonstrated that teachers utilise diverse instructional approaches to teach reading comprehension effectively. For instance, various studies have examined methodologies such as reciprocal teaching (Mafarja et al., 2023; Okkinga et al., 2018), interactive teaching (Anyiendah et al., 2019; Cahyanti & Ananda, 2021), and questioning (Yusriati & Tarigan, 2019). These studies agree that the teaching method used significantly influenced ESL learners' reading comprehension. However, Aózsza et al. (2023). As such, Aliakbari & Adibpour (2018) have suggested that teachers should consider reflective practices to support their method-centred teaching.

In Ghana, English is the official language and the primary language of instruction for examinations at all levels of the educational system. Although English is spoken as a second or additional language by learners, it plays a crucial role in implementing educational curricula across the levels of the educational system. Recently, there have been calls for pupils from kindergarten to Grade three (3) to be taught in their native languages or mother tongues (Adongo & Nsoh, 2023; Appiah & Ardila, 2021), yet most schools use the English language as a means of instruction for all levels. In the Senior High School (SHS) curriculum, English, along with Mathematics, Integrated Science, and Social Studies, is a core subject. It means

learners are required to study these subjects for three years, regardless of their electives or area of study, including General Science, General Arts, vocational, or technical fields (Badu et al., 2022). After the stipulated three years, learners write the standardised West African Senior Secondary School Certificate Examination (WASSCE). The English language examination comprises multiple-choice questions, essays, and a passage to assess ESL learners' comprehension and summary skills (Badu et al., 2022).

The poor academic performance of ESL learners in the English language has been a source of concern for all relevant stakeholders in the educational system. As such, several studies have investigated the factors responsible for this trend, examining academic performance in English (Akowuah et al.) and various aspects of the English language (Badu et al., 2022) to explain why SHS learners struggle with the essay-writing component of the English language. However, to the best of our knowledge, no study has examined the factors underlying poor reading comprehension. The literature indicates a relationship between teachers' teaching approach or technique in English reading comprehension and learners' performance (Anyiendah et al., 2019; Dwiningtiyas et al., 2020; T. Z. Oo et al., 2023). However, there is limited research on such studies in Ghana. Therefore, this study sought to explore SHS teachers' perspectives and the teaching techniques and approaches they use to teach reading comprehension skills. As a result, this study aims to address the knowledge gap regarding the approaches/techniques used by SHS teachers in Ghana for teaching reading comprehension. The study's findings, in

conjunction with teachers' voices from Ghana, may contribute to the existing body of literature and offer insights into the various teaching approaches and techniques used by teachers in some second-cycle schools in Ghana. It also examines the perceived influence of these techniques on learners' performance.

Reading comprehension

Comprehension skills, according to Kolawole and Jire-Alao (2015), are a crucial aspect of ESL language acquisition that can significantly influence a learner's life. Reading comprehension is a more complex process, which requires the reader to understand a reading task (Yussof et al., 2012). When ESL learners can comprehend, they can "interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts" (NSW Department of Education and Training, 2010, p.2). Without understanding the meaning of a text, comprehension is said to be unsuccessful. As noted by Khaki (2014), reading comprehension is an interactive process, so learners are encouraged to be active while reading. Therefore, as the NSW Department of Education and Training (2010) points out, good learners use different comprehension strategies concurrently to understand a text while reading. Over the years, several studies on reading comprehension have emphasized the importance of effective instructional strategies. These studies also found a relationship between the strategies used and learners' reading performance (T. Z. Oo et al., 2023). Anyiendah et al. (2019, p. 270) believe that an efficient instructional method "can enable learners to connect the content of comprehension passages with the stock of knowledge they have about the subject in question". A study by Kolawole & Jire-

Alao (2015) investigated how teachers facilitate comprehension skills in their ESL learners during comprehension lessons. His study found that, instead of teaching, most ESL teachers test their learners, depriving them of basic comprehension skills. According to Kolawole & Jire-Alao (2015), the inability of ESL teachers to facilitate the acquisition of such skills can be traced back to their foundation in teacher training. Hijazi (2018) also called for creative ways of teaching comprehension that enhance the intrinsic motivation of ESL learners to develop a positive attitude towards English reading.

Teaching strategies and approaches

According to Oo et al. (2023), method-centred teaching is an approach that emphasises specific techniques in the classroom. Research has identified several examples of method-centred teaching approaches for improving reading comprehension. These include reciprocal teaching (Dew et al., 2021), interactive teaching (Cahyanti & Ananda, 2021), and questioning strategies (Corley & Rauscher, 2013). Some studies have also reported on the integration of different teaching strategies (Dwiningtiyas et al., 2020) or approaches, such as the reflection-based questioning approach and the reflection-based reciprocal teaching, to achieve effective comprehension instruction (T. Z. Oo et al., 2021, 2023; Z. Oo & Habók, 2020). These studies revealed that combining teaching strategies significantly improved learners' reading comprehension.

Reciprocal teaching (RT) is an instructional strategy that enhances reading comprehension through modelling and guidance, grounded in social constructivism. It involves placing learners

in small groups to engage in dialogue and take turns leading the group, while the teacher supervises. Learners take on different roles, such as predictor, questioner, summariser, or clarifier, to facilitate comprehension. Palincsar and Brown (1984) recommend teaching learners four strategies: summarising, predicting, clarifying, and questioning to assist in comprehending texts. Proponents of RT argue that it promotes active learning and learner engagement (Ardiansyah & Ujihanti, 2018a), improves reading comprehension and critical thinking skills (Palincsar & Brown, 1984), and can be adapted to various curriculum areas and learner levels (McAllum, 2014). However, critics argue that RT may be challenging to implement in large classes (T. Z. Oo et al., 2023) and requires extensive training and coaching for ESL teachers (Okkinga et al., 2018).

