

Instructional Strategies and Learner Behaviour in Reading: Insights from an Inclusive Basic School in Ghana

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Abstract: The ability to read effectively forms the foundation for academic success and lifelong learning. However, many basic school learners in inclusive settings face challenges in developing positive reading behaviours and acquiring adequate reading skills. This study explored the instructional strategies employed by teachers and identified effective methods for promoting positive learner behaviours toward reading at the University Practice South Inclusive Basic School in Ghana. Guided by Interactive Model of Reading, the research employed a qualitative case study approach. Using classroom observations and semi-structured interviews, data were collected from six teachers from both lower and upper primary levels through purposive sampling. The findings revealed that teachers utilized a combination of questioning techniques, group discussions, peer reading, and the strategic integration of learners' first language (L1) to enhance engagement and comprehension. Additionally, strategies such as storytelling, structured peer tutoring, and the creation of inclusive reading environments were identified as effective in cultivating positive learner attitudes toward reading. The study recommends that teacher education programs emphasize practical, inclusive reading strategies, and that parents, schools, and communities collaborate to create supportive literacy environments both inside and outside the classroom. These findings contribute to the ongoing discourse on improving literacy instruction in inclusive basic schools, particularly within the Ghanaian educational context.

Keywords: Instructional Strategies, Reading Behaviour, Inclusive Education, Questioning Techniques.

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I. INTRODUCTION

Reading forms the cornerstone of formal education and is vital for learners' academic success, personal development, and lifelong learning. It facilitates the acquisition of knowledge, fosters critical thinking, and underpins performance in all other subject areas (Afflerbach, 2022; Masahudu, 2025). Globally, the importance of early reading proficiency has been widely acknowledged, with the World Bank (2021) identifying foundational literacy as a key driver of quality education. In Ghana, reading is a core component of the primary school curriculum, and its effective acquisition is considered a prerequisite for learners' transition into more complex academic tasks. Yet, despite policy efforts and curricular reforms, concerns about reading proficiency, especially in inclusive basic school settings, remain a pressing challenge.

Inclusive education in Ghana, championed by the Ministry of Education and supported by frameworks such as the Inclusive Education Policy (2015), seeks to ensure that all children regardless of ability, disability, or background have

access to quality education. However, learners in inclusive classrooms often present varied learning needs, including cognitive, behavioural, and linguistic differences, which complicate the task of teaching reading effectively (Ametepee & Anastasiou, 2015). In schools such as the University Practice South Inclusive Basic School, where students with and without special needs learn together, teachers must adopt versatile and evidence-based instructional strategies to meet learners at their point of need. Unfortunately, there is limited research on the specific reading strategies used by teachers in such contexts and how these strategies influence learners' engagement and reading behaviour.

Recent national assessments have highlighted alarming trends. For instance, the 2022 National Standardized Test (NST) conducted by the Ghana Education Service revealed that a significant proportion of Primary 4 pupils could not read fluently or comprehend grade-level texts. Similar studies by RTI International (2021) found that many Ghanaian pupils do not reach reading proficiency by the end of lower primary, especially in public and inclusive schools. Factors such as

limited teacher preparation in differentiated instruction, lack of reading resources, minimal parental involvement, and negative learner attitudes toward reading contribute to this literacy gap (Akyeampong et al., 2018; Opoku-Asare & Siaw, 2020). In addition, behavioural issues such as inattentiveness, reluctance to read aloud, and low motivation frequently undermine reading instruction, particularly in classrooms that are overcrowded or where teachers lack the skills to manage diverse learning needs effectively.

Given this background, it is critical to explore how teachers in inclusive schools like University Practice South manage reading instruction and promote positive learner behaviours toward reading. The school's inclusive environment, which brings together learners with different capabilities and socio-cultural backgrounds, requires tailored instructional approaches that not only build decoding and comprehension skills but also cultivate enthusiasm, persistence, and engagement in reading tasks. Research has shown that learner-centred strategies such as guided reading, questioning, peer reading, and the use of learners' first language as a scaffold can enhance reading outcomes and promote active learner participation (Pretorius & Spaull, 2016; Tompkins, 2020; Boakye, 2022). Similarly, creating positive reading experiences and nurturing behaviours like curiosity, collaboration, and responsibility in learners can significantly improve their attitude and disposition toward reading (Guthrie & Klauda, 2014).

