COGNITIVE CHALLENGES FACED BY TEACHERS OF ENGLISH IN THE TEACHING AND LEARNING READING AMONG SELECTED JUNIOR SECONDARY SCHOOL TEACHERS

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**Abstract**

Teachers of the English language face considerable challenges when teaching reading at various school levels. Reading is the act or process of receiving and interpreting information in language via the medium of print. This paper identifies some of the challenges encountered by English teachers while instructing and facilitating the teaching and learning of reading among Junior secondary schools. It highlights the multifaceted nature of the challenges, encompassing areas such as diverse student intellectual abilities, insufficient cognitive engagement, and language barriers. The methodology used in this study is a descriptive qualitative research design because it describes data along the dictates of a theory, cognitive theory. The study proposes potential solutions to mitigate these flaws, emphasizing the pivotal importance of tailored instructional strategies and methods, collaborative approaches between parents/guardians and managements of schools, and the integration of active technological apparatus into the system.

The paper recommended that regular workshops with a cognitive approach should be organised for all teachers of English to enable them to handle reading effectively. this training will create a drive in teachers to ensure that students under their tutelage are efficient readers. Moreso, in-service training should also be an integral part of continuing teacher education and teachers should be supported in order to increase their level of confidence when teaching reading.

**Keywords: cognitive theory, cognitive challenges, English teachers, reading instruction, instructional strategies**.