Questioning is a pedagogical strategy that enhances reading comprehension and critical thinking. Advocates of questioning argue that it promotes critical thinking and metacognition (Fata et al., 2023; Yuliawati et al., 2016), enhances learner engagement and participation (Khaki, 2014), and can be used to assess learners' understanding and adjust instruction (Amalia & Devanti, 2016). However, some scholars argue that some ESL learners may not be used to critical questions, which can discourage them from participating (Yusriati & Tarigan, 2019).

The reflective teaching approach enhances teaching quality by critically reflecting on teaching experiences. It comprises four elements such as planning, acting, reflecting, and evaluating. This approach may motivate ESL teachers to enhance their teaching skills and is regarded as a cyclical and conscious method.

Some argue that reflective teaching may require significant time and effort from teachers (Z. Oo & Habók, 2020) and may not be suitable for all teachers or educational contexts. Proponents of reflective teaching argue that it promotes critical thinking and professional development, enhances teaching quality, and improves learner learning outcomes (Ashraf & Zolfagjari, 2018), while also encouraging teachers to take ownership of their professional growth.

The interactive approach may be effective in improving ESL learners' English reading comprehension skills. Interactive activities enhance reading abilities, such as connecting texts with prior knowledge, summarising, and deciphering word meanings. Advocates of the interactive approach argue that it promotes learner engagement and motivation (Yusuf, 2015), enhances reading comprehension and critical thinking skills (Anyiendah et al., 2019), and can be adapted to various learning styles and abilities (Yusuf, 2015). However, critics argue that interactive activities may require significant resources and planning (Yusuf, 2015). They may not be suitable for all ESL learners' needs (Anyiendah et al., 2019).

The factors that hinder the teaching and learning of reading comprehension

(2019) found that low language proficiency, low motivation, and ESL teachers' confidence were significant factors that hindered English reading comprehension among high school learners in Cambodia. Similarly, Qarqez & Rashid (2017) identified challenges such as the reading process, confusing words, and limited time to process text as hindrances to Arabic learners' learning of English as a foreign language. In Nigeria, (2019) found that a lack of textbook reading hindered effective ESL comprehension

teaching and learning. In Iran, (2014) found that ESL teachers had limited knowledge of English, inadequate teaching time, insufficient teaching materials, and inadequate capacity-building. In Ghana, researchers have identified the lack of curriculum or instructional materials, mother tongue interference, and the proficiency of ESL teachers in English as significant factors that hinder reading comprehension (Aboagye & Yawson, 2020; Akowuah, Patnaik, & Kyei, 2018; Badu et al., 2022). In Turkey, Tekir and Akar (2018) found that the ESL teacher training programme had neglected the skill aspect of using instructional materials. In Zimbabwe, Mupa and Chinooneka (2015) found that ESL teachers were limited in their methodology, textbooks, and instructional materials. These studies highlight the various factors that hinder the teaching and learning of reading comprehension in different countries. The non-availability of instructional materials can lead to learner failure and erosion of the fundamental pillars that drive and sustain reading among learners (Bukoye, 2019). ESL teachers' poor knowledge of the English language, inadequate teaching periods, insufficient teaching gadgets, and capacity building can also interfere with effective teaching (Behroozi & Amoozega, 2014). Mother tongue interference can also hinder the teaching and learning of reading comprehension, as learners may be influenced by the habits of their mother tongue (Appiah & Ardila, 2021; Bruggink et al., 2022; Kasap & Emamvirdi, 2022).

Constructivism

Constructivism is a learning theory grounded in the scientific study and observation of individuals (Bada, 2015; Brau, 2018). This theory is based on the premise that people construct

their knowledge of the world through their own experiences (Braun, 2018; Ahmed, Kurshumlija & Ismajli, 2023). Therefore, when people encounter new knowledge, they juxtapose it with their previous ideas and experiences and decide whether to discard it or modify their views.

The main components of this theory are schemas (representing prior knowledge and experiences), assimilation (incorporating new knowledge into existing schemas), accommodation (adjusting old schemas to accommodate new knowledge), and equilibrium (balancing assimilation and accommodation) (Sharma & Poonam, 2016). On the other hand, social constructionism proposes that knowledge is constructed through our interactions with others, emphasising collaboration in the learning process (Ardiansyah & Ujihanti, 2018). Lev Vygotsky, a proponent of this form of constructionism, emphasised the significance of peer and societal interaction in the process of assimilating and accommodating knowledge (Braun, 2018).

According to Ardiansyah and Ujihanti (2018b), under the constructivist approach, teachers do not simply deliver knowledge through monologues. Instead, they consider learners' prior knowledge and provide opportunities to improve it. To construct new knowledge, teaching must be participatory and engage learners' prior knowledge (Bada, 2015). Constructivism emphasizes the active role of the learner in the learning process. It asserts that they construct their understanding through interactions with their previous experiences, ideas, beliefs, events, and activities (Ardiansyah & Ujihanti, 2018b, p. 449). In constructivism, emphasis is placed on the learner rather than

the teacher (Umar, 2020). As such, teachers are expected to act differently in a constructivist classroom than they do in a traditional classroom. Therefore, the teacher's role is to facilitate, coach, mediate, prompt, and assist learners in developing and evaluating their understanding (Golder, 2018).

The schema learning theory

The schema theory, rooted in cognitive psychology, emphasizes the role of existing knowledge in an individual's cognitive activities (Wenying, 2022). A schema is an abstract concept that uses past experiences to provide context for understanding and interpretation (Ren, 2023; Yang, 2023). People can better interpret new information by connecting it to past experiences and existing knowledge (Latha, Mani,; Ren, 2023). Schema guides how we process new information by integrating it with what we already know (Yang, 2023).

Schema theory is significant in teaching reading comprehension, as it helps teachers understand reading materials more effectively (Yang, 2023). According to Ren (2023), tutors must guide learners to recognize that comprehension arises from the interaction between the three schemata (language, content, and form) and texts. Thus, teachers can coach learners to construct these three (3) schemata via skimming, scanning, and intensive reading (Ren, 2023). Hence, based on schema theory, this study explored the techniques and approaches teachers used to teach reading comprehension in two SHSs in Ghana.

