Exploring and Addressing Factors Contributing to Reading Proficiency Differences: Teachers' Perspectives

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Abstract

Proficient reading is fundamental to succeed in all academic success. However, there are significant reading proficiency differences among secondary level students in Nepal. This article identifies a multitude of factors contributing to reading proficiency differences and teacher strategies in the classroom to mitigate these differences. By using a qualitative case study design, two secondary level English teachers in Kathmandu were interviewed to explore their experiences with students who exhibit varied reading profiles. Thematic analysis of data revealed three categories of factors influencing reading proficiency differences among students: reader factors, home literacy environment, and text factors. Moreover, teachers employed a number of strategies to address reading disparities among students. These strategies include: differentiated instruction, explicit instruction, fostering motivation and interest, creating a learning environment, building background knowledge, addressing anxiety, and promoting self-efficacy.

Keywords: *Decoding, instruction, literacy environment, reader, text comprehension, vocabulary*

Introduction

Reading skill is fundamental to all academic learning. Comprehension and use of written language has always been important for knowledge acquisition. This has become even more essential in present day information-driven society. Illiteracy might not have been a complete barrier to succeed in the past, however, the situation has shifted recently. These days, children who struggle with reading are likely to risk marginalization in all aspects of life (Zijlstra et al., 2020).

Diverse reading proficiencies exist within the same classroom in Nepal (Dhakal, 2021). Current research scholarship has identified numerous factors impacting reading proficiency differences among students. These include cognitive factors such as phonological awareness, decoding, fluency, vocabulary, and working memory (Oakhill, & Cain, 2012) as well as non-cognitive factors including motivation, interest in reading, metacognitive awareness, and self-efficacy (Karaman, 2023). Studies have also identified quality

of reading materials, instructional practices, and home literacy environment (Allington, 2002; National Reading Panel, 2000), type of genre, text complexity, and text organization (Shanahan, 2006) as other factors affecting reading proficiency differences.

Earlier studies, particularly in the global north have provided the factors impacting reading proficiency differences (National Reading Panel, 2000; Toste et al., 2024; Zygouris-Coe, 2024) However, a gap exists in exploring how secondary-level English subject teachers experience these factors in the global south, particularly in the context of Nepal. Every day, teachers encounter varied reading abilities in the classroom. Lived experiences of teachers can provide valuable insights into how theoretical constructs get translated into classroom dynamics. Therefore, this study attempts to explore factors contributing to reading proficiency differences among secondary level students and strategies employed by Nepali teachers of English to address them in the second language classroom context.

Literature Review

Reading proficiency differences stem from a combination of factors. First, phonological awareness, which refers to the ability to manipulate the sounds of language, is crucial for early reading development (Giazitzidou et al., 2024). Second, decoding skills, the ability to convert written symbols to sounds, are essential for reading fluency (Fernades et al., 2024). Third, the ability to read text fluently, can improve comprehension by allowing readers to focus on meaning rather than mechanics (National Reading Panel, 2000). Fourth, vocabulary knowledge plays a significant role in understanding written text (Dhakal, 2023; Zhan et al., 2024). Finally, working memory is essential for comprehending complex texts (Oakhill & Cain, 2012).

Researchers have also identified other factors that affect reading proficiency differences among students. For instance, motivation which is a desire and willingness to engage with reading, significantly impacts reading achievement (Toste et al., 2024). Similarly, Bandura (2013) maintains that self-efficacy, a belief in their ability to succeed at reading tasks, also plays a crucial role. Additionally, students' interest in reading materials can influence their engagement and motivation (Zygouris-Coe, 2024). Finally, metacognitive awareness, the ability to monitor and regulate one's own learning, also contributes to reading proficiency differences among the students, allowing them to identify comprehension difficulties and adjusting their reading strategies accordingly (Liao & Lee, 2024).

A number of strategies have been suggested by scholars in the scholarly literature for addressing reading proficiency differences. One of them is differentiated instruction (Allington, 2002, Tomlinson, 2017). This approach recognizes that students have distinct learning profiles and learn at different paces. Teachers can implement this strategy by offering a variety of reading materials at diverse levels to respond to the needs of the students (Dhakal, 2024a). By using differentiated instruction, struggling readers may benefit from graphic organizers and activities such as pre-teaching vocabulary while advanced students can tackle more complex texts with minimal scaffolding (Shanahan, 2006; Dhakal, 2021; Tomlinson, 2017).