Despite the inclusion of reading instruction as a major component of Ghana's basic school curriculum, many learners in inclusive settings such as the University Practice South Inclusive Basic School continue to struggle with reading proficiency and exhibit negative attitudes toward reading. Teachers face the dual challenge of delivering effective instruction while managing behavioural barriers that inhibit learning, particularly in an inclusive context where learners possess diverse academic and emotional needs (Masahudu, 2025). There is a noticeable gap in the literature regarding the specific instructional strategies teachers use to foster reading and the approaches they adopt to promote positive learner behaviours in such settings. Without a clear understanding of these practices, efforts to improve reading instruction in inclusive schools risk being ineffective or misaligned with the realities on the ground. This study, therefore, seeks to bridge this gap by examining the instructional strategies employed and the methods used to foster positive reading behaviours among learners at University Practice South Inclusive Basic School.

➤ *Research Questions*

The research questions were

- What instructional strategies do teachers use to improve learners' behaviours towards reading at University Practice South Inclusive Basic School?
- What are the ways of promoting positive behaviours of learners towards reading at University Practice South Inclusive Basic School?

II. THEORETICAL FRAMEWORK

This study is anchored in the Interactive Model of Reading, which provides a comprehensive framework for understanding the cognitive and behavioural dimensions of reading. Developed by Rumelhart (1977) and later extended by Stanovich (1980), the interactive model posits that reading is not a one-directional process but an active, reciprocal interaction between bottom-up processes such as word recognition and decoding and top-down processes, including background knowledge, predictions, and comprehension strategies. Readers, therefore, use visual input from the text in conjunction with their linguistic and experiential knowledge to construct meaning. This model has gained widespread acceptance because it reflects the real-time, integrative nature of reading, particularly in diverse and inclusive classroom settings (Grabe, 2009; Pang et al., 2003).

In the context of the University Practice South Inclusive Basic School, the interactive model offers a valuable theoretical lens for examining how instructional strategies influence learners' behaviours towards reading. For instance, teaching techniques such as questioning and answering, peer reading, group discussions, and the use of the learners' first language align with the model's core premise that meaning is constructed through both textual cues and personal schema. These strategies encourage learners to interact with text meaningfully, improving not just their decoding skills but also their comprehension and critical thinking abilities (Afflerbach, 2016). The use of learners' first language in reading instruction, for example, serves as a cognitive scaffold that supports comprehension and builds learner confidence, particularly for those with limited proficiency in the language of instruction (Cummins, 2000; García, 2009). This is especially relevant in inclusive educational environments, where linguistic diversity is often a significant factor.

Furthermore, the interactive model underscores the importance of learner engagement and motivation in successful reading experiences. Research has shown that when learners are actively engaged and feel supported in the reading process, they are more likely to develop positive attitudes and behaviours toward reading (Guthrie & Wigfield, 2000). Instructional practices that facilitate interaction such as peer tutoring, collaborative learning, and differentiated instruction help foster this engagement and address individual learner needs, thereby enhancing both reading achievement and behavioural outcomes (Tomlinson, 2014; Gambrell, 2011). As such, the interactive model not only supports the identification of effective instructional strategies but also justifies the promotion of learner-centred and inclusive approaches to reading instruction. Overall, the Interactive Model of Reading provides a strong theoretical foundation for this study. It captures the multifaceted nature of reading and aligns with contemporary best practices in reading instruction that prioritize both cognitive development and learner motivation. The model validates the use of diverse instructional strategies as a means of improving reading behaviours and outcomes, particularly in inclusive settings like the University Practice South Inclusive Basic School.

III. METHODOLOGY

The study employed a qualitative research approach, which is best suited for uncovering meanings, perceptions, and experiences through a naturalistic inquiry. According to Creswell and Creswell (2023), qualitative research enables researchers to generate insights from participants' perspectives, making it ideal for studies seeking to understand the 'how' and 'why' of human behaviour. In the context of this study, it allowed for a deeper understanding of how teachers in inclusive classrooms structure reading instruction and respond to the behavioural needs of their learners. The qualitative approach was also instrumental in exploring how teachers foster a positive reading culture and learner motivation in real classroom situations. The intrinsic case study design was employed in this study. An intrinsic case study is employed when a researcher has a deep interest in a particular case due to its unique or special characteristics. This design is not aimed primarily at generalizing findings to other contexts but at understanding the case itself in its complexity and entirety. As Yin (2018) asserts, a case study allows the researcher to capture the complexity and uniqueness of a bounded system, which, in this case, is the inclusive learning environment where reading is taught to learners with diverse abilities. This design enabled the researcher to understand how instructional practices are adapted to meet the reading needs and behavioural development of learners in an inclusive setting.

