

TEACHING READING STRATEGY USED BY A LECTURER IN THE CLASSROOM

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ABSTRACT

This study aims to analyze the lecturer's strategies in teaching reading in the classroom to improve students' reading comprehension. This research employed qualitative technique and the data were acquired by semi-structured interview to English lecturer. Data from the interview were transcribed, analyzed, classified and categorized into themes to find out the instructional strategies used by the lecturer. The results indicate that the lecturer used a variety of strategies including activating prior knowledge, pre-teaching important vocabulary, skimming, asking guiding questions, inference of meaning from context, discussion, scaffolding, translanguaging, multilingual support and adjusting instruction to students' different ability levels. These strategies allowed pupils to absorb the text more gradually and more successfully. In short, the lecturer's teaching strategies are systematic and student-centered, and the use of scaffolding, translanguaging and multilingual support adds to a more inclusive and effective reading class.

Keywords: *Multilingual Support, Reading Comprehension, Scaffolding, Teaching Reading Strategies, Translanguaging*

INTRODUCTION

Reading is one of the most important abilities for learning English since it helps pupils remember what they read and understand what they read. Reading also helps kids learn new words and understand language as they get older. Also, being able to read well is important for doing well in school, especially in college. Also, pupils who are learning English need to know about a lot of different works of literature. But a lot of kids still have trouble understanding what they read. For example, kids often have trouble understanding new words and complicated

sentence constructions. Because of this, many pupils find it hard to read. So, kids need the correct guidance to get better at understanding what they read. Because of this, schools need to teach reading properly because it is such an important ability.

When you teach reading, you don't just tell kids to read books; you also help them grasp what they're reading. In addition, teachers are very important in helping students understand what they are reading. In order to teach well, teachers need to apply the right methods in the classroom. Also, pupils may lose interest in reading tasks if the right strategies aren't used. For instance, using the same teaching approaches over and over again can make pupils lose interest and enthusiasm. Because of this, teachers need to use a variety of methods to get students more involved. This lets pupils take part in the reading process in an active way. So, if pupils use the appropriate strategies, they could be able to understand better. So, teaching kids how to read is an important part of teaching in the classroom.

Teaching students how to read is a common way to help them understand what they read better. For instance, scanning, querying, skimming, and predicting are all standard ways to teach reading (Sari et al., 2018). Also, metacognitive methods assist students keep track of how well they understand what they read (Iwai, 2011). These techniques can also assist students in developing greater reading autonomy. Also, utilising techniques can make kids more interested in learning to read (Ismail et al., 2012). Dechant (2013) says that reading requires both critical thinking and understanding. To teach reading, you need to employ the right methods. This helps students improve their understanding skills. To get better at reading, it's really important to teach reading skills.

Depending on their teaching styles and the situation in the classroom, different teachers may utilise different strategies. Moreover, lecturers' pedagogical approaches are shaped by their experiences and proficiency in instructional methodologies (Granström, 2019). Also, teachers may change how they teach based on what their pupils need and can do. The classroom atmosphere also affects how teaching strategies are used. For instance, different strategies can be needed for classes that are big and small. So, it's vital to see how strategies are applied in real classrooms. This way, researchers can figure out how well certain strategies work. As a result, this study can shed light on pedagogical approaches. To enhance instructional quality, it is vital to examine the methodologies employed by lecturers.

Moreover, numerous previous research have examined the instruction of reading abilities in various circumstances. For example, Ratnasari (2019) discovered that educators employ many ways to enhance students' comprehension. Wael et al. (2025) say that teachers utilise different strategies depending on what

the classroom needs. Tharumaraj and Noordin (2010) also showed that teachers' habits and experiences affect how they teach. Zahro et al. (2023) also showed that students have different ideas about how lecturers should teach. Novianti et al. (2021) also talked about the problems teachers have when they try to educate kids to read. Nonetheless, the majority of these research concentrate on campus lecturers rather than university academics. As a result, there is presently a scarcity of research regarding lecturers' strategies. So, the purpose of this study is to fill that gap.

However, limited attention has been given to the specific reading strategies employed by English lecturers during classroom instruction, particularly in higher education contexts. Most studies emphasize learner outcomes rather than examining how lecturers design and implement reading instruction. As a result, there remains a need for research that explores lecturers' instructional practices and identifies the strategies they employ to facilitate students' reading comprehension.

