Barriers to Reading English Texts in Schools of Rakwadu Circuit in Mopani District, Limpopo Province

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DECLARATION

I declare that the research hereby submitted to the University of Limpopo for the MED has not previously been submitted by me for degree purposes at this or any other University, that it is my own work in design and in execution and that all the materials contained herein have been duly acknowledged.

Signature------------------------   **Date------------**

M.C Modipane.   **28 October 2017**

DEDICATION

This dissertation is dedicated to my late parents, Patika Joseph Modipane and Ramaisela Maria Modipane, who always encouraged me with my studies, and to my son, Modirakgotla, for always believing in me.

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ABSTRACT

This study investigated barriers to the reading of English texts in the rural schools of the Rakwadu Circuit in Mopani District, Limpopo Province. This problem is not only in the said Circuit, it is a world-wide challenge. The research was undertaken in three public secondary schools, with focus on the Grade 9 learners of the said Circuit. Data were collected through audio-taped interviews and observation of learners while reading prescribed texts. It was found that most educators and learners agree that there are barriers to the reading of English texts. The following factors were identified as barriers, namely: lack of libraries, non-parental involvement and insufficient learner-support materials, as well as lack of guided reading books.

The study recommends that governmental officials should consider building libraries even in the rural schools and communities. The schools should have a parental involvement policy in which parents are encouraged to take part in the education of their children. The Department of Education should provide sufficient learner-support materials in schools to enhance learners' reading ability. Educators are to be provided with guided reading materials that will enable them to implement Guided Reading approach. Curriculum advisors should train teachers on how to teach reading.

Keywords:
Reading; Barriers; English First Additional Language (EFAL); Communities; Curriculum; School

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ABBREVIATIONS AND ACRONYMS

CREDE   Centre for Research on Ed Diversity and Excellence

DoE   Department of Education

EFAL   English First Additional Language

ER   Extensive reading

LoLT Language of Learning and Teaching

NAEP   TheNationalAssessment of Educational Progress

NRS   National Reading Strategy

PIRLS   Progress in International Reading Literacy Study

RAT   During Read Aloud

R-9   Reading Strategy for the General Education and Training Band,

SES   Socio-Economic Status

CHAPTER 1
ORIENTATION TO THE STUDY

1.1 Introduction

In South African schools, teaching and learning are facilitated through the English First Additional Language (EFAL). Chaka (2015:1) asserts that "EFAL is very important as it is used as a language of learning and teaching (LoLT) for most learning areas at schools in South Africa." The Department of Education (2009:8) agrees with Chaka (2015) as it outlines that "Learners use EFAL for academic learning across the curriculum". Chaka (2015) indicates that "EFAL serves as a *Linqua Franca* for learners speaking different languages". Although EFAL is vital as indicated in Chaka (2015).Still learners in rural areas experience barriers in reading in EFAL. The researcher is urged to conduct study after having had first-hand experience of learners struggling reading English text.

The poor level of reading among school learners is a problem, not only in Rakwadu, Mopani, and Limpopo Province. It is a world-wide problem. Muhammad (2013) agrees that poor EFAL reading prevalent in schools is a world-wide challenge. In Britain, the year 2008 was declared as the National Year of Reading because of the poor reading competence of learners in EFAL (Rankin, 2013). Researchers such as Donald and Condy (2003); Dotwana (2009);and Pretorius and Matchet (2003) explain that "to this end, reading interventions are mounted at different intervals, not only here in South Arica." This is a clear indication that EFAL reading is an international problem. In Canada, learners struggle to read in EFAL. One percent to 25% of English speaking kindergarten learners are at a risk of failing to learn to read; 48% of Canadian adults cannot read well (Abraham & Graham, 2009). If adults themselves cannot read, this will impede learners to read and as such cannot assist their children to read at home.

Learners in Lesotho and Sub-Saharan Africa experience barriers to reading in EFAL. This is evidenced by Vanstaden (2016:1) who posits that "globally, reading proficiency has a major area of difficulty for EFAL learners in Lesotho and Sub-Saharan Africa".

Lenyai and Devit (2008) mentioned complex factors such as poverty; the quality of language input at school and home, including literacy and illiteracy; lack of qualified teachers; and overcrowded classrooms as barriers to reading in EFAL. Findings from researchers such as Ansie, Lessings, Sandhy andMahabeer (2007) mention lack of resources as a barrier to reading. They argue that inadequate resources such as readers' audio-visual aids and other resources from home and the surrounding environments will disadvantage learners' ability to read.

Most rural schools are without libraries. This means that learners do not have access to reading materials to practise and improve their reading skills. Masilo (2008) confirms that schools in rural areas do not have reading facilities like libraries and reading materials. He further argues that rural-school based learners experience a situation that discourages reading in EFAL. Learners in rural schools rarely come into contact with native speakers of English. The only time those learners get exposed to English is in a classroom situation. This is confirmed by Setati, Adler, Reeds and Baboo (2006:73) who report that "in rural areas, learners are hardly exposed to English language out of the classroom and thus their opportunity to learn is extremely limited."

1.2   Research Problem

Learners in the rural secondary schools of the Rakwadu Circuit in Mopani District encounter barriers to reading in EFAL. Despite the provision of the much-needed learning and teaching resources by the Department of Basic Education (DBE), the supply of books remains insufficient as learners still share books. Masilo (2008:3) indicates that "schools in rural areas do not have reading facilities like library and reading materials". He further argues that "learners are exposed to an environment that does not encourage reading as parents are illiterate, some semi-literate."

Barriers to reading in EFAL have dire consequences as it is the language of teaching and learning. Local and regional reading competitions often reveal that learners cannot read and this could be emanating from barriers which are not known.

The researcher observed such while attending local and regional reading competitions at primary and secondary schools.   The ANA results also showed that

grade 9 learners achieved a Home Language average of 56% and it was recognised that in First Additional Language learners achieved lower scores than Home Language learners(DoBE, 2014).This is the reason why the researcher wanted to explore this phenomenon by investigating the problem. The investigation of reading barriers led to suggestions and recommendations that address reading barriers that exist in the rural secondary schools of the Rakwadu Circuit, Mopani District.

1.3 Role of Theory in the Study

The researcher made use of the Schema-theory, as outlined in James and Evans (1984), as the study of the influence of prior knowledge structure on comprehension and recall. This theory considers reading as a dual process between the reader and the text. It gives the researcher an open mind of not only looking at the difficulty of the text that learners are reading, but also to identity barriers that make a learner not to comprehend the text. This revealed whether problems were with a learner or the readability formulae.

The Schema Theory was useful as it views reading as an interaction between the learner as a reader and the text. The researcher was able to analyse if the problem of reading lies with the learner as the reader or the text, as the problems might be implicated to social, cultural, political and historical contexts (Granville, 2001). The researcher also analysed the identified barriers to reading in terms of contrasting learners' prior knowledge, social and cultural background.

1.4 Literature Review

The Constitution of the Republic of South Africa (1996) Section 4 (2) indicates that all official Languages of South Africa have been accorded equal official language status; however, English is used as a medium of instruction. It is therefore imperative for learners to be able to read in English First Additional Languages (EFAL) as it is a language of teaching and learning across the curriculum (Department of Education,2009).Caddy (2015:120) posits that "English is the predominant language of learning in South Africa and the world over.

Although EFAL is vital across the curriculum, learners in rural schools still experience a barrier to read through it. Chaka (2015) outlines that "poor levels of English First Additional Language reading amongst school learners at most public

Schools in South Africa are a great concern. Madikisa (2014:1) agree with Chaka (2015) as they explain that many studies conducted in South Africa and other countries reveal that reading with comprehension is difficult for learners. Various researchers have found a number of barriers towards reading in EFAL.

Limited exposure to EFAL outside classroom is a serious barrier to learners in rural schools. Caddy (2015:122) confirms as he outline that learners are not readily exposed to English, they have a home language other than English which is used to communicate most of the time. The researcher realised that it will not be simple for learners to grasp EFAL and to practice it as they only come across it in class. Phatudi and Motila (2014:21) capture this as they indicate that learners have limited exposure to English, mainly during teaching time at the schools which they attend.

Home language is noted as a barrier to reading EFAL by various authors. Learners from rural areas come from their home speaking their home language. They do not come into contact with the native speakers of EFAL at home; it becomes difficult for them to read it. This is evidenced by Klinger, Hoover and Baca (2008:5) who assert that "Learners struggles with reading English because they speak their first language which is not English and they are in the process of learning English as their additional language." Most learners come into contact with EFAL words in the class as a language of learning and teaching, they were never taught by anyone to read those words before. Perkins (2015:2) supports this as she explains that "what makes a text challenging to read is when there are words that the reader has never seen before and do not know how to pronounce them."

Teachers themselves are noted as barriers, they are not proficient in English as they are not the native speakers of English First Additional Language. Nell and Muller (2010:653) confirm this as they explain that South African learners have a challenge of being taught by teachers whose own English proficiency is limited. The Department of Education (2008:8) also agrees that teachers are barriers to reading

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in EFAL as it declares that the problem lies with the teachers who are not trained to teach basic reading as they do not know how to help struggling readers.

1.5 Purpose of the Study and Research Questions

1.5.1 Purpose of the Research

The purpose of this study is to investigate factors that impede learners to read English texts in rural secondary schools of the Rakwadu Circuit, Mopani District of Limpopo Province.

1.5.2 Research Questions

1.5.2.1 Main Question

The study has the following questions that are divided into the main and the sub-questions:

- What are the factors that impede learners from reading English texts in the rural secondary schools of the Rakwadu Circuit, Mopani District of Limpopo Province?

1.5.2.2 Sub-questions

- What are learners 'barriers in reading English texts in rural secondary schools of the Rakwadu Circuit, Mopani District?

- Which strategies can be employed by rural secondary schools of the Rakwadu Circuit, Mopani District to overcome factors that impede the reading of texts in English?

1.6 Research Methodology

1.6.1. Research Design

This study followed a qualitative approach. The researcher was guided by Boeje (2010:32), who asserts that "qualitative approach offers the opportunity for participants to describe the subjects of study in their own words." Boeje (2010) further explains that the approach holds the promise to yield findings that reflect the participants' perspective and that fit the substantive field. The approach made it possible for the researcher to access both teachers and learners at schools.

1.6.2. Study Sample

The researcher used purposive sampling to achieve the purpose of the study. In this regard, the researcher was guided by Berg (2014:52), who asserts that "when developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects who represent the population." Berg (2014) is in line with Check and Schutt (2012) who explain that purposive sampling involves selecting a small group out of a larger population which is selected for a purpose. The researcher purposively sampled the participants as they are the people who are affected by the problem of reading in EFAL. Boeje (2010:35) confirms that "in qualitative research the sample is intentionally selected according to the needs of the study". The researcher sampled 3 rural public secondary schools in the Rakwadu Circuit of Mopani District. In each school, 15% of Grade 9 learners and two educators per school were sampled.

1.6.3. Data Collection

The following instruments were used in collecting data for this study:

1.6.3.1. Observation

The researcher conducted classroom observation of EFAL reading lessons in progress. An Observation Check-List was used to record all observed events such as learners' common errors and trends as they read.

1.6.3.2 Interviews

Interviews allow a researcher to probe research participants for further clarity, whilst answering questions (Struwig& Steads, 2001). They allow the participants to elaborate on what is discussed in a much broader way. It is through interviews that the researcher can get different answers from participants. In this study, a face-to-face interview was conducted with learner-respondents and educator-respondents in order to get information about barriers to reading in EFAL.

1.6.3.3 Audio Recordings

The recording device was used to record learners' reading texts in class. Audio recording served as a vital tool to provide the researcher with review of learners' pronunciation and fluency during their reading. When the reading lessons are

recorded, the researcher played-back the audio and listen to the learner's voices pronouncing letters, words, phrases and sentences in English. This assisted the researcher to see areas that are problematic to the learners. Audio recording was also ideal to assist the researcher to assess the learners 'proficiency when they read English texts. Audio recording also saves time as the researcher cannot request the learners to repeat reading the same paragraphs. The researcher after reading, played-back the audio and listens to the errors.

1.6.4 Data Analysis

Data collected were transcribed and summarised into themes and patterns. The interviews were audio-taped and transcribed. Later on, the researcher listened to the audio taped interviews whilst reading the transcribed interviews. Data from the observed schedule were recorded on tables and via written notes as useful source of evidence.

1.6.5 Quality Criteria

1.6.5.1 Credibility

In line with Maree (2012), the researcher ensured credibility of the study by applying membership checking during different phases of the study. The researcher also remained honest and truthful at all times. The findings produced by the researcher were convincing and believable. Credibility was established by alignment of research design, selected participants and the context of the study (Ary, Jacobs & Walker, 2014).

1.6.5.2 Transferability

The researcher ensured transferability by using "Thick Description" technique that allowed the reader to determine the degree of similarities between the study site and other rural schools that would have been under investigations (Mertens, 2010).The researcher also established transferability by ensuring that data are collected and interpreted in a way that can be useful in other similar situations.

1.6.5.3. Dependability

The researcher discussed the identified themes with participants to ensure that they are authentic, and also eliminated any bias that might be brought to the study by reflecting on the research process (Maree, 2012).

1.6.5.4 Confirmability

Ary, Jacobs and Walker (2014:538) posit that "the use of multiple techniques for gathering data enhance confirmability". The researcher used different techniques of gathering data to enhance confirmability of the findings.

1.7 Significance of the Study

This study will be significant to policy makers and educators. Educational specialists and curriculum advisors will also benefit from the study as its findings will help them to identify reading barriers and come up with strategies that enhance the reading competency of learners. The research also helped the researcher to discover the barriers that were never previously explored. The study enabled the researcher to come up with strategies to improve and enhance reading in the Rakwadu Circuit of Mopani District in Limpopo Province.

1.8 Research Ethics

Ethics is defined as morally good conduct for researchers (Gomm, 2008). The researcher complied with setting ethical principles in all different areas in which the research wasconducted. In order to comply with ethical rigour, the researcher followed ethical principles related to this research which include permission, informed concern, confidentiality and anonymity (Brink et al., 2013).

1.8.1 Permission

The researcher submitted a letter for permission to conduct research to the Limpopo Department of Education in Polokwane. The area of focus was clearly outlined in the letter.Ethical clearance was obtained from Turfloop research ethical committee to permit the researcher to conduct the study. A Letter for permission to conduct research was also obtained from the Circuit Manager of the Rakwadu Circuit in order to be allowed access to the sampled schools within the said Circuit.

1.8.2 Informed Consent

Information relevant to the study was provided to all participants, in order for the participants to make an informed consent. The researcher makes clear that participation is not forced but voluntary. A detailed consent form which outlines the topic of the study, aims and objectives of the study was given to the participant. Consent form was written in language of the participants.

1.8.3 Confidentiality

All learners and educators have constitutional rights to confidentiality; the researcher ascertains that they are maintained.

The researcher also explained to the participants that the information used is notto be used by any third party. The researcher further explained to the participants that information will only be given to statistician because she/he will be analysing data.

1.8.4 Anonymity

The researcher reassured the participants that their names and that of their institution were not used; only numbers were assigned to them. Participants were ascertained that all audio recorders were destroyed at the end of the study.

1.8.5 Turfloop Research Ethics Committee (TREC)

The researcher applied for ethical clearance from TREC. Data were not collected until permission was granted from TREC, when ethical clearance letter wasgranted the researcher submitted it to schools where data were to be collected in order to gain access to the site.

1.9 **Conclusion**

Chapter 1 presented background and motivation of the study in detail. The researcher in this chapter explicitly discussed the research problem and role of theory in this study. The purposes of the study and research questions, research methodology were also highlighted. Focus was also put on quality criteria, significance of the study and ethical consideration of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

The Constitution of the Republic of South Africa (1996) section (4) indicates that all official languages of South Africa have been accorded equal official language status; however English is used as a medium of instruction. It is therefore imperative for learners to be able to read English text, as English is a language of teaching and learning across the curriculum (LoLT) (Department of Education; 2009).Furthermore, EFAL is significant as it is very common in the working environment as well as in tertiary institution (Caddy, 2015). The ability to read in English text is vital, as it remains the language of trade and commerce in most countries of the world. Across the world, English is the leading language of communication, academia, business and technology (Nel &Theron: 2008).Even though EFAL is said to be significant, learners in rural schools still struggle to read English text.

Barriers to read in English text in the rural schools are a cause for considerable concern. In this chapter, other factors that the researcher outlined are reading and reading approaches. The literature review also draws on the meaning and significant of English First Additional Language (EFAL). Theories relating to the study such as Schema Theory and Vygotsky theory are outlined. A number of research studies related to reading conducted across the country as well as South Africa are discussed. Their relevance to this study is outlined. The literature review aims at looking into various factors that are barriers for learners in rural Secondary schools to read in EFAL.

2.2 What is Reading?

Reading is one of the significant skills that learners must acquire as it reflect the basic interpersonal communication skills required in social situations and cognitive academic skills which are important for learning across the curriculum (Department of Education, 2013).The researcher acknowledges that reading as a skill must be acquired and learned by all learners for daily interaction and in their entire situations. In addition it is only through reading that learners can learn all learning areas across the curriculum.   Reading is significant as it enables the learners to   access

information, for example, through website, books, documentation and journals that will improve their knowledge.

A good foundation in reading is important to all academic learning as it enables learners to progress well in their studies. The Department of Education (2013:6) agrees as it posits that the learners' success in schools and throughout life depends largely on the ability to read. Another essential point outlined by the Department of Education (ibid) is that in the context of South African schools, reading is at the centre of learning because without it, the learner's entire education and eventual success at school and in the community is doomed and is likely to cause them to drop out.

The Department of Education (2013:5) defines reading as a complex system of deriving meaning from learning material that requires not one but all of the following:

- The skills and knowledge to understand how phonemes or speech;
- Sounds are connected to print;
- The ability to decode unfamiliar words;
- The ability to read fluently;
- The development of appropriate active strategies to construct meaning from a variety of text; and
- The development of a motivation to read.

