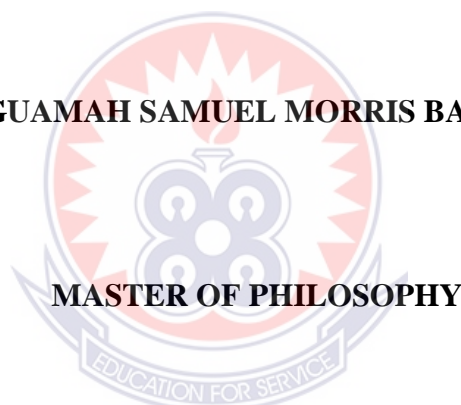


UNIVERSITY OF EDUCATION, WINNEBA

**JUNIOR HIGH SCHOOL TEACHERS' STRATEGIES FOR
TEACHING READING COMPREHENSION TO LEARNERS WITH
READING DIFFICULTIES IN EFFUTU MUNICIPALITY, WINNEBA.**

GUAMAH SAMUEL MORRIS BATSA



MASTER OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

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**A Thesis in the Department of Special Education,
Faculty of Educational Studies, submitted to the school of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Special Education)
in the University of Education, Winneba.**

OCTO BER, 2023

DECLARATION

Candidate's Declaration

I, GUAMAH SAMUEL MORRIS BATSA declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:.....



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Awini Adam

Signature:

Date:

DEDICATION

I dedicated this work to my lovely mother Madam Grace Korlekie Fenuku for her immense support and encouragement.



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ABSTRACT

This study examined the strategies employed by teachers to teach reading comprehension skills to learners with reading difficulties in inclusive Junior High Schools in the Effutu Municipality. The descriptive survey design involving 69 English teachers from Junior High Schools in the area was conducted. The census and stratified sampling were used as the sampling technique. Two major instruments, an observation checklist and a structured questionnaire were used to collect data for the study. Descriptive data analysis techniques, including simple frequency counts, percentages, mean, and standard deviation, were employed to analyze the data. The findings of the study revealed that teachers in inclusive basic schools within the Effutu Municipality generally possess a moderate level of knowledge ($M=3.8$, $SD=1.08$) regarding learners with reading comprehension difficulties. Also, teachers used various pre-reading strategies such as activating prior knowledge, using pre-reading questions, and encouraging predictions to teach reading comprehension to learner. Again, teachers used strategies such as asking questions for clarification, making inferences, and identifying key details to teaching reading comprehension skills to learners during the reading stage. Lastly, for post-reading strategies, Effutu teachers employed a variety of them include engaging learners in discussions, fostering reflection, and promoting critical thinking. Based on these findings, the researcher recommended that the Effutu Municipal Directorate of Ghana Education Service should prioritize teacher professional development programmes with a specific focus on enhancing their knowledge and understanding of learners with reading comprehension difficulties and on strategies for teaching reading comprehension to learners.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Reading comprehension is a complex cognitive process involving the interaction between the reader, the text, and the context of reading (Stafura & Perfetti, 2014). The ability to comprehend text relies on visual motor abilities and the brain's perception of symbols. It comprises two fundamental components: decoding, which involves reading words, and understanding, also known as comprehension (Pardo, 2014). Reading comprehension involves understanding English texts as a second language, and pre-reading strategies such as using pictures, vocabulary pre-teaching, and pre-questioning new vocabulary can bridge the gap between readers' knowledge and the text (Al Rasheed, 2014).

In Ghana, a significant portion of the learners' population face reading comprehension difficulties, with approximately 10-15% estimated to be affected (Naafan, 2018). Kyere-Nartey's (2022) report from Dyslexia Ghana revealed that approximately 10-15% of the Ghanaian learners' population experiences a reading disability. As per this report, severe forms of reading disability affect 4% of Ghanaians.

Regrettably, Essandoh and Barns (2022) reported that around 20% of Ghanaian children, or one in every five, are likely to experience reading difficulties that affects children with normal intelligence and vision. Reading difficulties are characterized by difficulties in processing, producing, and using language, making it challenging for individuals to express their language skills as effectively as others. The disorder is often hereditary and is associated with specific genes influencing language and reading processing in the brain. Some of the common issues faced by those with

reading difficulties include difficulty in reading to comprehend, writing, spelling, and speaking.

In the Effutu Municipality of Ghana, where inclusive basic schools aim to provide equal educational opportunities to learners with diverse learning needs, the development of effective teaching techniques is crucial for helping learners struggling with reading comprehension (Collins, Brown, & Newman, 2018).

As a result, the Ministry of Education and the Ghana Education Service (GES) are actively seeking solutions to address the issue of poor reading abilities among Ghanaian school pupils. This concern has been voiced on various occasions. For example, the Volta Regional Director of Education expressed this concern during a teacher workshop in the Volta Regional Capital (Yevu-Agbi, 2019). Similarly, the Ministry of Education, in its Education Strategic Plan 2010-2020, expressed serious apprehension about low literacy proficiency among basic school pupils in Ghana and the urgent need for solutions (Ministry of Education, 2012). Furthermore, both the Minister of Education and the US Ambassador to Ghana conveyed this concern during the launch of a project aimed at distributing over four million textbooks to learners in Ghanaian public schools (Laary, 2016).

Teachers' beliefs and perceptions (knowledge) about learners with reading comprehension difficulties can significantly influence their instructional practices (Nijakowska, Tsagari & Spanoudis, 2018). Some teachers may hold negative perceptions without being aware of their impact on their teaching and attitudes toward children with reading difficulties. Lack of sufficient knowledge and training may also hinder teachers' ability to effectively address the needs of learners with reading difficulties (Aktan, 2020; Balcı, 2019; Fırat & Koçak, 2018; Şahin, Altun, Cakiroglu & Özdener, 2020). Understanding teachers' perceptions and level of knowledge

regarding reading comprehension difficulties is crucial for designing appropriate professional training programmes and teaching models that promote inclusive education.

In the context, where English is taught as a foreign language, pre-reading strategies play a vital role in preparing learners for comprehension tasks (Kuhi, 2013). These strategies help bridge the gap between readers' prior knowledge and the text content, thereby facilitating better understanding. Inclusive basic school teachers in Effutu Municipality can employ pre-reading activities such as using pictures, discussing the text topic, pre-teaching vocabulary, previewing, and pre-questioning to activate learners' background knowledge and provide them with appropriate context.

During the reading stage, teachers can use various strategies to enhance learners' comprehension. Reading aloud is a recommended activity that helps learners follow the text while focusing on getting meaning from print (Antoni, 2010). Silent reading is also essential, as the majority of reading done outside the classroom is done silently. Teachers in inclusive basic schools should encourage both reading-aloud and silent reading to cater to diverse learning preferences.

Post-reading activities are essential for evaluating learners' comprehension and reinforcing their understanding of the text (Nordin, Rashid, Zubir & Sadjirin, 2013). Scanning questions, summarizing, identifying the learner's purpose, and following up on the reading are effective techniques. Additionally, researchers recommend strategies like GIST (Generating Interactions between Schemata and Text), the Question-Answer Relationship (QAR), Vocabulary Self-Collection Strategy (VSS), Contextual Redefinition, and the Text Structure Strategy for further improvement of reading comprehension (Sagita., 2020). These strategies can be adapted to suit the diverse needs of learners in inclusive basic schools.

Teachers may employ various strategies when teaching reading comprehension to learners with diverse needs. Personal factors like gender, age, teaching experience, and education level, as well as contextual factors such as class size, available resources, and assessment methods, can influence their choices (Bakhtiar, 2019). Understanding the range of strategies used by individual teachers can provide valuable insights into effective approaches and inform professional development initiatives tailored to teachers' specific needs.

While numerous studies have explored reading strategies within English as a Second Language (ESL) contexts, a considerable research gap exists in relation to English as a Foreign Language (EFL) contexts and how teachers in basic schools in Ghana utilize these strategies (Gersten, Fuchs, Williams & Baker, 2001). Similarly, the bulk of research on developing reading comprehension skills has primarily centered on foreign language instruction, leaving a noticeable dearth of investigations specifically focused on the three distinct phases of instruction within the EFL setting (Chamot, 2014). Notably, research indicates that many general education and special education teachers are not sufficiently prepared to effectively teach children who struggle with reading comprehension (e.g., Aktan, 2020; Balcı, 2019; Fırat & Koçak, 2018). Additionally, teachers might often be unaware of their negative perceptions, which can inadvertently impact their teaching approaches and attitudes toward children facing reading difficulties.

Given the absence of research in the Effutu Municipality examining the knowledge and reading comprehension strategies that teachers employ to assist learners with reading challenges, the imperative for this study becomes apparent. Its purpose is to illuminate and validate the assertions and findings from earlier research. Furthermore, since inclusive basic schools admit learners with a range of abilities, including those

with and without disabilities, it is possible that reading comprehension difficulties might be more prevalent in such settings. Thus, understanding how teachers in these schools utilize diverse strategies to address this situation is crucial. Hence, the primary goal of this study is to bridge this research gap and contribute to the body of knowledge on effective instructional methods for enhancing reading comprehension skills among diverse learners, thereby fostering a more inclusive educational environment in the region.

1.2 Statement of Problem

During my undergraduate studies at the University of Education, Winneba, I had the opportunity to complete my attachment and internship at Don Bosco Junior High School in the Effutu Municipality. This experience exposed me to the challenges faced by learners with reading comprehension difficulties at the school. Teachers, head teachers, and parents expressed concerns about these learners' inability to read and comprehend reading materials effectively. Despite excelling in other subjects like Mathematics, many learners with reading difficulties consistently struggled in areas such as English language and social studies (Naafan, 2018). These concerns were reiterated during a Parent and Teachers Association meeting in February 2020, where teachers expressed worries about the learners' overall performance in reading comprehension subject areas affecting their final exam results.

Throughout my internship, I observed that there was limited clarity on the specific teaching strategies used by teachers for the different stages of reading comprehension. However, little attention was given to the actual teaching strategies used for these learners, highlighting the need for empirical research to understand the factors contributing to their reading comprehension difficulties.

The limited understanding of learners with reading comprehension difficulties among teachers impedes their ability to identify and support these learners effectively. Consequently, suboptimal learning outcomes are observed as teachers struggle to differentiate instruction and provide targeted support (Gonzalez & Brown 2019). Addressing this knowledge gap is crucial for improving the academic progress and overall learning experience of learners with reading comprehension challenges (Murnane, Sawhill & Snow, 2012). Studies have shown that many teachers struggle to recognize the specific characteristics associated with reading comprehension difficulties, leading to misattribution of poor performance to general intelligence or lack of effort (Carretti, Caldarola, Tencati & Cornoldi, 2014). Training teachers to understand the unique needs of learners with reading difficulties can enhance their ability to identify and tailor instruction accordingly.

While some parents and teachers have attributed the poor reading abilities of pupils to their lack of effort, it is essential to assess the implementation of teaching strategies in inclusive schools in the Effutu Municipality. These concerns underscore the necessity of bridging the knowledge gap among teachers when it comes to identifying learners with reading comprehension difficulties. The researcher's observations in basic schools in the Effutu Municipality suggest that the primary causes of pupils' reading difficulties may stem from teachers' inability to recognize such difficulties and effectively implement the three reading strategies (pre-reading, during-reading, and post-reading strategies) for teaching reading comprehension skills to learners with reading difficulties.

Improving the reading abilities of learners facing difficulties has been a significant focus in the literature. However, the majority of these studies have concentrated on identifying the challenges encountered by learners with reading difficulties in

countries other than Ghana (Nouf, 2018; Pennington, 2020). Similarly, research has explored teachers' understanding of strategies to enhance learners' reading skills (Yussif, 2017). Moreover, many of these foreign studies have shifted their attention towards assessing the effectiveness of various reading strategies, but often in non-Ghanaian contexts (Al Rasheed, 2014; Banditvilai, 2020; Han & Choi, 2018; Hartanto, 2020). Furthermore, although there has been extensive research on developing reading strategies in the context of ESL, there is a relative scarcity of studies focusing on the three instructional phases: pre-reading, during-reading, and post-reading, within the context of English as a Foreign Language (EFL) (Chamot, 2014). Additionally, the few studies that have considered distinct stages of reading have often focused on one or two phases, lacking a comprehensive understanding of the holistic implementation of all three phases of reading strategies (Al Rasheed, 2014). Consequently, studies that specifically delve into the implementation of pre-reading, during-reading, and post-reading phases of reading strategies by teachers for teaching reading skills to learners with reading difficulties are notably scarce.

In the Ghanaian context, there is a notable absence of research that combines an examination of teachers' knowledge of reading strategies with the actual implementation of the three reading strategies to enhance reading comprehension skills in learners facing reading challenges, particularly within inclusive schools, such as those in the Effutu Municipality. Recognizing this gap, the researcher deemed it necessary to conduct this study in the Effutu Municipality to provide empirical insights into how teachers implement these reading strategies when teaching reading comprehension skills to learners with reading difficulties.

1.3 Purpose of the Study

This study investigated teachers' strategies for teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in the Effutu Municipality, Winneba.

1.4 Research Objectives

The study sought to:

1. assess teachers' knowledge about learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality.
2. identify the pre-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality.
3. examine the during-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality.
4. examine the post-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality.

1.5 Research Questions

The following research questions guided the study:

1. What level of knowledge do teachers have about learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?
2. What pre-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

3. What during-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?
4. What post-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

1.6 Significance of the Study

This study would be beneficial in several ways. Firstly, it would provide valuable empirical data for teachers and pupils in inclusive Junior High Schools within Effutu Municipality. The research identifies effective pre-reading, during-reading, and post-reading activities, enabling teachers to employ suitable strategies for enhancing reading comprehension skills among learners with difficulties. Implementing these strategies can improve reading outcomes and overall academic performance for learners facing reading comprehension challenges.

Additionally, the study's finding would inform policy decisions and educational practices within the Effutu Municipal Education Directorate. Understanding teachers' specific strategies for learners with reading difficulties guides evidence-based policies to support inclusive education. The data would aid in designing professional development programmes, equipping teachers with effective reading comprehension instructional strategies.

Moreover, the study would contribute to existing theoretical frameworks and literature on teaching strategies for reading comprehension in inclusive settings. New empirical evidence enhances understanding of effective instructional approaches for learners with reading difficulties. The study's insights provide valuable inputs for

future research in inclusive education, specifically focusing on reading comprehension skills.

Lastly, the study's outcomes would serve as a valuable reference for future researchers interested in conducting similar studies in diverse educational contexts. The methodology, findings, and recommendations can be replicated to explore teaching strategy effectiveness across settings and populations.

1.7 Delimitation

Several boundaries were carefully set to define the scope of this study. Firstly, the research focused solely on Junior High School teachers and their strategies for teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in the Effutu Municipality, Winneba.

This decision was influenced by time constraints, as exploring a broader range of participants and settings would have been impractical within the given timeframe.

Additionally, the study exclusively considered public Junior High School within the inclusive setting. These schools admit learners with and without learning needs, including those with reading comprehension difficulties. Moreover, public inclusive Junior High Schools are equipped with special education resource teachers who play a vital role in promoting special needs education. This feature creates a fully inclusive environment, making it an appropriate setting for the study.

Furthermore, the research targeted teachers handling Junior High School levels. This selection was based on the understanding that, at this stage, English language is taught as a separate subject and often used as a medium of instruction. Consequently, reading comprehension becomes critically important for pupils' overall learning progress.

However, it is essential to acknowledge that these delimitations mean the study's results cannot be generalized to all schools, other educational settings, or different class or levels. The findings are specifically applicable to inclusive Junior High Schools in the Effutu Municipality, providing valuable insights into the context of teaching reading comprehension skills in this specific setting. The research outcomes may not directly apply to schools outside this scope. Nonetheless, within the context of inclusive Junior High Schools in the Effutu Municipality, the study's results hold significant implications for educators, policymakers, and researchers seeking to enhance reading comprehension instruction for learners with reading difficulties.

1.8 Limitations of Study

One major limitation of this study was that the researcher could not observe lessons of each and every teacher who filled the questionnaire to ascertain whether the responses provided correspond with their actual classroom practices. Also, the use of the quantitative methodology requires the use of large sample size, which was not feasible in this study. The study focused on only English teachers in inclusive public Junior High School within the Effutu Municipality and the number of teachers in this context was limited. Therefore, the generalization of the study's finding maybe limited in this regard. All these challenges notwithstanding, the outcome of the study was not significantly affected.

1.9 Operational Definition of Terms

Resource Persons: In this study, this refers to special education teachers who have been assigned to the basic schools to assist schools with learners having social education needs.

Basic Schools Teachers: In this study, this refers to teachers teaching at the Junior High Schools levels (Basic 7 to 9).

Learners with reading comprehension difficulty: In this study, this refers refer to learners who have trouble with letter and word recognition, difficulty understanding words and ideas, slow reading speed and fluency, limited vocabulary or underdeveloped oral language skills, and difficulty answering questions about or discussing a text.

Pre-reading strategies: In this study, pre-reading strategies are learning approaches designed to help teachers teach learners with reading comprehension difficulty structure, guidance, and background knowledge before they begin exploring a new text.

During-reading strategies: In this study, these are learning approaches designed to help teachers teach learners with reading comprehension difficulty to make connections, monitor their understanding, generate questions, and stay focused

Post-reading strategies: In this study, post-reading strategies are learning approaches designed to help teachers teach reading skills to learners with reading comprehension difficulty a way to summarize, reflect, and question what they have just read.

1.10 Organization of the Study

This study is structured under five main chapters. Each of the chapters also comprises of its own sub-headings. Chapter One discusses the introduction which involve the overview, background to the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance, delimitation, and the organisation of the study. Chapter Two deals with literature review, that is, the review of relevant literature related to the study. Literature is reviewed under three thematic areas as theoretical framework, conceptual and empirical review with a chapter summary. Chapter Three details with the methodology employed in the

study. This covers the research design highlighting the philosophical position, approach, paradigm and design, study area, population, sampling, instruments, data collection procedure, method of data analysis and ethical considerations. Chapter Four focuses on data presentation and analysis where data collected were be analyzed based on responses provided for each research questions as well as discussion of the findings. Chapter Five provides a summary of findings, conclusion and recommendations based on the findings of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides a comprehensive review of related literature on teachers' strategies for teaching reading comprehension skills to learners with reading difficulties. To achieve this goal, the researcher reviewed books, journals, and papers and conducted a web-based search for academic materials. The review starts with a theoretical framework followed by a conceptual review, conceptual framework, empirical evidence and finally a summary of the literature review.

2.1 Theoretical Framework

The Theoretical Framework of this study draws inspiration from the innovative Establish, Maintain Consolidate (E.M.C²) reading comprehension instruction methodologies developed by Klapwijk (2011), and the theory of teacher knowledge propounded by Shulman (1987).

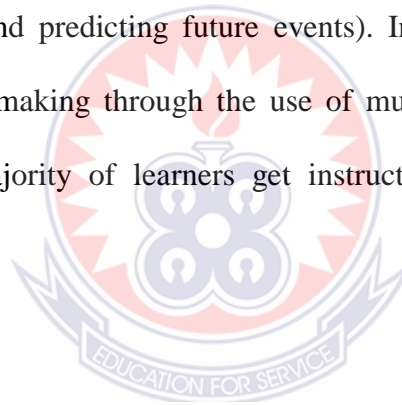
2.1.1 EMC² Framework for Reading Comprehension

The initial letter of each phase's name is used to create the abbreviation "EMC": Establish, Maintain, and Consolidate processes for creating meaning. This system's name is E.M.C²= comprehension. The term "squared" refers to situations when a number, or in this case, a notion, is multiplied by itself, or repeated numerous times. This makes the reading process an endless cycle of reading-predicting-checking of predictions (multiplication of processes) to create meaning. The E.M.C² framework is constructed along the same principles: using reading strategies in a continuous cycle, but with the ability to adjust to the recursive nature of the reading process. This framework emphasizes the process of comprehension and the iterative nature of understanding, which is directly relevant to teaching reading comprehension. Reading

comprehension is essentially a never-ending cycle of reading, making predictions, and then verifying those predictions (multiplication of processes) to derive meaning. The EMC system is designed using similar principles: a continuous cycle of reading techniques with flexibility to accommodate the recursive nature of the reading process.

According to Klapwijk (2015), the E.M.C² strategy centers on enhancing teachers' competence in teaching comprehension through strategic implementation. This framework is specifically tailored to amplify educators' capabilities in delivering effective comprehension instruction, with the underlying belief that learners will reap substantial benefits from such an approach. The framework underscores the imperative for all teachers to possess a thorough understanding of their learners' developmental linguistic requisites. As children are exposed to a diverse range of texts, their capacity to discern the type of text in correlation with the intended reading purpose lays the foundational bedrock for constructing meaning. This process remains dynamic and iterative, permeating all stages of the reading journey (Klapwijk, 2015). The E.M.C² reading comprehension instruction approaches had an impact on this study. The approach is broken down into three phases: initiating meaning-making (Pre-reading); maintaining meaning-making processes (During-reading); and consolidating meaning-making (Post-reading). The initial letter of the acronym "EMC" is the strategy. Each stage makes use of suggested reading techniques. The phases do not suggest that the meaning-making process consists of a series of sequential before, during, and after actions, it must be underlined. Instead, the phases are designed to make learning reading strategy instruction for teachers who are unfamiliar with the idea easier and to give enough structure to ensure that it is maintained.

