



## Exploring the Use of Wh-Questions for Reading Comprehension Text at a Rural-Based Secondary School

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### Abstract

Questioning is a fundamental skill in communication because it elicits a productive and accurate response. However, it poses challenges to English second language learners living in deep rural traditional villages. The paper explored the use of wh-questions in reading comprehension text by Grade 10 English First Additional Language learners at Milton Mpfumedzeni Secondary School at the Vhumbedzi Circuit in Limpopo Province, South Africa. A quantitative approach was adopted because it uses statistics and numbers to predict, discover facts, and test hypotheses while the qualitative provides in-depth knowledge of a phenomenon. Thirty-six participants were selected using a simple random sampling technique because it gives each member of the population an equal chance of being included in the investigation. Also, a convenience sampling procedure was utilised as the subjects are readily accessible although participation is not equal for all members of individuals in the target population and study results are not essentially generalisable. The Statistical Package for Social Sciences Version 22 to maintain in-depth statistical analysis due to its feasibility. Preliminary investigation revealed that participants were incompetent in reading comprehension text but after using momentous strategies, they performed outstandingly. Thus, the paper sanctions using the identified strategies applicable to reading comprehension text.

### Keywords:

*comprehension text,  
high-order questions,  
low-order questions,  
wh-questions*

## INTRODUCTION

Questions entail phrasal or sentential cues that are skilfully worded or articulated to elicit accurate information. In writing, a well-formed question is usually ended with a question mark (Vandeghinste & Guhr, 2023) or a rising intonation (Perticone, 2023). Although questions have interrogative forms or functions (Ren & Wu, 2023), they are every so often distinguished from interrogatives that are used grammatically. To indicate the indispensability of the use of questions, numerous radio and television programmes are hosted worldwide to elicit information from people (Talabi, Adaja, Bello, Adelabu, Apuke & Celestine, 2023). On the other hand, the 'a question' may also mean a British radio or television programme where members of the public ask politicians and other well-known people invited onto the programme for their opinions about issues that are in the news (BBC News, 2023). In teaching and learning, questioning is one awesome paraphernalia offering pedagogical reimbursements for both teachers and students as it shows acquisition and learning of a subject matter to produce anticipated changes in students' behaviour.

Rauch (2022) contends that although questions elicit and check students' thinking and acquired knowledge, understanding a certain subject content is hard, and students' responses are ambiguous and often require further clarification. Although most of the questions including polar questions (Bolden, Hepburn & Mandelbaum, 2023), declarative questions, alternative questions, and tag questions are indispensable assessments for eliciting accurate information, wh-questions cannot be ignored in teaching fraternity because they succinctly promote critical thinking skills, demonstrate understanding of something new and communicate different conversational skills. The wh-questions stimulate vocabulary in reading for comprehension of text and enhances social skills inclusively (Learn Laugh Speak, 2023).

The *South African National Curriculum and Assessment Policy Statement (CAPS) Grades 10-12 (2012) aimed to produce English First Additional Language (EFAL) learners* who can interact critically with a wide range of texts, challenging perspectives, values and power relations embedded in texts and read texts for various purposes, including enjoyment, research and critique. Without analysing the use of wh-questions (Henderson, Lundon & Lyon, 2023), CAPS' aim cannot be easily accomplished. In the South African deep rural traditional villages students still perform poorly in reading a text for comprehension (Darvin & Norton, 2023).

The Wh-questions are the types of interrogatives beginning with an interrogative word or phrase such as 'Why must I give you love?' and 'On which day do you expect to see me?'. Therefore, Indeed Editorial Team (2022) buttresses that most wh-questions may begin with either the question words 'what', 'why', 'where', 'when', 'who', 'how' or 'how many' (5W2H). Nevertheless, although 'how' and 'How many' begin with the consonant 'h-', ordinarily, they belong to the family of wh-questions. Additionally, 'whom', 'which' and 'whose' are also part of the wh-questions. The wh-questions tend to provoke more prolific and precise responses than 'yes or no' questions (Henderson et al, 2023). Hence, they make reading progression more active since they render facts in any text (Intana, 2022).