Reading is seen more as bringing meaning to print than only extracting sounds from print for learners whose home language is different from the Language of Learning and Teaching (LoLT) (Department of Education, 2013:7). Pretorius and Mokhwesana (2009: 56) describe reading as combination of decoding and comprehension. Furthermore they referred decoding as the code-based processes involved in translating the written symbol on the page into identifiable chunks of language, while comprehension refers to the process that assign meaning to the text as a whole.

Decoding means breaking down a word into its separate sound, called phoneme (Abraham & Graham, 2009).Reading is the decoding, interpreting and understanding

of printed marks on paper. Initially, the marks looks like squiggles on page. Overtime, the learner comes to realise that each squiggle represents a sound, and that each group of squiggles represent a word or a phrase (*www.harley.co.za*).Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have indented. The reader does this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008).

Ajideh (2003:1) views reading as a selective process. He sees the reading process as involving partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. He further explained that "As this partial information is processed, tentative decision is made to be confirmed, rejected or refined as reading progress." It is an active process in which the reader forms expectations about the material being read, and then samples the text to confirm or revise the predictions. In this view, there is an interaction between the reader's store of information and the ability to make linguistic predictions, which influences what the reader expect to findings during the processing of text(Goodman,1970).

Ajideh (2003:1) defines reading in three different ways; first, they assume that reading is an active process. He claims that "The reader forms a preliminary expectation about the material, then, selects the fewest, most productive cues necessary to confirm or reject that explanation."Secondly, he views reading as a two-fold phenomenon involving process comprehending-and product-comprehension. Thirdly, he defined reading as interaction between thoughts and language. He further asserts that "The reader brings to the task a formidable amount of information and ideas, attitudes and believes." In conclusion they outline that knowledge coupled with the ability to make linguistic predictions, determines the expectations the reader develops as he read. They believe that reading skill is dependent on the efficient interaction between linguistic knowledge and knowledge of the world.

Authors such as Gilakjan and Ahmadi (2011:142) view reading as "The ability to draw meaning from the printed page and interpret this information appropriately." The researcher believes that what is important in reading is for the learner to understand what they have read. In the same way, Tandros (2014) views reading as

the ability to read and interpret meaning from varied text. The researcher further reviewed sources that identified common national/commonly used definition of readings; amongst those sources is the National Assessment of Educational Progress (NAEP) who defined reading as follows:

Reading is an active and complex process that involves (a) understanding written text, (b) developing and interpreting meaning(c) using meaning as appropriate to type of text, purpose and situation.

Tandros (ibid) mentioned other selected reading researchers who identified the definition of reading as follows:

Reading is the process of constructing meaning from written text. It is complex skills requiring the coordination of a number of interrelated sources of information. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge (2) the information suggested by the text being read, and (3) the context of the reading situation.

Reading is viewed by authors such as Lilai, Jung and Luo (2008) as a fundamental and critical skill for students to achieve academic success.Lai, Jung and Luo (2008:155) posit that "Research maintains that reading is actually a complex mental cognitive process that requires more than just deriving meaning from the text. They further outline that reading may involve the readers' both bottom-up process of analysing textual information word by word and top-town processing of using prior knowledge to comprehend the text. It is vital that learners excel in reading as they live in a competitive and ever changing world which needs them to be critical and creative. Ramrathan and Mzimela (2016:1) view reading as the cornerstone of literacy learning.

Even though various authors have outlined the significance of reading, learners still experience barriers to reading. South African learners' poor performance in reading is evidenced by the results of the Progress in International Comparative Study (PIRLS) 2006. As an international comparative study, PIRLS is administered in a five-year cycle. The main focus of PRLS is to improve the teaching of reading   and

the acquisition of reading skills, with basic reading skills being the main prerequisite of PIRLS (Mullis, Martin, Kennedy, Trong & Sainsbury, 2011). PIRLS expect young readers to be able to construct meaning from a variety of texts, to participate in communities of readers in school, everyday life and for enjoyment (Mullis et al., 2011).

2.3 Types of Reading

Although learners experience barriers to reading, there are different types of reading that could be engaged in order to enhance their reading skills. The following focuses on three types of reading that can be used to enhance the learner's academic reading skills.

2.3.1 Extensive Reading

Extensive reading (ER) is defined as a focus on the rapid reading of books after books with the attention on meaning of texts (Day & Bamford,1998).This type of reading encourages learners to read large amounts of easy-to-understand material based on their individual interests and reading level (Park, 2015). Park (2015) further explains that ER reading approach has significantly more positive overall effect on secondary EFAL learner's attitudes than the intensive reading approach. Extensive reading is a highly individualized approach to reading improvement (Mickuleckey, 2008). Mickuleckey, (2008) further explains that with extensive reading, the emphasis is on the quantity of books read and the learner's enjoyment of books. Adding to her statement, she asserted that learners need to talk about the books they read in structured activities, including the book conferences with the teacher, brief oral report to the class and discussions in small group setting. This type of reading requires learners to have exposure to sufficient academic books. Day (2015) outlined extensive reading as a supplementary reading. Day (ibid) asserts that the term Extensive reading is associated with reading a great deal and reading quickly.

Extensive reading is important for learners in academic context. Mikulecky (2008) outlined the benefits of ER reading as follows:

Development of a positive attitude towards reading in a second language

- It motivates learners to read more.

- Increased reading fluency.
- Gains in vocabulary and grammar knowledge.
- Improvement in writing in the second language.
- It helps to build confidence with extended texts.
- It helps to develop general world knowledge.

Day (2015) developed 10 characteristics of extensive reading. They continue to explain that those characteristics need to be taken into consideration as they regard them as a way of teaching foreign language reading. The researcher looked at their ten characteristics of extensive reading as she regarded EFAL as foreign language to the learners under research.

Their extensive reading top-ten principles were outlined as follows:
- The reading material is easy
- A variety of reading material on a wide range of topics is available;
- Learners choose what they want to read;
- Learners read as much as possible;

The purpose of reading is usually related to pleasure, information and general understanding;
- Reading is its own reward;
- Reading speed is usually faster rather than slower;
- Reading is individual and silent;
- Teachers orient and guide their students; and
- The teacher is a role model of a reader.

2.3.2 Advantages of Extensive Reading

Extensive reading is essential to learners who experience reading problems; Reading large quantities of reading material expose the learners to reading, hence their reading fluency is developed (Day, 2015).

Extensive reading is a highly individualized approach to reading improvement (Mikulecky, 2008).Shelly (2015:14) outlines the advantage of extensive reading as she declares that "the more someone reads the more they pick up items of vocabulary and grammar from the texts, often without realizing it."

Extensive reading is of significant to learners as reading is silent and individual. It enables learners to read at their pace. Day and Bamford (2000) allude that ''this process allows learner to discover that reading is a personal interaction with the text and experience that they have responsibility.''

2.3.3 Limitation of Extensive Reading.

Extensive reading may fail to provide learners with a perfect mastery of the target language (Tugrubery, 2015). The researcher believes that this type of reading that makes learners to read for pleasure, may fail learner to acquire academic skills needed to read for exams, as learners read without focusing and using dictionary.

2.4 Intensive Reading

According to Day and Bamford (1998:5), intensive reading is outlined as "taking a text and studying it line by line, referring at every moment to dictionary and grammar, comparing analysing, translating, and retaining every expression that it contains." This type of reading is essential for academic reading as the learner reads a text whilst also looking for a deeper meaning and this enables the learner to analyse what he /she is reading. In this case, learners read in detail with specific aims. Intensive reading involves learners reading in detail with specific learning aims.

2.5 Differences between Extensive and Intensive Reading

The first difference is that extensive reading covers large area while intensive reading covers a narrower area. Extensive reading involves learners reading long text/ large quantities for general understanding with the intention of enjoying the texts. Learners are given the freedom to choose their own topic which they think are interested to be discussed. This differs with intensive reading as it does not allow the learners to find the topic they like. The topic is given by the teacher, learners do not necessary look for supported articles because the topic which is chosen by the teacher is usually short and easy to understand (Graham, 2008; Molotja, 2016).

The second difference is about learners' activity in a class. In extensive reading, learners' activity is more complex than in intensive reading. In the extensive reading class, learners are requested to write a summary after reading a passage or an

article, while in intensive reading learners are asked to answer some questions related to the topic which is given by the teacher (Bell, 1995).

The third difference is that extensive reading discourages the use of dictionary, while a dictionary is a must in intensive reading. Bell (ibid) posits that the use of a dictionary will distract learners from focusing on the message conveyed, as they always consult the dictionary every time they find unfamiliar words.

2.6 Reading Approaches

According to Gilakjani and Ahmadi (2011:142), reading can be done using a number of processes that can be divided into two main categories. The research brings to light those two-processing approaches used to teach reading to EFAL learners as follows.

2.6.1 Bottom-Up Processing Approach

The process reflects the models of reading as a simple process of decoding words into thoughts, words that have been decoded must be recognised and thought must be remembered (www.Philsef). It works from the parts to the whole, building up gradually in a process of growth. This approach refers to the reader obtaining meaning from the letters and words of a text and reconstructing the intended message. According to James (1987:178), bottom-up processing involves the movement of data from the page to the brain. In addition, he asserts that "The upward movement triggers certain past experiences or perceptions about the topic."

2.6.2 Top-Down Processing Approaches

This approach state that readers begin with expectation and ideas about a text, based on its title, format and style, before they begin to look for words that will substantiate this expectation. It is an approach that begins with a picture of the whole and deals with the parts in terms of that (Philself support). This approach is defined by Galakjani and Ahmadi (2011:142) as the reader's ability to look at a text as a whole and to connect and relate it to the existing knowledge. In this approach, readers are able to comprehend what they read when they have relevant background knowledge about the topic at hand (Eskey, 2005). Eskey (2005) further explain that "Their background knowledge enables them to make predictions   about

their reading and then check these predictions to confirm understanding/ read to clarify confusions.

2.6.3 Analytic Phonics Approaches

Analytic phonics approach is known as a whole word approach; it is also viewed as a top-down process. Understanding and comprehension of meaning is of significance to this approach. Learners follow a certain sequence when reading, they start to read single words, and followed by sentences at the end they read stories (Hugo, 2010:135). The approach start by introducing words timely, then sounding and later blending (McGeown & Watson, 2012:1382).Phonic approaches both (analytic and synthetic phonics) are seen to have strengths in varying areas.

The use of phonics approach to teaching reading allows for transference of strategies in learners' home language to EFAL learners. Weaknesses of the phonic approach are clearly seen as reading comprehension and fluency can be compromised if the focus is much sited on phonic sounds and irregular nature of the English spelling system can be confusing for EFAL learners, it should be combined with another approaches. Blundern-Greef (2014:163) asserts that phonic approaches are seen to have strength in varying areas, their use to teaching reading allows for transference of strategies in learner's home language to English.

2.6.4 Synthetic Phonics Approaches

It is as an approach in which learners has knowledge of individual sounds and letters followed by blending sound with the blending sound with the purpose of composing whole words (Davis, 2012; and National Reading Panel, 2000).

In synthetic phonic approach, Hugo (2010:135) posits that learners must begin to recognise and read individual sounds and then approach diagraphs and blends before attempting to read single words. He asserts that synthetic phonic approach is a bottom-up approach, i.e., Integrative approaches. Brainstorming and structured discussionsare examples of integrative approaches to teaching reading, they encourage higher thinking levels (Caddy, 2015).

According to the Centre for Research on Ed Diversity and Excellence (CREDE, 1999:22), literacy skills among English Language Learners can best be developed through combination of direct and interactive approaches.

Products-oriented approach to reading assumes that meaning exists in the text itself and it is text-based factors that determine meaning (Ajideh, 2003). He continued to explain that with process-oriented approach meaning is obtained through a successful interaction between the reader and the text.

2.6.5 The Read-Aloud Approach

The read-aloud approach is defined as a developmentally appropriate, commonly employed practice that is purported to promote oral language and development, comprehension, build background knowledge, and expand vocabulary (Beck &Mckeown, 2001; and Morrow, 2007). According to Kindle (2010), read-aloud is seen as adult-mediated interactions, and thus provides a supportive context for learning. Kindle (ibid) continues to outline that, through intonation, gestures and facial expressions, teachers provide clues about word meaning. The researcher hopes that this approach will assist learners who struggle to read in EFAL, as during read-aloud the background knowledge of learners is activated. They also learn the meaning of words through gestures and facial expressions from their teachers during read-aloud.

Ramrathan and Mzimela (2016:1) articulate that read-aloud gives the whole class the opportunity to participate without the teacher making any differentiation in the teaching strategy or teaching content. They further outline that this approach focuses on word pronunciation and word acquisition. The researcher hopes that the approach will assist learners who struggle to pronounce EFAL properly.

2.6.5.1 Advantages of Read-Aloud Approach

Burkins and Croft (2010) outline advantages of read-aloud as follows:
- Read-aloud build vocabulary.
- Motivates learners to read.
- Develop understanding of story structures.

- Support developing connections between print elements.
- Encourage high levels of understanding.
- Modelling fluency.
- Teaching the reading process in a meaningful context.

Daily read-aloud helps learners internalize language and structures they will apply to their own reading; it demonstrates how to understand what's being read (Sharpe, 2009)

2.6.5.2 Disadvantages of Read-Aloud
Even though read-aloud has advantages, there are also some limitations about it. Sharpe (2009) indicates disadvantages of read-aloud as follows:

Learners probably acquire a great deal of faulty pronunciation. During read-aloud (RAT) both the production of pronunciation errors and the reception are likely to ingrain faulty speech production.

Read- aloud has no "genuine communicative purpose" content of the text, (a) they must depend on the reader for the information that they acquire (b) The reader must be trying to communicate that information through the reading aloud.

The amount of relevant learner practice generated is inefficient. Typically one, for there to be a purpose (a) the listeners must be seeking to discover the learner read-aloud at a time, while the other are expected to read the same words quietly at the same time, two problems are that(a) there is no guarantee that quite reading is actually taking place. (b) Quiet reading is not the same as reading aloud; requiring different skills that other learners will not be achieving the same objectives as the readers leaving the objectives of reading aloud to be addressed by only one learner at a time.

The researcher believe that, even though read-aloud has some advantages to the learner, there are also some disadvantages. Read- aloud may assist learners who read quietly to learn pronunciation from the one who read- aloud. The problem is that, if the readerincorrectly pronounces some words other learners will acquire a great deal of incorrect pronunciation. During read-aloud learners who are not reading

may lose focus or play. The researcher agrees with Sharpe (2009) who asserts that there is no guarantee that quite reading is actually taking.

2.6.6 The Think-Aloud Approach

According to Willhelm (2013), think-aloud is defined as a strategy in which learners are ask to say out loud what they are thinking about when reading, solving problems or simply responding to questions posed by teacher/other learners. Spence (2015) views think-aloud as a strategy in which teachers verbalize aloud while reading a selection orally, their verbalization include describing things they are doing as they read to monitor their comprehension. Jahandar, Khodabandehlou and Seyedi (2012:3) outline think-aloud as a technique in which learners verbalize their thoughts as they read and thus bring into the open the strategies they are using.

2.6.6.1 Advantages of Think-Aloud Approach

The "think- aloud approach'' plays an important role in enhancing EFAL in reading comprehension abilities, it is helpful for learners who are struggling to read (Lai, Jung and Luo, 2008:154). In addition to the above, Smith (2006) discovered that productive techniques and think-aloud mysteries, which are similar to the think–aloud approach, for teaching comprehension strategies to struggling readers. This approach is essential for reading as it enables teachers to present how they interact with the text by verbalizing what they are thinking while reading-aloud. According to Lai et al. (2008:163), this approach is an effective instructional technique that is essential to benefit learner's reading comprehension.

Researchers studying reading strategies have used the "think-aloud protocol" in their study, in which subjects verbalise their thoughts while involving a cognitive activity to probe how language learners process texts while reading (Lai, Jung &Luo, 2008). This approach can be used as an instructional strategy in classrooms to demonstrate how readers construct meaning from text (Walker, 2005; Oster, 2001; Wilhelm, 2001; Smith 2006; and Policasto & Lui, 2006). Teachers can present how they interact with texts by verbalising what they think while reading, during think-aloud.

2.6.6.2 Advantages of Think-Aloud

The think- aloud helps learners learn how to monitor their thinking as they read an assigned passage and also increases their scores of comprehension   (Block, 2014) .Block(ibid) further outline that, think- aloud enhances learner's ability to select thinking process to overcome comprehension challenges.

2.6.6.3 Disadvantages of Think-Aloud

 Rankin (1998:122-123), cited in Seyedi (2012:3), indicates that complication may arise from think-aloud procedure if subjects are told to read and talk in L2 while reading and verbalizing would seem to encourage translation. Seyedi (ibid) continues to declare that, on the other hand, there is a danger that participants will worry more about speaking out and concentrate less on the reading itself if they are required to verbalise in foreign language.

2.7 Strategies for Reading

Reading is one of the aspects of the English First Additional language that are not given much attention by most teachers in schools. Although reading skill is of significance across the curriculum, learners still struggle to read in EFAL. Chaka also supports the statement as he outline that reading in EFAL is the most overlooked and under-rated language skills by many teachers in South African schools. He further posits that for learners to master speaking, listening and writing, they first had to possess sufficient reading strategies. There are various reading strategies that are used to enable the learner to be independent readers. Reading strategies are classified into the following: Before-reading, During-reading, After-reading, and monitoring strategy**.**

2.7.1 Before-Reading/Pre-Reading Strategy

This type of reading is outlined as a strategy that helps to facilitate an initial understanding of a text (Ghuma, 2011).Teachers must provide learners with relevant schemata that will teach them to link their background knowledge with the new knowledge needed for understanding how to read in EFAL. Ajideh (2003:5) maintains that teachers of ESL must provide learners with existing knowledge to teach them how to build bridges between existing knowledge and new knowledge. According to Phillips (2008:4), before reading is an activity that prepares the learner

to get ready to read by activating background knowledge and engaging the learners in questioning and predicting.

He further posits that Before-reading provides teachers with opportunities to assess what learners already know and assisting them in teaching what they know to be successful in reading the text that will follow. The purpose of pre- reading activities is tomotivate learners to want to read the assignment and to prepare them to be able to read it (Chastain, 1988).

