



## THE EFFECT OF TEACHERS' INSTRUCTIONAL STRATEGIES ON THE TEACHING OF READING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE

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### Abstract:

This article investigated the effects of teachers' instructional strategies on the teaching of reading comprehension in English as a second language. Data was collected through an interview schedule, field notes and an open-ended questionnaire. A purposeful criterion sampling technique was used to select ten teachers from ten schools. Data analysis was conducted using typological analysis, content analysis and Atlas.ti. The findings established the effect of teachers' instructional strategies on the teaching of reading comprehension, the dominant instructional strategies used and the association between instructional strategies and the existing reading comprehension at schools. Teachers need to study and learn the application of instructional strategies apply strategies to optimise success and enhance teaching and learning, which results in positive students' academic outcomes.

**Keywords:** reading comprehension, reading comprehension difficulties, reading comprehension strategies, teaching reading comprehension

### 1. Introduction

Reading comprehension is an important skill which plays a crucial role in everybody's daily lives. Whether readers are students trying to excel academically or adults looking to enhance their professional skills, practicing reading comprehension can benefit all of them (Nguyen 2022). To enhance reading comprehension skills, it is essential to adopt active reading techniques which involve actively engaging with text rather than passively reading through it (Elston et al. 2022).

Many studies research and study the teaching of reading comprehension in English as a second language. These studies posit that teaching techniques for reading

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comprehension are crucial to the learning process and may have effects on students' reading comprehension (Ruan 2023).

The majority of language teachers who teach English as a second language were found to lack the skills needed to enhance reading comprehension. These teachers were found to lack skills to enhance students' higher-order comprehension skills (Mbambo-Marimirofa et al. 2023). They failed to inform students of instructions before they read the text, and they failed to utilise tactics for teaching reading comprehension in line with students' level of ability and personality to encourage greater engagement (Matope & Senye-Awudi 2023).

To some researchers, a strong vocabulary is vital for understanding complex texts and improving reading comprehension (Puspita & Nuroh 2022). To expand vocabulary, the reader should make it a habit to learn new words regularly, identify unfamiliar words while reading and look them up in a dictionary to understand their meanings. Additionally, the reader should create flashcards or use online tools to memorise the new words. The reader should include definitions, synonyms, antonyms, and example sentences on each flashcard and regularly review these flashcards to reinforce knowledge and ensure long-term retention of the new vocabulary (Faridi & Izadpanah 2023).

To others, summarisation is an excellent skill which enhances both reading comprehension and critical thinking abilities (Mbambo-Marimirofa et al. 2023). After completing a passage or chapter, readers should summarise its main points using their own words, focusing on capturing the central ideas while omitting minor details. Summarisation forces the reader to process and synthesise information, leading to a deeper understanding of the text. It also helps to identify any gaps in comprehension, allowing them to revisit specific sections and clarify any confusion.

To some researchers, practice tests and exercises are valuable resources to improve reading comprehension skills (Moiinvaziri 2024). Many educational websites offer free online practice tests that simulate real exam situations. These tests provide an opportunity to apply the readers' reading comprehension strategies under time constraints. There are numerous exercises available that focus on specific aspects of reading comprehension, such as identifying main ideas, making inferences, and analysing arguments (Ruan 2023). Regularly practicing exercises will strengthen learners' reading comprehension abilities (Almohamadi 2023).

However, reading comprehension is one of the challenges faced by some Namibian learners. The directorate of national examinations and assessment examiners' reports for 2013 revealed that some learners had difficulties answering questions based on English written texts (Ministry of Education [MoE] 2013). The reports showed that several learners failed English examinations because they were unable to read with comprehension (MoE 2013). The Southern and Eastern Africa Consortium for Monitoring Educational Quality also revealed that Namibia was one of the countries that performed below average in acceptable reading competencies (Makuwa 2010). The report further revealed that the reading competencies of several Namibia primary schools were below acceptable levels. Learners were unable to recognise and decide words and decipher the

meaning of the written text at their level (Bruwer 2013). Some learners understood the literal meaning of the text but had difficulties with inferences that needed interpretation or integration of information from the texts due to the limited processing skills that infer information with prior knowledge (Almohamadi 2023; Tompkins 2011).