The use of clear instruction and numerous strategies, teacher modeling and scaffolding, pre-, during-, and post-reading stages, and learners' engaged engagement with the text are all similarities to existing methodologies or frameworks. However, the following distinguishes the E.M.C² method from other ones: The ability of teachers to teach understanding (via the application of methods) is the primary focus. The strategy was created to improve teachers' comprehension instruction skills rather than directly enhancing learners' reading comprehension, as appears to be the case in the majority of existing research about comprehension instruction. It also assumes that learners will benefit by associating the use of multilingual instruction or Trans-language at the pre-reading phase (particularly in establishing prior knowledge, making predictions, and predicting future events). Increasing involvement and the capacity for meaning-making through the use of multiple languages is essential in Ghana, where the majority of learners get instruction in their second language. (Dávila. 2019)



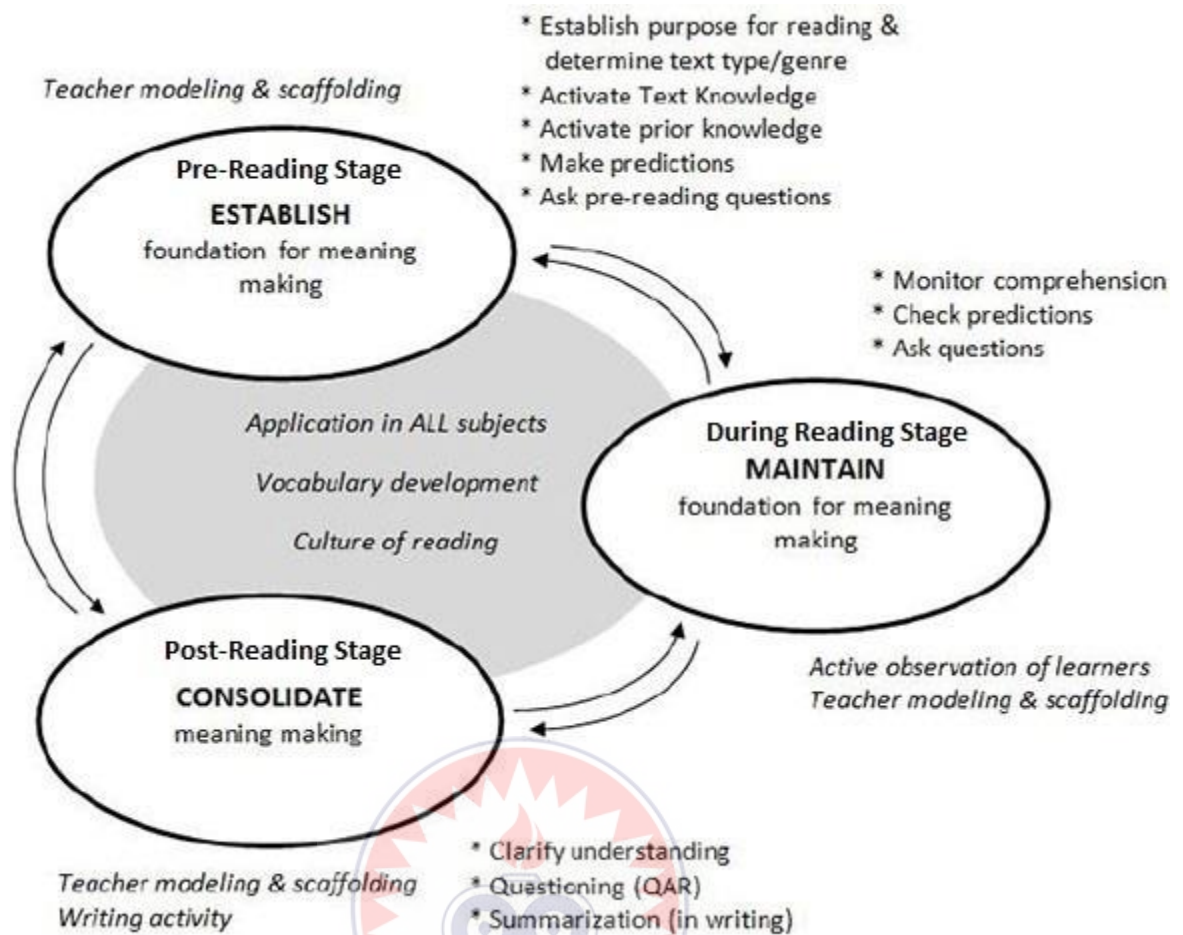


Figure 1: EMC strategy instruction framework

E. M. C² Framework: A reading comprehension strategy instruction Framework

(Source: Adapted from Klapwijk, 2011)

Components of the EMC2 Model:

- 1. Establishment Phase:** In this phase, learners connect new information to what they already know. Teachers help activate prior knowledge by asking pre-reading questions and encouraging learners to predict content. This sets a purpose for reading and builds a foundation for understanding (Klapwijk, 2011, 2015).
- 2. Maintenance Stage:** Here, learners actively engage with the text by reading aloud, checking their understanding, and using "fix-it" strategies like re-reading when they get confused. Teachers guide with techniques like

skimming, scanning, and speed reading to enhance focus and comprehension (Klapwijk, 2015).

- 3. Consolidation Stage:** After reading, learners reinforce their learning through activities like summarizing and answering questions. Teachers introduce strategies like the Question-Answer Relationship (QAR) to help learners generate and answer questions, deepening their comprehension skills. Summarization, though challenging, is emphasized as essential for deeper understanding (Klapwijk, 2015; Kelley & Clausen-Grace, 2007)

In summary Klapwijk's EMC2 framework emphasizes a comprehensive approach to teaching reading comprehension. This methodology aligns with the study's objective of enhancing reading comprehension skills in learners with reading difficulties. The EMC2 approach, with its Establish, Maintain, and Consolidate stages, offers a systematic process that teachers can employ to scaffold learners' understanding. It addresses the unique needs of struggling readers by promoting active engagement, prediction, monitoring, and summarization. By incorporating EMC2 strategies, the study aims to provide teachers with effective tools to support learners' comprehension development.

2.2.1 Theory of Teacher Knowledge by Shulman

The framework of teacher knowledge plays a pivotal role in elucidating the various facets of knowledge essential for effective reading comprehension instruction in the classroom. This knowledge journey commences with teachers grasping what needs to be imparted and how it should be conveyed. This understanding evolves into a sequence of instructional activities, involving specific guidance for learners and opportunities for learning (Shulman, 1987). Existing studies underscore a common trend where reading strategies are seldom taught explicitly, depriving learners of

essential tools for meaning-making when interacting with texts. Moreover, research indicates that teachers grapple with implementing strategy instruction in the absence of adequate professional development. Unfortunately, professional development often falls short in catering to reading instruction, particularly comprehension-focused pedagogy (Sailors, 2008, p.647). Teaching teachers the art of reading comprehension emerges as a complex, time-consuming endeavor, necessitating collaborative support and changes in teaching methodologies. Alarming, limited formal comprehension instruction exists within educational settings, with new teachers often entering the field without a comprehensive grasp of how to teach comprehension effectively (Sailors, 2008, p.652). The prevailing perception among teachers tends to detach comprehension from the broader reading process, while the absence of specific training exacerbates their reluctance to impart reading strategies (Klapwijk, 2015).

Content Knowledge or Subject Knowledge: This study delves into the dimensions of content knowledge and pedagogical knowledge, forming the cornerstones of effective instruction. Grossman's categorization merges seven knowledge domains into four, encompassing general pedagogical knowledge, subject matter knowledge, pedagogical content knowledge, and contextual awareness. Content knowledge is a foundational pillar underpinning all teacher knowledge domains. Insufficient content knowledge, as posited by Grossman (1990), could lead to curriculum-related inadequacies, ineffective teaching strategies, and inadequate planning. Teachers, as subject experts, should master their specialized domains, enabling them to elucidate complex concepts and facilitate learners' comprehension.

Pedagogical Content Knowledge (PCK): Pedagogical content knowledge (PCK) represents the amalgamation of content and pedagogical knowledge, forming a critical nexus. The EMC2 Strategy aligns with PCK as it offers strategies to enhance reading

comprehension instruction. According to Shulman (1987), PCK involves a profound comprehension of subject content, pedagogy, learner characteristics, and the educational context. This encompasses discerning the ease or complexity of specific topics' learning trajectories, accounting for learners' abilities, ages, and backgrounds, and leveraging accessible classroom resources to facilitate learning. Central to effective reading comprehension instruction is the teacher's mastery of comprehension strategies, with the EMC2 strategy standing as a prime example of instructional tools that can empower teachers in this pursuit.

It can be said that Shulman's theory emphasizes the diverse types of knowledge necessary for effective teaching. This theory is highly relevant to the study's exploration of teachers' strategies for enhancing reading comprehension skills. Shulman's concept of pedagogical content knowledge (PCK) resonates as it underscores the importance of teachers' understanding of both content and effective instructional strategies. In the context of the study, teachers' comprehension of learners' needs, appropriate teaching methods, and the educational context is pivotal. By considering Shulman's theory, the study acknowledges that effective teaching of reading comprehension involves more than subject matter expertise; it requires a nuanced understanding of how to impart that knowledge to struggling learners.

In summary, the innovative EMC2 reading comprehension instruction methods by Klapwijk provide a structured framework for enhancing reading comprehension skills, while Shulman's theory of teacher knowledge reinforces the significance of teachers' understanding of both content and instructional strategies. These two theories collectively guide the study's focus on identifying strategies that empower teachers to effectively enhance the reading comprehension skills of learners with reading difficulties. These theories interweave seamlessly with the pre-reading, during

reading, and post-reading strategies employed by teachers in inclusive basic schools, fostering an enriched learning environment for learners with reading difficulties in the Effutu Municipality.

2.2 Conceptual Review

This aspect of the review looked at the conceptual review, serving as a critical foundation for understanding the theoretical underpinnings and key concepts that inform a research study. The conceptual review aimed to provide a comprehensive examination of existing literature, and help to situate the research within a broader intellectual context.

2.2.1 Teachers' Knowledge Regarding Learners with Reading Comprehension

Difficulties

Teachers' understanding of learners with reading comprehension difficulties is crucial as learners transition from learning to read to reading for meaning. These learners often face challenges in applying comprehension strategies such as making connections to the text, making inferences, and identifying main ideas. Research shows that learners with comprehension difficulties may struggle to connect with the text due to executive functioning deficits, limiting their ability to draw on background knowledge and emotions (Cornoldi & Oakhill, 2013; Nguyen et al., 2015). Additionally, inferencing tasks—requiring the understanding of unstated information, can be particularly challenging, as these learners find it hard to comprehend implicit details (Saldana & Frith, 2007). Identifying the main idea also presents difficulties, potentially linked to weak central coherence theory, which may impair comprehension in these learners (Accardo et al., 2017).

Reading comprehension is a critical goal for reading achievement, essential for school success (Parks et al., 2022). A study by Senokossoff (2016) on high-functioning learners with reading difficulties highlighted that they often struggle to connect previous knowledge with ambiguous text to aid comprehension, making it challenging to establish global and abstract connections. This finding underscores that reading encompasses both word decoding and meaning comprehension. Brown et al. (2013) further classified learners with reading comprehension difficulties into subgroups (e.g., reading peak, reading dip) that reflect varied IQ-achievement discrepancies across reading and arithmetic skills, revealing considerable heterogeneity in reading comprehension abilities among learners.

A contrasting study by Jones et al. (2009), referencing the work of Mayes and Calhoun (2006), found that only 6% of learners with comprehension difficulties had an official reading disability, indicating variability in academic performance. While reading is generally assumed to be a strength for some learners with comprehension difficulties, systematic data on the reading abilities of these learners remain limited (Nation et al., 2006). This gap suggests a need for more research on which individual skills might be missing and how educators can target them effectively.

Moreover, overall IQ may not adequately reflect the intellectual abilities of individuals with reading comprehension difficulties due to observed discrepancies across academic domains (Doobay et al., 2014). Some learners might have average reading comprehension ability, while others struggle significantly. Reports indicate that learners with comprehension difficulties may experience challenges with both word recognition and comprehension, the latter often being more problematic (Williams, 2018). To predict comprehension difficulties accurately, it is essential to examine individual skills beyond the diagnosis itself (Ricketts et al., 2013).

Comprehension involves complex language processes, which can be challenging for individuals with comprehension deficits to navigate. For instance, a learner with strong language skills might still struggle with higher-order Theory of Mind skills necessary for making inferences, while others with language delays might become overly focused on specific details, losing sight of the text's overall structure (Meinhardt-Injac et al., 2018).

Research on teachers' knowledge about reading comprehension difficulties is limited but insightful. In 2019, Gonzalez & Brown examined teachers' perceptions and knowledge, finding that many teachers attributed comprehension difficulties to visual perception issues—a perspective unsupported by research evidence (Gonzalez & Brown, 2019). More recently, Kikas et al. (2021) developed the Learners with Reading Comprehension Difficulty Belief Index to evaluate teachers' knowledge and misconceptions. Findings revealed that while educators understood the separation between intelligence and reading challenges and recognized that home literacy does not directly cause reading comprehension difficulties, misconceptions persisted. Many teachers, for instance, still mistakenly believed that word reversal was a primary criterion for diagnosing comprehension difficulties and reported feeling underprepared to support learners with these needs.

Building on Soriano-Ferrer et al. (2016)'s work, Kikas and colleagues examined teacher knowledge about learners with reading comprehension difficulties, highlighting areas of both accurate understanding and common misconceptions among educators in the United States and England. Teachers recognized that learners with comprehension difficulties often struggle with language-based tasks, including decoding and spelling. However, a significant portion of teachers believed in interventions like colored overlays and tinted lenses, despite a lack of supporting

evidence (Galuschka et al., 2014). These findings underscore the need for teacher education programs that address these misconceptions to better equip teachers for supporting learners with reading comprehension difficulties.

Ness and Southall (2010) used a grounded theory approach to analyze pre-service teachers' definitions and traits of reading comprehension difficulties. While 33% accurately noted fluency issues and 30% identified it as a reading disability, misconceptions were common, with 74% associating letter reversal and 40% assuming that learners with reading difficulties read words in the wrong order. This aligns with findings from Elliott and Grigorenko (2014), suggesting that misconceptions may stem from misunderstandings of the term "reading comprehension difficulties" rather than a clear grasp of the reading challenges involved. To address this, the current study aims to explore teacher knowledge of reading disabilities and comprehension difficulties more broadly, using both quantitative and qualitative data to assess predictors of teacher knowledge, including certification type, grade level, and exposure to reading content.

Research indicates that teachers' knowledge of reading processes is linked to instructional practices and learner reading outcomes, particularly in foundational skills like phonemic awareness, vocabulary, and reading fluency (Piasta et al., 2020; Andreassen & Bråten, 2011). However, many teachers lack this essential knowledge (Anmarkrud & Bråten, 2012; Washburn et al., 2017). While most studies focus on general education teachers, few compare their knowledge with that of special education teachers (Washburn et al., 2017). General and special education teachers show notable differences in perceived preparedness to teach reading, although their reading knowledge itself may not differ (McCombes-Tolis & Feinn, 2008; Washburn et al., 2017).

Research has largely centered on teachers' knowledge of lower-level reading processes, such as phonemic awareness and vocabulary, with less attention to higher-level comprehension skills (Stark et al., 2016). Studies by Anmarkrud and Bråten (2012) and Taboada and Buehl (2012) reveal that teachers often lack a thorough understanding of the complex processes involved in comprehension, like inferring and integrating background knowledge. For instance, Taboada and Buehl (2012) found partial agreement among teachers with cognitive theories of comprehension, while Anmarkrud and Bråten (2012) noted that teachers rarely identified comprehension strategies and typically mentioned only one or two skills involved in text comprehension.

Moreover, teachers frequently mistake items like worksheets for comprehension strategies, and their instructional repertoire is limited to basic strategies such as prediction or summarization (Sampson et al., 2013; Anmarkrud & Bråten, 2012). Despite the widespread belief that being skilled at reading qualifies one to teach it, literature suggests that effective reading instruction requires an explicit understanding of both spoken and written language structures (Knight et al., 2019). Research emphasizes that explicit instruction in strategies like phonemic awareness and comprehension can significantly benefit learners (Cekiso, 2017; Bingham & Hall-Kenyon, 2013). Reading strategies are intentional actions that readers use to improve comprehension, helping them to understand and recall text meaning (Karbalaie, 2011). Thus, increasing teachers' understanding of metacognitive knowledge about reading strategies is crucial to advancing learners' reading skills (Cekiso, 2017).

2.2.2 Pre-Reading Strategies to Improve Students' Reading Comprehension

Skills

Pre-reading strategies, which are methods or procedures that readers use to enhance understanding, are essential tools in building reading comprehension. Research has shown that readers who effectively apply these strategies can adjust their approach based on text demands, which strengthens their reading skills (Muhid et al., 2020). In their study, Muhid et al. (2020) observed that non-effective readers failed to utilize reading strategies and viewed them as obstacles rather than aids. Effective readers, however, demonstrated a clear understanding of when and how to use these strategies at different stages of reading, particularly before engaging with a text. Key pre-reading strategies that facilitate comprehension include metacognitive strategies, vocabulary previewing, and analyzing text structure.

Metacognitive Strategies: Metacognitive strategies focus on students' awareness of their learning process, which supports their ability to actively engage with reading material (Negretti & McGrath, 2018; Sun et al., 2021). Research by Abidin and Riswanto (2012) shows that providing metacognitive strategies before reading scientific texts led to significantly higher comprehension levels in the experimental group than in the control group. Similarly, Carretti et al. (2014) found a 20% improvement in comprehension among students trained in metacognitive strategies. This approach involves reflective practices like previewing vocabulary and analyzing text structure, which aid students in forming conceptual understanding and applying metacognitive knowledge to enhance comprehension (Ahmadi et al., 2013).

Vocabulary Previewing: Vocabulary knowledge is foundational to comprehension, and previewing vocabulary terms can greatly aid students' understanding of complex texts (Swanson et al., 2017). In their study, Swanson et al. (2017) found that students

who engaged in vocabulary previewing performed better on vocabulary matching tasks and comprehension assessments. The research suggests that clarifying challenging words before reading, whether through synonyms, definitions, or descriptions, improves comprehension and should ideally begin in the early grades (Nation & Coady, 2014; Ahmadi et al., 2013). Expanding students' vocabulary prior to reading not only builds their word knowledge but also enhances their capacity to infer meaning from the text (Rupley et al., 2012).

Analyzing Text Structure: The skill of analyzing text structure involves recognizing features like keywords, subheadings, and visuals, which help students grasp the organization of expository texts (Dymock & Nicholson, 2010). Kelley and Clausen-Grace (2010) introduced "text feature walks," where students examine elements such as headings, bold terms, and sidebars before reading. This technique activates prior knowledge, allows students to anticipate content, and enhances comprehension, especially in texts without visuals. Dymock and Nicholson (2010) further observed that creating graphic organizers, like a web based on text features, enables students to summarize and retain information better than those without this pre-reading aid. Overall, these studies demonstrate that pre-reading strategies provide a foundation that helps students understand and engage more effectively with texts.

Studies show that reading strategies can improve students' comprehension, though not all studies support this. Blything et al. (2020) found that students who were taught strategies sometimes performed worse in comprehension than those who focused on content alone. In their study, the experimental group used reading strategies before, during, and after reading, while the control group did not. Results showed no significant difference between the groups, suggesting strategies only help when students know how to apply them effectively. Ahmadi and Gilakjani (2012)

emphasized that student awareness of strategy use is critical to improving comprehension, as efficient readers know when and how to use various strategies.

Teachers play an essential role in student comprehension. Duke et al. (2021) found that teachers' understanding of reading strategies impacts their instruction quality. Teachers who lack positive reading experiences can benefit from professional development to support diverse learning needs in their classrooms. The study concluded that teachers' strategy awareness and growth positively influence students' comprehension outcomes.

Comprehension is the main goal of reading, as emphasized by Schmitt et al. (2011). Strategies like activating prior knowledge, as noted by Yazar (2013), are important for understanding text. Teachers need to provide consistent instruction on comprehension strategies for all students, regardless of their reading level. Although teaching these strategies can be challenging due to student differences, helping students connect new content to what they already know is essential.

Activating prior knowledge before reading is a key strategy, helping students relate to new content. Prior knowledge, or schema, refers to what students already know about a subject (Buehl, 2017). This knowledge helps readers fill gaps in the text, forming a clearer understanding. Jamalipour and Farahani (2015) suggest this strategy is useful for both narrative and expository texts.

In narratives, students often struggle to relate their own experiences to the text. Research by McNamara et al. (2011) shows that strong comprehension relies on this connection. However, over-reliance on personal knowledge can cause students to overlook important details in the text. Perrusi et al. (2005) found that young readers

often respond based more on their own experiences than on the text itself, underscoring the need to balance prior knowledge with new content.

Expository texts, on the other hand, require more factual knowledge. Unlike narratives that draw from social experiences, expository texts demand specific content knowledge (Hammer & Elby, 2012). Smith et al. (2021) found that this background knowledge is crucial for making accurate inferences, as readers without it may struggle to understand text fully.

For expository texts, having prior knowledge of vocabulary and factual details is essential for comprehension. Studies on intermediate-grade students show that prior knowledge helps them tackle challenging vocabulary and content in expository texts (Kaefer, 2020). Research by Dymock and Nicholson (2010) highlighted that engaging students with keywords before reading improves their grasp of the text. By connecting vocabulary to prior knowledge, students better understand expository texts, especially in subjects like science (Rupley & Slough, 2010). In Dymock and Nicholson's study, students who discussed key vocabulary in advance showed better comprehension than those who did not, underscoring the value of activating prior knowledge.

Information in upper elementary texts can be difficult, highlighting the need for an interactive teaching approach. One effective method for activating prior knowledge is encouraging students to reflect on what they already know about a topic by asking themselves questions and jotting down key words before reading (Buehl, 2017; Hurst et al., 2013). Cooperative learning enhances this process, allowing students to share and build on each other's knowledge. Research shows that students in diverse, collaborative groups perform better and create a preferred learning environment (Hurst et al., 2013). Additionally, asking thoughtful questions before reading helps

students connect their existing knowledge with new information, leading to improved comprehension, especially in informational texts, which are typically more complex than narrative texts (Kelley & Clausen-Grace, 2010; Dymock & Nicholson, 2010).

Scaffolding is another effective pre-reading strategy where teachers support students in building on prior knowledge and mastering new information (Schmitt et al., 2011). This method involves gradually reducing the teacher's support as students become more capable of working independently. Studies indicate that students receiving scaffolding instruction show significant improvements in reading comprehension (Jamali Kivi et al., 2021). Teachers who model comprehension strategies such as predicting and inferring enable students to apply these strategies on their own, which is beneficial for all learners, including those who struggle with reading (Askill-Williams et al., 2012).

Moreover, explicit teaching of reading strategies through small group instruction proves more effective than whole-class teaching (Khair & Misnawati, 2022). Research reveals that students exposed to scaffolded instruction effectively use the strategies they've learned in their reading (Khair & Misnawati, 2022). Additionally, the way teachers scaffold impacts student engagement; high levels of initial support followed by gradual reduction keep students interested and facilitate deeper understanding of the material (Wilson & Devereux, 2014). In contrast, moderate scaffolding can make it difficult for students to stay focused. Overall, effective scaffolding not only boosts reading comprehension but also enhances student engagement and learning outcomes.

An example of scaffolding is reciprocal teaching, which helps students learn to coordinate various comprehension strategies (Jamali Kivi et al., 2021; McCarthy & McNamara, 2021). In their study, Pilonieta and McCarthy & McNamara (2021) employed a five-phase approach to reciprocal teaching in primary grades. This method included strategy introduction, fishbowl, group-to-teacher, and independent group phases. During the strategy introduction, teachers provided an overview of each comprehension strategy. The fishbowl phase involved students working in collaborative groups while teachers modeled the strategies. In the group-to-teacher phase, teachers assisted students in small groups, allowing them to apply strategies with guidance. Finally, once students became proficient, they transitioned to independent groups, reflecting a gradual release of responsibility. The study found that students effectively learned and applied these strategies independently with minimal conflict (McCarthy & McNamara, 2021). This engagement in applying strategies led to routine use, reducing the support required from teachers, allowing them to focus on students needing additional assistance.

Similar to McCarthy & McNamara's findings, Sporer, Brunstein, and Keischke (2008) investigated the impact of reciprocal teaching on students' reading comprehension skills. Their study aimed to determine if reciprocal teaching enhances the acquisition of reading strategies. The instructor modeled four reading strategies, prompting students to apply them and providing feedback on their application. The results were consistent with those of McCarthy & McNamara (2021), showing that students taught through reciprocal teaching performed better on post-tests, benefiting both immediately and progressively (Izadi & Nowrouzi, 2016). While reciprocal teaching can present challenges for teachers, the study revealed significant improvements in

students' reading comprehension following implementation (Izadi & Nowrouzi, 2016).

Reciprocal teaching is also effective in small groups. Both McCarthy & McNamara (2021) and Izadi & Nowrouzi (2016) explored its application in small groups. After teachers modeled the reading strategies, students practiced these strategies in groups. Izadi & Nowrouzi (2016) found that students working in pairs performed less effectively than those in small groups. However, paired students still outperformed those who did not receive reciprocal teaching. The researchers concluded that small groups fostered more collaborative discussion, enhancing task engagement, while paired students tended to approach tasks more systematically, limiting abstract thinking. In McCarthy & McNamara's study, students in small groups actively engaged in discussions, co-constructing and deepening their understanding of the text. The findings indicated that primary-grade students effectively collaborated to enhance their comprehension during reciprocal teaching sessions.