In conclusion, this research is conducted to assess the teaching reading strategies applied by the lecturer in the classroom to promote students' reading comprehension. The study focuses on numerous strategies utilized in the teaching and learning process, such as activating students' past knowledge, pre-teaching important vocabulary, scaffolding, translanguageing, multilingual support, and diverse reading processing strategies. The study also investigates how the lecturer modifies these strategies to meet the different levels of proficiency and language backgrounds of the pupils. The exploration of these practices is expected to provide a better understanding of the implementation of teaching reading strategies in the classroom and their contribution to students' comprehension and involvement in reading activities.

LITERATURE REVIEW

Reading Instruction in EFL Higher Education

Reading is a fundamental language skill that supports learners' academic success, language development, and critical thinking. In higher education, reading serves as a primary means through which students access disciplinary knowledge and engage with academic discourse. Consequently, reading instruction in English as a Foreign Language (EFL) classrooms extends beyond the development of basic comprehension skills and aims to foster learners' ability to analyze, evaluate, and synthesize information from various texts.

Recent studies have highlighted that many EFL students continue to struggle with academic reading due to limited vocabulary knowledge, inadequate background knowledge, low reading motivation, and insufficient awareness of

effective reading strategies. As a result, reading instruction has increasingly emphasized strategy-based approaches that help learners become active and self-regulated readers. Evidence from recent systematic reviews suggests that effective reading instruction significantly improves learners' comprehension performance, reading engagement, and academic achievement. Furthermore, explicit strategy instruction enables learners to understand how successful readers interact with texts and apply appropriate techniques to overcome comprehension difficulties (Chotimah, et al., 2025).

In university settings, lecturers play a central role in facilitating reading comprehension through careful selection of texts, instructional scaffolding, and the implementation of reading strategies. Therefore, investigating the reading strategies used by English lecturers is essential for understanding how reading instruction contributes to students' literacy development.

Concept of Reading Strategies

Reading strategies refer to conscious, deliberate, and goal-oriented actions employed by readers to facilitate comprehension and meaning construction. These strategies help readers process textual information, monitor understanding, and solve comprehension problems when difficulties arise.

Contemporary reading research views reading strategies as an important component of self-regulated learning. Strategic readers actively engage with texts by predicting content, making inferences, identifying main ideas, summarizing information, and evaluating their understanding throughout the reading process. Reading strategies are particularly important in EFL contexts because learners often face linguistic and cognitive challenges while processing texts written in a foreign language (Li, Ahmad, & Jamil, 2024).

Research conducted in higher education contexts indicates that students who regularly employ reading strategies demonstrate higher comprehension levels and greater academic success than those who rely solely on word-by-word reading approaches. Consequently, reading strategy instruction has become a major focus in contemporary EFL pedagogy (Kan, Noordin, & Ismail, 2024).

Cognitive Reading Strategies

Cognitive reading strategies involve the mental processes readers use to understand, retain, and interpret textual information. These strategies directly support the construction of meaning and are frequently incorporated into reading instruction.

Several cognitive strategies have been identified as particularly effective in EFL reading classrooms. One common strategy is **predicting**, which encourages students to activate prior knowledge and anticipate upcoming content before reading. Prediction facilitates comprehension by helping readers establish connections between existing knowledge and new information.

Another widely used strategy is **questioning**, where readers generate questions before, during, and after reading. This strategy promotes active engagement with texts and encourages deeper processing of information. Similarly, **summarizing** enables learners to identify key ideas and restate information in their own words, thereby strengthening comprehension and retention.

In addition, **skimming** and **scanning** are commonly employed in academic reading contexts. Skimming allows readers to identify general ideas and organizational patterns, while scanning helps locate specific information efficiently. These strategies are particularly useful when students encounter extensive academic materials requiring selective reading. Recent evidence demonstrates that cognitive strategies contribute significantly to reading achievement and comprehension development among EFL learners (Gazela, Mukminin, & Masbitorotni, 2026).

The Role of English Lecturers in Teaching Reading Strategies

The effectiveness of reading instruction depends not only on the strategies themselves but also on how lecturers implement them in classroom practice. English lecturers function as facilitators, models, and guides who support students in developing strategic reading behaviors.