The population for the study included all basic school teachers at University Practice South Inclusive Basic School. This population was selected because the school has a long-standing reputation for practicing inclusive education, where children with and without special needs learn together. The diversity within this population made it ideal for studying differentiated instructional strategies and behaviour management techniques in reading instruction. Given the specificity of the research focus, a purposive sampling technique was employed to select six teachers from both lower and upper primary levels who were directly involved in the teaching of reading. Purposive sampling was appropriate as it allowed the researcher to engage with individuals who had first-hand knowledge and experience with the phenomena under study (Patton, 2015). The sample also included teachers with varying years of experience and levels of training in inclusive pedagogy, thereby enriching the data gathered.

Data collection was carried out using two main tools: semi-structured interviews and non-participant observation. Semi-structured interviews provided the opportunity to engage with teachers in a flexible yet focused manner, allowing for the emergence of new ideas while still addressing key research questions. These interviews explored themes such as instructional methods, learner engagement, classroom challenges, and behavioural reinforcement strategies. As Merriam and Tisdell (2016) note, semi-structured interviews are particularly effective in qualitative research as they provide rich, in-depth data while allowing respondents to express their views in their own words. In addition to interviews, classroom observations were

conducted using an observation checklist. These observations enabled the researcher to see firsthand how reading lessons were structured, how learners interacted with reading materials, and how teachers responded to behavioural challenges or successes. Observational data also helped validate the information gathered through interviews and provided context for interpreting teachers' narratives.

The data collection process was conducted in three phases. In the first phase, the researcher visited the school to establish rapport with teachers and school administrators and to explain the objectives of the study. In the second phase, individual interviews were conducted with the selected teachers at times convenient to them. These sessions were audio-recorded with participants' consent and later transcribed verbatim for analysis. In the third phase, the researcher conducted classroom observations over a two-week period, observing at least two reading sessions for each participating teacher. Field notes were taken to capture classroom dynamics, teacher-learner interactions, and observable behavioural patterns related to reading activities.

Data analysis was conducted using thematic analysis, which involved coding the interview transcripts and observation notes to identify recurring patterns and key themes. This process involved multiple readings of the data, development of initial codes, grouping of codes into broader categories, and identification of emerging themes. Braun and Clarke (2021) emphasize that thematic analysis is suitable for qualitative studies as it provides a systematic approach for identifying, analyzing, and reporting patterns within data. The themes that emerged in this study were related to instructional strategies such as phonics, shared reading, guided reading, learner motivation techniques, behaviour reinforcement, and teacher adaptability in inclusive classrooms.

Ethical considerations were strictly adhered to throughout the study. Prior to data collection, approval was obtained from the relevant educational authorities and ethical clearance was secured from the institutional review board. Participants were provided with detailed information about the study and were asked to sign an informed consent form indicating their willingness to participate voluntarily. The principles of confidentiality and anonymity were maintained by assigning pseudonyms to participants and securing all data in password-protected files. Participants were informed of their right to withdraw from the study at any time without any repercussions. The study also ensured that interviews and observations did not disrupt regular classroom activities or place undue burden on the teachers.

IV. RESULTS AND DISCUSSION

A. Research Question 1: What Instructional Techniques do Teachers Use to Improve Learners' Behaviours Towards Reading at University Practice South Inclusive Basic School?

The following themes emerged from the data on research question three – questioning-and-answering techniques, discussion (group discussion), presentation, reading in pairs, peer tutoring, and the use of first language.

A. Questioning-and-Answering Techniques

Questioning-and-answering techniques was an important instructional technique that emerged from the data. The interviewees revealed that they are normally asked questions for them to provide answers from the beginning to the even the end of the lesson delivery.