The Oshana Region statistical results for 2023 English second language revealed that only 65.1% of the learners were graded A-D (Ministry of Education, Arts and Culture [MoEAC] 2023). By comparison with the other languages offered, Afrikaans advanced subsidiary level regional performance for A-D overall score is 100%; Oshindonga regional performance overall score for A-D is 82.3%, whereas Oshikwanyama regional performance overall score for A-D is 91.4%.

These preceding statements give an important synopsis on which the roots of the problem statement of this study are based and emanated. Therefore, to extend our knowledge in this area, the purpose of this study was to explore the effects of teachers' instructional strategies on the teaching of reading comprehension in English as a second language in Oshana Region in Namibia. The overarching primary research question the study explored was which instructional strategies are used by teachers to teach reading comprehension in English as a second language.

## **2. Literature Review**

### **2.1 Instructional Strategies and Reading Comprehension**

Studies indicate that reading strategies have an effect on the reading comprehension of students (Shakoor et al. 2019). Reading strategies that contain explicit instruction of reading strategies benefit the academic reading comprehension of students (Yapp et al. 2023). Students who received direct, explicit instruction in reading strategies outperformed those who did not receive it. Studies have found that reading strategy instruction is effective in enhancing second-language reading comprehension since reading strategies learned in the first language might not transfer to the second language. Students can use reading strategies to compensate for their reading shortcomings and or the lack of language knowledge in understanding a text. Explicit instruction of reading strategies helps students acquire effective reading habits and enhance comprehension abilities (Fathi & Afzali 2020). However, effective reading habits cannot be naturally acquired via implicit learning. Students need to be taught how to employ these reading strategies in their own reading process (Mohammadreza 2021).

Studies have shown that students' reading comprehension can be improved if they are explicitly taught various reading strategies. Explicit instruction of various reading strategies has been found to be effective in improving the students' reading comprehension. Students' reading comprehension could be enhanced if they are exposed to various reading instructional strategies. Students should be explicitly taught a combination of instructional strategies to enable them to perform in reading comprehension (Wendaferew & Damtew 2023).

Studies have shown that student achievement in reading comprehension with high interest is higher than students with low interest (Nguyen 2022). Teachers should pay attention to students' interests because it influences students' achievement in learning. Studies have shown an association between the teaching strategies and the students' interest towards their achievement in reading comprehension. Teaching strategies used by teachers influence students' interest in learning and enhance their academic achievement (Tanjung et al. 2021).

Students who achieve better results in reading and those who are interested in reading have better results in vocabulary, text comprehension and reading interest. Students' vocabulary acquisition and text comprehension are associated with the promotion of students' reading interests. Knowledge of different effects of teaching strategies on student reading outcomes and interest in reading promote students' text comprehension (Käsper et al. 2020).

Students with poor reading comprehension demonstrate poor academic performance not due to difficulty in learning but rather their inability to comprehend reading passages related to subject knowledge (Almohamadi 2023). Likewise, students who have problems comprehending textual material tend to experience failing grades, peer rejection, and/or even social isolation.

Reading comprehension is the product of multiple skills and knowledge sources, and struggling students often experience difficulty in multiple reading skills. These multiple skills are necessary to construct the meaning of the texts. Studies indicate that teachers need to improve their reading sub-skills by focusing on reading strategies before, while, and after a reading exercise. In the wake of the advancement of mobile technology in education, it may be used to enhance reading comprehension in a more interesting and entertaining manner for students. The realm of technology may be effectively used to leverage reading comprehension skills (Jojo et al. 2022).