This study aims to investigate the techniques and approaches used to teach reading comprehension skills and teachers' perceptions of their impact on learners' performance. The research questions in this article focus on several

key areas of inquiry. The first question examines the techniques and approaches English teachers use to teach reading comprehension to SHS students in Ghana. The second question examines why teachers use a particular teaching technique or approach to teach reading comprehension for SHS students in Ghana. Additionally, the research investigates the factors that promote or hinder teaching techniques and approaches, as well as the teaching outcomes of SHS students in Ghana. Finally, the study examines how teachers perceive the impact of teaching techniques or approaches on the learning outcomes of SHS students in Ghana.

Method

Research approach and design

The study employed the constructivist qualitative research approach, which emphasizes that reality is socially constructed through interactions between individuals and their environments (Creswell, 2014). Thus, the main goal of this approach is to prioritise the participants' perspectives regarding the examined situation (Creswell, 2014). Hence, the constructivism approach was identified as suitable for this study, as was established by Segbenya et al. (2023) and Voon et al. (2020). Consequently, a qualitative research approach with a case study research design was employed. Qualitative studies, as described by Merriam (2000), "provide the basis of engaging in an in-depth enquiry to unpack, understand, describe and interpret the views of participants" (Salifu et al., 2018, p.6). In the words of Creswell (2003), a qualitative approach involves knowledge claims grounded primarily in constructivist, advocacy/participatory, or a

combination of both perspectives. Qualitative studies employ various inquiry strategies, including narratives, phenomenology, ethnography, grounded theory, and case studies (Creswell, 2003). Therefore, qualitative research involves analysing data from observations, interviews, and various sources to develop theories. Consequently, qualitative data were deemed appropriate for this study. As stated by Crowe et al. (2011), the case study design is particularly beneficial when the goal is to acquire a comprehensive understanding of a matter, occurrence, or phenomenon of interest in its natural and real-life environment (Creswell, 2014). The case study design allows for an in-depth inquiry into the teaching strategies SHS teachers employ to teach reading comprehension. Therefore, this study was purely qualitative, employing focus group discussions and in-depth interviews.

Study population, sample, data collection instruments

The study participants were ESL teachers from two SHSs: Ghanata Senior High and Presbyterian Senior High. Ghanata Senior High School is located in Dodowa, in the Greater Accra region. At the same time, the Presbyterian Senior High School is situated in Akuapem-Mampong, in the Eastern region. The nine ESL teachers are responsible for teaching approximately 1,000 learners (SHS 1-3) in their respective schools. Focused group discussions (FGDs) using open-ended questions were conducted with teachers from the two schools on pre-arranged days. The framework guiding the design and analysis of these open-ended questions was thematic analysis, as discussed in the data analysis section, to systematically identify patterns and insights from the teachers'

shared experiences. During these FGDs, the teachers were free to share their teaching techniques and approaches for reading comprehension, their personal experiences, and the challenges they faced in their day-to-day work.

Ethical considerations

Approval for this study was granted by the University of South Africa (Unisa). At the beginning of the interview sessions, participants were informed about the study's purpose and provided informed consent. Furthermore, the researchers sought participants' permission to record conversations during the FGDs. None of the participants' names was used. Most importantly, participants were assured of confidentiality and the voluntary nature of their participation in this study.

Data analysis

In 2023, the qualitative data were analyzed using thematic analysis, which enabled the identification, analysis, and interpretation of conceptual patterns (themes) (Ahmedi, Kurshumlja). First, verbatim transcriptions of all recorded audio/interviews were prepared, and the transcripts were analysed thematically. The thematic analysis comprised familiarization with the data, coding, theme generation and review, and write-up. After familiarizing with the data, themes significant to the research objective were generated and coded. These themes were reviewed and organised for the write-up.

Findings and Discussion

Finding

Teaching technique/ approach used by teachers in English reading comprehension

When participants (teachers) were asked about the techniques or approaches used in teaching reading comprehension, three techniques were identified from the interviews: silent reading, reading aloud, scanning and skimming, and a combination of these two. From the data, four (4)[4/9] teachers employed silent reading and reading aloud. With this technique, the teachers had learners read the passages silently at the initial stage before instructing them to read aloud individually or in groups. Regarding the reading approach used, one participant commented,

“Silent and reading aloud. I make them read paragraph by paragraph” (Participant 4, PSS T).

However, the majority of teachers (5/9, 55.5%) used the techniques of skimming and scanning, as noted by Participant 6 (PSS T),

“We use skimming and scanning to help them understand the reading.”

Undoubtedly, these teachers used diverse teaching strategies or approaches to teach reading comprehension for different reasons.

Furthermore, some teachers used a combination of techniques and strategies. For instance, Participant 8 (GHS T) used what they term as S3R:

It typically begins with having them go through a cultural story and then have them read. They have silent reading, where they read paragraph by paragraph, and then scan through to identify the keywords they are not comfortable with. They keep that in mind and read the passage again, finding relevant meaning from it the second time. Then, finally, they do a detailed reading. Thus, they read in class, one after the other. The authors therefore employ the three S3R (Skimming, Scanning, and Reading). It must be done in steps.

The above finding indicates that teachers in Ghana utilize cultural stories in the classroom to enhance learners' interest and engagement in reading comprehension. Following a brief discussion with learners after the direct classroom observations, they unanimously confirmed that their teachers had consciously taught them reading comprehension skills through the use of Ghanaian folktales and cultural stories. As a follow-up question, when learners were asked to mention a few techniques or approaches their teachers utilised, they cited silent reading, reading aloud, scanning and skimming, and reading individually. This statement supports findings from the FGDs with the teachers.