- *A Learner Said,*

“The teacher starts by asking questions about what we are about to learn, which influences me to read before coming to the class.” (Learner 7)

- *Another Added,*

“My teacher allows someone to read a passage for us to follow, and we try to read it by ourselves. After that she ask a question for us to answer based on what was read” (Learner 10)

“Our teacher usually asks questions on what we have learnt for that period before he leaves the class. so that makes us to read ahead before he comes to teach. If not, you will be found to be non-serious learner”. (Learner 11)

➤ Observation Report

[This observation report focuses on the instructional techniques used by teachers to improve learners' behaviours toward reading at University Practice South Inclusive Basic School. It was observed that teachers employed various questioning-and-answering techniques during reading instruction. They posed thought-provoking questions to stimulate critical thinking, encourage reflection, and promote engagement with the reading material. Learners actively participated in answering questions, which enhanced their understanding and fostered a positive behaviour towards reading].

The results suggest that questioning-and-answering techniques are an effective instructional technique used by teachers at University Practice South Inclusive Basic School to improve learners' behaviours towards reading. By starting the class with questions related to the reading material, teachers encourage learners to read ahead and prepare for the lesson. This approach also helps to activate prior knowledge, which can improve comprehension and retention of new material. The use of a “read-aloud” technique followed by questions also reinforces learning by allowing learners to hear the material read aloud, see it written, and then answer questions based on the content. Additionally, the use of questions at the end of the class to review the material covered during the lesson reinforces the importance of reading and encourages learners to stay engaged and focused on the material. The findings corroborate Amali and Devanti (2016) who found that learners were successful in reading comprehension class. The conclusion of their study was that the use of Questioning technique can improve the second-grade learners' reading comprehension. Overall, the data suggests that questioning-and-answering techniques can be an effective instructional tool to improve learners' behaviours towards reading by promoting engagement, comprehension, and retention of material. Question answer teaching technique is focused on achieving cognitive objectives and bringing

knowledge to the conscious level. This technique has been used in the teaching field to better understand what learners know and has proved effective in engaging learners during teaching and learning processes.

B. Discussion (Group Discussion)

Group discussion is another instructional technique used in teaching and learning.

- *A Learner Said:*

“The teacher put us in a group then we the learners work on a topic given to us by our teacher.” (Learner 3)

- *Another Learner Remarked:*

“Our teacher puts us into smaller groups for us to read in the group.” (Learner 9)

- *A Learner Added:*

“Yes, learners help a lot in group discussions. We even learn from our colleague learners because some of them like reading ahead” (Learner 12)

➤ Observation Report

[The observation revealed that teachers facilitated group discussions as an instructional technique to improve learners' behaviours towards reading. Learners were encouraged to express their thoughts, share insights, and engage in meaningful conversations related to the reading material. These discussions promoted active participation, collaboration, and a deeper understanding of the text].

The result suggests that group discussions are an effective instructional technique used to improve learners' behaviours towards reading at University Practice South Inclusive Basic School. Group discussions allow learners to engage in collaborative learning, share their ideas and perspectives, and learn from one another. Working in groups helps learners to develop communication and critical thinking skills, which are essential for effective reading and learning. Additionally, the opportunity to learn from peers who have already read ahead can motivate learners to read more, which can lead to increased engagement and motivation in reading. The use of group discussions as an instructional technique can also create a supportive learning environment that promotes learner-centered approaches to learning. A recent study Moge (2023) showed that the learners' post-test scores were higher than their pilot-testing scores, indicating that the group discussion technique was effective in teaching reading comprehension.

If learners with different reading capabilities are put in a group, they can learn from one another. This can make average or below-average learners learn new ways and adapt to the behaviours of learners who are above average in reading. This is beneficial to both teachers and learners who require additional attention to reading effectively. On the other hand, good learners get the opportunity to practice what they know in the process of teaching their colleagues.

C. Presentation

Presentation as one of the available instructional techniques used to help in teaching reading to learners was one of the themes that emerged from the interview data. Concerning this theme, the following comments were made by learners and teachers who participated in the study.

- *A Learner Commented:*

"My teacher put us in groups and assign some topics to all of us for us to read, answer questions and come out to present to the whole class for further understanding among us the learners". (Learner 6)

- *Another Learner Said:*

"My teacher allows us to read a passage, and have a presentation on that by ourselves which help we the learners to understand the content easier." (Learner 8)

- *Some Learners Remarked:*

"We do presentations in groups of five or sometimes four. We select our own leader but sometimes the teacher decides on who will present what we have done. That way, all of us read ahead of time and be more serious with studies because you can be called at any time". (Learner 12)

➤ *Observation Report*

[Observation revealed that teachers used presentations to enhance learners' behaviours towards reading. They presented engaging and interactive sessions, utilizing visual aids, multimedia resources, and real-life examples to make the reading material more relatable and captivating. Learners responded positively to these presentations, as they helped create a dynamic and immersive learning experience].