## **2.2 Reading Comprehension Strategies and Reading Comprehension Difficulties**

Reading comprehension difficulties are the inability to make sense of written text due to a lack of mental activities that involve the processing of information and engagement in complex processes (Scanlon et al. 2010). The reason why some learners are struggling with reading comprehension is that they lack prerequisite knowledge for comprehension (Tompkins 2011). If any of these prerequisites knowledge for reading comprehension is lacking, learners may not understand what they are reading. Some learners can read fluently and create the impression that they understand what they are reading when, in fact, they have little or no understanding of what they are reading. Reading comprehension difficulties are associated with poor word recognition, lack of background knowledge, limited vocabulary and lack of understanding of word meanings (Hilongwa 2011).

Both international researches and national researches and reports reveal that several learners in Namibia have reading comprehension difficulties. Learners do not read strategically. Instead, they read passively without using comprehension strategies

to think about the meaning of the words they are reading (Zhou et al. 2017). For learners to understand the language, they should be able to read it, understand it and speak it fluently (Hilongwa 2011). Likewise, for learners to understand a text, they must have adequate background knowledge, understand most of the words in the text and be able to read it fluently (Ruan 2023).

The strategy of guessing and/or predicting what a comprehension passage means hamper reading comprehension (Nguyen 2022). Some teachers advise their learners to use dictionaries to find the meanings of difficult words, to read widely and to read the questions first to be able to read with understanding (Puspita & Nuroh 2022). However, reading comprehension would only be promoted through a combination of instructions using a variety of authentic reading strategies and reading comprehension activities. It is, however, unfortunate for the majority of learners in the Oshana Region that English is not their first language; it is both their second or third or fourth language, in which many of learners only come across English in the classroom (Bruwer 2013).

Reading the passage silently and/or aloud and answering the questions on what was read were the most common strategies used by many learners, whereas the majority of teachers explained difficult words prior to reading comprehension. In this context, teachers mainly based the teaching of reading comprehension on text interpretations rather than on the process of reading comprehension. Learners received little instruction in reading comprehension. Instead, teachers focused more on testing reading comprehension. In this situation, learners answered the questions without being taught the comprehension strategies to answer questions posed to them. Learners are questioned after reading texts without being given enough practice on the comprehension strategies needed to answer the questions. This was unfortunate because learners would not know how to read with comprehension if they were not taught how to apply reading comprehension strategies (Bruwer 2013). Many researchers advise that learners should be provided with explicit instruction in reading comprehension strategies to overcome difficulties in understanding the text they are asked to read (Fathi & Afzali 2020; Mohammadreza 2021).

### **3. Schema Theory**

The current study was informed and based on schema theory and a capacity theory of language comprehension. Emanated from constructivism theory, schema theory is a theory of learning that emphasises the active constructive of knowledge by individuals (Tracy & Morrow 2017). Constructivism here refers to the area of learning theory where learners build upon their current understanding and knowledge to construct a new meaning or an elaborated meaning. The term constructivism, as applied to the learning theory, is a positivist notion. It represents a truth about the way the learners learn (Ling & Ling 2017). From a constructivism viewpoint, learning occurs when individuals integrate new knowledge with existing knowledge. In this theoretical perspective, the integration of new knowledge with existing knowledge can only occur when learners are

actively involved in the learning process. The usefulness of schema theory to learners' reading comprehension would be to consider the effect of both problem-based approach and social collaboration on learners' reading comprehension.

Schema refers to knowledge and the way it is organised in the mind (Just & Carpenter 1992). Schema theory includes processes through which existing knowledge structures are modified to incorporate new information and the ways in which schemata change across periods of time. According to schema theory, readers need adequate background knowledge of reading text for comprehension to occur. Schema theory states that readers should connect the material that they are reading with background knowledge on the topic that already exists in their minds. The usefulness of the Schema theory to the learners' reading comprehension difficulties would investigate the quality of their existing schemata (background knowledge) related to the reading topic and the process of reading. Schema theory examines whether or not learners are able to activate existing schemata and suggests ways to build their background knowledge if existing schemata are not sufficient.