Meta-analysis of reading research by the National Reading Panel (2000) has identified that all students benefit from explicit instruction in foundational reading skills regardless of proficiency level among them. These include devising time for phonics, decoding strategies, and vocabulary development to enhance reading comprehension (Giazitzidou et al., 2024). These studies suggest explicit reading instruction that involves breaking down complex reading skills into smaller, teachable components, can significantly promote reading skills, supporting students to comprehend more challenging texts they encounter (National Reading Panel, 2000).

Researchers have suggested other ways to improve reading proficiency gaps among students as well. For instance, Allington (2002) and a recent study by Anggapati (2024) have found that exposure to a variety of high-quality reading materials plays a crucial role in reading development. These studies suggest that students who have access to diverse fiction and non-fiction texts, can expand background knowledge, enrich their vocabulary, and better engage with reading. Another recent study by Georgiou & Zhang (2024) has found that a supportive home literacy environment fosters positive attitudes towards reading, providing rich exposure to books and encouraging students to read. Moreover, this kind of literacy environment provides space for independent reading and book discussion among them. Furthermore, explicit instruction in reading skills and strategies significantly improves reading outcomes in students (Chinpakdee & Gu, 2024; National Reading Panel, 2000). This particularly involves instruction in foundational reading skills, comprehension strategies, and metacognitive skills (National Reading Panel, 2000).

Shanahan (2006) identified that text complexity can significantly influence reading proficiency differences. It includes factors such as vocabulary difficulty, text structure, and sentence length. Teachers need to consider the appropriate level of text complexity for their students and provide scaffolding strategies when necessary. Additionally, the genre of a text, such as fiction, non-fiction, or poetry, can also influence reading difficulty. Students may have varying levels of familiarity and comfort with different genres. Furthermore, the way information is organized within a text, such as through headings, subheadings, and graphic organizers, can impact comprehension (National Reading Panel, 2000). Clear and logical text organization can support students in navigating complex information.

Secondary education marks a critical juncture in students' reading development. Curriculums become more complex, demanding a higher level of reading comprehension and fluency (Shanahan, 2006). However, classrooms often encompass a diverse range of reading abilities, posing a challenge for teachers (Allington, 2002, Tomlinson, 2017). While studies at international level have provided valuable data, qualitative research is needed to understand teachers' perspectives on the factors influencing reading proficiency and how teachers cope with these issues, particularly in the context of Nepal. Exploring teacher perspectives can provide a more comprehensive understanding of the multifaceted nature of reading proficiency differences and how teachers address them. Teacher strategies can inform the development of targeted interventions and instructional practices to bridge the gap and ensure equitable reading success for all students. Therefore, this study was guided by the following research questions:

1. What are the factors that cause reading proficiency differences among students from teachers' viewpoint?

2. What strategies do teachers employ to minimize reading proficiency differences in the classroom?

Methodology

Based on the social-constructivist philosophical framework (Oldfather et al., 1999), this study employed a qualitative case study design (Merriam & Tisdell, 2015; Yin, 2018), purposively selecting two secondary-level English teachers with at least five years of experience teaching diverse student populations coming from different parts of Nepal. The decision to interview only two teachers in this research was for in-depth interview with small-number of participants to explore deeper understanding of their perspectives and experiences. By focusing on these teachers, the researcher delved deeper into their thoughts and feelings more thoroughly which would not have been possible taking many teachers as sample. The aim was to gain insights into their observations and experiences with students exhibiting varying reading abilities and how they address these differences. The participants were from an urban school in Kathmandu, T1 and T2, both with over five years of experience teaching English in a public high school. These teachers taught grades 9-12 English courses.

Semi-structured interviews were conducted with each participant individually. The interviews lasted approximately 45 minutes and were audio-recorded with the teachers' consent. The interview guide focused on the following key areas: Teachers' observations of factors affecting students' reading abilities in their classrooms; strategies they use to differentiate instruction and support students with varying reading levels; challenges they face in addressing individual differences in reading ability; and their perspectives on the most impactful factors influencing reading success at the secondary level.