Reasons for using a particular teaching technique or approach

From the FGDs, it was observed that some teachers preferred to use a specific technique/approach to help learners pass their English language examinations. Thus, one participant said:

"I don't restrict them from any, I just expose them to it, and then I make them understand that the skimming is for general information and the scanning is for specific information. I told them for the sake of exams, once the passage is given to them, they have to read the passage twice" (Participant 1, PSS T).

Interestingly, maintaining a particular teaching approach was found to depend on learners' feedback and learning outcomes. In this regard, one participant stated that.

"The feedback from the method would show you how to approach. If at the end of the test, the results are good, then those who need special assistance are contacted to have one-on-one teaching" (Participant 3, PSS T).

The quote above has implications for teaching and learning reading comprehension. In addition, the interview revealed that the school management approved the method or approach used by the teachers to teach reading comprehension. Nevertheless, a few teachers believed that the approach or techniques employed were only relevant to the school administration during examination preparation or when learners performed poorly in examinations. In this regard, one participant stated,

"The school comes in when the learners fail their exams" (Participant 4, PSS T).

This assertion suggests that preparing learners for the standardised WASSCE examination is extremely important to school management, a point that teachers are well aware of and subscribe to. Teachers reported that the Ghanaian Education Service's emphasis on passing the WASSCE influences their teaching, with most focusing on exam-oriented strategies. Another participant agreed that

"It's a matter of getting the learner ready for exams" (Participant 3, PSS T).

From the FGDs, none of the participants had ever been asked about the use of a specific approach or technique in teaching English reading comprehension. One participant also claimed that teachers were specialised in one approach or the other so any teacher could always seek help from another should they encounter challenges in using a particular teaching approach/technique, as evidenced by one teacher

"We are specialised in one area or the other, so if you have challenges with a specific topic, your colleague can come to help you" (Participant 4, PSS T).

Moreover, it was discovered that the Ghana Education Service mandated no specific teaching approaches or techniques for teaching reading comprehension in schools. Even though it was established that the teachers had a guide or manual for teaching, clearly spelled out in the textbooks, as stated by a participant,

“There is a guide given by the Ghana Education Service” (Participant 8, GHS T).

However, the strict adherence to this manual/guide, as was confirmed in the FGDs, is determined by the learners as demonstrated in the following quotes:

“It depends on the learners” (Participant 5, PSS T), and “The understanding [of learners] is more important” (Participant 4, PSS T).

Factors that promote or hinder teaching technique/approach and teaching outcomes

From the interviews, participants identified factors that promoted or hindered the use of techniques and approaches in teaching English reading comprehension. These factors included the medium of instruction, teachers' proficiency in using a particular instructional technique or approach, the availability of textbooks, the caliber of learners, and adequate time for lessons. Some participants also noted that the medium of instruction at the basic education level and learners' multilingual status significantly affected the teaching of reading comprehension in SHSs. Interestingly, one teacher asserted that, due to the learners' multilingual status, they sometimes have to translate English into their mother tongues or local dialects in their minds before they can comprehend what they read or are taught. It is captured in the quote below:

“When they read in their mind, they take it to their local dialect in their mind before

understanding. Moreover, per the way our system runs. Thus, using the local dialect in the lower primary and English in the upper primary makes them translate from their local language before understanding” (Participant 8, GHS T).

Moreover, the participants agreed that effectively equipping teachers to teach reading comprehension is a major step toward addressing the challenges of poor reading comprehension among learners. During the interviews, all participants agreed that teachers at the basic level need to be well-trained to teach reading comprehension effectively. A participant remarked:

“I have realised the problems start from the basic level because the teachers at the basic level are not well trained and they don't teach the learners the basic concepts. Then, the learners are pushed to Junior High school where they are to write exams, this is the level where the teachers start to identify the learner's problem but then it would be too late to rectify... If we want to solve this problem, then they should make sure that they get the foundations properly from the bottom because when they come here, they struggle to get it” (Participant 1, PSS T).

Additionally, the availability of textbooks was identified as a significant challenge to improving learners' reading comprehension skills. All participants (teachers) reported that the lack of textbooks was the main hindrance to teaching reading comprehension.

“The school hinders us because of the unavailability of textbooks and dictionaries. Those in the green track do not have books, which makes it difficult to teach” (Participant 4, PSS T).

During the in-depth interviews with the parents, one remarked,

"I can't afford to buy him books. Sometimes, he borrows from friends. I have given him money a few times to buy if I have [the] money" (Participant 2, GHS T).

This implies that rural schools faced greater challenges in teacher training, resource availability, and learner engagement compared to urban schools.

Perceptions of teachers on the influence of teaching approach/technique on learning outcomes

In this study, the teachers evaluated the influence of their teaching strategy/approach based on their learners' understanding of concepts, academic performance in examinations, or WASSCE results in the English language.

"The learners can pick up, because I go through three times, which makes it easy for them to grasp the concept" (Participant 8, GHS T), and "It normally shows in their performance during exams" (Participant 3, PSS T).

The teachers, throughout the FGDs and in-depth interviews, gave the impression that they were committed to ensuring their learners' good performance in reading comprehension. However, they were quick to point out that, in addition to other mitigating factors, some learner factors negatively affected their teaching efforts and, in turn, reading comprehension outcomes in their respective schools. A section of the teachers was of the view that learners paid more attention to other subjects compared to the study of the English language, as indicated by Participant 1, PSS T: "Learners seem to pay more attention to other subjects than they do to the English language." Most of the teachers lamented the disinterest of learners in reading,

which they believe affects their performance in the English language:

"The learners do not like reading, so because of that it becomes difficult for them to pick up new vocabulary" (Participant 2, PSS T).

The teachers believed the lack of learners' interest in reading stemmed from their failure to cultivate reading habits in their early years.

