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**GRADE 12 TEACHERS' EXPERIENCES IN TEACHING READING  
COMPREHENSION IN ENGLISH FIRST ADDITIONAL LANGUAGE IN BUFALLO  
CITY METRO EDUCATION DISTRICT**



Dissertation submitted in fulfilment of Master of Education, Faculty of Education

University of Fort Hare  
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## DECLARATION

I, Jona Xolisile Precilla student number 201306819 declare solemnly that this dissertation, entitled: Grade “**GRADE 12 TEACHERS’ EXPERIENCES IN TEACHING READING COMPREHENSION IN ENGLISH FIRST ADDITIONAL LANGUAGE IN BUFALLO CITY METRO EDUCATION DISTRICT**” is my own work. I have duly acknowledged all references to avoid plagiarism. This research has not been previously submitted for any degree at this or any other university.



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## **DEDICATION**

This study is dedicated to my Dearest Ancestor Mkhulu Dabulamafu for protecting me through this journey. My Mother Magasela Veronica Jona and my Late Father Totsi Michael Jona for being a source of encouragement and inspiration, and for believing in me. My caring family, Amagaba who was always encouraging and supporting me during sleepless nights even at times when I doubted myself. This is also a dedication to my Siblings Siviwe Jona and Aphiwe Jona for them, I am setting an example that they should never stop falling in love with books. Thank you, my Owenkosi Jona you are an amazing Gift. This would have not been achieved without you.

**THOKOZANI MAKHEHLA  
CAMAGU!**



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## ACKNOWLEDGEMENTS

Thank you to my Lovely Ancestors and UMVELINGQANGI for the gift of life and for the strength in completing this study. I made it through very effective prayers. This was not going to thrive without the full support and encouragement from my loving family.

Thank you so much I know you love me.

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- Lastly BEST Principal Booi Linda for the motivation, support and contribution throughout.



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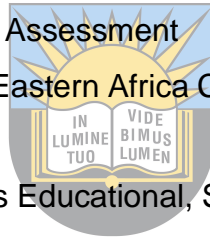
## ABSTRACT

This qualitative study investigated teachers' experiences in teaching reading comprehension in Grade 12 English First Additional Language (EFAL) in Buffalo City Metro Education District. The study was motivated by low performance of Grade 12 learners in reading comprehension in English First Additional Language, low performance caused by inability to read with understanding. The study is qualitative in approach and underpinned by interpretive paradigm position. A case study design is used to gather qualitative data. Data collected through semi-structured interviews, focus group and document analysis. The study adopted a purposive sampling of 1 teacher from 16 schools (one English teachers from each school). Data presented was analyzed through thematic approach analysis. The study discovered that learners have poor performance of reading comprehension. The finding of the study disclosed the limited assessments conducted by teachers during the year. Teachers have limited understanding of reading comprehension strategies that resulted to underperformance of progressed learners in reading comprehension. Teachers showed dissatisfaction with interventions of Department of Education in terms of support and participants experience limited resources of reading strategies for Grade 12 learners. The research recommends that more workshops to be conducted by the Department of Education to empower and train teacher on teaching reading. The research also suggests an active intervention of reading approaches for learners in order to relate their life experience that would cause them to read the text with understanding. The study recommends collaborative measures to develop best practice to uncover critical areas of professional learning environment 21<sup>st</sup> Century.

**Key concepts:** Teachers' experiences, reading comprehension, English First Additional Language, Teaching strategies, Grade 12 Learners.

## LIST OF ACRONYMS

|                   |  |
|-------------------|--|
| CAPS              | Curriculum and Assessment Policy Statement                                 |
| DBE               | Department of Education  |
| EFAL              | English First Additional Language  |
| FET               | Further Education and Training   |
| FP                | Foundation Phase   |
| GET               | General Education and Training   |
| HL                | Home Language  |
| LoLT              | Language of Learning and Teaching  |
| NSC               | National Senior Certificate  |
| PIRLS             | Progress in International Literacy Study                                   |
| RC                | Reading Comprehension  |
| SA                | South Africa   |
| SBA               | School Based Assessment  |
| SACMEQ<br>Quality | Southern and Eastern Africa Consortium for Monitoring Education<br>Quality |
| UNESCO            | United Nations Educational, Scientific and Cultural Organisation           |