The recorded interviews were transcribed verbatim. Thematic analysis was employed to identify recurring themes and patterns within the teachers' responses (Braun & Clark, 2006). This approach allowed for a systematic and comprehensive exploration of the teachers' perspectives on the issue under investigation, providing valuable insights into their experiences, beliefs, and practices. The analysis focused on how their perspectives aligned with existing research on factors affecting reading proficiency and any unique insights they offered. A comprehensive data analysis identified two overarching themes. The first theme, *factors causing reading proficiency differences, encompassed* three subthemes: reader factors, environmental factors, and text factors. The second theme, s*trategies for addressing reading proficiency differences,* included seven subthemes: explicit instruction, differentiated instruction, creating conducive learning environments, fostering motivation and interest, building background knowledge, addressing anxiety, and promoting self-efficacy.

Results and Discussion

The purpose of this study was to explore factors causing reading proficiency differences among secondary level students and how teachers address these differences. Thematic analysis of field data from two participant teachers in Kathmandu revealed two global

themes: Factors causing reading proficiency differences and strategies for addressing reading proficiency differences. They are described in detail below:

Factors Causing Reading Proficiency Differences

This is the first theme that emerged from the analysis of field data consisting of three key sub-themes, including reader factors, home literacy environment, and text factors which are identified as factors contributing to reading proficiency differences among students. These sub-factors are described as follows:

Reader Factors. Both participant teachers… highlighted the role of readers themselves to cause reading proficiency differences. They emphasized the challenges encountered by their students in everyday classrooms who were struggling with decoding written language code. For example, the first participant (T1) stated, *" For some students, decoding seems like a major hurdle. They get stuck on unfamiliar words and it slows them down and breaks their concentration."* These statements align with existing research emphasizing the importance of phonological awareness and decoding skills for developing reading fluency in students (Fernades et al., 2024; National Reading Panel, 2000).

Both teachers, T1 and T2, emphasized the importance of fostering motivation and engaging students in reading materials that pique their interest. This was revealed during an interview when T1 noted, *"Some students come in excited to read new things, while others seem really discouraged. If they are not interested in the topic, it is difficult for them to engage."* Similarly, emphasizing the importance of developing background

knowledge in students, T2 stated, *"If students have some prior understanding of the subject matter, they can understand more easily when they are reading."* These experiences from participant teachers align with the earlier study by Toste et al. (2024) on impact of motivation and Shanahan (2006) on background knowledge for developing reading comprehension.

The factors causing reading proficiency differences among students as reported by T1 and T2 about reader factors align with existing research literature. For instance, decoding difficulties can be a significant hurdle for students, hindering fluency and comprehension (Fernades et al., 2024; National Reading Panel, 2000). Similarly, Toste et al. (2024) have found that motivation and interest in reading materials play a significant role in student engagement in reading and text comprehension.

Next participant, T2, pointed to the importance of activating prior knowledge to support reading comprehension. However, it is important to note that students from disadvantaged backgrounds may not always have literacy experiences that build background knowledge on certain topics. Therefore, it is necessary for educators to be mindful of these potential disparities among students and to employ strategies accordingly that can bridge the gaps.

Home Literacy Environment. Next factor causing reading proficiency differences reported by both participant teachers was the home literacy environment. Both of them acknowledged the impact of the home literacy environment on students' reading proficiency development. For instance, T1 expressed concern for an inequitable reading

environment at home among students. T1 reported that students who may not have *"access to a rich literacy environment"* at home lag behind due to limited exposure. During the interview, I raised the same issue to T2. However, T2 shared instances where students from disadvantaged backgrounds surprised him with their good reading skills. This reflects the complex interplay of factors influencing reading proficiency that can impact reading proficiency differences.

Participants' experiences about the home literacy environment further emphasize the multifaceted nature of reading proficiency. A supportive home environment certainly plays a significant role (Georgiou & Zhang, 2024), however, experience of T2 demonstrates that some students can succeed with resilience and efforts within school even without *"out-of-school literacy experiences".* This spotlights educators to be cautious, avoid making assumptions, and provide opportunities for all students to demonstrate their abilities in school as much as possible.

Analysis of interview data provided valuable insights into how these factors manifest in real-world classroom readers and the strategies teachers employ to address them. Both teachers identified decoding difficulties and motivation as factors causing significant differences in reading proficiency. This aligns with research by Fernades et al. (2024) and the National Reading Panel (2000). Earlier research has shown that creating a positive and supportive classroom environment, incorporating student choice in reading materials, and connecting texts to their interests can all contribute to fostering motivation (Guthrie et al., 2007).