Wh-questions represent a missing portion of the information that the speaker or writer would want the listener or reader to provide (Xiang, 2023). A subject-operator inversion is ordinarily required after the wh-question word, as in 'Why is he not coming home today?' In this case, the auxiliary 'is' comes after the relative pronoun 'Why' but

immediately before the subject 'he' to maintain the correct grammaticality of a wh-question form. The exception occurs when the interrogative word or phrase fronts (Ren & Wu, 2023) the sentence as a subject requiring a normal subject-verb order as in 'Why he did this to you?' Also, in the 'what about' and 'how about' questions, irregular wh-questions can be followed instantly by either a 'noun phrase' (NP) or an 'if-clause' whereas "the complement of *about* and the construction inside the 'if-conditionals' is not restricted to the other categories" (Li & Liu, 2023:16).

Reading comprehension refers to the reader's attempt to construct the author's messages employing all available resources in the text and the former's previous knowledge. It is, therefore, an interactive process involving the reader, the texts, and tasks (Pardede, 2019). It entails the ability to read text, process it, and understand its meaning based on interrelated abilities (Intan, 2022), namely, word reading to decode the symbols on the page and language comprehension for understanding the meaning of the words, phrases, clauses and sentences. It entails exploring the organisation of a text, increasing students' awareness of the main ideas (Magliano, Talwar, Feller, Wang, O'Reilly & Sabatini, 2023), promoting collective understanding of the text that has been read. Furthermore, it concerns inferential comprehension for finding information that is not obvious, critical comprehension for likening information in a text to the reader's knowledge and values; and items including ideas being evaluated from the text, deducing meanings of words (Magliano et al., 2023) phrase and vocabulary.

Several studies on the use of wh-questions for reading comprehension text have been conducted. For instance, Erdiana and Panjaitan (2023) studied the use of wh-questions for reading comprehension text by Grade 12 Bahasa Inggris SMA/MA/SMK/MAK Senior High School's students to discover the integration of high-order thinking skills and discover that the students experienced challenges when dealing with the level of high-order thinking skills. Yang, Pablos and Cheng (2023) investigated the use of wh-phrases in Mandarin and found that the wh-questions were processed with a reading delay than their counterparts. Kimura (2023) investigated the acquisition of *wh*-questions by Japanese and Chinese students and found that English has *wh*-movement driven by an uninterpretable feature on *wh*-phrases. Similarly, Intan (2022) studied the reading exercises of the 30 eleventh-grade students of MA Ma'arif NU 02 Sidorejo in the academic year of 2021/2022 and found that students are challenged by the main idea, inference and vocabulary of the text.

Although many of the above-mentioned studies have been attached to the acclimatisation of the use of wh-questions for reading comprehension text, little attention was paid to the use of wh-questions. However, South African students continue to experience difficulties in their attempt to respond positively regarding the use of wh-questions in reading comprehension text irrespective of well-documented research in reading comprehension text and the development of theoretical and classroom research. Hence, both teachers and students equally face a minimal understanding of the use of wh-questions for reading comprehension text.

This paper was buttressed by the Schema theory propounded by Bartlett in 1932 as an active establishment of the existing knowledge stored in the students' sub-conscious structures of the mind (Blank, Nash, Otgaar, Patihis & Rubinova 2022). These structures are transitional connexion or cognition units between the students' experience (Larhmaid, 2023) and their new knowledge (Ghazzoul, 2023). After new knowledge has been recognised, schemata guide students and inspire them to remain conscious of the reading

process, interpretations, and guesswork (Yan & Kim, 2023), to predict what follows simply by looking at the title, comparing it with the life experience; and deducing a meaning even before reading comprehension text in full (Hattan, Alexander & Lupo, 2023). The schema theory holds that understanding a text is a collaborative activity between the reader's prior and new knowledges (Pardede, 2008). Three schemata comprise linguistic schema, entailing the reader's prior knowledge of grammar and vocabulary utilised in assessing a text, content schema providing cultural background and theoretical knowledge (Yan & Kim, 2023) based on prior experience; and formal schema involving presentation and arrangement of a text (Ebadi, Karimi & Vakili, 2023).