The result suggests that presentation is an effective instructional technique used to teach reading to learners at University Practice South Inclusive Basic School. Presentations can help learners to understand reading materials better, as they are given the opportunity to present what they have learned to the whole class. Presentations also encourage learners to read ahead of time and to take their studies more seriously, as they know that they could be called upon to present at any time. Group presentations are particularly effective, as they allow learners to work together, which can promote collaboration and discussion. Presentations can also be a way for learners to demonstrate their understanding of the reading material and to showcase their knowledge to their peers and teachers. Overall, the data suggests that presentations are an effective way to promote engagement and understanding of reading materials among learners at University Practice South Inclusive Basic School. This finding supports a study by Karjo (2008). She concludes in her study that group presentation technique can be a valuable way of teaching English (especially TOEFL) to a large class. It promotes learners' autonomy and accommodate for learners' learning needs. It also gives learners better scores in English, which in turn boost their confidence in using English outside academic environment.

D. Reading In Pairs

Reading in pairs was another technique that emerged from the data collected. The following comments are from learners on the advantages of reading in pairs.

- *A Learner Commented:*

"I read a passage that my fellow peer also read the same for us to know the words and correct our mistakes." (Learner 3)

"We are assigned to read in pairs. Sometimes when we are reading, the other colleague assigned to you can help you correct some mistakes or mispronunciations." (Learner 5)

"Our teacher assigns us to read in pairs from time to time. For me, it gives me courage because I know I am not reading alone". (Learner 7)

➤ *Observation Report*

[It was observed that teachers incorporated reading in pairs as an instructional technique to improve learners' behaviours towards reading. They paired learners with different reading abilities and encouraged them to read together, discuss the content, and support each other's comprehension. This technique fostered a sense of collaboration, mutual assistance, and confidence-building among learners].

The result suggests that reading in pairs is a useful instructional technique that can improve learners' behaviours towards reading. Learners appreciate the opportunity to read with a peer and can benefit from each other's feedback and support. Reading in pairs can also help learners develop confidence and feel less alone in the reading process. Teachers can consider incorporating this technique into their teaching techniques to enhance learners' reading skills and behaviours towards reading. The findings corroborate empirical evidence which suggest that two readers who have different reading strengths and weaknesses can learn to compensate for them in an interactive process (Topping, 2014).

➤ *Peer tutoring*

Peer tutoring was another technique that emerged from the data collected. Peer tutoring has been one of the effective instructional techniques used in the educational field. This is the learner leader can task analyze concepts and practices to the level of understanding of his/her peers. The learners shared that they help and motivate themselves to improve reading.

➤ *A Learner Shared:*

"One person comes to stand in front of the class and read, while the rest of us look into our books." (Learner 1)

➤ *Another Learner Said,*

"I'm motivated to read, so I also motivate other people. I understand what I did in reading I motivate others to do the same." (Learner 4)

- *A Third Person Added,*

“When I do not know how to read, I ask my peers to help me, so I also help others and that promotes my reading skills positively.” (Learner 6)

➤ *Observation Report*

[Teachers were observed promoting peer tutoring as an instructional technique to improve learners’ behaviours towards reading. They assigned learners to take turns as tutors and tutees, where the tutors provided guidance, explanations, and support to their peers. Peer tutoring encouraged active engagement, strengthened reading skills, and created a supportive learning environment].

The result suggests that peer tutoring can be an effective instructional technique to improve reading skills among learners. The comments show that peer tutoring can help to motivate learners to read and improve their reading skills. Peer tutoring can also help learners who are struggling with reading to get help from their peers and in turn, help their peers with their reading skills.

E. The Use of First Language (L1)

Another technique that emerged from the study was the use of first language. The learners shared that their teachers use the local language for them to understand concepts.

- *A Learner Said:*

“My teacher uses our local language which makes the beginning of the lesson interesting. uses L1 which makes the beginning of the lesson interesting.” (Learner 4)

- *A Different Learner Added:*

“Teachers write the words on the board and we the learners form sentences, we also derive other words from it, and we look for other names nearest or opposite in meaning to it. When some of the words are translated into our local language, it helps a lot.” (Learner 7)

➤ *Observation Report*

[Teachers allowed the use of learners’ first language, when necessary, to support comprehension and facilitate discussion during reading instruction. This instructional technique acknowledged the value of learners’ linguistic backgrounds, promoted inclusivity, and enhanced learners’ confidence and understanding].