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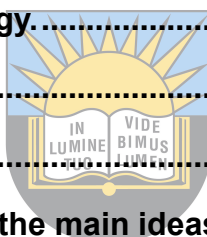
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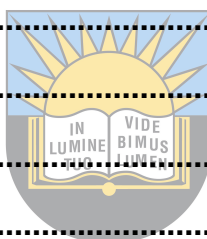
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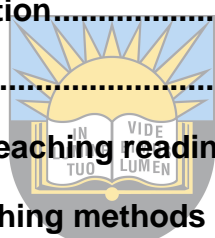
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## CHAPTER 1

### INTRODUCTION

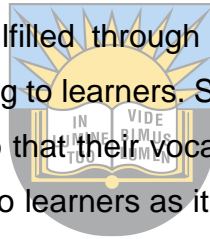
The importance of reading for learners' academic success has been emphasised by various authors (Lumadi, 2016; Nurie, 2017; Chen, 2019). However, there is considerable research supporting the claim that South Africa has a reading crisis. The current crisis regarding South African teachers' poor reading proficiency is well documented in academic papers, government reports and the media (Olifant, Rautenbach and Cekiso, 2017; Salem (2019); Valckle & Keer, 2019). Learners' performance is used as a measuring tool to determine school performance. In South Africa including Eastern Cape the learner's achievement benchmark is set by national Examination board known as Umalusi which requires that a learner in Matric must achieve a qualification at 50% (level four) to pass matric (Department of Education, 2011).



Hassan & Dweik (2021) defines a Grade 12 learner as a learner in the final year of high school, also known in South Africa as Matriculants and the average age is 17 to 18. When learners reach Grade 12, they can make decisions about whether they want to further their studies at tertiary level or go into the world of work. The role that a teacher has in the education system is vital. Educators help learners to develop academic knowledge through reading, writing, listening and speaking as the most fundamental areas of communication skills that are expected to develop in learners learning capacity (Karanja, 2015). Therefore, it is very crucial for learners to have a solid comprehension of reading English which is also the language of the economy. The objective of teachers is to advance as far as possible in all areas of teaching through their academic knowledge. Having said that reading turned out to be the last skills to be considered by educators when they are teaching learners. The study sought to explore Grade 12 teacher experiences in teaching reading comprehension. The researcher intended to find strategies employed by educators.

## 1.2 BACKGROUND OF THE STUDY

Grade 12 is an exit grade in Further Education and Training and teachers who teach Grade 12 prepare learners to proceed to higher education institutions. There are many learners who lack necessary reading abilities to achieve in their academic future (Valcker & Keer, 2019). Literature clearly states that the importance of reading comprehension is to help students to develop knowledge, skills and experiences to become more competent. However, the inability to read with understanding has a negative impact on Grade 12 learners' academic performance. A learner who does not learn how to read and master reading skills has limited chances of succeeding. Zano (2020) defines reading as the piece of information from the paper in form of pictures, text and diagrams. "Reading is also a skill to know, see and understand the contents of what the learner reads" (Mangiste, 2019, p. 23). Meaning that after reading something, the reader shall know the information gained from the text. This can be Reading for comprehension is fulfilled through making reading so important and understanding the impact of reading to learners. Salem (2019) highlights that learners need to understand written text so that their vocabulary can improve. It is crucial for teachers to make reading a habit to learners as it is a repeated form of practices that need activities to be done regularly.



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Cekiso (2017) emphasizes the critical role that reading plays in teachers that are teaching in Grade 12. At Grade 12 it is important to identify struggling learners at early grades and provide these learners with the most appropriate reading strategies. In this essence, Makeleni (2019) states that foundation phase should be a phase that develops learners in reading comprehension skill and the solid foundation of the learner success must be laid in early grades. Even though the situation is like that it has been reported that Grade 3 learners perform poorly in reading comprehension in South Africa this is seen at grade 6 and 12 learner's results. In this point, the focus is on Grade 12 as the exit point. The results in Grade 12 demonstrate the trend that started in early grades of a learner.

