An Exploration of Reading Strategies Employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing reading intervention strategies in English First Additional Language.

.   M.C Modipane

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Supervisor: Prof TW Molotja

Co-Supervisor: D T Malahlela

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DECLARATION

I declare that the research hereby submitted to the University of Limpopo for the PHD 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 material contained herein have been duly acknowledged.

Signature: _____   Date:

Modipane M.C.   05 October 2022

DEDICATION

This thesis is dedicated to my late parents, Patika Joseph Modipane, Ramaisela Maria Modipane, my late brother M.P Modipane, who always motivated me with my studies, and my son, Modirakgotla Enoch, for always believing in me.

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ABSTRACT

This study explored the reading strategies employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing an intervention reading strategies in English First Additional Language. The research was undertaken in one public secondary school. The researcher focused on Grade 12 learners of the mentioned circuit. The study followed the qualitative approach, and a case study research design was selected. Interviews were conducted with 12 learners and three teachers who were purposively selected from one public school. Document analysis and observations were also used to collect data.

 The findings of the study showed that learners and educators employ reading strategies during the reading of English text. Learners employ the reading strategies to enhance their reading ability and to improve their reading skills. The following different reading strategies were found to be used, namely, activating background knowledge, main ideas, summarising, visualising, predicting, inferencing, questioning, monitoring-clarifying extensive strategy, intensive strategy, pre-reading, during-reading, post-reading, and peer-assisted strategy. It was also found that most learners experience problem of decoding English words correctly and that teachers always assist them to decode them well during reading.

It was found that documents such as subject policy, school policy and school-time-table do not provide guidance on how to teach reading. The documents do not also guide teachers on how to implement reading strategies. The study recommends that the school time-table should consider including reading periods on the time table. All the mentioned policies above should provide guidance on how to implement reading strategies. The Department Of Education should encourage all schools to participate in a "Drop All and Read" competition. The study recommend that teachers employ different reading strategies to teach reading. Learners must also employ various reading strategies to improve their reading skills and to enhance their reading ability.

Definition of key concepts:

The following concepts are defined for more clarity with regard to their daily use.

Reading

Sangia (2014:9) defines reading as an interaction between the writer and the reader.

Kimberly (2O14:1) defines reading as an act of constructing meaning through interaction with the written text. Additionally, Kimberly (ibid) outlines reading as the ability to decode the printed text, recognise and understand words**.**

English First Additional Language (EFAL)

It is the language which is learned formally at school in addition to the home language (Phatudi, 2014:244).

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ABBREVIATION AND ACRONYMS

ATP   Annual Teaching Plan

DBE   Department of Basic Education

EFAL   English First Additional Language

HL   Home Language

TREC   Turfloop Research Ethics Committee

ER   Extensive Reading

LoLT   Language of Learning and Teaching

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

In South Africa, English First Additional Language (EFAL) is used across the curriculum, both in schools and at higher institutions for purposes of teaching and learning. It is therefore imperative that learners understand and be able to read the language that is used to teach them. Maja (2015:1) asserts that knowing English enables learners to gain access to the social and economic world. The researcher noticed that learners who are proficient in EFAL stand a better chance to achieve well academically. It is through the understanding of EFAL that they can gain access to social functions, education and the labour market. Many learners use EFAL across the curriculum globally (Chaka, 2015:2).

It is important that learners become proficient in EFAL because their successful academic performance is dependent on their ability to read in it as all learning areas are taught through it as a Language of Learning and Teaching (LoLT). Researchers such as Palani (2012:4) and Lumadi (2016:2) indicated that when learners master reading, they perform properly in their studies. Learners' ability to read in EFAL enables them to acquire knowledge and to access information. For learners to do well in high schools and tertiary institutions, they have to be competent tin EFAL in terms of reading. Blunden-Gref (2014:141) confirms that "reading is a skill used through the learners' schooling life into adulthood and it inspires dreams and inventiveness among young minds".

There are a number of existing and previous studies that outline the significance of reading and those that indicate that learners experience problems to read in these LoLT. Chaka (2015:2) outlines the significance of EFAL as he declares that "It serves as *Linqua Franca* for learners speaking various languages.'' The Department of Education (2009:8) agrees with Chaka (2009) as it argues that "Learners use EFAL across the curriculum for academic purpose". Even though the significance of reading English text is outlined, learners still experience barriers to read well in EFAL.

Learners who struggle to read in this language of teaching and learning will not perform well in most learning areas taught through it. The problem of not being able to read in EFAL is not only local, but also global.

 Various researchers such as Muhammad (2013:26), Rankin (2013:8), Madikisa (2014:2), Caddy (2015:122) and Van Staden (2016:1) confirmed that learners experience barriers to read in the English language.

A study conducted in Korea claims that learners in Korean schools need more help in their reading of EFAL (Cho Brutt-Griffler, 2015:42). In Canada, learners also experience difficulty to read English texts (Sebetoa, 2016:11). The reading of English texts is a problem among learners in Canada, England and Abu Dhabi (Swanepoel, 2016:2). In Britain, the year 2008 was declared as the National Year of Reading because of the poor reading competence of learners in EFAL (Ranking, 2013). Previous studies also indicated that reading interventions are mounted at different intervals, including South Africa (Donald & Condy, 2003). This gives the researcher a clear picture that EFAL reading is an international problem. The situation is therefore a cause for concern, and has encouraged   the researcher to embark on the current study in Rakwadu Circuit, Limpopo Province. There is therefore a need for the researcher to explore more on the existence of this phenomenon. Specifically, the study seeks to explore the reading strategies employed by Grade 12 learners in Modjadji Circuit, Limpopo Province in order to develop intervention reading strategies in English First Additional Language. This study is unique because literature showed that most previous papers focused on the problems, thus identifying barriers to reading, just to mention a few (Klingner, Hoover and Baca, 2008, Phatudi & Motila, 2014, Caddy, 2015) and others focused on learners' comprehension (Cekiso & Madikiza, 2014; Anyiendah, Odundo & Kibuyi, 2020). Thus the current study seeks to explore the reading strategies employed by Grade 12 learners in order to improve their implementation during the teaching of reading in the classroom. Even though research was made about reading   strategies, to the knowledge of the researcher, no study in Rakwadu Circuit in Limpopo Province was conducted about developing intervention reading strategies in EFAL.

Here the researcher focused on developing strategies and its implementation in the classroom. Waddington (2017) indicated that regardless of literature in the field of reading strategies, little is done to outline how teachers should implement them in the classroom. In the researcher's knowledge, little is known about the implementation of EFAL reading strategies in the classroom in Rakwadu Circuit, Limpopo Province.

The ability to read English texts is an important basic skill in schools and higher institutions. It is therefore important to employ strategies that enhance the reading skills of EFAL learners. Hamed (2018:4) argues that reading strategies help learners to read effectively. He further recommends that teachers should use different reading strategies and provide learners with enough time to practise them.

1.2. RESEARCH PROBLEM

Despite various research studies that have been conducted, learners still experience barriers in reading English texts in EFAL. Different studies indicated that learners experience challenges that impede them to read English texts in EFAL. For example, Sebetoa (2016:2) found that learners in Nigeria, Kenya and Saudi Arabia experience difficulties in reading English texts.

EFAL reading is a worldwide challenge (Lumadi, 2016; Swanepoel, 2017; Modipane, 2018). Most researchers identified problems that impede learners to read English texts such as The Drop All and Read Campaign (Department of Education, 2013), contextual barrier (Phatudi & Motila, 2014:21; Candy, 2015; Perking, 2015) and socio-economic status (Nel, 2015; Modipane, 2017).

 The previous researchers have conducted different studies identifying reading barriers and reading strategies. Thus, the current study seeks to explore the reading strategies employed by Grade 12 learners so as to improve their implementation during the teaching of reading in the classroom.

1.3. LITERATURE REVIEW

The significance of reading English texts in English First Additional Language cannot be overlooked. Learners who struggle to read in EFAL also struggle to achieve academically. Globally, learners are required to have the potential of reading texts in EFAL. This enables them to get the right of entry at tertiary institutions and to enter the employment industry. In addition, there are different spoken languages in South Africa, and EFAL is a Medium of Instruction for learners who speak various languages. Chaka and Booi-Ncentani (2015: 62) confirmed the significance of EFAL as they explain that it is important as a Language of Learning and Teaching (LoLT). They further explained that knowledge of EFAL enables them to communicate with one another. The constitution of the country (Chapter 1:3) has officialised 11 languages, but English is still regarded as a Medium of Instruction across the curriculum. Hence, it is important that learners master it, as it is through this language that they are able to access information on the internet as they do their home works and assignments. More importantly, this will assist them to achieve well academically. Themane and Molotja (2018:1) also agree as they explain that learners perform well in their studies when they are good in reading.

Chizwina (2011), cited in Themane and Molotja (2017), declares that globally learners struggle with reading English. There should be intervention reading strategies that are developed to enhance their ability to read EFAL texts. Studies showed that despite a growing body of literature in the field of reading strategies, little was done to show how reading strategies are deployed in class (Madikiza & Cekiso, 2018). They further argue that teachers should be trained on how to teach reading strategies so that they are exposed to various reading strategies in order to assist learners to improve their literacy. The researcher believes that when teachers know different reading strategies, they are able to assist learners to employ them correctly.

Some studies showed the significance of reading strategies as they outline it as a plan of facilitating and extending comprehension (Routman, 2003; McNamara, 2007; Molotja, 2016). Previous studies agree that deploying reading strategies enhances

reading. In their study, Madikiza and Cekiso (2014:1) allude to the fact that reading strategies are techniques that learners use to improve their progress in comprehending, internalising and using a second language. This alerts the researcher to the fact that previous and recent studies value the use of reading strategies.

1.4 Reading Strategies:

The use of various reading strategies can bring a change in the reading behaviour of learners.   Knowledge of reading strategies assist learners to improve their reading proficiency. Madikiza, Cekiso, Tshotsho and Landa (2018:10) ascertain as they outline that multiple reading strategies have been justified for being beneficial in helping learners become strategic readers and improve their reading comprehension.

   The strategies are as follows:

Activating background knowledge, inferring, monitoring-clarifying, questioning, summarising, guessing at the meaning of unfamiliar words, predicting, peer-assisted strategy, brainstorming, collaborative reading, extended reading, intensive-reading, pre-reading, during-reading and after-reading.

1.4.1 Activating background knowledge strategy

Learners come to school with background knowledge. It is therefore essential that teachers activate it to enable them to learn the new knowledge at school. This strategy is used to activate more information that the learner has about the topic which is discussed.

1.4.2. Inferring Strategy

This strategy improves learners' reading comprehension. It assists them to use clues in the texts and their own understanding. Learners develop a mental framework through inferencing. Morrisson, Wilcox, Bird, Murdoch, Bursey and Helvey (2020: 422) assert that prior knowledge based on experience may be accessed as readers make some inferences, which may be based on what learners already know.

1.4.3 Monitoring clarifying strategy

This strategy assists learners to comprehend what they are reading by asking themselves questions while reading. They are taught to pause and monitor their understanding by asking themselves questions of whether they understood what they have read. Learners then fix whatever they did not understand (Klapwijk, 2015).

.1.4.4 Questioning strategy

Learners are not passive when using this strategy. During reading, they always participate as they monitor their understanding through questioning, which assists learners to monitor their understanding before, during and after reading (Banditvilai, 2020).

1.4.5 Summarising

 It is through summarising that learners learn the skill of reducing a larger text. They write only important ideas of the text. The strategy enhances their memory. After reading a paragraph, they use their own words to write the key ideas of the paragraph. This assists them to recall what they have read. According to Klapwijk (2015:7), summarising is essential for schooling and academic literacy.

1.4.6 Guessing at the meaning of unfamiliar word

Learners are able to guess the meaning of unfamiliar words based on the information in the text (Marpaung & Sihomping, 2019). The strategy assists learners who do not know the meaning of words to know them through guessing.

1.4.7 Predicting

Predicting assists learners to be good readers. They are able to set a purpose for their reading through it (Mar, 2020). Win and Mar (ibid) assert that prediction allows for more interactions between the learners, and increases their desire to improve their understanding of the text.

1.4.8 Peer-assisted strategy

Peer assisted strategy plays a significant role in enhancing learners' reading comprehension. According to Almutairi (2018:129), learners are able to listen to each other through close reading

1.4.9 Collaborative reading

The strategy enables learners to work as a team. Two or more learners are paired to solve a problem (Sbertoli, 2020). Learners learn from one another. This enhances their reading skills. During collaborative reading, teachers provide learners with guidance (Boardman, Kligner, Buckly, Annamma & Lasser, 2015).

1.4.10 Independent reading

This type of strategy should be employed under the guidance of the teachers. The Department of Education (2013:32) suggested that teachers should encourage up-coming readers to use   this strategy to practise reading books that were read during the shared reading session.

1.4.11 Extensive Reading

According to Ramrathan and Mzimela (2016:6), this reading strategy gives the entire class an opportunity to participate without the teacher teaching content. Learners are given many books to read; and select the books that they desire to read.

1.4.12 Intensive Reading

Intensive Reading is the reading of text line by line, continuously checking meaning in the dictionary, analysing, translating and retaining every expression that it contains (Day & Bamford, 1998:5).

1.4.13 Before-Reading Strategies

Cekiso and Madikisa (2014:2) outline the following strategies, namely:

 Before-Reading strategy, During-Reading strategy and after-reading strategies.

The Before-Reading strategy makes learners to be prepared to read by activating their previous information. The strategy also assists an educator to evaluate what a learner already knows.

1.4.14 During-Reading Strategies

This strategy comprises Read-Aloud, Read-Silently and Read to answer questions. During-Reading strategies, learners identify and interpret the main information. After-reading strategies relate what the learners have read to their own knowledge and experiences. The strategy helps the educator to guide the readers in decoding words and understanding (Chaka, 2015).

1.4.15 After-Reading Strategies

The After-Reading Strategies assist learners to develop their understanding of their text. Cekiso and Madikiza (2014:2) allude to the fact that learners build further connections and expand their prior knowledge of the subject matter. The After-Reading Strategy involves re-reading parts of the text to enhance its comprehension, clarifying hazy parts, evaluating the content of the text, summarising, reconstructing the hypothesised macro elements of the text and making inferences (Ghuma, 2011).

1.5 Reading Models

1.5.1 Top-Down Model

This approach emphasises the significance of prior knowledge. Galakjani and Ahmadi (2011:142) outline this approach as a reader's ability to look at the entire text, and connect and relate it to the existing knowledge. Background knowledge assists learners to make prediction about their reading. The prediction helps them to read and clear up misunderstandings.

1.5.2 Bottom-Up Model

This model is very helpful to develop learners' ability to read English texts. Learners learn to read through letters instead of starting with the entire word. The researcher believes that reading letters is not difficult as reading the whole word. According to Almutari (2018:21), reading is letter and vocabulary-based. Almutari (2018) further explained that through this approach, learners start to recognise and read individual sounds, approach diagrams and blends before trying to read single words.

1.6 THEORETICAL FRAMEWORK

Although there are various theories relating to the research topic, the present researcher followed the social learning theory, which is defined as a theory that tries to explain socialisation and its influence on the development of self (Crossman, 2019). An individual learns through interactions with other people. Horsburg and Ippolito (2018:156) and Bandura (1977) outline social learning theory as a theory where individuals learn through observational learning and modelling. Bandura further indicated that individuals are social beings that are surrounded by many influential models.

The envisaged study followed the social learning theory as the learner is a social being who is surrounded by various stakeholders. Learners interact with parents at home, and teachers and peers at school and home. They learn from the people who surround them and get much influence from them. Parents who always read to their children at home instill the love for reading in them. The theory assists to underpin this study. Learners as social beings learn to read through people they interact with. They observe from their teachers during reading periods on how to pronounce EFAL words. During Read-aloud, learners who usually keep quiet pay attention and listen, and learn through their peers. Learners are social beings who learn through other people. They can learn the reading of EFAL texts through their parents at home, their teachers who read to them and their peers.

Learners who struggle to read English texts pay attention to their peers deploying EFAL reading strategies in the classroom. They observe and see if they can read like their peers. Crossman (2019:1) and Bandura (1977) found that individuals absorb what they pay attention to and remember it.

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In this study, learners internalise how they have seen their teachers and peers reading, and recall information. They reproduce various reading strategies that they have seen during the reading of EFAL in the class. They become motivated to read EFAL texts through people they socialise with. Some families do practise reading at home, and in such situations, a learner also learns from them. The social learning theory is important as it encourages teamwork during the employment of reading strategies. During group reading, learners socialise, assist and motivate each other.

1.7. PURPOSE OF THE STUDY AND RESEARCH QUESIONS

1.7.1 Purpose of the study

The purpose of the study was to explore reading strategies employed by Grade 12 EFAL learners in schools under Modjadji Circuit in Limpopo Province, and to develop intervention reading strategies in English First Additional Language.

1.7.2 Research Question

The study focused on addressing the following:

1.7.3 Main Question

- Which reading strategies do Grade 12 learners employ in addressing barriers that impede them to read English texts in English First Additional Language?

1.7.4 Sub-Questions

- What challenges do Grade 12 learners experience when reading English texts?
- Which reading strategies do EFAL teachers use in the classroom?
- How can the reading of English texts in EFAL be enhanced?
- Which documental evidence is available to show government's support of Grade 12 learners' reading performance?

1.8. RESEARCH METHOD

1.8.1 Qualitative Approach

Van Wyk (2017:217) explained that qualitative research aims at understanding the subjective meanings that individuals make as they live.

Qualitative research implies acknowledgment of the research process that results in the gathering of field work data. The researcher followed the approach guided by Van Wyk's (2017) explanations. The approach allowed the researcher to learn the learners being studied. The approach also made it possible for the researcher to follow the correct process of collecting data at schools.

1.8.2 Research Design

This research followed the interpretivist case study research design. Through it, the researcher was able to explore learners in their schools, which is their real-life context. Van Wyk (2017:171) asserts that a case study relies on various sources of evidence. Modipane (2018:57) and Nieuwenhuis (2007:76) posit that "a characteristic of case study is that different methods of data collection may be used".

1.8.3 Interpretive Case Study

This study followed the interpretive case study as it motivates the researcher to personally collect data. Chetty (2013:40) posits that a case study encourages the researcher to be the main data collection tool as this enhances consistency of data collection. Maree (2012:75) explains that the interpretive case study strives towards a holistic understanding of how participants relate and interact with each other in a specific situation to make meaning of a phenomenon under study. The present researcher explored how learners employ reading strategies in the classrooms and how intervention reading strategies are developed.

The interpretive case study is underpinned by observation and interpretation (Harrison, 2017). This enabled the researcher to observe learners employing the reading strategies in class, to collect data and to interpret the information collected during observation.

1.9 Sampling

Berg (2014:52) posits that "when developing a purposive sample, researchers use their special knowledge or expertise about some group to select the subjects who represent the population". The researcher purposively sampled the participants as they are known to be relevant to the topic that is to be explored. Van Wyk (2017:230) posits that "purposive" defines itself, meaning that the research is done with a purpose

in mind. Convenience sampling was also used as it includes learners who are easy to reach in schools. It enables the researcher to achieve the sample size needed in a timely and inexpensive way. Stefanie (2015) posits that the relative cost and time required to carry out a convenient sample is small, and participants are readily available.

Following Morgan (2015:1), the present researcher sampled the documents that mostly meet the purpose of the envisaged study. Morgan (2015) asserts that with purposive sampling, documents are to be selected according to some set of pre-specified inclusion criteria. In addition, he argued that rather than examining everything, one must determine which documents are most likely to meet the purpose of the study.

The researcher sampled one school in Modjadji Circuit, Mopani District. The school was selected purposefully on the grounds that it is accessible to the researcher. In that school, 12 Grade learners were sampled, comprising six male and six female learners. The researcher did learner profiling, that is, selected them according to their performance. Learners received a paragraph of an EFAL text to read, and a rubric was used to assess their reading performance. The learners were selected based on their performance, as in being in the low, average and high performing categories. The researcher also sampled three (3) educators from the selected school. They were selected on the grounds that they are the ones offering EFAL in Grade 12.

1.10 Collection of Data

Data was collected through the following:

1.10.1 Observation

The researcher observed the application of reading strategies employed by teachers in class during the teaching of EFAL reading, and how Grade 12 learners employ the reading strategies during reading text in EFAL.

1.10.2 Interviews

Maree (2012) defines an interview as a conversation between an interviewer and a participant. The interviewer asks questions with the intention of collecting data. Semi-

structured interviews were conducted with learners and teachers. This type of interview allows for the probing of answers.

1.10.3 Document Analysis

Bowen (2017:27) defines Document Analysis as an organised procedure of revising or assessing both electronic and printed documents. Documents were used as a technique of gathering data. Documents such as school policies, Annual Teaching Plan (ATP) and the school time-table were collected from schools. Departmental policies and curriculum development of reading skills were collected from the circuit office. The researcher checked if ever the Department of Basic Education (DBE) policy documents support and promote the use of reading strategies by teachers and learners. She further checked that other activities such as ''Drop All and Read'' in schools was included in the policy documents. The documents policies of curriculum advisors were also checked that they include programmes which assist teachers on how to teach learners who struggle to read. The researcher further checked if the school time-table includes reading periods, and that teachers teach reading according to policy requirements.

The researcher employed document analysis to validate the findings gathered through observations and interviews. Bowen (2017:31) asserts that documents are constant, reliable and cannot be changed. They can be revised several times and remain unchanged depending on the influence of the researcher during the process of research.

1.11 Data Analysis

1.11.1 Thematic Analysis

Thematic analysis is a method of analysing qualitative data (Braun, 2019). Braun (2019) explained that thematic analysis is usually applied to a set of texts such as interview transcripts. The researcher closely examined the data to identify common themes that come up frequently. There were themes that emerged on how policies are implemented. The researcher transcribed and summarised the data collected into themes and patterns to ascertain dependability of the results of the study. Different methods of collecting data were also used to analyse data.

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1.11 2 Document Analysis

The researcher viewed school policies, curriculum development of reading skills, school time-table and departmental policies. This was done to check that they include the reading of EFAL in schools.

1.11.3 Interviews

The themes that emerged were kept in a safe way, and was backed up all the time. The researcher made use of digital recording during interviews to store data. The advantage of digital recording is that digital files do not get damaged with time and backups are easily restored to ensure the reliability of files (Tessier, 2012).

The researcher kept the last three copies of collected data. Some were stored on the university's network file servers in accessible storage. The university had access to the recordings and transcripts. The circuit under research, the educators who participated in research and the supervisor had access to the recordings and transcripts. Transcripts based on digital files enabled the researcher to retrieve data.

1.11.4 Observation

Data from the observed schedule were recorded in tables and as written notes. When reporting data, real names were not mentioned; instead, pseudo names were used. Secondly, the researcher used letters of the alphabet to address participants.

1.12 Quality Criteria

1.12.1 Confirmability

The researcher ensured confirmability by spending extensive time in the field collecting data. A particular phenomenon was studied and a tentative research question was formed, repeatedly looking for evidence that disconfirms or supports those questions. The present researcher used various techniques to gather data, such as observations and interviews to enhance confirmability. Ary, Jacobs and Walker (2014:588) posit that different techniques of gathering data enhance confirmability.

Data collection and its results were not fabricated; it contained evidence from analysed data. Document analysis also established confirmability through the use of reflexive journals in which all events that happened in the field are kept.

1.12. 2 Credibility

Four different sites of data collection were selected to ensure credibility of the research. Multiple methods of collecting data ensured credibility. Correct interpretation of data helped to enhance credibility, which was also ensured by being truthful and honest all the times. The findings were believable and convincing at all times. Guided by Maree (2012), the researcher ensured credibility of the study through membership checking during different phases of the study. Credibility was ensured through the alignment of the research design, the selection of participants and the context of the study (Ary, Jacobs & Walker, 2014).

1.12.3 Transferability

Transferability assists those who repeat the study with more or less similar situations. The researcher established transferability by ensuring that data are collected and interpreted in a way that can be useful in other similar situations. "Thick Description" techniques were used to permit the reader to determine the degree of similarities between the study site and other rural schools that would have been under investigations (Mertens, 2010).

1.12.4 Dependability

Caddy (2015:62) defined dependability as consistency and reliability of research. The researcher ensured dependability through the use of interview questions, which were clear and used language that was understandable to interviewees. The use of observations and documents ascertained dependability. Any unfairness that might be brought to the study was avoided, and themes with the participants were identified to ensure that they are authentic (Maree, 2012).

1.13 SIGNIFICANCE OF THE STUDY

- The study might assist teachers to have knowledge of strategies that might be used to deal with issues of reading.

- The study might be of great value to both teachers and learners as it might be used as source of reference.
- It may likely help education specialists, including learners, towards addressing barriers to reading.

The research might assist the researcher to discover reading strategies that were never explored before.

- Learners might employ various reading strategies to enhance their reading skills.

1.14 ETHICAL CONSIDERATION

Ethics are recognised regulations and guiding principles that define how research should be conducted. Akaranga and Makau (2016:2) outline research ethics as imperative in everyday life. It needs those conducting research to shield the dignity of participants and to bring out results of research truthfully. The researcher complied with ethical principles related to research, such as confidentiality and anonymity; permission; informed consent; protection from harm; beneficence; and applications for ethical clearance. The researcher also wrote the envisaged research by maintaining honesty and integrity.

1.14 1 Anonymity and Confidentiality

Names of those taking part in research were not disclosed; pseudo names will be used. Their cultural background and all sensitive information were kept confidential. If there might be any information that needs to be disclosed, the researcher followed proper channels, which sought consent from participants. The researcher also ensured confidentiality and anonymity by not revealing personal data of participants.

1.14.2 Informed Consent and Assent

Assent and consent involve respect for diminished autonomy and a child's right to protection through the legal requirement for parents or a legal guardian's consent. Assent refers to a minor's affirmative agreement to participate in a research project (www.health.uct.ac.za). Accordingly, the present researcher explained to participants what is to be researched; they were given the option to be or not to be involved. They were further told that if they agree to be involved, if they were to change their minds

later, they would not be bound to continue with the study. The researcher explained to participants the true nature of research and the risk that could be implicated. She further ensured them confidentiality. In a case where the participants are minors, such have rights to be protected. McMillan and Schumacher (2010:124-125) indicate that there are legal constraints placed on research since 1974 that focus on protecting the rights and welfare of human subjects. The Family Educational Rights and Privacy Act (FRPA) protects the rights and welfare of research participants

1.14.3 Protection from Harm

This study bears no physical harm to learners. Parental consent was only sought for formality so that the parents know that their children participate in research. In this study, the present researcher notified parents that participants would not be asked questions that are upsetting or those that can either shock or make them uncomfortable to answer. They were not exposed to any threat, risk or danger. The researcher avoided prolonged interviews and questions that would put participants under stress.