2.7.2 During-Reading Strategy

This type of strategy is used for identifying and interpreting the main information in the text (Ghuma, 2011). During-Reading includes Reading-Aloud, reading silently, and reading to answer questions or information and opportunities to discuss word difficulties as they arise. This strategy assists to facilitate the first understanding of a text. During this phase, teachers provide support for the readers in decoding words and comprehension (Chaka, 2015).

According to Phillips (2008:10), During-Reading activities include the following:
- Periodic comprehension checks;
- Decoding/Phonics skills activities;
- Self-correcting and monitoring activities;
- Syntactic skills activities;
- Graphic organizers;
- Post-it Notes;
- Journalism activities;
- Reading silently or to partner; and
- Guided reading.

The researcher view during-reading strategy as the most significant strategy that will enhance the learner's ability to read fluently. According to Phillip (2008:10), this strategy includes number of various reading strategies which during – reading activities mentioned above, the researcher believes that those activities outlined by Phillip(ibid) will improve the learners' reading skills.

2.7.3 After-Reading Strategy

Phillips (2008:6) outlined After-Reading as an activity that includes discussion of the material on a cognitive or affective level. He continues to indicate that "learners should explain their positions using the text, prior experience or both. After-reading entails re-reading parts of the text to enhance its comprehension, clarifying hazy parts, evaluating the content of the text or its overall quality, summarising the text, reconstructing the hypothesised macro elements of the text and inferences(Ghuma, 2011).

2.8 Barriers to Reading English First Additional Language

Although English First Additional Language is vital across the curriculum learners in rural schools still experience barriers to reading it. Hertzog and Porter (2010:10) state that English learners face more difficult challenges when they have to read and understand academic texts. Various researchers have found number of barriers to reading EFAL such as the ones below.

2.8.1 Lack of Resources

The Department of Education (2010) indicates that there are barriers to reading as it outline that many homes are without books, some classrooms have no books and that result in poor matriculations results due to low level of learners' reading skills. The Department of Education (ibid) further posits that in 2001 and 2004 a large number of children had Shockley low-reading ability across the country were large number of children do not read. Lack of resources in rural schools poses a great challenge when teaching English First Additional Language. Hugo (2010:141) asserts that there is lack of readers as well as appropriate reading materials in many schools. The researcher realised that this problem does not affect EFAL learners only, but also the teaching of reading as a whole.

Teachers find it difficult to implement the Guided Reading Approach correctly due to lack of levelled Guided Reading books (Kruizinga & Nathanson, 2010:73).
Most learners struggle to read in EFAL as they come from homes where there are no learning-support materials and resources that motivate them to read. Reading Strategy for the General Education and Training Band (R-9) confirms this as it

outlines that "Children who begin school without access to literacy-rich environment at home are at a significant disadvantage compared to other children".

Masilo (2008:20) indicates that 51% of South African householdshave no books for those wishing to instil a reading culture. Ansie, Lessing, Sandhy and Mahabeer (2007:142) confirm lack of resources as a barrier to reading as they indicate that inadequate resources such as readers, audio-visual aids and other resources from home and surrounding environment will disadvantage the learners' ability to read

The researcher realised that lack of resources is a challenge which is prevalent in schools under study. The researcher noticed that most learners who struggle to read in EFAL are those who come from homes where there are no learning support materials that motivate them to read. Most of them live with unemployed parents who depend on social grant. Some come from child headed families. They cannot afford to buy reading materials that will enhance their reading skills. Lack of resources is evidenced by situation were some learners in rural schools share textbooks.

2.8.2 Lack of Libraries

Most rural schools are without libraries, which mean learners do not have access to reading materials to practise and improve on their reading skills. Stone (2009:11) explains that learners need ample opportunity to read for pleasure and to read independently by encouraging them to go to the library every day. Stone's (2009) statement will not be practical in rural schools where there are no libraries.

Reading is reliant on the accessibility of libraries. Machet and Tiemensma (2009:62) indicate that "Libraries have a major educational responsibility as well as unique servicesand resources to contribute to the development and maintenance of lifelong literacy skills and knowledge". Learners will be encouraged to read if they have access to enjoyable, suitable reading materials for their grades and age. INFLA Guidelines for children and services ascertain that the provision of lots of various reading materials and libraries offer learners an opportunity to experience the pleasure of reading (INFLA, 2003:3). The researcher observed that most rural schools have no libraries. It is high time that the government should consider

building libraries in rural schools, not forgetting also public libraries to assist learners who want to consult reference works and other materials for school projects. Schools and public libraries will enhance learners' interest in reading for pleasure.

Lack of libraries presents a serious problem to parents in rural area as many are unemployed, poor and cannot afford to buy reading materials for their children nor give them transport money for travelling as available libraries are found in towns. Machet and Tiemensma (2009:63) confirm this as they outline that, in South Africa, 85 percent of population lives beyond the reach of public library. They further explain that many learners do not have transport available to reach libraries, or the money to pay for such transport if it is available. It is vital that rural areas also have libraries so that learners have access to reading, even during after school hours, in order to enhance their reading skills.

Masilo (2008:20) identified in his survey a group of young Black South Africans in rural area who are open to reading books but offer reasons why they do not read very often. He mentions that "they complained about cost of books and that there are no libraries". Masilo agrees that schools in rural areas do not have reading facilities like libraries and reading material. He further argues that learners are exposed to environments that do not encourage reading.

The researcher noticed that lack of libraries presents serious problems in schools under research. There are no libraries there except in the neighbouring towns.

2.8.3 Contextual Barriers

The social background of learners impedes them to read in EFAL. Learners grow in the rural area where the only spoken language is their home language. They only come into contact with EFAL as a language of learning and teaching (LOLT) at school. Their opportunity of learning EFAL is limited to only during school hours. Klingner, Hoover and Baca (2008:5) capture this when they indicate that "Learners struggle with reading EFAL because they speak their first Language which is not English and they are in the process of learning English as their additional Language." Caddy (2015:22) confirms this as he outlines that learners are not readily exposed to

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English, they have a home language other than English which is used to communicate most of the time. Phatudi and Motila (2014:21) are in line with Caddy (2015) as they posit that learners have limited exposure to English, mainly during teaching time at the schools which they attend. For most of the South African learners, exposure to English is mainly limited to classroom, television and radio. EFAL learners whose home background, social environment and wider community do not provide the necessary tools to communicate in English are generally at a great disadvantage (Lessing & Mahabeer, 2007).

Most learners were never taught by anyone at home to read English First Additional as a language of teaching and learning. Lack of exposure to this language has a negative impact to them as they have never seen English words before. Perking (2015:2) supports this as she indicates that what makes a text challenging to read is when there are words that the reader has never seen before and do not know how to pronounce them. She further posits that some texts are challenging to read because they are outside the learner sphere of EFAL experience and knowledge. English First Additional Language is not transparent, there is no straight forward correspondence between the letters and sounds, so process are followed to make sense of the complexity of the written words (Perking, 2015:7).

The language that learners use at home is completely different from EFAL this lead to their experiencing difficulty in reading. The researcher realised that the pronunciations of the learners when reading EFAL is affected by their dialect, then it becomes difficult for them to become proficient readers. This problem of limited exposure to LOLT is evidenced by authors such as Setati, Addler, Reeds and Baboo (2006:73), who explain that in rural area learners are hardly exposed to English language out of the class room and thus their opportunity to learn it is limited.

The researcher noticed that learners who are constantly exposed to native speaker of English are more proficient than those who are not. This is evidently clear when we observe learners who are attending the white schools or the model c schools from lower grades. They are able to read English text fluently.

2.8.4 Socio-Economic Status

Adler and Renkop (2008); and Hackman and Farah (2008) define socio-economic status (SES) as complex, multidimensional construct that comprises economic measure such as income , education and occupation, in addition to social factors such as power, prestige and social status.

Socio-economic status is significant to the brain of the child. Low socio-economic status has a negative impact on the brain of a learner. Parents who live in a lower SES cannot afford to buy nutritious food which will stimulate the brain of their children. Reading ability of most learners in rural area is average and below average, hence they struggle to read in EFAL. Hackman and Farah (2008) claim that SES is an important predictor of neurocognitive function.

These authors explain that different brain area reach maturity at different ages. They further argue that the slower development of the prefrontal regions render the development of language, especially vulnerable to the effects of low SES environment. Lower SES environments are often characterised by poor cognitive stimulation, malnutrition, non-facilitative parenting styles and chronic stress (Nel et al., 2015:10).

The researcher realised that learners from low SES suffer chronic stress as their parents cannot meet their needs. This affects their learning performance, especially in reading as they cannot provide them with EFAL resources. Various researchers such as Hammar, Miccio and Wagstaff (2003), cited in Nel et al., (2015:10), posit that "lower SES children do not necessarily experience the positive consequences of bilingualism as higher SES children do".

Rural schools of Rakwadu are situated in areas which are affected by high level of unemployment. Most parents are unemployed; they plough vegetables with the aim of selling them so that they can make a living. These affect learners as they spend most of their time helping their parents. They are also obliged to do works such as fetching water and firewood as their parents say they cannot afford to buy electricity.

Learners end up exhausted by those duties and sleep without doing home works. When given some extracts to practice reading at home, the following day they give apologies that they did not manage to read because there was no electricity at home, and during the day they were assisting their parents with household duties. The environment in which learners find themselves does not create culture of reading. Learners who have desire to read find themselves in a difficult situation as their parents cannot manage to buy reading material such as newspapers, Magazines and books.

Masilo (2008:23) compare reading, in a learning situation where there are no resources, with playing football without a ball. Most rural schools are poorly resourced. EFAL learners in high poverty schools experience number of barriers that impact negatively in the development of EFAL reading. Ramphele ascertains as he indicates that "The reason for the large number of struggling readers is that half of the learners in the country live below or near poverty level; some learners live in shelters, in cars with relatives or on the street, while others have to miss school to take care of younger siblings."In line with Ramphele, Tailor (1995:80) and Le Cordeur (2010:77) agree as they explain that poverty can prevent many learners from learning to the full capacity. This challenge is beyond the teachers' control.

The researcher noted that most rural secondary schools of the Rakwadu Circuit in Mopani are situated in areas which are affected by a high level of poverty were many parents are unemployed. Most families depend on social grand to survive. Low socio-economic status in which learners in rural schools finds themselves impedes them to read English text and have a negative impact to their reading skills in various ways. Their parents cannot afford to buy them EFAL reading materials which they can use to enhance their reading skills at home. They are also illiterate and cannot assist their children with reading when they encounter problems.

2.8.5 The Teacher as a Barrier

2.8.5.1 Teacher's Conceptual Knowledge of the Subject

Teacher's educational qualification and competence in the medium of instruction is vital for the learner's competence of reading in EFAL. Teachers who lack conceptual knowledge of the subject they teach are a great barrier for learners to read in EFAL.

The report of the President's Education initiative Research Project (1999), cited in Department of Education (2013:22), indicates that one of the most consistent findings points to teachers' low levels of conceptual knowledge, poor grasp of their subject matter and the range of errors in the content and concepts presented in their lessons. It further outline that those teachers lack background in the subject, they do not have holistic understanding of what they are teaching, such teachers without knowledge structure of language and content act as a major inhibition to teaching and learning.

2.8.5.2 Teacher Language Proficiency

There are teachers who are not proficient in English First Additional language as they are not the native speakers of the said language. This is a challenge to learners as they are taught by teachers whose own English proficiency is limited (Nel & Muller 2010:653). During reading, if the teachers English are not proficient, learners will replicate the mistakes of their teacher. Dippenaar (2011:1) agrees as he posits "that teacher language proficiency is central to learner success where a teacher is not proficient in the medium of instruction the likelihood of a learner experiencing success is minimal." He further outlines that within the South African context the majority of teachers (and learners) are not home language speaker of English and thus ensuring teacher proficiency to teach through the medium of instruction is vital. Success in the classroom depends on the teachers discourse, interactive skills and a high level of language proficiency.

The researcher noted that most teachers who are not the native speaker of the said LoLT, code switch to home language most of the time during their teaching lessons, hence learners fail to read English text.

2.8.5.3 Content-Area Teachers

Teacher qualification is significant for the teaching of EFAL, unqualified teachers will not have full knowledge of the content and concepts of this learning area. It will be difficult for them to assist struggling readers as they are under qualified and not acquainted with the content of this learning area. Colombo and Furbush (2009:16) advises that "Factors that must be considered when teaching EFAL reading is the qualification of the content-area teacher."

Colombo and Furbush (2009:16) acknowledge that content-area teachers have opportunities to improve learner's content area reading, English teachers know how to read across literary genres. Content-area teachers understand the concepts behind difficult vocabulary and know multiple ways to explain vocabulary to English learners (Colombo & Furbush, 2009:16). They further confirm that well-trained teacher know the content and language of their subject's area, the expertise of the teacher is the most important factor affecting learner achievement. The researcher also agrees that qualified teachers can improve reading of EFAL as they have knowledge of reading strategies, levels of reading and various approaches pertaining EFAL.

2.8.5.4 Teacher Training

Teacher training is the main area of concern that needs to be attended by the Department of Education. Teachers are the key to learner success to read, it is essential that they receive training that will improve their reading instruction in classroom.

University teacher-training programmes do not emphasize the skills necessary to teach children to read, problems rage among academics over whole language versus phonological instruction (Abraham & Graham, 2009). Teacher-training will equip them with the knowledge to do early identification of learners who are at risk for reading failure, so that they can receive early intervention. Abraham et al., (2009:9) argue that learners who struggle to read are not identified early so that they can be offered assistance. They advise that programmes to help learners must be remedial rather than preventative.

Teaching reading is complex due to the different cultures and background present in South African context (Hugo, 2010:136).Reading is an aspect that needs to be given more practice and training for both school and teachers. Klapwijk (2012:136) explains that EFAL teachers do not implement multilingual strategies during classroom teaching as they have limited knowledge of second language teaching.

2.8.6 Motivation

Lack of motivation affects the learner's ability to read. The extent to which learners are motivated to read is significant for their success to read in EFAL. Klingner, Hoover and Baca (2008:68) stressed the significant of motivation to the National Reading Panel Report. They explain that the reason why learners struggle to learn reading is a loss of motivation. They suggested that learners must be given text which are both interesting and at appropriate level to nourish learners developing literacy and language skills. Motivation is a vital force and a key to learning to read in EFAL.

Unmotivated learners are a great barrier to reading in EFAL, no matter how much teachers tries to teach them. Such learners do not persevere due to lack of motivation. Most learners in rural schools are unmotivated to read because of lack of resources. They claim that they do not have access to reading materials at home and that they do not have libraries. The researcher noticed that motivated learners do persevere to get reading EFAL materials which they will use to practice reading. Such learners do ask used newspapers and magazines from their teachers so that they can read at home. Guthrie (2008:2) admits that motivation is crucial for reading as he explains that reading is tied tightly to motivation. She further elaborate that majority of unmotivated learners have little interest in reading for pleasure and half believe that they cannot read proficiently enough to understand the textbooks they use daily in a classes.

An abundance of statistical research shows that intrinsic motivation drives learners' amount of reading. Those who read for internal reasons read a lot and achieve highly. Unlike those who read for external reasons such as grades, rewards or recognition do not read as often or as deeply (Guthrie, 2008:2). He continues to outline that across the nation, teachers in secondary schools are faced with unmotivated learners daily in their classrooms and that teachers are little informed by research on how to engage their learners in long-term reading. Le Cordour (2008:43) explain that learners with little motivation to read are often disengaged from learning and avoid reading because unmotivated learners do not spend time reading, their progress tends to be slower than that of other learners who do read.

2.8.7 Lack of Basic Instruction for Reading

Learners experience difficulty of reading in EFAL as they are not given opportunity to read in class. The researcher noticed that during EFAL literature reading, most teachers read for the learners and explain the story to them. There is no way in which learners can be fluent readers without being given opportunity to practice reading. Teachers usually offer good readers opportunity to read while low-achieving readers who requires more time are not considered.

Low-achieving readers need teacher guidance in the form of feedback. Muhammad (2013) confirms as he explains that the "Majority of teachers in rural schools prefer to use traditional way of teaching especially reading, they don't give learners opportunity to read so that they can become fluent and skilled readers". He further ask how can they become skilled and proficient readers if they are not always asked to read in class the way learners in other parts of the world read.

2.8.8 The Drop All and Read Campaign

The Department of Basic Education initiated a campaign called "The Drop All and Read Campaign" with the purpose of encouraging reading amongst learners. This campaign gave learners books and bags to take home so that they can read at their own time (Reading Strategy for the General Education and Training, 2013).The researcher noticed that in rural schools there are no such campaigns to stimulate the culture of reading. Rural schools have no story books and bags which they can give learners to take home due to lack of resources. Learners are only given prescribed textbooks supplied by Department of Education, which are sometimes insufficient and learners are compelled to share a textbook. Rural schools do not adhere to the Department' request, as they do not to arrange extra time to Drop All and Read. The daily period time of 35 minutes used for teaching is not sufficient to enhance reading literacy.

2.8.9 Parental Involvement

Parents are the primary educator of their own children. They are responsible for providing them with informal education. There is no replacement for parents in matters of helping children with their education. Learners receive formal education at

school. It is vital that parents assist their children at home with reading. The researcher noticed that learners who receive parental support achieve greatly at school than those who are not. The Reading Strategy for the General Education and Training (2013:18) agrees as it posits that "Research overwhelmingly demonstrates that parent involvement in their children's learning is positively related to achievement". It further acknowledge that the more intensively parents are involved in their children's learning, the more beneficial the achievements effects.

The researcher agrees that non-parental involvement in rural schools is a serious challenge. The problem is prevalent as there is a gap between parents and teachers as most parents are illiterate and are unable to monitor progress of their children and discuss changes in their performance. In rural schools, most learners come from child headed families without parents to assist them with reading.

Some stay with illiterate parents who themselves cannot read, as such there is no support and children are on their own. The issue of parental involvement in designing the reading programme for their children is not practical. The Reading Strategy for the General Education and Training (2013:18) indicates that "in Limpopo majority of parents are barely literate".

In some families, parents cannot assist their children with reading as they claim not to have time due to daily works such as housekeeping. Sometimes parents complain that they are tired as they have been ploughing, fetching water and firewood during the day. They feel there is no time to devote to reading as they are tired and they just want to rest.