Scaffolding involves providing temporary support to students that gradually shifts to foster independence (Schmitt et al., 2011). Metacognitive reading comprehension strategies can be difficult for students to apply independently without explicit instruction. Scaffolding enables students to learn these strategies explicitly, observe them being modeled, and ultimately use them autonomously. This approach benefits teachers by allowing them to focus more on students requiring additional help. Scaffolding can occur through reciprocal teaching, reading circles, and small group settings. Reciprocal teaching consists of explicit instruction, modeling, gradual release of dependence on the teacher, and independent student application of the strategies (McCarthy & McNamara, 2021).

Readers are expected to use their prior knowledge to fill in gaps within the text, which aids in comprehension (Gregory & Cahill, 2010). Teachers activate students' schema to connect new information with existing knowledge, which is crucial in both narrative and expository texts. Students should employ metacognitive strategies such as previewing vocabulary and analyzing text structure to engage with the text before reading. These strategies can be taught through scaffolding, emphasizing the importance of activating prior knowledge to enhance comprehension.

In conclusion, the thoughtful application of pre-reading strategies is essential for promoting effective comprehension and fostering successful reading experiences (Panyasai, 2023). These activities are crucial for language acquisition and reading skill development, particularly in early childhood education. By incorporating pre-reading techniques, educators can create engaging and supportive environments that empower students to become proficient and enthusiastic readers.

2.2.3 During-Reading Strategies to Improve Students' Reading Comprehension Skills

During-reading strategies are crucial for teaching reading comprehension skills, particularly to students facing reading difficulties. According to Palmers, these strategies emphasize understanding the overall meaning of the text rather than focusing on individual sentences. Building on this idea, Pressley and Afflerbach (2012) argue that during-reading strategies encompass several aspects of reading, including the volume of new text encountered, the diversity of text types, and the time allocated for reading. Kuzmičová and Cremin (2022) highlight that these strategies involve allowing children to select books and read extensively at their own pace, emphasizing the importance of choosing materials that are both easy and interesting, as well as the freedom to abandon a book that is too challenging or unengaging.

Similarly, Horváthová and Nad'ová (2021) stress that during-reading strategies center around reading substantial amounts of material to grasp the overall meaning, prioritizing comprehension over individual words or sentences.

These strategies are characterized by a focus on quantity to achieve a general understanding of the text. This approach aims to cultivate good reading habits, enhance vocabulary and structural knowledge, and foster a genuine appreciation for reading (Richards & Schmidt, 2002, pp. 193–194). Mikulecky (1990) describes during-reading strategies as "pleasure reading," highlighting the enjoyment and voluntary nature of the reading process. In educational settings, these strategies can be implemented through activities like "Sustained Silent Reading" (SSR), during which teachers provide dedicated time for students to read quietly and independently, selecting materials of their choice (Krashen, 1993).

During-reading strategies involve engaging with large quantities of material or lengthy texts for general understanding and enjoyment. These strategies encourage individualized reading, where children choose their own books without class discussions (Krashen & Terrell, 1983; Norris, 1975).

From this discussion, it can be inferred that extensive reading of self-selected, easy, and interesting texts facilitates the development of decoding skills and enhances students' passion for reading. This approach appears to be an effective method for teaching reading to children, raising the question of its potential benefits for children with reading difficulties. The aim of this study is to investigate the impact of reading strategies on children with reading difficulties, specifically focusing on their reading comprehension.

Based on the information presented, it is reasonable to hypothesize that a "tension-free" environment, where children have the autonomy to choose reading materials, read at their own pace, and prioritize enjoyment over mere comprehension, could yield positive outcomes when implementing during-reading strategies. Such an environment fosters ownership and enjoyment in reading, potentially increasing engagement and motivation among children with reading difficulties.

However, this conclusion remains tentative and requires further exploration and validation through empirical research. Conducting a study to examine the specific effects of during-reading strategies on the readability and comprehension skills of children with reading difficulties would provide valuable insights into the potential benefits of this approach for this particular group of students. Through rigorous research and analysis, educators can better understand how to support children with reading difficulties and foster their reading success.

The characteristics of during-reading strategies are foundational principles for successful reading programs (Day & Bamford, 1998). Implementing effective during-reading strategies necessitates careful consideration of several key factors (Bamford & Day, 1998). Firstly, encouraging children to engage in extensive reading both inside and outside the classroom is fundamental, as the amount of time spent reading significantly influences reading development and helps cultivate a lifelong reading habit (Horváthová & Nad'ová, 2021). Secondly, providing a diverse range of reading materials on various topics stimulates reading for different purposes, fostering cognitive growth and enriching children's reading experiences (Horváthová & Nad'ová, 2021).

During-reading strategies aim to foster reading for pleasure, acquiring information, and achieving a general understanding of content. The objectives of these strategies are shaped by the nature of the reading materials and the interests of the children, emphasizing the significance of personal experiences in the reading process (Horváthová & Nad'ová, 2021). To promote fluent reading, the materials used are tailored to match the children's linguistic competence, focusing on vocabulary and grammar appropriate for their reading level. Avoiding the use of dictionaries during reading enhances motivation and boosts confidence in their reading abilities (Horváthová & Nad'ová, 2021). Additionally, it is recommended that the complexity of reading materials aligns with the children's abilities, limiting unfamiliar words per page to maintain overall comprehension.

Moreover, during-reading strategies prioritize empowering students to choose their reading materials, granting them the freedom to select texts that genuinely interest them. Children are encouraged to stop reading if they find a text too challenging or uninteresting, thus providing them with agency and ownership over their reading choices (Hitosugi & Day, 2004; Horváthová & Nad'ová, 2021). The reading process is individualized and silent, allowing each child to read at their own pace and in their preferred setting outside the classroom (Hitosugi & Day, 2004; Horváthová & Nad'ová, 2021). This encouragement to read faster helps students develop efficient decoding skills, gradually transforming them into more fluent readers.

In implementing during-reading strategies, teachers play a vital role in guiding students to effectively engage with the program. They orient students to the program's objectives, explain the methodology, and support them in maximizing their reading experiences (Hitosugi & Day, 2004; Horváthová & Nad'ová, 2021). Tracking what students read and encouraging them to revisit previously challenging or unexplored

materials are essential aspects of supporting their reading development (Hitosugi & Day, 2004; Horváthová & Nad'ová, 2021). Furthermore, teachers serve as role models within the reading community, actively participating, sharing their reading experiences, and promoting the joys and rewards of being avid readers (Hitosugi & Day, 2004; Horváthová & Nad'ová, 2021).

Regarding follow-up activities after reading, Horváthová and Nad'ová (2021) initially proposed minimal or no exercises should be assigned. However, Hitosugi and Day (2004) adjusted this perspective, suggesting that some follow-up activities could be beneficial. Such activities serve various purposes, including assessing children's understanding and experiences from reading, monitoring their attitudes toward reading, and establishing connections between reading and other content areas. While the primary goal of during-reading strategies is to create a tension-free and enjoyable reading experience, relevant follow-up activities can further support children's reading development and foster a comprehensive reading culture in the classroom.

During-reading strategies are essential components of out-of-class reading activities aimed at improving students' reading abilities. They are integrated into the reading process, allowing students to progress at their own pace based on their individual skills. Several effective during-reading strategies, including Uninterrupted Sustained Silent Reading (USSR), Independent Reading, Cooperative Reading, and Guided Reading, have been adopted to enhance students' fluency, vocabulary, comprehension, and overall reading proficiency.

Uninterrupted Sustained Silent Reading (USSR), also known as Sustained Silent Reading (SSR), involves students engaging in quiet, independent reading for a designated period each day. During this time, students select books or reading

materials that interest them and read silently without interruption. The duration of SSR typically ranges from ten to thirty minutes, depending on the grade level and reading abilities of the students. The main goal of this strategy is to promote reading for pleasure, allowing students to choose texts that appeal to their interests, thus making reading a more enjoyable and personally meaningful experience. SSR also enables students to practice reading at their own pace, which can enhance their fluency, vocabulary, and overall comprehension skills. Moreover, regular practice of SSR can instill positive reading habits, encouraging students to develop a lifelong love for reading (Krismanda, 2014).

Independent reading, on the other hand, allows students to read entire passages of their choice without assistance from teachers or peers. This strategy is most effective when students have developed sufficient reading skills through other reading methods (Bharuthram, 2012).

Independent Reading refers to the practice of students reading entire passages or books on their own, without any assistance or guidance from teachers or peers. In this strategy, students have the autonomy to choose their reading materials and engage in the reading process independently. Successful independent reading hinges on students' ability to select texts that align with their reading level and interests. When students can read a piece of literature without support, they can fully immerse themselves in the text and comprehend the content more effectively. This practice not only complements other reading strategies but also reinforces the skills learned through various guided reading activities. Independent reading promotes self-reliance, encourages exploration of diverse literary genres, and empowers students to become confident and capable readers.

Cooperative Reading, also known as Buddy Reading or Partner Reading, involves collaborative reading activities where students work together to read and discuss a text. In this strategy, students take turns reading portions of a text aloud to each other or read silently before engaging in discussions about the content. This approach fosters teamwork, social interaction, and peer support in the reading process. Students can assist each other in decoding difficult words, clarifying meanings, and making predictions about the text. Research indicates that cooperative reading enhances students' comprehension skills and develops their communication and interpersonal abilities. It creates a positive and interactive reading environment where students learn from each other, thereby building camaraderie among readers (Grifhorst et al., 2012; Rahman, 2015).

Guided Reading is another crucial strategy that promotes fluency development (Diyora, 2023). This instructional strategy involves small-group instruction tailored to students' specific reading needs and abilities. During guided reading sessions, a teacher works with a small group of students, providing targeted support and guidance as they read a text together. The teacher selects reading materials that match the group's reading levels and introduces the text, discussing key concepts or vocabulary before reading. As students read, the teacher monitors their reading behaviours, intervening as needed to address challenges or reinforce strategies. Guided reading sessions are customized to meet individual needs, promoting reading fluency, comprehension, and critical thinking skills through meaningful discussions about the text in a supportive learning environment. This approach can be implemented using observational and interactive guided strategies. Observational guided reading involves children reading a text with minimal new concepts, while the teacher observes and coaches their use of reading strategies (Pari & Hamilton, 2014).

Pleasure Reading emphasizes students' enjoyment and satisfaction in reading self-selected books or materials of interest. When students choose reading materials that align with their preferences, they are more likely to remain motivated and engaged in the reading process. Pleasure reading fosters a positive attitude towards reading, encouraging skill development without the pressure of specific academic goals or assessments. In this strategy, students are encouraged to read for enjoyment, focusing on the overall understanding of the text rather than detailed comprehension. Experiencing the pleasure of reading allows students to build reading stamina, enhance their vocabulary, and broaden their horizons through exposure to diverse topics and genres. Pleasure reading is integral to creating a reading culture in the classroom and nurturing a lifelong love for literature. Research supports the idea that children enjoy reading self-chosen books more than assigned readings, as long as the selected material is appropriate for general understanding (Ellis & Shintani, 2013).

Read Aloud is foundational for literacy development and is considered the single most important activity for reading success (Damber, 2015). In this strategy, teachers read aloud to students, modeling fluent reading and emphasizing expression, tone, and intonation. Through Read Aloud sessions, teachers expose students to rich and varied texts, sparking their interest in literature and encouraging independent exploration of books. This strategy is particularly beneficial for developing language skills, comprehension, and critical thinking as students engage with the text's content and participate in discussions. Read Aloud also fosters a sense of community in the classroom, allowing students to share their thoughts and feelings about the books they encounter, thus enhancing their appreciation for reading. By modeling enthusiastic reading, teachers inspire their students to become avid readers themselves. Furthermore, reading aloud provides children with a demonstration of fluent reading,

revealing the rewards of reading while developing their interest in books (Carlson, 2022; Griffiths, 2022; Alatalo & Westlund, 2021).

Children can listen on a higher language level than they can read, making complex ideas more accessible through reading aloud. This practice exposes children to vocabulary and language patterns that are not part of everyday speech, helping them understand book structures when reading independently (Lennox, 2013). Reading aloud allows less able readers to access the same rich and engaging books as fluent readers, enticing them to become better readers. The practice has several purposes: it models fluent reading, makes the text more visible and interesting, and provides background knowledge for independent reading. Moreover, reading aloud previews difficult words and unfamiliar concepts, offering valuable support for struggling readers (Griffiths, 2022). Studies show that reading aloud motivates children to read and enhances their understanding of specific subjects (Jacobs, Morrison, & Ellis & Shintani, 2013; Duke et al., 2011). Furthermore, it fosters discussions that allow children to understand themselves, their emotions, and the world around them through exposure to diverse narratives (Collins, 2010).

Another important during-reading strategy is Repeated Reading, which involves having children re-read a short passage multiple times to improve oral reading fluency (Wu et al., 2020). This approach is particularly effective for slow readers, as it provides consistent reading practice that enhances decoding skills and phrasing of words. Typically, passages of 100 to 200 words are chosen, allowing the reader to identify most words. The child reads the passage orally three to four times (Lo et al., 2011). Research consistently supports the benefits of Repeated Reading in developing fluency and comprehension (Soleimani et al., 2022). Frequent exposure to the same text enhances a child's reading ability and understanding of phrasing. Repeated

Reading is adaptable to any reading program, allowing for creative adaptations that engage students of all abilities (Ohanele, 2022). The strategy has been effective across diverse groups of students, including regular and special needs students, and its adaptability makes it valuable in intervention settings (Ruskey, 2011).

Recent literature reviews recognize the potential of repeated reading in improving students' reading fluency (DeWitte, 2023). While acknowledging the findings, Lee and Yoon (2017) argued that previous studies did not adequately consider sample size differences. Their empirical study using meta-analysis further investigated the impact of repeated reading on fluency and comprehension, identifying essential instructional components and highlighting its effectiveness for both nondisabled students and those with learning disabilities. Additionally, studies demonstrate that repeated reading improves fluency and comprehension not only for specific passages but also for overall reading skills (Lee & Yoon, 2017; DeWitte, 2023; Soleimani et al., 2022).

Moreover, research has shown that repeated reading positively affects reading fluency among secondary English Language students with specific learning disabilities (Morisoli, 2010). An experimental study conducted by Ja'afar et al. (2021) revealed that students receiving repeated reading instruction outperformed control groups in reading fluency, demonstrating the method's effectiveness. In conclusion, the research consistently supports the efficacy of repeated reading in enhancing reading fluency across various student populations and instructional settings, underscoring the value of incorporating this strategy into reading interventions and classroom instruction.

Finally, Partner Reading is a well-researched and effective reading strategy that positively influences children's reading abilities, regardless of their proficiency levels. This strategy allows children to engage in reading activities simultaneously, enabling

teachers to facilitate constant practice without needing to listen to each child individually. Research indicates that Partner Reading is beneficial for students with a wide range of reading abilities, making it a versatile and inclusive classroom approach (Lennox, 2013). Studies consistently demonstrate the value of Partner Reading in improving the reading skills of below-average and average pupils identified with reading difficulties (Griffiths, 2022).

2.2.4 Post-Reading Strategies to Improve Students' Reading Comprehension

Skills

After completing the during-reading stage, students are expected to have gained new information from the text, leading to changes in their thoughts and feelings. At this point, the pivotal question "So what?" comes into play, encouraging students to connect new information with their own lives. Miciak (2018) emphasizes the importance of focusing on general comprehension once intensive work during reading is completed. During this stage, students are expected to evaluate the text as a whole and respond from their unique perspectives. They may be prompted to agree or disagree with the author or characters, relate the content to personal experiences, connect it with other related works, discuss characters, incidents, ideas, and feelings, or even make predictions about what might happen next. Common post-reading activities include creative story creation, poster production, text reconstruction, and engaging in thoughtful questioning and discussions (Griffith, 2016).

Post-reading activities serve as valuable opportunities to reinforce and deepen students' understanding of the text (Andrés, 2020). They allow students to bask in the glow of newfound knowledge, including unfamiliar vocabulary, sentence structures, idiomatic expressions, and insights into specific topics. However, this is not the time to simply wrap up the class and call it a day. Far too often, lesson plans feature well-

designed pre-reading and during-reading activities, while post-reading activities may fall short, consisting of mere routine tasks like answering questions on paper or translating a paragraph (Griffith, 2016).

To truly leverage the potential of post-reading activities and enhance students' reading comprehension skills, teachers can adopt more meaningful and engaging strategies (Roscoe & Chi, 2008). Instead of traditional approaches, educators can foster a range of creative and critical thinking activities. For instance, students can be encouraged to collaboratively create their own stories or alternative endings to the text, unleashing their imaginations and honing their writing abilities. Designing visually appealing posters that encapsulate key themes or messages from the text enhances comprehension and promotes visual literacy (Korona & Hathaway, 2021).

Text reconstruction can take on exciting formats such as transforming the text into a play or comic strip, allowing students to delve deeper into the material and express their understanding through diverse means (Barab et al., 2005). Thoughtful questioning and open discussions encourage students to reflect on the text's implications and relevance to their lives, fostering critical thinking and the application of knowledge. By drawing connections between the text and real-life situations, students develop a deeper sense of engagement and ownership of their learning.

In the post-reading stage, students have acquired new knowledge from the text, but the challenge lies in ensuring that this knowledge transcends mere information and becomes a skill they can apply effectively (Besma & Ikram, 2023). The focus shifts from studying the language and comprehending the text to actively utilizing the acquired knowledge. Post-reading activities play a crucial role in this process by encouraging students to reflect on what they have read and apply it meaningfully (Griffith, 2016).

According to Pardede (2008), the objectives of post-reading activities are multi-fold. Firstly, these activities serve as a platform for specific language study, allowing students to explore reading skills and structures within the familiar text. Secondly, they foster creative responses, enabling students to engage with the text on a deeper level and derive personal meaning from it. Lastly, post-reading activities prompt students to delve more profoundly into the information presented in the text, promoting a better understanding of its nuances and implications.

For new information to truly stick, students must move beyond passive reading and actively use what they have learned (Barab et al., 2005). Thoughtfully designed post-reading activities ensure that students revisit the text multiple times, reexamining it to verify language usage and contextual details. Individual or group discussions provide students with ample opportunities to share their insights, clarify doubts, and develop a holistic understanding of the text's content. Effective communication of the ideas they have read empowers students to conceptualize and internalize the meaning the text holds for them (Kędra & Źakevičiūtė, 2019). It is in this dynamic exchange of ideas that learning takes on a deeper dimension, enriching students' understanding of the subject matter.

While pre-reading activities deserve appropriate attention, the post-reading stage demands a more substantial time allocation with a diverse range of activities. This twofold purpose serves the essential function of reinforcing students' grasp of the acquired knowledge and connecting it to real-life situations. Post-reading activities act as a bridge between the text and the outside world, equipping students with the newly obtained information to navigate and thrive in their everyday experiences.

Mulatu and Regassa (2022) outline fundamental principles in foreign language teaching-learning that can be effectively fulfilled through well-designed post-reading

activities. By recycling language components in diverse ways across various language skills, students progress toward achieving automaticity. Meaningful learning occurs as students relate new information to their own lives and experiences during the post-reading stage. Encouraging individual responses to specific parts of the text empowers students and fosters a sense of control over the activities, leading to potential student autonomy. Moreover, by being well-prepared for post-activities, students develop a willingness to communicate, displaying self-confidence and a readiness to take linguistic risks.

Diverse tasks assigned to students offer valuable opportunities to use language both orally and in writing, allowing them to develop their inter-language skills. The post-reading activities shift focus from seeking right versus wrong answers to comprehension questions to the deeper goal of nurturing discourse and strategic competence. As a result, communicative competence is honed, equipping students to navigate real-world communication more effectively.

To achieve these outcomes, post-reading activities must refine and enrich the assigned topic of the text while fostering interpretations and individual understanding. The key is to encourage students to recycle aspects of their during-reading activities, prompting them to go beyond the text, share opinions, ideas, and feelings, and communicate with reasoning. Effective interactive activities can connect reading to other language skills, such as writing, listening, and speaking, providing a well-rounded language learning experience. The integration of reading comprehension with other language skills is essential (Nassaji, 2007). In real-life situations, reading often leads to discussions, note-making, and letter-writing. By linking reading with writing, students can summarize and make notes about the text or incorporate it into their correspondence (Korona & Hathaway, 2021). Similarly, comparing content heard in a

song or radio broadcast with written sources enhances both reading and listening skills. Linking reading with speaking allows students to engage in meaningful discussions about reading materials and practice story retelling.

Well-designed post-reading activities offer a powerful platform for language development and enrichment (Miciak, 2018). By integrating language skills, encouraging individual expression, and fostering a sense of control, these activities align with fundamental principles in language teaching. As students engage in meaningful discussions and creative tasks, they deepen their comprehension, improve communicative competence, and advance their overall language learning journey. Consequently, post-reading activities become a cornerstone of effective language instruction, empowering students to confidently navigate language in various real-life contexts.

Wahjudi (2010) outlines several interactive post-reading activities that can be effective in the classroom. Among these strategies are:

Identifying Differences: In this activity, the teacher reads a text to the students, incorporating intentional changes or alterations. Students are then asked to identify the differences between the original text and the modified version. This activity encourages careful reading and critical thinking as students actively compare and contrast the texts. After the individual task, students work in pairs to discuss their findings, promoting peer interaction and collaboration. Finally, groups of four report the changes they identified, adding a competitive element by turning the reporting into a game where two groups compete to write the changes on the board within a time limit.

Add-on Information: In this interactive activity, the entire class collaborates to expand on the information presented in the text. One student recalls a piece of information from the text, and the next student repeats it while adding another detail. This cycle continues, with each student contributing new details, resulting in a collective effort to enrich the understanding of the text. The added information does not have to follow the sequence of the text, allowing students to be creative and make connections between different parts of the content.

TV Reporters: This activity encourages students to summarize the main highlights of the text as if they were television reporters. Working in small groups, students decide on the key points of the story or text and write these highlights as news prompts on a laptop or large piece of paper displayed on a stand. By presenting the information in a news format, students practice concise and effective communication skills while focusing on the essential aspects of the text.

Main Ideas List: In this activity, students work together to generate a list of the main ideas presented in the text, prioritizing them from most to least important. Using a Round Robin format, each student in a group takes turns sharing one main idea. This discussion deepens their understanding of the central themes and key concepts in the text.

Teacher-Absent Student: This role-playing activity involves a student acting as the "teacher" and explaining the content covered in the class to an absent student. The student-teacher must recall and present the key points of the lesson or text, allowing students to take ownership of their learning and reinforcing their understanding of the material. It can also be entertaining if the "teacher" adopts the persona of a familiar teacher known to the class.

Debate: In this activity, students are assigned specific sides of a topic or issue related to the text. They present arguments and engage in a discussion defending their positions. This promotes critical thinking, persuasive speaking, and the use of evidence from the text to support their arguments. The complexity of the debate can be adjusted based on students' language proficiency and the depth of the text being discussed.

Hot Seat: One student takes on the role of a character or writer from the text and faces questions from the rest of the class. The questions can be creative and may not have direct answers in the text. This encourages students to think from the perspective of the character or writer, promoting authentic communication and adding an element of unpredictability.

Vanishing Cloze: This activity helps students memorize a poem or passage from the text through a cloze procedure, where words are progressively removed. The teacher starts with the entire text and gradually omits words until no more remain. Students can work in groups, and the teacher can randomly call on students from different groups to recite specific parts of the poem, encouraging active engagement and participation from all students.