From this perspective, every individual is unique in terms of what constitutes his/her schema in any particular area. Likewise, every reading experience is unique to each individual too (Tracy & Morrow 2017). As such, learning is a personal experience intersecting with cognition and nature, thought and theory have roles in the construction of the world, change involves action, and intelligence is incarnate in the overt action using things as means to affect other things (Dewey 1916). If we assume that at the heart of teachers' instructional strategies is the construction and testing of theory, then the outcome is a result of the change in individual thought that brings together action and environment. Moving on to action implies a power to act and/or the ability to influence the environment. Special emphasis is placed on the growth of individuals, the importance of the environment, and the role of the teacher in students' learning and teaching.

#### **4. Capacity Theory of Language Comprehension**

Capacity theory of language comprehension refers to the way in which Working Memory (WM) capacity hinders comprehension. WM is a storage resource in which words and sentences are held for extended processing and integration with prior knowledge and as a mental workplace in which previous interpretation of relations to incoming information in the schemata. WM capacity differs among individuals, and these differences cause individuals to understand texts in different ways. WM capacity hinders comprehension if the amount of activation available is less than the amount needed to perform the comprehension (Just & Carpenter 1992).

The capacity theory of language comprehension posits that both processing and storage are mediated by activation and that the total amount of activation available in WM varies among individuals. From this perspective, the larger capacity of individuals permits interaction among syntactic/pragmatic information, so their syntactic processes are not informationally encapsulated. Likewise, the larger capacity of some individuals

permits them to maintain multiple interpretations. This theory is instantiated as a production system model in which the amount of activation available to the model affects how it adapts to the transient computational and storage demands that occur in comprehension. This theory has provided an integrated account of several central aspects of sentence comprehension for language comprehension. The usefulness of the capacity theory of language comprehension to the learners' reading comprehension difficulties would investigate the amount of the capacity of the individuals, which permits them to maintain multiple interpretations related to the reading topic and the process of reading (Tracy & Morrow 2017).

## **5. Material and Methods**

### **5.1 Research Design**

This qualitative case study, which emanates from a constructivist worldview, was conducted to explore the effects of teachers' instructional strategies on the teaching of reading comprehension in English as a second language. The term constructivist, as applied to the learning theory, is an interpretivist notion. It represents untruth about the ways individuals learn (Ling & Ling 2017). This study was a qualitative case study, meaning the information that was collected was presented in words expressed as feelings, perceptions, and attitudes of participants, who narrated the account of the study in detail. This study utilised a case study to provide insight into the role participants played in the study. Information collections provide in-depth information and a variety of perspectives, describe many facets, and clarify perceptions of the problem being explored. A case study emphasises understanding through careful documentation and thoughtful analysis of participants' words, actions and records (Meyer & Willis 2016) based on the experiences of the researchers and selected participants to explore problems in interpretive view and investigation using case study research design.

Studies point out that a case study allows researchers to focus on a unit of study known as a bounded system for in-depth exploration of the actual case (Creswell 2014). Case study was, therefore, used to gain in-depth knowledge and the understanding of issues, problems and challenges associated with the effects of teachers' instructional strategies on teaching of reading comprehension in English as a second language.

The effects of teachers' instructional strategies on teaching reading comprehension in English as a second language cannot be studied outside of its natural setting with its focus on this contemporary issue. The issue is that control and/or manipulation of subjects, namely the effect of teachers' instructional strategies on teaching reading comprehension in English as a second language, is not possible. The theoretical knowledge on the issue under investigation is limited and not yet mature. The case study method was thus a suitable method for this study. Studies without a qualitative component cannot be used as a basis to recommend actions to teachers nor to inform policy, a contribution that research into the effect of teachers' instructional strategies on

the teaching of reading comprehension in English as a second language often seeks to deduce.

Using Oshana Directorate of Education's latest statistics of 2023, a population of ten teachers from ten schools in junior/senior primary, junior and senior secondary schools in Oshana Region was utilised. Based on the Oshana Regional Directorate, the majority of language teachers, those who teach English as a second language, were found to lack the skills needed to impart reading comprehension to their students, whereas the reading performance of students was found to be below average.