1.14.4 Beneficence

Beneficence was ascertained by explaining to participants the intention of the study and its benefits. The researcher avoided exaggerating information about beneficence and promoted the welfare of participants without deceiving them.

1.14.5 Permission

Letters for permission were submitted to various relevant stakeholders where research is conducted.

1.14.6 Turfloop Research Ethics Committee

Permission from TREC was obtained before collecting data. When permission was granted, the researcher submitted it to schools where data was to be collected.

1.14.7 Honesty and Integrity

Data collected together with findings was truthful without distortions of any information. Plagiarism was not practised, every author quoted was acknowledged

1.18 Conclusion

Chapter 1 outlined the background and motivation of the study in detail. The researcher also explicitly presented the research problem and the theory of the study. The purpose of the study, research questions and the research methodology were also highlighted. The chapter also outlined quality criteria, significance of the study and ethical considerations of the study.

CHAPTER 1: It is the chapter that has just ended. It has presented background and motivation about the exploration of reading strategies employed by Grade 12 learners towards developing intervention reading strategies in English First Additional Language. The chapter briefly discussed the research problem, literature review and the theoretical framework, purpose of the study, the research questions, the research design, the significance of the study and ethical issues of the study.

CHAPTER2: It outlined in depth the review of literature as well as the theoretical framework that underpins the study. The researcher also presented and outlined theories that are related to the study.

CHAPTER3: The chapter outlined in depth the research methodology used in the study. The methodology outlined are the research design, sampling and population, data collection methods, data analysis, quality criteria and ethical consideration of the study.

 CHAPTER 4: The chapter presents and analyses data collected through interviews, observation and document analyses. Findings from interviews, observation and document analysis are also presented.

CHAPTER 5: The chapter presents discussion of the findings of the data presented in chapter four.

CHAPTER 6: The chapter presents summary, conclusion and recommendations of the research findings.

CHAPTER 7: The chapter presents intervention strategies for teaching English First Additional Language, and components of the reading strategy, the teaching procedure, teaching activities and assessment.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review outlines the conceptualisation of the main themes of the study, the history of the problem, the meaning of reading, purposes of reading, types of reading and the definition of English First Additional Language (EFAL). The significance of learning in EFAL is addressed. Types of reading models are outlined, including their advantages and disadvantages. Theory relating to the study is also outlined. The chapter then focuses on developing various intervention reading strategies as a solution to learners experiencing barriers to reading in EFAL.

2.2 CONCEPTUALISATION OF THE MAIN THEMES OF THE STUDY

Reading strategies employed by Grade 12 learners of Modjadji Circuit refers to different styles that they use to read academic texts. Cekiso and Madikiza (2014:1) define reading strategies as "specific actions, behaviour, steps or techniques that learners use to improve their progress in comprehending, internalising and using a second Language". Reading strategies are conscious and flexible plans that readers apply to particular texts and tasks (Henia, 2003). The concept "exploration" refers to a thorough examination of how Grade 12 learners use reading strategies. Developing intervention reading strategies refers to coming up or bringing into reading a way that will increase learners' skills to read proficiently. Reading intervention strategies provide learners with skills to become good readers. www.readinghorizons.com outlines reading strategies as a broad term used to describe the planned and explicit actions that help readers translate print into meaning. Modjadji Circuit is situated in Limpopo Province, and comprises 28 schools which are all located in a rural area.

2.3 HISTORICAL OVERVIEW OF THE PROBLEM

Even though different research was conducted, learners still encounter problems to read English texts. Hence there is a need to develop intervention reading strategies to remedy the problem. The problem is not only experienced in Modjadjie Circuit, Limpopo Province. Previous studies also agree that reading is a challenge to learners. Researchers such as Cekiso (2017) indicate that there is a general outcry worldwide

that teachers cannot teach reading to learners whose mother tongue is not English. This impacts negatively on learners as they cannot read English texts fluently as they are not properly taught. Another previous researcher, Chaka (2015) asserts that poor levels of English First Additional (EFAL) amongst school learners at most public schools in South Africa are a great concern.

 It is a global problem. Various studies showed that learners encounter challenges that impede them to read English texts. Researcher such as Sebetoa (2016:2) indicated that learners in Kenya, Nigeria and Saudi Arabia also had problems of reading English texts.

Just to mention a few, researchers such as Modipane (2018), Lumadi (2016) and Swanepoel (2017) indicated that EFAL reading is a worldwide problem. Muhammad (2013) also agrees as he declares that poor EFAL reading in schools is a worldwide challenge. In Britain, the year (2008) was confirmed as the National year of reading because of poor reading competence of learners in EFAL (Rankin, 2013). Previous studies by Madikisa (2014) and Chaka (2015) argue that many studies conducted in South Africa and other countries reveal that reading with comprehension is difficult for learners.

2.4 THEORETICAL FRAMEWORK.

2.4.1 Social learning theory

There are different theories of reading in the reading of English First Additional Language texts. However, the researcher used the social learning theory. It is important that the researcher outlines the origin of the social learning theory, its definition and its significance during reading.

The theory was discovered by Albert Bandura in 1960. It was through his experience that he discovered that a child as a social being learns by watching the behaviour of adults. Bandura conducted a well-known experiment called the Bobo-doll. According to Kurt (2019), the Bobo-doll experiment was a group of tests performed from 1961 to 1963. In his tests, Bandura studied children's behaviour. They looked at an adult acting violently towards a doll-like toy. It was through the Bobo-doll experience that Bandura formally decided to write about the social learning theory in 1977 (Kurt, 2019).

The main purpose of Bandura's experience was to check the behaviour of children so that he can see what they will do after seeing an adult behaving harshly towards the toy called Bobo- doll. He wanted to see their behaviour after seeing the adult punished, rewarded or nothing done for mishandling the Bobo-doll. Bandura (ibid) realised that children can be influenced by learning from other people's behaviour. The researcher finds the social learning theory relevant to this study, following Bandura's experience that children can learn from adults and other people's behaviour. The learner as a social being always interacts with adults, their peers and other people at home. They can see their parents, siblings and other people reading at home. Parents read newspapers, magazines and other reading materials. They can also see their siblings and peers read to do home-works.

This shows that they will not only experience reading for the first time at school. They come to school with reading experience from home. Some parents reward their children for reading well during reading sessions at home. This will motivate and teach learners to practise reading in order to be good readers so that they can be rewarded. Other parents encourage their children to practice reading at home.

When they are lazy to practise reading or unable to read well, they punish them by not buying them what they may request or by not giving them incentives. Learners at home observe and imitate parents or other people reading. Bandura (1977) asserts that most human behaviour is learned through observation, imitation and modelling. This makes the researcher to believe that a learner who comes from a social background where members of the family are readers will observe and emulate what they do. These learners will be good readers following an idiom that says that practice makes perfect. Bandura, who is called the father of social theory, posits that both environment and cognitive factors interact to influence human learning and behaviour. Kurt (2019) confirmed as he states that people learn by watching others. The researcher also agrees that learners can learn reading from people they interact with in their home environment.

The social learning theory is further defined as a theory that tries to explain socialisation and its influence on the development of self (Crossman, 2019). An individual learns through interactions with other people. Learners as social beings do not only learn at school. The researcher believes that they also learn reading during interactions with other people in their social environment. Bandura (1977) defines the social learning theory as a theory where individuals learn through observational learning and modelling. Bandura continues to explain that individuals are social beings who are surrounded by many influential models. In the same way, Morin (2019:1) agrees as she posits that observation plays a critical role in determining how and what children learn. Morin (ibid) further outlines that children are very much like sponges, soaking up the experiences they have on a daily basis.

2.4.2 FOUR STEPS OF BANDURA'S SOCIAL LEARNING THEORY

The following four steps of the social learning theory play a significant role in learning.

2.4.2.1 Attention

Paying attention when learning is very essential for successful learning. Without paying attention, learners will not receive quality learning. Cherry (2019:5) posits that learning requires one to pay attention. Cherry (ibid) further outlines that anything that distracts one's attention will have a negative effect on observational learning.

It is essential that learners who struggle to read English texts pay attention to their teachers, peers and parents at home when they read for them. Paying attention will enable them to be fluent readers. Crossman (2019:1) explains that an individual absorbs what they paid attention to and remember it.

2.4.2.2 Retention

It is very important that learners retain the information they have learned. They should retain in their minds what they have learned during learning sessions. Cherry (2019:5) views retention as the ability to store information during the learning process. The researcher is of the view that learners are social beings who interact with different people at school and home. They have the ability to store in their mind what they have seen.

They can store the pronunciation and fluent reading that they have seen from their teachers, parents and peers, hence they will overcome barriers to reading and be fluent when they read.

2.4.2.3 Reproduction

Reproduction is not sufficient without retention. Whatever the learner paid attention to during reading must be retained in their mind. It is easy for learners to reproduce what they have paid attention to and retained in their minds.

Reproducing what they have learned will sharpen their reading skills. Cherry (2019:6) asserts that once attention is paid and the information is retained, the behaviour observed will be performed. This alerts the researcher about the power of association.

Learners pay attention to the people they associate with and learn from them. If parents and other family members like to read stories for their children at home, they will come to school with a reading background.

Social learning theorists agree that childhood experience is significant. They further acknowledge that the behaviour and attitude that people acquire is formed by the people they associate with (Crossman, 2019). He further alludes to the fact that this theory considers the formation of one's identity to be a learned response to social stimuli. He continues to outline that the social learning theory emphasises the societal context of socialisation rather than the individual mind.

The researcher believes that learners at school will be able to read well because of their association with other people at home who engage themselves in reading well. Their reading behaviour is reinforced and they will not struggle to read at school if they come from a social background where reading is a norm at home.

2.4.2.4 Motivation

Lack of motivation can be a serious barrier to the reading of English First Additional Language. Motivation is needed to remove impediments to reading. Observational learning can only be successful when an individual is motivated to imitate the behaviour that has been modelled (Bandura, 1977). Following Bandura's explanation, the researcher also agrees that when learners are not motivated, they will not be able

to emulate what they see at home, such as good and fluent reading behaviour that their parents and other family members modelled to them.

According to Bandura (Ibid), reinforcement and punishment play an essential role in motivation. He further argues that they play an effective role in a situation where others observe and see another learner punished or rewarded extra credit for good work.

The researcher also believes that teachers who reward learners for being good readers will motivate them to practise reading so that they become good readers and continue to be rewarded. Learners who do not practise reading at home and are unable to read well at school can be punished through exclusion such as not receiving any form of reward in a class. This will motivate them to practise reading so that they can also read well and be rewarded.

2.5 THREE KEY STEPS OF BANDURA'S SOCIAL LEARNING THEORY

Bandura's three key steps of the social learning theory are expectation, observation and behavioural capacity.

2.5.1 Expectation

The first key concept of Bandura's social learning theory is "expectation". He defines expectations as an individual's belief about the likely results of action. The researcher believes that after learners have observed an adult or peer reading, there is an expected result of the action that they have observed. The outcome expected is their ability to read fluently just like their peers and adults that they have observed.

2.5.2 Observational Learning.

Bandura outlines this concept of social learning theory as an individual's beliefs based on observing others like self and visible physical results of desired behaviour. Observation plays a very influential role in learning. It does not only assist in teaching learners, it also helps them to retain and apply their learning in life so that they can learn and achieve more. Bandura further posits that life will be tough if people only learn from their personal experiences.

The researcher agrees with Bandura that learning from personal experience might not bring a change in an individual, they must learn from observing others in order not to repeat some of the mistakes that might occur unaware.

Another essential point is that an individual can acquire new knowledge and skill by observing others. The researcher believes that learners who struggle to read English texts can learn to read by observing reading strategies used by their teachers and peers at school. They can also observe parents or friends reading magazines and newspapers at home. Observation plays an important role in learning. It does not only teach learners, it also helps them to successfully understand, retain and apply what they have learned to their lives so that they can learn and achieve more (Cherry, 2019).

2.5.3 Behavioral Capability

Behavioural capability is Bandura's third key concept of social learning theory. According to Bandura, this key concept means knowledge and skills influence behaviour.

2.6 BANDURA'S IMPLICATION FOR SOCIAL LEARNING THEORY ON TEACHER AND LEARNERS LEARNING:

- Social learning theory can be used to teach positive behaviours to learners.

- Teachers can use positive role models to increase desired behaviour and thus change the culture of a school.
- Social learning theory comprises other classroom strategies such as encouraging learners and building self-efficacy. Teachers who are positive with their learners encourage them to build self-efficacy: the belief in one's ability to succeed in various situations.

2.7 APPLICATION OF SOCIAL LEARNING THEORY IN THE CLASSROOM:

It is possible to apply the social learning theory in the classrooms. The theory can be used to assist teachers to understand that good reading might be transferred through observational learning. Using Bandura's social learning theory in the classroom can help learners reach their possible goals. While teaching in the classroom, teachers should not forget to focus on reinforcement in order to shape the behaviour, model appropriate behaviour and build self-efficacy as part of their classroom model. Empathy and attention will make the social learning theory functional in the classroom. According to www.wgu.edu. Blog>guide, teachers can apply the theory in the classroom as follows:

2.7.1 The Flipped Classroom Mode.

Through this model, teachers can change the traditional way in which learners learn. Learners will receive reading materials to read at home. They can also get an instructional video to watch at home instead of being taught by the teacher. Learners will then apply in the class what they have watched or read at home, which they received as an assignment or homework. Teachers should just guide and help them to continue with their learning. This implies that learners are able to observe the behaviour and action of other learners.

2.7.2 Gamification and Simulations

Gamification and simulation is important as it helps teachers to turn their classroom into a more interactive experience. Assignments and activities are turned into game. Gamification involves turning an activity into a competitive game by creating rewards for winners and creating a unique and novel spark that will attract the interest of learners.

 The researcher views simulation in the classroom as essential: through it, learners learn from each other. It helps to add interest and fun into the classroom situation. Gamification and simulations connect to social learning theory by allowing learners to make real observations for reward and punishments in an engaging way in the classroom.

2.7.3 Peer Coaching

Peer coaching is a way of giving learners a peer to lean on as an essential source of literacy support. During reading, learners are paired together to assist one another in order to practise academic skills and master content. This reading strategy assists the teacher to accommodate a classroom full of learners who need special individual attention (Study.com).

2.8 What is reading?

Reading is one of the major skills that learners must achieve as it reflects basic interpersonal communication skills needed in social circumstances and intellectual academic skills that are important for learning across the curriculum (Department of Education, 2013).

The researcher views reading as a skill that is important for successful education. It is through reading that the learner can learn all learning areas across the curriculum. It will really be difficult for learners who struggle to read to be competent academically. Lumadi (2016:2) posits that learners who are competent in reading perform well in their studies. It is through reading that learners obtain academic information and knowledge in their different learning areas. Chaka and Booi-Ncetani (2015:62) posit that for learning to be successful and effective, learners need to be able to read well. The researcher believes that what is essential in reading is for the learner to have understanding of what they read.

Sandhu (2019:2) agrees as he argues that the primary aim of reading is to understand the text. Ramrathan and Mzimela (2016:1) view reading as the cornerstone of literacy learning. It is the best route through which learners can educate themselves in various areas of life. It is a requirement for learners across the curriculum (Blunden-Gref, 2014). Davies (2014:1) outlines reading as a way of developing learners' language skills. He further defines reading as a way that provokes the flow of ideas and new creation. The researcher also views reading as a communication process between the person who reads and the one who is writing.

In Essay, UK (2018:1) and Brunan (1989) define reading as a two way interaction in which information is exchanged between the reader and the author. Commonly, Sangia (2014:9) views reading as an interaction between the writer and the reader. He further explained that the analogy of interaction during reading is looked at in a spoken conversation. Essay UK (ibid) further outlines reading as a mental process where someone looks at a written text in order to understand its contents. The researcher agrees with Essay that it is important that learners have understanding of what they are reading in order to perform well in learning areas.

Kimberly (2014:1) defines reading as follows:

• The act of constructing meaning through interaction with the written text;

• Transacting text with the purpose of creating meaning;

• The ability to decode the printed text, recognise and understand words;

• Intentional thinking during which meaning is constructed through interaction between the text and the reader.

Reading occurs when the reader interacts with the text in order to extract information and knowledge from it.

Sandhu (2019) outlines reading as follows:

• as a cognitive process that involves decoding symbols to arrive at a meaning;

• as an active process of constructing the meanings of words;

• as a thinking process;

• a process that negotiates the meaning between the text and its reader;

• as a way of understanding a string of words in a fluid manner;

• a process that includes comprehension, word recognition, including fluency; and

• a process that involves word recognition, which leads to the development of understanding.

2.9 THE SIGNIFICANCE OF READING

The researcher views reading as an essential and powerful tool needed in this modern society. Reading plays a significant role in education. It is through reading that learners are able to learn various learning areas. The inability to read affects the performance of learners. It is essential to teach learners to read and encourage them to excel in reading so that they can learn effectively without hindrance. Lumadi (2016:20) declares that education should encourage learners to engage themselves in reading. He further sees reading as the most rewarding skills through which information and opportunity is accessed by literate people. The ability to read enables the learner to do well academically. Reading is one of the four language skills that cannot be ignored in language learning and teaching.

All learning areas are learned through reading. Skilled reading enables learners to have a good understanding of what they were taught. Reading is a powerful skill through which the learner accesses knowledge and information. Therefore, reading is not a want, but a basic need in the current society. Sangia (2014:1) agrees as he asserts that "reading is a basic requirement for an advanced society".

Frankel, Beker, Rowe and Pearson (2016:2) view reading as a continuous developing skill that requires motivation. They posit that readers must be fluent and strategic.

2.10 PURPOSES OF READING

The primary aim of reading is to access information and to increase knowledge. Caddy (2015:21) articulates that reading is for survival in the world of school and academics and in adult life as well. She further outline reading as a way of developing learners thought and creativity. Caddy (ibid) explained the purpose of reading as translation of good reading into good writing. The researcher agrees with Caddy (ibid) that it will be difficult for learners to survive academically when they are unable to read. It is through reading that they understand all subjects in schools and beyond.

According to Sofwan (2018:1), purposes of reading are to learn from the text and to integrate information. The researcher also believes that it is through reading that learners can access information from the text and search for information. It is also through reading that they can critique the text.

2.11 TYPES OF READING

English First Additional Language comprises four aspects such as listening, speaking, reading and writing. Although all these aspects are significant in learning and teaching, reading has to be given much attention as an essential skill that makes learning effective and successful across the curriculum. It plays an important role in education. It will be easy for learners to master other aspects of EFAL if they master reading. Chaka (2015: 62) posits that learners must first possess sufficient reading strategies in order to master speaking, listening and writing. Chaka (ibid) further posits that for learning to be successful and effective, learners need to be able to read well.

Different reading strategies need to be developed to assist learners to be independent readers who can read EFAL effectively and proficiently. Lumadi (2016:20) declares that teaching learners to read enables them to learn effectively. There are various types of reading that could be used to enhance the learner's reading skills. The following types of reading can be used to develop learners' educational reading skills: Pre-reading/before-reading, during reading and after-reading.

2.11.1 Pre-Reading/Before Reading

Pre-reading is essential in activating the learner's understanding of a text. Background knowledge of the learner needs to be prioritised when teaching reading.

It assists learners to have a better understanding of the new knowledge, and helps the teacher to evaluate what the learner has previously learned and to teach what they know to be successful in reading the text.

Learners are inspired to read as their background knowledge assists them to predict what is expected when preparing for reading. Cekiso and Madikiza (2014:2) view pre-reading as helpful in assisting learners to identify their reading demands, activating their existing knowledge about the topic and predicting what will be read.

Pre-reading helps learners to prepare for the reading by activating their schemata and motivating them to read. Pardede (2010:4) outlines the significance of pre-reading as he posits that "It bridges the gap between the text's content and the readers' background knowledge". He further argues that it actively involves the learners in the

concepts, themes and vocabulary of the text before they choose the articles, textbooks, pieces of literature or passages.

2.11.2 During-Reading

During-reading plays an important role in reading. It enables the learner to identify and interpret the essential information in the text (Chaka, 2015). The strategy helps to facilitate the initial understanding of a text. During-reading includes read-aloud, read silently, reading to answer questions and opportunities to discuss word difficulties as they arise. Chaka (ibid) also maintained that during this phase, teachers provide support for the readers in decoding words and comprehension. When teachers apply this strategy in class, they allow learners to actively engage with the text. During reading, they pursue the text of their own interest. They learn reading by reading actual texts of their own choice, and then decode the texts through the help of the teacher.

2.11.3 Post –Reading

Post-reading strategies entail the re-reading of the text, summarising the text, evaluating the content of the text, clarifying hazy parts, reconstructing the hypothesised macro elements of the text and making inferences (Yukselir, 2014). Pre-reading is used after the reading process in order to assess a reading text. Cekiso and Madikiza (2014:2) view these reading strategies as helpful in increasing the learner's understanding of texts. Learners broaden their connections and extend their background knowledge of the learning area.

2.12 READING MODELS

Reading models are ways in which educators instruct and teach reading. It is a graphic attempt to depict how an individual perceives a word, processes a clause and comprehends a text (Singer & Ruddell, 1985).   Reading models concentrate on beliefs related to how learners read.

 There are three reading models that have different implications for how reading should be taught. They are bottom-up, top-up and interactive models.

2.12.1 Bottom-Up Model

This model view reading as a decoding process where the focus is on the text. It deals with direct instructions of phonics such as identifying features of letters. Hasan (2014:2) asserts that the bottom-up approach is concerned with letters and characters, the phonological component, individual words, the lexicon or vocabulary, semantics, syntax, structure of sentences, paragraphs and the whole text, contrasting the top-down approach, which depends on the activation of the mental structures of the content read. Readers understand sounds speech before they can understand letters, then the understanding of words, and finally they understand long sentences (https://Study.com).

When applying this model in class, the teacher has to ensure that units of letters are processed by learners as they read accurately, repeating and building meaning from small units to large units. Learners can start reading printed words, later decode those words to sound.

The researcher views this model as very helpful in enabling struggling learners to read. The use of units of letters, reaping and building small units to bigger units will be better than teaching the learner to read the entire word for the first time. This might be a challenge to learners who struggle to read English texts.

Hassan (2014:1) views the bottom-up model as a way a reader constructs texts from the smallest to the largest units.

The bottom-up model is beneficial in the learning of reading since it is text-based; learners depend on textual clues to activate their pre- knowledge. The Department of Education (2013:24) views this model as the product of the behaviourist theory in which the learner is seen as a "blank slate" to be inscribed by experience.

2.12.1.1 Advantages of bottom-up model

The bottom-up model assists learners to recall what they already know about the topic, thereby preparing them for better reading. Learners can think of the topic before they begin to read. This assists them to associate with what they already know with the contents of what they read (Mood-Bell, 1986).

It is apparent that the bottom-up model is important as it can be seen that through it, learners' schemata is activated. It is essential as it helps the reader to obtain meaning

from letters and words of text, and to reconstruct the intended message (Modipane, 2017).

2.12.1.2 Limitations of bottom-up model

Carrel et al (1998: 34) explained that this model has a problem of not recognising the reader's contributions to the reading process. In the same way, Pardede (2010:20) maintained that the bottom-up model does not consider the readers' knowledge or experience with the subject matter. The model has a problem of not providing learners with feedback. The reader's pre-knowledge is not considered. The use of this model does not lead to understanding of the text (Ajideh, 2003). The researcher views pre-knowledge of the learner as very important for the meaningful reading of texts.

According to the Department of Education (2013:24), readers who rely too deeply on this model are unlikely to achieve proper understanding of the text. Mood-Bell (1986) agrees with the Department of Education (ibid) as he articulates that "the problem with bottom-up model is that learners have trouble to understand what they read". He further mentioned that learners have weak problem-solving skills, and their verbal expression is affected.

2.12.2 Top-Down Model

In terms of this model, the act of reading does not start with the letter or word recognition; it begins with the mind of the reader, which predicts what is to be read and confirms this by working down the printed stimuli (Stanovich, 1990). The reader studies the entire text, then links and associates it with the existing knowledge, which assists the reader to make predictions about their reading and to check the prediction to ascertain understanding.

 When applying the top-down model in class during reading, the teacher asks learners to construct meaning from texts to words. Learners are given enough time to read books instead of paying attention to phonics and decoding. During the top-down reading, learners use prior knowledge which assists them to read the new text. When learners encounter a new word during reading, their schema is activated. This assists them to integrate what they learn from their reading. The application of this model is significant during reading in the classroom. Teachers should ensure that the focus of

reading is not only on phonics and decoding, they should offer learners ample time to read real books and understand them.

The top-down model does not exactly teach phonics, it relies on learners' understanding of letters and vocabulary to text. It enables the learner to understand the text as they read it. It is believed that the brain and the reader are at the centre to understand and succeed in reading the text. The Department of Education (2013:25) maintained that educators who hold top-down models believe that education is not done to the learners. It is seen as enriched environments structured for learners. The top-down model enhances learners' ability to read. Learners bring their own knowledge to class to read letters.

The background knowledge that learners have assist them to assume what they read and to note their assumption. Learners who struggle to read will be able to read through the use of this model since it uses the whole language approach in class to teach reading.

2.12.2.1 Advantages of Top-down

The top-down approach is essential in reading as it enables the reader to apply his or her pre-knowledge to construct meaning. According to Grabe (2009:5), this model is essential for high order learning. According to Eskey and Grabe (1988:229-231), the following are advantages of the top-down model:

Learners make their own choices of reading materials among a wide selection of appropriate texts. It allows students to progress at their own rate to develop their schemata in their area of interest and to compile their personal record of reading.

2.12.2.2 Limitations of Top- down

The problem with the top-down model is its inability to assist all readers. In reading, there are readers who can read fluently and those who are less proficient. The model is helpful to fluent readers and is unable to outline how less fluent readers can be helped.

The Department of Education (2013:25) posits that "The model work well for a fluent reader for whom perception and decoding has become automatic, but for less

proficient reader this model does not give a true picture of what problems such readers will experience."

2.12.3. Interactive model

This model outlines how the reading process and linguistic elements are processed and interpreted by the brain (Rumelhart, 1977). The model is a combination of the bottom-up and top-down models. The model came into existence due to the shortcomings of the bottom-up and top-down models.

Hassan (2014:92) maintained that "interactive models contained both collection of lower-level comprehension skills and higher comprehension skills." The interactive model views reading as a process of constructing meaning from text through the use of both bottom-up and top-down processes, strategies and skills. According to this model, the reader should construct meaning by the selective use of information from all sources of meaning without adherence to other set orders (Dechant, 1991). The model uses the balanced approach to teach reading.

The reader understands the meaning of the text as the bottom-up and top-down processes occur simultaneously in order to enable the reader to understand the meaning of the text. Readers use knowledge of word structure, including background knowledge to understand the text that they read.