## **LITERATURE REVIEW**

Wh-questions are invaluable paraphernalia for eliciting productive and accurate information (Henderson et al., 2023) about a particular topic. Wh-questions develop students' skills useful in the formation of concepts, explanation of cause and effect, and exploration of implications. They provoke students' desire to participate in comprehension text and monitor their understanding by linking prior knowledge to the new subject matter as indicated in the preceding discussion. Wh-questions have been used since time immemorial to accomplish cognitive skills. In 1956, Benjamin Bloom developed a 'Taxonomy' dealing with the order of posing questions to students; and remains the most familiar scholar in the educational sectors (Al Maani & Shanti, 2023). It addresses knowledge, comprehension, application, analysis, synthesis and creation questions (Stevani & Tarigan, 2023). As the use of 5W2H governs the success of lessons, students show interest by paying attention (Indeed Editorial Team, 2022) to the lesson. So, the students' success depends on their ability to respond to both the low-order and high-order learning (Thompson & Lake, 2023) required to address a particular text based on cognitive, affective and psychomotor aspects (Yunida & Arthur, 2023).

To mitigate and avoid the difficulties experienced in the use of wh-questions in the reading comprehension text, the next strategies are indispensable. First, making connections of the topic or a piece of particular existing information about themselves or the world in which they live and finally relate to the current text. Second, asking questions is an effective reading strategy because readers can assess their reactions and infer the author's reason for writing a text. Third, visualising events in the readers' mind assist in making the printed words more real and much easier to comprehend and remember. Fourth, determining the importance of text to distinguish between fact and opinion, recognize cause-and-effect relationships, locate answers to questions, and summarise what has been learnt. Fifth, making inferences by merging clues of the prior knowledge and knew knowledge that assist in answering the questions. Sixth, synthesising knew ideas and expanding knew thoughts serving as a springboard to mitigate the challenges faced when reading comprehension text. Although the first three strategies (1-3) are typically easier for students to use, the other three (4-6) are a bit problematic.

The objectives of this paper were to identify the challenges that might be experienced by the learner in the use of a reading comprehension text, to establish their causes, and to suggest remedial measures for the difficulties experienced by students in this instance. Also, the paper attempted to answer the research questions 1) What are the difficulties that might be experienced by students in the use of wh-questions for reading comprehension text? 2) What might be the causes of the difficulties experienced in the use of wh-questions for reading comprehension text? 3) How can the difficulties that

might be experienced in the use of wh-questions for reading comprehension text be mitigated and avoided? Based on these objectives and research questions, there was a need to conduct this investigation.

## **METHOD**

The quantitative approach was adopted as it creates a general understanding of behaviour and other phenomena across different settings and populations. It is more defensible as regards the findings and measurement of a study (Franz, 2023). Also, this approach is fast, focused, scientific, and relatable as well as yields objective data communicated using statistics and numbers to make predictions, discover facts and test existing hypotheses. A descriptive research design was employed because it deals with numerical descriptions that identify the appearance of what is being studied such as its size, location, and frequency. Moreover, it indicates the position of a recognised variable and systematic information concerning wh-questions (Ibrahim, Soepriadi, Limbong, Sujarwo & Sasabone, 2023). Besides, the distribution of variables can be studied and described without preconception of any causal or other hypotheses (Haque, Jaashan & Hasan, 2023).