Discussion

The influence of teaching approaches on reading comprehension

The teaching approaches or techniques employed by teachers significantly influence learners' reading comprehension skills (Ardiansyah & Ujihanti, 2018a), and this explains why several studies have looked at instructional strategies and learners' performance in reading comprehension (Anyiendah et al., 2019; Oo et al., 2023; Thurston et al., 2020; Yussof et al., 2012). Findings from this study revealed that teachers in selected Ghanaian SHSs used different teaching strategies/techniques, including silent reading and reading aloud, scanning and skimming, and a combination of these strategies/techniques. Nevertheless, most of these teachers preferred skimming and scanning techniques. Notably, teachers used Ghanaian folktales and cultural stories to enhance learners' interest and relevance in reading comprehension. Using several techniques or approaches in teaching English reading comprehension is not uncommon, as studies conducted in different countries have reported. The work by Dwiningtiyas et al. (2020) identified a teacher who used several strategies, including reading aloud, across the three stages of reading. The strategies implemented were highly effective in teaching reading

comprehension at that school, as evidenced by the smooth teaching and learning process and learners' high levels of engagement and motivation.

In this study, teachers who preferred skimming and scanning techniques did so because they believed these techniques made it easier for learners to comprehend the passages they read. Language interference from learners' native languages (Twi, Ewe, Ga) also poses significant challenges in the context under study. The existing literature identifies skimming and scanning techniques as successful strategies in teaching and learning English reading comprehension (Azmi, Yusra & Arifuddin, 2020; Ren, 2023). Explicitly, Ren (2023) suggests that not only skimming and scanning but also intensive reading could be used by teachers to direct learners to construct the three schemata (language, content, and formal schemata), which could improve their ability to process information and help them achieve high-quality reading, as argued in the schema learning theory. From the perspective of schema theory, skimming and scanning primarily target content schemata, which enable learners to identify main ideas quickly. However, these techniques may neglect the development of language schemata (e.g., vocabulary, syntax) and formal schemata (e.g., text structure, genre conventions), which are equally critical for deep comprehension. To address this gap, teachers could integrate intensive reading strategies that encourage close engagement with texts and facilitate the construction of all three types of schemata. Further, Anyiendah et al. (2019, p.270) believe that an efficient instructional method "enables learners to connect the content of comprehension passages with the

stock of knowledge they have about the subject in question", just as suggested in the schema component of the constructivist theory. Teachers' use of culturally relevant materials, such as Ghanaian folktales, aligns with this theory by bridging learners' existing cultural schemas with new English texts. However, reliance on translation from learners' mother tongues into English may hinder the development of independent English reading skills over time. This conflict highlights the need for a balanced approach that uses learners' linguistic backgrounds without compromising their long-term English proficiency.

Teacher Feedback and Adaptive Instruction

Additionally, the study found that teachers preferred to use a specific teaching technique or approach based on learner feedback. Feedback can be defined as "providing information to learners regarding their learning process" (Sankalaite et al., 2023). As stated in the literature, the teachers asserted that feedback plays a crucial role in helping them reflect on their teaching strategies or approaches. Through feedback, teachers can assess task completion, identify areas that require improvement or modification, and reflect on learners' approaches and task execution (Usman et al., 2019; Sankalaite et al., 2023). When teachers receive feedback, they can adapt their teaching methods to meet learners' individual needs (Slavin, 2000, cited in Dwiningtiyas et al., 2020). From a theoretical perspective, feedback aligns with both schema theory and constructivist theory. Schema theory emphasizes how feedback facilitates learners' ability to connect new information to their existing knowledge structures, thereby strengthening their comprehension skills. Similarly, constructivist

theory emphasises the importance of feedback to facilitate active learning, as it enables learners to reflect on their progress and identify areas for improvement.

Systemic challenges and recommendations

The study found that the Ghana Education Service does not specify any particular teaching approaches/techniques for teaching reading comprehension. Although the teachers have a guide or manual for teaching, no technique/approach is explicitly stated in these textbooks. Consequently, no teacher in the study encountered a situation where they were questioned about using a particular strategy or technique in teaching English reading comprehension. Thus, how well learners comprehend the text or passage was the determining factor in adherence to this reading comprehension guide by the Ghana Education Service. Data from the study also showed that teachers specialised in one approach or the other, so any teacher could always seek help from another teacher should they encounter challenges with a particular teaching approach/technique. It affirms Dwiningtiyas et al.'s (2020, p. 67) view that teachers can use a teaching technique efficiently only if they understand the principles and assumptions on which each technique is based.

Several factors that promoted or hindered English reading comprehension through specific techniques and approaches were also identified. These factors included the medium of instruction, teachers' proficiency in using a particular instructional technique or approach, the availability of textbooks, the caliber of learners, and adequate time for lessons. The teachers asserted that learners only comprehend what they read in English after

translating it into their mother languages or tongues. Even though other works, such as the work by Appiah and Ardila (2021), suggest that the use of the mother tongue as an instructional language in early childhood education is a better option, it seems some learners have their experiences moulded by the constant usage of their mother tongues/languages, adversely affecting their English language use later in life as confirmed by Akowuah et al. (2018). The study by Sa'ad and Usman (2014) also emphasised the dominance of the mother tongue as a factor responsible for poor performance in English among secondary school learners in Jigawa State, Nigeria. From the perspective of schema theory, the lack of adequate textbooks deprives learners of opportunities to build and reinforce their language and formal schemas, which are essential for deep comprehension.

The study established that effectively equipping teachers to teach reading comprehension was a significant boost in addressing the challenges of poor reading comprehension among learners, confirming the assertion by Kamran et al. (2023) that teaching techniques/approaches significantly influence learners' learning outcomes, either positively or negatively. The study's findings showed that teachers at the basic level must be well-trained to teach reading comprehension effectively. Akowuah et al. (2018) found that teachers' inadequate professional growth and development contribute to learners' underperformance in English. These findings are supported by several recent scholarly articles that have called for effective teacher training in the use of teaching techniques/approaches for

reading comprehension (Akyeampong et al., 2013; Kamran et al., 2023; Oo & Habók).