Learners who cannot read words that they have not seen before can get help through the use of letter sound and knowledge to decode the word. Interactive reading is essential as it enables learners to read proficiently. It gives them ample time to use the knowledge that they have during reading. An interactive reading model takes into consideration the interaction of both the top-down and bottom up reading practices. In the classroom, the teacher can apply both reading processes in order to instill self-improvement of reading to the learner. Ruddell and Unrau (1994:489) argue that the models enable learners to notice answers on their own. He also mentions that through this model, the teacher serves as a mediator to help learners to be aware of the knowledge that they already possessed.

The use of the interactive model in class improves the learner's reading ability. When teaching reading, educators should view reading as an interactive process and apply it properly. They should ensure that learners interact with the text. The researcher believes that during reading, readers should try to get the author's original intentions as they interact with the text. They should encourage learners to read interactively through the use of both bottom-up lower level strategies and top-down high level strategies. This will assist to enhance their reading ability. They will be able to read efficiently and to become critical readers.

Angosto, Sanchez, Alvarez, Cuevas and Leon (2013:88-83) posit that when applying the interactive reading model, the classroom should comprise the material, the learner and the teacher. Material with sufficient literature will assist the learner to decode words in oral reading.

Angosto et al. (2013:88) further maintained that learners will re-read sentences after decoding unknown words. This will enhance their understanding and fluent reading. The presence of teachers in the classroom during interactive reading is essential as it will enable them to assess pre-knowledge of the learner before reading.

They will monitor learners to ensure that they handle and hold their books properly. It is crucial that during interactive reading, learners interact not only with the text. They should also interact with each other, including their teachers.

2.12.3.1 Significance of extensive reading

Learners have an opportunity to read different reading materials. They gain understanding of new information through their own strength (Alicia, 2018). The researcher agrees that learners use their strengths to gain understanding since they select on their own a plenty of reading materials that they enjoy. Hence no one forces them to read and they gain understanding through their own efforts. During reading they are allowed to bring the pre-knowledge that they have. Alicia (ibid) asserts that learners are allowed to bring their own background knowledge to reading and to interact with others to build meaning and memory from the text. Learners read a variety

of books; hence they are encouraged to share the knowledge that they have gained with their classmates.

2.12.3.2 Advantages of interactive reading

Interactive reading is essential to provide learners with different opportunities during reading. Learners are not obliged to have the same skills (Grover, 2019). They interact according to their different skills. This is very important as learners who are highly skilled during reading are able to assist those who struggle to read well. A combination of various skills enhance learners' reading ability as they assist one another during interaction. Grover (ibid) outlines that interactive reading encourages learners to share their knowledge with peers and classmates. Learners bring their background knowledge to read and interact with their peers in order to build meaning and memory for the next text. Learners are encouraged to use their own strengths to gain understanding and new information

Additionally, Stanovich (1990:2) views the interactive model as essential, acknowledging its ability to justify variation between skilled and unskilled readers. Stanovich (ibid) also maintained that the model is important to learners who experience problems during reading. He showed that learners who were unable to read in terms of the bottom-up reading model can manage to read in terms of the top-down model or vice-versa.

He further explained that the interactive model occurred on the grounds that during reading, when learners struggle to read in one dimension of processing, their skills in other areas can compensate for the possible flaws and deficiencies.

The researcher views the bottom-up and top-town models as dependent upon each other. They compensate the weakness of each other to improve the reading ability of the learner.

The application of the interactive reading model during reading in class is important in assisting struggling readers. It helps the learner to anticipate what the text will outline by recalling what they already know (Walker, 1989).

According to Pearson and Johnsons (1979), learners use the hypothesis as well as the textual information to actively construct meaning. This model is essential in forming the framework for analysing reading difficulties (Walker, 1989).

2.12.3.3 Disadvantages of interactive reading

This model cannot identify the difficult fundamental ways of reading, such as the how of the interrelation between the information networks in the learners' long-term memory (Grape, 2009).

2.13 READING STRATEGIES

Bedle (2018:5) posits that all readers require the use of reading strategies when faced with difficult texts. He further suggested that reading strategies should be part of English language curricula. Researchers found that good readers are those who employ strategies that poor readers do not employ (Block, 1986). Reading strategies offer readers who battle to read an opportunity to improve their reading skills. Theorists argued that all readers need to use reading strategies when reading and using strategies that adjust to the different Constrains in Literacy materials (Goodman, 1970).

The ability to read is a skill that is essential to all learners. They should possess that skill in order to succeed academically in their life. Reading is an important skill that enables learners to access knowledge and important information in print or digital format (Bedle, 2018). The researcher also regards reading as an essential skill towards success in education. It is through reading that learners will access information as they study.

Almutairi (2018:1) sees reading as a skill that will enable learners to obtain and construct meaning as they interact with the written language. He further posits that academic success needs learners who are able to gather information through reading. Although the ability to read is essential, learners still struggle to read. It is therefore imperative that teachers come with various strategies that their learners will employ in the classroom when reading to enhance their academic reading skills.

There are different reading strategies that play a significant role in the promotion of reading fluency of learners. The following reading strategies should be employed by learners to improve their reading fluency:

2.13.1 Activation of background knowledge

Banditvilai (2020:47) outlines background knowledge as the learner's prior knowledge or knowledge of the world and cultural knowledge. This knowledge has different impact on stronger and weaker readers (Smith, 2021). Smith (ibid) further indicated that readers with lower background knowledge benefit more from text with high cohesion. Background knowledge assists learners with poor reading skills. The researcher believes that learners do not come to school empty-minded. They have knowledge which they bring to the reading class. Learners activate the knowledge so that it assists them to learn the new knowledge at school. The aim of activating background knowledge is to stimulate more information about the topic under discussion format (Klapwijk, 2015). Banditvilai (2021:47) posits that readers use their background knowledge to integrate new information. He further explained that pre-reading helps them to assimilate new information that they are about to encounter.

2. 13.2 Inferring Strategy

Inferring is using what learners know to guess what they do not know. Learners have to use their background knowledge. According to Reading Rockets (2014), inferring is a comprehension strategy that helps learners to understand information that is not always completely described in a text. Learners use their experiences and clues to figure out what is not spoken. Sandar and Kyu Kyu (2020:43) define inferring as reading between lines. During reading, learners use clues in the text together with their own experiences.

Learners should be taught to master inferencing skills during reading. Their ability to master these skills improves their reading skills. It is a great way to start reading because making inferences is an integral part of understanding what is being read (Roel, 2020).

Roel (ibid) asserts that the best way to practice inferencing is to do it again and again. He further outlines that inferencing comes naturally when learners have mastered every area of reading comprehension and following a text closely. The researcher also

views it as a very essential reading strategy as it assists learners to read between the lines and to overcome vocabulary problems. Inferring is vital as it assists the reader to access pre-knowledge as inference is based on what the learner has already read (Morrison, Wilcox, Bird, Murdoch, Bursey & Helvey, 2019). Kendeou (2015: 160) posit that the ability to draw inference is the cornerstone of reading comprehension. Additionally, the ability to draw inferences is regarded as a key factor that differentiates skilled readers from those who are less proficient (McNamara, 2014). He further concludes that more skilled readers generate more inferences as they read.

2.13.3 Monitoring- clarifying Strategy

The strategy is essential as it assists learners to monitor their own understanding. The researcher views it as vital because through it, learners are able to participate during reading and monitor their progress. Klapwijk (2015:6) asserts that "during monitoring reading strategy teachers should not be spectators, they should identify learners who struggle to concentrate, who lost interest, whose attention wander and are hesitant to ask for help when they struggle."

2.13.4 Questioning Strategy

This strategy is very helpful as it engages the learner with the text. It assists them not to be passive during reading. Questioning assists learners to monitor their comprehension, stimulate their desire and engage them in their reading. According to Banditvilai (2020:26), readers can use questioning before, during and after reading. He further mentions that the questioning process requires learners to ask themselves questions so that they can construct meaning, enhance understanding, find answers, solve problems, find information and discover new information. Learners then reread the text to find answers to the questions. Questioning is essential as it assists the learners to clarify and comprehend what they are reading. Asking good questions is a way for learners to monitor their own comprehension while reading (Amalia, 2016).

2.13.5 Summarising

Summarising is taking larger selection of text and reducing them to their bare essentials, the gist, key ideas and main points that are worth noting and remembering (Reading Quest, 2018). Reading Quest (ibid) and Jones (2012) are in line with Reading Rockets (2015) as they argue that summarising is when learners are given a large selection of text to reduce them to the main points. Reading Rockets further explained that learners ignore unnecessary information and integrate the main ideas in a meaningful way. Learners employ this strategy to recall information.

Summarising is also regarded as one of the post-reading strategies. Klapwijk (2015:7) asserts that teaching learners to summarise a text is an important skill for successful schooling and academic literacy. In addition, Marzamno, Pickering and Pollock (2001) points out that summarisation is one of the top nine effective teaching strategies in the history of education. Summarising is very significant as it improves learners' memory for what is read.

The researcher views this reading strategy as very significant for enhancing the learner's memory, as it enables them to focus on the main ideas and phrases of the given text. This makes it easier for learners to recall what they have read. Reading Rockets (ibid) outlines that summarising assist learners to determine important ideas and to consolidate main details that support them. Even though the significance of summarising is outlined, Klapwijk (2015:7) mentioned that generally, few teachers know how to teach it. The researcher is of the view that teachers should learn how to teach summarising to the learners as it is valuable to improve their memory. Learners employ this strategy to recall information.

It is very essential in assisting learners to know how ideas relate and how a text is arranged. Lumadi (2016:17) asserts that summarising can assist the teacher to identify learners who cannot read. The researcher believes that after the learners have employed various strategies of reading, they must have the ability to summarise what they have read. The researcher further believes that learners who are unable to do so will be regarded as having a reading problem

2.13.6 Guessing at the meaning of unfamiliar words

This strategy is very helpful to learners as it assists them to read unknown words through guessing. Learners guess unknown words based on the information in the word and in the text (Marpaung & Sihombing, 2019). The two further indicated that context clues are affected positively in the reading process. Learners use parts of the word such as roots, prefixes and suffixes to assist them determine the meaning of words that they are not familiar with. The researcher believes that this strategy motivates and give learners who cannot pronounce words well courage to read.

2.13.7 Extensive reading

Day and Bamford (2004) define extensive reading as the rapid reading of books with attention on meaning of the text. This strategy is helpful to learners who struggle to read English texts. Learners read many books. They select the books that they mostly enjoy. Mickuleckey (2008) asserts that with extensive reading, the emphasis is on the quantity of books and learners' enjoyment of these books.

The researcher believes that when Grade 12 learners employ extensive reading in the classroom, this can encourage them to read continuously without getting bored. The advantage is that out of the given books, they can select the book of their interest that they understand. The more they read, the better they will understand and be fluent in English First Additional Language. This will assist them academically when they go to higher institutions such as universities and colleges.

Additionally, the researcher agrees that extensive reading can improve the reading skills of the learner, as meaningful reading is through rereading. Learners will not be lazy and reluctant to read when they are not bored by the books that they read. It is easy for learners to read when they are inspired by the books that they read. Reading books of their choice motivates them to read constantly, and rapid reading promotes their reading fluency. Stoller (2015:152) is of the view that allowing learners choices in what they read empowers them and leads to more learner engagement in reading.

Stoller (ibid) additionally explained that the best way to help learners learn to read and improve reading skills is through reading itself.

Sandon (2017:113) also agrees with Stoller (ibid) as he declares that reading is learned only through reading. Learners should read large quantities of reading materials in class, out of class and across the curriculum. Liu and Zhang (2018:1) view

extensive reading as helpful to learners who struggle to read English texts. They further explain that extensive reading has a significant effect on English reading.

Learners are provided with a large number of reading materials to read independently. They read extensively for leisure, information and general meaning (Day, 2004). The researcher believes that when learners employ extensive reading, their reading habits and positive attitudes towards reading will develop. The researcher acknowledges that there is no way in which learners can read and not be fluent in the language which they use to read, especially as the material that they read is their own choice. When learners read independently, they get to know words that they did not know. This will enable them to search for the meaning of these words. Ultimately, their reading fluency and vocabulary will increase.

Liu and Zhang (2018:1) also mentioned the role played by extensive reading as they argue that reading independently offers learners an opportunity to infer the unknown words in specific contexts and thus learn their meanings.

Sandom (2018:93) believes that "reading large quantities of easy texts for meaning plays an important role in fluency instruction." He further posits that studies in extensive reading (ER) have proved that reading can increase learners' reading rates, vocabulary and knowledge, text understanding, general skills and motivation to read in the second Language (L2).

 In extensive reading, learners are given a plenty of reading materials to read. The researcher believes that they have an opportunity to be exposed to books, which enhances their reading ability. They select the books that they desire to read. This strategy addresses the problem of lack of resources and poverty, which is a barrier to reading in EFAL.

 Learners whose parents cannot afford to buy reading materials at home due to poverty and unemployment get an opportunity during extensive reading to choose the books of their interest. This enables them to read as many books as possible. Learners

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choose what they want to read (Day, 2015). The researcher believes that reading materials of their choice assist them to develop positive attitudes towards reading.

The researcher explored learners' independent and voluntary reading and at their own pace. A problem of lack of reading interest and negative attitudes towards reading EFAL as a foreign language to them is addressed. Extensive reading makes the learner's attitudes to be positive towards EFAL reading (Park, 2015). It plays an important role to learners in an academic context. According to Mickuleckey (2018), ER helps learners to develop general world knowledge. He further outlines ER as significant in increasing reading fluency and motivating learners to read. Learners develop a positive attitude towards reading in a second language (Mickulecky, 2008). Additionally, she outlined that ER encourages learners to read more and increases their fluency.

2.13.7.1 Advantages of extensive reading

Shelly (2015:14) declares that the more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realising it. The researcher agrees with Shelly (ibid) that many reading materials expose learners to different reading materials that develop their reading fluency and vocabulary in the language of teaching and learning. Literature associated the development of reading skills with extensive reading (Stoller, 2015; Day & Bamford, 2004). Stoller (2015:2) posits that the best way to teach reading is through reading itself. It is through various books of their choice and interest that learners are motivated to read.

Teachers must always come up with essential reading strategies that will enhance reading fluency in learners who struggle to read. Struggling learners get used to reading when given enough different materials to read. Learners who hate reading end up having interest to read, as a variety of reading materials allows them to select books that they enjoy. An extensive reading strategy offers learners an opportunity to read quantity of texts.

The researcher believes that reading quantity texts expose them to seeing correct spelling of English text words. Reading fluency and motivation resulting from extensive reading enhances speed reading in learners (Sandom, 2018). Various studies of ER have proved that it increases learners' vocabulary knowledge, reading rates, text comprehension, general L2 skills and motivation to read in the L2 (Berg & Hunt, 2014; Lwahor, 2008; Almond & Schmitt, 2008; Takase & Otsuki, 2012).There are 10 extensive reading characteristics that need to be considered. These characteristics are regarded as a way of teaching foreign language reading. Teachers should encourage learners to read as much as possible, and the reading material should be easy. They should also choose what they want to read (Day, 2015). He further indicated that with extensive reading, learners read silently alone through the guidance of the teacher.

2.13.7.2 Disadvantages of extensive reading

This type of reading may not be able to provide learners with a good mastery of the target language (Modipane, 2018). The researcher believes that extensive reading may make learners unable to acquire academic skills needed to read for examination as learners read for pleasure and without focusing and using dictionaries.

2.13.8 Intensive reading strategies

Intensive reading requires learners to read in detail with specific learning aims. Learners take a text and study it line by line, while at the same time referring to a dictionary and grammar, translating, and retaining every expression that it contains (Day & Bamford, 1998).

This strategy is more important in academic reading. Learners read a text looking for a deeper meaning. Then they will be able to analyse what they are reading. Intensive reading is essential as it enables the learner to read the text in depth as they learn. The strategy addresses a problem where learners might be confused, not knowing where to read or lack direction of choosing reading materials. Intensive reading is teacher-chosen and directed.

2.13.8.1 Significance of Intensive Reading

Intensive reading is essential for vocabulary-building and the learning of English structure. It enables learners to attain basic skills required for English translation.

2.14. Differences between extensive and intensive reading

Extensive reading covers a large area while intensive reading covers a narrower area. Extensive reading usually takes place at home while intensive reading mostly happens in the classroom. All learners read different reading materials that are interesting for them when employing extensive reading. Learners employ intensive reading for pleasure without using a dictionary, while without it, is usually difficult. In the extensive reading class, learners are requested to write a summary after they have read an article or a passage, while in intensive reading, they are asked to answer some questions in line with the topic that they have read (Bell, 1998). Bell (ibid) further mentioned other differences as he argues that extensive reading discourages learners from using dictionaries, while with intensive reading, they are encouraged to use dictionaries to check unfamiliar words.

2.15 peer-assisted strategy

Grade 12 learners also employ the above mentioned strategy during reading. This is a strategy where one learner assists the other learner. There are learners who can read fluently. Such learners can assist those who struggle to read.

The researcher believes that this strategy can assist to improve the reading skills of struggling learners. They will understand their peers as they are used to play `with them better than their teacher who they may fear. Almutairi (2018:50) asserts that it is evidence-based that peer-assisted reading strategies are helpful to learners who struggle to read.

During peer-assisted reading, teachers can pair skilled readers with unskilled ones, and allow them to cooperatively engage in different reading activities that are designed to improve their reading skills.

Almutairi (ibid) argued that the peer-assisted strategy can be implemented by playing the role of a tutor and a tutee activity, and later by swapping the roles in order to offer both responsibilities. The researcher suggests that the two should work together

supportively. After the skilled reader has read, the unskilled reader should reread the same page. This process will assist to develop reading fluency of the unskilled reader.

2.16 Grouping strategies

A group reading strategy is one of the easiest strategies that learners employ to enhance reading in learners who struggle to read. Learners are grouped and regrouped in accordance with their individual needs, goals and activities. They learn to read in a small group, and members of the group repeat the same text that was read by the previous group. They are mixed according to their different abilities. Those with low abilities benefit from learners with high abilities.

This enables them to learn about themselves and to accept differences. Learners employ this reading strategy with the guidance of their teacher. Grouping strategies have several advantages to both learners and teachers.

The Department of Education (2013:31-32) outlines the benefits of grouping strategies as follows:

- It offers an opportunity to integrate learners' growing knowledge of the conventions of print, letter and sound relationships and other foundational skills in context.
- It is through this strategy that teachers are capable to develop learners' vocabulary and knowledge. It enables learners to become independent readers.
- It allows the teacher to observe the reading behaviours of learners in order to identify areas that need to be improved.
- It gives learners an opportunity to develop independence and confidence.- a group reading strategy is one of the easiest strategies that learners employ as they practise and consolidate reading behaviours and skills.

The researcher also views group reading as essential to shy learners who cannot read as individuals. Learners benefit from sound relationships from other learners who can read fluently. Their flow with sound during group reading influences them to be fluent

readers too. Less confident readers also develop confidence as they read as a group. This enables them to end up being independent readers.

2.17 Independent reading

Learners employ this reading strategy with the guidance of the teacher. They select books that suit their ability. Teachers assist them to choose texts considering their levels of ability. The researcher views this type of reading as essential to learners who struggle to read English texts as they will get help from their teacher when they encounter problems. This is much better than a situation where learners read without a teacher to guide them where they encounter difficulties.

The Department of Education (2013:32) posits that emergent readers should be encouraged to use the independent reading time to practise reading stories and books that were read in the shared and guided reading sessions.

The Department (ibid) further suggested that during independent reading, teachers should observe, listen and gather information about learners' reading behaviour. The researcher hopes that by observing them, teachers will be able to recognise areas that need to be improved in the learner and to assist them.

2.18. Collaborative Strategic Reading. (CSR)

When learners employ this strategy, they do so under the guidance of their teachers. The teachers play a role of encouraging collaboration. They guide and support learners to read more effectively (Boardman, Klingner, Buckly, Annamma & Lasser, 2015). Boardmen et al (ibid) allude to the fact that when learners employ CSR, each learner is given a role they use before, during and after reading strategies.

They receive guidance from the teacher before they read in order to activate their background knowledge. They further indicate that teachers lead learners to present topics and vocabulary concepts in order to connect them to their background knowledge, and to set the purpose for reading. Vaughn (2014) opines that the following four comprehension strategies had to be followed when employing collaborative strategic reading:

2.18.1 Preview

Learners preview the whole passage before reading each section.

They must activate their previous knowledge about the topic and make prediction about what they will learn.

2.18.2. Click and Clunk

Learners click and clunk while reading each section of the passage.

Clicking and clucking teach learners to monitor their reading comprehension and to check if when they have breakdowns and understanding.

2.18.3 Get the gist

Learners learn to "get the gist" by identifying important ideas in a text.

When learners employ this strategy, they learn to re-state in their own words the most significant idea in the paragraph that they have read.

2.18.4 Wrap-up

After reading, learners learn to wrap-up by formulating questions and answers about what they have read. Wrapping-up assists them to improve their knowledge, understanding and memory of what was read.

2.21 Conclusion

This chapter has outlined conceptualisation of the main themes, historical overview of the problems, theoretical framework, reading approaches, types of reading, advantages and disadvantages of reading. The reading strategies explored were explicitly presented.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The study presents research conducted in a rural public school in Modjadji Circuit, Mopani District. A qualitative research method was selected for the study. Qualitative research is useful in educational settings where participants are observed in their natural settings and their behaviour remained unaltered by their experiences (Caddy, 2015). The researcher used a target population which comprised 12 Grade 12 EFAL learners and three teachers from one selected school in Modjadji Circuit.

The researcher utilised observations, interviews and document analysis as data collection tools. Interviews are the most effective data collection tools in qualitative research. They helped the researcher to better understand and explore learners' and teachers' opinions, knowledge and experiences (Virginia Tech, 2017). Open-ended questions assisted the researcher to obtain in-depth information about the learners and teachers researched. Observations enabled the researcher to gain a deeper insight and understanding of the phenomenon observed (Maree, 2012).

The use of documents shed light on the phenomenon researched. The researcher provided clarification on the application of the research methodology. The chapter outlined and gave the rationale behind the selection of the data collection strategy. Ethical considerations conclude this chapter.

3.2 Research Paradigms

A research paradigm addresses what should be the method to follow in research. Caddy (2015: 48) argues that a research paradigm informs the particular approach taken in defining a problem when conducting a research study.

Keeves (1997:17) outlines that selected research paradigms influence the manner in which the researcher approaches the study. There are various research paradigms, namely, positivism, interpretivist, critical theory and constructivism.

The relevant epistemological stance of this research is interpretivism. The aim of interpretivism is to understand interpretations of individuals about the social

phenomenon (Rehman, 2016). Maree (2012:60) indicates that the aim of the interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people makes sense of their situations or phenomena they encounter. This paradigm enables the researcher to collect data in schools in order to explore how Grade 12 learners employ reading strategies in Modjadji Circuit.

Interpretivism also enabled the researcher to gain understanding of participants' experiences through interviews and observations. According to Maree (2012:25), qualitative research is based on the interpretive paradigm. In terms of the paradigm, placing people in their social context offers a greater opportunity to understand the perception they have of their own activities (Maree, 2012). Additionally, it offered the researcher an opportunity to understand EFAL strategies that learners employed during reading activities. Furthermore, the qualitative approach used in this study is related to the interpretivist paradigm.

3.3. Qualitative Approach

This study followed the qualitative approach, which is concerned with the participants' perspectives and experiences (Best & Kahn, 2006; Slavin, 2007). Van Wyk (2017:127) explained that qualitative research aims at understanding the subjective meanings that individuals make as they live. Qualitative research means accepting the research process of gathered data from fieldwork. The approach enabled the researcher to learn and understand the learner being studied.

The approach also permits the researcher to follow the correct process of collecting data at schools. Additionally, Boeje and Cresswell (2009:1) view 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.

Qualitative research outlines a thorough understanding of the human experience (Litchman, 2010). This approach is relevant to use in an educational setting where participants can be perceived in their natural settings and thus their conduct should remain unchanged by their experiences (Caddy, 2015). Additionally, qualitative

research generates wealth and depth of detailed information about a limited number of people (Denzil & Lincoln, 2005).

Nieuwenhuis (2007b:79) asserts that qualitative research takes place in real-life contexts. This makes it to be a relevant approach to use in an educational setting where participants can be observed in their natural setting and where their behaviour remains unchanged by the experience.

3.4 Research Design

A research design refers to the whole strategy that the researcher selects to mix different components of the study in a logical way. By confirming that the researcher excellently addresses the research problem, it establishes the blueprint for collection, measurement and analysis of data (https:// libid guide.usc edu.research 18 mar 2021). Nieuwenhuis (2007:70) views a research design as a precise plan that outlines the process to be followed in the choice of participants, data collection and data analysis.

The researcher selected a case study as a suitable research design of this study. Meriam (2009:45) views case study knowledge as more real, more appropriate and more developed by reader interpretation than other techniques. The researcher selected a case study as the knowledge is contextual and enables the researcher to use different methods of collecting data. Furthermore, a case study was selected as it enables the researcher to conduct an in-depth exploration of intricate phenomena within some specific contexts (Rashidi, 2019).

3.4.1 Interpretive Case Study

This study followed the interpretive case study as it offers the researcher opportunities to delve deeper into the phenomenon and to unearth the intricacies of it. It also encourages the researcher to collect data personally. Chetty (2013:40) posits that this type of case study motivates a researcher to be the main data collection tool as this enhances consistency of data collection. Additionally, the study followed the interpretive case study as it enables the researcher to use different techniques of data

collection. It enabled the researcher to use interviews, observations and documentation.

According to Maree (2012:75), an interpretive case study strives towards a holistic understanding of how participants relate and interact with each other in a specific situation to make meaning of a phenomenon under study. This case study enabled the researcher to interact with teachers and learners in schools in order to understand the phenomenon under study. The researcher explored how learners employ reading strategies in the classrooms and how intervention-reading strategies are developed.

The interpretive case study was underpinned by observation and interpretation (Harrison, 2017). It enabled the researcher to observe learners employing the reading strategies in class, to collect data and to interpret the information collected during observations.

3.5 Sampling

The study was conducted in Modjadji Circuit, Mopani District in Limpopo Province, South Africa. The research sample comprised 12 Grade 12 EFAL learners and three teachers. Sampling is significant as it assists the researcher to interrelate with participants. It also enables the researcher to gain an in-depth understanding of the learners and teachers by selecting a sample based on certain criteria. In this study, purposive sampling is used. The researcher purposively sampled participants as the ones known to be relevant to the topic explored. Berg (2014:52) alludes to the fact that "when developing a purposive sample, researchers use their special knowledge or expertise about some group to select the subjects who represent the population." Van Wyk (2017:230) posits that "purposive" explains itself; the research was done with a purpose in mind.