### **Participants**

Sixty-six participants were selected using simple random sampling (Tutz, 2023) to avoid biases and make statistical inferences about them. The potential confounding variables and the characteristics of the larger population (Thomas, 2020) were represented to ensure high internal and external validity of the wh-question for reading comprehension text. The four steps for selecting a simple random sample were followed, namely, 1) defining the population, 2) deciding on the sample size and 3) randomly selecting the sample such as the lottery in which a sample is 'drawn from a hat' using a computer programme or random number method assigning numbers to individuals using a random number generator, random number tables where a subset of the population is randomly picked; or generate random numbers using random number function in Microsoft Excel; and 4) collecting data from the sample but making sure that every sampled individual participates in the paper to avoid bias. The inclusion criteria for the participants over others (Peng, Roth, & Perry, 2023) were done based on six years or more of contact with wh-questions in EFAL. They were based on the easy approachability and fitness to the researcher's profile including having attended English for 6 years or more and willingness to interpret reading comprehension text.

### **Data Collection**

An open-ended questionnaire was used to collect quantitative data from the reading comprehension text titled: 'A streetcar named desire' because it is suitable for CAPS Grade 10 EFAL students (Brightsparkz Tutors, 2023). Although the story was published in 1947 by Tennessee Williams in New Orleans, Southeast Louisiana its current relevance motivated the researcher to test students' mastery of reading comprehension text in the South African context. Data were employed to find patterns and averages, test causal relationships, and generalise results to wider populations (Lee, Park, Jo, Lee & Lee, 2023) by 1) making observations about something unknown or unexplained and investigating current trends surrounding the problem, 2) formulating a hypothesis to explain observations, 3) predicting outcomes based on the researcher's hypothesis and formulate a plan to test predictions. 4) collecting and processing data using descriptive

research. The prediction was confirmed, and data verified to conclude an investigation. However, if it were disconfirmed, a new hypothesis could have been formulated based on what had been learnt (Matović & Ovesni, 2023).

The researcher sought and obtained permission from the University of Venda Research Office, Vhumbedzi Circuit Manager, Mpandeli Secondary Principal and parents/guardians of the participants who were under-age. Informed consent, anonymity and confidentiality as well as harm to the participants were observed to comply with the ethics protocol. An 'agreement form' for teachers was designed as regards research ethics for them to fill. The exclusion criteria included reluctance to participate and ill health that might interfere with the paper results.

### **Data Analysis**

A Statistical Package of Social Sciences (SPSS) Version 22.0 was utilised based on its accessibility, swiftness, logic (Hennebry-Leung & Xiao, 2023) and in-depth statistical analysis due to its feasibility. Also, it has increased the production, effectiveness and reliability (Khojasteh, Karimian, Farahmandi, Nasiri & Salehi, 2023) of the results. The researcher organised, scrutinised and arranged the findings for clear interpretation. Data condensation, data display and drawing conclusions or verification were employed (Intan, 2022).

## **FINDINGS AND DISCUSSION**

The data was collected using a questionnaire in the current paper were analysed numerically and statistically. In using a quantitative approach and descriptive research design, valid and credible, reliable and valid findings were discovered and analysed. The SPSS version 22.0 used by the researcher ensured increased productivity, effectiveness and reliable results (Khojasteh et al, 2023) coming from an easy and speedy interpretation of data. The post-positivist urgings for dealing with cause-and-effect, knowledge, variable reduction and theory tests of data using questionnaires were discovered. After numerically counting prearranged data quantification, the genuineness of the findings, and the reality of integrity helped students to interpret the use of wh-questions in reading comprehension text. The dependability and reliability of the identified strategies necessitated the seriousness of answering a questionnaire for the students.