All participants (teachers) reported that the lack of textbooks was the main hindrance to teaching reading comprehension. This study's findings corroborate those of Akowuah et al. (2018), who identified the unavailability of textbooks as a contributing factor to learners' abysmally poor academic performance in English. Currently, under the free SHS policy, the Government of Ghana is responsible for providing textbooks for core subjects (including English language). Nevertheless, there are challenges with textbook availability in some schools. Occasionally, parents step in to provide their children with the required textbooks and reading materials. However, some parents are unable to do so due to financial constraints and other factors.

Learner factors and broader implications

The teachers gave the impression that they were committed to ensuring their learners' good performance in reading comprehension. Nonetheless, they promptly noted that various learner and other mitigating factors adversely affected their instructional endeavours, thereby affecting reading comprehension outcomes in their respective educational establishments. A section of the teachers was of the view that learners paid more attention to other subjects in contrast to the study of the English language, while others pointed out that learners were not interested in reading and learning; thus, they hardly visited the library. As emphasised by constructivist learning theory, learners' active role is mandatory in learning (Ardiansyah & Ujihanti, 2018b). Therefore, for ESL learners to excel in reading comprehension, they must make a conscious effort to teach it. From a

constructivist theory perspective, learner disengagement reflects a lack of active participation, which is essential for meaning-making (Ardiansyah & Ujihanti, 2018b). Schema theory further highlights how prior attitudes and experiences influence the activation of schemas and text comprehension (Yafeng, 2018). To address this, stakeholders should promote a reading culture through library activities and parental involvement, with initiatives such as shared reading bridging the school-home learning gaps.

Conclusion

This study offers novel insights into the teaching approaches and techniques employed by SHS ESL teachers in Ghana, revealing a unique blend of cultural relevance, linguistic depth, and resource constraints. Contrary to existing literature, the findings show that Ghanaian teachers utilize folktales and local stories to enhance learner engagement. Skimming and scanning techniques predominate and are often combined with other approaches, with teacher feedback and learner outcomes driving the selection of techniques. However, resource constraints, particularly the unavailability of textbooks, and inadequate teacher training hinder effective instruction. The findings fill a critical gap in the literature on teaching ESL reading comprehension in Sub-Saharan Africa and inform policy decisions on resource allocation, teacher training, and curriculum development, highlighting the need for culturally responsive teaching strategies tailored to Ghana's specific needs. While this study offers significant insights, its scope is limited to a select number of SHSs in Ghana. Future research should explore teaching approaches in both

rural and urban areas and investigate the effectiveness of culturally responsive teaching strategies in improving ESL reading comprehension outcomes. Furthermore, experimental studies could examine the impact of targeted teacher training programs on teaching effectiveness and learner outcomes.

To transform English reading comprehension instruction in SHSs, this study's findings emphasise the urgency for a multifaceted approach. ESL teachers should employ a combination of techniques, which include skimming, scanning, silent reading, and reading aloud, informed by learner feedback and adapted to diverse learning styles. Ongoing ESL teacher training, resource allocation, and policy support are imperative to create a culture of reading. Educational administrators should prioritise textbook availability and the integration of technology. At the same time, policymakers should promote mother-tongue-based bilingual education and monitor the effectiveness of instruction. Teachers should empower learners to take ownership of their reading development through self-assessment and regular practice. Diverse teaching methods cannot be overemphasised. Using a range of teaching approaches caters to different learning styles and abilities, ensuring that all learners have the opportunity to understand and engage with the material. ESL teachers should infuse the English language curriculum with ESL students' cultural literature, folklore, and local materials that make the learning experience more relatable and engaging for learners. Technology can also be utilized to enhance the learning experience, making it more interactive and enjoyable for learners. ESL teachers should receive regular feedback from their learners. It

may be helpful to identify areas where learners need improvement and provide guidance for teachers to adjust their teaching approaches. It allows for constant, consistent practice. Ongoing professional development and access to resources are crucial for teachers to implement new methods and stay motivated effectively. In addition, learner engagement can foster a love for reading and learning through various activities, leading to a more enjoyable and effective learning experience. It is essential to note that literacy is not only a fundamental right but also a transformative force that unlocks opportunities for ESL learners, sparks their curiosity, and empowers future generations.

Acknowledgements

This work is based on the research supported in part by the National Research Foundation of South Africa (Ref Number SRUG2204285127).

References

- Abdul Rahman, S. S., Yunus, M. R., Rahmat, H. N., Abdul Rahim, P. R. M., & Anuarudin, A. A. S. (2021). Coping with reading difficulty using socio-affective strategy. *International Journal of Asian Social Science*, 11(2), 129–136.
<https://doi.org/10.18488/journal.1.2021.11.2.129.136>
- Adongo, H. A., & Nsoh, A. (2023). Legislating mother tongue education in Ghana. *Ghana Journal of Education and Teaching (GHAJET)*, 4(1), 88–100.
- Agbo, I. I., Kadiri, G. C., & Ekwueme, J. (2019). Investigating the Impediments to Reading Comprehension in Junior Secondary Schools: Evidence from JSSII Students in Nsukka Metropolis. *Advances in Language and*