Convenience sampling was also used as it includes learners who are easy to reach in schools. This enabled the researcher to achieve the sample size needed in a timely and inexpensive way. The relative cost and time required to carry out a convenient sample are small, and participants are readily available (Stefanie, 2015). Learner participants were sampled considering their gender that is male and female.

Following Morgan (2015:1), the present researcher selected documents that mostly meet the purpose of the envisaged study. Morgan (ibid) asserts that with purposive sampling, documents are selected according to some set of pre-specified inclusion criteria. He further argued that rather than examining everything, one must determine which documents are most likely to meet the purpose of the study.

The researcher sampled one school in Modjadji Circuit, which is located in Mopani District. The school was selected purposefully on the grounds that it is accessible to the researcher. Additionally, 12 Grade 12 learners and three Grade 12 EFAL teachers were sampled from the selected school.

The sampled learners comprised six male and six female learners. The researcher did learner profiling, that is selected them according to their performance. Learners received a paragraph of an EFAL text to read. The researcher wanted to explore how the learners employ the reading strategies.

3.6 DATA COLLECTION

The researcher used observations, interviews and document analysis as data collection tools to attain perceptions, assumptions and opinions of educators and learners.

3.6.1 Observation

According to Maree (2012:83-84), observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. The researcher observed whether or not the three sampled Grade 12 teachers use reading strategies in class during the teaching of EFAL reading. The learners were also observed to see if they employ reading strategies during the reading of texts in EFAL. The researcher observed using observation schedules with yes and no.

Observation offered the researcher opportunities to gain a deeper insight and understanding of the phenomenon being observed.

It was essential for the researcher to observe learners employ reading strategies in the classroom in order to get believable and unprejudiced results. Observation was done in one school.

The reading lessons observed took about 50 minutes. Learners used different reading strategies during reading. The reading strategies were significant to their learning. Reading strategies offer struggling readers an opportunity to develop their reading skills. The strategies are essential to enhance and improve their reading ability in EFAL, which they use across the curriculum. Goodman (1970:108) posits that all readers need to use reading strategies when reading to adjust to the different constraints in literacy materials. Additionally, Beddle (2018: 5) declares that reading strategies should be part of the language curricula.

3.6.2 Interviews

Caddy (2015:54) sees interviews as a means of collecting data during which an interviewer asks an interviewee questions in an attempt to gain a deeper understanding of a certain topic.

The researcher agrees with Caddy (ibid) as she believes that it is through asking the participant questions that a better understanding of the topic can be attained. She further believes that answers from the interviewees assist in data collection. Additionally, Maree (2012) defines an interview as a conversation between an interviewer and participants. The interviewer asks question with the intention of collecting data.

The interviewer conducted semi-structured interviews with the learners and teachers. This type of interview allows the researcher to probe research participants for further clarification of answers. Appointment was secured with Grade 12 learners and educator-participants for the interview sessions. Due to Covid-19, the researcher considered that all safety measures were observed during interviews, which were conducted with educators after school hours when learners were at home.   This created a very quiet atmosphere without noise and disturbance from learners. Secondly, interviews were conducted after school hours so that teaching periods were not disrupted.

The researcher created an atmosphere that made the interviewee to be positive by being polite and open-minded until the end of the interviews. The researcher transcribed the interviews through permission from participants in order to maintain accuracy of data collected, which was kept safe for analysis.

The researcher explained the purpose of transcription to participants in advance in order to clarify any misunderstanding and doubt that they might have.

Learners' interviews did not exceed 20 minutes to avoid exhausting them. It took place during school hours as the researcher avoided the fact that their focus might be distracted when other learners are leaving while they remain for interviews.

3.6.3 Document Analysis

Bowen (2017:27) defines document analysis as an organised procedure of revising or assessing both electronic and printed documents. Documents were used as techniques of gathering data. Different documents such as reading policies, school policies and school timetable were collected from schools. Curriculum development of reading skills together with documents such as school policies were collected from the circuit office. The policies were collected with the intention to check if they provide teachers with an opportunity to conduct reading campaigns in schools.

Collected policy documents from curriculum advisors were checked that they include programmes in which they constantly visit teachers in schools to assist them on how to teach learners who struggle to read. The researcher checked if there is a school policy about reading, how to teach it and that the school time-table includes reading periods. The researcher further checked that teachers teach reading according to the requirements stipulated in the policy, if there is any. The researcher employed document analysis to validate the findings gathered through observations and interviews.

Bowen (2017:31) posits that documents are reliable, constant and cannot be changed; and they can be revised several times and remain unchanged depending on the influence of the researcher during the process of research.

3.7   DATA ANALYSIS

3.7.1 Thematic Analysis

Thematic analysis is a method of analysing qualitative data (Braun, 2019). Braun (ibid) further explained that thematic analysis is applied to a set of texts such as interview transcripts. The researcher closely examines the data to identify common themes that come up frequently.

There were responses that emerged on how policies are implemented. Data collected were transcribed and summarised into themes and patterns to ascertain the dependability of the results of the study. Data collection methods such as interviews, observation and documents were used to analyse data.

3.7.2 Document Analysis

The researcher read the documents such as school policies, curriculum development of reading skills, school timetable and departmental policy to get a sense of what is contained in them. The documents were analysed by determining the overall inclusion of reading periods and the provision of the guidance of teaching reading in schools in all the mentioned documents.

3.7.3 Interviews

The responses that emerged out of the interviews were recorded and transcribed. They were kept safe and backed up all the time. The researcher made use of digital recording during interviews to store data. Digital recording has a great advantage as digital files are not damaged with time, and backups are easily restored to ensure the reliability of files (Tessier, 2012).

The researcher kept the last three copies of collected data. Some were stored on the university's net file servers and others on accessible storage. The university is allowed to have access to the recordings and transcripts. Other stakeholders who have access to the recordings and transcripts are educators and supervisors who participated in research. Transcripts based on digital files enabled the researcher to retrieve data.

3.7.4 Observation

When reporting data, the researcher did not mention the real names of the participants; pseudo names where used. Additionally, the researcher used letters of the alphabet to address participants. The yes and no that emerged from the observation schedule were ticked and their frequencies were transcribed and recorded, thereafter summarised with data description and interpretation.

3.8 QUALITY CRITERIA

3.8 Confirmability

Arry, Jacobs and Walker (2014:588) hold that the use of various techniques to gather data enhances confirmability. The researcher used techniques for gathering data such as observation, interviews and document analysis to enhance confirmability. The researcher spent extensive time in the field collecting data, and ensured confirmability by documenting the procedures for checking and rechecking the data throughout the study. Research questions were formed to look for evidence that confirms or disconfirms those questions. Data collection and its results were not fabricated; it was evidence from analysed data. Document analysis also established confirmability using reflexive journals in which all events that happened in the field are kept.

3.8.2 Credibility

The researcher achieved credibility through data collection which was analysed continuously comparing to see if there are new ideas that arose. The correct interpretation of data also helped to enhance credibility. The findings were believable and convincing at all times. Guided by Maree (2012:80), the researcher ensured the credibility of the study through membership checking during different phases of the study. Credibility was established by aligning the research design, the selection of participants and the context of the study (Ary, Jacobs & Walter, 2014).

3.8.3 Transferability

Transferability is helpful to other researchers who repeat the study in more or less similar situations.

The researcher established transferability by providing readers with evidence that the findings of the research study are applicable to other contexts, populations, times and situations. The researcher ensured that data collected and interpreted is useful in

similar situations. Additionally, the researcher ensured transferability by using ''Thick Description'' techniques to allow the reader to determine the degree of similarities between the study site and other schools that would have been under investigation (Mertens, 2010). Thick description is a term used to characterise the process of paying attention to contextual detail in observing and interpreting social meaning when conducting qualitative research (Mills, Durepos & Wiebe, 2010).

3.8.4 Dependability

Caddy (2015:62) sees dependability as consistency and reliability in research. The researcher ensured dependability through the use of interview questions and language that are clear and understandable to all interviewees. The use of observation and documents also ascertain dependability.

Any unfairness that might be brought to the study was avoided. Themes with participants were identified to ensure that they are authentic. The researcher discussed the identified themes with participants to confirm that they are trustworthy, and can eradicate any unfairness that might be brought to the envisaged study by reflecting on the research (Maree, 2012).

3.9 Ethical issues related to sampling

Educators and learners were assured of confidentiality of their names and anonymity during sampling. Guided by Dattalo (2010:2), ethical issues related to sampling include voluntary participation, informed consent and accountability in terms of the accuracy of analysis and reporting.

3.10 Ethical matters

Ethics are guiding principles that explain how research should be conducted. Ethics are important in everyday life (Akaranga & Makau, 2016). The researcher protected the dignity of participants and ascertained that the results are truthful. The selection of learners and teachers who were participants in the research was conducted in a democratic manner.

The researcher ensured that this study was conducted in an ethical manner by obtaining permission from all relevant stakeholders and school governing bodies in which the research was conducted together with Limpopo Department of Education.

Letters of consent were given to principals of each school and teachers who participated in the interviews and reading strategies deployed by learners. The researcher clearly outlined to all participants of their rights during research. They were told that they are free to withdraw from participating at any stage of research if they so wished. The researcher explained that their participation is voluntary.

The researcher complied with ethical principles related to research, such as anonymity and confidentiality, permission, informed consent, protection from harm and beneficence. Ethical clearance was obtained from Turfloop Research Ethics Committee (TREC).

3.10.1 Anonymity and Confidentiality

Names of participants were not disclosed. Instead, pseudo names were used. Cultural background of participants and all their sensitive information was kept secret. Any information that needed to be disclosed was done by following proper channels, which included seeking consent from participants. The researcher ensured confidentiality and anonymity by keeping a secret personal data of participants.

3.10.2 Informed Consent and Assent

Assent and consent involve respect for diminished autonomy and a child's right to protection through legal requirements for parents or a legal guardian's consent. Assent refers to a minor's affirmative agreement to participate in a research project (w.w.w.health.uct.ac.za). The researcher explained to participants what was to be researched. All participants were clearly told of their rights. They were told that they are free to withdraw from participating at any stage of research if they so wished. Additionally, they were notified that their participation is voluntary. The researcher further explained to participants the true nature of research, the risk that could be implicated, and the assurance of confidentiality. In cases where participants are

minors, their rights are protected. Mc Millan and Schumacher (2010:124-125) allude to the fact that there are legal constraints placed on research since 1974 that focus on protecting the rights and welfare of human subjects. The Family Education Rights and Privacy Acts (FRPA) protect the rights and welfare of research participants.

3.10.3 Protection from Harm

This study bears no harm to learners. Parental consent was sought for formality so that the parents know that their children participate in research. Parents were notified that participants would not be asked questions that are upsetting, shocking or make them uncomfortable to answer. They are not exposed to any threat, risk or danger. The researcher avoided prolonged interviews and questions that put participants under stress.

3.10.4 Beneficence

The intention and benefits of the study were established through explanation. The researcher avoided exaggerating information about beneficence and promoted the welfare of participants without deceiving them.

3.10.5 Permission

The researcher submitted letters for permission to relevant stakeholders, including the School Governing Bodies of the schools in which the research was conducted. Permission was also obtained from Limpopo Research Committee and Limpopo Department of Education.

3.10.6 Turfloop Research Ethics Committee (TREC)

The researcher first obtained permission from TREC before collecting data. Once it was granted, the researcher submitted it to schools where data was to be collected.

3.10.7 Honesty and Integrity

Data collected together with findings were truthful, and there was no distortion of information. This chapter acknowledged every author in order to avoid plagiarism.

3.11. Conclusion

This chapter provided in detail the research methodology, research design, sampling, methods of collecting data, data analysis and the significance of the study.

The chapter explained details on the application of ethical matters on the research sites. It further outlined the application of quality criteria. The researcher also outlined the application of ethical matters on participants.

CHAPTER 4

 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents data and findings from fieldwork in relation to the research interviews and observations of reading strategies employed by Grade 12 learners during reading lessons. The use of observations and interviews gave the researcher an opportunity to understand in depth different reading strategies employed. The researcher also analysed the implementation of different collected documents such as school policies, curriculum development of reading skills, school time table and Departmental policies. The chapter also outlined profiles of school, learners and teachers.

4.2   Profiles of the schools

The selected school is located in Limpopo, Mopani East District and Modjadji Circuit in Bolobedu area. It is a public school located in a rural area.

4.3 Profile of Learner Participants

The research was conducted in one public school. The researcher selected 12 learners in the selected school. The number of learners in the school does not exceed 30 per class due to covid-19 regulations. Interviews and observations were carried out with 12 learners. The selected learners differ in terms of their gender and age. Their ages were between 16 and 19 years. The sample comprised six female and six male learners. They will be named learner 1, 2, 3 up to learner 12.

4.4 Profile of teacher participants

The research was conducted in one public school located in a rural area. The researcher sampled three teachers, as they are the one teaching Grade 12 EFAL.

4.5 Findings from interviews with learners

4.5.1. Activation of background knowledge to learn new knowledge

In responding to a question about activation of background knowledge, Learners 1, 2 and 3 said: *there are some instances where we find it difficult to use background knowledge to learn new things.*

Learner 4 and 6 agreed that they are able to activate background knowledge. Learners 7 said: *it is not always the case were we are able to learn new knowledge through our experience.*

Learner 8 and 9 said: *we don't know, learners seem not to understand the meaning of background knowledge.*

Learners 10, 11 and 12 responded as follows: *background knowledge is very helpful during reading. It seems all learners agree that it is important even though others said not always.*

4.5.2 The importance of activating background knowledge

In responding to the importance of activating learners' background knowledge, Learners 1 and 2 said: *background knowledge help us to link the known with the unknown.*

Learners 3 responded as follows: *background knowledge help us to stimulate more information.*

Learner 4 Said: *I don't know how it helps me.* It seems the learner does not know what background knowledge is.

Learner 5 and 6 responded as follows: *it helps us to understand the new topic easier.*

Learner 7 Said: *I understand better when the new knowledge relates to what I already know.*

Learner 8 and 9 said: *it helps us to connect what we know with what we do not know.*

Learner 10 Said: *it is easy for me to understanding the new topic when I have started with what I know.*

Learner 11 and 12 gave similar answers as follows: *background knowledge simplify our learning during reading lessons.*

4.5.3   The use of inferring during reading

In responding to the use of inferring during reading, all 12 learners agreed that they use it.

4.5.4   The importance of inferring during reading strategy

In responding to the importance of inferring during reading strategy, *Learner 1 said: it helps me to guess what we don't know through using the information that we know.*

Learner 2 said that*: it enables me to predict incomplete information.*

Learners 3, 4 and 5 responded as follows: we *can understand information that is not always completely described in a text.*

Learner 6 kept quiet for a while and said: *it helps me to understand the text.*

 Learner 7 responded as follows: *it helps me to guess what will happen next when I read the text.*

 Learner 8 and 9 *gave* same answer as learner 2.

Learner 10 answered showing uncertainty when giving answer, the learner said: *inferring improves my reading skills.*

 Learner 11 said: *I am not sure how it helps me, I just believe it builds my reading skill.*

Learner 12 said*: it improves my understanding for reading.*

4.5.5 The ability to summarise what learners have read after reading

In responding to their ability to summarise what they have read after reading, nine learners said: *We are able to summarise what we have read.* Only three learners said: *we find it difficult to summarise what we have read.* When asking the three learners why are they unable to summarise what they have read, their answers were as follows:

Learner 1 said*: I find it difficult to rewrite what is in the paragraph using my own words.* Learner 2 said: *Most of the time I find the passage too long for me to distinguish main ideas from supporting ideas.* Learner 3 mentioned said: *I lack English vocabulary to summarise using my own words.*

4.5.6 Learners summarising what they have read

In responding to learners summarising what they have read, Learner 1 said: *I only write the main information with my own words, not changing the message of the given paragraph.*

Learners 1, 2 and 3 responded as follows*: we focus on the key words and phrases of the given text.* It seems that it is through summarising that learners are able to focus on the key words and phrases of an assignmented text that are worth noting and remembering.

Learners 5 and 6 responded as follows: *we have problem of summarising, we select some sentences from the introduction, in the middle and the last 2 sentences. It seems that learners indeed are unable to summarise* a text.

Learner 7 said: *it is not easy for me to differentiate the main ideas in the text from unimportant ideas but I do my best to focus on searching main ideas.*

Learner 8 said: *I focus on key point and single them out.* Learner 9 kept quiet for a while*,* and responded as follows: *I only write the main points written in the text.*

Learner 9 and 10 answered in a similar manner as learner 1, 2 and 3 as they said*: we single out key points and phrases from the given texts.*

Learner 11 said*: I don't want to lie, I get confused when I should summarise, I end up repeating phrases from the text.*

Learner 12 said*: I just focus on important messages from the text and single them out.*

4.5.7   Summarising assist learners to improve their comprehension and reading skills

In responding to a question on how summarising assist learners to improve their comprehension, all 12 learners agreed that it improves their comprehension and reading skills.

The participants outlined how it improves and assist them as follows: Learner 1, 2 and 4 said*: We are able to read with concentration as we identify the main ideas and our comprehension increase.*

Learner 3 and 5 said: *We can distinguish key points from supporting points*. Learner 6 said: *summarising help me to focus on what i am reading as I single out unnecessary information and my comprehension increase.*

Learner 7 explained as follows: *It improves my reading skill as i read the texts repeatedly so that I can outline the key points*.

Learner 8 said: *I find it difficult to summarise a paragraph.*

Learner 9 said: *Summarising helps me to reduce the given paragraph and improve my understanding as i read the paragraph again and again*.

Learner 10 and 11 gave same answers as they said: *Summarising improves our comprehension and reading skill through reading repeatedly as we try to single out key points from supporting points*.   It seems that most of their answers are similar.

Learner 12 said: *It improves my reading skills and understanding*.

4.5.8 The significance of questioning reading strategies during reading in the classroom

In responding to the significance of questioning during reading in the classroom, learners 1, 4, 5 and 6 said: *Questioning assists us to monitor our understanding as we ask ourselves questions to find out about what we are reading. Learners 2 and 3 outlined that: It helps us, as we remain active throughout the reading processes, as we ask ourselves questions before, during and after reading.*

Learner 7 and 9 responded as follows: *Questioning assist us to be active during reading and reflect on what we have read.*

Learner 10 responded as follows*: It provides me with opportunity to think about what I am reading.*

Learner 11 said*: it helps me to reflect on what I have read.*

Learner 12 said: *I become actively involved as i try to find answers for my questions by reading repeatedly as i do that, my reading skills improves.*

4.5.9   The importance of monitoring learners' reading comprehension skills

Responding to the importance of monitoring learners' reading comprehension, Learners 1 and 3 said: *Monitoring help us to determine whether we understand what we are reading.*

Learners 2 said: *Monitoring helps me to recognise what i don't understand.* Learner 4 responded as follows: *Monitoring helps me to slow down as I read and notice were i don't understand the text.*

Learner 5 and 7's answers differed a bit with other learners as they said: *Monitoring our comprehension help us to be active during reading and listen to ourselves in order to check understanding of what we are reading.* It seems that these learners were once taught the value of monitoring.

Learner 8 said: *It helps me to understand what I am reading. Learner 9 and 10 said: it helps them to pause and slow down to monitor their understanding of what they have read, so that they can see were they did not understand.*

Learner 11 seems not to know what to say*, eventually the learner said: I monitor my understanding.* Learner 12 answers same as learner 4. All 12 learner participants responded with a '*yes'.*

4.5.10 Teachers providing learners with support to decode words during reading

In responding to teachers providing learners with support to decode words during reading, all 11 learners said yes. It seems every time when learners read in the classrooms, teachers rectify them when they pronounce English texts in a wrong way. Only one learner said*:   Not all teachers do.*

4.5.11. The support which learners get from their teachers

In responding to the support that learners get from their teachers, Learners 1 to 11 said: *Our teachers assist us to decode words correctly during reading. Every time we read and decode words incorrectly, teachers rectify us.* As a language teacher, the researcher also agrees with them. It seems that during reading, learners have a tendency of decoding some words incorrectly. It was only learner 12 who said: *Not all teachers provide us with support.*   It seems that teachers support the learners to decode words correctly, as 11 learners agreed that they get support.

4.5.12 Learner guessing at the meaning of unfamiliar words

In responding to learner guessing unfamiliar words, Learners 1, 5, 6, 7, 8, 10 and 11 said: *When we don't understand some concept when we read, we can guess them through contextual factors.*

Learners 2, 3, 4, 9 and 12 said: We are able to guess unknown words based on the information in the word and in the text.

4.6 Findings from teacher participants

4.6.1 Teachers' activation of learners' background knowledge during reading

In responding to a question on how teachers activate learners' background knowledge, all teachers said: yes we don't teach a new topic without activating the learners' background knowledge.

4.6.2 Teachers' provision of learners with background knowledge

In responding to providing learners with background knowledge, the participants responded as follows:

Teacher 1 said: *I provide background knowledge in the form of a table in which words done before reading relate to words found in the text. He further explained that he makes contextual links of the words with the context of the new topic during reading.*

Teacher 2 said: *I provide it by asking learners questions to test their pre-knowledge.*

Teacher 3 said: *I provide background knowledge by asking learners questions based on what they already know.*

4.6.3 The importance of activating the learner's background knowledge

In responding, Teacher 1 and 2 said: *Background knowledge stimulate a lot of information from learners about the new topic under discussion.*

Teacher 3 responded as follows: *Learners use the knowledge which they have to learn the new knowledge during reading.*

4.6.4 The significance of inferring to learners and how it improves their reading skills

In responding to the significance of inferring to learners and how it improves their reading skills, teachers agreed as they all said: *Inferring improves learners' reading skills.* Responding to the question how, teacher 1 said: *inferring assist learners to read between lines, learners can use the knowledge they have to guess what they don't know.*

Teacher 2 responded as follows: *Inferring improves their reading skills as they can find clues in the text and use their existing knowledge to understand the new text.*

Teacher 3 said: *inferring help learners to predict meaning through the use of context clues.*

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4.6.5 How teachers teach learners to monitor their own understanding

In responding to a question on how they teach learners to monitor their understanding, Teacher 1 said: *I teach my learners to slow down during reading to check if they understanding what they are reading.*

Teacher 2 said: *I teach them to read fast, looking back at what they have read so that they can recognise were they did not understand and re read.*

Teacher 3 said*: I teach monitoring through read, cover, remember and retell technique, i ask learners to read a small portion of a text, at the end of reading they cover the print and reflect on what they have read to recall key words and ideas.*

4.6.6 The role played by teachers during monitoring- clarifying

In responding on the role played by teachers during monitoring-clarifying, Teacher 1 said*: I identify learners who struggle to read well and assist them.*

Teacher 2 said*: I monitor their understanding and ascertain that they have understood what they have read.*

Teacher 3 responded as follows: *I identify different problems of learners during reading so that I can give them individual attention that they require according to their individual needs.*

4.6.7 Teachers' assistance to learners to monitor their own understanding during reading

In responding to a question about assisting learners to monitor their understanding during reading, Teacher 1 responded as follows: *I always teach my learners to stop and think about what they are reading so that they can repeat reading what they have not read correctly.*

Teacher 2 said: *I teach them to adjust their reading speed and to reflect on what they have read.*

Teacher 3's answer was similar to that of teachers 1 and 2. The teacher said*: I teach them to stop, slow down and monitor their understanding.*

4.6.8. The significance of summarising in teaching and learning

In responding to a question on the significance of teaching summarising to the learners, all three teachers agreed that summarising is very significant during reading.

Teacher 1 said: *Summarising help the learners to focus on the key ideas of the text.*

Teacher 2 mentioned that learners 'comprehension is enhanced during summarising as they select essential information from unnecessary information from the text.

Teacher 3 responded as follows: *summarising is really significant during reading, it is through it that learners are capable to arrange important points in the given extract.*

4.6.9 Learners summarising the given passage they have read

In responding to   learners   summarising the given passage they have read, all three teachers mentioned that not all learners are able to summarise the given passage. Teacher 1 said*: Although some learners are able to summarise, some are unable to do that as they repeat copying the passage, they select sentences from beginning, middle and end of the passage. The teacher continue to explain that such learners think that summarising is about shortening the passage.*

Teacher 2 responded as follows: *some learners are able but some still struggle to summarise, they are unable to distinguish key points from supporting points.*

Teacher 3 said: *some learners fails to identify the key points and to write what they have read with their own words.*

4.6.10 The significance of questioning to learners during reading

In responding to the significance of questioning to learners during reading, Teacher 1 said: *Questioning assist learners to monitor their understanding and makes them to stay focused during reading.* Teacher 1 additionally mentioned that questioning is helpful, learners ask themselves questions during reading in order to find answers. Then their comprehension is enhanced.

Teacher 2 said: *It is through questioning that learners are able to focus on important information in the text. The teacher continued to outline that learners are not passive, they are active and able to reflect on their reading.*

Teacher 3 said: *Questioning helps learners to return to the text through the reading process to find answers to the questions.*

4.6.11 Teacher identifying challenges which they encounter when teaching reading

In responding to challenges that they encounter when teaching reading, Teacher 1 said: *The big challenge that i face is how learners pronounce compound and complex English words, learners pronounce them incorrectly and are unable to understand them.*

Teacher 2 said that: *The challenge that they are facing is inability by learners to pronounce English words correctly.* She further said that: *when learners are unable to do so, they cannot comprehend the entire text or paragraph that they are reading. This makes them to end up losing interest and concentration.*

Teacher 3 said*: The greatest challenges when it comes to reading is pronouncing words correctly. Teachers 3 mentioned same challenges stated by teachers1 and 2.*

4.6.12 Teachers explaining how they deal with those challenges

In responding to how teachers deal with the challenges, Teacher 1 said: *I deal with those challenges by teaching learners letters of the alphabet in order to enhance their reading ability.* He further said*: 'I teach them sound, letters of the alphabet, syllables, and words such as simple, compound and complex words.*

Additionally, the teacher said*: I start with words, then I move to teaching sentences such as simple sentences, compound and complex sentences, eventually they learn paragraphs and themes.* According to the teacher, this helps the learners to be able to pronounce English words properly. It seems the teacher plans and employs strategies to overcome barriers faced by learners during reading.