One of the most important responsibilities of lecturers is providing explicit strategy instruction. Through modeling and think-aloud activities, lecturers demonstrate how proficient readers approach texts, make predictions, infer meanings, and monitor comprehension. This instructional approach helps students understand the cognitive and metacognitive processes underlying successful reading.

In addition, lecturers create opportunities for guided practice and collaborative learning. Through group discussions, questioning activities, and reflective tasks, students learn to apply reading strategies independently. Recent evidence-based reviews emphasize that reading instruction becomes more effective when lecturers combine multiple strategies and adapt them to students' proficiency levels and learning needs (Chotimah, et al., 2025).

Furthermore, lecturers influence students' reading motivation and engagement by selecting meaningful texts and designing interactive reading activities. Their pedagogical decisions determine whether reading is perceived as a passive decoding exercise or an active process of meaning construction.

METHOD

Research Design

This study examines the methods employed by a lecturer to teach reading in the classroom through qualitative research technique. Additionally, qualitative

research is suitable as the objective of this study is to comprehensively understand teaching methods rather than to measure them quantitatively. This method also lets the researcher look at the lecturer's habits and experiences in a real-world environment. Qualitative research also makes it feasible to give a full explanation of the reading training process. Previous research indicates that qualitative methodologies are effective for examining instructional practices and student engagement. Consequently, this methodology is appropriate for discerning and articulating the lecturer's strategies. The researcher can therefore collect a lot of useful data from the field. As a result, the results could be a good reflection of what happens in real classrooms. Therefore, qualitative research is the most suitable methodology for this study.

Subject and Setting

This study centers on an English lecturer responsible for teaching reading in the classroom for ten years in higher education. This research also concentrates on a singular lecturer to acquire precise and exhaustive information. Additionally, the study occurs in a classroom environment conducive to learning and instruction. The environment enables the researcher to comprehend the authentic context of reading instruction. Consequently, the gathered data will reflect authentic teaching practices. Thus, concentrating on a specific problem enables the researcher to perform an exhaustive inquiry. The lecturer is the main source of knowledge in this scenario. Consequently, the subject and location facilitate the research's purpose.

Research Instrument

The primary research instrument is a face-to-face interview with the lecturer. The interview is also used to get in-depth information on the methods used to teach reading. The researcher can also learn more about the lecturer's views, experiences, and reasons for choosing certain strategies during the interview. The interview is also semi-structured, which means that it can be changed during the data collection process. So, the researcher might ask more questions depending on what the lecturer said. This makes the data that has been collected more important and useful. So, the interview lets the researcher learn about the methods and how they are applied. In this situation, the teacher's answers are the main source of information. This is why the interview is a good way to do research.

Data Collection Procedure

There are numerous processes that need to be followed in order to collect data. The researcher initially makes a list of questions to ask in interviews to help people learn how to read. The researcher then sets up and carries out the interview with the lecturer. The researcher then records the interview to make sure the data is correct. The researcher frequently takes notes during the interview to record significant information. The researcher looks over the recorded data after the

interview. So, all the data that was acquired is neatly structured so that it may be analysed more. Because of this, the process of collecting data becomes organised and trustworthy. As a result, the researcher can get data that is correct and reliable. So, accumulating data makes the study more valid.

Data Analysis

The researcher used a qualitative data analysis method to look at the interview data. The researcher initially writes down the outcomes of the interviews. The researcher then carefully looks at and evaluates the data to figure out what it means. The researcher then sorts and names the lecturer's teaching methods. The information is also organized by themes and patterns that are similar. The researcher elucidates the application of techniques in the classroom through the analysis of findings. As a result, the study focuses on completely explaining and understanding the techniques. Consequently, the data empowers the researcher to formulate significant findings. The findings of the study meet its goals. As a result, data analysis yields precise and methodical outcomes.

FINDING

The interview findings indicate that the lecturer applies different approaches to help students understand reading materials in the classroom. Students still struggle with vocabulary therefore are not immediately expected to read independently, the lecturer said. Instead, the lecturer frequently begins with “*a short discussion related to the topic to activate their background knowledge.*” For example, if the material is on tourism, the lecturer asks students about areas visited by them. The lecturer also emphasized that only crucial vocabulary is taught beforehand so as not to overwhelm students. During reading the lecturer takes the students through the book step by step, asking them to scan the text for the main idea, providing specific questions to focus on crucial information and encouraging them to “*guess meaning from context instead of directly translating every word*”. In the post-reading stage, the lecturer examines the students’ knowledge via basic discussion and invites the students to describe the text in their own terms, often mixed with English and Indonesian.