The seven wh-questions, namely, 'what', 'why', 'where', 'when', 'who', 'how' and 'how many'(5W2H) were utilised to discern main ideas in reading comprehension text. As the researcher separated 5W2H into 'what', 'why', 'where', 'when' and 'who' (5W) questions as well as 'how' or 'how many' (2H) because he wanted to put the Ws and the Hs side by side and avoid monotony in the layout of the paper. Hence, the 5W questions were analysed in the table while 2H were done graphically. The researcher collected data based on (1) the provision of a questionnaire, (2) respondents' choices made from pre-defined responses, and (3) questionnaire responses that provided the backbone structure for answering the research questions. Answers attained from multiple-choice questions, sequentially typed and printed to extract data using an open-ended question helped with getting appropriate responses. Based on this insight, the frequency of occurrence assisted in data authorisation and the internal reliability of the paper as witnessed in the next table:

Table 1: Use of 5W questions

5W questions	Choices	Correct Response	Incorrect Response
1. What is a <i>belle</i> ?	A An attractive girl. B A strong gentleman.	89%	11%
2. Why did Blanche lose their grip on sanity?	A Sexual harassment. B Sense of humour.	86.1%	13.9%
3. Where did melodrama once again flourish?	A New Orleans. B Hollywood.	94.4%	5.6%
4. When did the melodrama rise to fame?	A 1930s. B 1940s.	97.2%	2.8%
5. Who was Stanley Kowalski?	A Tennessee Williams. B Marlon Brando.	92%	8%

Question 1 ‘What is a *belle*?’ indicates that 32 participants amounting to 89% had gained an understanding of the use of *wh*-question in reading for comprehension text because they chose the correct answer ‘A An attractive girl’. They were familiar with the meaning of the noun word ‘*belle*’ concerning the most adorable girl, particularly at a certain event. The participants might have been aware that ‘*belle*’ comes from the Latin word ‘*bella*’ or ‘beautiful’ as suggested by (Nieto, 2023), and refers to a young woman singled out for being more attractive and charming than other women. Also, they might have known that the noun ‘*belle*’ entails a ‘musical courtesan’ broadly describing several portraits representing beautiful young women in diverse attires playing the lute. In this situation, the participants had a good experience regarding low-order thinking skill questions regarding particular nouns. The finding is in contrast with Intan (2022) who suggests that students experience difficulties in determining vocabulary in the reading comprehension of the text.

Conversely, 4 participants adding to 11% were unable to recognise the correct answer ‘A: An attractive girl’ because they selected the inappropriate answer ‘B: Strong gentleman’ in their attempt to answer the question ‘What is a *belle*?’. The participants could have been confused by the stories that regard a *belle* as a globally-beloved singer (Hosada, n.p.). As Raising children net.au (n.p.) argues that a *belle* comprises themes concerning parental death, emotional abuse, family violence and animated fighting scenes, cyberbullying, and terrifying characters unsuitable for children under 12 years or a sensitive audience, the participants were highly bamboozled in understanding what a *belle* is although they dealt with low-order thinking skill questions. The finding supports Kimura’s (2023) suggestion that *wh*-questions lead to uninterpretable features and challenges faced in the use of high-order thinking skill questions.

In question 2 ‘Why did Blanche lose grip on sanity?’, 31 participants amounting to 86.1% were able to choose the correct answer ‘A: Sexual harassment’ because they were able to use *wh*-questions involving reading comprehension text. They knew that if a man ‘forces himself on a lady sexually’ it is equivalent to committing sexual harassment on women and children, for example. The participants could respond positively to the use of

high-order thinking skill questions suggested by Bloom's Taxonomy. The outcome is in contrast with Erdiana and Panjaitan (2023) who suggest that high-order thinking skill questions are troublesome to L2 students in reading comprehension text.

Nevertheless, it is concerning that 5 participants amounting to 13.9% selected the answer 'B Sense of humour' in their attempt to answer the question 'Why did Blanche lose grip on sanity?' because they could not read comprehension text with understanding. The leading clause 'his act of sexual aggression' mentioned in the play might have alluded the participants to understand what was required by the question. Moreover, the phrase 'causes her to lose her tenuous grip on sanity' might have indicated the correct answer. If the participants had analysed the question appropriately, it would have been obvious that the 'act of sexual aggression' supports 'sexual harassment'. In this regard, the low-order thinking skill questions regarding Bloom's Taxonomy level pose challenges to students' psychological intelligence. The finding is congruent with Yang et al., (2023) who argue that wh-questions trouble L2 students when reading comprehension text.