Text Factors. This is the second sub-theme that emerged from interview data under the theme factors causing reading proficiency differences among students. Both participant teachers acknowledged the challenge of selecting texts that are appropriately complex for all students in their classrooms because they often use the same textbook in the classroom for all. However, T1 pointed out *"providing leveled texts"* and *"scaffolding strategies"* for students struggling with complex texts and not having such opportunities as a major cause of reading proficiency differences. Next participant, T2, also emphasized the importance of *"offering choice in reading materials"* to cater to students' varying interests and abilities to engage them in reading. Both teachers equally emphasized the role of students' readiness levels, interest, and genre preferences causing reading proficiency differences.

The teachers' view on text complexity and choice aligns with research on the importance of matching text difficulty to student reading level while also fostering engagement (Shanahan, 2006). Shanahan (2006) maintains that providing varied texts and scaffolding strategies can support struggling readers and offer choice allowing students to select materials that pique their interest and challenging them appropriately. Their observations about genre preferences in reading signify the need for a balanced approach to genre exposure in reading to mitigate reading proficiency differences.

Addressing Reading Proficiency Differences

This is the second theme that emerged from the analysis of interview data. These teachers addressed reading proficiency differences in the classroom in multiple ways. Analyzing verbatim quotes from T1 and T2 revealed

seven key sub themes. They are differentiated instruction, explicit instruction, fostering motivation and interest, creating conducive learning environments, building background knowledge, addressing anxiety, and promoting self-efficacy. Each of these sub themes are described below:

Differentiated Instruction

The first sub theme that emerged from the analysis of interview data was differentiated instruction. When asked how they respond to the needs of students in the classroom, T2 said, *"I try to diversify my instruction by offering various levels of support. Additionally, I provide choices with reading and a variety of activities so that students can practice skills at their own pace."* This teacher emphasized offering *"various levels of support".* It implies tailoring instruction to address learner differences. Similarly, T2 further reported that students may be able to choose from a selection of texts based on their interests, genre preference, or reading level. This increases motivation and engagement. This shows that these teachers differentiate instruction based on students' reading level and choice. Struggling readers receive targeted support based on their needs and have the autonomy to choose materials and activities to engage them. Such activities can foster a sense of ownership over their learning and allow them to practice skills at their own pace, ultimately leading to better reading development. This approach to instruction practiced by these teachers resonates with Allington (2002), Dhakal (2021; 2024b), and Tomlinson (2017) who advocate for tailoring instruction to meet the individual needs and learning profiles of students.

Explicit Instruction

This is the second sub theme that emerged from interview data. Participant teachers said that building foundational reading skills is crucial for all students in the classroom. Both teachers equally emphasized the role of providing explicit instruction in developing foundational reading skills. Explaining the importance of explicit direct reading instruction, T1 said, *"I find that directly teaching how to read helps students who struggle with decoding unfamiliar words. Once they learn decoding skills, they become more confident and independent readers."* Through these statements, this teacher is emphasizing the crucial role of foundational reading skills in developing strong readers. Explicit instruction in decoding empowers struggling students to become more confident and independent because they get the opportunity to see modeling from teachers how to do what they are expected to do, which can ultimately lead to better overall reading comprehension in students.

When I asked T2 about explicit instruction, T2 also echoed the sentiment of T1 saying, *"I break down complex reading skills into smaller, teachable components. Once students master these components, they can apply them to comprehend more challenging texts."* These statements reveal that T2 breaks complex reading skills into more accessible parts and allows students to build their understanding developmentally. This approach gradually empowers students to become more independent and confident readers.

These teachers' emphasis on explicit instruction of reading skills glorifies this instructional strategy in building a strong foundation for reading success. Modeling

and teaching essential reading skills early provides opportunities for students to learn from teachers and empower students to become more independent readers later. These findings align with research by the National Reading Panel (2000) and Allington (2002) emphasizing the effectiveness of explicit instruction in developing foundational reading skills. Explicit instruction, which is characterized by clear demonstrations, frequent guided practice, and regular review, is a powerful tool for boosting student achievement (Vaughn & Fletcher, 2021). By implementing these strategies, educators can address the diverse needs of their students in the classroom and bridge the gap in reading proficiency.