Teacher 2 outlined that: *I deals with the problem through extensive reading, I give learners more reading tasks in class.* Teacher 2 further said: *I also give them interesting articles and books that they enjoy to read at home, that helps learners to be familiar with EFAL texts and they end up being able to read English texts correctly.*

Teacher 3 responded as follows*: I give learners more reading activities to read at home.*

Teachers 1 and 2 also said: *We encourage learners to use a dictionary during reading to check on how to pronounce difficult English texts.*

4.6.13Teachers providing their learners with support in decoding words and comprehension

In responding to teachers providing their learners with support in decoding words and comprehension, all the teachers agreed as they said*: We provide learners with support in decoding words and comprehension every time during reading.* Teacher 1 said: *when my learners are unable to decode words correctly, I assist them to decode them correctly and ask them to pronounce them after me so that even in future the can pronounce those words well.*

Teacher 2 and 3 responded as follows: *We do support them in decoding words and comprehension every time we read.*

4.6.14 The kind of support that teachers give learners

In responding to the support that teachers give to the learners, Teacher 1 said: *I support learners through teaching and encouraging them to use a dictionary, i also teach them to use a dictionary to check on how English concepts are pronounced.*

Teacher 2 said: *I give learners words to find their meaning and to use those words in sentences of their choice.*

Teacher 3 responded as follows: *I assist learners by first checking words that are beyond their understanding from their dictionary and assist them how to pronounce them properly.*

Teacher 3 additionally said*: I support learners to decode words, i starts with the smallest unit of language, letters and also creates images to match the letters with the sounds.*

The teachers also explained that they made learners to identify the vowels before they read the words. Additionally, they lists words for them and   pronounce them. It seems they view phonological awareness as vital for reading.

4.6.15 Teachers employing reading strategies every time they teach reading

In response to teachers employing reading strategies every time they teach reading, all the participants agreed that they   employ reading strategies.

 4.6.16. Teachers outlining how each strategy helps learners to read EFAL

In responding to teachers outlining how each strategy helps learners to read EFAL, Teacher 1 *said* that*: Pre-reading strategies help learners to read by activating their previous knowledge, background knowledge assist learners to understand new topic which I introduce.* The teacher further said: *I also like to use the peer-assisted strategy, learners understand their peers better than their teacher who they fear.*

Teacher 2 said: *I use visualising strategy, through it learners engage directly   with a text and create their own visual context that assist to scaffold their understanding.* Teacher 2 further said: *I also use peer assisted strategy as I realised that some learners are afraid and shy to read in front of their teachers, but are comfortable to read when they are with their peers.*

 Teacher 3 said: *I use during-reading strategy which includes a combination of other strategies such as read-aloud, read-silently and read to answer questions.* The teacher said: *this combination of strategies is essential to equip learners to be good readers.*   Additionally, the teacher said: *I sometimes ask learners to read to their peers, using peer assistance strategy is very helpful as they can assist each other as they are free.* It seems all three teachers agreed that the peer-assisted reading is helpful.

4.6.17 The importance of peer-assisted strategy to enhance reading skills

In responding to the importance of peer -assisted strategy to enhance the reading skills, all teachers said: *peer-assisted strategy is helpful, and enhances the reading skills of lea*mers.

4.6.18 Responding to the question on how it enhances their reading skills

Teacher 1 said: *learners read with confidence to their peers better than to their teacher whom they fear.*

Teacher 2 said: *peers learn fluent reading from one another.*

Teacher 3 responded as follows: *Learners are paired according to their different abilities, those with low abilities learn good pronunciation from learners with high abilities.* All teachers agreed that the peer-assisted reading develops reading fluency to struggling readers.

Peer assisted learning strategy has been demonstrated as an effective instructional method (Fuchs & Fuchs, 2006). The researcher believes that peers spend most of time together. They have an opportunity to read together and assist one another. Those who have the ability to read well are able to assist learners who cannot read properly.

Teacher 2 mentioned that: *when learners read as a group, it helps me as a teacher to observe and identify the reading behaviours of learners and that helps me to know each learner 's area that need to be improved.*

4.5.19 Teacher's role in guessing the meaning of unfamiliar words

In response to the teacher's role in guessing the meaning of unfamiliar words, Teachers 1 and 2 said: *We guide learners how to guess unfamiliar word.*

Teacher 3 said: *I explain to learners to consider context clues as a lead to know the meaning.*

4.7 DOCUMENT ANALYSIS

4.7.1 Analysing whether there are Departmental policies that outline the purpose of reading strategies that can assist teachers to teach reading in schools

The researcher realised that the Department of Education has a policy document named READING STRATEGY FOR GENERAL EDUCATION AND TRAINING BAND (GET) which was sent to schools. The document presents different reading strategies that teachers can use to enhance the reading skills of learners. The document was given to EFAL teachers in schools. It shows that it supports learners and teachers with regard to reading. The Department of Education (2013: 14-15) excerpts: clause 5 on page 14 outlines the purpose and support as follows:

''The purpose of the reading strategy is to promote reading among learners and support as much as possible teachers who are directly responsible for teaching learners to read. It is meant to ensure that teachers learn about early reading instructions in the classrooms and related programmes and assessment that will effectively diagnose, measure where learners are, monitor their progress and overcome their reading barriers''

The Policy document shows that reading is at the centre of the Department of Education's heart as it declares that the Department of Basic Education (DBE) has developed a sector plan called Action plan to 2014: Towards the realisation of schooling 2025 (Department of Education, 2013). The plan aims to improve the reading ability of learners across the schooling system. The Department of Education (2013:28- 32) has outlined various reading strategies such as prediction, intensive reading, extensive reading, reading aloud, shared reading, group guided reading and independent reading. This serves as an indication that it needs teachers to employ strategies when teaching reading.

The Department of Education has introduced a motivating reading campaign named "Drop All and Read Campaign" to encourage reading literacy (Department of Education, 2013).

Additionally, the DBE document shows that it supports the use of the reading strategy as it asserts that:

"In any educational system, the School Management Team led by the

Principal plays a crucial role. The principal in particular must make sure that

the reading instruction is provided to all learners whose performance

does not meet the minimum standard. He/she must develop a policy to

implement the Reading Strategy."

The document also outlines the role of subject advisors about reading as follows:

"subject advisors should visit in their schools regularly during the year to monitor and support the instruction and assessment of the reading instruction programme''.

4.7.2 Analysing whether the school time-table makes provision for reading period

The school time table does not allocate sufficient time specifically meant for reading. It provides general teaching periods, where a period runs for 50 minutes or one hour. The teacher must be the one who decides and divides allocated teaching time for reading.

Learners do not read in class to enhance their reading ability. Some schools focus on reading only when they are preparing learners for "Drop all and read Campaigns.'' During reading, the main focus is on prescribed text books, which are taught to cover the syllabus and prepare learners for exam writing. It is difficult to take excerpts from the time table except that it will be attached as an annexure.

4.7.3 Analysing whether curriculum advisors include programmes that guide teachers how to teach reading in schools

Curriculum advisors provide schools with the Annual Teaching Plan (ATP) document.

Grade 12 EFAL Annual Teaching Plan for Term 1 indicates Reading and Viewing. It also shows the hours that teachers should use to teach reading. The ATP term 1 read as follows: ''Reading and Viewing 3 hours''

Intensive reading of shorter texts or summary and note taking:

- Informative text(e.g a descriptive passage)
- Simple summary of important facts.
  Introduce fact and opinion

Extended independent reading introduced.

Reading for comprehension:

- Vocabulary development and language use

Literary text:

- Introduction to literature
- Focus on features and discuss their use.
- Read and discuss text.

The ATP provided also shows intensive reading of shorter written texts for comprehension at a word level. Time allocated for reading had to be divided into days as there is no 3hour EFAL period per day. Most periods are 50 minutes or one hour long.

When visiting schools, curriculum advisors focus on assessing written formal and informal tasks. They also guide teachers on the subject matter, not on how to teach reading.

4.7.4 Analysing whether teachers have policy documents that guide them on how to implement reading strategies in class

Teachers in schools draw their subject policy with the subject's head of department. The researcher realised that what they consider in the policy is the number of formal and informal tasks that learners must write per week. The policy does not guide them on the implementation of reading strategies to improve the reading skills and ability of learners in class. Secondly, the policy shows the division in terms of dates, indicating when they are supposed to read their prescribed reading textbook.

4.8 Data presentation on learner observation

The researcher observed three reading lessons from three Grade 12 classes. In each class four Grade 12 learners were observed, which lasted for 1 hour, which is the duration of EFAL period. A total number of 12 learners were observed, and three hours were used. Learners were reading a short story from their prescribed textbook named Changes An Anthology of Short Stories. The Author of that book is B Walter. The topic was '' Last Breath''

4.8.1. The researcher observed whether learners learn better when their background knowledge is activated

Learners were asked questions related to the topic which they were to read. The teacher asked learners "What do you understand by organ donor?"

Learners 1, 3 and 4 gave same answers as follows: *Giving organ to someone whose organ is sick.*

Learner 2 said: *donating an inner part of the body for those who need it.*

Learner 5 said: *I don't know how to explain it, but I can give example, is giving a part example kidney".* Learners 6, 7 and 8 said*: it is a person who donate organs from their body to put them in someone's' body.*

Learner 9 said it is removing organ from someone's body legally to help someone who need it.

Learners 10 and 11 said: *it is a process were part of the body is removed to with the permission of the owner to help the person who need.*

Learner 12 responded as follows: *taking a healthy organ from one's body with agreement to help and save life of a person whose organ sick.*

Learners were requested to read pages 117 to121 of the above mentioned short story.

The researcher realised that learners learn better when their background knowledge was first activated with a lesson that relates to a new lesson that was to be introduced. The fact that they discussed with their teacher about someone one whose kidney was sick and later he received a kidney from the father made learners to easily understand the new lesson about donors.

At the end of reading, the teacher outlined the story as follows:

The narrator of the story is deeply in love with a blind girl called Eva. He told his father that he wanted to marry her as soon as possible. His dad told him that he can't marry her like that. The narrators' voice was hoarse with anger. He said Eva was a blind, helpless creature who has stolen his heart.

The narrator's father is worried because Eva is blind. His mother understood her. The narrator said his father regard Eva as an outcast as she is blind. ''your father cares for your happiness more than you know his mother spoke''. What stuck the narrator was how her mother looked at her. She told him that his father was sick and had a lung cancer. The narrator bought a ring to marry Eva. On that day, Eva was happy but said "not today because I want to see the ring''. She said she has packed the bag to go to the hospital and she had an organ donor who donated cornea, and that she is going to see again. The narrator's father realised that he is going to die of lung cancer and donated cornea to Eva.

After outlining the story briefly, the teacher asked learners questions.

4.8.2 The researcher observed learners' ability to predict

In response to observing learners' ability to predict, the participants were observed as follows: The teacher asked learners: *what do you think the narrator and Eva's love will end?*

 Learner 1, 2, 3 and 4   gave same answers as they said: *They will separate and end the relationship since the narrator's father did not like Eva.*

Learner 5 and 6 said: *They will get married since they are deeply in love.*

 Learner 7 said: *May be the father might end up allowing them since the mother said the narrator's father care for his happiness.*

Learner 8 said*: The narrator and Eva will get married since he shows compassion to her since he said Eva is a helpless creature who has stolen his heart.*

Learners 9, 10 and 11 gave same answers as they responded as follows: The *narrator and Eva will get married because they love each other.* Only learner 12 said: *They will not get married as the narrator's father said no he can't marry a blind girl.*

The researcher's observation on the issue of predicting realised that all learners are able to predict. Even though their prediction was not the same. The researcher acknowledged that every individual learner is entitled to his/her own opinion.

Even learner 12 who said the lovers will not get married predicted correctly. According to the researcher, he is correct because the girl was not wanted by the narrator's parents. He may discontinue with the relationship.

4.8.3 Observing learners' ability to summarise

In response to observing the learners' ability to summarise, the participants were observed as follows:

Learner 1 to learner 8 were able to summarise the short story precisely as follows: ` *The story is about the narrator who want to marry a girl but his father refused because she was blind. The father who had lung cancer decided to donate cornea which saved Eva's eye sight before he died.*

Learner 9 said: *the narrator is in love with a girl who cannot see. He is deeply in love with her. He does not even mind about her inability to see due to cornea problem. His father refused him to marry her. The boy complained to his mother who said to him, him why can't he accept that. The boy said she made his life happy. At the and when the father was about to die he donated cornea which helped Eva. The summary seemed a bit long but the content was relevant including main points.*

Learner 10 and 11 just repeated almost everything, failing to point out main ideas.

Learner 12 , copied the first three sentences, 4 middle and the 3 last sentence of the short story without rephrasing.

The researcher realised that summarising texts is not mastered by all learners. There are learners who still struggle to summarise as they repeat the given texts. Those who are able to summarise showed a better comprehension skill. The researcher recognised that the strategy is good to improve and show an outstanding understanding of the learners' ability to single out main ideas of the texts.

4.8.4 Observing learners identify main ideas from the text

In response to observing learners identify main ideas, learners were asked to point out main ideas of the short story**.**

Learner 1 said: *It is about a father who refused his son to marry disable girl.*

Learners 2 and 3 responded in a similar way as they said*: It is about a father who had lung cancer, he donated cornea before he died.*

Learner 4 said: *It is about boy and girl who are in love but the father does not allow them to get married.*

Learners 5, 6 and 8'sr answers were the same as they responded as follows: *The father refuses his son to marry a blind girl but donated cornea which restored her sight.*

Learner 9 said: *The father who had lung cancer.*

Learner 10 said: *The boy who loved the blind girl and wanted to marry her.*

Learners 11 and 12 responded the same as learner 1.

The researcher observed that it is easy for all learners to understand the main idea of the story if the content of the story is interesting. The researcher could observe that all learners were hooked and touched by the story. It was not difficult for them to mention what the story was all about.

4.8.5 Observing learners' ability to use the questioning strategy while reading

Which questions will you ask yourself as you read the story?

In response to observing learners' ability to use questioning, the participants were observed as follows*:*

Learner 1 said: *Will the narrator and Eva ever get married?*

Learner 2 said: *Why does Eva refuse the ring?*

Learner 3 said: *I am asking myself what does the concept last breath mean?*

Learner 4*: I am asking myself that the father tell the son about donating cornea.*

Learner 6 said: *I asked myself what will I do if I am Eva, facing that situation?*

Learner 7 said: *I asked myself why the narrator looked at Eva with strange, tense?*

Learner 8 said: *Why is the narrator's father worried about their marriage?*

Learners 9 and 10 asked themselves the same questions: *what does the narrator mean when he said Eva has brought sunshine in his life?*

Learner 11 said: *I asked myself what does it means by organ donor?*

Learner 12 said: *I asked myself why did the narrator's father disapprove his relationship with Eva?*

The researcher could observe that questioning plays a significant role in learners' comprehension. Learners were not passive as it engages them with the text. The researcher observed that as learners were asking themselves questions before, after and during reading, the more their understanding of what they are reading improved.

4.8.6 Observing learners guessing unfamiliar words

During the reading lesson, learners were asked an unfamiliar word ''cornea'' which their teacher wanted them to guess.

In response to observing that learners were able to guess unfamiliar words, the participants responded as follows:

Learner 1 said: *I think is part of the eye as the story say Eva did not see.*

Learners 2 and 3 gave the same answers. They said: *it is part of the eye that will enable Eva to see since she told the narrator that she will not put on ring, she will first go to the hospital for cornea so that when she comes back she could see the ring.*

Learner 4 said: *it is the white part of the eye that enable people to see, I think Eva did not see because of its absence.*

Learner 5 seemed to be reluctant to guess the answer. Later the learner said: *it is the eye'.*

Learner 6 said: *Cornea has to do with seeing because Eva received it from donor it was planted in his eyes so that she can see.*

Learner 7 said: *cornea is inner part of the eye.*

Learners 8 and 9 responded the same as learner 7.

Learner 10 said: *Cornea is an organ of an eye as I realised that Eva was able to see oranges since she received a donor.*

Learners 11 and 12 were able to guess the meaning of cornea as they both said: *Eva said that God bless the person who donated cornea as she is going to see again, it means cornea is an organ for the eye.*

The researcher observed that learners are able to guess a word that they have never come across and which they do not know through the information in the texts. They understood that when Eva says "so that I can see it," cornea has to do with seeing, it must be part of the eye.

4.8.7 Observing learners' ability to link the image they have visualised with a similar topic they are learning

Before reading the short story ''The last breath'', learners viewed a picture of a man who does not see walking with a stick and wearing sun glass. The man held a stick in a way that shows it guides him. Later, the learners were asked what they see and what can they say about the picture which they have seen.

Learner 1 said: *it seems the man is blind and he hold the stick which is used by blind people to guide him.*

Learner 2 said: *The way this man is looking down and the way he holds the stick one can see that he is a blind men.*

Learners 3, 4, 5 and 6 said: *The pictures shows a blind men holding a stick to guide him.*

Learner 7, 8, 9 and 10 were asked a question on how people who are blind can get help to restore their sight?

Learner 7 said: *I think through operating their eyes.*

Learner 8 said: *I heard that there are people who can donate organs to help them from their loved ones when they see that they are critically ill and will not survive.*

Learner 9 said: *I once heard of organ transplant from my life science teacher, may be they can get help through that.*

Learners 10, 11 and 12 were asked: *where will the organ donor take that cornea to?*

Learner 10 said: *to the doctors.*

Learners 11 and 12 said: *to hospitals.*

It seemed to be a serious brainstorming through the picture to introduce a short story of Eva who was a blind girl and was donated cornea. The researcher observed that learners learn better with pictures than without pictures. They were also able to pay more attention as they seemed to be attracted by pictures. They were more focused and paid attention to what they were taught.

4.8.8 Observing learners' ability to assist each other as peers

Learner 1 was asked to read page 117 of the short story ''The last breath''. The learner could not read the heading well as the learner said *''The last breath''.* Other learners helped her as they pronounced it properly to her. Just to mention a few, learner 2 read page 118, the first sentence was:

''I wondered bitterly when my father would start to understand me and my feelings''

Learner 2 read it as follows:

''I wondered bitterly………… ''. The learner failed to pronounce the written words well. Other learners helped and pronounced those words correctly. One could see that the peers were helping each other.

The researcher recognised that during reading, learners were able to assist one another to pronounce words properly. It was observed that peers have the ability to assist one another about how to pronounce a concept without any fear as they are used to one another, they play together, eat together and walk together to school. They seem to fear their teacher when they fail to pronounce a word. They remained quiet until their fellow peer pronounce the word for them. Finally the reading skills of learners who struggle to read improve.

4.9. Data presentation on teacher observation

The three teachers explained to the researcher that they work as a team and they prepare their lesson plan together. Additionally, they mentioned that most of what they do may look alike as their lessons are the same.

They also indicated that they set question papers together and their learners write the same papers. The week in which the researcher visited them for observation, they were teaching the short story ''The last breath''.

4.9.1 Observing teachers activate background knowledge

The teachers all read with the learners the same short story. It seemed that they move the same way as they teach their classes. The same short story mentioned above, "The last breath'' is the one observed with the teacher.

Teacher 1 activated learners' knowledge by asking them some questions: What do you understand by organ donor? The teacher outlined to the learner the following:

''There are some people whose organs are sick, someone may have a kidney which is sick, for that person to survive he/she will need the one with healthy organ to donate him a kidney. Doctors will take that kidney and do organ transplant. They remove the sick one and replace it with the healthy one, the person will now survive.''

Teacher 2 asked them the same question above, but outline it with a different example as follows:

"Some people are born with a heart with a hole, such people might not leave long. They need a person who can donate a heathy heart so that they can leave a heathy long life through heart transplant". Three curious learners asked her, *"who will give their heart and where will the sick person get the heart".*

Teacher 2 said: *The person who have another sickness which cannot be cured, might decide to give his organ to someone known to have a need for it before he/she dies. The organ is to be taken to the hospital.*

Teacher 3 activated his topic in a similar way as Teacher 1 as he asked learners the same question about what they understand about organ donor. He further asked them as follows:

"What will you do if you lose eye sight due to accident and your inner part of the eyes get damaged? Two learners who seem to be too clever answered, the first one said: *I will ask my father to donate me one eye.*

The second one said: *I will go to the hospital to ask that them to assist me to get someone who is very sick and about to die to sell me eyes and sign with me that my family will give money to his/ her family.* The other learners laughed.

The teacher said: *This learner is right, someone who is very sick. Knowing that the sickness is incurable might opt to donate his/her organ to some they know even freely so.*

The researcher observed that learners understand better when their teachers activate their background knowledge.

4.9.2 Observing teachers teach their learners to pick up main ideas

Teacher 1 said to the learners*: In order to successfully pick out the main ideas in a paragraph, you must first identify important meaningful units, then you will arrive at the main ideas.* Learners were given the excerpt on page 111 to identify main ideas. Learners identified love, marriage, conflict and blind.

Teacher 1 said*: may you form sentences with the identified main ideas.*

Learners wrote as follows: The narrator is in love with Eva. There was conflict as the narrator's father refuse marriage between them because Eva is blind.

Teacher 2 said to learners: *to identify main ideas you need to eliminate unnecessary information and differentiate it from essential information.*

Teacher 3 said to the learners: *You can be able to pick up main ideas through monitoring your understanding during reading, at same time identify key ideas, cancel irrelevant information and integrate main ideas to build a paragraph.*

4.9.3 Observing teachers guide learners on how to summarise a passage

Teachers I and 2 used the first paragraph or an excerpt on page 117 of the already mentioned short story above:

We watched Eva walking firmly back to her dormitory. I glanced sideways at dad. He was watching her with a strange, tense look in his eye. I hesitate on the word 'tense', doubtful as to whether Dad was ever tense in life. But the look in his eye was very strange as he watched her walk away. I wondered what he was thinking. Whatever he was thinking made no difference. I loved Eva and would marry her as soon as I possibly could. What will you do? You can't marry her as soon as I possibly could.

Teachers 1 and 2 guided learners the same way as they said to learners: When summarising, start with single, short exercises which increase to the whole sentence.

Teacher 3 guided learners as follows: You need to have understanding of what you are reading about, then paraphrase what you have read with your own words without changing the main idea of the passage. He further said that: When *summarising learn to differentiate unnecessary information from relevant and important information.*

4.9.4 Observe that teachers employ reading strategies during reading

All three teachers observed employed different reading strategies during reading, they used activating background knowledge, main idea, summarising, predicting, questioning etc.

4.9.5 Observing teachers teach learners through visualising

Teachers 1 and 2 showed learners a picture of a blind man holding a stick that shows that it guides him as he walks. The man is also wearing sun glasses. Teacher 1 asked learners a question that has led to her introduction of the topic about the blind girl who was refused marriage by the father of the boy she was in love with.

The teacher said: If *you were a parent were you going to allow your child to get married to someone who is blind? Learners gave different answers.* Learners 1, 3, 4, 6, 7 and 11 said ''yes'' if they love each other.

Learner 2, 5, 8, 10 and 12 said no. The teacher said ''if it was me I will marry him if we are deeply in love.'' The teacher was introducing the story of a boy who was in love with Eva who was blind and his father refused him to marry her.

Teacher 3 was not different with teacher 1 and 2 since they indicated that they

prepare lessons together.

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4.9.6 Observe brainstorming with learners the topic which they are to teach.

The teacher brainstormed with learners the heading "The last breath", which is a short story the researcher already introduced above by B. Walter.

Teachers 1 and 2 asked the learners: "what do you think the heading of the story means?"

Learners brainstormed it, some said: *a person who is dying*, while others said: *It refers to a person who is breathing for the last time.* Some said: *a dying person.*

Teacher 3 asked as follows: *What does people usually do when they are about to die?* Learners gave different answers.

Learners 1-10 said that: *the person gives some last words to those who are remaining.* Others said he releases his blessing to those who are remaining so that he can leave the world peacefully. Only learner 11 and 12 said: *he give whatever he wants to those he loves.* Then the teacher outlined the heading to the learners in a way that makes them to understand the story well as follows:

Before the narrator's father takes the last breath, meaning before he died he donated his organ ''cornea '' to Eva.

4.9.7Tge use of the predicting strategy by teachers

Teachers 1 and 2 did not ask learners to predict some concept from the short story. Only teacher 3 asked learners as follows: *predict the meaning of the concept ''Mute'' guided by the following sentence:*

I broke off. How stupid to stand talking to a mute grave.

Learners 1, 6, 7, 8, 10, 11 and 12 said: *a grave is quiet, mute might be referring to ''quiet grave''.*

Learners 2, 3, 4, 5 and 9 said: *it refers to ''silent grave''.*

4.9.8 Observing teachers use questioning to involve learners

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All teachers used questioning to engage learners. Teacher 1 asked learners as follows: what made the narrator's father to refuse when he wanted to marry Eva?

All learners were able to answer the teacher, saying: *because Eva was blind.*

Teacher 2 engaged learners to participate through this question: who donated Cornea to Eva and why do you think so?

All learners were able to give answers as follows:

It was the narrator's father, his son loved Eva who was blind. When he told his son that you cannot marry a blind girl, his son said ''then give her eyes''.

Teacher 3: *The narrator bought Eva a ring, why did she refuse it?*

The question was thought-provoking. All learners were focused as they try to answer the question.

Learner1, 3, 4, 5, 6, 7 and 8 said: *He refused it because she knew his father does not allow them to get married*. The teacher indicated with his head to show that the answer is wrong.

All learners were able to answer as they responded as follows: *Eva said on page 120 that she won't accept the ring till she can see it. She is going to the hospital to first receive a new cornea.* The teacher said to learners*: clap hands for the correct answer.* The atmosphere in the class was good. It seemed that all learners enjoyed the story and the lesson.

4.9.9 Observe teachers employ peer-assisted strategy

When observing the reading lesson, the peer assisted strategy was noticeable as teachers paired learners who were able to read with those who struggled to read well. Learners were asked to read on page 121 the same story indicated above. Those who could read well-read for their peers and they followed them. Later, the struggling learners were asked to read alone and their peers rectified them with love where they did not pronounce words properly.

4.10 Analysis of the findings from learners' interview

4 10.1 Learner's activation of background knowledge

Background knowledge is very important to assist learners learn new knowledge. The study revealed that a number of learners use background knowledge during reading, and mention that it assists them to learn new knowledge. Three learners indicated that they do not use background knowledge when they read. While other learners view the use of background knowledge as very important, there were two learners who did not understand the use of it. Learners should use their background knowledge to integrate new information (Banditvilai, 2020).

The researcher realised that without activation of background knowledge, learners may not be able to understand new knowledge

4.10.2 How background knowledge assists them

What emerged from the findings is that background knowledge assists learners to link their existing knowledge with the new knowledge. It was also found that it becomes easier for the learners to learn the new topic through their existing knowledge. Learners are able to connect what they know with what they do not know. It was further found that they understand better when the new knowledge relates to what they already know.

4.10.3 The ability to use inferring strategy

Findings show that all learners use the inferring strategy.

4.10.4 How inferring helps them during reading

The finding of the study indicates that the inferring strategy assists learners to guess the information that they do not know by using information that they know. Through inferring, they are able to predict incomplete information, which improves their reading skills. Even though it seemed few learners were not clear how it helps them, they were able to mention that it builds their reading skills.

4.10.5 Learners' ability to summarise the text they have read

It was found that there are still some learners who are unable to summarise a text after reading it. Three learners acknowledged that they are unable to summarise a text. Most learners seemed to be able as they indicated that they have no problem, they are able to summarise what they have read.