2.8.10 Management of the Teaching of Reading

The Department of Education (2013:7) indicates that the principal need to show relentless determination in pursuing reading through being responsible for the reading programmes in school, training staff members and involving parents in the reading programme. It further argues that the principals must ensure that every learner learns to read, and that steps are taken to promote reading. The researcher noticed that most principals focus on management of the school, not on how learning

areas are handled. They are not responsible for reading programmes in school; they regard that to be the responsibility of EFAL teacher. Staff members are not trained on how to teach reading hence they don't know how to assist struggling readers.

The researcher noticed that most rural schools have no reading programmes and parents do not participate in the reading of the children as they are illiterate. Same as principals, teachers also have no reading programmes. Learners need to be given enough opportunities to practise reading in EFAL. The fact that some teachers present lessons without giving learners time to read is a serious barrier to reading. English language learner benefits from explicit instruction as well as varied opportunities for meaningful reading (Klingner, Hoover & Baca, 2008).

2.8.11 Early-childhood education

The researcher noticed that most learners in rural schools experience barriers to reading because they have not received early childhood education at home. The informal education which they received at home does not link with the formal one which is offered at schools. The researcher just regards that informal education as teachings, because at home they were taught all household duties such as cooking, cleaning, washing clothes and dishes including respect. They were not taught how to read at home. Parents in rural areas cannot offer their children early childhood education such as reading as most are illiterate and they also cannot read.

Mokori (2016:54) agrees that early childhood education is significant for reading as she posits that "Internationally education specialists agree that a child's ability to learn is shaped during the first six years of life, those who miss out on early childhood education may never fully catch up on their cognitive and personal development, and will probably battle with learning to read." Studies done by the united Nations children` s fund have shown that good early childhood programmes help prepare young children to learn more effectively through primary and high school (Mokori, 2016).

Phajane (2012:41) concurs with Mokori as he argues that "learning to read is a relatively lengthy process that begins very early in children's development and substantially before they enter formal schooling." There is a strong and critical

relationship between the amount and quality of early language and literacy interactions, experiences and the acquisition of linguistic skills necessary for reading. Phajane (ibid) indicate that frequent language and literacy interactions from birth onwards serve to aid in the development of oral vocabulary an awareness of print and literacy concepts, and an understanding of reading. Exposure to oral reading and language play has been found to serve a foundation role in the development of phonemic awareness.

2.8.12 Education System as a Barrier

The education system in South Africa also impedes learners to be proficient readers in EFAL. It delays learners as they do not study in EFAL for the first five years; they begin with their home language. They only switch to EFAL as a language of teaching and learning in Grade 4. A good foundation of EFAL from lower grades will enhance the learner's ability to read proficiently in EFAL. Chaka (2015:3) posits that the education system in South Africa allows learners to study in their mother tongue during their first year of study, and then to switch to EFAL as a Language of Learning and Teaching (LOLT) at a Grade 4 level. He further argues that learners usually need between six and eight years to learn EFAL before they can use it as a LOLT at school. A study conducted by Cruickshank (2006), cited in Chaka(2015), supports the idea that EFAL learners on average require at least five years of exposure to academic English to make up for their lack of native-speaker norms.

2.8.13 Poor Reading Habits

Learners can struggle to read in EFAL because of their poor reading habits. Chaka (2015:4) confirms by outlining various poor reading habits that impedes learners to be competent readers such as the following:

- Vocalisation: Where learners read words aloud or verbalising what he/she is reading;
- Finger pointing: When the reader follows in a passage using his or her finger;
- Limited eye span: The reader fails to read enough words in a line or sentence without moving the eyes; and
- Slow reading speed is reading fewer than expected number of words per minute (Heinz, 2004; Mikuleckey, 2008; Perfetti, 1985; Pretorius&Machett, 2003; and Taguchi, Takayasu-Maass & Gorsuch, 2004).

2.8.14 Lack of Phonological Awareness

Lack of phonological awareness impede learners to read in EFAL, they are unable to recognise sounds represented by a combination of letters. This is evidenced by Pretorius and Mokhwesana (2009:57) who acknowledge that a lack of phonemic awareness is one of the most vital reasons why many learners initially have difficulty of learning to read. Learners must be taught that every printed word is made up of phonemes.

Abraham and Graham (2009:5) advise that, in the early stages of reading development, learning phoneme awareness, phonics skills and reading practising these skills with texts is critical. They further ascertain that learners who struggle with decoding and do not have good phonological skills, comprehension and fluency will suffer.

To ensure that learners read well, explicit and systematic instruction must be provided in phonemic awareness, which is the ability to hear, identify and manipulate the phonemes (individual sound) in spoken words. Phonemic awareness is the understanding that the sound of spoken language work together to make words (Department of Education, 2013).

2.8.15 Socio-Cultural Perspective

Children emulate what they see from adults. They adopt the behaviour and attitudes of the cultural context from which they find themselves. Perkins (2015: 15) argues that learners learn what it means to be a reader by seeing readers within their own cultural context. She also adds that this will impact on their motivation and emotional responses to reading and also on the intellectual and academic demands that reading places over them.

Some learners come from families and communities in which parents are unable to read due to illiteracy. They have never seen anyone reading at home, most of such learners follows the same route of their parents. This reminds the researcher of a grade nine learner who always absented himself from school during reading oral

moderation, as he did not want to read. The school called his parents to inform them about the problem.

He told them not to bother as they are also unable to read. He further asked them why they want him to read since he is like them as they also cannot read. Perkins (2015:15) explains that "Children learn to become readers through being members of a community that is located in a social, cultural and historical place that they learn what reading is used for, how it is valued and what it can offer them." She continue to elaborate that children assimilate the reading behaviour and attitudes of those around them as they grow up, they experience reading through other people reading to them, reading with them or just reading.

The researcher realised that in rural schools, most learners struggle to read as there is no culture of reading at home and in their community. Most parents are illiterate hence they cannot read to their children or read with them.

2.8.16 Child-Headed Family

Learners who stay alone without parents encounter barriers to reading; they have no adult to assist them with reading. Most learners in the rural area of Bolobedu lost their parents due to a high rise of HIV/AIDS. There are many child -headed families in the rural school of the Rakwadu Circuit. The researcher realised that learners who stays alone absent themselves from school most of the time. These learners cannot read as they fail to catch-up with what was taught during their absence. Learners staying alone regularly miss EFAL lessons; hence they experience lack of basic learning skills and adequate language skills. Richter and Desmond (2008), cited in Conbrinck, Van Staden and Roux (2014:1), explain that the reason why learners lack language skills is attributed to child-headed families where parents are absent.

Learners without parents end up seeking out some piece jobs after school so that they can support and provide for their sibling. This becomes a serious barrier, as they cannot help their sibling with reading. They feel tired after doing their piece jobs and sleep without doing their school work, hence they cannot read. This learner does not see education as significant. Roux et al., (2014:1) posit that learners from   child-

headed families no longer deem education as important when compared to basic needs; rather, they seek out work to support and provide for their family.

2.8.17 Overcrowded Classrooms

The introduction of free and compulsory education for all learners since 1994 resulted in increased number of learners attending schools. Large number of learners in schools led to a need for sufficient classroom facilities and more teachers. The researcher observed that in rural schools classrooms are overcrowded while classroom facilities are limited and number of learners against one teacher is abnormally unacceptable.Overcrowded classrooms are not conducive for teaching reading. Learners find the situation to hostile to ask questions. It is really challenging for learners to read in an overcrowded classroom as they are afraid of being laughed by other learners whenever the fail to read and pronounce EFAL properly. Struggling readers are not given individual attention.

Teachers find it difficult to give special attention to all learners; they end up resorting to ineffective method of teaching during reading. This problem is evidenced by Hugo (2010:141) who indicates that "In South Africa, overcrowded classrooms are an added challenge faced by teachers and learners". He further explains that teachers are not always able to pay the necessary individual attention required to learners.

An overcrowded classroom impedes teachers to implement difference teaching activities due to limited classroom space and large number of learners in each classroom. Overcrowding has far-reaching negative impact for EFAL teachers. It will be difficult for teachers to identify struggling readers in such a large class. In a normal classroom, a teacher is able to give every individual learner an opportunity to read. This enables him /she to assess all learners so that he /she can be able to assist those who struggle to read in EFAL. The Department of Education (2013:21) posits that "In smaller classrooms teachers will be able to better assess learner's needs and individualize instruction to meet their needs". In addition, the Department of Education asserted that a policy resolution of the International Reading Association (May, 1999) supports the movement to reduce class size, it also accepts as true that class reduction will not be enough to improve learning achievement.

Phatudi and Motila (2014:29-30) came up with facts that can be useful for managing overcrowded classes. They advise that teachers can rearrange furniture to create more floor space required for activities; the teacher can make use of outside space; and they can arrange learners to sit in groups as this will encourage communication. In addition, they encouraged teachers to ensure that, before the lessons begin, they are well prepared for relevant activities.

The researcher confirms that overcrowding is common in rural schools. There are no limitations when admitting learners, as long as they belong to the community in which the school is situated. These result in an unacceptable teacher-pupil ratio in a class, where a teacher has to teach sixty-nine to seventy and above number of learners.

Van Staden and Howie (2010: 56) assert as follows:

The literature on overcrowded classrooms is mainly based on Third world countries. However, in South Africa, which is a second World economy, the problem is still prevalent. Former model- C schools which were previously of white minority did not experience overcrowding. With the coming of the new democratic era, most of these schools had to admit more learners than was previously the case. Classes that used to admit 25 learners now have 30-40 learners. This is still a far cry from the townships and rural schools which admit more than 50 learners per classroom.

The researcher realised that, in her school and neighbouring schools, classes are overcrowded, while furniture and books are insufficient to cater their needs. In some instances, learners share textbooks. This is a problem in the case whereby the book gets lost or the partner is absent from school. In a normal circumstance, teachers must know all his/her learners, but, in this case, they find it difficult to know them. Some are never offered an opportunity to read in a class throughout the year, hence they struggle to read in EFAL due to lack of practice.

Overcrowding in classrooms is a major challenge that impedes teachers to have affective interaction with the learners and build reading confidence in them. Johnson, Freedman and Thomas (2008:24) listed two essential duties that teachers must do in a reading class, which are, namely, to know their learners and to provide them with a positive feedback. They further explain that, by learning their   learners and knowing

what their individual reading interest or challenges are, teachers create more positive interactions. In addition, knowing them will enable a teacher to support and respond to their learners on a one-to one basis. The researcher recognised that challenges with large classes is that knowing an individual learner's reading problems, giving them support or feedback are not practical.

There is an outcry that more research needs to be conducted since there is no policy for reading that is applicable to all schools due to diversity in South Africa (Hugo, 2010). The NEEDU report (2013:14-15) supports Hugo's statement as it queries the appropriateness of methods for teaching reading adapted by teacher training institution in preparing undergraduate teachers for teaching reading in EFAL classrooms.

2.8.18 Lack of Early Exposure to EFAL

Learners are not introduced to EFAL from lower grades; they receive teaching in Sepedi, in the foundation phase. They struggle to read in EFAL as it is introduced to them in Grade 3 as a language of learning and teaching (LOLT).Early exposure to EFAL in lower grades can enhance the learners' reading in the said language. The Department of Education (2011:1) confirms this as it indicates that "In order to learn an additional Language well, learners need as much exposure to it as possible"

2.8.19 Home Language as a Barrier

Singh (2010:118) articulates that, in rural areas where there is almost always one dominant African language, learner's still face problems of acquiring an additional language (English) due to it not being used frequently. The researcher noticed that, in rural schools, learners make use of their home language most of their time, during and after school hours. Then it becomes clear that the language of learning and teaching is not reinforced. Their parents speak mother tongue only, and most of them cannot read additional language. DoE (2010:6) confirms this as it posits that "Throughout their schools life learners use home language in everyday conversations both in and out of school." The Department (ibid) explains that the home language is therefore supported and reinforced informally throughout the day. The department further outlines that, even though the additional language is used as

the Language of Learning and Teaching (LOLT), there may well not be any one at home to assist the learners.

The researcher concurs with the DoE as most learners in rural schools stay alone, some with their grandparents, while others with illiterate parents. They have no one to assist with reading English text. The researcher also noted that learners use Khelobedu as the only dominant language.

2.8.20 Vocabulary Instruction

Learners need to have an understanding of vocabulary in order to be proficient in reading. Phajane (2012:38) maintained that ''if one accepts that comprehension is the goal of reading, then vocabulary is the foundation of reading comprehension, referring to the body of words one needs to communicate effectively.'' Phajane (ibid) disputed that learners need to know the meaning of words and how to pronounce them correctly. The researcher noted that learners in rural schools struggle to read in EFAL due to lack of vocabulary in EFAL. Phajane (2012:38) confirms this as she posits that "If learners has a limited understanding of vocabulary he/she will have a limited understanding of the concepts, which will in turn limit the understanding of the content.

2.8.21 Environmental Print

Learners from rural communities are not exposed to environmental print which can assist them to read EFAL texts. According to Ramrathan and Mzimela (2016:8), environmental print comprises those written texts that the child sees in his everyday life such as billboards, advertisements, cartoons, food packaging and clothing labels. Ramrathan and Mzimela (ibid) further outline that this print serves as an emergent stage of reading.

2.9 What is EFAL?

Phatudi (2014:244) defines EFAL as, "the language that is learned formally at school in addition to the home language". According to Caddy (2015:121), EFAL is the predominant language in South Africa and the world over. It is therefore vital that learners be proficient in EFAL, as it is significant in this fast developing country of technology and rising business markets. Barnard (2013:1) confirms this as he posits

that good knowledge of EFAL opens economic and social doors for South African learners. Taylor and Coetzee(2013:2) admit that EFAL is significant, as they declare that the need to be fluent in the said language is important for gaining meaningful access to education, the labour market and broader social functional.

The Department of Education (2011:8) defines language as a tool for thought and communication, a cultural and aesthetic means commonly shared among people to make a better sense of the world they live in. It further outlines language as significant to the learners as it enables them to acquire knowledge, to express their identity, feelings, and ideas to interact with others and manage their world. Language needs to be learned as it is vital for interpersonal reasons.

2.10 Theoretical Framework

There are various theories of reading in the reading of EFAL texts. However, the researcher used the Schema Theory.

2.10.1 Schema Theory in Reading

It is significance for the researcher to outline what Schema Theory is, and the role which it plays during reading process. This theory was developed by Bartlet in 1932.Ajideh (2003:3-4) posits that "people's understanding and remembrance of events is shaped by their expectations or prior knowledge, and that this expectations are presented mentally in some sort of schematic fashion."Ajideh (2003:4) views schema as a hypothetical mental structure for representing generic concepts stored in memory. He further explains that mental structures are significant for learners' academic reading. They are the background towards activating their knowledge on the concepts taught in various content subjects. Adding to Ajide's views, Rumelhart(1980) believes that learners are able to predict aspects in their reading, relating to the subject matter, hence, schema activates the knowledge structure that is stored in the memory.

According to Pardede (2010:3), Schema Theory outlines how the learners' background knowledge interacts with academic reading task. He further elaborates that a learner's knowledge and previous experience with the world is vital in deciphering a text. Bartlet, in Carrel and Floyd (1988:39), defines Schema Theory as

an active organization of past experiences. Schema Theory shows that any text, spoken or written, does not carry meaning by itself, it only provides directions as to how a reader should retrieve or construct meaning from previously acquired knowledge(Huang, 2009). His statement is supported by An (2013:131) as she states that "a text does not carry meaning by itself; it only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge."

A schema is described as "cognitive constructs which allow for organisation of information in long-term memory (Widdowson, 1983). The use of appropriate schema is seen as vital; its provision to learners will teach them how to build bridges between existing knowledge and new knowledge. Schema Theory deals with the reading process; readers are expected to combine the previous experiences with the text they are reading. The readers' comprehension depends on her ability to relate the information that the reader gets from the text with their pre-existing background knowledge (Gilakjani & Ahmadi, 2011; Molotja, 2016).Following this statement, the researcher assume that learners struggling to read in EFAL can combine their prior knowledge with the text they are learning to read, this will assist them overcome barriers to read in EFAL.

An (2013:131) posits that Schema Theory is an explanation of how readers use prior knowledge to comprehend and learn from the texts. Other theorists who concur with Rumelhart are, namely, Carrel (1981), Hudson (1982) and James (1984). They all confirm that background knowledge plays an important role in reading. In An (2013:131), Barlett (1932:201) defines schema as "an active organization of past reactions or experiences." According to An (ibid), schemas was introduced in reading by Rumelhart (1980), Carrell (1981), and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. Medin and Russ (1992:246), cited in An (2013:132), define schema as '' a ground knowledge structure for understanding."

An (2013:1) outlines that schema was used in psychology with the meaning of "an active organization of past experience." Schema (that is existing knowledge) is important for the acquisition of new knowledge, learners construct and revise their

schema as they use their existing knowledge (Anderson & Pearson, 1984).The researcher believed that Schema Theory would address the problem in this study. Anderson and Pearson's (1984) statement clearly proves that in Schema Theory learners actively construct and revise their schema as they read and learn. They use their existing schema for language and content, to assist with new reading and learning experience. These alerted the researcher that those learners in rural schools who are struggling to read in EFAL need activation of pre-knowledge that they had acquired from home language to assist them to read the new language of teaching and learning they are exposed to only at school.

The Department of Basic Education (DBE, 2010) recommends the additive bilingual approach to the teaching of an additional language. This approach indicates that children start school competent in their home language and that they can use their home language to learn an additional language. An (2013:1) ascertains that written text does not carry meaning by itself, a text provide directions for readers as to how to construct meaning from their previously acquired knowledge. The fact that learners come to school with a language that they have acquired from home will assist them to learn the new language. The researcher used Schema Theory to address the problem in this study, following the views of Jing-tao (2012:917) who posits that teachers of reading have found that activating a learner's schema enables them to better process information that they are reading.

According to Jing- tao (ibid), teaching learners metacognitive strategies designed to activate one's schema before reading, such as reading headings and title, looking a visual in the text, and making predictions based on the title and pictures all are important to assist struggling readers. Ajide (2003) ascertains that people's understanding and remembrance of events is shaped by their expectations or prior knowledge and that these expectations are presented mentally in some sort of schematic fashion. Schema Theory concurs with Constructivist theory as the two theories declare the important of background knowledge.