Team Review: Students review previously covered material in groups, sharing their understanding with peers. This collaborative approach deepens comprehension through discussion (Smith, 2018).

Story Innovation: After reading a text, students create a new story based on a specific part, encouraging creativity and critical thinking (Rodriguez, 2018).

Storytelling: A student tells a prepared story to the class, using various media to enhance engagement.

Interactive Dictation: Students conduct dictation in groups, fostering cooperation and improving listening and writing skills.

Interactive Crossword Puzzle: Students work in pairs to complete a crossword puzzle, promoting vocabulary recall and collaboration (Lee, 2019).

Post-reading strategies are essential for reinforcing and applying what students have learned. These strategies play a crucial role in consolidating information, helping students solidify their understanding of the text. Techniques such as summarizing, paraphrasing, and retelling enhance retention, as noted by Andrés (2020). Additionally, they provide valuable insights into student comprehension, allowing teachers to identify and address misconceptions effectively.

Furthermore, post-reading strategies foster critical thinking by requiring students to engage in tasks that involve analysis and evaluation. Such higher-order thinking promotes a deeper understanding of the material (Zhang & Seepho, 2013). Active engagement is another significant benefit of these strategies; by encouraging students to interact with the text, they become more involved in their learning process, leading to better comprehension and retention (Yang et al., 2017). Moreover, these strategies facilitate the transfer of knowledge to real-life situations, enhancing meaningful learning experiences (Zhang & Seepho, 2013).

Language practice is another critical aspect of post-reading strategies. Students have opportunities to practice new vocabulary and grammar, thus improving their language proficiency (Zhang & Seepho, 2013). Additionally, these activities promote metacognitive awareness by encouraging students to reflect on their reading processes, empowering them to become more independent and strategic readers (Andrés, 2020). Engaging activities also foster motivation and interest in reading, cultivating a positive attitude towards the subject (Yang et al., 2017). Importantly,

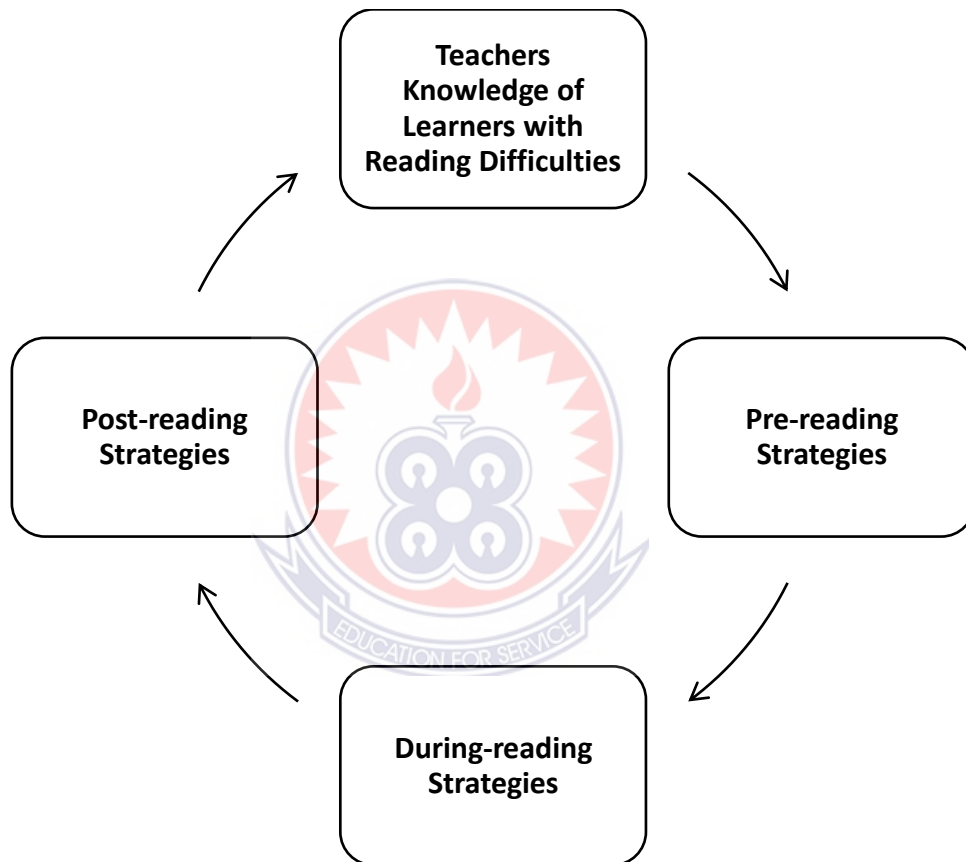
post-reading strategies can be differentiated to meet the diverse needs of students, ensuring that all learners have meaningful experiences.

Research has shown that questioning is an effective method for assessing understanding and promoting reading strategies (Qanwal & Karim, 2014). However, traditional question formats may limit learning, as students often focus solely on text-related queries (Chen et al., 2010). Exploring learner-generated questions has revealed their positive impact on reading comprehension and critical thinking (Andrés, 2020). Learner-generated questioning enhances reading abilities and engagement, as highlighted by studies conducted by Chen et al. (2010) and Nguyen et al. (2016). While most previous studies have focused on college students, question-generation tasks should extend to various school levels to foster autonomous readers (Lee & Kim, 2015). Moreover, exploring these tasks in different learning contexts can shed light on how collaboration and individual engagement facilitate cognitive development.

In conclusion, post-reading question-generation activities hold significant potential for improving reading comprehension by promoting engagement, critical thinking, and autonomy. As educators continue to implement these strategies across diverse academic levels, students can deepen their understanding and appreciation of the texts they encounter.

2.3 Conceptual Framework

This study investigated teachers' study examined the strategies employed by teachers to teach reading comprehension skills to learners with reading difficulties in inclusive Junior High Schools in the Effutu Municipality. To illustrate the relationship among the key variables in the study, a conceptual framework was developed using a flowchart as shown on Figure 1.



(Source: Researcher's Own Construct, 2023).

Figure 2: Conceptual framework for the investigation of teachers' strategies for teaching reading comprehension to learners with reading difficulties in inclusive Junior High Schools in the Effutu Municipality

This flowchart illustrates that teachers' knowledge of various reading comprehension strategies is influenced by three crucial aspects of reading: pre-reading, during reading, and post-reading strategies. These strategies play a role in preparing learners for the text, guiding their active engagement with the text, and consolidating the

information obtained from the reading process. For instance, the pre-reading strategies aim to prepare learners for the text by activating their prior knowledge or schema, previewing the text, setting a purpose for reading, and predicting content. During reading strategies focus on guiding learners as they actively engage with the text and include questioning, summarizing, and clarifying difficult concepts. Finally, post-reading strategies emphasize the consolidation of information, comprehension checking, and further exploration of the text, involving activities such as summarizing, retelling, generating questions, and engaging in discussions and reflection tasks. These three aspects of reading are sequenced, with pre-reading occurring at the initial stage, during reading as the next, and post-reading at the final stage of reading. Together, these strategies are aimed at improving reading comprehension difficulties in learners with reading challenges in Junior High Schools in the Effutu Municipality. The flowchart depicting this relationship is further shown below;

2.4 Empirical Review

Reading comprehension is a critical skill that directly influences learners' academic success and overall learning outcomes. A series of empirical studies have explored various approaches to enhance reading comprehension among different learner groups, shedding light on effective teaching strategies and methods. This aspect of the review aims to provide a comprehensive overview of these studies, highlighting their findings and implications for improving reading comprehension in diverse educational contexts.

In a study conducted by Nouf (2018), a focus was placed on identifying common reading challenges faced by third-grade learners with learning disabilities and exploring effective reading strategies employed by special education teachers in

resource room settings. The study's qualitative approach underscored experiential insights, with teachers' practical knowledge playing a central role. The findings indicated that these learners encounter issues related to background knowledge, fluency, informational text, inference-making, vocabulary, and reading level. Noteworthy strategies like graphic organizers, questioning, story mapping, peer-assisted strategies, and more were employed effectively to enhance reading comprehension. The study emphasized the need for collaboration between special education and general education teachers, as well as potential quantitative research to further validate effective strategies.

Similarly, Dwiningtiyas et al. (2020) delved into the reading comprehension strategies of second-grade English teachers. Utilizing a qualitative approach, the study examined how these strategies were practically implemented in the classroom. The research utilized a descriptive qualitative approach, observing eight instructional sessions per teacher. Instruments like a strategies checklist and interviews were used to identify the strategies used and their implementation. The findings revealed that both teachers employed various strategies, with Teacher One using brainstorming, reading aloud, and specific information queries, while Teacher Two utilized a broader range of nine strategies, including encouraging dictionary use, re-reading, and asking questions. These strategies were systematically integrated across pre-reading, reading, and post-reading stages, leading to enhanced learner motivation, improved attention, and smoother teaching and learning processes.

Also, Pennington (2020) conducted a qualitative case study to examine a small independent school district in California's Central Valley where migrant learners struggle with meeting state content standards in reading. The study emphasizes that proficient reading skills by 5th grade are crucial for overall academic success and

community well-being. The research aims to explore effective teaching strategies to enhance reading comprehension among migrant students. The study is based on educational theories by Grifhorst et al. (2012) stressing the importance of active student participation in learning. It delves into areas like teachers' training and strategies, challenges faced, methodologies used, and how these methods address the unique obstacles faced by migrant children. Data collection methods include interviews, classroom observations, and field notes. Key findings reveal diverse teacher perspectives on differentiated instruction, language and cultural barriers, knowledge gaps, limited parental involvement, and financial constraints. Based on these findings, the study recommends implementing a Saturday computer lab with computer-assisted instruction to address these challenges. Ultimately, the study's implications extend to social change by empowering migrant and English Language Learner (ELL) students, enabling them to engage more actively and contribute positively to the global community.

Furthermore, Hartanto (2020) in his research aims to demonstrate the effectiveness of the Preview, Question, Read, Summarize, and Test (PQRST) strategy in enhancing reading comprehension and learning engagement among eighth-grade students at Junior High School 2 Sekampung East Lampung. The study addresses issues such as student disinterest in reading, limited vocabulary, and unengaging learning techniques. Conducted as classroom action research in two cycles, the research employed pre-tests, post-test I, and post-test II, with data collected through written tests, observation, and documentation. Notably, the results exhibited improvement, with the average scores rising from 36 in the pre-test to 74 in post-test II. This highlights the efficacy of the PQRST strategy in enhancing reading comprehension and learning activity among the eighth-grade students at the school.

Similarly, a study by Youssif (2017) aimed to enhance teachers' understanding of effective teaching strategies and improve pupils' English comprehension skills at Ridge Junior High School 'A' through in-service training for English language teachers. Employing action research, 36 participants were selected using purposive sampling: 6 teachers out of 32 and 30 pupils out of 817. Data collection involved teacher interviews and observations of teachers and pupils. Thematic analysis was manually performed using the constant comparative method. Identified challenges included inadequate teaching materials, unfavorable classroom environments, weak English reading foundations, and pupil absenteeism. The intervention led to positive outcomes such as improved classroom use of reading materials, teachers' willingness to adopt suitable teaching methods, and enhanced pupil comprehension through the provision of readers. Recommendations included parent-teacher collaboration to foster strong reading habits, supplying the school with English reading materials, ensuring proper training for English language teachers, and jointly building a solid English reading foundation for pupils.

These empirical studies collectively underscore the significance of innovative teaching strategies and methodologies to enhance reading comprehension across diverse student populations. While each study provides valuable insights and recommendations, there are still gaps to address. These include the need for further exploration of the implementation of holistic approaches that engage both teachers and parents in fostering strong reading foundations. Again, none of these explored the problem based on the inclusive settings and particularly in Effutu. By acknowledging these gaps and building upon the findings of existing research, it is hoped that a more comprehensive strategies that contribute to meaningful improvements in students' reading comprehension skills would be unraveled.

2.5 Summary of Literature Review

The literature review outlines the EMC² reading comprehension instruction strategy as the theoretical framework for enhancing teachers' abilities to teach comprehension through three phases: pre-reading, during reading, and post-reading. It emphasizes activating prior knowledge, active participation, and consolidating meaning through summarization. The review highlights the importance of teachers understanding reading difficulties and using effective instructional strategies, such as collaborative learning and post-reading activities, to support students with comprehension challenges.

Additionally, the review identifies gaps in research regarding reading strategies in the context of teaching English as a Foreign Language (EFL) in Ghana, particularly in the Effutu Municipality. It notes the lack of preparation among teachers to support struggling readers and emphasizes the need for further investigation into instructional practices. The study aims to address these gaps and contribute to effective reading instruction in inclusive educational settings, ultimately fostering a more inclusive environment for diverse learners.

CHAPTER THREE

METHODOLOGY

3.1 Philosophical Position

This current study is underpinned by the positivist paradigm. This position allowed a research approach that emphasizes the use of empirical evidence and scientific methods to understand social phenomena (Bryman, 2016). It involves the application of objective observation, measurement, and experimentation to uncover universal laws and causal relationships (Creswell, 2014). The positivist paradigm allowed for objectivity, quantitative data, and generalizability in the teacher's strategies use in teaching reading comprehension skills to students with reading comprehension difficulty. The study aims to be value-free and relies on the use of numerical data and statistical analysis to measure and analyze teachers' strategies use in teaching reading comprehension skills to learners with reading comprehension difficulties. Additionally, it helped to generalize findings to larger populations and contexts (Bryman, 2016). By adopting a positivist paradigm, the study's aim was to identify patterns and trends in the frequency of teaching strategies used by inclusive JHS teachers. This approach allows for the quantification and comparison of different strategies, providing insights into which strategies are more commonly employed and their potential impact on learners' reading comprehension difficulties.

3.2 Research Approach

In line with the positivist paradigm, this study adopted the quantitative research approach. The use of a quantitative approach in this research allows for the gathering of numerical data in understanding a phenomenon under study (Johnson & Christensen, 2017). Creswell explains that quantitative approaches are used by researchers who seek to collect data that would be analyzed statistically, providing

objective and measurable insights into the phenomenon under investigation (Creswell, 2014). Furthermore, the quantitative approach allowed for the generalizability of findings to a larger population beyond the sample studied (Smith, 2019).

The use of a quantitative approach in this study was justified by the need to gather numerical data and provide a comprehensive understanding of the level of teachers' knowledge and strategies for teaching reading comprehension skills to learners with reading comprehension difficulties. By adopting a quantitative approach, the study aims to gather numerical data particularly suitable for examining the teachers' level of knowledge, frequency and prevalence of the use of specific reading strategies to teach reading comprehension skills to learners with reading difficulties in inclusive basic schools in the Effutu Municipality. The use of the quantitative approach enabled the researcher to quantify the teachers' level of knowledge about learners with reading difficulties as well as the extent to which teachers utilize different strategies in helping learners with reading comprehension. The data collected was also analyzed using statistical methods, providing a detailed and objective understanding of the phenomenon under investigation.

3.3 Research Design

The study employed a cross-sectional design. Data was collected at a specific point in time to provide a snapshot of the phenomenon in the given context. According to Creswell and Creswell (2017), survey designs provide quantitative or numeric descriptions of trends, attitudes, or opinions of a population by studying a sample of that population. From the sample results, the researcher can make generalizations or draw inferences about the population. The purpose of this survey is to generalize findings from a sample to a population, thereby making inferences about certain characteristics, attitudes, or behaviours (Creswell & Creswell, 2017). Surveys are

known to reach a large sample size, enhancing the generalizability of the findings, and ensuring greater anonymity for respondents. They also provide consistent and uniform measures, and respondents are not influenced by the presence or attitudes of the researcher (Sarantakos, 2013). The use of a cross-sectional design in the study was influenced by the existing methodology gaps in the literature where most studies were skewed towards action research and qualitative research designs.

By employing a cross-sectional design, the study collected data on the strategies being used by teachers to teach reading comprehension to learners with reading difficulties and assess their usage within the given inclusive JHS in the Effutu Municipality. Additionally, there is a lack of up-to-date information on the current teachers' strategies for addressing learners' reading comprehension difficulties in inclusive JHS in the Effutu Municipality. Hence, the cross-sectional design allows for the collection of timely data from a diverse sample of teachers, providing insights into the current state of the strategies employed by these teachers. By employing a cross-sectional design and collecting data at a specific point in time, the study aims to address these methodology gaps and contribute to the existing literature. The design allows for the examination of teachers' level of knowledge and the wide range of reading strategies they used in helping learners with reading comprehension thereby providing up-to-date information on the strategies employed by teachers in inclusive JHS in the Effutu Municipality.

3.4 Study Site

The research was conducted in the Effutu Municipality in the Central Region of Ghana, with Winneba as its administrative capital. The Effutu Municipality has a population of 107,798 according to the 2021 Population and Housing Census. Out of

this population, 54,723 (50.76%) are males and 53,075 (49.24%) are females (Effutu Municipal Assembly, Composite Budget Report, 2023).

In terms of educational institutions, the municipality has a total of 247 schools, with 74 (30%) being public and 173 (70%) being private. These include 47 pre-schools (1 public and 46 private), 74 kindergartens (24 public and 50 private), 71 primary schools (26 public and 45 private), 47 Junior High Schools (22 public and 25 private), 8 senior high schools (1 public and 7 private), the University of Education, Winneba (which has its main campus in Winneba and other campuses at Ajumako), The Perez University (formerly the Pan African University, located in the Gomoa East Municipality, Pomadze), a community health nurses training school, and a police staff and command college (Effutu Municipal Assembly, Composite Budget Report, 2023).

The Effutu Municipality was chosen as the research site because it the district was one that the Government of Ghana has piloted for inclusive schools. Again, it was the exact area where the researcher had his internship and identified the reading comprehension difficulties among some junior high school learners. The map of the Effutu municipality is shown below;

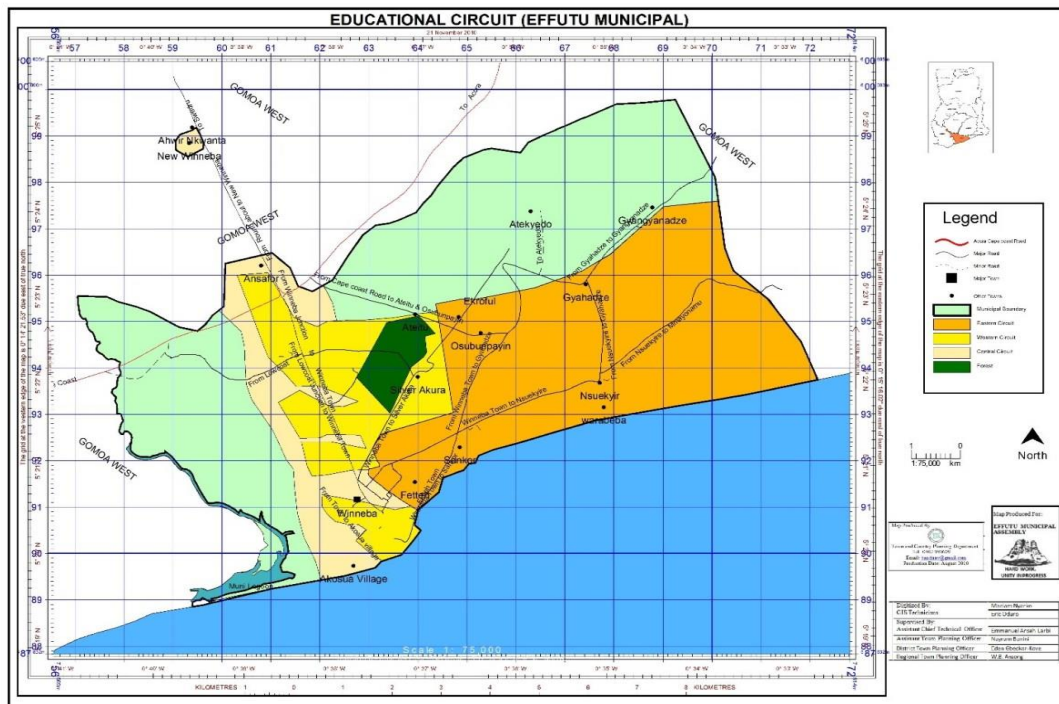


Figure 3: Map of Effutu Municipality (Source: Effutu Municipal Assembly Website)

3.5 Study Population

The population for this study consisted of all teachers handling English as a subject and as such provide support for learners with reading comprehension difficulties in public basic schools in the Effutu Municipality. The population included all sixty-nine (69) Junior High School English Language teachers and nine (9) resource teachers in the schools. Twenty-eight (28) of them were males and fort-one (41) were female. Including inclusive education teachers in the population is essential as they are directly involved in teaching and supporting learners with reading comprehension difficulties. Their knowledge, strategies, and practices play a crucial role in addressing the specific needs of these learners. In addition to inclusive education teachers, including resource persons in the population is important as they can provide insights into the overall support and resources available for learners with reading comprehension difficulties within their schools or educational institutions.

Incorporating these resource teachers in the population is justified as they specialize in providing additional support and resources to learners with diverse learning needs. Their expertise and involvement in the educational process of learners with reading comprehension difficulties can contribute valuable perspectives to the study.

However, other subject teachers, head teachers and the coordinator for the resource teachers were excluded from the study. This is because they were not directly involved in the identification and teaching reading comprehension skills to learners with reading difficulty. Table 1 shows the population and gender distribution of participants

Table 1: Population and gender distribution of participants

Gender of Participants	English teachers	Resource teachers	Total
Males	27	6	33
Females	33	3	36
TOTAL	60	9	69

3.6 Sample Size

The sample size for this study's questionnaire administration was sixty-nine while that nine (9) participants were observed, from each circuit. These participants were randomly selected based on their classes to represent each circuit in the Municipality. However, for the questionnaires were distributed to all the sixty-nine targeted teachers for the study. In the schools visited, the researcher noticed that some resource persons were assigned to the schools to assist pupils with various forms of difficulties including reading and as such, the view of those responsible for handling specific reading problems were included. These participants were selected based on their roles

and expertise in addressing the needs of learners with reading comprehension difficulties within inclusive JHS in the Effutu Municipality.

3.7 Sampling Technique

Two sampling methods were used: Census and Stratified Sampling.

The Census method included all 69 Junior High School English teachers. The researcher visited schools in each circuit and administered questionnaires to the English teachers of the selected classes. This choice was made to ensure the study covered all English teachers teaching at this level. By including all 66 English teachers, the census ensures that the study captures the perspectives and practices of every teacher handling English in the municipality.

Next, the Stratified Random Sampling method was used to select teachers based on their specific schools. The researcher divided the schools in the municipality into three circuits: Winneba East, Winneba Central, and Winneba West. From each circuit, three grade levels (JHS1, JHS2, and JHS3) were chosen to represent different strata, where classroom observation were made.

3.8 Data Collection Instruments

1. Structured Questionnaire

This study employed a structured questionnaire (Appendix A). Annum (2017) states that a questionnaire is a data collection instrument normally used in surveys and defines it as a “systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information” (p.1). In the view of Yakubu (2015), a questionnaire is a written document in survey research that has a set of questions

given to participants. Thus, questionnaires contain printed list of questions used to find out the views or opinions of people about an issue, product or service.