As it is stated above, teachers have an important role to play. Alghonaim (2020) found the critical role that reading plays in Grade 12 learners. This can be fulfilled through making reading so important and understanding the impact of reading to learners.

Teachers must make reading a habit for learners as it is a repeated form of practices that need activities to be done regularly. This could be seen as a benefit to the learners even at a young age. In trying to develop a learner through shaping his/her career is important for teachers who put more focus on developing learners across all learning skills such as reading, comprehension, listening and speaking (Zano, 2020). It is well known that learners are experiencing problems with reading in various grades. The following are the international perspectives of reading comprehension.

### **1.2.1 Reading comprehension skills internationally**

In China, secondary schools regard reading comprehension as an important base competence for learner to obtain knowledge (Salem, 2017). Meaning that learners' competence could be determined through a learner using different reading strategies. Learning strategies taught by teachers when teaching reading comprehension. Moreover, the study conducted by Salem (2017) affirms that skimming, scanning, guessing, and underlying are the most effective strategies employed by teachers when they teach English FAL reading comprehension. These reading methods help learners to remember and analyses the information in their mind and interpret it more effectively. While on the other side, Nurie (2017) found out that reading comprehension strategy that is powerful for learner is to identify the purpose in reading. This means that the reader has efficient reading skills the moment they are clear in identifying the purpose in reading something.

Teachers are facing serious problems regarding reading comprehension (Ejiofor & Eze ,2019). The study noted the following problems that hinder teachers teaching reading comprehension at their best. Firstly, background knowledge appropriately, decoding and word recognition, vocabulary knowledge, fluency, metacognitive skills. On that note the study highlighted the importance of reading comprehension and the role of vocabulary in reading comprehension among secondary school students teaching English FAL in Singapore. Both gave conclusions that vocabulary knowledge on learners reading comprehension and summary abilities are significant and the more vocabulary learners know, the better their performance rise in reading competition. Xiuhong et al. (2017) denoted that about 50% of 10-year-old Hong Kong Chinese English bilingual children had difficulties in English reading comprehension. Miao et al (2021) found the unique predictors of reading comprehension difficulties in English

were also caused by phonological awareness and morphological awareness in Chinese distinguished Chinese poor reading comprehension from controls, but English vocabulary was the only predictor of poor English reading comprehension. On the other hand, Echevarria et al (2018) affirms that reading comprehension can be assessed based on word reading fluency, word reading and reading comprehension. They found that poor reading learners are those who scored below 25% on reading comprehension.

In this point Nurie (2017) examined the problems faced by 12th Grade learners in high school in reading comprehension. The findings of the study showed that many learners had problems in answering main ideas, making inferences, and locating reference questions. The most difficult aspect encountered by the students was finding main idea questions, because the located main idea was difficult to find. Prior to that Nurie (2017) conducted the study where the study discovered that learners had difficulties to answer questionnaire, in understanding vocabulary, poor mastery of grammar, understanding long sentences, limited use of e-learning, less support from the family, and a lack of knowledge of strategies for reading comprehension. While Karanja (2015) found that many learners in English had problems in learning reading. In contrary teachers have limited knowledge in using e-learning devices and equipment. That has a negative impact on learners' reading comprehension. The study also found that 60% of the learners and teachers did not conduct library lessons at all due to lack of library resources.

The language of teaching in Curriculum of the Republic of Indonesia emphasizes more on involvement in the teaching process. One of the curriculum principles is that all learners need to master the competence of listening, speaking, reading, and writing. Therefore, learners need to master reading competence because it is compulsory in the teaching process. However, Jayanti (2016) revealed that Indonesian secondary students often find difficulties in reading the information from texts. This implicate that most of the Indonesian learners do not understand what they are reading in English FAL texts even though they have been learning English for some time.