Mikulecky (2008:1) also proves that schema is useful for reading as she explain that a reader approaches a text with a huge store of prior knowledge and experience, including preconceptions about the uses of spoken and written language. She further

outlines that all of a person's prior knowledge, experience and values are organized in categories or schemata. The reader matches the information in a text with his/her background knowledge and construct a version of the text`s meaning. Her statement makes it clear that background knowledge of learners need to be activated so that they overcome barriers to reading in EFAL.

The researcher agrees with Mikulecky (2008) statements, and view Schema Theory as significant to address the problem in this study. It is clear that learners from rural schools do not come to school with an empty or blank mind. They come with a huge knowledge of their spoken home language which can be activated to learn the new language at school which is EFAL.

The researcher believes that Pre-reading activities done through provision of several books to learners is of significant to activate the learners pre-knowledge. This statement is confirmed by Carrell, Devine, Eskey (1988:4) who declare that "most current EFAL textbooks attempt schema activation through pre-reading activities." They further mention that Schema Theory has provided numerous benefits to EFAL learning. The main goal of pre-reading activities is to build new background knowledge as well as activating existing background knowledge(Carrell, 1988).Application of extensive reading is also essential to build schema in the learners. They are to be given plenty of variety of books of their choice to read, this will assist them to develop reading fluency in EFAL (Day, 2015).

Learners with insufficient background knowledge of EFAL can be addressed through application of "narrow reading". Carrell (1988b:245) suggested that narrow reading within the learner's area of knowledge or interest may improve the problem. More importantly, Carrell (ibid) outlined that where schema deficiencies is culture specific, narrow reading could be useful to provide learners with local texts which are developed from the reader's experiences. The researcher agrees that the learner's schema can be activated through providing them with reading materials that they love and of their choice.

Jing-tao (2012:917) confirms as he declares that in order to facilitate learners learning, material should be organized according to conventional structures that

learners may already be familiar with. He continues to explain that strategies should be employed to facilitate learners' recall of materials, such as using analogies to draw connections between related content.

Theorists such as Van Rooyen and Vander Merwe (2003), cited in Nel and Theron (2008:6), acknowledge the significance of prior knowledge as they indicate that "prior knowledge is important for understanding of current learning which is essential for adequate language augmentation. They further explain that the ability to recognise, interpret and attribute meaning to information is influenced by previous knowledge.

2.10.2 Types of Schema

2.10.2.1 Formal Schema

This is the organizational forms and rhetorical structures of written texts. It includes knowledge of different text types and also the understanding that types of texts use text organization, language structures, vocabulary, and grammar; register differently (Huang, 2009). According to Alderson and Bachman (2000:34), Formal schema is viewed as the knowledge of language and linguistic conventions together with knowledge of how texts are organized and what the main features of particular genres are. Formal schema deals with previous knowledge of the rhetorical structures of different types of texts. In An (2013:131), a formal schema is defined as "background knowledge of the formal, rhetorical organization structure of different types of texts". It also refers to knowledge of the ways in which different types of genres are presented (Richard, 2000).

2.10.2.2 Content Schema

This is the reader's background knowledge of the content area of the text (Carell & Eisterhold, 1983). In addition to Carell's (1988) view, Galakjani and Ahmadi (2011:2) view content schema as the learner's familiarity with the subject's matter of the text. An (2013:131) defines content schema as "an open-ended set of typical events and entities for a specific occasion." It is culture specific hence is classified as content schema. This may include an understanding of the text and the cultural- specific elements needed to interpret it. Content schema plays a significant role on all elements of reading. It forms part of the individuals' cultural orientation, as culture affects every aspects of life, it undoubtedly has a major impact on all elements of

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reading. In addition, Galakjani et al., (ibid) posit that understanding of text depends on how much schema we possess while reading. Content schema has to do with knowledge of the topic. Findings showed that when content schema is used without involving cultural specific knowledge, it becomes difficult and impossible to understand the text. An individual's cultural orientation seems to be a dominant force in shaping one's reading habits. What makes a particular content schema fail to exist for a reader is that the schema is culturally specific and not part of a particular reader's cultural background (Carell & Eisterhold, 1983). Jonson (1981) asserted that "Activation of appropriate content schema helps L2 reader to cope with unfamiliar lexis."

James (1984:178) views content schema as the reader's knowledge about the topic being read or discussed. He further indicates that studies show how readers comprehend more of a text as follows:

- If they are already familiar with the topic from experience;
- If they have read something about the topic before; and
- If they know in advance what reading concerns.

2.10.2.3 Linguistic Schema

Linguistic schema is the knowledge of letters and their corresponding sound both alone and in clusters; a reader's familiarity with the frequency of various letters; and the ability to predict, through the knowledge of syntax the word or words that will follow (James, 1987).Huang (2009:139) asserted that Linguistic or language schemata include the decoding features needed to recognize words and how they feed together in a sentence. He continues to outline that First Language readers, through repeated examples, are able to generalize a pattern or guess the meaning of a word, which may have initially been part of their linguistic schema.

2.10.3 The Significance of Schema Theory

The Schema Theory plays a significant role in text understanding, in the L1 and L2 language context. Schema Theory is vital as it assist the learner to activate their background knowledge. Without sufficient schemas regarding the topic of the text, the skills needed to read the text, and the structure of the text, reading comprehension will not occur. It is vital that learners' background knowledge be

activated for construction of meaning. In addition, it assists learners to actively construct and revise their schema as they read and learn. Ajideh (2003:4) views this as a "constructive process". He further asserts that this constructive process uses information from the encountered discourse, together with knowledge from past experience related to the discourse at hand to build a mental representation. The mental representation will assist the learner to succeed in reading.

According to Carrel and Eisterhold (1983:76), Schema is vital to learner's reading, as the background knowledge for assisting the reader to construct meaning. Schema is an important aspect of the reading process (Anderson & Pearson, 1984).Ajideh (2003:5) maintains that provision of appropriate schemata will assist learners to build bridges between existing knowledge and new knowledge. In James (1987:179), theEducational psychologist, David Ausubel (1968) mentions that "The single most import factor influencing learning is what the learners already knows" Schema plays a major role in activating the learner's knowledge during learning. This is evidenced by James (1987) who elaborates that "Nothing is comprehended if it does not reflect on what the reader already knows".

Schema Theory is vital for guiding learners to comprehend a text from the global point of view. Huang (2009:139) outlines the significance of schema as he declares that, spoken or written words does not by itself carry meaning.

2.10.4 Critique of Schema Theory

Schema Theory is encumbered by lack of a consistent definite that on, its roots in idealist epistemology, and mixed empirical support (Sadoski, Paivio & Goets, 1991). According to Brown (1979:231), the defining features of schema theories are somewhat difficult to specify. He further posits that "the use of the term schema is widespread, vague and not always over laden with meaning."There are also researchers who noted that the term schema has no fixed definition, it is so general and vaguely specified that each theorist has proposed a different formalization of its features, structure and function (Brewer & Treyens, 1981; and Tailor & Crocker, 1981). Some schema theorists appear to have adopted the proposition as the basic unit of knowledge that comprises all schemata (Anderson & Pearson, 1984).

Other researchers such as Anderson and Bachman (2000:48) noticed the following criticism:

- Schema only applies to study reading and memorizing;
- It fails to clarify how the similarities are noticed in the first place, although they may be perceived with related information;
- It fails to clarify how completely new information is handled; and
- It only applies to cultural specific knowledge which may be a barrier to those without cultural knowledge of field (Carrel et al., 1988:80).

Apart from the Schema Theory used, the researcher also views socio-cultural theory as significance to address the problem in this study. According to vygotsky (1978) socio-cultural theory has an outstanding feature of considering learning as social in nature where meaning is derived through language use within the social context. Vygotsky outline the idea that psychological structures do not exist in the individual's mind; rather, they are formed as a result of interaction with the social context. The theory explicitly indicates that mental functions depend on social interaction.

Vygotsky further explain that parents, caregivers, peers and the culture at large were responsible for developing higher order function. He also allude that adults are an important source of cognitive development, they transmit culture's tools of intellectual adaptation that children internalize. The researcher used this theory to address the problem is this study; following the views of Vygotsky. The researcher believes that learners do not come to school with empty minds. They come with background knowledge of home language which they acquired from home through interaction with parents, caregivers, peers and culture that develops them. The acquired language from home is used to learn the new language of LoLT.

The researcher also believes that parents are primary educators of their children. Children emulate what they see from adults. They adopt the cultural context from which they find themselves. Parents, who read magazines, newspapers and other variety of reading materials, expose their children to reading and also instil culture of reading to their children.Learners who grow in such environment becomes good readers. Socio-cultural theory is vital for addressing the problem in this study as it does not focus on the learner as individual but also on the individual's surroundings. Learning is viewed as the product of shared activity Wertsch(1991).

The researcher applied socio-cultural theory to address the problem in this study, through applying some steps to enrich the social setting of learning in an EFAL context. The theory helped the researcher to find out the learner's reading problems and how their learning to read is affected by the context in which interaction is relevant and central to reading. Learners are encouraged to socialize and interact with other learners through participating in reading English activities with others. Learner's ability to read English text is enhanced through participation in reading English text to parents or adults at home, peers and other members of the community. Clearly, within that social interaction, the learner will receive assistance from other capable peers or adults. According to Vygotsky (1978) the attempt is to organize a social context in which more capable peer would be paired with less capable one. The main aim being that the capable one promotes the latter's ability and knowledge.

The researcher also used the Schema Theory to address the problem in this study. The theory guided the learner to comprehend English text from the global point of view. An appropriate schema was applied to build and link the existing knowledge of the learner with the current knowledge. The fact that learners comes to school with spoken language which is home language, helps to activate that prior knowledge to learn the new LoLT. The learner is able to recognise and attribute meaning to information influenced by previous language acquired at home. The background knowledge that the learner has acquired is activated for constructing meaningful reading of English text. The researcher applied the theory to the learners through application of narrow reading. During narrow reading local texts which are from the learner's experiences is be used. Learners then received reading materials which they are familiar with, that assisted them to construct and revise their schemas as they read and learn.

2.13 Conclusion

This chapter has highlighted the definition of reading and English First Additional Language. Through this chapter, theoretical framework, reading approaches, types of reading, advantages and disadvantages of reading were outlined. Strategies for reading and barriers to reading were explicitly presented.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

In this chapter, the researcher outlines the research methodology and design, which was employed in conducting this study. The chapter also provides clarification on how the research methodology was applied to investigating the factors that impedes learners to read in English First Additional Language in the rural secondary schools of the Rakwadu Circuit, Mopani District of Limpopo Province.

3.2 Research Methods

According to Nkatini (2005:29), research methodology should be seen as a system through which a researcher is able to collect, analyse and interpret data in order that the research aims and objectives may be achieved. The research methodology for this study is drawn from qualitative paradigms. Boeje (2010:32) asserts that "qualitative approach offers the opportunity for participants to describe the subjects of study in their own words." He further explains that the approach holds the promise to yield findings that reflect the participants' perspective and that fit the substantive fields. This approach enabled the researcher to access both teachers and learners at schools.

In addition, Boeje and Creswell (2009:1) defined qualitative research as "an inquiry process of understanding a social or human problem based on a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". When conducting qualitative research, people tend to collect their data through sustained contact with people in settings where a subject normally spends their time (Schurink, 2003).

Qualitative method was appropriate for this study, while the researcher used interviews and observation for data collection.

Through the use of interviews, the researcher was able to collect data about barriers that impede learners to read English texts in Grade 9. Qualitative research provides a thorough understanding of the human experience (Litchtman, 2010).This approach

enabled the researcher to uncover specific information to a particular situation. It is also suitable to use in an educational setting where participants can be observed in their natural setting and thus their behaviour should remain unaltered by their experience (Caddy, 2015). In this study, Qualitative method enabled the researcher to investigate factors that impede learners to read English texts in the rural secondary schools of the Rakwadu Circuit, Mopani District of Limpopo Province. The researcher had to contact learners and educators at schools.

3.3 Research Design

Nieuwenhuis (2007:70) outlines a research design as a specific plan that outlines the process to be followed in the selection of participants, data collection and data analysis. A phenomenological case study was chosen as the appropriate research design to be used for this study as the knowledge is contextual. Meriam (2009:45) outline case study knowledge as more concrete, more contextual and more developed by reader interpretation than the other techniques. Lastly, case study research design was chosen as it enables the researcher to capture the learners reading problems in the selected schools within Rakwadu Circuit. Nieuwenhuis (2007b:76) asserts that "characteristic of case study is that multiple methods of data collection may be used."

3.3.1 Sampling and Population

3.3.1.1 Sampling

The researcher selected purposive sampling as a relevant research design for this study in order to create a holistic understanding of the problem being studied. Purposive sampling was appropriately used to achieve the purpose of the study. Purpose sampling was used as it allowed the researcher to gain an in-depth understanding of the learners' particular situation and environment by selecting a sample based on certain criteria. The researcher has purposefully selected educators and learners as participants, knowingly that they are the people who are affected by the problems under research. The researcher was guided by Berg (2014:52), who asserted that "When developing a purposive sample, researchers use their special knowledge or expertise about some groups to select subjects who represent the population." Berg agrees with Check and Schutt (2013) who explained

that purposive sampling involves selecting a small group out of a larger population which is selected for a purpose. That was exactly what the researcher did, selecting few learners out of the entire class.   .

The research sample is drawn from three rural public secondary schools in the Rakwadu Circuit, Mopani District. The research sample comprises of learners who are selected purposefully. The researcher investigated the barriers that impede learners in rural secondary schools to read English text. The researcher selected seven Grade 9 learners in school A, eight in school B, another seven in school C and two educators from each selected schools were sampled. The total number of all learners and teachers selected from the three schools was 22 and 6 respectively. The selected schools are all Quintile 1.These type of schools are excluded from paying any type or form of fees at schools as they are in some rural communities which are socio- economically disadvantaged.

Learners in those selected schools speak Khelobedu, which is a Sepedi dialect spoken in the Rakwadu Circuit, in Bolobedu, Mopani District in Limpopo. Only 10% of the population speaks Xitsonga, while 90% comprises of learners who speak Khelobedu. Most learners' ages ranged from 14 to 17years.English First Additional Language is used as a Language of Teaching and learning in most schools, so it is given much attention than the learner's home language.

Table 3.3.1.1: Number of Grade 9 Learners Sampled

Schools	Number of learners in Grade 9	No of sampled learners
School A	57	07
School B	Grades 9A 59, 9B=56	08
School C	50	07
Total	**222**	**22 (10%)**

3.3.1.2. Population

The study was conducted in the Rakwadu Circuit, Bolobedu, and Mopani District in Limpopo Province, South Africa. The research population wasapproximately 222 Grade 9 learners from three secondary schools.

3.3.1.3 Ethical Issues Related to Sampling

During sampling, both educators and learners were assured of the confidentiality of their names and anonymity. They were briefed about the intention of sampling. They were also informed of voluntary decision to participate in this study. This was in line with Dattalo (2010).

3.3.2 Data Collection

The following data collection instruments were used to collect data for this study:

(1)   Interviews;

(2)   Observation check-list; and

(3)   Audio-tape.

3.3.2.1 Interviews

An interview is a means of data collection during which an interviewer ask questions of an interviewee in an attempt to gain a greater understanding on a certain topic (Caddy, 2015).

It is through interviews that the researcher was able to probe research participants for more clarity. The researcher is in line with Struwig and Steads (2001) who declare that "Interviews allowed a researcher to probe research participants for further clarity, whilst answering questions". The researcher used an in-person interview were an interview was presented in a face-to-face manner. This is actually a face-to-face interview. This is an appropriate means of data collection that allowed the interviewees to feel free. Johnson and Christensen (2012:198) confirm as they asserts that face-to-face interviews allows the interviewees to feel comfortable as trust and rapport was established prior to the commencement of the interview.

The main aim of employing the interviews was to explore educators' perception about the factors that impede learners from reading efficiently in English First Additional Language in the Rakwadu Circuit. Appointments were secured with all Grade 9 educator-participants for the interview sessions. Face-to-face interview were conducted in the educator's classrooms, this happened after school hours while learners went home. This allowed interview sessions to run in a quiet atmosphere without any distractions from learners.

During each 15 minutes of interview the researcher insured that an attempt is made to create an atmosphere that made the interviewee to be positive, by being polite and open-minded up to an end of the interview session. The researcher remained neutral with reference to the knowledge uttered by each participant (Merriam, 2009).

Accuracy of data collected was guaranteed by recording the interview.The researcher ensured that all that was recorded is kept safe for data analysis. All participants were informed about the aim of recording in advance to remove any doubts and misunderstanding that they might have. Ultimately, permission was granted by the interviewees.

Learners' interview took place during school hours without disrupting classes. The researcher feared that if interviewed after school, their attention might be distracted when others are living while they remain behind. An interview with each learner did not exceed 20 minutes.

An extract was taken from their prescribed text booked called *Clever English First Additional Language Grade 9* by Sharon Quinn (2013) by Macmillan South Africa. Each learner was given 10 minutes to read. The researcher used the Grade 9 EFAL periods, so that the daily smooth running of the time-table is not affected and disrupted by the interview session. An audio-tape recorder was used to record them while they read. Data from the audio-tape recording were transcribed and summarised into themes and patterns. The researcher just wanted to determine the learners' reading ability in EFAL.

3.3.2.2 Observation Checklist

According to Johnson and Christen (2012:206), observation is the watching of people's behaviour pattern in order to collect information about a phenomenon of interest. It was significant to the researcher to observe the participants in the classes while reading in order to get unprejudiced and believable results. Observation was done on three schools on separate occasions.

The reading lessons observed took about 45 minutes.Learners were given a passage to read. During reading, a checklist was employed to classify and   describe

their reading errors. The researcher transcribed all errors that where committed during reading.

The researcher observed and stated yes or no to questions such as the following:

- Is the learner audible?
- Does the learner read fluently?
- Is the accent of the learner that of EFAL?
- Does the learner's dialect had influence in EFAL reading?
- Does the learner have understanding of the text?
- Does the learner read with self-confidence?
- Accent?
- Is the learner able to complete reading within the given text on time?