The items on the questionnaire were self-constructed by the researcher with assistance from the researcher's supervisor. The researcher initially consulted and reviewed previous work related to teacher knowledge and the various reading strategies employed to aid learners with reading difficulties. After a comprehensive examination of the literature and earlier research on teachers' knowledge, pre-reading, during, and post-reading strategies, the researcher extracted key ideas from these studies and formulated them into appropriate statements aligned with each of the research questions. As a result of this process, a structured questionnaire was developed, guided by the research objectives and the insights gleaned from the literature review. The questionnaire was composed of closed-ended questions aimed at collecting quantitative data pertaining to teachers' understanding of learners with reading comprehension difficulties and the various reading strategies utilized by teachers to teach reading comprehension skills to learners with reading difficulties in inclusive basic schools in the Effutu Municipality.

The instrument consists of five sections, A-E. Section A comprised of seven items that collected demographic information of the participants and their schools. Sections B to E had fifteen items each, addressing the four research questions. Section B required of the teachers to rate the level of knowledge regarding learners with reading comprehension difficulty in Inclusive Basic Schools in the Effutu Municipality. Section C solicited their views on the pre-reading strategies used in teaching reading comprehension skills to learners with reading comprehension difficulties in the School. Section D consisted of a list of questions concerning teachers' views on the during-reading strategies used in teaching reading comprehension skills to learners

with reading comprehension difficulties in the School. Lastly, section E contained question on the post-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in the School.

2. Lesson Observation Checklist

In this study, a structured observation checklist was also designed to monitor and describe the extent to which teachers actually implement effective strategies for teaching reading comprehension to learners with reading difficulties in Inclusive Basic Schools in the Effutu Municipality. According to Mulhall (2013), a lesson observation is an excellent instrument for gaining a rich understanding of any social phenomenon, such as the behaviour of learners in a classroom. Gay, Mills and Airasian (2011) also support this view, stating that classroom behaviour, which includes the behaviour of the teacher, the behaviour of the learner, and the interactions between teacher and learner, can best be studied through naturalistic observation. The observation schedule encompassed the three fundamental stages of teaching reading: pre-reading strategies, during reading strategies, and post reading strategies. This structured approach guided the observation process, allowing for a comprehensive assessment of how teachers executed each stage within their classroom instruction.

The researcher used this checklist to supplement and verify the information provided by the respondents regarding their reading comprehension teaching practices. Specifically, the observation checklist aimed to collect classroom data on how teachers of reading comprehension use various strategies in the Effutu Municipality. Each observation lasted for 40 minutes and consisted of two sections: Section A gathered data on teacher information such as, class, circuits, and the date of

observation. Section B to D contained ten items each reflecting the strategies used by teachers in teaching reading comprehension to learners with reading difficulties. For instance, the researcher observed these aspects of the lesson:

1. The pre-reading strategies employed by the teachers to help learners with reading difficulties for a particular passage.
2. The during-reading strategies used to help learners with reading difficulties for a particular passage.
3. The post-reading strategies used to help learners with reading difficulties for a particular passage

The researcher used symbols (√) and (×) to indicate the presence or absence of specific teaching practices during the observation. The symbol (√) meant that the practice was present in the lesson, while (×) indicated that the practice was not observed. This structured observation process allowed the researcher to systematically assess the extent to which teachers were using effective strategies in their reading comprehension lessons for learners with reading difficulties in inclusive Junior High School in the Effutu Municipality.

3.9 Validity and Reliability of Instrument

Validity

Several measures were put in place to ensure that the instrument used in the study was valid. First, in order to determine the construct validity of the questionnaire, the researcher addressed the issues raised concerning the items in the instrument by the respondents for the pilot study. The researcher also presented the drafts of the instrument to his supervisor at the Department of Special Education, University of Education, Winneba) to assess the items to be sure the statements actually measured the teachers' knowledge and strategies for teaching reading comprehension to learners

with reading difficulties. Also, copies of the drafts were given to other English Education lecturers to examine the content and face validity of the questionnaire in terms of typographical mistakes, ambiguities, grammatical errors and these were incorporated in putting the instrument to shape before the actual data collection. Lastly, the researcher also gave copies of the drafted questionnaire to other colleagues to go through for similar errors and mistakes before finally administering the instrument.

Reliability

In this study, a preliminary test of the research instrument was conducted using a sample of 20 Junior High School (JHS) English teachers from the Agona West Municipality (Swedru) in the Central Region. This sample size was used because the rule of thumb suggests the use of a sample size of 10 to 20% of your full-scale survey sample size and the 20 JHS teachers used in this study represented 29% of the study's sample. The Agona West Municipality was chosen because, it shares similarities with the Effutu Municipality as one of the districts in the same region as Effutu and is notable for its teachers who pursue higher education at the University of Education, Winneba, much like their counterparts in Effutu. Collaborating with postgraduate colleagues from the Department of Special Education, the researcher successfully reached out to these teachers and administered the study's questionnaire to evaluate the instruments' reliability. Following the pilot-test, the researcher input the collected data into SPSS and calculated the Cronbach's alpha coefficient to assess the overall internal consistency of the questionnaire items. The analysis yielded a Cronbach's alpha coefficient of 0.841, which according to McMillan and Schumacher (2010), a Cronbach alpha coefficient of at least 0.70 indicates satisfactory internal consistency. To further enhance the reliability, the construction of the data collection instruments

was carefully carried out, ensuring that they were well-structured and aligned with the research questions. Table 2 shows the reliability statistics of the instrument based on the data from the pilot test.

Table 2: Reliability Statistics

Variable	No. of items	Cronbach's Alpha
Teachers' Knowledge of reading comprehension difficulties	15	0.822
Teachers' Pre-reading strategies	15	0.738
Teachers' During-reading strategies	15	0.857
Teachers' Post-reading strategies	15	0.742
Overall scale	60	0.841

Source: Field data (2023)

3.10 Data Collection Procedure

The researcher obtained an official letter of introduction from the Department of Special Education, University of Education, Winneba (UEW), and submitted this letter to the Effutu Municipal Education Directorate to seek ethical clearance for conducting the study involving basic school teachers. Subsequently, the researcher visited the basic schools within the Effutu Municipality with an official letter of introduction (Appendix B) from the Municipal Education Directorate to request permission from the school heads to conduct the study. Upon obtaining the necessary permissions, the researcher proceeded to organize the teachers for the study, familiarizing them with the study objectives and providing instructions on how to complete the questionnaires and participate in the lesson observations.

On the field of data collection, the researcher initially presented the introductory letter from the Effutu Municipal Education Directorate to the heads of the schools visited. The researcher then provided an overview of the study to the school heads. Subsequently, some of the heads agreed to distribute the instruments to the respective JHS teachers, while others permitted the researcher to contact the teachers directly to discuss the study. The researcher then individually handed the questionnaires to the teachers. After four days, the researcher revisited the schools to retrieve the completed questionnaires. On this occasion, the researcher informed the teachers about the upcoming lesson observation, and those who consented to have their lessons observed were contacted. A specific date was scheduled for the lesson observation during which the researcher entered an English lesson to observe how reading comprehension was taught to learners with reading difficulties over a 40-minute period.

As part of the data collection process, a structured questionnaire consisting of closed-ended questions on a five-point Likert scale was employed. Respondents were instructed to indicate their level of agreement with each question by marking the appropriate response. The completed questionnaires were collected by the researcher for subsequent analysis. Additionally, classroom observations of inclusive basic school teachers in the Effutu Municipality were conducted using a structured observation checklist. This was done to corroborate the questionnaire responses by directly assessing how teachers implemented constructivist practices in their mathematics lessons.

Throughout the process of administering the instruments, the researcher maintained open and transparent communication with the participants. The purposes and uses of the collected data were clearly explained, and the participants were assured of the

confidentiality of their responses. These measures were implemented to ensure that the research was conducted under standardized conditions and to instill trust and compliance among the participants.

3.11 Data Analysis Procedure

Data analysis describes that process through which data is organized and summarized using either descriptive statistics and/or inferential statistics (Yakubu, 2015). In this study, with the aid of Statistical Products for Service Solution (SPSS) software, descriptive statistics such as frequency counts, percentages were used to analyse the observation data collected as well as three of the research questions while mean and standard deviation was employed to analyse the questionnaire responses in answering the first research question as presented on Table 3 as follows;

Table 3: Data analysis procedures

Research Questions	Construct	Instruments	Method of analysis
RQ1	Teacher Knowledge of Pupils' Reading Difficulties	Structured questionnaire (Closed ended)	Mean and standard deviations
RQ2	Teachers Pre-Reading Strategies	Structured questionnaire & Structured observation checklist	Simple frequency counts and percentages
RQ3	Teachers During-Reading Strategies	Structured questionnaire and observation checklist	Simple frequency counts and percentages
RQ4	Teachers Post-Reading Strategies	Structured questionnaire & Structured observation checklist	Simple frequency counts and percentages

3.12 Ethical considerations.

When collecting data among inclusive education teachers in the Effutu Municipality, the researcher considered the following ethical considerations:

First, informed consent was obtained by clearly explaining the study's purpose, participants' rights, and the voluntary nature of their involvement. Participants could ask questions before giving consent. Anonymity and confidentiality were strictly maintained, with data securely stored and only aggregated or de-identified data shared to protect participants' identities.

Participation was entirely voluntary, allowing participants the freedom to withdraw at any time without repercussions, and avoiding any form of coercion or pressure. The researcher treated participants with respect, acknowledging their cultural, social, and professional backgrounds, while also being mindful of any power imbalances that might hinder open communication.

Data protection was upheld through secure storage and restricted access, adhering to relevant data protection regulations. Findings were reported transparently and accurately, avoiding any misrepresentation and ensuring participants' perspectives were respected without stereotyping. The research was conducted with professional competence, with guidance sought from supervisors to align methods with ethical standards. The study's intentions, scope, and outcomes were clearly communicated to participants, ensuring transparency about potential benefits, risks, and limitations.

Ethical approval was also obtained from the Ghana Education Service in the Effutu Municipality, with all guidelines followed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the discussions of findings. The analysis was presented in two main stages. Discussions of the individual findings in relation to the research questions were presented. The response rate was 81% which is in line with the recommended minimum threshold of 80% for survey research as proposed by Stedman et al (2019).

4.1 Demographic Characteristics of the Distribution.

The demographics of the respondents included their gender, age category, highest academic qualification, years of teaching experience, and specific years spent teaching English. The results are shown on Table 4;

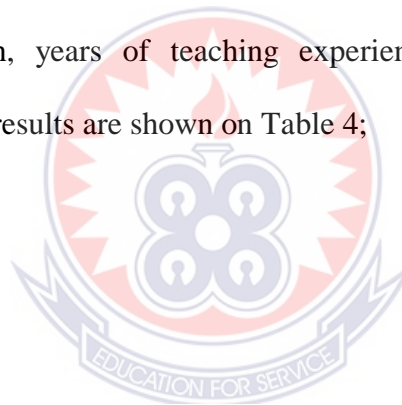


Table 4: Demographic Characteristics of the Distribution

Variable	Category	Frequency	Percent
Gender of Participants	Male	28	40.6
	Female	41	59.4
	Total	69	100.0
Age Category of Participants	20-30 Years	40	58.0
	31-40 Years	22	31.9
	41-50 Years	7	10.1
	Total	69	100.0
Highest Academic Qualification of Participants	Post Sec. Cert A	2	2.9
	Diploma	13	18.8
	Bachelor's Degree	50	72.5
	Master's Degree	4	5.8
	Total	69	100.0
Years of Experience	1-5 years	36	52.2
	6-10 years	10	14.5
	11-15 years	4	5.8
	16-20 years	15	21.7
	21 years and above	4	5.8
	Total	69	100.0
Number of Years in Teaching English	1-3 years	33	47.8
	4-6 years	20	29.0
	7-9 years	14	20.3
	10 years and above	2	2.9
	Total	69	100.0

Source: Field Data (2023)

Data on Table 4 reveals that 69 teachers were involved in the survey. Based on gender, there were 8 males and 41 females. This number translated into males representing 40.6% of the total participants and females making up the remaining 59.4%. The modal age group consisted of teachers aged 20-30 years, accounting for 58% of the total participants. The 31-40 years age group made up 31.9% of the participants, while the 41-50 years age group had the smallest representation at 10.1%. This age distribution suggests that the majority of the teachers were relatively young, with a significant portion falling within the 20-30 age range. Regarding academic qualifications, the data shows that the majority of participants had Bachelor's degrees, with 72.5% of the total. Post-Secondary Certificate/Diploma holders constituted 2.9%, and Master's degree holders were 5.8% of the participants.

This indicates that the majority of the teachers were bachelor's degree holders. In terms of teaching experience, participants were categorized into five groups. The largest group, consisting of individuals with 1-5 years of experience, accounted for 52.2% of the total. The age category of 6-10 years and 16-20 years represented 14.5% and 21.7%, respectively. Those with 11-15 years of experience and 21 years and above each made up 5.8% of the participants. This suggests a diverse range of teaching experience among the participants, with greater number of the participants having 1-5 years of experience. The final category of analysis focused on the number of years participants had been teaching English. The largest group had 1-3 years of experience, comprising 47.8% of the total. The 4-6 years category represented 29.0%. Teachers with 7-9 years of experience accounted for 20.3%, and those with 10 years and above represented 2.9%. This distribution suggests that a significant portion of the teachers had relatively fewer years of teaching experience in English, as they had taught English for 1-3 years.

Research Question One: What level of knowledge do teachers have about learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

Respondents were presented with fifteen (15) set of statements concerning their level of knowledge regarding learners with reading comprehension difficulty in inclusive Junior High Schools in Effutu Municipality. On a scale of 1-5, respondents were asked to rate their views on the statements using the indicators, 1- strongly disagree, 2-disagree, 3-uncertain, 4-agree and 5-strongly agree. The data were analyzed and discussed using mean and standard deviation. For the purpose of the analysis, the responses 'strongly disagree' and 'disagree' were combined and interpreted as denoting 'disagreement' while the responses, 'strongly agree' and 'agree' were

similarly joined as indicating ‘agreement’ to the statements. A mean of mean below 3.0 indicates a low level of knowledge, a mean of mean of 3.0 to 3.4 indicates a moderate level of knowledge while a mean of mean 3.5 to 5.0 shows a high level of knowledge. Similarly, a standard deviation of below 1.0 indicates the homogeneity or similarity of the responses given to the item while a standard deviation 1.0 or above indicate the heterogeneity or variation in the responses given. The results of the data collected on this research question one is presented on Table 5.



Table 5: Level of Teachers' knowledge of Learners with Reading Comprehension Difficulty

Statements	N	Mean	Std. Dev.
Learners with reading difficulty hesitate to read test.	69	3.91	1.13
Learners with reading difficulty often read slowly.	69	4.04	1.21
Learners with reading difficulty often omit words while reading.	69	4.06	1.03
Learners with reading difficulty have limited vocabulary.	69	4.01	0.93
Learners with reading difficulty lack phonemic awareness.	69	4.00	0.97
Learners with reading difficulty have difficulty summarizing text.	69	4.04	0.99
Learners with reading difficulty frequently ask for clarifications while reading text.	69	3.83	1.08
Learners with reading difficulty poorly answer comprehension text.	69	3.90	1.15
Learners with reading difficulty have poor decoding skills	69	3.97	0.97
Learners with reading difficulty cannot succeed in school setting	69	2.78	1.28
Engaging in sensory modalities for reinforcement enhance comprehension	69	3.72	1.10
Engaging learners using sensory senses enhances reading comprehension.	69	3.71	1.11
Collaborating with other educators' aids in supporting learners with reading comprehension difficulties.	68	4.03	1.12
Formative assessment helps in tracking improvements and adjusts instructional strategies accordingly.	69	4.09	1.15
I can commit to continually improve my knowledge and skills in supporting learners with reading comprehension difficulties.	69	4.23	0.99
Overall Mean		3.8	1.08

Source: Field Data (2023)

The data presented in Table 5 indicates that, on average, teachers agreed that learners with reading difficulty tend to hesitate when reading text ($M = 3.91$, $SD = 1.13$). However, the relatively high standard deviation suggests some variability in responses, indicating a degree of differing opinions among teachers regarding this statement. Similarly, teachers also agreed that learners with reading difficulty frequently read slowly ($M = 4.04$, $SD = 1.20$), with the higher standard deviation (1.20) indicating variability in their responses. Teachers agreed that learners with reading difficulty tend to frequently omit words while reading ($M = 4.06$, $SD = 1.03$), and the relatively lower standard deviation (1.03) suggests a more consistent consensus on this statement. Furthermore, teachers concurred that learners with reading difficulty generally have a limited vocabulary ($M = 4.01$, $SD = 0.93$), and the lower standard deviation indicates a more consistent consensus. A similar agreement was observed in the statement that learners with reading difficulty often lack phonemic awareness ($M = 4.00$, $SD = 0.97$), suggesting a relatively consistent consensus. Teachers also agreed that learners with reading difficulty struggle with summarizing text ($M = 4.04$, $SD = 0.99$), although the standard deviation of 0.992 indicates some variability in the responses. Teachers also indicated agreement that learners with reading difficulty often seek clarifications while reading text ($M = 3.83$, $SD = 1.08$). The standard deviation of 1.084 suggests variability in responses, with some teachers disagreeing or being undecided on this statement. Furthermore, teachers agreed that learners with reading difficulty often provide poor answers to comprehension questions ($M = 3.90$), although the higher standard deviation ($SD = 1.152$) indicates some variability in opinions. Similarly, teachers agreed that learners with reading difficulty typically exhibit poor decoding skills ($M = 3.97$, $SD = 0.97$), suggesting a relatively consistent consensus. However, the statement that learners

with reading difficulty cannot succeed in a school setting yielded a lower mean ($M = 2.78$) with a high standard deviation ($SD = 1.282$), indicating that teachers appeared to disagree with this notion. The relatively high standard deviation (1.282) further suggests a lack of consensus among teachers on this statement.

Regarding teaching practices and professional development, teachers generally agreed that engaging learners in sensory modalities for reinforcement enhances comprehension ($M = 3.72$, $SD = 1.10$). Similarly, teachers were in agreement with the notion that engaging learners using sensory senses enhances reading comprehension ($M = 3.71$, $SD = 1.11$), although the higher standard deviation suggests some variability in opinions. Teachers also agreed that collaborating with other educators' aids in supporting learners with reading comprehension difficulties ($M = 4.03$, $SD = 1.12$), with the higher standard deviation indicating variability in responses. Similarly, teachers agreed that formative assessment helps in tracking improvements and adjusting instructional strategies accordingly ($M = 4.09$, $SD = 1.15$), with the standard deviation of 1.15 indicating some variability in opinions. Finally, teachers reached a consensus that they can commit to continually improving their knowledge and skills in supporting learners with reading comprehension difficulties ($M = 4.23$, $SD = 0.99$), with the lower standard deviation suggesting a consistent consensus on this statement

In general, the responses provided by the teachers suggest an agreement with all the statement regarding learners with reading abilities in terms of their hesitation to read, slow reading, omission of words while reading, limited vocabulary, lack of phonemic awareness, difficulty summarizing text, asking for clarifications while reading text, poor answering of comprehension text, poor decoding skills. Similarly, the teachers believed that engaging in sensory modalities for reinforcement, using sensory senses, collaborating with other educators', using formative assessment helps in tracking

improvements and adjusting instructional strategies accordingly could help to enhance the reading abilities of learners. They therefore indicated their agreement to commit themselves continually to improve their knowledge and skills in supporting learners with reading comprehension difficulties. However, teachers disagreed with the notion that learners with reading difficulty can succeed in a school setting. The Mean of Mean ($M = 3.8$) suggests that, on average, teachers in inclusive within the Effutu Municipality possess a moderate level of knowledge regarding learners with reading comprehension difficulty. The standard deviation ($SD = 1.08$) indicates some variability in teachers' knowledge levels, with some teachers having higher knowledge scores while others have lower scores.

Research Question Two: What pre-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

This research question sought to find out from the teachers the various pre-reading strategies teachers they employ as part of their lessons in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality. There were fifteen (15) set of statements for respondents to rate their frequency of usage of each pre-reading strategy using a scale of 1-5, with labels of 1-never, 2-rarely, 3-sometimes, 4-often and 5-always. The data were analyzed and discussed using simple frequency counts and percentages to give a sense of how many teachers use each of the pre-reading strategies and how frequent each of these were used by the teachers. The results of the data collected on this research question is presented on Table 6.

Table 6 Pre-readings strategies used by teachers in teaching reading comprehension skills to learners with reading comprehension difficulties

Statements	Perceived frequency of use (Counts and Percentages)				
	Always	Often	Sometimes	Rarely	Never
I incorporate activating prior knowledge activities before introducing new reading material.	23 (33.3)	29 (42.0)	10 (14.5)	6 (8.7)	1 (1.5)
I use pre-reading questions to stimulate learners' interest and engagement with the text.	27 (39.1)	24 (34.8)	15 (21.7)	3 (4.4)	0 (0.0)
I encourage learners to make predictions about what the reading material will be about.	21 (30.4)	25 (36.2)	16 (23.2)	7 (10.2)	0 (0.0)
I provide background information to help learners understand the context of the reading material.	35 (50.7)	15 (21.8)	13 (18.8)	6 (8.7)	0 (0.0)
I introduce key vocabulary words or challenging terms before reading.	36 (52.2)	17 (24.6)	7 (10.2)	8 (11.6)	1 (1.4)
I guide learners in setting a purpose for reading before they start the text.	15 (21.7)	26 (37.7)	18 (26.2)	6 (8.6)	4 (5.8)
I use graphic organizers or visual aids to help learners organize their thoughts before reading.	23 (33.3)	20 (29.0)	15 (21.8)	10 (14.5)	1 (1.4)
I encourage learners to share their thoughts and predictions with their peers before reading.	20 (29.0)	24 (34.8)	13 (18.9)	11 (15.9)	1 (1.4)
I help learners develop a clear understanding of key vocabulary words before reading.	36 (52.2)	14 (20.3)	12 (17.4)	3 (4.3)	4 (5.8)
I ensure that learners understand the main idea or focus of the reading material before they begin.	35 (50.7)	22 (31.9)	6 (8.7)	6 (8.7)	0 (0.0)
I provide a brief overview of the reading material to give learners a sense of what to expect.	30 (43.5)	21 (30.4)	10 (14.5)	5 (7.3)	3 (4.3)
I use short introductory activities to activate learners' background knowledge related to the topic.	29 (42.1)	22 (31.9)	9 (13.0)	7 (10.1)	2 (2.9)
I create anticipation and curiosity among learners about the content of the reading material.	31 (44.9)	19 (27.6)	11 (15.9)	4 (5.8)	4 (5.8)

I guide learners in making connections between the reading material and their prior knowledge.	25 (36.3)	27 (39.2)	7 (10.1)	7 (10.1)	3 (4.3)
I use engaging prompts or questions to motivate learners to think critically about the upcoming text.	28 (40.6)	18 (26.1)	14 (20.3)	7 (10.1)	2 (2.9)

Source: Field Data (2023)

The data presented in Table 6 shows that 68 (98.6%) of the teachers incorporate activating prior knowledge activities before introducing new reading material into their lessons. Out of this number, 23 (33.3%) use the strategy “Always”, and 29 (42.0%) apply it “Often” in teaching. Only a small percentage (14.5%) indicated that they “sometimes” use the strategy, with 6 (8.7%) using it “Rarely”, and 1 (1.5%) who never used prior knowledge activities before introducing new reading material. This suggests that a substantial majority of teachers often incorporate activating prior knowledge activities before introducing new reading material. Furthermore, all the respondents indicated using pre-reading questions to stimulate learners' interest and engagement with the text as part of their lessons. 27 of the teachers (39.1%) reported that they “Always” do so while 24 teachers representing (34.8%) use pre-reading questions “Often” to stimulate learners' interest and engagement with the text. A smaller percentage, 21.7% accounting for 15 of the teachers indicated they use the approach “Sometimes” while very few, 3 teachers (4.4%) use the approach “Rarely” (2.9%). None of the teachers however chose the option, “Never” (0.0%) for this strategy. Hence, the majority of the teachers indicated that they always use pre-reading questions to stimulate learners' interest and engagement. Similarly, encouraging learners to make predictions about the reading material was found to be used by all the teachers. Approximately 66.6% of teachers stated that they encourage learners to make predictions about the reading material frequently, with 25 (36.2%) of the teachers choosing “Often” and 16 (23.2%) who “Sometimes” implemented the

approach in their lessons. This makes the choice of “Always” chosen by a substantial number of teachers 21(30.4%), while “Rarely” was selected by 7(10.2%) and “Never” (0.0%) as the less common choice for this strategy.