Question 3 'Where did melodrama once again flourish?' shows that the participants' performance was two-fold. Firstly, 34 participants totalling 94.4 % managed to choose the appropriate answer 'A New Orleans' because it is one of the low-order thinking skill questions dealing with the relative pronoun 'where' requiring the name of a specific place. This performance indicates that students had mastered the appropriate use of wh-question 'where' in reading comprehension text. The establishment is congruent with Henderson's et al. (2023) suggestion that the wh-questions tend to provoke more prolific and precise responses than 'yes or no' questions.

Conversely, only 2 students amounting to 5.6% could not answer the question 'Where did melodrama once again flourish?' correctly as they selected the wrong answer 'B Hollywood'. They might have been confused by the most popular proper noun 'Hollywood' which they frequently hear over the radio or watch on television as is 'Bollywood' usually televised in Indian movies. Without understanding the main idea of the reading comprehension text before them, they suddenly grasped the wrong name altogether. The results indicate that although reading comprehension text involves the skills necessary for reading, processing, and understanding meaning; the students may demonstrate poor competence. The finding supports Intan's (2022) idea that students face challenges in the reading comprehension of the text.

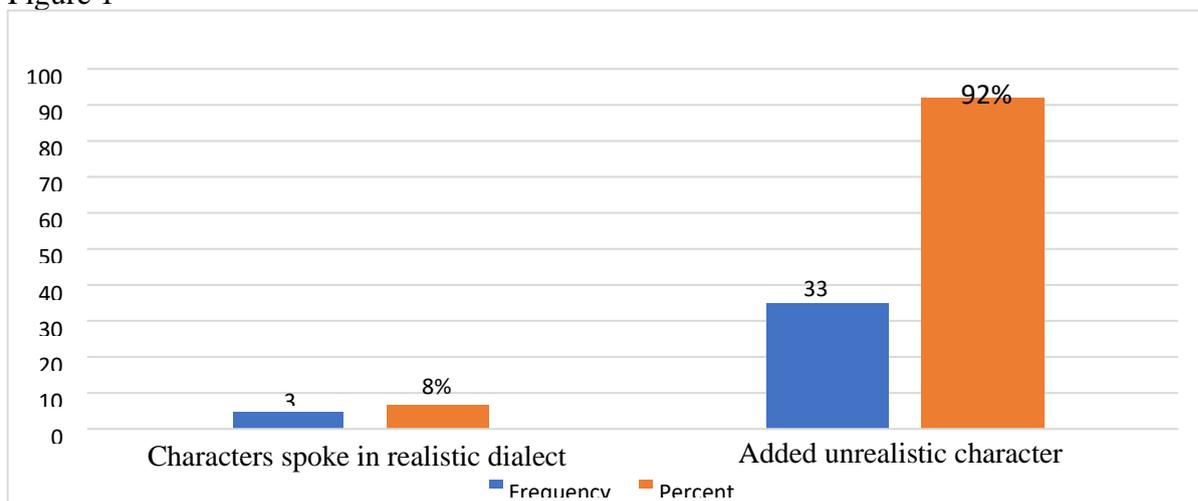
Question 4 'When did the melodrama rise to fame?' indicates that 35 participants adding to 97.2% performed preternaturally because they selected the correct answer '1940s' supports the use of the relative pronoun 'when' asking questions about the time at which things occur. This suggests that the participants had obtained a comprehensive understanding to infer the wh-questions regarding the time frame. Ordinarily, if there are specific times in the text, it might become easier for students to identify a particular time reference since the question belongs to low-order thinking skills propounded by Bloom's Taxonomy. The result is in line with Learn Laugh Speak's (2023) idea that the proper use of wh-questions demonstrates the reading comprehension of text, communicates different conversational skills and stimulates social skills inclusively in reading for comprehension of text.