Learners were given a text to summarise. Indeed only nine learners were able to summarise it. The other three learners just copied most of the sentences from the given extract. They were unable to distinguish unnecessary information from important information. Summarising the reading strategy is recommended to assist learners to reflect on what they have read. Learners can employ this strategy to recall what they have read. Banditvilai (2020:47) asserts that learners who use this reading strategy try to recognise the main points of a paragraph, to elaborate on unclear words, phrases or sentences, and to summarise the reading.

4.10.6 Responding to how they summarise what they have read

Learners indicated different ways of how they summarise the given text. It was found that the first learner write the main information in his own words, not changing the message of the given paragraph. Learners 1, 2 and 3 responded that when they summarise, they focus on key words and phrases of the given text. It seemed that it is through summarising that learners are able to concentrate on key words and phrases which are worth noting and remembering.

The findings show that most learners are able to summarise as also learners 7, 8, 9 and 10 explained how they are able to summarise the text. The learners responded in a similar way as they indicated that their focus is on identifying the main points and ideas, which they single out. It is through summarising that learners are able to focus on key words and phrases of an assignmented text that are worth noting and remembering (Reading Rockets, 2015).

Findings show that learners who are unable to summarise have a problem of repeating sentences from the given text. They are also unable to distinguish unimportant ideas from the main ideas. One of the three learners who acknowledged that summarising a text is difficult for him explained that he just get confused when he was supposed to summarise and he ended up repeating phrases from the text. Summarisation is said to be challenging, the problem being that learners may not understand a text well and because it needs strong comprehension and higher-level thinking (Klapwijik, 2015).

4.10.7 Analysing whether summarising assists learners to improve their reading comprehension and reading skills

The researcher found that summarising improves learners' reading comprehension and reading skills as two learners agreed. It was found that learners are able to read with concentration as they focus on identifying the main ideas in the paragraph. Additionally, it was found that it increases their comprehension. According to the learners, reading repeatedly as they try to single out the key points assists them to understand what they are reading while their reading skills also improve. A study conducted by Ahmad and Sriyanto (2021:255) found that summarising improves the reading comprehension of learners of EFAL.

4.10.8 Findings on how questioning reading strategy assists learners during reading in the classroom

It was found that questioning assists learners to monitor their understanding as they read. Learners ask themselves questions about what they are reading. Asking questions assists them to reflect on what they are reading. It helps them to be active and to think about what they are reading as they try to find answers for their questions by reading repeatedly.

Their answers are in line with Banditvilai (2020:46), who asserts that asking questions while involved in the reading process provides learners with an opportunity to think about what they are reading, and to be active independent readers. Banditvilai (ibid) further explains that learners are then able to reflect on their reading through questioning. The researcher also agrees that learners are actively involved as they try to find answers for their questions. Their reading skills improve as they read continuously in search for answers.

4.10.9 Analysing why learners need to monitor their reading comprehension skills

Monitoring their understanding assists learners to be active during reading. They read slowly to monitor their understanding so that they can recognise what they do not understand. All learners seem to have been taught the value of monitoring as they all showed that during reading, they pause and slow down to monitor their understanding so that they can see where they did not understand.

4.10.10 analysing whether their teachers provide them with support to decode words during reading

The findings show that teachers assist learners to decode words as 11 learners agreed that that they get help. Only one learner disagreed.

4.10.11 The kind of support   learners get from their teachers

It was found that teachers assist learners to decode words correctly every time they read and decode words incorrectly.

4.10.1 Learners' ability to read independently

Learners responded differently. Most learners seemed to be responsible, as nine of them agreed that they can read independently.   According to learner 5, reading independently happens only if he enjoys a book. Learner 8 can only do it during school hours, at home he does not read independently. Learner 4 read independently not always, sometimes. One might conclude that learners can read independently as majority do, and only three learners are unable to do so.

4.10.13 whether silent reading motivates learners to read better than reading aloud

It seemed that learners liked both the mentioned types of reading. Learners 1 to 6 view them both essential. Learners said they are both important as they develop their reading skills. Learner 4 liked silent reading as it enables him to concentrate during reading. Learners 9 and 10 liked silent reading more as they can concentrate without noise. Learners 5, 7, 8, 11 and 12 saw both strategies as important to develop their reading skills.

4.11. Analysis of findings from teachers' interviews

4.11.1 Activation of background knowledge

All three teachers seemed to activate learners' background knowledge during reading. The teachers mentioned that every time they teach a new topic, they start by activating their background knowledge. The researcher found that learners comprehend better what they were taught when the teachers start by linking the unknown with what they already know.

 Additionally, the findings showed that reading strategies are very vital to learners with poor background knowledge. Smith (2021) argued that readers with lower background

knowledge benefit more from texts with high cohesion. It became clear to the researcher that background knowledge plays a significant role to learners who cannot read properly.

4.11.2 How they provide learners with background knowledge

Teachers activated learners' background knowledge in various ways. Learners received a table of words which they already know, related to words found in the text to be read. The teacher was able to do contextual link of words to the new topic. Teachers 2 and 3 asked learners questions in order to test their background knowledge. She was able to detect what they already know and see what they do not know.   This enables the teacher to know exactly what to teach and where to emphasise.

The researcher found that learners comprehend with ease when teachers do contextual link of words to the new topic. Additionally, the researcher noted that background knowledge assists learners in terms of the integration of information that they come across for the first time. Banditvilai (2020:47) argues that readers use background knowledge to integrate new information.

4.11.3 Analysing the importance of activating background knowledge

Background knowledge was viewed as significant for various reasons, such as stimulating a lot of information from learners about the new topic. Furthermore, it assists learners to understand the new knowledge during reading. Banditvilai (2020: 47) asserts that readers use background knowledge to integrate new information from a text into their previous information. The researcher found that there is a great link between learners' reading comprehension and activation of background knowledge. Its use improves learners' reading skills. It also stimulates more information from learners about the topic under discussion format (Klapwijk, 2015).

4.11.4 Analysing whether inferring is helpful to improve learners' reading skills

Inferring is very important during reading as it assists learners to read between lines. Learners are able to use the knowledge they have to guess what they do not know. All teachers agreed that it is essential that they showed that it is able to improve the reading skills of learners, when they predict meaning through the use of contextual clues. The ability to draw inferences remains the cornerstone of reading comprehension (Kendeou, 2015). Morrison, Wilcox, Bird, Murdoch. Bursey and Helvey (2020:422) posit that "It is essential that readers make inferences to develop a mental framework of what they read''.

The researcher noted that through inferring, learners were able to guess words that they did not know. They were able to use clues in the text. The researcher finds this strategy very essential in improving their reading skills, as reading between lines enables them to guess meanings of concepts which they did not know.

4.11.5 Analysing how they teach learners to monitor their understanding

Teachers teach learners to monitor their understanding in various ways. Teacher 1 taught them to slow down and recheck if they understood what they have read. This is one of the methods used by teachers. Teacher 2 let the learners to read fast. After reading, they have to recall what they have read. The other teacher teaches through cover, remember and retell technique. After reading the cover print, they recall what they have read.

The researcher found that when teachers teach learners to monitor their understanding, their reading skills improve. Klapwijk (2015:6) mentions that in the EMC framework, learners are taught to monitor their understanding by continually asking themselves whether they understand what they are reading, if not, they apply one or more fix-it strategies. Learners either slow down or speed up their reading. This strategy improved their reading skills.

4.11.6 Analysing what do teachers do during monitoring clarifying

The findings show that teachers do not remain passive during monitoring clarifying. They maintain order during reading and monitor understanding of the learners. They also identify learners with problems in order to give them special individual attention.

The researcher noticed that this strategy assists teachers not to be onlookers, they identify learners who struggle to focus during reading. Klapwijk (2015:6) argued that teachers should identify learners who fail to monitor their understanding, whose minds wander and are hesitant to ask for help when they are failing.

4.11.7 The significance of summarising when teaching learners

Summarising is found to be very important during reading. It is viewed as essential as it enables learners to focus on the key ideas of the text. According to Teachers 1 and 2, through it learners are able to distinguish important information from unnecessary information in the text. Teacher 3 finds it essential as learners can arrange important points in a given text. Sandar (2020: 45) declares that summarising assists learners to organise the ideas even in very long reading passages which are seen as a threat to learners.

The researcher found that learners are not passive, they remain actively involved and focused as they identify key points. The researcher views this strategy as vital. Teachers must have sufficient knowledge to guide learners on how to summarise. Banditvilai (2020:42) argues that ''learners become not just passive receivers of information, but active makers of meaning.''

4.11.8 Analysing as whether all learners are able to summarise the given passage

Not all learners are able to summarise a passage. Some learners repeat what is written in the passage. While others select the first, middle and last sentences of the passage   there are learners who find it difficult to identify key points in the passage. The researcher as a language teacher has experienced situations where learners copied the given passage. It is imperative that teachers teach learners how to summarise passages. Klapwijik (2015: 7) agrees as he argues that generally it seems few teachers know how to teach summarising. Most teach it in a complicated manner, or ignore it altogether.

4.11.9 How questioning assist learners

Questioning was found to be essential during reading. Through it, learners are able to focus on important information in the text and to monitor their understanding. The

researcher found that learners are able to ask themselves questions, and this assists them to get answers, and their comprehension is enhanced. Banditvilai (2010:46) outlines that questioning helps learners to clarify and comprehend what they are reading.

4.11.10 Challenges which teachers encounter when teaching reading

Teachers are faced with a challenge where learners are unable to pronounce compound and complex English words. All three teachers experienced similar problems, as they mentioned that the greatest problem related to reading is learners' inability to pronounce EFAL words correctly, and to understand some EFAL concepts. Teacher 2 was worried that when learners are unable to pronounce English words correctly, it affects their comprehension of the entire text or paragraph they read.

  The researcher also agrees that learners are unable to pronounce EFAL words well. This is evident as learners were observed reading the book Changes an Anthology of Short Stories during observation lessons. The researcher suggests and sees it fit that teachers receive training on how to assist learners to read well.

4.10.11 Findings on how they deal with those challenges

Findings showed that teachers teach learners to master letters of the alphabet in order to improve their reading skills. Additionally, they teach them sounds, syllables and words such as simple, compound and complex words. The researcher noted that teachers continue to teach simple, compound and complex sentences until learners are able to read paragraphs and themes. Teachers also give learners more English reading activities to read at home. The researcher noticed that to overcome the said challenges, learners are encouraged to use dictionaries during reading to check difficult words.

4.11.13 Findings on whether they provide learners with support in decoding words and comprehension

Findings showed that teachers assist and support learners to decode words correctly. Teachers pronounce words for learners who cannot do this. They ask the learners to pronounce after them so that they can do the same when they are alone. The researcher noted that teachers do their work of helping learners to decode words consistently until they decode those words properly.

4.11.14 Findings about the kind of support they give to learners

Findings show that teachers give learners activities in which they should find meanings of words and use those words in sentences of their choice. Learners are also encouraged to use dictionaries, and to check how certain words which they find difficult are pronounced. Additionally, they assist learners to start with the smallest unit of letters and to create images in order to merge the letters with the sounds. The researcher found that the method of starting with small units of letters play a significant role in improving learners' reading skills.

4.11.15 Findings whether teachers employ reading strategies every time they teach reading

Findings show that all teachers use reading strategies during reading. Beddle (2017:19) posits that reading strategies have a positive impact on learners' performance of reading. He further indicates that there is a strong association between reading strategies instruction and reading comprehension improvement, and that learners should explicitly be taught reading strategies in language classrooms. The researcher also agrees with Beddle (ibid) as she explored learners using reading strategies, and witness a change in their reading skills, in decoding words, and in inferring and guessing unfamiliar words.

4.11.16 How each strategy used helps learners to read EFAL

Teachers outlined different strategies and how these strategies assist learners. Just to mention a few, Teacher 1 used activation of background knowledge, the peer-assistance strategy and background knowledge to assist learners to understand the new topic.

The peer assistance strategy offers learners an opportunity to teach or assist each other, and learners understand their peers better than their teachers as some learners

are scared of their teachers. Teachers also teach learners how to single out main ideas through summarising. The researcher noted that the use of various reading strategies assist learners to comprehend what they are reading as well as improve their reading skills.

4.11.17 Findings that employed strategies are essential in improving reading skills

The results showed that all learners found that the use of reading strategies is essential to enhance their reading ability. Cekiso and Madikisa (2014:2) confirmed that the use of different reading strategies is seen as an answer that gives learners the power to understand written texts.

4.11.18 Learners' ability to reflect on what they have read

The findings showed that learners can be able to reflect on what they have read when they read the text repeatedly. They also showed that reading the text more than one time and with understanding helps.

4.11.19 Provision of support from teachers to decode words during reading

The findings indicate that teachers assist learners to decode words during reading.

4.11.20 The kind of support they get from their teachers

What emerged from the data is that teachers assist learners to decode words correctly every time they read and when they decode words incorrectly.

4.11.20 Provision of support from teachers to decode words during reading

The findings indicate that teachers assist learners to decode words during reading.

4.11.21The kind of support they get from their teachers

What emerged from the data is that teachers assist learners to decode words correctly.

The findings indicate that not all learners are able to read independently. Some said they cannot read independently while others said sometimes. Other learners said they can read on their own.

4.12 Findings from Learner observation

4. 12.1 Activation of background knowledge

During observation, the researcher found that learners learn better when their background knowledge is activated. During reading lessons, learners were taught starting from the known to the unknown. They were able to answer questions which were linked to their previous experience. The researcher could see that when teachers introduce a topic without first stimulating their background knowledge, learners are confused. As soon as the teacher starts with the known topic relating it to the new topic, learners show comprehension of the topic.

This is evidence that background knowledge plays a significant role in teaching a new topic for learners' understanding. A study by Klapwijik (2015) argues that knowledge is learnt better when linked to existing knowledge. Additionally, Erten and Razi (2009:61) posit that when readers bring relevant background knowledge to the reading process, they can allocate more attentional space for textual analysis and interpretation.

4.12.2 Prediction

The researcher observed that while they were reading texts from their novel, the teacher asked them questions. Most learners were able to anticipate the answers through prediction. They were able to predict what will ultimately happen next in the story. The researcher found that it could have been difficult for learners to anticipate the answer without predicting. The researcher suggests that teachers should seriously teach learners how to predict. A study by Lubliner (2001) indicates that prediction assists learners to set a purpose for reading and to anticipate what they will read. A study by Klapwijk (2015) advised that teachers should create prediction guide instead of asking learners to make predictions, especially in the early ages when learners are learning to apply the strategies independently.

4.12.3 Summarising strategy

Findings on summarising showed that not all learners are able to summarise. They read the story with their teacher and they were requested to summarise what they have read. Only eight (8) learners could do that. One (1) learner partially tried while the other three (3) seem to copy sentences from the paragraph without even rephrasing.

When observing learners if they are able to identify main ideas from the text, the researcher observed that they were taught through summarising how to identify main ideas as nine (9) of them were able to do that, while only three(3) learners seem to struggle to identify main ideas. The researcher found that summarising is applied in a different way by different learners. Few experience a serious problem as they do not know how to do it, they repeat the given texts. For all learners to be able to summarise, Klapwijk (2015:7) advises that summarising may be eased by using narrative texts and providing a one sentence summary for the start, middle and ending the whole text.

4.12.4 Questioning

Findings showed that learners were able to ask questions while reading, and questioning showed that it makes them to be focused and comprehend what they were reading. The researcher found that learners comprehend better when they ask themselves questions about what they are reading during and after reading. Questioning assists learners to have a better understanding of what they read. A study by Banditvilai (2020) indicates that questioning helps learners monitor their comprehension and stay engaged and interested in their reading. The researcher found that learners are not passive as they employ this strategy.

4.12.4 Guessing of unfamiliar words

Findings on guessing of unfamiliar words: nine learners were able to guess the meanings of unknown words from the text which they read based on some information in the texts. It seemed the strategy worked positively as there were only three learners who could not manage to guess unfamiliar words. Learners were given a text from their short story text book Changes Anthology of short stories by B. Walter on page 117.

They were asked to guess the meaning of the words related to eyes and sight on page 117 first paragraph. The learners were able to guess meaning of words through watching and glancing. The researcher found that learners were only able to guess unfamiliar words when they see the information on the given texts. Mauping and Sihombing (2019) maintain that the most popular strategy is learners' guess of word meaning by means of contextual clues. They further outline that learners generate a hypothesis about the meaning of unknown words based on some information in the word and in the text.

4.12.6 Findings on visualising

The researcher observed that learners were taught to draw the image that comes to their mind after visualising the text. Ten (10) learners were able to visualise while two (2) failed to do so. The researcher further noticed that the images that the learners make assist them to have a better understanding of what they have read at a deeper level. The teacher has read the book Changes Anthology of Short Story Short story aloud telling them to pay attention to the words and details in the book. He then asked them to draw an image in their mind about what was read.

The researcher found that learners learn better when they construct an image of what they read. Sandar (2020:44) argued that teachers can motivate learners to visualise settings, characters and actions in the story and ask them to make drawings about the image that comes to their minds after visualising the text.

4.12.7 Findings from peer- assisted strategy

Findings showed that learners are able to help each other during reading. They were given a text to read individually during reading. Those who were unable to pronounce some words properly were helped by their peers. The researcher discovered that it was only learners who are good readers who were able to assist their peers. Almutairi (2018:50) contended that the strategy is good for learners who struggle to read. The researcher found this strategy to be very effective as learners were not scared to ask one another meanings of concepts which were difficult for them to pronounce. They seem to be too shy to ask for help from their teacher.

4.12.9 Findings of extensive readings

Findings showed that not all learners read extensively. After reading, teachers give learners some activities to read at home. There were complaints from their teachers that some come the following day without reading them. The researcher found that learners enjoy reading books of their choice; they seem to be motivated when they read the books they have selected. Mikuleckeyb (2008) asserts that extensive reading motivates learners to read more, and extended texts build their reading confidence.

4.12.10 Findings on independent reading

Findings on independent reading showed that learners were given a chapter to read on their own before the teacher can start reading with them. The researcher found that not all learners were able to read independently. Some learners could not read; instead, they were talking. The researcher cannot rule out the point that they might be able to read independently at home.

4.12.11 Monitoring-Clarifying

The researcher observed that most learners were able to monitor their understanding. During reading, learners were able to slow down, they stopped and asked their teachers to assist them where they don't understand. Ahmad and Sriyanto (2021:255) assert that monitoring is a process where learners evaluate their state of understanding information, which directs the reader's cognitive process. Monitoring is the process of checking comprehension during reading (Klapwijik (2015:6). The researcher found that monitoring improves learners' reading skills as they monitor their understanding during reading.

4.12.13 Findings on collaborative strategic reading strategies

The researcher observed that it is the teacher who assists and guides learners to present topics and vocabulary. With collaborative strategic reading (CSR), teachers guide and support learners to read more effectively (Boardman, Klinguer, Buckly, Annammma & Lasser, 2015).

4.12 Findings from teachers' observation

4.13.1 Activation of Background knowledge

Findings on whether teachers activate background knowledge when teaching reading. The researcher observed that all three teachers started from the unknown to the known when presenting reading lessons to the learners. They activate the learners' previous knowledge.

The researcher found that teachers started by asking learners questions about previous lessons and continued to link it with the present topic which they introduced. Learners use background knowledge to integrate new information from the text into their previous information (Banditvilaio, 2020).

4.13.2 Teachers guiding learners to summarise

The researcher observed that teachers teach learners how to summarise during reading as the three teachers observed. All gave learners a passage from their novel text book mentioned above to read. The researcher observed that their way of teaching learners to summarise the passage differed. One educator told them to eliminate unimportant details, while the other two teachers explained to learners better than the first one. The second teacher explained to the learners that they should start with a single, short exercise and gradually build up to summaries of a complete text. Teacher 3 told the learners to delete unnecessary or redundant information and write the information in their own words. Even though their explanation on how to summarise differed, the researcher realised that all explanations contributed positively to assisting learners. The strategy teaches learners to take a large selection of texts and to reduce it to main points (Ahmad & Sriyando, 2021).

4.13. Three teachers implementing reading strategies during reading

All three teachers observed used different reading strategies when teaching reading. The researcher noted that even when different reading strategies were used, all of them played a significant role as one can see improvement in the learners' reading skills.

4.13.4 Teaching learners to visualise what they have read

The researcher observed that Teachers 1 and 3 teach learners to visualise what they have read while Teacher 2 did not. After reading a passage in their novel book already mentioned, they were asked to create pictures in their mind about what was read. The researcher learned that learners learn and understand better visually. They were able

to create pictures of what they have read. Win and Mar (2020) indicated that teachers can motivate learners to visualise settings, characters and actions in a story and asked them to make drawings about the image that comes to their minds after visualising the text.

4.13.5 Teachers brainstorming a new topic with learners

The researcher observed that all teachers brainstormed with learners a new topic which they presented to them. Learners gave their own ideas. Listyan (2018:175) outlines brainstorming as the stage where by learners think about possible ideas to use in a topic. The researcher found that during brainstorming, learners think quickly and creatively. This can help them to be good readers.

4.13. 6 Teachers guiding learners how to predict when they read.

The researcher observed that not all teachers teach learners prediction. Teachers 1 and 2 did not use the predicting strategy with the learners. It was only Teacher 3 who asked the learners to guess the contents of the text to be read in the comprehension passage. Oczkuz (2003) maintains that the strategy allows for learner interaction, increases their interest and improves their understanding of text.

4.13.7 Teachers' use of questioning to involve learners

All three teachers used questioning strategies. The researcher observed that teachers used questions as a way of engaging learners with the text. Teacher 1 asked learners questions based on the text. Teacher 3 encouraged learners to ask themselves questions as they read and taught them how to ask questions.

4.13.8 Teachers employing peer-assisted strategy

Teachers employed peer-assisted strategies. The researcher observed that the teachers employed the strategy as they paired learners who were able to read well with those who struggled so that the skilled readers can assist the struggling readers through re-reading with them. Almutari (2018:50) argues that the peer assisted strategy can be implemented by playing the role of a tutor and a tutee activity and later by swapping the role in order to offer both responsibilities.

During reading, the researcher observed that Teacher 2 selected one learner to lead the class in reading, selected some learners to read and rectified them where they

make mistakes. Teacher 3 selected a learner to read and identified struggling learners followed him. The researcher believed that these skilled readers trained their peers to read well.

4.14 Results from document analysis

It was found that the Department of Education has a policy that guides and encourages teachers to use reading strategies (The Department of Education, 2013). Curriculum advisors have no policies that guide teachers on how to teach reading. They provide them with an Annual Teaching Plan "ATP". Teachers draw their subject policy that does not indicate the implementation of reading strategies. Their policy focused on dates for informal and formal assessments. The school time-table provides teaching periods, and does not specifically make provision for reading. Except for departmental policy and ATP outlined, it was difficult for the researcher to get an excerpt from a school timetable, therefore it is attached as Annexure.

4.15 Results from teacher policy documents

Teachers explained that they read prescribed books with the learners for the purpose of preparing them for examination. Extensive and intensive reading to develop their fluency is not considered. Some teachers read these textbooks for the learners to explain and analyse the books for them. Most of the time, they are not given an opportunity to read in order to improve their reading ability. Teachers should consider that reading is learned through reading itself (Stoller, 2015).

Learners should read extensively to develop their reading fluency (Mickuleckey, 2008). In addition, Sherly (2015:14) encourages learners to read many books as she maintained that the more someone one reads, the more they pick up items of vocabulary and grammar from the texts unaware. The researcher advises that learners should be allocated a special reading day where they read books besides their prescribed books which they read for exam purposes.

CHAPTER 5

5 DISSCUSSION OF FINDINGS

5.1 Introduction

This study sought to explore the reading strategies employed by Grade 12 EFAL learners in Modjadjie Circuit in Limpopo Province: Towards developing intervention reading strategies in English First Additional Language. This section discusses the findings of the study guided by the aim.

The finding of the study revealed that Grade 12 learners employ various reading strategies during the reading of EFAL to enhance their reading skills. The current study views the use of reading strategies as essential to improve the reading skills of learners. The use of reading strategies are a must, and should never be ignored when teaching reading. A study conducted by Cahoon (2008) also encourages the use of reading strategies as he argues that "the use of reading strategy is viewed as an effective way to help learners improve their comprehension content". In his study, Beddle (2017:19) argues that researchers concluded that reading strategies have a positive impact on learners' performance. Current and previous studies found a strong association between a reading strategy instruction and reading comprehension improvement. Learners should be taught reading strategies in language classrooms during reading.

5.1.1 Activation of background knowledge

Findings that emerged from the current study on the use of background knowledge showed that the activation of background knowledge plays a significant role during reading. It is through it that learners are able to learn the new topic. It also links learners' existing knowledge with the new knowledge. Previous studies also agree that activating previous knowledge is essential. A study conducted by Klapwijk (2015:5) indicates that new knowledge is learned better when linked to existing knowledge. A study by Erten and Razi (2009:61) also posits that when readers bring relevant background knowledge to the reading process, they can allocate more attentional space for textual analysis and interpretation. The use of background knowledge elicits much information from learners about the topic discussed.

The schema theory also views activation of background knowledge as important. The theory was developed by Barlet in 1932. An (2013:131) indicated that the Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the texts. Other theorists include Rumelhart, Carrel (1981), Hudson (1982) and James (1984) who agree that background knowledge plays an important role in reading.

Theorists such as Bandura (1977) assert that individuals are social beings who are surrounded by many influential models. Crossman (2019) also argues that individuals learn through interactions with other people. This statement makes the researcher to view a learner as someone who comes from home not empty-minded, but with background knowledge of reading, which was learned from home as they interact with peers, parents and other people. Knowledge needs to be activated at school during the reading of EFAL. The findings of the study also agree with the social learning theory which underpins this study. According to Social Learning Theorists, childhood experience is significant. The researcher also believes that when learners come to school, they come with background experience of reading from the people they have associated at home. That reading experience is activated at school and assists them to easily comprehend what they have read.

5.1.2 The importance of activating background knowledge

The current study showed that background knowledge is important to learners. It helps them to link the knowledge they have with the new knowledge. It also helps to stimulate more information. It assists learners to understand the new topic easier. The current study further showed that learners understand new knowledge better when it relates to what they already know. A study conducted by Banditvilai (2020:47) agrees as he posit that readers use their background knowledge to integrate new information. Banditvillai (ibid) contends that background knowledge assists in the integration of new information that learners are about to encounter. Theorists such as James (1987:179) argue that factors influencing learning is what the learners already know, and that background knowledge activates the learners' knowledge during learning.

Findings showed that activating prior knowledge is essential. One step of Bandura's social learning theory, namely, retention agrees with the researcher's findings.