Furthermore, Karanja (2015) believe that poor reading comprehension among Indonesian secondary learners occurs due to learner's lack of vocabulary, teaching support, and reading motivation. In relation to this problem, Karanja (2015) reports

that poor readers often have low self-esteem which results in their decreasing teaching achievement as the result of poor prior knowledge. Poor reading comprehension can hinder problem-solving skills as well as critical thinking skills because learners need to fully understand what they read to be competent problem solvers.

From the above explanation, it is important to understand that there are factors that are linked to reading comprehension difficulties in the EFL context in Indonesian learners. firstly, lack of motivation that is perceived to be the one that dominates. This means that the majority learners are not interested in reading and analysing the English texts because they are not used to related activity in their daily routines. Moreover, Fesi (2018) found out that the declining interest of Indonesian students in comprehending English passages occur due to their learning habits. Which means that students only read English texts if their teachers give an assignment. After the activity learners have limited interest that would motivate them to further reading comprehension activities. Cekiso, (2017) discovered that reading comprehension issues happen when students lose their interests and disengage from reading.

In addition, low prior knowledge has been considered as another cause of reading difficulties. Students face difficulties to understand English texts because they did not have enough prior knowledge in understanding texts. Moreover, the curriculum emphasizes that students must master between 2,500 to 3,000 English words to comprehend English academic texts; however, several studies show that Indonesian learners were predicted to have only mastered 1,000 words (Nurdianigsih, 2021). On the other side, Kunene (2018) stresses the important point of questioning method in reading comprehension that covers an understanding of the text on the written information from the text. For a teacher to see the learner's improvement, learners need to show their understanding by responding to the question asked related to the text. The reading comprehension also requires familiarity of topics to motivate students in reading it. Therefore, teachers feel like topics to be given in a classroom situation should be the ones that learners are familiar with daily.

Furthermore, based on the classroom activities reading comprehension involves some questions in various forms such as main ideas, vocabulary knowledge related synonyms and answering questions (Cekiso, 2017). The study also points out that the

essential skills to consider in reading comprehension are decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge and working memory and attention.

Salem (2019) investigated scaffolding strategy for developing students' reading comprehension skills. The excellent learning strategy used for helping and guiding students to learn high-order thinking skills is referred as scaffolding strategy. In the reading process readers draw on context information containing syntactic, semantic and discourse constraints that affect their interpretation of the text. Therefore, scaffolding fosters reading comprehension skills through the scaffolding process. The reader acquires a broader perspective of reading materials to improve comprehension. It also plays a pivotal role in facilitating reading which ensures comprehension or understanding independently. It is necessary for comprehension to happen because reading action cannot be called without comprehending.



### **1.2.2 Reading comprehension skills in African perspectives**

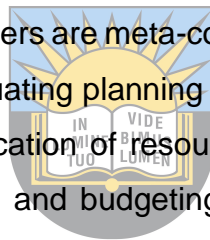
Researchers on reading comprehension show that English First Language learner face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary (Draper & Spaul, 2015). Learners have difficulties with words that have similar lexical forms. This means learners tend to confuse words that have similar pronunciation and similar spelling. The reader can come across one of these kinds of words, and even if the reader teaches both, they might mix between the meanings of pairs of words because they seem to be the same.

Another type of difficulties that can be found among learners is the existence of various meanings within the same word meaning that words that have more than one meaning (Salem, 2017). The problem with such category is that the learner knows only one meaning can lead him to a wrong understanding of the whole sentence. Therefore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role in successful reading. Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for successful reading. When the learner has a large vocabulary, the learner will not face problems comprehension in understanding the whole text, and this comes

from habitual reading, i.e. whenever the learner reads a lot, the learner will acquire new vocabulary, and then improve his vocabulary knowledge which makes the reading task much easier for the learner.

In Ethiopian context, English FAL is a foreign language where students have limited access to teach the language. Fesi (2018) states that reading comprehension is understood detailed through modelling and guided practice of reading strategies until students eventually use these strategies independently. Learners need to develop reading skills that will enhance them to study on their own. This means that in secondary school teachers are encouraged to employ reading strategies that will help learners to read alone without any assistance from others. The support they will get from understanding strategies used in reading comprehension and practicing them solely.