The data suggests that the use of the first language (L1) in teaching reading can be beneficial for learners to understand concepts better. The learners appreciate when their teachers use their local language at the beginning of the lesson as it helps to create interest. Additionally, using the L1 in activities such as word formation, sentence construction, and translation can help to enhance learners’ understanding of new vocabulary and concepts. As the popular saying goes, ‘Teaching must start from the known to the unknown’. It is essential to start teaching the English language from the local dialect of the learners. Understanding the word meaning of words of a different language in your local language gives a better comprehension of the new language one is learning. For this, using the first language (local language) of the

learners help them to understand the English words they are being exposed to. After understanding their meaning, it becomes easy to pronounce or use them in sentences, hence, improving their reading skills. A study by Regmi (2011) acknowledged the importance of incorporating the culture of a first language when learning the second. The author has instead proposed for a progression from local culture and context toward the target language to reduce the foreignness of learning the language.

The overall data suggests that there are several effective instructional techniques used by teachers at University Practice South Inclusive Basic School to improve learners’ behaviours towards reading. These techniques include questioning-and-answering, group discussions, presentations, reading in pairs, peer tutoring, and the use of the first language (L1) in teaching reading. These techniques promote engagement, comprehension, retention, and collaboration among learners, and can enhance their reading skills and behaviours towards reading. The findings are supported by empirical evidence and suggest that these techniques can be used to promote learner-centered approaches to learning and create a supportive learning environment.

❖ *Research Question 2: What are the Ways of Promoting Positive Behaviours of Learners Towards Reading at University Practice South Inclusive Basic School?*

The following themes emerged from the data on research question four – supportive teacher-learner interactions, promoting time management, library visitation, and incorporating cultural relevance.

A. Supportive Teacher-Learner Interactions

Supportive teacher-learner interactions emerged as one of the ways to promote positive behaviour of learners towards reading.

- *The Learners Indicate that :*

“We interact often in the class. I think this is helping a lot.” (Learner 1)

“My teacher writes the words on the board then we the learners mention them ourselves”. (Learner 4)

“Anytime we cannot mention the word written on the board, we tell him and he also encourage us and break it down for us before we can mention it”. (Learner 9)

➤ *Observation Report*

[Teachers fostered supportive relationships with learners, showing care, empathy, and enthusiasm for reading. They provided individual attention, encouraged learners’ reading progress, and offered praise and constructive feedback. These interactions created a positive and encouraging environment, nurturing learners’ behaviours towards reading].

The result suggests that supportive teacher-learner interactions can play a significant role in promoting positive behaviours of learners towards reading. Teachers who interact with their learners often and help them understand

difficult concepts by breaking them down into simpler parts can make the learning process more engaging and enjoyable for the learners. Such interactions may also help to build trust and create a positive classroom environment where learners feel comfortable and motivated to participate actively in the learning process. The findings are consistent with results of Al-Naimat (2011) who grouped learners into interactive contexts and non-interactive contexts and discovered that the learners in the simplified and interactive contexts got higher scores in the reading comprehension test than the learners in the non-interactive context. Teachers can promote positive behaviours towards reading by breaking down difficult words, helping learners to read, allowing them to pick their own reading materials, and motivating them to read.

B. Library Visitation

Library visitation also emerged as one of the ways to promote positive behaviour of learners towards reading. The teachers remarked that:

“Extensive reading in the new curriculum can help promote a positive behaviour towards reading. Because I have been using it and there is an improvement”. (Teacher 1)

“Encouraging learners to read extensively, both in and out of the classroom, can help promote positive behaviours towards reading”. (Teacher 2, Interview Data)

➤ Observation Report

[Teachers organized regular visits to the school library, exposing learners to a wide range of reading materials and resources. They encouraged learners to explore and borrow books of their choice, fostering a sense of excitement, curiosity, and discovery. Library visitation motivated learners to engage with reading and contributed to positive behaviours towards it].