Additionally, all teachers surveyed reported providing background information to help learners understand the context of the reading material, with 35 teachers (50.7) doing so “Always.” Fewer teachers, 15 (21.8%) chose “Often” while 13 (18.8%) used the approach “Sometimes” and very few, 6(8.7%) selected “Rarely” (8.7%) leaving none of the teachers to choose the option “Never”. The majority’s response indicates that teachers always provide providing background information to help learners understand the context of the reading material. Moreover, the majority (76.8%) of teachers reported introducing key vocabulary words or challenging terms before reading, with 36 (52.2%) of the teachers doing so “Always.” The number of teachers who used the approach "Often" accounted for (24.6%). Fewer teachers, 7(10.2%) chose “Sometimes” and 8 (11.6%) indicated “Rarely” (11.6%) and only 1(1.4%) teacher who indicated “Never” or this strategy. It is evident that the majority always used this approach in teaching. Furthermore, 65 (94.2%) of the teachers indicated guiding learners in setting a purpose for reading before they start the text. A further breakdown shows that 26 (37.7%) reported using the approach. “Often” making it the most common choice, followed by “Sometimes” which was chosen by 18 (26.1%). Fewer teachers, 15 (21.7) indicated using the strategy “Always”. A smaller percentage chose, (8.6%) however used it “Rarely” and 4 (5.8%) indicated “Never” for this strategy. Additionally, 68 (98.6%) indicated that they use graphic organizers or visual aids to help learners organize their thoughts before reading, with 23 (33.3%) doing so “Always.” Twenty (29.0%) used graphic organizers to help learners organize their thoughts before reading "Often." “Sometimes” was also chosen by 15 (21.7%) of the

teachers. Ten (14.5%) chose “Rarely,” and only 1 (1.4%) indicated “Never” as the less common responses. This suggests that a substantial majority of teachers often incorporate graphic organizers or visual aids to help learners organize their thoughts before reading.

Similarly, 20 (29.0%) of the teachers encourage learners to share their thoughts and predictions with their peers before reading “Always.” Twenty-four (34.8%) used it “Often,” 13 (18.8%) sometimes used it, while 11 (15.9%) rarely encouraged learners to share their thoughts and predictions with their peers before reading. “Often” (34.8%) and “Sometimes” (18.8%) were the most common choices. “Always” (29.0%) was also selected by a significant percentage. “Rarely” (15.9%) and “Never” (1.4%) were less frequently chosen. This means that, though the majority of teachers encourage learners to share their thoughts and predictions with their peers before reading, they did so often. Furthermore, 65 (94.6%) of teachers indicated that they help learners develop a clear understanding of key vocabulary words before reading, with 52.2% doing so “Always.” Fewer teachers chose “Often” (20.3%) or “Sometimes” (17.4%). “Rarely” (4.3%) and “Never” (5.8%) were the less common responses. The implication is that the majority of the teachers did so always. Similarly, a significant majority, 35 (50.7%), of teachers always ensure that learners understand the main idea or focus of the reading material before they begin. Fewer teachers, 22 (31.9%), chose “Often.” Six (8.7%) chose each of “Sometimes” and “Rarely.” None of the teachers chose “Never” (0.0%). This implies that the majority of teachers reported ensuring that learners understand the main idea or focus of the reading material “Always.” Additionally, 66 (95.7%) teachers provided a brief overview of the reading material to give learners a sense of what to expect in their lessons. A breakdown shows that 30 (43.5%) of the teachers did so “Always”, 21

(30.4%) do so “often”, 10 (14.5%) do so “Sometimes”, 5 (7.2%) “Rarely”, and 3 (4.3%) of the teachers who “Never” implemented the approach. The data further revealed that many teachers always provide a brief overview of the reading material to give learners a sense of what to expect.

Moreover, 67 (97.1%) of the teachers use short introductory activities to activate learners' background knowledge related to the topic. Out of this number, 29 (42.0%) of the teachers used the approach “Always”, 22 (31.9%) did so “often”, 9 (13.0%) employed it “Sometimes”, 7 (10.1%) “Rarely” used it, leaving 2 (2.9%) of the teachers who “Never” used introductory activities to activate prior knowledge. The data revealed that the majority of the teachers always used short introductory activities to activate learners' background knowledge related to the topic. In furtherance, 65 (94.2%) of the teachers create anticipation and curiosity among learners about the content of the reading material. Thirty-one (44.9%) of them indicated that they create anticipation and curiosity among learners about the content of the reading material “Always,” while 19 (27.5%) did so “Often,” making it the next most common choice, followed by “Sometimes” (11, 15.9%). “Rarely” was chosen by 4 (5.8%), and “Never” was also chosen by 4 (5.8%), making the two options the less frequently chosen. Moreover, 66 (95.7%) of teachers guide learners in making connections between the reading material and their prior knowledge. A breakdown shows that 25 (36.2%) of them did so “Always,” 27 (39.1%) “Often,” used it, 7 (10.1%) also used it “Sometimes”, while 7 (10.1%) “Rarely” used it. This accounted for 3 (4.3%) of the teachers who reported that they “Never” guided learners in making connections between the reading material and their prior knowledge. The majority response shows that teachers used the approach often in their classrooms Lastly, 67 (97.1%) of teachers use engaging prompts or questions to motivate learners to think

critically about the upcoming text, with 28 (40.6%) using it “Often,”. Fourteen (20.3%) of the teachers used the approach “Sometimes,” while 7 (10.1%) “Rarely” used it. Only 3 (2.9%) “Never” used engaging prompts or questions to motivate learners to think critically about the upcoming text. It is evident that the majority of the teachers always used engaging prompts or questions as pre-reading strategies to motivate learners to think critically about the upcoming text.

It is evident from the analysis that most teachers employ a variety of pre-reading strategies to enhance reading comprehension skills in learners with reading difficulties. These strategies, such as activating prior knowledge, using pre-reading questions, and encouraging predictions, highlight the importance of preparation and engagement before reading. Additionally, strategies like providing background information and introducing key vocabulary words aid in contextual understanding.

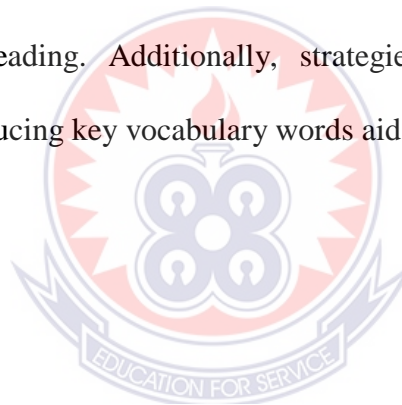


Table 7: Observation Checklist for Pre-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties

Pre-Reading Strategies	T1	T2	T3	T4	T5	T6	T7	T8	T9	N (%)
Activate prior knowledge by asking questions	√	√	√	√	√	√	√	√	√	9(100)
Engaging learners to make connection with their prior knowledge	√	√	√	√	√	√	√	√	√	9(100)
Encouraging learners to make predication	√	√	√	√	√	√	√	×	√	8 (89)
Using pre-reading prompts or questions	√	√	√	×	√	√	√	×	√	7 (78)
Engaging in vocabulary review	√	√	√	√	√	√	×	√	×	7 (78)
Using peer or group discussion	√	×	√	×	√	×	×	√	√	5 (56)
Using short introductory activities	×	√	×	×	√	×	×	√	×	3 (33)
Creating anticipation and curiosity about the text	√	√	×	×	×	×	×	√	×	3 (33)
Using graphic organizers	×	√	×	×	×	×	×	×	√	2 (22)
Providing background information on the text to be read	×	×	×	×	×	×	×	×	×	0 (0)

Keys: (√)- observed practice Present, (×)- observed practice Absent

Source: Field Data (2023)

The data presented in Table 7 offers valuable insights into the pre-reading strategies employed by teachers when teaching reading comprehension skills to learners with reading difficulties. The data revealed that the strategy of activating prior knowledge by asking questions is unanimously adopted by all 9 teachers (100%). The strategy of using pre-reading prompts or questions is adopted by a significant majority, with 7 teachers (78%) implementing it. However, the strategy of using short introductory activities is less commonly employed, with only 3 teachers (33%) utilizing it. Moving on to the next set of strategies, encouraging learners to make predictions is a widely accepted approach, with 8 teachers (89%) implementing it. Surprisingly, none of the teachers (0%) adopt the strategy of providing background information on the text to be read. The strategy of engaging in vocabulary review is embraced by 7 teachers

(78%). Moving on to the remaining strategies, using graphic organizers is less commonly employed, with only 2 teachers (22%) utilizing this approach. Approximately half of the teachers, 5 (56%), adopt the strategy of using peer or group discussion before reading. Also, the strategy of creating anticipation and curiosity about the text is employed by 3 teachers (33%). Lastly, engaging learners to make connection between the reading material and their prior knowledge was used by all the teachers (100%).

From the analysis of the observation data, it was realized that pre-reading strategies, such as activating prior knowledge, using pre-reading prompts or questions, encouraging predictions, engaging in vocabulary review and making connections, are widely embraced more than half of the teachers. However, strategies like providing background information, using introductory activities, creating anticipation and using graphic organizers have lower adoption rates among the teachers.

Research Question Three: What are the during-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

The second research question examined the various during-reading strategies employed by teachers when teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality. There were fifteen (15) statements. Respondents were required to rate the frequency of their usage for each during-reading strategy on a scale of 1-5, with labels of 1-never, 2-rarely, 3-sometimes, 4-often, and 5-always. The data were subjected to analysis and discussion, utilizing simple frequency counts and percentages to provide insight into how many teachers used each of the during-

reading strategies and how frequently the teachers employed these strategies. The results of the data collected for this research question are presented in Table 8.

Table 8: During-readings strategies used by teachers in teaching reading comprehension skills to learners with reading comprehension difficulties

Statements	Perceived frequency of use (Counts and Percentages)				
	Always	Often	Sometimes	Rarely	Never
I encourage learners to read aloud during the reading process.	30 (43.5)	23 (33.3)	11 (15.9)	2 (2.9)	3 (4.4)
I guide learners in identifying main ideas and supporting details while reading.	29 (42.0)	23 (33.3)	12 (17.4)	3 (4.4)	2 (2.9)
I teach learners to monitor their comprehension and pause when they encounter difficulties.	26 (37.7)	20 (29.0)	15 (21.7)	7 (10.2)	1 (1.4)
I model active reading behaviours, such as highlighting and underlining key points.	21 (30.4)	27 (39.2)	13 (18.8)	7 (10.2)	1 (1.4)
I encourage learners to ask questions as they read to clarify their understanding.	27 (39.2)	20 (29.0)	13 (18.8)	5 (7.2)	4 (5.8)
I guide learners in making inferences based on the information presented in the text.	14 (20.1)	32 (48.1)	17 (23.1)	4 (5.8)	2 (2.9)
I prompt learners to visualize the content of the text to enhance comprehension.	22 (31.9)	21 (30.2)	19 (27.5)	4 (5.8)	3 (4.3)
I encourage learners to summarize the content in their own words while reading.	23 (33.3)	17 (24.6)	24 (34.9)	2 (2.9)	3 (4.3)
I promote active engagement by having learners predict what might happen next in the text.	22 (31.9)	17 (24.6)	22 (31.9)	5 (7.3)	3 (4.3)
I guide learners in identifying the author's purpose and tone as they read.	15 (21.7)	31 (44.9)	16 (23.3)	4 (5.8)	3 (4.3)
I teach learners to use context clues to understand unfamiliar words while reading.	24 (34.9)	27 (39.1)	14 (20.3)	3 (4.3)	1 (1.4)
I encourage learners to reflect on their reactions and thoughts as they read.	21 (30.4)	22 (31.9)	14 (20.3)	7 (10.2)	5 (7.2)
I help learners identify the structure and organization of the text to aid comprehension.	18 (26.1)	31 (44.9)	12 (17.4)	6 (8.7)	2 (2.9)
I encourage learners to make connections between the reading material and their own experiences.	24 (34.8)	23 (33.3)	13 (18.8)	7 (10.2)	2 (2.9)
I guide learners in identifying key details that support the main ideas of the text.	23 (33.3)	20 (29.0)	16 (23.2)	8 (11.6)	2 (2.9)

Source: Field Data (2023)

The data in Table 4.5 reveals that generally 66 (95.7%) of the teachers encourage learners to read aloud during the reading process, with 30 teachers (43.5%) indicating that they do this “Always.” An additional 23 teachers (33.3%) reported using this strategy “Often.” A smaller portion, 11 teachers (15.9%), indicated using it “Sometimes,” while only 2 teachers (2.9%) choosing “Rarely.” Interestingly, 3 teachers (4.4%) stated that they “Never” employ this strategy. It can be inferred that the majority of teachers always used this strategy. Moving on to the strategy of guiding learners in identifying main ideas and supporting details while reading, 67 teachers (97.1%) used the strategy. Out of this, 29 teachers (42.0%) reported using it “Always.” An equal number of teachers, 23 (33.3%), use this strategy “Often.” A total of 12 teachers (17.4%) employ it “Sometimes.” Comparatively fewer teachers, 3 (4.4%), chose “Rarely,” and just 2 teachers (2.9%) indicated “Never” using this approach. It can be said the majority of the teachers employed this during reading strategy all the time. Also, 68 of the teachers reported teaching learners to monitor their comprehension and pause when they encounter difficulties as during-reading strategy. Among this number of teachers surveyed, 26 teachers (37.7%) use it “Always.” Slightly fewer teachers, 20 (29.0%), reported using this strategy “Often.” A total of 15 teachers (21.7%) indicated “Sometimes.” In contrast, 7 teachers (10.2%) employ it “Rarely,” leaving the only 1 teacher (1.4%) who stated that they “Never” use this approach. The majority responses indicate that this during reading strategy was used always.

The data for the strategy of modeling active reading behaviours, such as highlighting and underlining key points, indicates that all but one of the teachers used this strategy, of which 21 teachers (30.4%) employ this strategy “Always.” A higher percentage, 27 teachers (39.1%), reported using it “Often.” 13 teachers (18.8%) use this strategy

“Sometimes.” Seven teachers (10.1%) indicated “Rarely,” while only 1 teacher (1.4%) mentioned “Never” using this approach. It implies that the strategy was used by most of the teachers on an ‘often’ basis. again, Encouraging learners to ask questions as they read to clarify their understanding was another widely adopted strategy. Out of the 69 teachers, 65 teachers indicated using this approach with a total of 27 teachers (39.1%) who mentioned using this strategy “Always,” while 20 teachers (29.0%) reported using it “Often.” For "Sometimes," 13 teachers (18.8%) chose this option. In contrast, 5 teachers (7.2%) use this strategy “Rarely,” and 4 teachers (5.8%) stated that they “Never” employ it. It can be said that many of the teachers used this approach often. For the strategy of guiding learners in making inferences based on the information presented in the text, it is evident that 67 teachers (97.1) employed this strategy, of which 32 teachers (48.4%) use this approach “Often.” A smaller number, 14 teachers (20.3%), indicated that they use it “Always.” Additionally, 17 teachers (24.6%) employ this strategy “Sometimes.” In contrast, 4 teachers (5.8%) chose “Rarely,” while only 2 teachers (2.9%) mentioned “Never” using this method. It is evident that most teachers once again used this strategy often. Similarly, 67 of the teachers confirmed the prompting learners to visualize the content of the text to enhance comprehension during reading. Out of the teachers surveyed, 22 teachers (31.9%) reported using this strategy “Always.” A similar number, 21 teachers (30.4%), employ it “Often.” Additionally, 19 teachers (27.5%) indicated “Sometimes.” In contrast, 4 teachers (5.8%) chose “Rarely,” while 3 teachers (4.3%) stated that they “Never” use this approach.

Encouraging learners to summarize the content in their own words while reading is a strategy employed by a significant number of teachers. Yet only 64 (92.8) employed this strategy. Specifically, 23 teachers (33.0%) mentioned using this strategy

“Always.” A slightly lower count, 17 teachers (24.6%), reported using it “Often.” Furthermore, 24 teachers (34.8%) employ this approach “Sometimes.” In contrast, 2 teachers (2.9%) mentioned “Rarely,” and 3 teachers (4.3%) stated that they “Never” employ this method. The majority response indicate that the teachers sometimes used this approach. Again, 66 teachers (95.7) reported that they active engage learners by having them predict what might happen next in the text. Among this number of teachers, 22 teachers (31.9%) mentioned using this strategy “Always.” An equal number, 22 teachers (31.9%), employ it “Sometimes.” Additionally, 17 teachers (24.6%) reported using this approach “Often.” In contrast, 5 teachers (7.2%) indicated “Rarely,” while 3 teachers (4.3%) mentioned “Never” using this method. The highest number of teacher’s responses shows that they always employ this strategy. Guiding learners in identifying the author’s purpose and tone as they read was another valuable strategy employed by teachers. In the survey, 31 teachers (44.9%) reported using this strategy “Often.” A slightly lower number, 15 teachers (21.7%), mentioned using it “Always.” Furthermore, 16 teachers (23.2%) employ this approach “Sometimes.” In contrast, 4 teachers (5.8%) indicated “Rarely,” while 3 teachers (4.3%) stated that they “Never” employ this method. The data shows that the majority of teachers often use the approach. The teachers also reported teaching learners to use context clues to understand unfamiliar words while reading during reading. All but one of the teachers used this approach with 27 teachers (39.1%) reported using this strategy “Often.” 24 teachers (34.8%), employ it “Always.” Additionally, 14 teachers (20.3%) indicated using this approach “Sometimes.” In contrast, 3 teachers (4.3%) mentioned “Rarely,” and only 1 teacher (1.4%) stated that they “Never” employ this method. The higher number of teachers choosing ‘often’ implies that more of the teachers used this approach often.

When it comes to encouraging learners to reflect on their reactions and thoughts as they read, the data shows that 22 teachers (31.9%) employ this strategy “Often.” A similar number, 21 teachers (30.4%), indicated that they use it “Always.” Additionally, 14 teachers (20.3%) reported using this approach “Sometimes.” In contrast, 7 teachers (10.1%) mentioned “Rarely,” while 5 teachers (7.2%) stated that they “Never” employ this method. The slightly higher number of teachers choosing ‘often’ as compared with ‘always’ implies that more of the teachers used this approach often. Helping learners identify the structure and organization of the text to aid comprehension was another valuable strategy employed by 67 of the teachers. Among these teachers, 31 teachers (44.9%) reported using this strategy “Often.” A slightly lower number, 18 teachers (26.1%), employ it “Always.” Furthermore, 12 teachers (17.4%) indicated using this approach “Sometimes.” In contrast, 6 teachers (8.7%) mentioned “Rarely,” while 2 teachers (2.9%) stated that they “Never” employ this method. More of the teachers appeared to use this strategy often. Similarly, 67 teachers (97.1%) confirmed encouraging learners to make connections between the reading material and their own experiences as one of their during-reading strategy. Specifically, 24 teachers (34.8%) reported using this strategy “Always.” A slightly lower number, 23 teachers (33.3%), employ it “Often.” Additionally, 13 teachers (18.8%) indicated using this approach “Sometimes.” In contrast, 7 teachers (10.1%) mentioned “Rarely,” while 2 teachers (2.9%) stated that they “Never” employ this method. A slightly higher number of teachers reported using the strategy always than those who used it often. Lastly, guiding learners in identifying key details that support the main ideas of the text was another common strategy among educators. In the survey, 23 teachers (33.3%) mentioned using this strategy “Always.” A slightly lower number, 20 teachers (29.0%), employ it “Often.” Furthermore, 16 teachers

(23.2%) reported using this approach “Sometimes.” In contrast, 8 teachers (11.6%) indicated “Rarely,” while 2 teachers (2.9%) stated that they “Never” employ this method. More of the teachers used the strategy always.

The data analysis of the various during-reading strategies employed by teachers reveals that teachers utilize various teaching strategies to enhance learners' reading comprehension. Teachers commonly used strategies such as guiding learners in identifying main ideas and supporting details, teaching learners to monitor their comprehension, and encouraging learners to ask questions for clarification. However, most of these strategies were used on an "Often" and "Sometimes" basis.



Table 9: Observation Checklist for During-readings strategies used by teachers in teaching reading comprehension skills to learners with reading comprehension difficulties

During-Reading Strategies	T1	T2	T3	T4	T5	T6	T7	T8	T9	N (%)
Using read aloud	√	√	√	√	√	√	√	√	√	9 (100)
Encouraging learners to ask questions	√	√	×	√	√	×	√	×	√	6 (67)
Pairing learners for shared reading	√	×	×	×	√	×	√	√	√	5 (56)
Prompting learners to visualize	√	√	√	×	√	×	√	×	×	5 (56)
Engaging learners to make connection between the reading material and their own experience	×	√	√	×	×	√	√	×	√	5 (56)
Engaging learners to make inferences	√	×	×	√	×	×	×	√	×	3 (33)
Encouraging learner's own summary	×	×	×	√	×	√	×	×	×	2 (22)
Guiding learners to identify main and supporting ideas	×	×	√	×	×	×	×	×	×	1 (11)
Using context cues to understand unfamiliar words	×	×	×	×	√	×	×	×	×	1 (11)
Encouraging learner's predication	×	×	×	×	×	×	×	×	√	1 (11)

Keys: (√)- observed practice Present, (×)- observed practice Absent

Source: Field Data (2023)

In the observation of the during-reading strategies employed by teachers as shown on Table 9, it came out that that all nine teachers (100%) used the strategy of “Using read aloud” during their lessons, which involves reading the text aloud to the learners. However, only one teacher (11%) was observed to guide learners in identifying main and supporting ideas, indicating that this strategy was less commonly utilized. Regarding the strategy of “Pairing learners for shared reading,” five teachers (56%) engaged in this approach, where learners read and discuss the text together. A similar percentage of teachers, six (67%), encouraged learners to ask questions while reading to enhance comprehension. The strategy of “Prompting learners to visualize” the

content of the text was used by five teachers (56%), aiming to help learners create mental images related to the material. In contrast, only three teachers (33%) were observed to engage learners in making inferences based on the information presented in the text. Two teachers (22%) encouraged learners to create their summaries of the text, fostering active engagement with the material. On the other hand, only one teacher (11%) used context cues to help learners understand unfamiliar words during reading. Similarly, just one teacher (11%) encouraged learners to make predictions about the text, stimulating critical thinking. Finally, five teachers (56%) engaged learners in making connections between the reading material and their own experiences, allowing for a more personalized understanding of the content.