- Literary Studies*, 10(2), 143.
<https://doi.org/10.7575/aiac.alls.v.10n.2p.143>
- Akokuah, J. A., Patnaik, S., & Kyei, E. (2018). Evidence-based learning of students' performance in English language in Adu Yamfi Senior High School in the Sekyere South District of Ghana. *Cogent Social Sciences*, 4(1), 1–10.
<https://doi.org/10.1080/23311886.2018.1503577>
- Akyeampong, K., Lussier, K., Pryor, J., & Westbrook, J. (2013). Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33(3), 272–282.
<https://doi.org/10.1016/j.ijedudev.2012.09.006>
- Aliakbari, M., & Adibpour, M. (2018). Reflective EFLeducation in Iran: Existing situation and teachers' perceived fundamental challenges. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2018(77), 129–144.
<https://doi.org/10.14689/ejer.2018.77.7>
- Anyiendah, M. S., Odundo, P. A., & Kibui, A. (2019). Aspects of the Interactive Approach that Affect Learners' Achievement in Reading Comprehension in Vihiga County, Kenya: A Focus on Background Knowledge. *American Journal of Social Sciences and Humanities*, 4(2), 269–287.
<https://doi.org/10.20448/801.42.269.287>
- Appiah, S. O., & Ardila, A. (2021). The dilemma of instructional language in education: The case of Ghana. *Hungarian Educational Research Journal*, 11(4), 440–448.
<https://doi.org/10.1556/063.2021.00104>
- Ardiansyah, W., & Ujihanti, M. (2018a). Social Constructivism-Based Reading Comprehension Teaching Design at Politeknik Negeri Sriwijaya. *Arab World English Journal*, 9(1), 447–467.
<https://doi.org/10.24093/awej/vol9no1.31>
- Ardiansyah, W., & Ujihanti, M. (2018b). Social constructivist learning theory and reciprocal teaching to teach reading comprehension. *International Journal of Learning and Teaching*, 10(1), 70–77.
<https://doi.org/10.18844/ijlt.v10i1.3147>
- Azmi, A., Yusra, K., & Arifuddin, A. (2020). The Effect of Skimming and Scanning Strategies on Students' Reading Comprehension at Computer-Based Text. *Advances in Social Science, Education and Humanities Research*, 465, 70–72.
<https://doi.org/10.2478/mjss-2018-0083>
- Bada, S.O. (2015). Constructivism: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(4), 66–70.
<https://doi.org/10.4172/2151-6200.1000200>
- Badu, S., Acheampong, D. Y., & Yeboah-Obeng, F. (2022). Investigating why senior high school candidates perform poorly in the essay writing component of the English language paper at the WASSCE, Ghana. *International Journal of Research and Innovation in Social Science (IJRISS)*, VI(Viii), 685–703.
- Behrooz, M., & Amoozegar, A. (2014). Challenges to English language teachers of secondary schools in. *Procedia - Social and Behavioral Sciences*, 136, 203–207.
<https://doi.org/10.1016/j.sbspro.2014.05.314>
- Brau, B. (2018). Constructivism. In R. Kimmons (Ed.), *The Students' Guide to Learning Design and Research* (137–142). EdTech.

- Bruggink, M., Swart, N., Van Der Lee, A., & Segers, E. (2022). 'Theories of Reading Comprehension: The Current State of Affairs on Reading Comprehension Research'. In Putting PIRLS to use in classrooms across the Globe: Evidence-Based contributions for Teaching reading comprehension in a multilingual Context (pp. 1–110). Springer Nature Switzerland.
- Bukoye, R.O. (2019). Utilization of Instruction Materials as Tools for Effective Academic Performance of Students: Implications for Counselling. 2nd Innovative and Creative Education and Teaching International Conference (ICETIC2018), 2, 2–7. <https://doi.org/10.3390/proceedings2211395>
- Cahyanti, T. W., & Ananda, M. D. (2021). The effectiveness of interactive approach to teach reading comprehension to first semester students of STIE Nganjuk. *Jurnal Dharma Pendidikan STKIP PGRI Nganjuk*, 16(2), 104–115.
- Corley, M. A., & Rauscher, W. C. (2013). Deeper Learning through Questioning. *Teaching Excellence in Adult Literacy*, 12, 1–5.
- Creswell, J.W. (2003). Research design: Qualitative, Quantitative and Mixed methods Approaches (2nd ed.). SAGE Publications. <https://doi.org/10.7591/9781501721144-016>
- Creswell, J.W. (2014). Research design: Qualitative, quantitative and mixed methods approaches (Fourth). SAGE Publications.
- Dara, D. (2019). *Investigating English Reading Comprehension Problems of Cambodian High School Students Investigating English Reading Comprehension Problems of Cambodian High School Students*. October. <https://doi.org/10.30845/aijss.v8n3p8>
- Dew, T. P., Swanto, S., & Pang, V. (2021). the Effectiveness of Reciprocal Teaching As Reading Comprehension Intervention: a Systematic Review. *Journal of Nusantara Studies (JONUS)*, 6(2), 156–184. <https://doi.org/10.24200/jonus.vol6iss2pp156-184>
- Dwiningtiyas, G. N., Sofyan, D., & Puspita, H. (2020). Teachers ' strategies in teaching reading. *Journal of Applied Linguistics and Literacy*, 4(2).
- Fata, I.A., Nur, L.M., & Alya, A. (2023). Examining Students' Perceptions of Indonesian High School Students on the Use of TikTok in Learning English. *Vision: Journal for Language and Foreign Language Learning*. 12 (1), 17-32
- Golder, J. (2018). Constructivism : A Paradigm for teaching and learning. *International Journal of Research and Analytical Reviews (IJRAR)*, 5(3), 678–686.
- Hijazi, D. (2018). The Relationship Between Students' Reading Comprehension and Their Achievement in English. *US-China Foreign Language*, 16(3), 141–153. <https://doi.org/10.17265/1539-8080/2018.03.002>
- Kamran, F., Kanwal, A., Afzal, A., & Rafiq, S. (2023). Impact of Interactive Teaching Methods on Students Learning Outcomes at University level. *Journal of Social Research Development*, 7(1), 86–102. <https://doi.org/10.53664/jsrd/04-01-2023-01-01-14>
- Kasap, S., & Emamvirdi, B. (2022). The Influence of Mother-Tongue Interference on English as A Foreign Language. *Research in Language and Education: An International Journal [RILE]*, 2(2), 5–13.