The data suggests that encouraging learners to visit the library and read extensively can help promote positive behaviours towards reading. The teachers in the study emphasized the importance of incorporating extensive reading in the curriculum and encouraging learners to read both in and out of the classroom. This indicates that library visitation and reading can be effective techniques for promoting positive behaviours towards reading among learners. This result is supported by Stalpers (2015) which states that in attracting young people, the so-called ‘fitness-for-use’ (p. 37) of the book range in the library plays an important role. Thus, encouraging learners to visit the library is ideal.

C. Choice of Reading Materials

Choice of reading materials came as one of the ways to promote positive behaviour of learners towards reading.

- *One Learner Said:*

“Our teacher allows us to pick up a book of our choice and read on our own”. (Learner 1)

- *Another Learner Illustrated:*

“By allowing us to pick our choice of reading materials can promote our behaviour toward reading.” (Learner 2)

The data suggests that giving learners the freedom to choose their own reading materials can promote positive behaviours towards reading. Learners appreciate the opportunity to read materials that they find interesting and engaging, which can motivate them to read more and develop a love for reading. Teachers need to assist learners to make the right choices when selecting material to read. Some learners’ improper behaviours to reading may probably be caused by the simple choice of books they choose to read. Many things may determine which book one chooses to read but for learners with difficulties reading, it is okay to assist them to overcome their reading challenges and provide a guide on what to look out for when selecting a book to read. The result confirmed studies by Sahari (2013) who conducted research and concluded that the more learners were exposed to a positive reading environment, the more time they spent in their spare time reading light material, and the more the learners seemed to understand the advantages of reading outside of education.

➤ Peer Tutoring

Also, peer tutoring is another way to promote positive behaviour of learners towards reading discovered in the study.

- *A Learner Shared that:*

“When I do not know how to read, I ask my peers to help me, so I also help others and that promotes my reading skills positively”. (Learner 5)

- *A Teacher Opined That:*

“Allowing learners to help each other with reading can create a positive and supportive reading environment”. (Teacher 2)

The data suggests that peer tutoring is a helpful technique for promoting positive behaviours towards reading. Learners who are able to help and be helped by their peers in reading are more likely to develop positive behaviours towards reading. Teachers can also facilitate peer tutoring by allowing learners to work together and help each other with reading. This creates a positive and supportive reading environment that can motivate learners to read more and develop better reading skills. Indeed, Rahmasari (2017) found in his study on peer tutoring that peer tutoring leads the learners to work in pairs to help each other in learning the materials or practices given as the academic tasks. Peer tutoring works best when learners with different levels of ability work together.

D. Promoting Time Management

Promoting time management is another way to promote a positive behaviour of learners toward reading. The teachers shared that:

“We have been encouraging the learners to have time to read more at their various homes after school.” (Teacher 1, Interview Data)

“They may be overburdened with house chores, but we teach them that even 5 minutes of reading is powerful.” (Teacher 2, Interview Data)

• *One Learner Said:*

“I prepare my timetable in the house. So immediately I finish my house chores, I go for my books and learn because I have been working on time with my timetable” (Learner 4)

➤ *Observation Report*

[Teachers emphasized the importance of time management skills about reading. They guided learners in setting reading goals, creating reading schedules, and allocating dedicated time for reading. By promoting effective time management, learners developed a sense of responsibility and ownership over their reading habits, contributing to positive behaviours towards reading].

The data suggest that promoting time management can be an effective way to promote a positive behaviour toward reading among learners. Encouraging learners to create timetables and set aside time specifically for reading, even if it's just a few minutes a day, can help them develop a habit of reading and see it as a valuable use of their time. Teachers can also play a role in promoting time management by encouraging learners to prioritize their reading and emphasizing the importance of setting aside time for it. A study by Nasrullah et al. (2015) showed that learners' time management can be considered one of the aspects that can move a learner to be a good learner. It was seen that a good time management was vital for learners to shine. However, their study discovered that some of the learners do not have a good time management skills negatively affected their academics. Also, Nigussie (2019) also found that concerning the significant association between time management and academic achievement, the better learner management behavior, the higher the learners. Thus, encouraging learners to manage their time effectively and make reading a part of their daily routine can help promote positive behaviours towards reading.