In conclusion, the observation of the during-reading strategies used by teachers in the Effutu Municipality revealed various approaches employed to enhance learners' reading comprehension skills. The most commonly employed strategy as observed by more than half of the teachers were engaging learners in read aloud, paired reading, asking questions, visualizing and making connection. On the contrary, during reading strategies such as identifying main and supporting ideas in the text, learners' own summary, using context clues to understand vocabulary and predictions were not used by most teachers.

Research Question Four: What post-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

The last research question aimed to ascertain the various post-reading strategies that teachers employed as part of their English lessons to teach reading comprehension skills to learners with reading difficulties in inclusive Junior High Schools in Effutu Municipality. To address this research question, respondents were provided with fifteen (15) items, anchored on a five-point Likert scale ranging from 1 (never), 2 (rarely), 3 (sometimes), 4 (often) to 5 (always). The collected data underwent analysis and discussion, utilizing simple frequency counts and percentages to convey the extent to which teachers utilized each of the post-reading strategies and how frequently these strategies were used in their lessons. The results of the data collected for this research question are presented in Table 10:

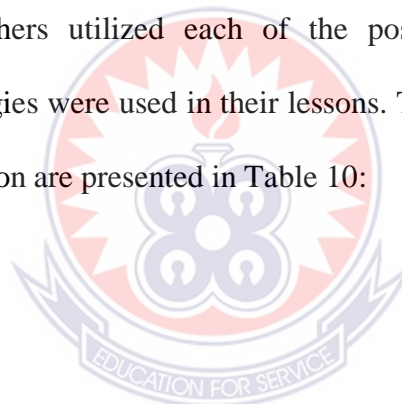


Table 10: Post-readings strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties

Statements	Perceived frequency of use (Counts and Percentages)				
	Always	Often	Sometimes	Rarely	Never
I engage learners in discussions about the main ideas and key points of the reading material after reading.	30 (43.5)	23 (33.3)	11 (16.0)	5 (7.2)	0 (0.0)
I encourage learners to reflect on their understanding of the reading material through written responses.	24 (34.8)	19 (27.5)	20 (29.0)	6 (8.7)	0 (0.0)
I guide learners in identifying the central themes and messages of the text.	28 (40.6)	18 (26.1)	12 (17.4)	10 (14.5)	1 (1.4)
I ask learners to generate questions related to the reading material to deepen their understanding.	23 (33.3)	26 (37.8)	14 (20.3)	3 (4.3)	3 (4.3)
I use group activities or peer discussions to reinforce comprehension after reading.	31 (44.9)	18 (26.1)	15 (21.8)	5 (7.2)	0 (0.0)
I encourage learners to compare their predictions with the actual content of the text.	24 (34.8)	25 (36.2)	11 (15.9)	9 (13.1)	0 (0.0)
I guide learners in summarizing the main points of the reading material in their own words.	23 (33.3)	30 (43.6)	10 (14.5)	5 (7.2)	1 (1.4)
I promote critical thinking by asking learners to evaluate the credibility and relevance of the text.	25 (36.2)	22 (31.9)	13 (18.9)	6 (8.7)	3 (4.3)
I encourage learners to identify the author's perspective and biases in the text.	15 (21.7)	23 (33.3)	22 (31.9)	4 (5.8)	5 (7.2)
I guide learners in making connections between the reading material and real-world applications.	15 (21.7)	27 (39.2)	19 (27.5)	6 (8.7)	2 (2.9)
I ask learners to consider how the reading material relates to their own lives or experiences.	20 (29.0)	20 (29.0)	21 (30.5)	7 (10.1)	1 (1.4)
I use follow-up activities or assignments that require learners to apply the information from the text.	25 (36.2)	19 (27.5)	18 (26.2)	6 (8.7)	1 (1.4)
I encourage learners to identify any unanswered questions or areas of confusion from the reading.	22 (31.9)	22 (31.9)	18 (26.1)	5 (7.2)	2 (2.9)
I guide learners in identifying any new vocabulary words they encountered while reading.	26 (37.7)	21 (30.4)	16 (23.2)	4 (5.8)	2 (2.9)

I provide opportunities for learners to share their insights and interpretations of the reading material.	29 (42.0)	23 (33.3)	8 (11.7)	6 (8.7)	3 (4.3)
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Source: Field Data (2023)

From the data on Table 10, it is evident that, when it comes to engaging learners in discussions about the main ideas and key points of the reading material after reading, only 66 of the teachers reported using this strategy with the majority of teachers, 30 (43.5%), reported doing so “Always.” Additionally, 23 (33.3%) teachers mentioned employing this strategy “Often.” A smaller portion, 11 (16.0%) teachers, indicated they use it “Sometimes.” There were also 5 (7.2%) teachers who mentioned they use it “Rarely,” and none reported “Never” using this method. The highest number of teacher responses showed that they always engage learners in post-reading discussions. Similarly, in encouraging learners to reflect on their understanding of the reading material through written responses, 24 (34.8%) teachers reported doing this “Always.” Another 20 (29.0%) teachers mentioned using it “Sometimes,” while 19 (27.5%) teachers said they do it “Often.” A smaller number, 6 (8.7%) teachers, reported using it “Rarely.” No teachers reported “Never” using this strategy. Hence, it can be said that most of the teachers consistently encourage learners to reflect through written responses. Also, all but one of the teachers indicated guiding learners in identifying the central themes and messages of the text as a post-reading strategy. Out of this number, 28 (40.6%) teachers mentioned employing this strategy “Always.” Another 18 (26.1%) teachers reported using it “Sometimes.” There were 12 (17.4%) teachers who indicated they use it “Often,” while 10 (14.5%) teachers mentioned doing it “Rarely.” One teacher (1.4%) reported “Never” using this method. It can be inferred from the responses that the majority of the teachers always guide learners in identifying central themes. Again, in asking learners to generate questions related to the reading material to deepen their understanding, 26 (37.7%) teachers reported

doing this “Always.” An equal number, 26 (37.7%), teachers mentioned employing this strategy “Often.” Another 14 (20.3%) teachers said they use it “Sometimes.” There were 3 (4.3%) teachers who indicated they use it “Rarely,” and 3 (4.3%) teachers mentioned “Never” using this method. The highest number of teacher responses showed that they often ask learners to generate questions.

Additionally, when it comes to using group activities or peer discussions to reinforce comprehension after reading, 31 (44.9%) teachers reported employing this strategy “Always.” Additionally, 18 (26.1%) teachers mentioned using it “Sometimes.” Another 15 (21.7%) teachers said they do it “Often.” There were 5 (7.2%) teachers who indicated they use it “Rarely,” and none reported “Never” using this method. Most of the teachers appeared to indicate that they always use group activities or peer discussions for post-reading comprehension reinforcement. On the strategy of encouraging learners to compare their predictions with the actual content of the text, 25 (36.2%) teachers reported doing this “Always.” Additionally, 24 (34.8%) teachers mentioned employing this strategy “Often.” Another 11 (15.9%) teachers said they use it “Sometimes.” There were 9 (13.0%) teachers who indicated they use it “Rarely,” and none reported “Never” using this method. The counts of the responses showed that teachers frequently encourage learners to compare predictions with the text's actual content. Furthermore, in guiding learners to summarize the main points of the reading material in their own words, 30 (43.5%) teachers reported doing this “Always.” Another 23 (33.3%) teachers mentioned using it “Sometimes.” There were 10 (14.5%) teachers who indicated they use it “Often,” while 5 (7.2%) teachers mentioned doing it “Rarely.” One teacher (1.4%) reported “Never” using this method. The highest number of teacher responses showed that they always guide learners in summarizing main points. Moreover, promoting critical thinking by asking learners to

evaluate the credibility and relevance of the text was another strategy used by the teachers. 66 of the teachers used this strategy of which 25 (36.2%) teachers reported employing this strategy “Always.” Another 22 (31.9%) teachers mentioned using it “Sometimes.” There were 13 (18.8%) teachers who indicated they use it “Often,” while 6 (8.7%) teachers mentioned doing it “Rarely.” Three teachers (4.3%) reported “Never” using this method. The highest number of teacher responses showed that they always promote critical thinking by evaluating text credibility and relevance.

In furtherance, encouraging learners to identify the author's perspective and biases in the text was used by 64 teachers (92.8) of which 23 (33.3%) teachers mentioned doing this “Always.” Another 22 (31.9%) teachers reported using it “Sometimes.” There were 15 (21.7%) teachers who indicated they use it “Often,” while 4 (5.8%) teachers mentioned doing it “Rarely.” Five teachers (7.2%) reported “Never” using this method. The responses showed that the majority of the teachers often encourage learners to identify author perspectives and biases. Similarly, the responses on guiding learners in making connections between the reading material and real-world applications as a post-reading shows that, 67 of the teachers admitted using the strategy. Out of this number, 15 (21.7%) of the teachers reported using this strategy “Always” while 27 (39.1%) teachers reported employing this strategy “Often.” Additionally, 19 (27.5%) teachers mentioned using it “Sometimes.” There were 6 (8.7%) teachers who indicated they use it “Rarely,” and 2 (2.9%) teachers mentioned “Never” using this method. The highest number of teacher responses showed that they often guide learners in making real-world connections with the reading material. When it comes to asking learners to consider how the reading material relates to their own lives or experiences, 21 (30.4%) teachers reported doing this “Sometimes.” Additionally, 20 (29.0%) teachers mentioned employing this strategy “Always.”

Another 20 (29.0%) teachers said they use it “Often.” There were 7 (10.1%) teachers who indicated they use it “Rarely,” and only 1 (1.4%) teacher reported “Never” using this method. The equal number of teacher responses for always and often shows that showed that they frequently ask learners to consider real-life connections with the reading material. Considering the responses on using follow-up activities or assignments that require learners to apply the information from the text, 25 (36.2%) teachers reported using this strategy “Always.” Another 18 (26.1%) teachers mentioned doing it “Sometimes.” There were 19 (27.5%) teachers who indicated they use it “Often,” while 6 (8.7%) teachers mentioned doing it “Rarely.” Only 1 (1.4%) teacher reported “Never” using this method. The highest number of teacher responses showed that they always use follow-up activities to apply text information.

Additionally, when it comes to encouraging learners to identify any unanswered questions or areas of confusion from the reading, 22 (31.9%) teachers reported employing this strategy “Always.” The same number 22 (31.9%) teachers also used the strategy “Often” while 18 (26.1%) teachers mentioned using it “Sometimes.” There were 5 (7.2%) teachers mentioned doing it “Rarely.” Two teachers (2.9%) reported “Never” using this method. The highest number of teachers who use it “always” as well as “often” showed that they frequently encourage learners to identify unanswered questions or areas of confusion. Again, 67 of the teachers (97.1) admitted that guiding learners in identifying any new vocabulary words they encountered while reading. Out of this number, 26 (37.7%) teachers reported doing this ‘Always.’ Another 16 (23.2%) teachers mentioned employing this strategy “Sometimes.” There were 21 (30.4%) teachers who indicated they use it “Often,” while 4 (5.8%) teachers mentioned doing it “Rarely.” Two teachers (2.9%) reported "Never" using this method. It can be said that the teachers reported that they often guide learners in

identifying new vocabulary words. Lastly, providing opportunities for learners to share their insights and interpretations of the reading material after reading was another strategy adopted by teachers. 29 (42.0%) teachers reported employing this strategy “Always.” Additionally, 8 (11.6%) teachers mentioned using it “Sometimes.” Another 23 (33.3%) teachers said they use it “Often.” There were 6 (8.7%) teachers who indicated they use it “Rarely,” and 3 (4.3%) teachers reported “Never” using this method. Based on the frequency, it is evident that more of the teachers used the approach always.

In summary, the data highlights that teachers employ a range of post-reading strategies to enhance learners' comprehension among these post-reading strategies used were discussions about main ideas, reflection through written responses, identifying central themes, generating questions, and using group activities for reinforcement. Additionally, they encourage learners to compare predictions, summarize content, evaluate credibility, and recognize author perspectives and biases. Making real-world connections, considering personal relevance, and applying knowledge through assignments are also emphasized. Lastly, these strategies aim to address unanswered questions, expand vocabulary, and foster sharing of insights, collectively promoting comprehensive reading engagement. However, engaging learners in engage learners in discussions about the main ideas and using group activities or peer discussions to reinforce comprehension after reading emerged as the most frequently used strategy, with a substantial percentage of teachers implementing them “Always.”

Table 11: Observation Checklist for Post-readings strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties

Post-Reading Strategies	T1	T2	T3	T4	T5	T6	T7	T8	T9	N (%)
Using follow-up activities or assignments	√	√	√	√	√	√	√	√	√	9(100)
Encouraging learners to compare their predication with actual content	√	√	×	√	√	√	√	×	√	7 (78)
Asking learners how the reading material relates to their own lives or experiences.	×	×	√	√	√	√	√	√	√	7 (78)
Providing opportunities for learners to share their insights and interpretations of the reading material	√	√	√	√	√	×	√	×	×	6 (67)
Promoting critical thinking by asking learners to evaluate the relevance of the text.	√	√	×	√	√	√	×	×	×	5 (56)
Engaging learners in group or peer discussion on the text	√	×	√	×	×	√	√	×	×	4 (44)
Encouraging learners to reflect on their understanding of the text	×	×	×	×	√	√	×	×	√	3 (33)
Encouraging learners' own summary of the text	×	×	×	×	×	√	√	×	×	2 (22)
Guiding learners to identify central themes	×	×	×	×	×	×	×	×	×	0 (0)
Guiding learners to identify any new vocabularies learnt	×	×	×	×	×	×	×	×	×	0 (0)

Keys: (√)- observed practice Present, (×)- observed practice Absent

Source: Field Data (2023)

The data on Table 11 shows that among the post-reading strategies used by teachers in the Effutu Municipality, the most commonly utilized strategy was “Using follow-up activities or assignments,” with all nine teachers (100%) incorporating this method into their lessons. Additionally, encouraging learners to compare their predictions with the actual content of the text was prevalent, with seven teachers (78%) incorporating this strategy. Engaging learners in group or peer discussions on the text and asking them how the reading material relates to their own lives or experiences were also widely observed, with four teachers (44%) and seven teachers (78%)

respectively implementing these practices. On the other hand, some strategies were less commonly employed. Guiding learners to identify central themes (0%) and identifying any new vocabularies learned (0%) were observed in none of the teachers' lessons. Promoting critical thinking by asking learners to evaluate the relevance of the text was used by five teachers (56%), indicating a moderate adoption rate. Encouraging learners to reflect on their understanding of the text (33%) and providing opportunities for learners to share their insights and interpretations of the reading material (67%) were also observed to a lesser extent.

It can be concluded from the data that diverse range of post-reading strategies were employed used by teachers of which using follow-up assignments, comparing prediction with actual text, relating text to their own lives, sharing insight and asking about relevance of the text were commonly used by more than half of the teachers. In contrast, strategies such as identifying central themes, reflecting on their understanding of the text, group or peer discussion on the text, asking for learners' own summary of the text, identify any new vocabularies learnt were not widely used by the majority of these teachers.

Discussion of Findings

Level of Teachers' knowledge of learners with reading comprehension difficulty at Basic Schools in the Effutu Municipality?

The findings revealed that, on average, teachers in inclusive basic schools within the Effutu Municipality possess a moderate level of knowledge regarding learners with reading comprehension difficulty. The attained Mean of Mean ($M = 3.8$) of the response of the teachers attest to this finding though a higher standard deviation ($SD = 1.08$) indicating some variability in teachers' knowledge levels, with some teachers having higher knowledge scores while others have lower scores. A further breakdown

shows that the teachers generally agree that learners with reading difficulty exhibit specific challenges, such as hesitating when reading text, reading slowly, and omitting words during reading. They also concur that these learners often have limited vocabulary and lack phonemic awareness. However, there is some variability in their responses, indicating that while there is a general consensus, differing opinions exist among teachers regarding these challenges.

The findings corroborate previous study conducted by Sampson et al. (2013) that found that teachers knew the reading strategies to use in helping learners with reading difficulties. The opinions of these teachers are in agreement of the findings of Nouf (2018) who found that learners with reading difficulties usually encounter issues related to background knowledge, fluency, informational text, inference-making, vocabulary, and reading level. Similarly, this study's findings support the argument of Nguyen et al. (2015) that learners with reading comprehension difficulties may struggle with making connections to text due to deficits in executive functioning, limiting their ability to draw on background knowledge and emotions. Again, Accardo et al (2017) argue that tasks that require learners to infer information not explicitly stated in the text can be difficult for these learners, as they have difficulty making inferences and comprehending implicit information. Similarly, Estes et al. (2011) found that learners with reading comprehension difficulty may exhibit average reading comprehension ability, while others may struggle to read at all. Miller and Veatch (2010) adds that many learners with reading difficulties often lack sufficient vocabulary knowledge, as well as the ability to adequately use reading strategies to build meaning

Furthermore, teachers expressed agreement in their responses regarding effective teaching practices and professional development. They believe that engaging learners in sensory modalities, using sensory senses, collaborating with other educators, and employing formative assessment strategies are effective ways to support learners with reading comprehension difficulties. Notably, there is some variability in their opinions, suggesting that while there is general agreement, the extent of agreement may vary among teachers. On the contrary, it is noteworthy that teachers disagreed with the notion that learners with reading difficulty cannot succeed in a school setting. This assertion held by the teachers were also reported in the study by Ness and Southall (2010) where teachers were asked to define and list traits of learners with reading comprehension. The moderate level of teachers' knowledge aligns with this finding of the study by Ness and Southall in which some pre-service teachers showed accurate knowledge about learners with reading comprehension difficulty (e.g., 33% recognized fluency issues; 30% acknowledged it as a reading disability). These findings contrast previous studies that found that teachers lack content and pedagogical knowledge about several important concepts needed to teach struggling readers (Aro & Björn, 2016; Clark et al., 2017; Tortorelli, et al. 2021)

It is important that the teachers' level of knowledge of learners with regarding learners with reading comprehension difficulty be looked at. Studies conducted by researchers including Piasta et al. (2020) have indicated the importance of teachers' reading-related knowledge and its relationship to their reading instructional practices and/or learners' reading skills. Teachers also affect learners' comprehension. Cekiso and Madikiza (2014) are of the view that teachers' knowledge and application of reading strategies instruction is important to improve learners' reading proficiency. This view is supported by Cekiso (2017) who point out that to develop reading skills

programmes in an informed manner, teachers' understanding of their learners' metacognitive knowledge about reading and reading strategies must be increased. Not all teachers have positive experiences of reading, therefore these experiences are an incentive to create a positive reading environment. It is therefore important that teachers become more aware of the strategies they use, and through professional growth, teachers can discover ways that will positively affect learners who do not learn the same way.

Pre-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality

The findings revealed that teachers in Effutu generally employed all different forms of pre-reading strategies in helping in teaching reading comprehension skills to learners with reading comprehension difficulties. The highest number of teachers (65 and above) who chose usage options of always, often, sometimes as opposed to those who chose never shows that the teachers mainly employed strategies such as activating prior knowledge, using pre-reading questions, encouraging predictions, providing background information, introducing key vocabulary, guiding learners to set a purpose for reading, utilizing graphic organizers or visual aids, fostering peer discussions, aiding vocabulary comprehension, ensuring understanding of the main idea, offering brief overviews, creating anticipation, making connections with prior knowledge, and motivating critical thinking through engaging prompts or questions. This finding is supported by Nouf (2018) who similarly found in his study on learning disabilities and effective strategies employed by special education teachers to support pupils' readings. The findings of Nouf confirmed that employing strategies such as graphic organizers, questioning, story mapping, peer-assisted strategies, and more

were employed effectively to enhance reading comprehension. Similarly, Barron et al. (2018) reported that teachers mentioned using reading strategies such as predicting, activating prior knowledge, summarizing, identifying, and memorizing key concepts in text. Again, Kelley and Clausen-Grace (2010) found that incorporating graphic organizers such as pictures were effective in enhancing learner reading skills.

The findings further revealed that ten of the pre-reading strategies were utilized “always” and “often” by the majority of teachers as observed by approximately half of the teachers. Among these strategies, those they were “Always” used by the majority of teachers were using pre-reading questions, providing background information, introducing key vocabulary, utilizing graphic organizers or visual aids, ensuring understanding of the main idea before reading, using short introductory activities, offering brief overviews, creating anticipation and using engaging prompts or questions. Wei-Fan and Chung-Pei (2011) also argue that activating learners' prior knowledge before delving into a text is an effective pre-reading strategy. Before reading a text, learners need to decide the purpose of reading to activate their prior knowledge. Research by Mcnamara, Ozuru, and Floyd (2011) has also highlighted that successful comprehension of narrative texts relies heavily on the readers' ability to draw upon their prior knowledge. Introduce key vocabulary words or challenging terms before reading has also been found as an effective strategy by Rupley and Slough (2010). The authors argue that vocabulary knowledge is a progressive process, closely tied to background experiences, and it enhances the conceptual representation of words in expository text. Encouraging learners to share their thoughts and predictions with their peers before reading has also been found of great benefits by Wei-Fan and Chung-Pei (2011) as it extends beyond the activation of individual learners' prior knowledge; it also involves the activation of each other's knowledge in

a collaborative setting. On the contrary, five (5) of the strategies including activating prior knowledge, encouraging predictions, guiding learners to set a purpose for reading, fostering peer discussions and guiding learners in making connections with prior knowledge were used “Often”.

The findings of the observation data confirmed that pre-reading strategies, including activating prior knowledge (100% of teachers) , using pre-reading prompts or questions (78% of teachers), encouraging predictions (89% of teachers), engaging in vocabulary review (78% of teachers), and making connections (100% of teachers), are consistently used by more than half of the teachers. These strategies are well-integrated into their instructional practices, emphasizing their importance in preparing learners for reading comprehension. Conversely, certain pre-reading strategies, such as providing background information, utilizing introductory activities, creating anticipation, and employing graphic organizers, exhibit lower adoption rates among the teachers. These strategies appear to be less commonly employed in the observed lessons. Teacher’s knowledge of these pre-reading strategies is of key significance. Okai (2010) highlights the effectiveness of during-reading strategies in helping pupils improve their vocabulary in a second language. Furthermore, during-reading strategies contribute to the consolidation of previously learned language, reinforcing and recombining language skills acquired in the classroom. Graded readers, for instance, provide controlled grammatical and lexical competence, ensuring regular and sufficient repetition of new language forms.

During-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality

Similarly, the findings revealed that teachers in Effutu employed a wide range of during reading strategies in teaching reading comprehension skills to learners with reading comprehension difficulties in their school. Comparing the number of teachers who chose options ranging from ‘always’ to ‘sometimes’ with those who indicated they never used each of the during-reading strategy shows that generally all the strategies were used by the majority of the teachers (64 and above) but on varying levels of frequency. Among these strategies were encouraging learners to read aloud, identifying main ideas and supporting details, monitoring comprehension and pausing for difficulties, modeling active reading behaviours like highlighting and underlining, asking questions for clarification, making inferences from text information, visualizing content for comprehension, summarizing in one's words, promoting active engagement through predictions, recognizing author's purpose and tone, using context clues for word understanding, reflecting on reactions and thoughts, identifying text structure, fostering connections with personal experiences, and pinpointing key details supporting main ideas. A similar finding was obtained by Dwiningtiyas et al. (2020) delved into the reading comprehension strategies of second-grade English teachers. The author found that teachers usually utilized such reading strategies as read aloud, asking questions as during reading strategies to enhanced learner motivation, improved attention, and smoother reading processes. Also, the study of Dymock and Nicholson (2010) found that guiding learners to analyzes the text structure to improve learner's comprehension skills.