The retention step indicates that children retain in their minds what they have learned. The researcher acknowledges that activation of what learners have stored in their minds will help them to learn the new information taught at school with ease. Learners as social beings associate with parents, peers and other stakeholders at home and in various places. They learn how to read from them. They also retain what they have learned from them to be activated at school. Cherry (2019:5) views retention as the ability to store information that an individual has learned.

Another theorist, namely, Ajideh (2003:5) maintains that the use of appropriate background knowledge helps learners to build bridges between existing knowledge and new knowledge. Additionally, theorists such as Carrell and Eisterhold (1983:76) assert that background knowledge is important to learners' reading, as it assists the reader to construct meaning.

5.1.4 The importance of inferring during reading strategies

Findings showed that learners use the inferring strategy, which enables them to guess the information using contextual clues to fill incomplete information. Learners use context clues to guess the answer. Findings also revealed that inferring improves learners' reading skills and is viewed as very important during reading. A study argues that inferring is the cornerstone of reading comprehension (Morisson, Wilcox, Bird, Murdoch, Bursey & Helveg, 2020). MacNamara (2014: 34) views the ability to draw inference as a key factor that distinguishes skilled readers from less proficient readers. The researcher believes that ''attention'' as Bandura's first social learning theory is important in assisting the learner to infer. When learners pay attention to what they are reading, they can be able to single out some concepts that can assist them to single out some words they do not know.

5.1.5   The ability to summarise what learners have read after reading

The findings that emerged from summarising showed that most learners are able to summarise the text, as nine learners out of 12 were able to summarise, and only three were unable to do so.

The study showed that summarising is important and it enables the learners to identify the key points from the given text and to distinguish essential information from unnecessary information. The current study is in line with a study conducted by

Stevens, Park and Vaughn (2019:132), which agrees that with summarisation, learners should delete trivial and redundant information, and distinguish important information from unnecessary details.

A study conducted by Klapwijk (2015:6) also regards summarisation as significant as it declares that teaching learners to summarise a text is an important skill for successful schooling and academic literacy. In a study conducted by Marzano, Pickering and Pollock (2001), summarisation is described as one of the top nine effective strategies in the history of education. Additionally, Win and Mar (2020:45) are of the view that summarising helps learners to organise their ideas even in the long reading passage which are usually perceived as a threat for learners. The researcher believes that a learner as a social being will have the ability to summarise as they will not learn the summarising strategy in isolation, as they interact with their teachers and peers. Learners can learn to master summarising through them. According to the social learning theory, an individual learns through association (Bandura, 1977).

5.1.6 Learners summarising what they have read

The current study revealed that learners have various ways of summarising a given paragraph. Most learners write the main ideas with their own words, not changing the message in the paragraph. A study conducted by Win and Mar(2020:45) explained summarising as the process where the reader writes what is important when reading, and condenses the information in readers 'own words. Another study conducted by Jones (2012) outlined summarising as taking a larger selection of text and reducing them to key ideas. Other learners single out key points and phrases from the given texts. The study revealed that there are other learners who do not have knowledge on how to summarise what they have learned. They just repeat what is in the paragraph, rewriting some sentences from the paragraph. It seemed that teachers do not teach learners how to summarise. A study conducted by Klapwijk (2015:7) declares that generally, few teachers know how to teach summarising. Win and Mar (ibid) suggested that the process of summarising should enable learners to differentiate main ideas from supporting ideas. This revealed that there is a great need that teachers should teach learners how to summarise.

5.1.7 Summarising assists learners to improve their comprehension and reading skills

Findings showed that summarising improves learners' comprehension and reading skills. Learners are able to read with concentration as they identify the key ideas. The current study indicates that reading repeatedly, with focus and concentration as they single out main ideas from supporting ideas, helps to improve their comprehension and their reading ability. This is in line with a study conducted by Stevens, Park and Vaughn (2019:133), who asserts that understanding the effects of summarising and main idea intervention provides insights into ways to strengthen the reading comprehension components of multicomponent intervention.

As the findings indicate that summarising enables learners to read with concentration, the findings agree with the social learning theory. It outlines that when an individual pays attention, he can retain and reproduce what he is learning (Bandura, 1977). Once attention is paid, and the information is retained, learners will be able to single out main ideas from supporting ideas. A study conducted by Win and Mar (2020:45) suggests that summarising improves learners' way of organising ideas even in long reading passages which are viewed as threat for the learners.

5.1.8 The significance of questioning reading strategy during reading in the classroom

The current study found that questioning assists learners to monitor their understanding during reading. A study conducted by Amalia and Devanti (2016) indicated that asking learners good questions assists them to monitor their own comprehension while reading. Learners are not passive or asleep during reading as they ask themselves questions in order to get answers about what they are reading. They are active throughout the reading process as they ask themselves questions before, during and after reading. The findings concur with the findings conducted by Banditvilai (2020:46), which revealed that asking questions while involved in the reading process provides learners with an opportunity to think about what are they reading. They become active and independent readers.

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The researcher also agrees that learners are actively involved as they try to find answers for their questions because they read repeatedly, and their reading skills improve. The findings agree with the social learning theory because learners will never be passive if they pay attention to what they are reading. Attention is the first step of Bandura's social learning theory. According to this step, learning is achieved through attention. It is important that learners who struggle to read English texts pay attention towards what they are reading. Crossman (2019:1) is of the view that it is through paying attention that individuals can absorb what they pay attention to and remember it. Learners pay much attention to what they are reading so that they can ask themselves questions in order to find out what they are reading about.

5.1.9The importance of monitoring learners' reading comprehensions skills

The study found that learners employ monitoring, which enables them to determine what they understand and what they do not as they read. A study conducted by Klapwijk (2015:6) indicated that during reading, monitoring presents an opportunity for teachers to study their learners carefully and to learn more about their reading behaviour and problems. The researcher views this as very important as the struggling readers will be offered special individual attention. During reading, learners are able to reduce their reading speed, they slow down so that they can monitor their comprehension (Klapwijk, 2015).

Monitoring helps learners to visualise, ask themselves questions and to reread for clarification (Lynch, 2019). Additionally, it helps learners to focus their attention on the fact that there may be reasons why the text is difficult to understand. Learners are also able to reflect on what they have read (Ockzuks, 2003). Social learning theory step 1 which is ''attention'' supports the findings. For learners to monitor their understanding, they have to pay attention to what they are reading. Cherry (2019:5) asserts that whatever distracts one's attention will have a negative effect on their learning. There is evidence that paying attention is very vital. It is through paying attention that learners can monitor their understanding and their reading comprehension, and their reading skills improve.

1.10 Question on whether they find employed strategies essential in improving their reading comprehension and reading skills

The study revealed that the use of reading strategies are helpful during reading. Learners' reading comprehension and skills improves through the use of various reading strategies. Just to mention a few, they are able to, identify key words through summarising, they can monitor their understanding during reading and also use their background knowledge to learn new knowledge. A study conducted by Beddle (2017:19) indicates that there is a strong association between reading strategies instruction and reading comprehension improvement. Beddle additionally encouraged the use of reading strategies as he declares that learners should be explicitly taught reading strategies in language classrooms. Another study conducted by Cekiso (2017:3) maintains that reading strategies have the potential to enhance the reading comprehension of learners.

5.3 Conclusion

This chapter outlined the findings of this research, which were also analysed and interpreted. The data indicates that Grade 12 learners employ different reading strategies to enhance the reading of English First Additional Language.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This study explored reading strategies employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing an intervention reading strategies in English First Additional Language. The use of various reading strategies to enhance the reading of EFAL, such as activating background knowledge, inferring, monitoring clarifying, questioning, summarising, guessing and others were outlined. In this chapter, the researcher gives an overview of the study, followed by recommendations relating to the employment of reading strategies that enhance the reading ability and reading skills of Grade 12 learners in Modjadji Circuit.

The purpose of the study is:

To explore reading strategies employed by Grade 12 EFAL learners in schools, Modjadji Circuit, Limpopo Province and to develop intervention reading strategies.

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

What challenges do Grade 12 learners experience when reading English texts?

Why do learners in Grade 12 struggle to read in EFAL?

How can the reading of English texts in EFAL be enhanced?

6.2 Overview summary of the study

6.2.1 Research Design

The researcher attained the objectives of this study through the application of research designs. This study used the qualitative approach, as it is concerned with participants' perspectives and experiences (Best & Kahn, 2006; Slavin, 2007). This offered the researcher an opportunity to obtain information for the study.

6.2.2 Sampling

The sample was drawn through purposive sampling, where the researcher purposively sampled participants as they are known to be relevant to the topic.

6.2.3 Data Collection

The researcher used interviews, document analysis and observations to collect data with the purpose of obtaining feedback of the study.

6.2.4 Data Analysis

Thematic analysis was used. There were themes that emerged on how policies are implemented. Different methods of collecting data were used to analyse the data.

6.2.5 Observation

The researcher used an observation checklist to record trends of learners as they read.

6.3 Summary and interpretation of the research findings

The researcher went to one public school in Modjadji Circuit. The researcher noticed that in the school, Grade 12 learners experience problems of pronouncing English words. This was evidenced by learners who were given some extracts to read but were unable to pronounce some words properly. It was also evident as teacher participants declared that learners experience problems of pronouncing English words correctly. Some learners are unable to summarise a given paragraph. Learners cannot distinguish important information from unnecessary information.

During interviews with the learners and educators, the researcher noticed that they all employ reading strategies during reading. The research findings confirmed that reading strategies employed are helpful to learners. Learners who were requested to read as individuals were shy to read alone. When they were asked to read as a group,

the researcher noted that they were confident as they read with others. The researcher noted that as learners read, teachers assist them to decode English words correctly.

The researcher used an observation sheet during reading as the learners read. The researcher observed that most learners read without observing punctuation marks. Secondly, they read very fast without understanding what they are reading.

Some were unable to pronounce English words correctly. They did not use gestures and body language. Most learners were audible as they read. The researcher noted that after reading, some learners were unable to summarise what they have read. Only few could do this. After reading, learners were able to outline the main ideas of what they have read. Their accent had influence on their home language (HL).

6.4 Conclusion

In conclusion, the following should be encouraged:

Teachers should adhere to policy documents guiding them on how to use teaching strategies. Learners must read extensively in order to be familiar with English words.

Learners must be encouraged to use dictionaries to check how to pronounce English words. Teachers should consider to include reading in their subject policies.

6.5 Recommendations

6.5.1 Recommendations for teachers

It is recommended that teachers should employ different reading strategies when teaching learners' reading skills in class. They should also guide learners on how to summarise a paragraph.

6.5.2. Recommendations for Learners

Learners should be encouraged to use different reading strategies such as activating background knowledge, summarising, prediction, inferring, guessing of unfamiliar words, questioning, monitoring and clarifying to assist them comprehend what they read and to enhance their reading skills. They should also use dictionaries when they read so that it guides them on how to pronounce some difficult words.

6.5.3 Policy makers

It is recommended that policy makers should include in their policy guidance to the teachers on how to employ reading strategies in class, and encourage them to implement them every time they teach reading.

6.5.4 School Time-table

The school time-table should make provision for reading periods, even if this means a double period once a week. This will train learners to be fluent in reading as majority of them are unable to read fluently. Allocated periods will offer learners an opportunity to participate in reading.

6.5.5 Department of Education

The Department of Education should make it a norm to all schools to participate in reading competitions. This will encourage teachers to train their learners to read properly. The researcher also recommends that the Department of Basic Education should make interventions to assist teachers on how to teach reading in schools.

6.6 Recommendations for future Research

Future researchers may sample more recommendations for future respondents in order to get more opinions on the same researched topic. They may use different schools to get more views.

6.7 Limitations of the study

The findings are limited to one public school in Modjadji Circuit, Limpopo Province. The results might not apply to all schools in Mopani East, as the study focused only in one school, in Mopani East. The findings are also limited to three sampled educators and 12 learners in Grade 12 from the sampled school.

The researcher cannot project the results onto large populations considering the number of sampled participants. Therefore, the results cannot be generalised.

6.8 Concluding Remarks

This chapter outlined summary of the study. Through this chapter, summary and interpretation of research findings, recommendations for learners and future research are highlighted. The limitations of the study are also explicitly presented.

Chapter 7

INTERVENTION STRATEGIES FOR TEACHING READING

7.1 Introduction

Despite different researches that have been conducted about reading, learners still encounter problems in reading English texts. Additionally, teachers also experience problems on how to teach reading to the learners. Reading is a basic skill which is a need to all learners. The Department of Education (2013:6) posits that reading is at the centre of learning in schools. The Department (Ibid) further explains that without reading, learners and the entire community are doomed and will be drop out unless reading is attended. Learners struggle with reading while teachers neglect it in their teaching (Klapwijk, 2015). Klapwijk (ibid) argues that this might be due to the fact that teachers were not taught how to teach reading during their training years. Grade 12 learners still struggle to read in English texts, especially in terms of pronunciation. This background made the researcher to come up with intervention reading strategies that will assist teachers and learners to address the problem of reading.

7.2 Purposes

The purpose of chapter 7 is to come up with intervention strategies that would help teachers on how to teach reading. These strategies will also be significant to learners. They might also be of great value to policy makers. They might assist them to improve their policies regarding reading.

The ability to read English texts cannot be ignored, hence intervention strategies for teaching reading is a necessity. Teachers had to be guided on how to teach reading. Learners are also not an exception. They have to know how to implement the reading strategies in order to enhance their reading ability and improve their reading skills.

7.3 INTERVENTION READING STRATEGIES

It is very important that teachers know teaching procedures such as how to use the strategy, why and when to use the reading strategy in order to enhance learners' reading skills. Teachers   should also know the components of the strategies, and the teaching activities, including knowledge of how to assess learners understanding during reading.

7.3.1 Using prior knowledge

Background knowledge plays an essential role in reading, understanding and recalling the text. It is the learners' knowledge of the world and cultural knowledge (Banditvilai 2020). It is through background knowledge that teachers are able to elicit more information from learners about the topic under discussion.   The researcher acknowledges that the use of prior knowledge has a significant influence on learning as it enhances their comprehension and knowledge acquisition during reading.

7.3.1.1 Components of prior knowledge

During reading, when activating background knowledge, teachers should ascertain that learners have prior knowledge in the content area of the text, prior knowledge that the text is about a particular content area. They should also have knowledge about the degree to which the text reveals the content area. The background knowledge will assist the learner to integrate the new information from the text into their previous information (Banditvilai, 2020).

According to Banditvilai (2020:47), readers should be involved in the reading process to enhance their reading comprehension. Process 1 which is pre- reading, assists in the assimilation of new information that learners are about to encounter. The while-reading process also follows to assist the learner to understand the text structure, clarify the content of the text and find important points in the text. Lastly, post -reading follows.   It assists learners to consolidate what they have read. The strategy assists to relate the text to learners' interest.

7.3.1.2 Teaching procedure

Teachers should activate learners' prior knowledge in order to enhance learners' reading comprehension when teaching reading. They should start with what learners know. This is moving from known to unknown. The teacher should assist learners to connect their ideas in the text with their own experiences and the things happening in the outer world (Sandar, 2020). When teachers move from simple to complex, which encourages learners to read, starting with the difficult text might lower the attitude of the learner towards reading. The researcher suggests that teachers should consider the value of existing knowledge of the learner every time they teach a new topic.

7.3.1.3 Teaching activities

Prior knowledge activities for the learners can be achieved through different activities such as previewing the text, making connections and building motivation. Teachers can use a Know Want Learn (KWL chart) activity to activate the learners' activity. During this activity, learners should point out what they know, what they want to know and what they have learned.

 Learners should find out new materials through digital and written texts. They should then ask themselves questions to the W area, what is it that they want to know. Lastly they should express their learning in the L (what is it that they have learned) (Futureeducation.org).

Teachers can use brainstorming, preparatory texts, anticipatory guides and graphic organisers as prior knowledge activities. They can motivate learners to come up with ideas and thoughts which they find a bit strange at first through brainstorming. They can give learners preparatory texts and reading exercises which are simple before the difficult ones. The given texts should be the basic ones which address ideas   similar to the difficult texts. With anticipatory guides, learners are asked to say out their thoughts on essential topics or concepts in upcoming texts.

To enhance reading by activating prior knowledge, teachers can use graphic organisers to help learners to understand and apply text structures and patterns (https:// www.fureeducators.org.>p.).

7. 3.1.4 Assessment

It is very important to assess the prior knowledge of the learner when teaching reading. Prior knowledge is the experience that the learner brings to the classroom that assists them to learn. The purpose of assessing background knowledge is to find out what learners already know. Teachers must be able to identify knowledge gaps during assessment. After assessment, they shall know what to prioritise as they teach reading to learners. There are a number of ways that can be used to assess learners' prior knowledge.

In (Teach Thought, 2022) Gagne, Wager, Golas and Keller (2005) outline in a table form the following ways that teachers can use to assess prior- knowledge:

Draw	Create	Demonstrate
Draw what you know. Ask learners questions drawings	Draw a prototype of what you know. Explain what you made	Demonstrate how you would train someone on the prior knowledge
Mind Map	List	Interview
Create a mind map of your prior knowledge.	List all the key words about what you learned.	Interview classmates about what they know.
Challenge	Explain	Fill –in
Create a challenge. Evaluate their prior knowledge.	Ask the learners to explain, as a group, what they know about the subject.	Begin a story and ask the learners to fill in the blanks with their prior knowledge.
Reveal	Expose	Solve
Ask each learner to play a character. Instruct the other learners to guess	Expose the learners to a real life problem. Ask them to describe what tools they would need to solve it.	Ask them what they know to solve the problem.

who or what they are. Reveal the answer.		

7.3.2 Predicting

Predicting is very important in terms of improving learners' comprehension. Through it, learners are able to set a purpose for their reading (Sandar, 2020). He further outlines the significance of prediction as he declares that the strategy allows for more learner interaction, which increases their interest and improves their understanding of text. Prediction helps learners to decode the meaning of comprehension passages by constructing guesses about the contents of texts to be read in comprehension passages**.**

7.3.2.1 Its Components

Sandar (2020:44) and Block and Israel (2005) argue that good readers use their experiences and knowledge to make predictions and formulate ideas as they read. In predicting, readers use information from a text, such as titles, headings, pictures and diagrams and the learner's personal experiences to help them anticipate what they are about to read. Predicting is formed of learners' experiences and background knowledge that help them to formulate ideas as they read (Banditvilai, 2020).

7.3.2.2 Teaching procedures

 According to Klapwijk (2015:6), teachers should create a predicting guide as they teach learners. Klapwijk (ibid) continues to explain that during teaching, teachers should not ask learners to make predictions in the early scaffolding stages as they are still learning to apply the strategy independently. Additionally, the prediction guide should have statements about the texts marked True or False by the learner before reading the text. After reading the texts, learners are able to check their predictions.

The researcher believes that teachers should also guide learners as they teach them to use clues provided by the author in the texts and the knowledge they have from

their personal experiences. They should further alert them that a combination of clues and their experiences can assist them to make logical and relevant predictions. While teaching predicting, teachers should compare the outcome in the actual text with the prediction process. This will assist the learner to improve their understanding(Win and Mar ,2020 ; Duke and Pearson, 2005).

7.3.2.3 Teaching activities

Sandar and Kyu Kyu (2020:44) outline activities for teaching predicting as they state that learners can make prediction through the text with their partners through graphic organisers or using post- it notes through the text. Learners can work together using information from pictures and the title to predict the story. The title of the text operates memories of texts, making it possible for the learners to guess the content of the new text. During reading, the teacher might also make learners do activities such as predicting what will happen next, and what opinions the writer will offer to support their discussions (Banditvilai, 2020).

7.3.2.4 Assessment

When assessing prediction during reading, teachers can ask learners questions from the cover such as what do they think the text is going to be about? The researcher is of the idea that teachers can assess prediction through Partner Read and Think guide, during each segment of the text that is read. Through it, learners place a stop sign in the text, predicting words they think are likely to appear, reading the section, identifying words that are interesting followed by summarising the learning (Https:// comprensionweebly.weebly.com). Anyiendah, Odundo and Kibuyi (2020:140) assert that teachers can use visualisation to help learners to develop images of stories in their mind. They further showed that pictures and tittles are effective in facilitating learners' ability   to recall messages and to provide answers to specific questions related to comprehension subjects.

7.3.3 Identifying   the main idea

Main idea intervention is very important to assist struggling readers to comprehend the text.   According to Stevens, Park and Vaughn (2019:131), findings suggested that the main idea improves learners main idea identification and reading comprehension. Stevens et al (2019) define the main idea as the most important idea within a particular

section, or paragraph of the passage. She further views the main idea as the most critical subskill in the summarisation process. The researcher believes that learners who are able to decode the main idea of a text can be able to identify the purpose of it.

7.3.3.1 Its Components

Main ideas involve learners who should read to gather information, key points and concepts from the texts. It also requires understanding of the texts from the learner in order to convey meaning within the main idea which is communicated. For learners to understand the main idea of the text, they need to have the ability to connect information and relationships from the sentence across paragraphs or chapters (Department of Education, 2020). The Department of Education (ibid) further asserts that main idea identification needs learners to be able to infer and summarise facts, events and to find overall ideas.

7.3.3.2 Teaching Procedure

The teacher should explain to the learners what they should do. They should guide them to use the clues given in the text. They should ask learners to look for titles of chapters or subheadings. Additionally, they should let them think how the title is connected. Pictures are also good to be used for teaching the main idea. They can show them a picture of husband and wife carrying a baby in a basket while shopping. The teacher can ask them to write a sentence about what they see.

7.3.3.3 Teaching activities

Teachers should teach learners to do the following activity: Before reading, learners should read only the title, mention what is the text and the topic are about. During reading, learners should identify if the text is fiction or nonfiction, and look for information, words and pictures which are repeated. After reading, the teacher should request learners to point out key ideas about the topic.

7.3.3.4 Assessment

Worksheets and cards can be used to assess learners and to assist learners to identify the main ideas on a paragraph. Teachers can also use Task Cards. Learners read a paragraph of each card, and choose the correct main idea and record their answers. Learners might be assessed through worksheets. The teacher can request learners to read three paragraphs and cut or paste the correct main idea statement.

7.3.4 Questioning

Questioning is a very helpful strategy which is taught to assist learners to engage with the text. Banditvilai (2020:46) argues that questioning helps learners to clarify and comprehend what they are reading. The use of effective questions confirm and develop knowledge and understanding of the learner.

7.3.4.1 Its Components

Questioning is composed of teachers presenting pre-set questions which are based on the text. Questions are usually those predetermined as part of the learners' prescribed books (Klapwijk: 7). Guided by Klapwijk (ibid), the researcher believes that a question is also composed of the learners' prescribed books. Questioning is also composed of learners who answers questions.

7.3.4.2 Teaching procedure

Teachers should present learners with pre-set questions based on the text. The questions which are predetermined by the teacher should come from the learners' prescribed textbooks. During teaching, Klapwijk (2015:7) suggests that teachers should teach learners how to ask questions through the use of the question-answer Relationship (QAR).

In Klapwijk (ibid), Raphael (1982) recommends that as the teacher teaches, they should ask questions such as Right There questions, in which answers can be found in the text and use words from the text. The other question to be used as they teach is Think and Search questions, in which learners should find answers by searching and putting information together from various parts of the text. They should use the Author and You questions in which answers are not in the text but relate it to their own

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experiences. Finally, teachers use the On My Own question. Here, learners use their background knowledge to answer the question.

7.3.4.4 Teaching activities

Teachers present questions to the learners. Learners search for answers, solve problems, search for information and discover new information. Teachers formulate questions and ask learners to identify the type of questions which were asked.   During reading, learners ask themselves questions to enhance their understanding.

7.3. Assessment

The teacher assesses learners learning and critical thinking through questions related to educational objectives. They use formative assessment to assess the learners. Formative assessment comprises eliciting, interpreting and using evidence (Black & William, 2009). Black and William (ibid) further state that teachers stimulate learners' thinking, uncover their current level of learning and allow responses to inform pedagogic decisions through the use of formative assessment.

7.3.5 Visualising

Visualisation is a good strategy that enhances learners' reading comprehension and achievement (Musdizal, 2019). In Musdizal (ibid), Stephanie Harvey and Anne Goudvis (2000) indicate that "Visualization is being read by drawing and speculate what may happen in our minds, to help learners develop their ability". Musdizal (2019:320) found that the implementation of the visualisation strategy is effective in improving learners' reading comprehension achievement.

7.3.5.1 Its Components

Visualisation is composed of Teacher Models, Guided Practice and Independent Practice (Musdizal, 2019).

7.3.5.2Teaching procedures

The researcher believes that teachers have to teach learners   visualisation guided by steps outlined in (Musdizal, 2019). With Teacher Models, teachers have to read titles and first paragraphs to the learners. Then, they have to sketch what they see in their

minds and label the pictures. They should design simple sketches for learners and remind them that the sketches are accepted. With Guided Practice, teachers should read aloud many pages and stop at interesting points. They should ask learners to visualise and create pictures in their minds. Teachers then motivate the learners to discuss their own visualisation and then assist them to sketch their visions on a paper. Lastly, with Independent Practice, teachers read the text aloud while learners draw and label their visualisation on their own. Learners share their completed drawings and discuss the text.

7.3.5.3 Teaching activities

During reading, the teacher reads aloud paragraphs, draw sketches and label them. As the teacher draws and read continuously, he asks learners to visualise and create pictures in their minds. Finally, the learners draw and label their own visualisation.

7.3.5.4 Assessment

The teacher can ask the learner to read actively by paying attention to what the author uses in the text to form pictures in their minds. They should then create a movie in their mind about what is happening in the text. If learners are able to draw and label their own visualisation independently, the teacher will know that they have understood the lesson.

7.3.6 Summarising

Ahmad and Sriyando (2021:255) views summarising as a strategy that teaches learners to take a large selection of texts and to reduce them to main points for more concise understanding. They further view summarising as a strategy that helps learners to understand what is being read and as an activity that requires learners to analyse and synthesised ideas.

7.3.6.1 Components

Summarising is composed of an introductory sentence that shows the text's tittle author and main points of the text. It should also comprise of the learners' own words. The ideas contained in a summary should not be changed, they should remain original. Learners should not add their own words and opinions.

7. 3.6.2 Teaching procedures

Klapwijk (2015: 7) identifies different ways of teaching summarising. According to him, teachers should start with single, short exercises and bit by bit build up summaries of complete texts. He suggested that they should simplify learning to summarise by using narrative texts and providing a one sentence summary for the start, middle and ending of the text. According to Klapwijk (ibid), another simple way of teaching summarisation of expository texts is to start at a paragraph level and to continue to multiple paragraphs until completion of the texts

7.3.6.3 Teaching activities.

Teachers can ask learners to develop a macrostructure using units that comprise the text's base. They should then apply subskills for the microstructure to form the gist. They should then delete unimportant and redundant information, and differentiate vital information from pointless details. Finally, learners should select the main idea sentence explicitly stated in the texts (Stevens, Park & Vaughn, 2019). When summarising, learners must actively monitor their understanding as they identify the main points. They should master how to eliminate unnecessary details. Finally, they should integrate essential points across the given paragraph.