E. Incorporating Cultural Relevance

The field data revealed incorporating cultural relevance as another way of promoting a positive behaviour of learners towards reading. The teachers revealed the following:

“If we want our learners to read and read more, it begins with developing the culture of reading in them. Additionally, we have to make sure to incorporate the local language in their reading journey”. “ (Teacher 1)

“Reading comes with understanding. I explained some keywords in the local language for them. That way they easily remember when they met those words again.” (Teacher 2)

➤ *Observation Report*

[Teachers incorporated culturally relevant reading materials and texts into the curriculum. They selected books and resources that reflected learners' cultural backgrounds, experiences, and identities. By recognizing and valuing learners' cultures and identities in reading materials, learners felt a stronger connection to the content, enhancing their engagement and positive behaviours towards reading].

The data suggest that incorporating cultural relevance and local language in reading materials can be an effective way to promote positive behaviours toward reading among learners. Teachers who promote cultural relevance and local language in their reading instruction may help learners better understand and remember key concepts, which can enhance their overall reading experience. This may include using texts that are relevant to learners' cultural backgrounds and experiences, as well as incorporating local languages into reading instruction. By doing so, learners may feel more connected and engaged with the material, which could lead to a greater interest and enthusiasm for reading. Additionally, by explaining keywords in the local language, learners may have an easier time understanding and remembering the material. This can help to create a more positive and welcoming learning environment for all learners. I share the view of Holler and Wilkin (2009) that when there is shared knowledge in the form of familiar schema between learner and text, communication is easier, and learning becomes more meaningful. With increased interest from the use of local materials (Estuarso et al., 2017; Masahudu, 2025). The data suggests that incorporating cultural relevance in reading materials and instruction can have a positive impact on learners' behaviours towards reading. The overall data suggests that there are multiple effective ways to promote positive behaviours towards reading among learners, including supportive teacher-learner interactions, encouraging, library visitation and extensive reading, giving learners the freedom to choose their own reading materials, facilitating peer tutoring, promoting time management, and incorporating cultural relevance and local language in reading materials. These strategies can help create a positive and engaging learning environment, increase learners' motivation to read, and improve their reading skills and comprehension. Additionally, these approaches can be beneficial for learners of all backgrounds and abilities, and may help create a more inclusive and welcoming learning environment for all learners.

V. CONCLUSION AND RECOMMENDATIONS

This study explored how instructional strategies influence learners' behaviours towards reading at University Practice South Inclusive Basic School. The findings reveal a spectrum of reading behaviours among learners while many demonstrated enthusiasm and engagement with reading tasks, others exhibited disinterest or perceived reading as burdensome. These behavioural differences highlight the pivotal role that instructional strategies play in shaping learner attitudes and participation. The study found that effective strategies such as questioning techniques, peer tutoring, reading in pairs, the use of learners' first language,

and group discussions enhance learner motivation, participation, and behavioural engagement with reading. When such learner-centred approaches are embedded in instruction, they contribute to a more inclusive and supportive learning environment that fosters positive reading behaviours. Moreover, the study emphasizes the need for continuous teacher professional development focused on inclusive and differentiated instruction. Teachers equipped with relevant pedagogical tools are better able to identify and address the diverse learning needs of students, especially struggling readers. The role of families and communities also emerged as critical in reinforcing positive reading behaviours beyond the classroom. A collaborative approach involving teachers, parents, and the broader community is essential in sustaining interest in reading and building lifelong reading habits among learners. Ultimately, nurturing positive reading behaviour is not solely a classroom responsibility; it is a shared commitment among all stakeholders. Creating a reading-friendly culture characterized by accessibility, encouragement, and inclusion can empower every learner to view reading not just as an academic task but as a meaningful and enjoyable lifelong pursuit.

Based on the study's findings, it is recommended that teacher education and in-service programs should prioritize equipping teachers with practical strategies that foster positive reading behaviours, including questioning techniques, group discussions, peer reading, and the strategic use of learners' first language to promote active participation and engagement. Schools should also implement structured peer tutoring and collaborative reading activities to enhance learner motivation and build supportive peer relationships that make reading a shared and enjoyable experience. Furthermore, parents and caregivers should be encouraged to support reading at home through storytelling, access to books, and other literacy-based activities, while community initiatives such as reading clubs can help reinforce the value of reading beyond the classroom. Teachers must be empowered to provide targeted assistance using differentiated instructional methods such as small group instruction, individualized reading plans, and scaffolded activities to build confidence and competence among struggling readers. Additionally, schools should prioritize the creation of inclusive reading environments, including well-resourced libraries and reading corners, to promote reading as both a joyful and enriching experience for all learners.

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