The use of punctuation marks such as full stops, commas, and exclamation Marks, Question marks and others indicated on an observation mark sheet.

3.3.2.3 Audio-tape

The interview was audio-taped. Later on the researcher listened to the audio-tape, then assessed learner's proficiency and pronunciation, all errors where noted in writing. Data collected through audio taped were subjected to reading behaviour and error analysis to draw conclusion about barriers that impede learners to read English texts.

3.3.3 Data Analysis

Data collected were transcribed and summarised into themes and patterns in order to ensure trustworthiness of the results for study. Data collected through different instruments mentioned above were analysed qualitatively as follows:

- Thematic analysis was applied to examine the data that werecollected while the researcher conducted teacher interviews;
- Data collected through observation checklist were used to classify reading mistakes and behaviours made by learners; and
- Data obtained through video recording were subjected to reading behaviour and error analysis.

The Audio- recording was used to back up the interviews and to ratify some of the observation the researcher made on the observation schedule. The themes that emerged out of the interviews were recorded on the observation schedule. The researcher used these three modes of data analysis as multi- perspective analysis is possible in a case study. This is in line with Nieuwenhuis (2007b:76) who posits that multiple data gathering techniques may be used when conducting a case study, such as observation and interviews.

3.4 Quality Criteria

3.4.1 Credibility

Credibility of data refers to "true value" in the data collected and analysis of data (Caddy, 2015). The research produced findings which are believable and convincing. In line with Maree (2012), the researcher ensured credibility of the studythrough membership checking during different phases of the study. In addition, Eberson, Eloff and Ferreira (2007:140) propose that a participant check be carried out once findings have been established in order to ensure the credibility of the data collected. The researcher had frequently repeated the participants' responses to them during interviews in an attempt to ensure that their views were correctly interpreted.

The researcher remained honest and truthful at all times. Credibility was established by alignment of research design, selected participants and the context of the study (Ary, Jacobs &Walker, 2014).

3.4.2 Transferability

The researcher ensured transferability by using "Thick Description" techniques which allowed the reader to determine the degree of similarities between the study site and other rural schools that would have been under investigations (Mertens, 2010). The researcher established transferability through data which was collected and interpreted in a way that can be useful in other similar situations.

3.4.3 Dependability

A research is dependable if it is reliable and consistent. According to Shenton (2004:71), if the research was repeated in a similar manner using the same

participants in similar circumstances, the results would be like.The researcher achieved dependability through the use of a language that was well understood and quite clear for all interviewees. In addition, the researcher discussed the identified themes with the participants to ensure that they are authentic, and can also eliminate any bias that might be brought to the envisaged study by reflecting on the research (Maree, 2012).

3.4.4 Conformability

Ary, Jacobs and Walker (2014:538) posit that "the use of multiple techniques for gathering data will enhance confirmability." In line with Ary et al., (ibid) the researcher used different techniques of gathering data to enhance confirmability of the findings. Confirmability stand for the neutrality the researcher applies to the research process, data collection and analysis. In line with Ebersohn, Eloff and Ferreira (2007:141), who outline that reporting the process in detail assists in improving objectivity as well as keeping researcher constantly aware of their own personal biases, the researcher avoided being biased. Throughout the research process, notes were kept, and transcripts and recording assisted in avoiding bias.

3.5 Ethical Considerations

Ethic is defined as morally good conduct for researchers (Gomm, 2008). The researcher ensured that the study was conducted in an ethical manner. Permission to conduct research was obtained from all relevant stakeholders, the School Governing Bodies of the schools in which the research was conducted and also from the Limpopo Department of Education.

Letters of consent were handed to the principals of each school and also to teachers who participated in the interviews and reading lessons to be observed. All participants were notified of their right to choose not to continue with the research at any stage of the research if they so wished. In addition, they were informed that their involvement was voluntary. The dignity and well-being of the participants were of significance. The researcher also ensured that their rights to privacy were respected. This was done by not disclosing their response and behaviour during research, unless allowed to do so in writing.

Assent forms for learners and consent forms for parents were provided. Confidentiality and anonymity of all participants were of primary consideration in this research study. There was no personal information that was disclosed of the educators or the schools, and all information shared during the interviews was kept secret. When drafting the research report, no mention of participants' name was made, only pseudonyms were used to protect privacy.The researcher ultimately ensured that the educators' time and space were not intruded (Lichtman, 2010:54).This was done by using a time that was conducive and convenient to educators.

3.6 Conclusion

This chapter provided an in-depth view of the research methodology, design, collection and analysis used to conduct this study. Details on how to apply ethical consideration on the research sites were clearly outlined. Application of quality criteria on the study was also indicated. The researcher has also briefly showed how ethical consideration on participants was applied.

CHAPTER 4

DATA MANAGEMENT AND ANALYSIS

4.1 Introduction

This chapter presents data and findings from the fieldwork in relation to the research questions, interviews and observations of the reading lessons. Findings were yielded by the literature review and empirical research done in this study. The researcher observed Grade 9 learners reading in a natural setting. The use of observations and interviews allowed the researcher to have a deeper understanding of barriers that impede learners to read English texts. Collection of data included the use of audio tapes.

4.2. Profile of Teacher Respondents

The research was conducted in three schools, with 2 teachers per school. Interviews and observation were carried out with 22 learners; 7 learners from school A, 8 from school B and another 7 from school C. The selected teachers differed in terms of their age, qualifications and gender. They were all qualified, even though their qualifications were not the same, and they were based in rural schools. Their teaching experiences were not the same. The participating schools were selected according to purposeful sampling as outlined in Chapter 3.

Table.4.1: Profile of Teacher Respondents

SCHOOL	TEACHER	QUALIFICATIONS	TEACHING EXPERIENCE	AGE	GENDER
School A. Grade 9	Teacher 1.	STD, B.A.	11 years	35years	Male.
School A Grade 9.	Teacher 2.	STD,ACE	17years	45 years	Female
School B Grade9	Teacher 3.	STD, BA, Hons.	37 years	57 years	Female.
School B Grade 9	Teacher 4.	B.A, Hons	28 years	43 years	Female.
School C Grade	Teacher 5	B.A	9years	36years.	Female
School C Grade 9	Teacher 6.	STD.	13Years	37Years	Female

Selected teachers in school A are named Teachers1 and 2, in school B Teachers3 and 4 in school C Teachers5 and 6.The selected schools are based in rural areas that are remote from resourced schools. All learners selected were subjected to interviews and observation. The researcher used Observation Checklist to observe learners while reading.

Table 4.2: Profile of Learner Respondents

Schools	Learners	Age (years)	Gender
School A	3 Learners	15	Females
	4 Learners	14	Males
School B	4 Learners	14	Female
	4 Learners	16	Male
School C	4 Learners	15	Female
	3 Learners	15	Male

In each school, a male and a female learner were selected. Their ages were between 14 and 15 years, except one learner in school B who was 16 years old but still in Grade 9. All selected schools had more than 49 learners in class.

4.3. Findings from Teachers' Interview
This section presents data from interview questions with educators about barriers to reading in English text.

4.3.1 Teachers Identifying factors which they regard as barriers to reading in English First Additional Language

Teacher 1 from school A said:

Learners experience barriers to reading as there is no culture of reading at
home. Most parents are illiterate; as such, they cannot teach their children to
read.

This is confirmed by the Department of Education (2013:18) as it indicates that "In Limpopo, the majority of parents are barely literate". Learners are also overloaded with household duties such as fetching wood, water and cocking after school hours.

4.3.2 Teachers explaining why they regard them as a barrier.

Teacher1 elaborated thus:

They end up tired and sleep without reading. Most parents in rural areas buy electricity only for lights, they use wood for cooking. Illiterate parents are unable to read, so they cannot assist their children with reading. They also lack knowledge that children need to be given opportunity to study and practice reading at home.

Teacher 2 from school A said:

Most learners in rural schools are from child-headed families. This rural area was affected a lot by HIV /AIDS which killed lots of parents leaving children alone with no parents to assist them with reading and whatever school work. Lack of parental involvement is a barrier to reading. Learners carry all the responsibilities such as looking after their siblings, cooking, washing their clothes, fetching wood and water. When they are tired they cannot read or teach one another. They have no adult at home to assist them with reading and house hold duties, so that they get opportunity to read.

English language learners benefit from explicit instruction as well as varied opportunities for meaningful reading (Klingner, Hoover &Baca, 2008).

Teacher 3 from school C responded as follows:

Learners in rural school have no exposure to EFAL at home; they only experience this Language of Teaching and Learning in the classroom. Their home language is very different from EFAL and it becomes difficult for them to read English texts.

Learners who stay alone at home always experience barriers to reading as they are never taught by anyone at home. The response is confirmed by DoE (2010:6) as it declares that, though additional language is used as LoLT, there may be no one at home to assist the learners. The DoE (ibid) also explained that, throughout their school life, learners use home language in everyday conversation, both in and out of school.

The teacher further explained that learners are overburdened by parental responsibilities that exhaust them. They also absent themselves from school regularly as they have no adult to monitor their schooling.

Responding to why she regards them as barriers, she said:

Absenting themselves from school affect them negatively. Other learners are taught during EFAL time, they are given opportunity to read and to be corrected. Learners who absent themselves will be left behind while they are at home. Household duties exhaust them and they cannot practice reading when tired; they always sleep without reading and doing home works.

Teacher 4 from school B said:

The social background of the learner is a major barrier to reading English text. Lack of exposure to EFAL is also a barrier to reading.

EFAL learners whosehome background, social environment and wider community do not provide the necessary tools to communicate in English are generally at a great disadvantage (Lessing& Mahabeer, 2007).

Responding to why she regards them as barriers, she said:

Learners grow in rural area where the only spoken language is their home language. They only come into contact with this Language of Learning and Teaching for the first time at school. They were not taught by anyone at home to read English text. Their exposure to EFAL is only limited to the classrooms.

The Department of Education (2010:1) validates this response as it states that "In order to learn an additional language well, learners need as much exposure to it as possible". This response is also in line with Setati, Addler Reeds and Baboo (2006:73) who assert that, in rural area, learners are hardly exposed to the English language out of the classroom and thus their opportunity to learn it is limited.

Teacher 5 from School C said:

Overcrowded classrooms, child-headed families and lack of libraries are major barriers to reading.

She responded that she regards them to be barriers to reading as follows:

As a teacher it is difficult to attend to individual problems. It is not possible to identify struggling readers in overcrowded classrooms. As a teacher, it is difficult to have affective interaction with the learner in order to build reading confidence in them. When they are many some will never have opportunity to read and be corrected throughout the year.

Teacher 5's response is validated by Hugo (2010:141) who outlines that,in South Africa, overcrowded classrooms are an added challenge faced by teachers and learners.

Children staying alone have no one to assist with reading at home. Lack of libraries denies them access to a variety of interesting books that will encourage extensive reading.INFLA Guidelines for children and services ascertain that there is a provision of lots of various reading materials and libraries offer learners an opportunity to experience the pleasure of readings (INFLA 2003:3).

Teacher 6 from school C responded in a similar way to teachers 1-5's responses as shementioned the following as barriers, namely: Lack of parental involvement as a serious barrier in rural schools, child-headed family, overcrowding in classrooms, illiterate parent and lack of libraries as barriers to reading English text.

Conbrinck, Vanstaden and Roux (2014:1) confirm that the reason why learners lack language skills is attributed to child-headed families wherein parents are always absent. Furthermore, in Limpopo, the majority of parents are barely illiterate (DoE, 2013:18).

Responding to why she regards them as a barrier, she reasoned thatparents should consider themselves as primary educators of their children at home. If they do not teach them at home, they will come to school without the foundation which is supposed to assist them cope with reading. She further outlines that illiterate parents create a big gap between themselves and teacher as they cannot monitor the progress and performance of their children. She continues to explain that they are barriers because children are on their own without their assistant.

Overcrowded classrooms impede educators to give struggling readers special attention. Most learners find it too hostile to read in overcrowded classrooms. On the issue of libraries, learners in rural schools have no libraries; as such they have no access to enjoyable reading materials that motivate them to read.

Teacher 6 lastly responded to child-headed families as follows:

Most learners without parents are over burdened by various responsibilities such as doing some piece jobs to provide for their siblings. They wash; fetch wood, water and cock, after such tiresome work they just sleep without reading.

What emerged from the interviews was that most families in rural areas are led by children. Where parents exist, they are illiterate and, as such, they cannot assist their own children. The teachers' responses indicated that schools in the rural area are without libraries. Lastly, responses to interviews indicated that there is no limitation when admitting learners in rural schools; this is evidenced by the problem of overcrowding in classrooms.

4.3.3 Teacher's perception of interference from the Mother Tongue as a major source of difficulty in English Additional Language reading:

Responding to this question, all Teachers 1-6 from all selected schools agreed. However, their reasoning was not the same. Teachers 1 and 3 reasoned that learners pronounce EFAL words through their mother tongue accent. Teachers 2 and 4 outlined that most learners are not used to talking in EFAL; therefore, there is always interference of mother tongue as the most frequent spoken language.Teachers 5 and 6 reasoned that learners in rural schools have no exposure to the native speakers of the language, so they are not acquainted with their pronunciation as they never heard them reading/speaking.

4.3.4 When asked whether they find teaching reading to be a challenging job:

They responded to this question differently. Teachers 1 and 4 said 'no' it was not really difficult to teach reading. 2 and 3 said that it was difficult as they teach EFAL as a subject focusing on grammar and literature within the 45 minutes allocated time. They complained that the time allocated was insufficient to teach reading. Teacher 5 said teaching reading in overcrowded classroom was difficult as some learners found it too hostile to read in such an atmosphere. Teacher 6 mentioned that it was difficult

to teach reading as there was no period allocated on the time table. The teacher's outcry was that the time allocated for EFAL was insufficient to reach the objectives that had been set.

4.3.5 When asked the question of whether learners are able to read independently they responded as follows:

Teachers 1, 2 from school A, 3 and 4 from school B said 'no'. It was only Teachers 5 and 6 from school C who agreed that their learners are able to read independently. The four teachers reasoned that learners have no libraries and reading materials to encourage them to read independently. The response is supported by INFLA (2003:3) as it explains that provision of lots of various reading materials and libraries offer learners opportunities to experience the pleasure of reading. The researcher noted that learners cannot read independently if they are not provided with enjoyable reading materials.

4.3.6 Responding to the question of whether their learners have access to libraries at their schools and communities:

All teachers responded by stating 'no'. They all explained that libraries are only in towns. Teacher 3 outlined lack of libraries as a serious problem, because learners in rural areas cannot afford transport money to go to libraries in town as most parents are unemployed. The response is supported by Machet and Tiemensma (2009:63) who confirm that, in South Africa, 85% of the population lives beyond the reach of public library. They further explain that learners do not have transport available to reach libraries, or the money to pay for such transport if it is available. Masilo (2008:20) also validates that schools in rural areas do not have reading facilities like libraries and reading material.

4.3.7 When asked if they have enough Learner Support Materials (LSM) that will encourage them to read, they responded as follows:

Teachers 1 and 2 said *"No, the school has a serious problem when it comes to reading materials, learners share EFAL textbooks as we do not have sufficient at school".* They further mentioned that they are unable to access extra reading material that can motivate learners to read other than their prescribed textbook.

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Teacher 1 asserts that lack of extra reading material puts them in a position where they battle to expose learners to extra reading. Teacher 2 outlines that it is their responsibility to develop the reading skill of their learners, but they find it difficult to implement that without sufficient resources.

Teachers 3-5 mentioned that they have no other LSM except the few textbooks supplied by the Department of Education.

Teacher 4 indicated that her learners only have few EFAL textbooks of which they are not allowed to take home. She only gives them during EFAL period, and retrieves them at the end of the period to keep them safe in the staffroom. The teachers further indicated that they experience a problem when books are lost through learner ignorance, which consequently causes shortage of EFAL textbooks. She continued to explain that since the Department of Education follows its budget, it only supplies books after three years. The schools usually experience shortage before the next supply. Learners fail to replace lost books as most comes from child-headed families and others stay with unemployed parents. When lost books are not replaced, these result in shortage of books until the next supply by the DoE. All teachers' responses are supported by Caddy (2015:29) who explained that there is lack of readers as well as appropriate reading materials in many schools.

4.3.8 When responding to the question of whether they can teach learners without sufficient reading materials:
Teachers 1 and 2 from school A said they cannot manage to teach reading without sufficient learner-support material because every learner must have his/her own book during reading. They further posit that, when learners share a textbook during reading, they disturb each other since their pace of reading is never the same. Some read through finger pointing which will be disturbing to other learner.

Teachers 3, 4 and 5 also agree with Teachers1 and 2 that teaching reading without sufficient reading material is practically impossible. They indicated that every learner must have his/her own book during reading in order to focus and not to be disturbed.

It was only Teacher 6 who agreed that she can teach reading without sufficient reading material, through grouping learners. She explained that she gives books to a group of learners who have been selected to read on that particular day. The next day books are given to another group, until all groups in a class would have read.

Teacher 6 said:

I acknowledge that teaching learners to read in groups is not really easy as they become too close and disturb each other, and as they read I cannot attend to their individual problems.

The disadvantage with group reading is that learners will never read at a time in a class. When one group is given books to read, the group without books may lose focus, make noise or play. In an overcrowded classroom, groups become too close and disturb each other.

Lack of LSM is confirmed by Hugo (2010:141) who maintains "that there is lack of resources as well as appropriate reading materials in many schools". Masilo (2008:118) compares a situation where learners are to be taught reading without sufficient reading materials with playing football without a ball. This finding confirms what Caddy (2015:29) mentioned that there is lack of readers as well as appropriate reading materials in many schools.

4.3.9 When asked if their learners do frequently come into contact with the native speakers of EFAL outside the classrooms:

Teacher 1 of school A said *"No, our learners are very remote from the native speaker of EFAL".* Teachers 2, 3, 4, 5 and 6 also mentioned that there is no native speaker of the said language around those rural schools.