Based on the varying level of frequency of use, it came out from the analysis that seven (7) during reading strategies such as encouraging learners to read aloud, identifying main ideas and supporting details, monitoring comprehension and pausing for difficulties, encouraging learners to ask questions for clarification, visualizing content for comprehension, encouraging learners to make connections with personal experiences and guiding learners to identify key details supporting main ideas of the text were “Always” employed in their lessons. However, eight (8) during reading strategies that teachers “Often” used in their lessons were modeling active reading behaviours like highlighting and underlining, encouraging learners to ask questions, guiding learners in making inferences, guiding learners in identifying the author's purpose and tone as they read, using context clues to understand unfamiliar words while reading, guiding learners to reflect on their reactions and thoughts as they read, helping learners to identify the structure and organization of the text to aid comprehension. Fountas & Pinnell, (2012) argue that reading aloud is the foundation for literacy development. It is the single most important activity for reading success. Day and Bamford (2012) argue that during-reading strategies are designed to promote reading for pleasure, obtaining information, and gaining a general understanding of the content. To facilitate fluent reading, the reading materials are tailored to match children's linguistic competence, with an emphasis on vocabulary and grammar suitable for their level. Avoiding the use of dictionaries during reading enhances children's motivation and boosts their confidence in their reading abilities (Day & Bamford, 2012).

The examination of during-reading strategies utilized by teachers in the Effutu Municipality reaffirmed that the most frequently employed strategies, as observed in more than half of the teachers, include engaging learners in read-aloud activities,

paired reading, encouraging questions, facilitating visualization, and promoting connections with the text. In contrast, during-reading strategies like identifying main and supporting ideas within the text, encouraging learners to create their own summaries, utilizing context clues for vocabulary comprehension, and making predictions were not widely implemented by most teachers during the observed lessons. This leaves much to be desired as effectively engaging in learners' summary and making predication encourages learners to more than simply telling them what the story or text is about; but allows them to be involved in thoughtful questioning to stimulate their existing knowledge as opined by Mcnamara et al. (2011).

Post-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality

The study's findings revealed that teachers in Effutu utilized varieties of post reading strategies uses in teaching reading comprehension skills to learners with reading comprehension difficulties in their school. Among these reading strategies, that study found that 64 or more of the teachers engaged in the study used such strategies as engaging learners in discussions about main ideas, fostering reflection through written responses, guiding central theme identification, generating deepening questions, employing group activities or peer discussions for comprehension reinforcement, promoting critical thinking by evaluating text credibility and relevance, encouraging awareness of author perspective and biases, facilitating real-world applications, relating material to personal experiences, using follow-up activities that apply text information, identifying unanswered questions or confusion, pinpointing new vocabulary words, and offering opportunities for insights and interpretations sharing. These findings shared commonalities with the study of (Garcia, 2019) that after the

individual reading task, learners should work in pairs to discuss their findings, promoting peer interaction and collaboration. Similarly, Lee (2018) found that using group activities or peer discussions was effective in reinforcing comprehension after reading. In this activity, learners work together to generate a list of the main ideas presented in the text. By discussing and negotiating the importance of each idea, learners deepen their understanding of the central themes and key concepts in the text. Wilson (2021) argue that activity promotes critical thinking, persuasive speaking, and the use of evidence from the text to support their arguments.

It is worth noting that the data further unveiled the differing usage pattern of these strategies by the teachers, with the majority as observed by approximately half of the teachers indicating they used the strategies on ‘always’, ‘often’ and ‘sometimes’ basis. Among these strategies, eight of them namely; engaging learners in discussions about main ideas, fostering reflection through written responses, guiding learners to identify central themes, employing group activities or peer discussions for comprehension reinforcement, promoting critical thinking by evaluating text credibility and relevance, using follow-up activities that apply text information, pinpointing new vocabulary words and offering opportunities for insights and interpretations sharing were “Always” used. Also, five (5) of the strategies including asking learners to generate deepening questions, encouraging learners to compare their predictions, guiding learners in summarizing the main points, encouraging awareness of author perspective and biases and facilitating real-world applications were “Often” used by the teachers. Lastly, strategies such as asking learners to consider how the reading material relates to their own lives or experiences was “Sometimes” used as post reading strategy by the teachers.

The observational data complemented this finding by revealing that teachers employed a diverse range of post-reading strategies. Notably, strategies like using follow-up assignments, comparing predictions with the actual text, relating the text to their own lives, sharing insights, and assessing the relevance of the text were commonly employed by more than half of the teachers. On the other hand, strategies such as identifying central themes, promoting reflection on their understanding of the text, engaging in group or peer discussions on the text, requesting learners to create their own summaries of the text, and identifying new vocabularies learned were not as widely utilized by the majority of these teachers.

Post-reading strategies play a crucial role in the overall reading comprehension process, as they help learners consolidate and apply what they have learned during the reading. Andrés (2020) argue that post-reading activities play a crucial role in reinforcing and solidifying the information acquired from the text. These activities prompt learners to revisit the content, encouraging them to review key points, main ideas, and supporting details. By engaging in tasks that involve summarizing, paraphrasing, or retelling the text, learners actively process and internalize the material, enhancing its retention in their long-term memory. It also provides teachers with valuable insights into learners' comprehension of the text. Analyzing their responses in post-reading activities allows instructors to identify any misconceptions or areas where learners might be struggling with comprehension. Armed with this information, teachers can offer targeted feedback and support to help learners address their comprehension challenges effectively (Yang et al., 2017). Post-reading activities often entail higher-order thinking skills, such as analysis, synthesis, and evaluation. By engaging in tasks that require learners to make connections between different parts

of the text, draw inferences, and evaluate the author's message, learners develop critical thinking abilities.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents a summary of findings, conclusion, recommendations, and areas for further research.

5.1 Summary of the Study

This study focused on examining the strategies employed by teachers to teach reading comprehension skills to learners with reading difficulties in Inclusive Basic Schools in the Effutu Municipality. The investigation was guided by four research questions, and a quantitative approach was utilized. A survey involving 69 English teachers from Junior High Schools in the region was conducted. These teachers were selected using a stratified sampling technique. Data were collected through two main research instruments: an observation checklist and a structured questionnaire. Descriptive data analysis techniques, including simple frequency counts, percentages, mean, and standard deviation, were employed to analyze the collected responses in answering these research questions:

1. What level of knowledge do teachers have about learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?
2. What pre-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

3. What are the during-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?
4. What post-reading strategies do teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in inclusive Junior High Schools in Effutu Municipality?

5.2 Key Findings

Four key findings emerged from the study;

1. First, teachers in inclusive JHS in Effutu generally held moderate knowledge ($M=3.8$, $SD=1.08$) on reading comprehension difficulties, acknowledging specific challenges while disagreeing that these learners cannot succeed.
2. teachers in inclusive JHS in Effutu regularly applied pre-reading strategies, such as using key vocabulary and creating curiosity, though fewer used activating prior knowledge or graphic organizers; more than half frequently used prompting and predicting.
3. Teachers in inclusive JHS in Effutu commonly used various during reading strategies like reading aloud, visualizing, and making connections, yet main idea identification and using context clues were less frequent among teachers.
4. Teachers in inclusive JHS in Effutu frequently used various post-reading strategies such as learner discussions, reflecting on central themes, and follow-up activities, though strategies like connecting text to learners' lives or summarizing new vocabulary learned were less commonly used.

5.3 Conclusion

It is concluded based on the first finding that teachers' moderate understanding of reading difficulties suggests they are generally prepared to support struggling readers but may benefit from additional training to deepen their knowledge. Also, it is concluded based on the second finding that while Effutu teachers frequently use pre-reading strategies, a focus on consistently implementing strategies like activating prior knowledge and using graphic organizers could enhance comprehension outcomes. Furthermore, it is concluded based on the third finding that the varied use of during-reading strategies highlights teachers' efforts to support comprehension, though further emphasis on key detail identification and inference-making could strengthen learners' skills. Lastly, it is concluded based on the fourth finding that teachers effectively employ post-reading strategies that encourage reflection and critical thinking; however, enhancing strategies that connect reading to learners' personal experiences may further improve engagement and retention.

5.4 Recommendations

1. The Effutu Municipal Education Directorate should prioritize in-service professional development programmes for teachers in Basic Schools, with a specific focus on enhancing their knowledge and understanding of learners with reading comprehension difficulties. Workshops, training programmes, and resources should be made more accessible to equip teachers with the necessary knowledge and skills to effectively address the diverse needs of these learners.
2. English teachers and resource persons assigned to the various schools in Effutu should continue implementing a wide range of pre-reading, during-reading, and post-reading strategies that have been found effective in supporting learners with reading comprehension difficulties. These strategies should be integrated into

daily lesson plans and adapted to suit the specific needs of individual learners.

3. Teachers responsible for teaching English as a subject in schools within the Effutu Municipality should collaborate with their colleagues in other districts of the region to share successful strategies and experiences. This can be facilitated through regular meetings, professional learning communities, or online platforms where teachers can exchange ideas and best practices aimed at enhancing the effectiveness of reading comprehension instruction.
4. Heads of basic schools and School Improvement Support Officers (SISO) within the Effutu Municipality should establish a system for monitoring and assessing the implementation of reading comprehension strategies in classrooms. They should incorporate and intensify regular classroom observations, feedback sessions, and assessments of learner progress in reading. By tracking the effectiveness of teachers' reading instructional strategies, adjustments can be made to continually improve pupils' reading comprehension skills.

5.5 Suggestions for further research

Future researchers are encouraged to replicate the study in other district and regions in Ghana to gain broader insights into the use of these reading strategies for teaching reading comprehension skills to learners.

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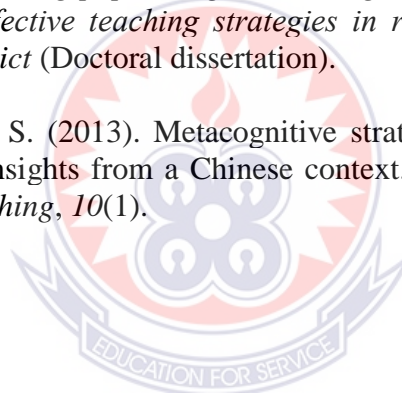
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF SPECIAL EDUCATION QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I want to thank you for accepting to be part of this research. I am a Master's students at the Department of Special Education, University of Education, Winneba and I am conducting this study to gather insights into various aspects of teachers' strategies for teaching reading comprehension skills to learners with reading comprehension difficulties in Inclusive Basic Schools within the Effutu Municipality. Your responses to these items will provide valuable information that will contribute to a better understanding of the practices and approaches employed by teachers in addressing reading comprehension challenges. As such, this questionnaire is strictly for an academic exercise and you are please requested to provide accurate and forthright information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated in strict confidence. You are please requested to tick (✓) on the column that best describes your habit. Thank you.

SECTION A: Personal Information

Instruction: Please tick (✓) as appropriate or write in the space provided.

1. **Gender:** Male [] Female []
2. **Age:** 20-30 [] 31- 40 [] 41- 50 [] 51 and above []
3. **Highest Academic Qualification:** Post Sec. Cert A. [] Diploma []
Bachelor's Degree [] Master's Degree [] Ph.D []
4. **Years of Teaching Experience:** 1-5[] 6-10 [] 11-15 [] 16-20
20+ []
5. **Name of school:**
6. **Which class do you teach in your school?** JHS 1 [] JHS 2 [] JHS 3 []
7. **How long have you been teaching English?** years.



SECTION B

The following is a list of questions concerning your current level of knowledge regarding learners with reading comprehension difficulty in Inclusive Basic Schools in the Effutu Municipality. Carefully read each statement and answer it as accurately as possible. Tick (✓) a number that best describes your view on each of the items. **On a scale of 1-5, rate your views on the following statements.**

S/N	Knowledge of Inquiry Based Teaching and Learning	Please TICK a number to rate EVERY option				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Learners with reading difficulty hesitate to read test.	5	4	3	2	1
2	Learners with reading difficulty often read slowly.	5	4	3	2	1
3	Learners with reading difficulty often omit words while reading.	5	4	3	2	1
4	Learners with reading difficulty have limited vocabulary.	5	4	3	2	1
5	Learners with reading difficulty lack phonemic awareness.	5	4	3	2	1
6	Learners with reading difficulty have difficulty summarizing text.	5	4	3	2	1
7	Learners with reading difficulty frequently ask for clarifications while reading text.	5	4	3	2	1
8	Learners with reading difficulty poorly answer comprehension text.	5	4	3	2	1
9	Learners with reading difficulty have poor decoding skills	5	4	3	2	1
10	Learners with reading difficulty cannot succeed in school setting	5	4	3	2	1
11	Engaging in sensory modalities for reinforcement enhance comprehension	5	4	3	2	1
12	Engaging learners using sensory senses enhances	5	4	3	2	1

S/N	Knowledge of Inquiry Based Teaching and Learning	Please TICK a number to rate EVERY option				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	reading comprehension.					
13	Collaborating with other educators' aids in supporting learners with reading comprehension difficulties.	5	4	3	2	1
14	Formative assessment helps in tracking improvements and adjusts instructional strategies accordingly.	5	4	3	2	1
15	I can commit to continually improve my knowledge and skills in supporting learners with reading comprehension difficulties.	5	4	3	2	1



SECTION C

The following is a list of questions for you to rate the pre-reading strategies that as a teacher, you use in teaching reading comprehension skills to learners with reading comprehension difficulties in your School. Carefully read each statement and answer it as accurately as possible. Tick (✓) a number that best describes your view on each of the items. **On a scale of 1-5, rate your views on the perceived frequency of use of the teaching strategies and methods in the following statements.**

S/N	Pre-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
16	I incorporate activating prior knowledge activities before introducing new reading material.	5	4	3	2	1
17	I use pre-reading questions to stimulate learners' interest and engagement with the text.	5	4	3	2	1
18	I encourage learners to make predictions about what the reading material will be about.	5	4	3	2	1
19	I provide background information to help learners understand the context of the reading material.	5	4	3	2	1
20	I Introduce key vocabulary words or challenging terms before reading.	5	4	3	2	1
21	I guide learners in setting a purpose for reading before they start the text.	5	4	3	2	1

S/N	Pre-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
22	I use graphic organizers or visual aids to help learners organize their thoughts before reading.	5	4	3	2	1
23	I encourage learners to share their thoughts and predictions with their peers before reading.	5	4	3	2	1
24	I help learners develop a clear understanding of key vocabulary words before reading.	5	4	3	2	1
25	I ensure that learners understand the main idea or focus of the reading material before they begin.	5	4	3	2	1
26	I provide a brief overview of the reading material to give learners a sense of what to expect.	5	4	3	2	1
27	I use short introductory activities to activate learners' background knowledge related to the topic.	5	4	3	2	1
28	I create anticipation and curiosity among learners about the content of the reading material.	5	4	3	2	1
29	I guide learners in making connections between the reading material and their prior knowledge.	5	4	3	2	1

S/N	Pre-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
30	I use engaging prompts or questions to motivate learners to think critically about the upcoming text.	5	4	3	2	1



SECTION D

The following is a list of questions concerning your views on the during-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in the School. Please, carefully read each statement and answer it as accurately as possible. Tick (✓) a number that best describes your view on each of the items. **On a scale of 1-5, rate your views on the following statements.**

S/N	During-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
31	I encourage learners to read aloud during the reading process.	5	4	3	2	1
32	I guide learners in identifying main ideas and supporting details while reading.	5	4	3	2	1
33	I teach learners to monitor their comprehension and pause when they encounter difficulties.	5	4	3	2	1
34	I model active reading behaviours, such as highlighting and underlining key points.	5	4	3	2	1
35	I encourage learners to ask questions as they read to clarify their understanding.	5	4	3	2	1
36	I guide learners in making inferences based on the	5	4	3	2	1

S/N	During-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
	information presented in the text.					
37	I prompt learners to visualize the content of the text to enhance comprehension.	5	4	3	2	1
38	I encourage learners to summarize the content in their own words while reading.	5	4	3	2	1
39	I promote active engagement by having learners predict what might happen next in the text.	5	4	3	2	1
40	I guide learners in identifying the author's purpose and tone as they read.	5	4	3	2	1
41	I teach learners to use context clues to understand unfamiliar words while reading.	5	4	3	2	1
42	I encourage learners to reflect on their reactions and thoughts as they read.	5	4	3	2	1
43	I help learners identify the structure and organization of the text to aid comprehension.	5	4	3	2	1
44	I encourage learners to make connections between the	5	4	3	2	1

S/N	During-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
	reading material and their own experiences.					
45	I guide learners in identifying key details that support the main ideas of the text.	5	4	3	2	1
		5	4	3	2	1



SECTION E

The following is a list of questions concerning the post-reading strategies teachers use in teaching reading comprehension skills to learners with reading comprehension difficulties in the School. Carefully read each statement and answer it as accurately as possible. Tick (✓) a number that best describes your view on each of the items. **On a scale of 1-5, rate your views on the following statements.**

S/N	Post-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
46	I engage learners in discussions about the main ideas and key points of the reading material after reading.	5	4	3	2	1
47	I encourage learners to reflect on their understanding of the reading material through written responses.	5	4	3	2	1
48	I guide learners in identifying the central themes and messages of the text.	5	4	3	2	1
49	I ask learners to generate questions related to the reading material to deepen their understanding.	5	4	3	2	1
50	I use group activities or peer discussions to reinforce comprehension after reading.	5	4	3	2	1
51	I encourage learners to compare their predictions with the actual content of the text.	5	4	3	2	1

S/N	Post-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
52	I guide learners in summarizing the main points of the reading material in their own words.	5	4	3	2	1
53	I promote critical thinking by asking learners to evaluate the credibility and relevance of the text.	5	4	3	2	1
54	I encourage learners to identify the author's perspective and biases in the text.	5	4	3	2	1
55	I guide learners in making connections between the reading material and real-world applications.	5	4	3	2	1
56	I ask learners to consider how the reading material relates to their own lives or experiences.	5	4	3	2	1
57	I use follow-up activities or assignments that require learners to apply the information from the text.	5	4	3	2	1
58	I encourage learners to identify any unanswered questions or areas of confusion from the reading.	5	4	3	2	1
59	I guide learners in identifying any new vocabulary words they encountered while reading.	5	4	3	2	1

S/N	Post-Reading Strategies Teachers Use In Teaching Reading Comprehension Skills To Learners With Reading Comprehension Difficulties In the School	Perceived frequency of use				
		Always	Often	Sometimes	Rarely	Never
60	I provide opportunities for learners to share their insights and interpretations of the reading material.	5	4	3	2	1

THE END



APPENDIX B

CLASSROOM OBSERVATION GUIDE

EFFUTU MUNICIPALITY INCLUSIVE BASIC SCHOOL TEACHERS' STRATEGIES FOR TEACHING LEARNERS READING COMPREHENSION SKILLS

Introduction:

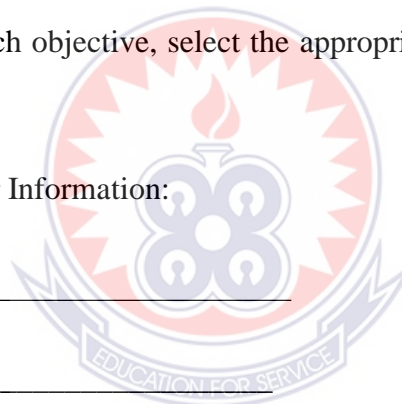
This lesson observation guide is designed to assess teachers' strategies for teaching reading comprehension skills to learners with reading comprehension difficulties in Inclusive Basic Schools within the Effutu Municipality. The guide is divided into sections corresponding to the study objectives. During each observation, carefully rate the teacher's instructional practices and interactions with learners based on the provided scale. For each objective, select the appropriate rating that aligns with your observation.

SECTION A: Teacher Information:

Teacher's Class: _____

Circuit: _____

Date of Observation: _____



SECTION B: Teachers' Strategies for Teaching Reading Comprehension Skills

	Observation Criteria	Please TICK to rate EVERY option. Practice Observed (√) Practice NOT observed (×)
	Pre-Reading Strategies	
1	Activate prior knowledge by asking questions	
2	Using pre-reading prompts or questions	
3	Using short introductory activities	
4	Encouraging learners to make predication	
5	Providing background information	
6	Engaging in vocabulary review	
7	Using graphic organizers,	
8	Using peer or group discussion	
9	Creating anticipation and curiosity about the text	
10	Engaging learners to make connection between the reading material and their prior knowledge	
	During-Reading Strategies	
11	Using read aloud	
12	Guiding learners to identify main and supporting ideas	
13	Using monitoring and pausing during reading	
14	Encouraging learners to ask questions	
15	Prompting learners to visualize	
16	Engaging learners to make inferences	
17	Encouraging learner's own summary	
18	Using context cues to understand unfamiliar words	
19	Encouraging learner's predication	
20	Engaging learners to make connection between the reading material and their own experience	

	Post-Reading Strategies	
21	Engaging learners in group or peer discussion on the text	
22	Encouraging learners to reflect on their understanding of the text	
23	Guiding learners to identify central themes	
24	Encouraging learners to compare their predication with actual content	
25	Encouraging learners' own summary of the text	
26	Asking learners how the reading material relates to their own lives or experiences.	
27	Using follow-up activities or assignments	
28	Guiding learners to identify any new vocabularies learnt	
29	Providing opportunities for learners to share their insights and interpretations of the reading material	
30	Promoting critical thinking by asking learners to evaluate the credibility and relevance of the text.	
<p>Keys: (√)- observed practice Present, (×)- observed practice Absent</p>		

APPENDIX C

INTRODUCTORY LETTER FROM EFFUTU MUNICIPALITY

GHANA EDUCATION SERVICE

In case of reply the number and
Date of this letter should be quoted



REPUBLIC OF GHANA

MUNICIPAL EDUCATION OFFICE
POST OFFICE BOX 54.
WINNEBA
TEL: 03323 22075
Email: geseffutu@gmail.com

My Ref. NO: GES/CR/EMEOW/LC.80/VOL.7/47
Your Ref. No:.....

DATE: 14TH SEPTEMBER, 2023

LETTER OF INTRODUCTION

We acknowledge receipt of your letter dated 30th August, 2023 seeking permission to conduct a research in the Effutu Municipality.

Permission has therefore been granted to Mr. Samuel Morris Batsa Guamah, an M. Phil student of the Department of Special Education, University of Education, Winneba.

Mr. Samuel Morris Batsa Guamah is working on his thesis on the topic; "*Effutu Municipality Inclusive Basic School Teachers' Strategies for Teaching Learners Reading Comprehension Skills*".

Headteachers of the selected schools should assist the student to gather relevant data for his work while ensuring that he abides by the ethics of the teaching profession.

MRS FLORENCE AKUA MENSAH
ACTING HEAD OF DEPARTMENT
DEPARTMENT OF SEPCIAL EDUCATION
UNIVERSITY OF EDUCATION
WINNEBA

✓ MR. SAMUEL MORRIS BATSA GUAMAH
DEPARTMENT OF SEPCIAL EDUCATION
UNIVERSITY OF EDUCATION
WINNEBA

ALL HEADTEACHERS
CONCERNED SCHOOLS
WINNEBA

.....
CECILIA ABOGYE (MS)
AG. MUNICIPAL DIRECTOR OF EDUCATION
EFFUTU, WINNEBA

THE MUNICIPAL DIRECTOR
EFFUTU MUNICIPAL EDUCATION OFFICE
EFFUTU, WINNEBA
THE MUNICIPAL DIRECTOR
EFFUTU MUNICIPAL EDUCATION OFFICE

cc: All SISOs, Winneba

VIM