Fostering Motivation and Interest

This is the third sub theme that emerged from the analysis of data. Participant teachers repeatedly emphasized the strategies to cultivate student motivation and interest in reading materials. Statement shared by T2 represents this. For instance, T2 stated, *"I incorporate a variety of genres into my lessons, including graphic novels and short stories. I also allow students to choose books for independent reading projects based on their interests."* In these statements, T2 focused on fostering motivation and interest and emphasized the importance of this in creating a positive and student-centered learning environment. Teachers can significantly engage students by incorporating activities and allowing students to explore different genres. This can cultivate reading habits, develop a love for reading, and promote self-directed learning in students. During the interview, T1 repeatedly said, *"Connecting texts to students' lives and experiences also helps spark their curiosity."* This teacher

believed that connecting learning experiences to students' lives motivates them to learn and participate in learning activities.

Focus of both participant teachers was on fostering motivation and interest which highlights the importance of engaging students with relevant and interesting reading materials. Connecting texts to students' lives encourages them to see the value of reading skills and actively participate in their learning. This aligns with the research findings from Guthrie et al. (2007) and National Reading Panel (2000).

Creating a Learning Environment

This is the fourth sub theme that emerged from data analysis. Fostering a positive and supportive classroom environment is essential for promoting engagement and motivation. T1 described his approach in the classroom when he said, *" I create a safe space where students feel comfortable taking risks and asking questions. I celebrate their effort and progress, no matter how big or small."* These statements from T1 reveal that creating a positive and engaging classroom environment is crucial for teaching reading and highlights its importance in fostering a love of reading and encouraging risk-taking among students. Emphasizing fun reading activities in the classroom, T2 further highlighted this point, stating, *"When students feel comfortable taking risks and exploring different genres, they are more likely to become lifelong readers. I try to incorporate activities that are fun and interactive, like book discussions."* These statements from T2 conveys the idea that creating a positive classroom environment encourages exploration, risk-taking, and fun. In such a situation, teachers can instill reading habits in students. This

finding aligns with research by Guthrie et al. (2007) who emphasize the importance of engaging students in reading and connecting texts to their interests in supportive reading environments.

Building Background Knowledge

Teachers reported that enhancing background knowledge on the subjects discussed in the given text can significantly improve comprehension. This is the fifth sub theme that emerged from data analysis. Both teachers reported to have used this strategy in reading instruction. For instance, T2 explained his approach, stating, *"Before diving into a complex text, I use brainstorming activities to activate students' prior knowledge. This helps them connect with the material and make deeper meaning."* These statements highlight the crucial role that pre-reading activities play in building background knowledge in the reading lesson. These teachers believed that such activities support reading comprehension by making connections between existing knowledge and new information in the text. This strategy is similar to the earlier research by Dhakal (2024a) and Siddiek & Alfaki (2013) who emphasize the importance of pre-reading activities in building background knowledge and enhancing comprehension.

When asked about how he teaches reading in the classroom, T1 reported his approach to build background knowledge before teaching the actual lesson when he said, *"I use visuals and multimedia resources to explain unfamiliar concepts. This helps students connect with the material and make meaning out of it."* This approach to instruction aligns with Shanahan (2006) who highlights the importance of using multiple modalities to enhance understanding in the students. Both teachers' emphasis on

building background knowledge reveals the importance of activating prior knowledge and providing context for students. Participant teachers believed that pre-reading activities can help students bridge any knowledge gaps and create a more solid foundation for understanding complex texts. Building background knowledge does not just improve comprehension; it strengthens cognitive skills. According to Shanahan (2006), prior knowledge acts as a schema, a mental framework that helps us organize and interpret new information. Earlier studies have also found that pre-reading activities that activate this schema can lead to deeper understanding, improved memory retention, and better critical thinking skills (McKenna & Stahl, 2015).

Addressing Anxiety

Anxiety about reading can hinder participation and engagement in the classroom. It is a common issue that can affect students of all ages. It is characterized by feelings of worry, nervousness, or even fear associated with reading situations. During interview, T2 said,

> *Some students struggle with reading. They struggle with decoding unfamiliar words, fluency, or comprehension. This can lead do frustration. They lack confidence and are afraid of being ridiculed or criticized. This fear of failure makes them avoid reading activities in public (T2, personal communication, February 21, 2024).*