Nevertheless, it is thrilling to note that only 1 participant amounting to 2.8% could not get the answer '1940s' correctly. This performance indicates that when dealing with a particular low-order thinking skill question such as 'when', students might have ignored further scrutiny of the years mentioned in the reading for comprehension text and

concluded that the answer could be ‘1930s’. The result is congruent with Intan’s (2022) suggestions that students experience difficulties in inferring a particular idea in reading comprehension text.

Question 5 ‘Who was Stanley Kowalski?’ shows that 33 participants amounting to 92% were aware of the fact that although they were dealing with Joseph Bloom’s low-order thinking skill question, they needed to pay extreme attention to the use of proper nouns. They managed to select the correct answer ‘B Marlon Brando’ instead of ‘A Tennessee Williams’ in this question. This indicates that the participants have read comprehension text with clear understanding because all the names were used by the same person, namely, Stanley Kowalski (the character in the play) and Marlon Brando (actor and real name). The establishment is congruent with Henderson et al. (2023) who suggest that the wh-question ‘who’ tend to provoke more prolific and precise responses when dealing with reading a particular comprehension text.

Nonetheless, 3 participants amounting to 8% selected the inappropriate answer ‘A Tennessee Williams’. This ultimate choice reveals the students’ poor proficiency in the use of wh-questions for reading comprehension text because they could not recognise that ‘Tennessee Williams’ is the writer of the current play. The participants might have been fooled by the presence of the sentence ‘Tennessee Williams’ landmark work was a *tour de force*. Although the wh-question ‘who’ belongs to a low-order thinking skill, the participants could not infer the real person required by the question in this situation. In this instance, the participants could not understand the use of the wh-question ‘who’. The discovery supports Erdiana and Panjaitan (2023) who suggest that wh-questions such as 2H challenge L2 students in reading for comprehension text. After looking at the use of 5W questions, the researcher discussed the findings from 2H questions as illustrated in Figure 1

