

## **Challenges and Solutions to Teaching Reading Comprehension in Zimbabwean High Schools**

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### **Abstract**

This chapter investigates the challenges of teaching reading comprehension in Zimbabwean high schools, where students often struggle with the complexity of academic texts. Using qualitative research methods, the authors identify key barriers to reading comprehension, including lack of motivation, poor fluency, and limited exposure to diverse genres. They also explore how these challenges can be addressed through improved pedagogical practices, including better teacher training and targeted interventions for struggling readers. The chapter calls for a reevaluation of reading instruction strategies to ensure that learners develop the necessary skills for academic success.