Teachers 2 and 3 further mentioned that learners who hardly go to town will not meet/see the native speaker of EFAL. Teacher 6 said most learners cannot even go to the shopping complex where they can meet a native speaker of English as there are many Somalian and Chinese shops surrounding them. They just buy in their local shops as shopping complex is at a distance, which requires travelling money.

4.3.10. Responding to the question of whether they are able to attend to individual problems during EFAL reading:

Teacher 1 said 'no', it is really difficult to give learners individual attention. When asked why, he mentioned that because of overcrowding and the time allocated to the learning area.

Teacher 2 also agreed with Teacher 1 that it is not possible to attend to individual learner problem. They reasoned that time allocated to the learning area ends up before attending to quarter of the class as they are many in a number.

Teacher 3 mentioned that attending to learners' individual problems during reading is really not possible under her working conditions.

Teacher 4 explained that overcrowding in classrooms impedes teachers to identify struggling readers. She further mentioned that it is difficult to move in-between the desks to monitor the learners while reading in an overcrowded class. Teacher 5 said 'no', it is challenging to assist individual learners who cannot read in overcrowded classroom. She indicated that, in rural schools, there is no limit of admitting learners who stay around the school vicinity. Reasoning that the school has been built for them, they cannot control the problem of overcrowding. The researcher noted that all classrooms observed had not less than 49 learners each.

It was only Teacher 6 who agreed that she is able to attend to learner problems in overcrowded classrooms. The teacher managed to do that by creating space through rearranging desks so that it becomes easy for her to move in-between them. The teacher used group-reading strategy. The teacher was then able to identify struggling readers in each group and attend to them individually. This was in accordance with Phatudi and Motila (2014:29-30) who advise that teachers can rearrange furniture to create more space required. The researcher noted that it was difficult to attend to individual learner problems in overcrowded classroom without applying the group-reading strategy.

4.3.11. Responding to the question of whether they have reading programmes for EFAL in their schools:

Teacher 1 said 'no', there was no special programme that was followed. Teacher 2 said: *"Yes, we have allocated Mondays to be literature day where learners read for 45minutes".*

Teachers 3 and 4 from school B gave same answers as their response was 'no', explaining that they just teach as usual as there is no special programme allocated for reading.

Teacher 5 said learners make use of study time to read as there is no special programme allocated for EFAL reading.

Teacher 6 mentioned that she allocated Thursdays and Fridays for EFAL reading.

4.3.12. When asked whether they think lack of motivation has effect on the learner's ability to read EFAL text:

They all agreed that lack of motivation has a negative impact on the learner ability to read. Teacher 1 from school A said lack of motivation has a negative impact on the learners' ability to read because such learners will never read on their own without being pushed nor read for pleasure.

Teacher 2 also from school A mentioned that unmotivated learners will never spend their time reading and, as such, they will not be able to read.

Teacher 3 from school B posits that learners with none or little motivation always avoid reading, and that makes them to be bad readers because they will never volunteer to read on their own and thus get someone to correct them. Teacher 4 explained thus:*"If learners are not motivated to read they will not be able to read".*

Teacher 5 from school C indicated that unmotivated learners do not learn to read quickly like the motivated learners as they have no seal to read. Teacher 6 also outlined that no matter how hard the teacher tries to assist learners to read,

unmotivated learners will not spend their time reading, and that impact negatively to their reading ability. This finding is confirmed by Le Cordeur (2010:43) who alludes that "unmotivated learners do not spend their time reading, their progress tends to be slower than that of other learners who read".

4.3.13 Another question that was asked focused on whether they do receive trainings or workshops that equip them on how to teach reading in EFAL, their response was as Follow:

Teachers 1 and 2 indicated that there are no workshops specifically meant for guiding teachers on how to teach reading. This respond is validated by Abraham and Graham (2009:10) who indicates that University-training programmes do not emphasize the skills necessary to teach children to read, problems rage among academics over whole language versus phonological instruction.

Teachers 3 and 4 said EFAL workshops are conducted once in a year where they are told about EFAL results, how to improve them and about continuous assessment moderation (CASS), but no mention is made of how to teach reading in schools.

Teachers 5 and 6 mentioned that they never received training on how to teach reading in EFAL. Abraham and Graham (2009:9) advise that there should be remedial programmes offered to assist struggling learners.

4.3.14. Teachers perception of socio- economic issue as a barrier to the learner's reading ability:

Teacher 1 agreed that socio-economic issues impede learner's reading ability as he outlines that, learners who come from lowsocio-economic status find themselves in a situation without any EFAL reading resources to enhance their reading skills. He reasoned that their parents cannot afford to buy EFAL reading resources.

Teacher 2 mentioned that learners from low socio-economic status depend on the resources supplied by the Department of Education; they cannot afford to buy interesting extra resources which will motivate the learners to read.

Teacher 3 said that socio-economic issue is a barrier to reading in EFAL; learners coming from lowsocio-economic status do not have EFAL books to practise reading at home. They only depend on the textbooks provided by the department, some of which they sometimes share or leave at schools. This has a negative impact on their reading ability. When they come back from long holidays where they did not have books to read at home, everything that they were taught at school would have gone down the drain.

Teacher 4 said most learners in rural schools come from impoverished families that depend on social grants, thus having EFAL books in their home is not regarded as priority. Hence the lowsocio-economic status impacts their ability to read negatively as they do not buy extra resources to enrich their reading ability at home. Nel, Adam, Booysen, Jordaan and Kaminski (2015:10) confirm this as they assert that lower socio-economic status are characterised by poor cognitive stimulation, malnutrition, non-facilitative parenting styles and chronic stress. Nel et al., (ibid) further indicate that lower SES environments are often characterised by poor cognitive stimulation, malnutrition, non-facilitative parenting styles and chronic stress.

Teacher 5 said a socio-economic issue is the main barrier to reading English text; most learners have no exposure of EFAL reading material at home as their parents cannot afford to buy them because of poverty. She further indicated that learners can only be able to read through extensive reading which requires variety of EFAL reading materials.

Teacher 6 said, most learners in rural schools lives in poverty, their parents cannot afford to buy them nutritious food to stimulate their brain. This impacts negatively on their ability to read as it is below average.

4.3.15. Teachers perception of implementing Guided-Reading Approach without guided reading books:
Responding to the question of the possibility of implementing guided reading without guided reading books, all teachers from schools A, B and C indicated that it will be difficult to teach guided reading without guided reading books. Kruizinga and Nathanson (2010:73) confirm this as they declare that teachers find it difficult to

implement the Guided Reading Approach correctly due to lack of levelled guided-reading books.

4.4 Findings from Learner's Interview

4.4.1 When asking the learners if they are able to read English text fluently:

3 learners agreed that they can read fluently. 4 learners said 'no'. When asked where the problem lies, they said they were not familiar with English text as they speaks Sepedi most of their time. 1 learner said 'no', she finds it difficult to pronounce most EFAL texts. The respond from 7 learners was 'no', and they gave reasons that they have no one to assist them with reading at home and they are scared to read amongst many learners in the class for fear of making mistakes.

4.4.2 When asked if they can read EFAL independently outside the class:

Only four learners from school C said 'yes'. The learners from school A said 'no', reasoning that their village has the problem of water and they are compelled to go and fetch it from areas where water is available. They further mentioned that, after doing household duties, they are then tired and they therefore just sleep without reading.

5 learners from school B said they cannot because they are looking after their sibling and does all household duties.3 learners also from school B mentioned that their parents stay at work as they work far from home and they are responsible for cooking and washing the school uniform for their sibling after school, they thus gets tired to the extent that they cannot read after such a long day with lots of work.

4.4.3 Responding to the question of whether they have EFAL reading material besides the textbooks from schools:

All 7 learners from school A, and also 8 learners from school B said *"No, we have no any other reading material beside the prescribed textbook supplied at school".*4 learners said: *"we are staying with our illiterate grandparents who cannot afford to buy us books to read at home, they use their social grant to buy us food"*. 6 learners from school C said: *"Our parents are unemployed and they have no money to buy us books to read at home. They understand that the government supplies us with textbooks".*

4.4.4 When asked about having a school library in their school and community:

All learners indicated that they do not have a library in both school and community. When asked about having sufficient EFAL Learner Support Material, all learners indicated that the only textbooks available are the ones supplied by the Department of Education. 6 learners from school A mentioned that the supplied textbooks in their school are not sufficient, so they are forced to share a text book.

4.4.5 Responding to a question of whether their teacher attends to their individual problems during the reading of EFAL:

All 7 learners from school A said 'no', when asked for the reasons, their response was that they are many in class and the period runs over before the whole class finishes with reading.8 learners from school B also concur with them. They mention time frame as a problem and an issue of overcrowding as a barrier that impedes their teacher from attending to their individual problems. Other 7 learners from school C had similar complain as school A and B.

4.4.6 Responding to the question of whether their principal and school management team assist them with the reading of EFAL:

All learners from schools A, B, and C said 'no'. 5 learners from school A, 6 from school B and 3 from school C after giving an answer as 'no', continued to elaborate that the principal is only responsible for the management of school but not for reading.

4.4.7 When asked if their teacher's language proficiency is good to enable them to read in EFAL:

Their responses differed. 7 learners from school A and 6 from school B said 'yes'.7 learners from school C said 'no'. When asked where they think lied the problems, 5 learners from school C mentioned that most of the time they speak their home language while teaching, even when it is EFAL time. 2 learner from school C explained that, during reading, the teacher explains to them the story that is being read through Khelobedu, and that affects them negatively as they cannot too be able to express themselves in EFAL to narrate the story. Nell and Muller (2010:653)

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explain that South African learners have a challenge of being taught by teachers whose own English proficiency is limited.

4.4.8 Responding to the question of whether their parents /guardians assist them to read in EFAL at home:

Many learners indicated that they do not get assistance from home.6 learners from school A; all 8 from school B and 4 from school C said their parents cannot read they are illiterate. 4 learners from school A and 6 from school B said their parents are working; they come home tired and have no time to assist them. Only 3 learners from school C said they sometimes get help from their elder brothers at home.

The researcher then realised that parents at home do not assist their children to read and that illiteracy is a barrier. Out of 22 learners 18 indicated that parents cannot assist them as they themselves cannot read English text.

4.4.9 When asked if a teacher can be a barrier to their ability to read English texts:

3 learners from school A, 2 from B and 2 from C said 'no'. Out of 22 learners 13 said 'yes', reasoning that if they are not allocated time to read and be corrected, they will not be able to read. They further complained that, if all learners are not given an opportunity to read but only best readers are the ones who always read in a class, poor readers will never improve or be able to read.

4.5 Researcher's Observation of Learners' Reading

The researcher observed three lessons from the three selected schools. In school A, the period lasted for 45 minutes while in schools B and C their period lasted for an hour. School A used the following prescribed book: Quinn, S, 2013 *Clever English First Additional Language*, and *Grade 9, Macmillan South Africa*. Schools B and C used the prescribed book: Malan, R, 2012; *Spot on Core Reader English First Additional Language,* Heinemann (Pty) Ltd.

School A

The first lesson observed was in school A and two learners were selected to read. Learner 1 was a female aged 15 years.The educator asked her to read on page 30-31 about **Tortoise and Baboon** by Jennifer Gardner and Sara-Jane Olivier from their prescribed book. The researcher observed that the learner has a problem   of

finger pointing at words, not observing punctuations and spelling words. The learner was not audible as she seems to be scared of pronouncing words incorrectly in front of other learners. The following words were wrongly pronounced: 'Humour' was pronounced as *hamer*, 'starving' was read as *stabing*, 'struggle' as *strungle*, 'generous' as *generias*, 'hurry' as *ary* and 'struggled' was read as *struggle*. The learner was audible but her pronunciation was poor. Later the educator asked her to elaborate what she was reading about. She did not show an understanding of the text that was read. The researcher observed that the learner had no self-confidence; her accent was poor and influenced by her dialect. The learner did not use gestures/body language. She was unable to complete reading the given text on time. She was only better on observing punctuation marks, even though some were not observed. The researcher believes that most of these problems emanate from lack of extensive reading and parental support at home.

Learner 2 was a male aged 14 years and was asked to read the same story read by Learner 1 but continuing with the story on page 33. The learner was completely unable to read and pronounce English text, all items that were indicated on the Observation Checklist (Annexure C) were not observed by the learner. The learner repeated some words several times.

The learner stammering read page 33 as follow:

Baboon was was very veryhu....hun...gry and he came bou..bou...ndi..ng across the burn.. burn..ed grass to .. to Tortoise. It me...llsde..li...cious, Tor..toise! he said en..en.. enthu...en..thusia...stically.

The learner was unable to pronounce "it smells", he pronounced it as mells, while reading he continuously swallowed or omitted some letters and words.The word 'desperately' was read as *desperate*, thus leaving out '....ly'. 'Rather' was pronounced as *raider*, 'delicious' as *delidius*. The learner skipped reading 'seemingly' and 'generous', both of which the researcher assumed were difficult for him to pronounce.

The researcher observed that the learner does not read independently at home. It was like he was reading English texts for the first time. The problem might also be

emanating from the fact that the school does not observe "Drop all and read" which is recommended by the Department of Education (2013), where learners are given a day in which they drop all their activities and focus on reading.

School B

Learner 3 was a female aged 15 years. She was asked to read prescribed textbook indicated above. She was audible and flowing very fast as she read but pronunciation was her main problem. She swallowed most letters of words as she fails to pronounce   them properly. The learner was asked to read on pages 19-21 of *Spot on Core Reader EFAL*. The heading was ***"why the Zebra has no stripes".***

The first paragraph was read as follows:
During the time of the First people, the Gemsbok an...and the Zebra looked very different form the way they loo today. For a start, the Zebra did not have any stripe, but long, beautiful orns. This is the story of how Zebra los her orns and got her stripe.

The researcher observed that the learner was reading so fast that he could not call most of the letters. 'During' was pronounced as *durin*, 'g' was omitted/swallowed;'K' was omitted in 'look', he just said *loo*; the letter 's' was omitted in 'stripes'. 'Horns' was pronounced as *orns*, 'H' was not pronounced.

Learner 4 from school B was a male aged 15 years. The learner was asked to read the prescribed book "*Spot on Core Reader EFAL*". The topic was "The cattle herder's song" he read on page 38.The following is a transcription of his reading:
On drea...dream...dreamy sum..summer days the boy wo..wouldo..open the kraal   ga..gate an..anddri...drive the cattle to the river   They...they were le..led by a mag..ni..fi..ce..n..t ox with fine horns and a ...a lou...loud voice so when he bell..bello...bellowed all the ca..cattlefollo...followed

He was a slow reader. He also had a problem of finger pointing at words, he read word for word, stammering a lot while reading. The learner failed to observe punctuation marks and was unable to pronounce words correctly. When rating him following observation checklist used during classroom observation, the learner did not have qualities of reading observed. He was not audible and did not have self-confidence. There was much influence of dialect and he was not fluent. He did not

use gestures, body language and facial expression. The learner also failed to complete reading the given text on time. He repeated words while reading. The learners then kept quiet and later mention that he is unable to read.

School C

Learner 5 was a female aged 14 years, she also read *Spot on Core,* on page 31. The topic was "***The twins and the cannibal's feast''.*** The following is transcript of her reading:

Reli and Reli...Reli...Relinyane were twin boys. Reli...nyanewas cle..clever small and agile, though a Spi..ri..t of Stu..piditylive..lived inside him. It was Relinyane's task to take Reli with him, to ..to pre..ve..nt him worry..worrying those at home.

The researcher observed that most learners has problem of stammering and spelling word. Learner 5 like other learners could not observe punctuations. She was audible but not fluent. The learner was stumbling and stopping at every word. She did not manage to complete reading the given text on time. When the teacher asked her what she was reading about, she did not show any understanding of the text. She repeated words frequently.

Learner 6 of school C was a male aged 15years. He read *Spot on Core* on page 33.He continued with the story read by learner 5. He was fluent and fast. He completed reading the given text within 10 minutes allocated time. The learner showed self-confidence and he was audible. His pronunciation was much better compared to all learners who read. The learner also observed punctuation marks. At the end of his reading, the researcher asked if he had someone at home to teach him how to read English text. He immediately indicated that his brother always read for him, and his mother never allowed him to sleep before reading. He further explained that his brother always asks him to read while he listens and rectifies him when he makes mistakes. The researcher observed that there is culture of reading at home. Perkins (2015:15) alluded that learners learn what it means to be a reader by seeing readers within their own cultural context. She further outlines that this will impact on their motivation to emotional responses to reading and academic demand that reading places over them.

4.6 Overview of Research Findings/ Research Result

The participant used throughout the research revealed that there are barriers to reading English text in the rural schools of the Rakwadu Circuit, Mopani District, and Limpopo Province. From interviews with educators and learners it was found that the following factors are barriers to reading English text, namely: Contextual barriers, Lack of parental involvement, Child-headed families, Lack of libraries, Overcrowding , Lack resources, Lack of motivation, Socio-economic status and Lack of Guided reading Books.

4.6.1 Contextual Barriers

According to the respondents, the social background of learners has a negative impact on their ability to read English texts. They reasoned that there is no culture of reading at home, most parents are illiterate and cannot even speak English. The only spoken language is their home language; as such they find it difficult to teach their children to read English text at home. Lack of exposure to this language of teaching and learning (LoLT) impedes learners to read English texts. The only time where learners are exposed to the said language is in the classrooms. Caddy (2015:22) confirms this as he outlines that learners are not readily exposed to English, they have a home language other than English which is used most of their time.

4.6.2 Parental Involvement

It was found that there is a gap between teachers and parents at home; illiterate parents are not involved in the education of their children. This challenge, along with work priorities, was found to be not conducive to learners reaching their full potential to read English text. Woking parents come home late and tired after work, and thus have no time to assist their children with reading. Some learners are raised by grandparents who cannot read. Lack of parental involvement was found to be a major challenge that impedes learners to read English texts; that makes learners to come to school without a foundation laid at home to assist them with reading. The Department of Education (2013:18) confirms this as it states that the majority of parents are barely literate.

4.6.3 Lack of Libraries

The results indicate that libraries are situated far from homes and schools. Learners are unable to reach those libraries; their parents cannot afford to provide them with money for transport as most are not employed and some depend on social grant. Machet and Tiemensma (2009:63) confirm that, in South Africa, 85% of population lives beyond the reach of public libraries.