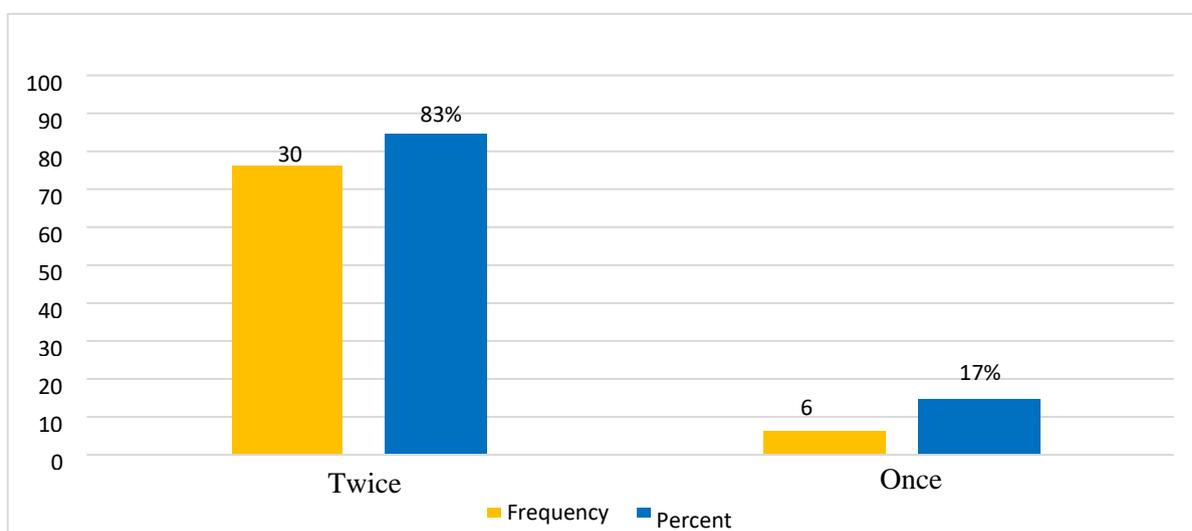


**Figure 1. How did William indicate that melodrama was flawed?**

Figure 1 shows that 33 participants amounting to 92% were able to answer the question ‘How did William indicate that melodrama was flawed?’ accordingly. This suggests participants’ good competence in reading comprehension text because they selected the required answer, namely, ‘Added unrealistic character’. The participants could have read and understood the gist of the matter in Tennessee Williams’ play. Therefore, it is exhilarating to note that the participants could deal positively with high-order thinking skill questions regarding the use of wh-questions, namely 2H questions for

reading comprehension text. Also, they might have carefully understood the meaning of the noun 'melodrama' and the postpositive adjective 'flawed' regarding an ultimate defectiveness or inadequacy. The finding is incongruent with Erdiana and Panjaitan's (2023) suggestion that high-order thinking skill questions are troublesome to L2 students when reading for comprehension text.

However, 3 participants totalling almost 8% could not deal with the high-order thinking skill questions in reading comprehension text because they chose the inappropriate answer 'Characters spoke in realistic dialect'. The participants could have noticed the phrase 'realistic dialect' in the comprehension text and concluded that it might be the correct answer. The result supports Yang's et al. (2023) argument that students experience difficulties in the use of the wh-question 'How' in reading comprehension text. After examining the use of 'How-question', the researcher looked at the question: 'How many' presented in Figure 2.



**Figure 2. How many times did the authors write this melodrama?**

Figure 2 shows that 30 participants amounting to 83% were proficient in answering the low-order thinking skill question 'How many times did the authors write this melodrama?' because they selected the answer 'twice' from the two options provided by the researcher. Although there were two exact answers such as 'twice' and 'once' in the questionnaire, by inference, the participants could still find the correct answer based on the informed knowledge about the use of wh-questions in reading comprehension text. The participants indicated their skill in the use of the 'How' question in this regard. The result supports Henderson's et al. (2023) suggestion that the 'How' question provokes more inexhaustible and accurate responses when dealing with a particular comprehension text.

Nevertheless, 6 participants adding to 17% demonstrated poor competence in the use of 'how many' questions because they chose the wrong answer 'once' instead of 'twice'. They could neither read between the lines nor come up with the correct answer particularly because there were no exact numbers given in the play but can be inferred. The finding is congruent with Erdiana and Panjaitan (2023) who argue that the wh-question 'how many' poses challenges to the L2 students when reading a particular

comprehension text. After dealing with the findings and discussion, the researcher drew the conclusion presented in the successive paragraph.

## CONCLUSION AND SUGGESTIONS

The present investigation attempted to address the research questions that explored the use of wh-questions for reading comprehension text by Grade 10 EFAL students at Milton Mpfumedzeni Secondary School in Limpopo Province, South Africa. Evidence-based results from the authentic use of a questionnaire that was answered under the surveillance of the researcher necessitated the production of philosophical information. The students' participations in the questionnaire were very impressive as their answers supported strategies for dealing with wh-questions for reading comprehension text. The use of 5W questions and the 2H assisted in bringing the students' understanding of the interpretation concerning a comprehension text. Guided by six steps from Bloom's Taxonomy, it has been indicated that high-order and low-order thinking skill questions became an icon of hope regarding the grouping of students' manner of interpreting a reading comprehension text in this investigation. Therefore, the paper recommends that students frequently practise the use of wh-questions for reading comprehension text while teachers are encouraged to timeously improve their students' skill regarding interpreting text in this regard. As this paper is not cast in stone as regards assessing students' interpretation of particular reading comprehension text, future researchers are encouraged to conduct further research on the current topic.

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