Criterion purposeful sampling was used based on the researcher's exposure to the engagement of ten teachers in ten schools in the Oshana Region. According to the Oshana Directorate of Education's latest statistics for 2023, there are five circuits in the Oshana Region: Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected two teachers per circuit.

Data was collected through the interview schedule, field notes and open-ended questionnaire. Individual in-depth interviews were conducted using the interview schedule in which same interview schedule was used to find participants' views on the effect of teachers' instructional strategies on the teaching of reading comprehension in English as a second language in Oshana Region in Namibia.

After all the required permissions were sought and granted, all instruments were pilot-tested and re-adjusted. Participants were interviewed individually because they come from different schools, and every participant is different.

Typological analysis and content analysis were used to analyse qualitative data from interviews. As recommended by Leedy and Ormrod (2015), the researcher also used a computer software programme, namely Atlas.ti, to accommodate multiple, possibly overlapping, coding of data.

After all the required permission was sought and granted, anonymity and confidentiality were obtained when reporting on the utterances and narratives of the participants whose names were not mentioned. Instead, pseudonyms were opted for to protect their identity. Ethical measures, such as informed consent guarding against manipulating participants, were applied during data collection and reporting processes.

## **6. Findings and Discussion**

This section presents findings on the effect of teachers' instructional strategies on the teaching of reading comprehension in English as a second language. The section comprises views of ten teachers that were collected from interview schedules, notes taken during fieldwork and open-ended questionnaires. Some participant responses were summarised and presented in descriptive forms, while others were reported verbatim and presented in italics. Participants' responses were then compared with empirical literature in the field. Although combining the two sections could have compromised key findings, it might be a good practice to collapse the two sections to allow the researcher



to talk about the data presented, to improve clarity and to make it easier for the reader, hence combining the two in this study.

### **6.1 Instructional Strategies and Reading Comprehension**

The theme presented in this section is derived from the thematically analysed data obtained from the interviews, open-ended questionnaires and field notes with selected ten teachers from ten schools in Oshana Region. The theme is on the effect of teachers' instructional strategies on the teaching of reading comprehension in English as a second language in the Oshana Region. It is worth noting that the theme relates to the manner in which the relationship between teachers' instructional strategies and measures of teaching reading comprehension in English as a second language could be constructed and developed to find the association between the two (Just & Carpenter 1992; Tracy & Morrow 2017). In this study, the researcher had to determine whether teachers understand the effect of teachers' instructional strategies on the teaching of reading comprehension in English as a second language. This was done to respond to the question: What effect do teachers' instructional strategies have on the teaching of reading comprehension in English as a second language? The responses of the teachers showed that they should use instructional strategies to create an enabling working environment for teachers. For example, one teacher at the senior secondary phase said:

*"It is the method and techniques that teachers use to facilitate learning and helps learners to achieve the basic competencies."*

Another teacher at junior primary phase said:

*"It refers to the teaching and learning strategies the teachers employ to facilitate the teaching of reading comprehension."*

One teacher at junior secondary phase expressed this view as follows:

*"The question is always: what teaching activities and methods that enable learners to effectively learn reading for understanding?"*

Studies indicate that reading strategies have an effect on the reading comprehension of students (Shakoor et al. 2019). Reading strategies that contain explicit instruction of reading strategies benefit the academic reading comprehension of students (Yapp et al. 2023).

### **6.2 Instructional Strategies Used by Teachers in Oshana Region**

In order to determine the instructional strategies used by teachers, the researcher asked the following question: What instructional strategies do teachers use in the Oshana

Region? The responses of the teachers indicated that the majority of teachers use various instructional strategies. One teacher at junior primary phase said:

*"Teachers use direct instruction called teacher-centred approach."*

Another teacher at senior secondary phase said:

*"Teachers use cooperative learning whereby learners work in small groups."*

Another teacher at senior primary phase observed:

*"The teacher first gives instructions to learners."*

Explicit instruction of reading strategies helps students to acquire effective reading habits and enhance their comprehension abilities (Fathi & Afzali 2020). However, effective reading habits cannot be naturally acquired via implicit learning. Students need to be taught how to employ these reading strategies in their own reading process (Mohammadreza 2021).