In relation to this point of view, Pretorius (2015) cited Mohale (2020) expresses that these strategies by Ethiopian teachers are meta-cognitive strategies, namely planning, monitoring or regulating, and evaluating planning involves identification and selection of appropriate strategies and allocation of resources, and can include goal setting, activating background knowledge, and budgeting time. They are categorized to be high order thinking skills.



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Nurie (2017) confirms evaluation as the important strategy for appraising the products and regulatory processes of one's learning and includes revisiting and revising one's goals. Significantly, stating that reading is essential because the learner needs to develop strategies, such as identifying main ideas, interpreting and inferring ideas from a text necessary to deal with complex academic challenges, and hence these reading skills need to be emphasized.

In this case teachers and experts advocated that many students have limited ability to understand reading text. Even though English has been taught as a subject in primary and secondary school, students continued to fail in their secondary in every level especially in reading. The researchers showed that English First Additional language students often face difficulty in understanding academic literature in their field of study as they join university education underprepared for the reading demands placed on them (Nurie, 2017). They lack the literacy skills needed to understand sophisticated

information to synthesize main ideas across text and make meaning when reading for academic purpose.

Lukhele (2020) affirms that learners in Botswana showed reading difficulties at first year when they first enter the university. In the reading comprehension section on the question that requires students to make interpretation and make connection between parts of reading text. The questions require a learner to have high order reading skills to comprehend, to find meaning on the text and interpret of meaning. This is the indication that learners lack understanding from the exit point which is Grade 12. Questions that require high order thinking and interpretive skills have proven to be difficult for learners (Oliphant et al., 2019). Therefore, it can be concluded that students with matric do not possess adequate reading skills for further studies.

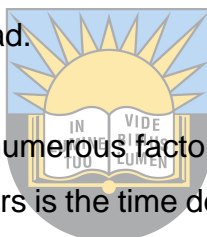
Reading comprehension is the most challenging and difficult task for the learners as it is a complex process, and it is even more challenging to read in a foreign language. Lukhele (2020) indicates that students find it difficult to comprehend the texts and achieve their goals in reading comprehension. It is especially important to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach Grade 12. This is because, in lower-level elementary grades, students are focused on learning to read, while students beyond grade 10 are reading to learn (Cekiso, 2017).

Learners with insufficient vocabulary knowledge and ineffective learning strategy face reading comprehension strategies (Moresebeta, 2018). Learners mostly view themselves as failures during their studies. This connection seems logical since students need high level of vocabulary to comprehend reading materials. It can be argued that learners' vocabulary knowledge, prior knowledge, and grammatical knowledge are the most difficulties aspects influencing the reading comprehension (Aisah et al., 2018). Therefore, readers need syntactic knowledge to integrate their background knowledge and word's meaning. While Nurie (2017) posited that deepness of vocabulary knowledge, syntactic consciousness and metacognitive recognition are some of the important factors influencing the reading comprehension performance. On the other hand, studies have shown that grammatical knowledge plays a vital role in reading comprehension. Al-Jarrah & Kunene (2018) stated that

the learner's level of syntactic knowledge plays a role in their understanding of reading materials. In other words, learners with insufficient knowledge might not be able to achieve a higher level of reading ability.

### **1.2.3 Reading comprehension skills in South African Context**

Reading comprehension strategy here in South African is one of the factors that educator don't focus on reading comprehension strategies that that contribute to the high rate of Grade 12 failure specifically in English FAL (Cekiso, 2017). On the study, he further defines reading strategy as a systematic plan consciously adopted and monitoring to improve one's performance in teaching. The fluent decoding is an essential component of skilled reading and should be considered as prerequisite to strong comprehension. These include comprehension monitoring, cooperative teaching, using graphic and semantic organizers includes story maps and answering questions about what has been read.



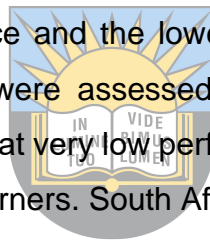
Hassan & Dweik (2021) stresses numerous factors that affecting the used of reading comprehension. One of these factors is the time devoted to reading and ways to teach reading comprehension starting from early grades to upper classes. Therefore, the evidence produced by Centre Evaluation and Assessment (CEA) in the Progress in International Reading Literacy Study (PIRLS), (2016) report point out disturbing picture on primary school reading literacy in South Africa with no Significant progress nationally since the last report of 2011. While other international countries performed higher. South Africa placed last out of the 50 countries participating in study of fourth grade level.