7.3.6.4 Assessment

Teachers should be able to assess summarising. It is important that they determine learner baseline performance. They can ask learners to read a passage and determine what it is about. They can further ask them to point out essential ideas. Finally, they should request them to arrange those ideas**.**

7.3.7 Brainstorming as intervention reading strategy

Longman (1932: 42) views brainstorming as a group of activities in which learners have free, unstructured discussions on assigned topics as a way of generating ideas. Listyani (2018:175) defines brainstorming as the stage whereby learners think about possible ideas to use in a topic. Brainstorming is to think quickly and creatively. A combination of brainstorming and reading enables learners to connect the

comprehension dots together by engaging their brains in abstract thinking (Reading Horizon, 2006-2021).

The application of brainstorming plays a significant role in improving learners' reading ability. Teachers in class might not ask learners questions. They can just give them letters of the alphabet and let them brainstorm concepts that start with the given words. They continue to use semantic mapping to organise the stated ideas on the board. Every thought that the learner mentioned is noted on the chalkboard. According to Reading Horizon (2006-2021), the application of this strategy assists hesitant readers to make connections and to better understanding what they have read.

7.3.8 Application of simple to complex method

Teachers teach learners who struggle to read EFAL letters of the alphabet to enhance their reading ability. Secondly, they teach them syllables. When learners know syllables, it becomes easier for them to read words.

Learners start learning simple words. Secondly, they proceed to learn compound words, lastly complex words. This is learning to read from simple to complex. Finally, they are taught to read sentences, followed by paragraphs and themes.

 Goodman (1986) believes that learners' ability to read rests on knowledge of name of letters and understanding of the alphabet principle, followed by nics in spoken words.

7.3 9 Collaboration

In schools, when teachers find it difficult to reach their objectives of teaching learners some aspects of learning, they join hands to work as a team. Collaboration can be outlined as working jointly towards reaching a common purpose. Teachers can work together to teach reading through the use of collaborative learning and collaborative teaching.

7.3.9.1 Application of Collaborative teaching

Two or more teachers can work as a team to share their expertise and experience on how to teach learners who struggle to read English First Additional Language. Tasdemir and Yildirim (2017: 632) argue that collaborative teaching is when two or

more teachers come together to share ideas on how to make learning accessible and effective to learners. They further explained that teachers share expertise, decision making, lesson delivery and assessment. The researcher views the application of this method to be suitable for use by teachers who struggle to teach learners' reading skills.

Teachers should work as a team on how to assist learners who struggle to read English texts. They should do reading lesson plans together so that the less experienced teachers could learn from those who are good and experienced. Working as a team will improve their skills of teaching reading, while learners will also benefit from such a team. They can also agree to share some aspects of lessons where some can focus on teaching letters of alphabets, syllables, words and sentences.

The other teacher can teach reading paragraphs and other reading aspects. Teachers can also share responsibilities so that they are not overburdened with work and fail to teach reading effectively. They can both be in the classroom together to assist each other. While one teaches, the other teacher can play a supporting role such as maintaining order in the class and helping to distribute the reading materials.

7.3.10 Collaborative Learning

Learners can learn to read from one another. Collaborative learning refers to a situation where learners are paired together to solve a problem, complete a task or create a product (Sbertoli, 2020).

Teachers can pair learners who are able to read English texts properly with those who struggle to read. Incapable learners will learn from the capable ones.

Teachers can use the group-reading strategy and the read- aloud strategy. During group-reading, learners who are unable to read gain confidence to read by imitating good readers. When they are paired to read-aloud, the incapable learner learns pronunciation from the other learner. Learning from their peers is more influential in assisting learners to improve their reading skills.

7.3.11 Motivation.

Anjomshoa and Sadighi (2015:126) see motivation as "an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language i.e. vocabulary, grammar and pronunciation". They further identify two types of motivation, which is intrinsic and extrinsic motivation. The researcher views motivation as an intervention strategy that teachers can implement in the classroom to improve the reading skills of learners. Learners can be allowed to choose the topics which they enjoy, and books that interest them. They will be intrinsically motivated to read them since they are the ones who selected them and enjoy them.

There will be no need for teachers to force them to read. Some learners may be extrinsically motivated. Teachers can give learners some extracts or activities to read at home. A date should be set for reading in the classroom.

The teacher should let learners to read as individuals. Learners who read outstandingly should receive some reward for being good readers. This will motivate learners who are lazy to practise reading when they are alone at home without any force or pressure from their teachers.

7.3.12 Application of extensive reading in the classroom

Teachers should introduce learners to pleasure reading to develop positive reading attitudes in their lives. This can be done by providing them with different reading materials. Learners should be allowed to select the books that interest them. They should be encouraged to read for pleasure in order to avoid boredom. Reading books which they enjoy and of their choice will make them to read and complete the books. Teachers should provide learners with many books. Learners should read them silently and independently through the guidance of their teacher.

Reading independently enables learners to read at their own pace. Day and Bamford (2000) assert that the "extensive reading process allows the learner to discover that reading is a personal interaction with the text". Reading large quantities of reading materials exposes learners to reading, and their reading fluency is developed (Day, 2015).

The researcher believes that reading many books offers them an opportunity to come across familiar words continuously. Teachers can ask learners to write down words that they do not understand and find difficult to pronounce. After reading, learners should write those words on the chalkboard. The teacher should then explain to the learners the meaning of the words and assist them with pronunciation. Sherly (2015:14) argues that the more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realising it.

Ermerawati (2019: 318) opines that regular reading activities triggers the learner's habit of reading. Teachers should take learners through a reading process which will build their attitudes towards reading. Ermerawati (ibid) thinks that learners need a process of reading practice. The researcher also agrees that the ability to read can be achieved through reading itself.

There are several suggested key activities to be applied in the classrooms for successful extensive reading (Bamford, 1998). Teachers should give learners many printed reading books. Learners should read different topics and genres. All reading materials which learners read should be in accordance with their level of insight. The researcher believes that plenty reading builds learners' vocabulary since they get used to seeing correct spellings. This will also teach them to pronounce words properly since they have read several times. Teachers should not make learners to read for exam purpose only, they should also read for general understanding, information and enjoyment. The researcher suggests that teachers should not leave learners alone during extensive reading. They should also be part of the reading process in order to guide and check their progress.

This reading practice is essential to enhance them to read and understand the Language of Learning and Teaching (LoLT). Iswandari and Paradita (2019) posit that learners who are exposed to plenty readings are having good readiness towards Second Language L2. They further acknowledge that such learners have a good English proficiency. Dasar (2019) outlines different activities that teachers can do with learners to encourage extensive reading. The researcher agrees with Dasar (ibid) that teachers should give learners activities during reading. When they are not given activities, some learners may get bored or just be passive.

Teachers should find a way of breaking the boredom during reading. Dasar (ibid) advised that teachers should divide extensive reading days in class into 6 days, which Dasar named Reading Marathon day 1 –day 6.

Day 1 is named '' Prediction/ Reasoning- Gap Task.'' Learners are given a Pre-Task to read the books selected by teachers and prepare answers to the asked questions. For example, the teacher asks them what they think about the situation around the main character (Dasar, 2019). The researcher views the giving of activities as an essential strategy which pushes learners to complete the books as they try to find out about the main character. The teacher does an interactive task when learners are done with their pre-tasks. The researcher is impressed by the interactive task that teachers do during extensive reading.

The teacher groups learners in groups of four, and asks them to share their ideas. During this activity, teachers check that their predictions were logical. Dasar (ibid) advises that learners make presentation of their ideas. The researcher agrees with Dasar's activities in that no learner will be passive during extensive reading. Without activities, some learners may not make progress during reading.

Dasar is named Day 2 "Oral interview for information Gap-Task". During day 2 extensive reading, the teacher allows learners to read self-selected digital books from Let's Read! Learners should be prepared to answer questions as if they are the main characters in the stories. The teacher should continue with the interactive task, asking learners to tell the class stories that sounded interesting. Learners are also asked to give some suggestions on how to solve the main character's problem. The researcher

encourages teachers to employ this activity as they teach reading; it encourages learners to participate. Activities enable learners to learn fluency and pronunciation from other learners during presentation. There will always be maximum participation of learners during reading.

Day 3 is named ''Opinion – Exchange Task''.   Teachers continue to allow learners to read self-selected digital books. They should read and create ending for stories. Teachers can then swap the learners to form new groups and share their opinions on how the stories that they have read ended (Dasar, 2019). The researcher views this activity as a great opportunity for learner or peer interaction. Learners will gain vocabulary and learn self-expression. Without activities or tasks, some learners might be quiet up to the end of the period. The researcher also views a task as a way to give learners opportunities to give their opinions and to get inputs from other learners. Dasar believes that the inputs and outputs that learners get during task-based extensive reading are essential for their EFAL development. The task-based approach provides a natural context for a language task, such as the opinion exchange task, retelling the stories, playing roles, giving oral presentation to the whole class, which involves learners to actively speak English (Freeman, 2003).

The Information- Gap Task, is for Day 4. According to Dasar, in Day 4, teachers assert that learners continue to read digital books of their own choice from Let's Read. After reading, they should narrate the story. They group learners in pairs. Each pair should select a character from the story and narrate it to others. The researcher views this as a way of helping the learners to increase their awareness of the Language Focus presented in the reading source.

Day 5 is named Reasoning –Gap Task. This task is very important during extensive reading in class as it supports the learner's cognitive development and brings learning through interaction (Green, 2005). The teacher can ask the learners to identify a character with a problem from their selected digital book.

Learners are asked to outline through presentations how they can solve the problems faced by the characters in the stories. As the learner present, those who are listening learn English from the presenter. The researcher also views this as an opportunity to get corrections where the presenter might commit errors. Other learners also benefit from the corrections that the teacher gives the presenter.

Day 6 is named Mission – Completion Task. During this task, teachers encourage learners to read more books. According to Dasar, learners are more involved in this task than their teachers. They should bring many books to the classrooms and set a task that they need to complete within the teacher's given time. Learners who manage to read more books within the specified time receive an award. The researcher regards this type of extensive task as very essential in encouraging learners to read more books. Learners also learn to focus and to observe time.

7.3.13 Metacognitive strategies

Beddle (2017:12) argued that this strategy focuses on the learners' interactions with the text. The metacognitive strategy includes monitoring and evaluating. During reading, it is crucial that teachers monitor how learners pronounce words, their reading habits and their attitudes towards reading. Monitoring assists the teacher to assess and evaluate all the strengths and weaknesses of the learners. Those who cannot pronounce words properly are corrected. Without monitoring, learners may continue to pronounce words in a wrong way. When teachers monitor their reading habits and attitudes, they can recognise learners who portray negative attitudes towards reading. Such learners should be encouraged to read books of their own choice for pleasure.

Monitoring when teachers teach reading in the classrooms enables them to be aware when comprehension is breaking down during reading (O' Marlley & Chamot, 1990). The researcher suggests that teachers implement the metacognitive strategy when they teach reading, since it includes evaluation which assists them to evaluate if the reading performance of the learner is correct. For learners to acquire the metacognitive strategy, they should have positive attitudes towards reading (Molotja & Themane, 2018).

7.3.14 Social affective strategy

This strategy is divided into two, namely, memory strategy and compensation strategy (O'Malley & Chamot, 1990). Teachers can apply these two categories of social strategy in class when teaching reading to improve the reading skills of learners. The strategy enables the teacher to interact with the learners for text discussion and corrections.

O'Malley and Chamot (1990:46) argue that the social/affective strategy relates to interactions with others in relation to the learning task. They further indicate that the social strategy can assist to reflect upon one's mental states in order to assure oneself that a learning activity will be successful to reduce anxiety.

7.4 Conclusion

Chapter seven outlined intervention strategies that will assist teachers to teach reading and learners to learn how to read in the classroom such as using prior knowledge, predicting, identifying the main idea, questioning, visualising and summarising. Other strategies such as brainstorming, collaborative teaching and learning, motivation and application of extensive reading in class. The metacognitive and social strategy are also clearly outlined.

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ANNEXURES

Annexure A: Learners' Interview Schedule

Demographic details:

Name..

Surname...

Gender..

Age...

Language ...EFAL.....................................

GRADE...

Name of School.......................................

Learner's interviews:

1. Are you able to activate background knowledge during reading?

2. If yes, how do you activate it?

3. Why is it necessary for you to activate it during reading?

4. Are you able to use your background knowledge to learn new knowledge?

5. During reading, are you able to use the inferring strategy?

6. If yes how does it help you?

7. After reading, are you able to summarise what you have read?

8. How do you summarise what you have read?

9. Does summarising assist you to improve your reading skills? If yes explain how?

10. How is questioning reading strategy assist you during reading in the classroom?

11. Do pre-reading strategies help you to facilitate understanding of EFAL?

12. Are you able to summarise the text that you have read after reading a passage?

13. If no, what do you think can help you?

14. Does the teacher provide you with support to decode words during reading?

15. If yes, what kind of support do you get if any?

16. Are you able to focus and concentrate if you are all reading aloud- during reading lesson?

4   Does Read Aloud help you to capture and pronounce EFAL words that are difficult for you?

5   Can you explain what you like about Group-Reading?

6   What do you dislike about Group-Reading?

7   Are you able to read independently?

8   Is there anything that you would like to share regarding strategies that enhance your reading ability?

9   Are you able to focus and concentrate if you are all reading aloud during a reading lesson?

10   Does read aloud help you to capture and pronounce EFAL words that are difficult to pronounce?...

11   Can you explain what you like about group- reading?.................................

12   What do you dislike about group reading?..

13   Are you able to read independently?...

14   If no, what do you think might be the problems?...

15   Is there anything that you would like to share regarding strategies that enhance your reading ability?...

Annexure B: Teachers' Interview Schedule

Demographics details:

Name...

Surname..

Gender..

Age...

Language.........EFAL

Name of School......................

Teacher's interviews:

1. What challenges do you encounter when teaching reading?

2. How do you deal with those challenges, if any?

3. Do you think pre-reading helps to facilitate the learners' understanding of EFAL texts?

4. If yes, explain how?

5. Do you activate learners' background knowledge during reading?

6. If yes, explain how?

7. Why is it important to activate the learner's background knowledge?

8. Do you view inferring as helpful to improve the learner's reading skills? If yes explain how?

9. Explain how you teach your learners to monitor their own understanding?

10. What do you do as a teacher during monitoring- clarifying?

11. How do you assist your learners to monitor their own understanding during reading?

12. Do you view summarising to be helpful during reading?

13. If yes explain how?

14. How does questioning assist learners?

15. When do you apply questioning during reading?

16. How do you use questioning to engage learners?

17. Are all learners in class able to focus and concentrate during Read-Aloud?

18. Do you provide your learners with support in decoding words and comprehension?

19. If yes, what kind of support do you give them?

20. Are your learners able to summarise a passage they have read after reading?

21. If no, what do you think might be the problem?

22. Do you implement reading strategies every time you teach reading?

23. If yes, mention some of the strategies that you employ during reading.................

24. Briefly outline how each strategy helps the learner to read an English text..............

25. Do you employ peer Assisted Strategy when teaching reading?

26. Does it enhance the learners' reading skills?

27. If yes, how?

28. Do you find group-reading strategy helpful when teaching reading?

If yes outline how?

Annexure C: Classroom Observation Schedule

Demographics detail:

Date...

Name of school..............................

Grade 12.......................................

  Date of observation..........................

Duration of observation.....................

Number of learners observed...........

Classroom Observation schedule

The following will be observed:

	YES	NO
1. Prior-knowledge: Do they have the ability to link pre-knowledge with new knowledge?		
2. Prediction: Do prediction assist learners during reading?		
3. Summarising: Do they have the ability to summarise what they have read?		
4. Identifying main ideas: Learners' ability to identify main ideas from the text.		
5.Questioning: The ability to ask questions while reading		
6 Guessing at the meaning of unfamiliar words: can learners guess unknown words based on some information in the word and in the text?		
7. Visualising: The ability to link the image they have visualised with a similar topic that they are learning.		
8. Peer-assisted strategy: that learners are able to assist each other.		
9. Read- aloud: observe if it really encourages learners to read.		
10. Group-reading: focus and concentration.		
11. Extensive-reading: Do learners read extensively?		

12. Independent reading: That learners are able to read independent.		
13. Monitoring-Clarifying: Are they able to monitor their own understanding?		
14. Choral- reading: observe if it builds their motivation and self-esteem.		
15 Collaborative strategic reading strategies: that learners are able to present a topic and vocabulary.		

ANNEXTURE D: Classroom Observation Schedule for teachers.

Date:	
Name of school:	
Grade:12	
Date of observation:	
Duration of observation:	
Number of teacher observed:	

	YES	NO
1. Do teachers activate background knowledge when teaching reading?		
2. Do the teacher teach the learners to pick out main ideas in a text?		
3. Does the teacher guide learners on how to summarise?		
4 Do they implement reading strategies during reading?		
5 Do they teach learners to visualise what they have read?		
6 Do they brainstorm the new topic with the learners?		
7. Do they guide learners how to predict when reading?		
8 Do they use questioning to involve learners?		
9 Do their learners read aloud?		
10Do they employ Peer- Assisted strategy?		

Annexure D: Request Form for Educators

REQUEST FORM: EDUCATORS

Dear Participant

I, Makgomo C. Modipane, request for your participation in the research study entitled "An exploration of reading strategies employed by Grade 12 learners of Modjadji Circuit: Towards addressing barriers to the reading of English First Additional Language".

The researcher undertakes to assure you of the following:

- To maintain your confidentiality;
- To protect your rights and welfare;
- To present information and transcription used in this research in such a way as to maintain your dignity and, if in doubt, to first consult you;
- To make available to you the final copy of this research publication;
- No manipulation of information is involved in this study; and
- You are free to withdraw from this research process anytime, if need be.

Thank you for volunteering to add to this body of academic knowledge. Your participation in this study is highly appreciated.

Yours Sincerely

Modipane M.C

I..(Participant's name) agree to participate in this study.

_____   _____

Participant's signature   Date

Annexure E: Request Form for Learners

CONSENT FORM: LEARNERS

Dear Parent

The researcher undertakes to assure you of the following:

- To maintain your confidentiality;
- To protect your rights and welfare;
- To present information and transcription used in this research in such a way as to maintain your dignity and, if in doubt, to first consult you;
- To make available to you the final copy of this research publication;
- No manipulation of information is involved in this study; and
- You are free to withdraw from this research process anytime; if need be.

Thank you for volunteering to add to this body of academic knowledge. Your participation in this study is highly appreciated.

Yours Sincerely

Modipane M.C..

_____ agree to participate in this study

(Participant's name)

_____   _____

(Participant's signature)   Date

Annexure F: Request Form for Parents

CONSENT LETTER – ENGLISH VERSION

Department of Language Education

University of Limpopo Turfloop (campus)

Private Bag x 1106

Sovenga

0727

Date: 15 March 2019

Dear Parent

Thank you for allowing your child to take part in this research process. The research study is only for academic purposes. The purpose of the study is to explore the reading strategy employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing an intervention reading strategies in English First Additional Language.

Participation in this study is voluntary and the child will be allowed to withdraw from the study at any time. The child will be expected to complete a questionnaire and an English Language test on the dates scheduled. I will be pleased if you will be free to ask any question about the process. The child's response will be strictly confidential.

I shall appreciate if you allow the child to participate in the study.

Yours faithfully

Modipane M.C

PhD language student

ANNEXTURE G.

LENGWALO LA TUMELELO LA MOTSWADI: Sepedi Version

Depatemente ya Maleme

Unibesithiya Limpopo Turfloop (Campus)

Private Bag x 1106

Sovenga

0727

Letšatšikgwedi: 15 Hlakola 2019

Motswadi yo a rategago

Ke ka hlompho le boikokobetšo go kgopela ngwana wa lena go tšea karolo dinyakišišong tša thuto ya leleme la sejahlaphi. Dinyakišišo di direlwa fela go thuša kokeletšo go tša thuto. Morero wa lesolo le ke go lekola mekgwa yeo e diriswago ke barutwana ba mphato wa 12 Sedikothutong sa Modjadji, Profenseng ya Limpopo, go somisa mekgwa ya go bala Seisimane leleme la Tlaleletso.

Ngwana o dumeletšwe go tšea karolo lesolong le, gammogo le go tlogela kanako le sebaka seo a bonago a se sa kgona. Ngwana wa sekolo o tlo kgopelwa go bala le go tsenela potšišotherišano ka leleme la sekgowa e le go netefaletša le go nyakišiša ka tšeo di paledišago barutwana ba magaeng go bala ka sejahlapi ka letšatšikgwedi leo le tlabego le beilwe. Nka thaba ge motswadi a ka botšiša potšišo efe go ba efe, mabapi le lesolo la dinyakišišo. Dipotšišo tšeo ngwana a tlago di araba ge a tsenela potšišotherišano di tlile go ba sephiri sa gagwe le monyakišiši.

Re le ka go tla go tšea karolo.

Wa lena

……………………………………

Modipane M.C

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Morutwana wa thuto ya Bongaka

Annexure H: Teachers' Consent Letter – English Version

DEPARTMENT OF LANGUAGE EDUCATION

Department of Language Education

University of Limpopo Turfloop

Private Bag x 1106

Sovenga

0727

Date 28 June 2017

Dear Sir/ Madam

Kindly allow me to utilise the services of teachers in this institution as participants or respondents during the research process. The purpose of the study is to explore the reading strategy employed by Grade 12 learners in Modjadji Circuit: Towards developing intervention reading strategies in English First Additional Language.

 The teacher will be expected to take part in the interview session and to respond to questions as required. The teacher's participation in this process is voluntary and s/he may withdraw from the process at any time. The responses of the teacher will be kept strictly confidential and the tapes used for recording will be kept in a folder of technology that cannot be accessible.

Thank you for allowing the teacher to participate in the study.

Yours faithfully

…………………………………………..

Modipane M.C. (PHD   Student)

LENGWALO LA TUMELELO LA MOTSWADI

DEPATEMENTE YA MALEME

Depatemente ya Maleme

Unibesithiya Limpopo Turfloop (campus)

Private Bag x 1106

Sovenga

0727

Letšatšikgwedi 28 Phupu 2017

Hlogo ya Sekolo se Sephagamego

………………………………………………….

Thobela

TUMELELO YA MORUTIŠI GO TŠEA KAROLO MABAPI LE TEKO DITHUTONG TŠA LELEME LA SEJAHLAPHI.

Ke ka boikokobetšo le hlompho go fihliša molaetša go lena. Ke kgopela tumelelo le go šomiša barutiši bao ba šomago Sekolong seo se Phagamego.

Ke kgopela tumelelo ya go šomiša barutiši lesolong la dinyakišišotšathuto ya leleme la sejahlaphi. Morutiši o kgopelwa go tla go tšea karolo mabapi le dithuto tsa go lekola mekgwa ya go bala gore go tsweletswe mekgwana yeo e ka thusago go bala seisimane bjalo ka leleme tlaleletso Sedikothutong sa Modjadji, Seleteng sa Mopani, Profenseng ya Limpopo. Morutiši o tlafiwa maswanedi a gore araba Dipotšišo tekong ya tsebo ya tša tšeo di pledišago baithuiti ba magaeng go bala ka sejahlaphi. Morutiši o lokologela go tšea karolo gammogo le go tlogela ka nako yeo a bonago a ka se sakgona.

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Dikarabo tšeo morutiši a tla go difa monyakišiši di tla dula e le sephiri magareng ga morutiši le monyakišiši. Digatišamantšu tšeo di tla šomišwago le tšona ditla senkwa le go begwa ka thekenolotši yeo e tla fihlwago.

Nka leboga ge hlogo ya sekolo a ka lokolla morutiši go tla go ba motšea-karolo ka dinyakišišong.

Wa lena

……………………………………

Modipane M.C

Morutwana wa thuto ya Bongaka.

Annexure H: Assent Form

ASSENT FORM FOR PARTICIPATION IN THE RESEARCH

Your child is invited to participate in the research study conducted by Modipane Makgomo Christina. The purpose of this research is to explore the reading strategies employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing intervention reading strategies in English First Additional Language.

Participants are advised that the researcher will do everything possible to protect their privacy. The identity of the participant will not be revealed in any publication resulting from this study. Participation in this research is voluntary. The participant may choose not to participate and may withdraw from the study at any time.

ASSENT

I have read this assent form and I agree to participate in this study.

Participant's name: ---

Participant's signature:_____ _____ Date:

Annexure I: Request to Conduct Research

<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, of ID no: 6512040365080, hereby wish to make a request to conduct a research at the schools in your jurisdiction.

The study is entitled "An exploration of reading strategies employed by Grade 12 learners of Modjadji Circuit: Towards addressing barriers to reading English First Additional Language".

The schools at which I shall be conducting this research are Molai Jubilee High School, Mmasalanabo High school and Sekgwari High School.

Your prompt response will always be appreciated

Yours Truly

Modipane M.C

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2   Enq: Makola MC   Tel No: 015 290 9448   E-mail:MakolaMC@edu.limpopo.gov.za

Modipane MC
P O Box 1403
Ga-Kgapane
0838

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: **"AN EXPLORATION OF READING STRATEGIES EMPLOYED BY GRADE 12 LEARNERS IN MODJADJI CIRCUIT , LIMPOPO PROVINCE:TOWARDS DEVELOPING AN INTERVENTION READING STRATEGIES IN ENGLISH FIRST ADDITIONAL LANGUAGE "**

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 School concerned.

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

3.4 The research should not be conducted during the time of Examinations especially 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).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MODIPANE MC

3.6 Upon completion of 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 the research.

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

Best wishes.

_____
Dederen KO
Head of Department

15/09/2024
_____
Date

Annexure J: Editor's Letter

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

15 April 2021

To Whom It May Concern

EDITING CONFIRMATION: Ms MC MODIPANE's STUDY PROPOSAL

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the main study proposal of Ms MC Modipane (Student Number 200304218) entitled "An Exploration of Reading Strategies Employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing an intervention reading strategies in English First Additional Language ".

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>

11 September 2022

Dear Sir/Madam

SUBJECT: EDITING OF THESIS

This is to certify that the thesis entitled 'An Exploration of Reading Strategies Employed by Grade 12 learners in Modjadji Circuit, Limpopo Province: Towards developing reading intervention strategies in English First Additional Language' by M.C Modipane has been copy-edited, and that unless further tampered with, I am content with the quality of the thesis in terms of its adherence to editorial principles of consistency, cohesion, clarity of thought and precision.   Kind regards

Prof. SJ Kubayi (DLit