One teacher at junior primary phase observed:

*"A new strategy is introduced called Gamification."*

Moreover, another teacher at junior secondary phase said:

*"Teachers are encouraged to include games in lesson."*

Yet another teacher at senior secondary phase said:

*"Teachers use a combination of pre-reading, during reading, and after reading activities."*

Students' reading comprehension is enhanced if they are exposed to various reading strategies. Students should be explicitly taught a combination of instructional strategies to enable them to perform in reading comprehension (Wendaferew & Damtew 2023).

Moreover, one teacher at junior primary phase was sceptical about the process and said:

*"The teacher should establish learner's schemata by asking probing questions."*

Another teacher at senior primary phase observed:

*"The teacher should ask learners questions to establish if they know the subject matter."*

The main reason why some learners are struggling with reading comprehension is that they lack prerequisite knowledge for comprehension. Reading comprehension difficulties are associated with poor word recognition, lack of background knowledge, limited vocabulary and the lack of understanding of word meanings (Hilongwa 2011; Tompkins 2011).

One teacher at junior secondary phase said:

*"Learners can then read and answer questions, summarise, or take notes."*

Another teacher at senior secondary phase said:

*"After reading comprehension, learners can do a project to write an essay related to the subject matter."*

### **6.3 Existing Reading Comprehension Strategies in Oshana Region**

In order to determine existing reading comprehension strategies, the researcher asked the question: What existing reading comprehension strategies in the Oshana Region? The teachers gave concrete observations about current practices in the Oshana Region. One teacher at junior primary phase said:

*"Teachers use prediction."*

Another teacher at junior secondary phase elaborated:

*"Learners are expected to predict what will happen next."*

One teacher at senior primary phase said:

*"Teachers also use the read aloud."*

A similar study explored the role of reading methods, including oral, silent, and subvocalisation, on the comprehension performance of English Foreign Language (EFL) learners, considering the cognitive styles of impulsivity and reflectivity (Moiinvaziri 2024). By comparison, an effective way of acquiring a second language requires teaching/learning through e-learning, self-regulated learning, and constructivism methods of learning that would be practical and/or useful for EFL learners (Faridi & Izadpanah 2023).

One teacher at junior primary phase elaborated:

*"Learners are expected to read a paragraph aloud while others are following."*

Moreover, another teacher at senior secondary phase said:

*"Teachers also use vocabulary building strategies"*

Students' vocabulary acquisition and text comprehension are associated with the promotion of students' reading interests. Knowledge of different effects of teaching strategies on student reading outcomes and interest in reading promote students' text comprehension (Käsper et al. 2020).

One teacher at junior primary phase said:

*"Teacher identifies difficult words from the passage."*

Another teacher at senior secondary phase elaborated:

*"Teacher asks learners to find the meanings of these words."*

One teacher at junior secondary phase expressed this aspect thus said:

*"Learners are expected to use them in sentences."*

To expand vocabulary, learners should make it a habit to learn new words regularly, identify unfamiliar words while reading and look them up in a dictionary to understand their meanings. Additionally, the learners should create flashcards or use online tools to memorise the new words (Faridi & Izadpanah 2023). In the age of the internet and the wake of the advancement of the use of mobile technology in education, the same can be used to enhance reading comprehension in a more interesting and entertaining manner for students (Jojo et al. 2022).

Another teacher at senior primary phase said:

*"They are reading and answering questions, reading and summarising, or taking notes."*

One teacher at senior secondary phase expressed this aspect thus said:

*"Extracting essay from reading activity, reading and model acting, reading and retelling what is read, reading and paraphrasing."*

Summarisation is an excellent skill which enhances both reading comprehension and critical thinking abilities (Mbambo-Marimirofa et al. 2023).