The results of PIRLS (2016) revealed that almost 80% of South African grade 4 learners fall below the lowest Internationally recognized level of reading literacy. PIRLS (2016) contends that in South Africa many learners cannot read well enough to succeed in subject across the curriculum from lower grades to higher grades such as Grade 12.

Therefore, the evidence from Annual National Assessment (ANA, year of publication) shows learners in grade 4 to 6 find it difficult to display the required problem-solving skills in these content areas. This learning gap continues to extend itself to Senior

Phase where learners are not able to solve problems involving for instance, Algebraic manipulation and Euclidean Geometry, and as a result they do not score well in ANA tests. This situation is almost certain to have a negative impact on grade 3, 6, and Grade 12 learners and this means that there has been a lack of teaching reading comprehension since reading is a critical skill in English FAL across the different phases. Furthermore, revised curriculum in South African Curriculum Policy Statement (CAPS) stresses that teachers need to be proficient and process the content thought in the English FAL as a subject. In each of the four-major skills reading is the fundamental tool to help students to succeed in education sector.

In contrast PIRLS (2021) reported that South Africa participated in eleven official languages and grade 4 learners were assessed across all these eleven languages in nine provinces. The study revealed that these eleven languages have low socio-economic schools. Moreover, across the nine-provinces grade 4 and 6 in the Western Cape had the highest performance and the lowest was Eastern cape. Whereas in grade 6 South African learners were assessed in English and Afrikaans. In this essence PIRLS (2021) revealed that very low performance level on learners' ability to read was among South African learners. South African learners and African countries performed significantly below international average.



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PIRLS (2021) revealed that learners who scored below benchmark cannot retrieve information from the text to answer questions. In support of this 81% of south African grade 4 learners were not able to reach lowest benchmark. Only 1% could attain advance benchmark. In grade 6 only 44% could reach benchmark, 8% of grade 6 learners reached high benchmark and 3% performed at Advance level. One of the important points that PIRLS revealed that there is a growing trend of decline in learners' performance from one cycle to the next. However, the PIRLS assessments showed that English learners performed higher in 2021 than in 2016.

There were reasons that were outlined by PIRLS (2021) to support the decline in the learner's performance. First reason was based on the international report that 86% of learners stayed home from school because of Corona virus. Secondly, it was reported by the principal that the school operations were affected badly by Covid-19. To be clear these learners who were assessed in 2021 doing grade one the one that were

doing grade 6 were doing grade 3 in 2019.

This is a trend because the content gap in terms of reading would come back very bad when they are doing Grade 12, hence, comprehension it is so important to teach reading comprehension as the major goal for reading (Department of Education, 2011a). Teachers should use every available opportunity to expose learners to various texts to improve their comprehension skills. These should include visual texts, good verbal texts as well as audio texts. If learners understand that not only the reading passage but also the questions have to be understood, the quality of their responses should improve. Coffi (2017) indicated the most noticeable issues faced by the teachers today is insufficiency in reading comprehension among students of higher institutions of teaching. This deficiency might affect their academic performance.

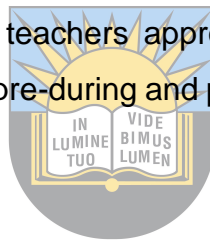
Generally, most studies allude the following strategies that are likely to be used in reading process. Top-down processing as the strategy to comprehend the universal meaning of the text through cues in the text and the reader's good prior knowledge. Reader's expectations of the text play an essential role in this process. The reader brings personal experiences which highly affect the way of interpreting a text. Top up approach uses the meaning brought by the reader, namely, it is reader-driven (Salem, 2017). Nevertheless, the most effective model is the interactive model that is a combination of both bottom-up and top-down elements (Coffi, 2017).