The interview also demonstrates that the lecturer wants to enhance the students’ independence gradually. The lecturer said students are “*very dependent on the teacher, especially in lower-level classes,*” thus the lecturer gives a lot of advice at the beginning, for example how to identify major concepts and how to predict terminology. The lecturer also encourages pupils to read simple texts outside the classroom, such as short stories or internet articles, and lets them chose topics they prefer. This helps strengthen students’ confidence and reading habits, the lecturer added.

The other key discovery is the usage of translanguaging in reading class. Forcing students to utilize just English “*will make many of them silent and confused*”, the lecturer said. So the students get the chance to discuss the texts in Bahasa Indonesia first, especially if the texts are tough. The lecturer also provides examples by inviting students to collaborate in groups and to discuss the meaning in Indonesian before expressing their opinions in plain English. It indicates that translanguaging is utilized to assist pupils understand the information first and then communicate it in English.

The lecturer also naturally uses multilingual techniques throughout the class. To save time, the lecturer occasionally quickly explained tricky words by giving the Indonesian counterpart. Moreover, the students are allowed to utilize bilingual dictionaries by the lecturer and sometimes they are asked to compare English words with the expression in Indonesian or regional languages. This makes the lesson more real and helps the students to absorb the content more deeply as the lecturer says.

The lecturer also makes use of another crucial method, scaffolding. 'Scaffolding is really crucial' especially because students have diverse abilities, the lecturer said. In practice, the lecturer asks leading questions before and during reading, highlights essential parts of the text, gives examples of how to locate main concepts, and employs graphic organizers such as tables or mind maps. For example, students could be asked to complete a table that identifies the primary idea and supporting information as they read. The lecturer decreases this support as the students develop so that they can read freely.

The lecturer also employs students' home languages in reading exercises. The lecturer said when students were able to identify a first language, they became more comfortable. Therefore, the lecturer permits students to discuss the answers in Indonesian at first, especially in group work. The lecturer invites the students to translate the main sentences or explain the meaning in their native language. This is especially important for lower level pupils, as it ensures they really understand the text, and not just guess.

This interview also suggests that the lecturer's ideas on reading have a substantial influence on the strategies utilized in class. The lecturer said: “*It's not just a question of translating words, it's a question of translating meaning.*” So the lecturer gives more importance to understanding than to knowing the word perfectly. The lecturer also feels that students learn more effectively when they feel comfortable, thus they are allowed to utilize fluid language in English and Indonesian. In conjunction with this, the lecturer not only lectures but also employs group discussions and participatory activities.

Finally, the lecturer differentiated the reading lesson based on the students' abilities and language backgrounds. “*In real classrooms, the abilities of students*

are all over the place,” said the lecturer. To do this the lecturer delivers easier materials or shorter exercises to lower-level students, asks more difficult questions of higher-level students and groups students so that stronger students can aid weaker ones. The lecturer additionally changes the lesson by describing in English first and then explaining in Indonesian in short if necessary. This creates a more balanced, friendly classroom.

The lecturer additionally uses some reading processing processes based on the objectives of the session. The lecturer explained: *“I use them all depending on the lesson. But I usually start with a global reading (skimming) because pupils have to acquire the main notion first.”* Then the lecturer moves on to selective reading where pupils look for certain information. Higher level lessons develop critical thinking through detailed and analytical reading. The lecturer also said the strategies are blended because *“students need guidance step-by-step, not just one kind of reading.”* The finding showed that the lecturer systematically used multiple reading processes to promote students’ comprehension and critical reading skills.

Another finding relates to the lecturer’s perception of multilingualism as a resource for reading teaching. The lecturer said: *“I see multilingualism as an asset, not a problem. In practice, students are allowed to use their native language to help understanding through activities such as debating concepts in Indonesian before answering in English, analyzing sentence structures across languages, and using translation as a supporting tool rather than the main technique. This would make pupils feel more confident and less anxious when they are reading”*, said the lecturer. The lecturer continued by explaining that pupils are better equipped to articulate their grasp of a piece in English if they understand the text well in their home language. These results support the use of multilingualism as a pedagogic resource to promote reading comprehension and involvement in classroom activities.