Establishing reading comprehension strategies, which are associated with instructional strategies, was one of the critical aspects investigated in this study. One teacher at junior primary phase expressed this aspect thus said:

*"It is direct instructions and cooperative learning."*

Another teacher at senior primary phase said:

*"Many reading comprehension strategies are associated with instructional strategies depending on the expected learning outcomes that a teacher has set for himself/herself."*

Many researchers advise that learners should be provided with explicit instruction in reading comprehension strategies to overcome difficulties in understanding the text they are asked to read (Fathi & Afzali, 2020; Mohammadreza 2021).

## **7. Conclusions and Recommendations**

This article investigated the effect of teachers' instructional strategies on the teaching of reading comprehension in English as a second language. The main question answered by the study was: What effect do teachers' instructional strategies have on the teaching of reading comprehension in English as a second language? The prominent issues that emanated from the findings were that there is a direct link between the teachers' instructional strategies and the teaching of reading comprehension, which have direct effects on the teaching, learning and assessment of reading comprehension in English as a second language.

The principal issue encompassing these findings is that this link is attributed to how teachers employ instructional strategies to facilitate the teaching of reading comprehension and help learners achieve the basic competencies, thus confirming similar findings of earlier research studies such as Elston et al. (2022). Based on these findings, it can be concluded that teachers' instructional strategies have an effect on the teaching of reading comprehension strategies that affect teachers' performance in the teaching of reading comprehension in English as a second language.

Another principal issue noteworthy from the study is that teachers use various instructional strategies, of which direct, explicit instruction and cooperative learning are the noticeable ones. This finding is consistent with those of previous studies that assessed the usefulness of providing learning opportunities and improving the quality of students' learning (Puspita & Nuroh 2022).

Findings point out that various reading comprehension strategies exist that can be used by teachers to teach reading comprehension and enable learners to foster collaborative learning and continuous improvement in English as a second language. This finding correlates with an earlier study by Jojo et al. (2022) on the importance of communication, cooperation and trust within the group. Nevertheless, it was evident from the study that technology may be effectively used to leverage reading comprehension skills.

The most obvious findings that emerge from the study are that this direct link between teachers' instructional strategies and the teaching of reading comprehension is also attributed to the choice of instructional strategies, the activities learners are expected to do, and the expected learning outcomes.

In view of the findings of the study, the following recommendations are made: Firstly, teachers should use many instructional strategies to teach reading comprehension to improve and enhance their performance and learner performance.

Secondly, teachers should use instructional strategies and reading comprehension strategies to strike a balance between the two and to avoid manipulation of one particular construct against another one. This, in turn, will help them to strike a balance between the learners' authority of the curriculum and the positional authority of the teachers.

Lastly, the study recommends an urgent need for teachers to study and learn the application of instructional strategies, apply them to optimise their success and enhance teaching and learning, which result in student academic outcomes.

While the current study offers valuable insights, the study could expand on how these findings compare with other regions and countries facing similar situations. Such comparisons might provide a broader perspective on the effectiveness of instructional strategies in different educational settings. However, these efforts were beyond the scope of this study.

Based on the study's findings, the following recommendations are made for future research: Firstly, future research can be taken to establish a correlation between teachers' instructional strategies and the teaching of reading comprehension since this was beyond the scope of this study.

Lastly, the two theories that have been used in this study provide a platform for exploration pertaining to the teaching of reading comprehension, which has not yet been explored. Research on these characteristics has potential benefits for teachers teaching reading comprehension in English as a second language.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author**

The author is a focused education professional with a doctoral degree in management and experience in helping students achieve education goals. The author is talented at building lasting relationships and partnering with others to meet objectives. The author is enthusiastic and ambitious, with a successful career that involves building strong, effective teams of inspired educators and support staff. The author has over 32 years of experience in the academic landscape, with expertise in leadership and management, motivational academic leader excelling in performance-increasing initiatives, improving customer satisfaction and driving overall operational improvements. An innovative academic leader focused on engaging students and educators to meet objectives and drive student progress. The author has over 14 years of experience managing performing institutions, cultivating student rapport, and promoting successful education delivery. The author is an experienced leader with 14 years of experience in leadership/management through participation, coordination, supervision, delegation

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