4.6.4 Overcrowding

The number of learners in a classroom has a negative impact on the way educators employ the reading strategies. All sampled schools had more than 49learners per classroom. According to the respondents, learners do not feel free to read in an overcrowded classroom. Educators also find it difficult to give individual attention to struggling readers. Hugo (2010:141) outlines that, in South Africa, overcrowded classrooms are an added challenge faced by teachers and learners. He further explains that teachers are not always able to pay individual attention required by learners.

4.6.5 Resources

It was found that insufficient learner-support materials are a barrier to the reading of English texts. Learners have no extra reading materials to enhance their reading proficiency except the one provided by the Department of Education. Educators are unable to expose learners to extra reading without sufficient resources. Some learners shared textbooks and they were disturbing each other during reading. Caddy (2015:29) ascertains this as she posits that there is lack of readers as well as appropriate reading materials in many schools.

4.6.6 Child-Headed Families

The findings confirmed that most families in rural school are led by children; these had a negative impact on the learner's ability to read as they have no adult to assist them with reading at home. Conbrinck, Van Staden and Roux (2014:1) explain that the reason why learners lack language skills is attributed to child-headed families whereby parents are absent.

4.6.7 Socio-Economic Status

It was found that most learners in rural schools come from impoverished families. This finding confirms that learners from low-socio economic status do not have resources to enhance their reading skills. Their parents are unemployed, some depend on social grant; hence they cannot afford to buy them EFAL reading resources. Lack of nutritious food due to poverty has a negative impact on the learner's brain as they read below average. Nel, Adam, Booysen Jordaan and Kaminski (2015:10) assert that low SES children do not necessarily experience the positive consequences of bilingualism as higher children do.

4.6.8 Guided-Reading Approach

The findings confirmed that educators do not implement guided reading approach. This was found to be due to lack of guided reading books. Kruizinga and Nathan confirm this as they mention that teachers find it difficult to implement Guided Reading Approach correctly due to lack of Guided Reading books.

4.7 Results from Learners' Interviews

4.7.1 Reading English Text Fluently

What emerged from the data is that the majority of learners were unable to read fluently. They read their prescribed book aloud as individuals while the whole class listened. The researcher identified problems such as stammering, finger pointing while reading and words that were incorrectly pronounced. The findings show that most learners do not have adults to assist them with reading at home. DoE (2013:18) outlines that, in Limpopo, the majority of parents are barely illiterate.

4.7.2 Reading Independently

It was found that learners cannot read independently at home. They confirmed that they are over burdened by household duties such as fetching wood, water, washing clothes and cooking after school. When they are exhausted by all duties, they end up sleeping without reading. Perkins (2015:15) explains that children learn to become readers through being members of a community that is located in a social, cultural and historical place that learns what reading is used for, how it is valued and what it can offer.

4.7.3 EFAL Resources

It was found that insufficient learner-support material is a barrier to reading English text. According to the respondents, it is difficult to practise reading at home without extra-reading materials. The only books they have are the ones supplied by the Department of Education, which they sometimes share. Masilo (2008:20) mentions that 51% of South African households have no books for those wishing to instil a reading culture of reading.

4.7.4 Libraries

The findings indicate that libraries are distanced from learner's homes. All respondents confirmed that there are no libraries in their schools and communities. They are unable to go to libraries as it requires transport money.Machet and Tiemensma (2009:63) outline that, in South Africa, 85% percent of population lives beyond the reach of libraries.

4.7.5 Overcrowding in Classrooms

Each of the classrooms in all schools had more than 49 learners; it was evident that overcrowding in most rural schools is still a barrier to both learners and educators. Learners are not free to read and ask questions in an overcrowded class. Educators also find it difficult to identify learners who cannot read.

4.7.6 Teacher Language Proficiency

Learners identified educators' language proficiency as a barrier to reading English text. From interviews with learners, it was found that, during reading, educators explain to them stories read in English using Khelobedu Language. It became clear that learners too were unable to express themselves in English when requested to narrate the story they had read. Nell and Muller (2010: 653) say that South African learners have the challenge of being taught by teachers whose own English proficiency is limited.

4.7.7 Parental Involvement

It was found that parents do not assist their children at home with reading English text.The reason being that, most parents in rural areas are illiterate (DoE, 2010)

4.8   Results from Observation of Learner's Reading

The researcher observed that learners struggle to read English texts. Most learners pronounced words incorrectly. Punctuations were not observed. They repeated words frequently before they could pronounce them well. Stammering was also observed to be one of the problems; hence they failed to complete reading the given text within the given time. Most learners do not use gestures, body language and facial expression as a sign of understanding what is read.

4.9 Learning outcomes and reflections from data

Findings of this study are summarised as follows:

Learners in the rural schools of the Rakwadu Circuit experience barriers to reading English text;

- There is no culture of reading at home;
- Learners have no access to libraries at their schools and communities;
- The community from which the learners come speaks Khelobedu only, the learners' learning of EFAL is only limited to the classroom;
- Learners have no exposure to the native speaker of the said language;
- Lack of learner-support material is also noted as a barrier to the reading of English text;
- Child-headed family arrangement also has a negative impact on the learners' ability to read English text;
- The social background of the learner has a negative effect on the learners' ability to read English text;
- Overcrowded classrooms impede educators to attend to individuals with reading problems;
- Educators find it difficult to have effective interactions with struggling reader due to overcrowding;
- Interference of mother tongue is also noted as a barrier to the reading of English text;

Lack of motivation has a negative impact on the learners' ability to read English text; Educators are not work-shopped and guided on how to teach EFAL reading; and

Learners have no extra reading materials to enhance their reading; except the few books provided by the Department of Education.

4.10 Conclusion

In this chapter, the findings of this research have been presented, analysed and interpreted. The data analysed and interpreted above confirmed that Grade 9 learners in rural schools experience barriers to reading English texts.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study investigated barriers to reading English text in the rural Secondary Schools of the Rakwadu Circuit in Mopani District, Limpopo Province. In this last chapter (viz., Chapter 5), the researcher gives an overview of the study, followed by recommendations to deal with factors that impede the reading of English texts in the rural secondary schools of the Rakwadu Circuit.

The purpose of this study was to:

- Investigate factors that impede learners to read English texts in the rural Secondary schools of the Rakwadu Circuit, Mopani District of Limpopo Province.

The conclusions drawn from the findings provide answers to the research sub-questions as mentioned in Chapter 1, namely:

- What are learners' barriers in reading English text in rural Secondary schools of the Rakwadu Circuit, Mopani District?
- Which strategies can be employed by rural schools of the Rakwadu Circuit, Mopani District to overcome factors that impede the reading of texts in English?

5.2 Overview summary of the study

5.2.1 Research Design

The researcher applied the research design with the aim that suitable research methods are used to attain the objectives of the study. This study followed a qualitative approach, which offered the researcher an opportunity to access the learners and educators at schools in order to obtain information for the study.

5.2.2 Sampling

The sample was drawn through purposive sampling. The researcher has purposively sampled the participants affected by the problems under research.

5.2.3 Data Collection

The researcher used interviews and observations as the methods of collecting data in order to get the results of the study.

5.2.4 Data Analysis

Audio-tape was used to record the learners while reading. The researcher then transcribed how the learners were reading through repeated careful listening of the audio-tape recordings. All errors committed during reading were recorded in writing.

5.2.5 Observation

Cresswell (2012:213) identifies observation as the process of gathering open-ended; first-hand information by observing people and places at a research site. Observation was used as a follow-up procedure after the interviews. The researcher conducted classroom observation of EFAL reading lessons in progress. Observation check-list was used to record all observed common errors and trends of learners as they read.

5.3 Summary and Interpretation of the Research Findings

The researcher went to three rural schools in the Rakwadu Circuit. In all three visited schools, the researcher observed that all Grade 9 classrooms observed experience overcrowding as a problem. This was evidenced by a teacher pupil ratio which was above 45 per class against 1 teacher. The research findings clearly indicated that there are barriers to reading English texts.

During interviews with educators and learners, the researcher noticed that overcrowding impedes learners to read English texts. During reading, learners who were unable to read were not attended to individually by their educator. The educator personally confirmed that it is not possible to attend individual learners with problems due to overcrowding. Learners could not read voluntarily in overcrowded class when teachers requested them to volunteer. They personally mentioned that they do not feel free to read in overcrowded class as they find the situation too hostile. This validates that overcrowding is a barrier to reading English text. Educators indicated that they find it difficult to identify struggling learners in overcrowded classrooms.

The researcher also observed that it was really not conducive even to implement different teaching activities due to overcrowding.

The research findings also confirmed that learners do not get assistance from parents at home. This is evidenced by five 5 learners who outlined that they had no one to assist them with reading at home. The research findings also confirm that there are no libraries in schools and communities. This is validated by educators and learners who ascertain that the only libraries available are in towns.

Socio- economic problems such as unemployment and poverty were noted as a barrier to reading English text. This problem was confirmed by both educators and learners who indicated that parents cannot afford to provide transport money to travel and reach libraries in towns.

Finally, the researcher observed learners as they read. An Observation Sheet was used. The researcher noted that learners do not observe punctuations; they cannot finish the texts within the allocated time as they stammer and repeat words. They do not show understanding of what they would have read. This was evidenced by their inability to briefly outline what they had read.

5.4 Conclusions

In conclusion, the study has revealed that the following could resolve the factors that impede learners in rural schools to read English text;

- Provision of libraries in rural schools and communities;
- The government should intervene and improve the socio-economic conditions of rural schools;
- The Department of Education should provide sufficient learner-support materials to rural schools;
- Parents in rural communities should be encouraged to participate in the education of their children; and
- There should be a provision of guided reading books to enable educators with implementation of guided reading approach.

5.5 Recommendations

5.5.1 Recommendations for the Schools

Teachers

It is recommended that teachers maintain the use of this language of learning and teaching in the classrooms. During story reading, they should avoid narrating the story to the learners through home language. Learners cannot express themselves in EFAL as teachers always speak their home language instead of using the LOTL.

Teachers should have in-service training where they will be trained on how to teach reading. It is further suggested that teachers try to use various reading approaches and strategies that will develop and empower the learner's reading ability.

It is also recommended that, during reading, teachers should use pictures, gestures and puppets to assist learners in using the language. The teacher should serve as a reading model, by observing all punctuations, pronouncing words correctly, as well as completing the read texts on time. Learners will observe the teacher and will keep practising reading in order to excel just like the teacher.

Teachers should also develop a culture of reading to the learners by gathering from their staff members' old magazines and newspapers and give such to learners.

School Governing Body

It is recommended that schools introduce a policy in which parents are obliged to be part of the formal education. Parents should be encouraged during parents' meetings to assist their children at home with the reading of English texts. In the case were adults are illiterate, they should arrange someone who can, at least twice a week, assist their children with reading. They should buy newspapers for them as they are not as expensive as books, and request them to narrate their content; that will develop the culture of reading in the learner.

5.5.2. Lack of libraries and other resources

The government (Department of Education) must consider building libraries at schools and even in rural communities, in order to empower learners in rural schools. Libraries should be accessible to all community members. The government should allocate schools library blocks with books in order to build a culture of reading

in the learners. Furthermore, every corner of EFAL classrooms should have a library centre with books containing attractive outer covers and posters that will make learners curios to read them. Provision of sufficient learner-support materials and relevant reading resources will enhance the learners' ability to read English text.

5.5.3 Guided-Reading Approach

The Department of Education should provide schools with guided reading books. This will assist educators to implement guided reading approach.

5.5.4 Policy makers

Policy makers should allocate sufficient time for EFAL as a learning area; for educators complain that the time allocated is insufficient to attend to individual learners.

5.6 Recommendation for Future Research

Research can be done on the same topic using more different schools. The researcher can sample more respondents who will give more views on the researched topic.

5.7 Limitations of the Study

The finding of this study is limited to the rural schools of the Rakwadu Circuit, in Bolobedu, Limpopo Province. The results may not apply to all schools in Bolobedu as the study focused only on the said Circuit; without covering all the schools in Bolobedu. The findings are limited on responses of 6 educators and 9 le7arners, in Grade Nine from the three sampled schools. Taking into consideration the number of participants used in this study, it is impossible to project the results onto large populations. Considering the fact that purposive sampling was used; the findings for this study cannot be generalised.

5.8 Concluding Remarks

Although there are many issues of contention in educational research, barriers to reading English texts remain a burning issue not only in the Rakwadu Circuit, Bolobedu in Limpopo Province, but this seems to be a problem faced by the entire schools across the country as outlined in Chapter1. The most affected being rural schools.

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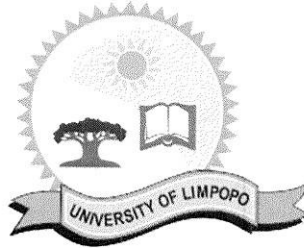
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ANNEXURES

Annexure A: Approval from the University

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE

MEETING:	**31 August 2017**
PROJECT NUMBER:	**TREC/219/2017: PG**
PROJECT:	
Title:	Barriers to reading English First Additional Language in Rural Secondary Schools of Rakwadu Circuit in Mopani District, Limpopo Province
Researcher:	MC Modipane
Supervisor:	Dr T Malahlela
Co-Supervisors:	A Maledu
	Dr W Molotja
School:	Education
Degree:	Masters in Language Education

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

> **Note:**
> i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
> ii) The budget for the research will be considered separately from the protocol.
> PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

Annexure B: Letter Seeking Consent fromtheDepartment of Education: Limpopo Province

<div align="right">

P O BOX 1403
Ga-Kgapane
0838

</div>

Head of Department
Department of Education
Limpopo Province
Polokwane
0700

REQUEST TO CONDUCT A RESEARCH AT THE SCHOOLS UNDER YOUR JURISDICTION

I Modipane Makgomo Christina, student no: 200304218, i.d no: 6512040365080 hereby wish to make a request to conduct a research at the schools under your jurisdiction.

My area of interest is the topic; investigating barriers to reading and writing in the rural schools of Bolobedu, Rakwadu Circuit in Limpopo.

The schools at which I shall be conducting this research are R.S.B Motsinoni High School, Matome Modika High School and Maolwe High School.

Your prompt response will always be appreciated

Yours Truly
Modipane M.C

Annexure C: Letter of Approval: Department of Education: Limpopo Province

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

P.O BOX 1403
GA-KGAPANE
0838

MODIPANE MC

RE: Request for permission to Conduct Research

1. The above bears reference

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"BARRIERS TO READING ENGLISH FIRST Additional LANGUAGE IN RURAL SECONDARY SCHOOLS OF RAKWADU CIRCUIT,IN MOPANI DISTRICT ,LIMPOPO PROVINCE"**

3. The following conditions should be considered:

    3.1. The research should not have any financial implications for Limpopo Department of Education

    3.2. Arrangements should be made with the Circuit Office and the schools concerned.

    3.3. The conduct of the research should not anyhow disrupt the academic programs at the schools

    3.4. The research should not be conducted during the time of Examination especially in the fourth term,

    3.5. During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

    3.6 Upon completion of the research study, the researcher shall share the final product of the research with the Department.

4. Furthermore, you are expected to produce this letter at Schools/Offices where you intend conducting your research as an evidence that you are permitted to conduct research.

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9480, POLOKWANE, 0700
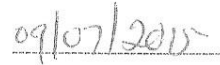Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

5   The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Mashaba KM

Mashaba KM

Acting Head of Department.

09/07/2015

Date

Annexure D: Data Collection Instruments

EDUCATOR'S INTERVIEW QUESTIONS

1. What factors would you identify as barriers to reading in English First Additional Language?...
....
....
....

2. Can you explain why you regard them as barriers?

| YES | NO |

3. Do you find teaching reading to be a challenging skill?

| YES | NO |

4. ---------Are your learners able to read independently?

| YES | NO |

5. Do learners have access to libraries at schools and their community?

| YES | NO |

6. Do you have enough EFAL Learner Support Materials (LSM) that will encourage them to read?

| YES | NO |

7. Can you teach learners to read in EFAL without sufficient reading material?

| YES | NO |

8. Do learners frequently come into contact with native speakers of English outside the classrooms?

| YES | NO |

8. Are you able to attend to individual learner problems during EFAL reading?

| YES | NO |

LEARNERS' INTERVIEW

Questions

1. Are you able to read in EFAL fluently?

| YES | NO |

-If no, where do you think lies the problem?..
....
....
....

2. Can you read in EFAL independently outside the class? YES/NO

| YES | NO |

3. Do you have EFAL reading material besides the textbooks from school? YES/NO

| YES | NO |

4. Do you have a library in school and your community? YES/NO

| YES | NO |

5. Do you have sufficient EFAL LSM to read? YES/NO

| YES | NO |

6. Does your teacher attend to your individual problems during reading in EFAL? YES/NO

| YES | NO |

Annexure E: Observation Checklist

OBSERVATION CHECKLIST TO BE USED DURING CLASSROOM

OBSERVATON.
The following shall be used as observation checklist

	Yes	No
1. Pronunciation. 2. Audibility 3. Understanding of the text 4. Use of voice and mastery of reading skills. 5. Use of gestures, body language and facial expression. 6. Fluency when reading. 7. Accent. 8. The influence of dialect when reading. 9. Self-confidence 10. The ability to complete reading the given text on time. 11. Observation of punctuation marks 11.1 . 11.2 ? 11.3 , 11.4 ! 11.5 : 11.6 "........."		

Annexure F: Editing Confirmation Certificate

Mr MM Mohlake
University of Limpopo
Turfloop Campus
Private Bag x 1106
Sovenga
0727

26 November 2017

To Whom It May Concern

EDITING CONFIRMATION: Ms M.C MODIPANE's MED DISSERTATION

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the MEd degree dissertation of Ms M.C. Modipane entitled "Barriers to Reading English Text in Rural Schools of Rakwadu Circuit in Mopani District, Limpopo Province".

Thus I confirm that the readability of the work in question is of a high standard.

For any enquiries please contact me.

Regards

Mosimaneotsile M Mohlake
Freelance Professional Editor
(015) 268 2464
072 1944 452
<mosimaneotsile.mohlake@ul.ac.za>