DISCUSSION

The findings reveal that the lecturer activates the students’ background knowledge and pre-teaches crucial vocabulary before giving them a more independent reading task. Elmiwati et al. (2025) says guided reading strategies improve students’ reading comprehension of descriptive literature systematically. Similarly, Juliana et al. (2025) discovered that learners were better able to recognize primary concepts and understand vocabulary through guided reading. Laroya (2025) stressed the need of contextualized learning activities and individualized tasks to overcome linguistic problems in reading comprehension. This pattern corresponds to Granström (2019), who considers reading to be a meaning-making process facilitated by structured assistance. Hence, the pre-

reading support offered by the lecturer provides students with a more confident and ready approach to the text.

The lecturer's use of global reading, selective reading, thorough reading and analytical reading, also indicates a gradual and systematic reading process. Habók et al. (2025) observed a high correlation between online reading strategies in L1 and L2 with comprehension achievement and differences in reading purpose. Muhammadpour and Khalili Sabet (2024) shown that online hybrid reading intervention might improve reading comprehension and strategy utilization in EFL learners. This supports Granström's (2019) claim that reading should be viewed as an interactive process of comprehension rather than a mere activity of decoding. The lecturer's transition from skimming to deeper study thus provides students with a defined pathway towards increased reading comprehension.

Another interesting result is about scaffolding. The lecturer asks guiding questions, highlights essential parts of the text, shows examples of how to find main concepts, employs graphic organizers (e.g. tables or mind maps). Buelvas (2024) discovered that visualization and graphic organizer aided scaffolding strategies promoted reading comprehension. Hui (2024) also found that understanding improves when scaffolding is adapted to reading speed and text complexity. These findings are consistent with Granström's (2019) concept that scaffolding assists learners to build new understanding from their past knowledge. Therefore, the gradual withdrawal of the lecturer's help is an efficient strategy to produce independent readers.

The data also indicate translanguaging as a pedagogical method in the reading class. The lecturer permits pupils to discuss the tough passages in Indonesian first before they give their opinions in basic English. Mufori et al. (2025) discovered that pedagogical translanguaging helps to improve reading comprehension and confidence in multilingual learners. Kuswidyasari and Kasau (2025) claimed that translanguaging promotes educational fairness through acknowledging the learners' entire linguistic repertoire. This is in line with Granström's (2019) suggestion of using multilingual resources to improve comprehension and engagement. Thus, translanguaging in the classroom of the lecturer serves as a bridge to knowledge rather than an obstacle to learning.

Also, the lecturer naturally incorporates multilingual support in the classroom by providing bilingual dictionaries, comparing English with Indonesian vocabulary, and using translation as a supporting tool. Fuentes (2024) stressed that the use of multilingual techniques makes language instruction and research contexts more inclusive. Furthermore, Kuswidyasari and Kasau (2025) stated that multilingual activities could increase learners' interest and understanding. This is in line with Granström's (2019) perspective that home languages are resources in multilingual classrooms. Thus, the lecturer's multilingual support assists the

students to make more meaningful connections between new vocabulary and meaning.

The findings also reveal the belief of the lecturer that reading is not only interpreting words but understanding meaning. This belief influences the utilization of student-centered activities. Laroya (2025) states that flexible and adapted reading assignments are needed to cope with linguistic difficulties in comprehension. Juliana et al. (2025) found that guided reading is more effective when phases of instruction are organized in a systematic and responsive way. This is in line with Granström's (2019) argument that teachers' views have a major impact on classroom practices and instructional decisions. Thus, the lecturer's ideas and individualized instruction result in a more inclusive and student-centered reading classroom.

CONCLUSION

This study found that the lecturer uses a variety of reading strategies to support students' comprehension, including activating prior knowledge, pre-teaching key vocabulary, skimming, asking guiding questions, encouraging context-based meaning-making, facilitating discussions, providing scaffolding, and incorporating translanguaging and multilingual practices. The interview data suggest that these strategies help students engage with texts more effectively and develop their understanding step by step. The lecturer views reading primarily as a process of constructing meaning rather than simply decoding words, a belief that is reflected in the use of student-centered activities, differentiated support, and the encouragement of students' multilingual abilities as valuable learning resources. Overall, the findings indicate that the lecturer's approach contributes positively to students' reading development and aligns with the theoretical framework underpinning this study.

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