These statements highlight core challenges faced by students with reading anxiety in decoding unfamiliar words, fluency, and comprehension. These difficulties create a barrier to understanding the text leading to frustration, lacking confidence, fearing criticism leading to reading avoidance. It

paints a picture of how reading difficulties can snowball into anxiety, leading to a negative association with reading. This highlights the importance of early intervention and addressing the root causes of reading anxiety to prevent these negative impacts. When asked about how he addressed reading anxiety, T1 said:

> *For students who are anxious about reading aloud, I ask them to read only after I have asked confident readers. This can be a model to them and later they can do. Moreover, I offer alternative assessments like written summaries or presentations. This allows them to demonstrate their understanding in a way that feels more comfortable for them (T1, personal communication, February 24, 2024).*

These statements underscore two strategies for addressing reading anxiety, particularly the fear of reading aloud: scaffolding with confident readers and providing alternative assessments. The teachers demonstrate sensitivity towards students with reading anxiety. By providing positive modeling and alternative assessments, they create a supportive learning environment that encourages participation without unnecessary pressure.

Promoting Self-efficacy

Self-efficacy, belief in their ability to succeed at reading tasks, is another crucial factor in minimizing reading proficiency differences in students (Bandura, 2013). The interview data offered insights into how teachers can promote self-efficacy in their students. For instance, T1 stated, *"I celebrate progress of every student, no matter how big or small. When students see their hard work paying off, it builds their confidence and makes them more willing to tackle challenging texts."* The teacher believes in acknowledging even small improvements students make. This motivates students and makes them more likely to attempt harder tasks. The teacher celebrates progress of every student, which helps students see the value of their hard work that can boost their confidence and make them more likely to take on challenging texts. T1 focuses on praising effort and celebrating progress which aligns with research on promoting self-efficacy (Bandura, 2013). By recognizing students' achievements, educators can help them develop a growth mindset and believe in their ability to improve their reading skills.

T2 also shared his effort to develop self-efficacy in the students. He said, *"I encourage students to set achievable goals for themselves. I observe their progress together, and this helps them see how far they have come. It is also an opportunity for me to provide additional support if needed."* This shows that this teacher believes in student agency and self-motivation. By setting their own goals, students become more invested in their achievement. Achievable goals ensure they experience success, which is important for motivation. Additionally, tracking progress together creates a sense of shared responsibility and allows the teacher to provide feedback and celebrate milestones. Students can visualize their achievements by tracking progress allowing the teacher to identify areas where students might need extra help. Setting achievable goals resonates with research on self-efficacy (Guthrie et al., 2007). By setting realistic goals and monitoring progress, students can experience a sense of accomplishment, which can further boost their confidence in their reading abilities.

The study has a number of limitations. First, the sample size is small, which limits generalizability of the study to a larger population. Second, this study is based on teachers' experiences and viewpoints rather than data from students. Third, the qualitative nature of this study does not allow for causal inferences based on empirical data from students.

Conclusion and Implications

Reading proficiency among students differs due to a complex interplay of factors including reader, literacy environment, and text. Educators can create more equitable learning environments and ensure reading success for all students by employing effective strategies like explicit instruction, differentiated instruction, fostering positive attitudes towards reading, and building self-efficacy.

The results of this study have significant implications for stakeholders in education. First, policy makers, curriculum developers, textbook writers, teacher trainers, teachers, and students can take insights from this study. The findings of the study can be beneficial for policy makers to allocate appropriate resources and develop targeted interventions as necessary. Curriculum developers can take insights from the results to incorporate strategies and materials to engage and promote reading comprehension in students. Similarly, textbook writers can take these insights to ensure that their materials support different reading levels of students. Additionally, teacher trainers and developers can equip educators with the necessary skills to differentiate instruction and provide differentiated support to the students. Furthermore, teachers can use these evidence-based instructional strategies to improve reading outcomes of their students. Ultimately, students also benefit from personalized instruction to develop their reading skills and become lifelong readers.

Future research with a larger and diverse teacher sample could provide a more comprehensive understanding of teacher perspectives and factors influencing reading proficiency differences in various classroom settings. Similarly, longitudinal studies could track student reading development over time and provide valuable insights into factors that cause reading proficiency differences among students. Moreover, further research can explore appropriate interventions based on the identified factors causing reading proficiency differences and how teachers can best respond to address the diverse needs to develop students into lifelong engaged readers. Further research can also be carried out to investigate the role of emerging technologies that can support students' personalized learning paths with varying reading abilities.

The Author

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