- <https://www.researchgate.net/publication/368511362>
- Khaki, N. (2014). Improving Reading Comprehension in a Foreign Language: Strategic Reader. *Reading Matrix: An International Online Journal*, 14(2), 186–200.
- Kolawole, C. O., & Jire-Alao, E. (2015). Making omelettes without breaking eggs: Improving the comprehension skills of teachers of English as a second language in Nigeria secondary schools. *JISTE*, 19(1), 41–47.
- Latha, P. M., Mani, S. R. K., & Ivan, J. (2018). The effect of schema theory on reading comprehension in comparison with traditional reading approach. *Journal of English Language and Literature (JOELL)*, 5(3), 92–95.
- Mafarja, N., Mohamad, M. M., Zulnaidi, H., & Fadzil, H. M. (2023). Using of reciprocal teaching to enhance academic achievement: A systematic literature review. *Heliyon*, 9(7). <https://doi.org/10.1016/j.heliyon.2023.e18269>
- Mupa, P., & Chinooneka, T.I. (2015). Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why are Schools in Decadence? *Journal of Education and Practice*, 6(19), 125–133.
- New South Wales (NSW) Department of Education and Training. (2010). Teaching comprehension. <https://doi.org/10.4324/9780429490767-28>
- Okkinga, M., van Steensel, R., van Gelderen, A. J. S., & Slegers, P. J. C. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents. The importance of specific teacher skills. *Journal of Research in Reading*, 41(1), 20–41. <https://doi.org/10.1111/1467-9817.12082>
- Oo, T.Z., & Habók, A. (2022). Reflection-based questioning: Aspects affecting Myanmar students' reading comprehension. *Heliyon*, 8(7). <https://doi.org/10.1016/j.heliyon.2022.e09864>
- Oo, T. Z., Habók, A., & Józsa, K. (2023). Qualifying Method-Centered Teaching Approaches through the Reflective Teaching Model for Reading Comprehension. *Education Sciences*, 13(473), 24.
- Oo, T. Z., Magyar, A., & Habók, A. (2021). Effectiveness of the reflection-based reciprocal teaching approach for reading comprehension achievement in upper secondary school in Myanmar. *Asia Pacific Education Review*, 22(4), 675–698. <https://doi.org/10.1007/s12564-021-09707-8>
- Oo, Z., & Habók, A. (2020). The Development of a Reflective Teaching Model for Reading Comprehension in English Language Teaching. *International Electronic Journal of Elementary Education*, 13(1), 127–138.
- Qarqez, M., & Rashid, R. (2017). Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan. *Arab World English Journal*, 8(3), 421–431. <https://doi.org/10.24093/awej/vol8no3.27>
- Ren, S. (2023). The Application of Schema Theory to the Teaching of Reading Comprehension. *Journal of Education and Educational Research*, 2(3), 86–88.
- Sa'ad, T.U., & Usman, R. (2014). The Causes of Poor Performance in English Language among Senior Secondary School Students in Dutse Metropolis of Jigawa State, Nigeria. *IOSR*

- Journal of Research & Method in Education (IOSRJME), 4(5), 41–47. <https://doi.org/10.9790/7388-04564147>
- Safrianti, R. (2020). Reading Teaching Strategies Used by English Teachers at Senior High School 1 Ampek Angkek. *Advances in Social Science, Education and Humanities Research*, 411(ICOELT 2019), 356–363. <https://doi.org/10.2991/assehr.k.200306.060>
- Sankalaite, S., Huizinga, M., Pollé, S., Xu, C., De Vries, N., Hens, E., & Baeyens, D. (2023). A Qualitative Study into Teacher–Student Interaction Strategies Employed to Support Primary School Children’s Working Memory. *Education Sciences*, 13(11). <https://doi.org/10.3390/educsci13111149>
- Sharma, H.L., & Poonam, G. (2016). Constructivist Approach for Teaching English: Making Sense of Paradigm Shift from the Traditional Approach. *International Journal of Science and Research*, 5(10), 2319–7064.
- Susanto, H. (2020). *Reading Theories and Reading Comprehension : Review and Discussed*. 2(2), 153–159.
- Teevno, R.A., & Raisani, R.B. (2017). English Reading Strategies and their Impact on Students’ Performance in Reading Comprehension. *Journal of Education & Social Sciences*, 5(2), 146–160. <https://doi.org/10.20547/jess0521705205>
- Thurston, A., Cockerill, M., Chiang, T.H., Taylor, A., & O’Keeffe, J. (2020). An efficacy randomized controlled trial of Reciprocal Reading in secondary schools. *International Journal of Educational Research*, 104, 1–12. <https://doi.org/10.1016/j.ijer.2020.101626>
- Usman, B. Fata, I.A., & Pratiwi, R. (2019). Teaching reading through Know-Want-Learned (KWL) strategy: The effects and benefits. *Englisia: Journal of Language, Education, and Humanities* 6 (1), 35–42
- Umida, K., Dilor, A., & Umar, E. (2020). Constructivism in Teaching and Learning Process. *European Journal of Research and Reflection in Educational Sciences*, 8(3), 134–137.
- Voon, X.P., Wong, L.H., Looi, C.K., & Chen, W. (2020). Constructivism-informed variation theory lesson designs in enriching and elevating science learning: Case studies of seamless learning design. *Journal of Research in Science Teaching*, 57(10), 1531–1553. <https://doi.org/10.1002/tea.21624>
- Wenying, Z. (2022). The Use of Schema Theory in the Teaching of English Reading Comprehension. *International Journal of Social Science and Education Research Studies*, 2(3), 66–69.
- Yafeng, L. (2018). The Application Strategy of Schema Theory in College English Reading Teaching. *Advances in Social Science, Education and Humanities Research*, 179, 297–301.
- Yang, J. (2023). The Use of Schema Theory in the Teaching of Reading Comprehension. *Journal of Education and Educational Research*, 4(1), 4–6.
- Yuliawati, Y., Mahmud, M., & Muliati, M. (2016). Teacher’s questioning and students’ critical thinking in EFL classroom interaction. *ELT Worldwide: Journal of English Language Teaching*, 3(2), 231. <https://doi.org/10.26858/eltwww.v3i2.2261>
- Yusriati, & Tarigan, D. R. (2019). Analysis of teacher’s questioning strategies in English classroom : a case study at SMK Negeri 4 Medan. *Jurnal Umsu*, 1066–1078.