Zano (2020) focuses on understanding teachers' reading pedagogical approaches, which plays a key role to gain insight into their pedagogical practices because they shape learners' reading approaches. Researchers of young school children have found that the understanding of reading improves with grade level or age, especially when the grade is aligned with the child's ability level. This suggests that if some learners are not improving their reading skills with grade level, there is a gap that is left unfilled and might result in lack of proper reading for comprehension in later grades.

Along the same line of discussion, Bauer (2018) findings point to the influence of classroom social organization, specifically focusing on the connection between the conceptions of reading and classroom experiences. This aspect of classroom and

social organization is important to observe, particularly in classrooms with few teachings and learning resources, to understand the nature of classroom organization and the relationships during the teaching and learning of reading. This will provide a picture of learners' experiences with reading which might shape their conceptions and engagement with reading in and out of school context. Even though educators implement these strategies there are reading difficulties underlined in the reading process.

Fesi (2018) explored strategies used by teachers to promote reading in Buffalo City District. The study found out that many learners cannot read in their home language and cannot speak English. Therefore, it is not possible for them to succeed as EFAL readers. Additionally, core findings were that teachers' ability to teach reading effectively is challenged by overcrowded classrooms and poor discipline, insufficient infrastructure, limited reading materials, and teachers receiving inadequate support from their parents/guardians. On teachers' approaches in teaching reading it was identified that teachers employing pre-during and post-reading strategies as frequent.



### **1.3 Problem statement**

Grade 12 is an exit grade in Further Education and Training. Teachers who teach Grade 12 prepare learners to pass Grade 12 and proceed to Higher Education Institutions. Literature clearly states that the importance of reading comprehension is to help students to develop knowledge, skills and experiences to become more competent. However, the inability to read with understanding has a negative impact on Grade 12 learners' academic performance. Learners who do not learn how to read and master reading skills will not succeed in the academic performance Muayanah (2014); Mpiti (2016); Nhapulo, Simon & Herreweghe (2017); Nurie (2017); Piper & Van Ginkel (2017), Ngubane et al (2020); Zano (2020) point out that there is a growing concern nationally that South African learners lack the necessary reading abilities to achieve success in secondary schools and tertiary institutions. This means that learners who are struggling in reading comprehension at lower levels will always struggle in Grade 12 classes, at tertiary level and are likely to be at risk of academic failure and dropping out of school.

The National Assessment of Education Progress showed that only 37% of learners in Grade 12 performed at Proficiency level, 6% performed at an Advanced level while the highest percentage of 76% performed and basic level in 2019. Furthermore, the report on the Academic Literacy Level Test (TALL) showed that 45% of learners enter university underprepared and are at risk of not completing their studies only 19 % have enough preparations to complete minimum record time. The report reveals that University First Time entrance students performed below university standards; their reading abilities was of grade 8 learners. There is literature on teaching strategies and interventions on supporting struggling teachers. However, there is limited literature on the experiences of teachers in teaching reading comprehension in EFAL. Hence, this study seeks to explore Grade 12 experiences of teachers teaching reading comprehension in EFAL.

#### **1.4. Main research questions**

How do Grade 12 teacher's experience teaching reading comprehension in English First Additional Language?



#### **1.5 Sub-Research Questions**

- How do the teachers view teaching reading comprehension in English First Additional Language?
- What reading strategies are used by the teachers to teach reading comprehension?
- Why do teachers teach reading comprehension the way they do?
- What recommendations can be proposed for the teaching and learning of reading comprehension in English First Additional Language?

#### **1.6 Purpose of the study**

The aim of this study is to explore Grade 12 teachers' experiences in teaching reading comprehension in English First Additional Language in High schools in Buffalo City Municipality Education District.

### 1.7 Objectives of the study

- To explore teachers views on teaching reading comprehension in English First Additional Language.
- To find out reading strategies used by teachers to teach reading comprehension.
- To unearth reasons for teachers to teach reading comprehension the way they do.
- To propose recommendations for the teaching and learning of reading comprehension in English First Additional Language.

### 1.8 Rationale of the study

Reading comprehension is considered as the real core and the peak for the reading process, and a big process around which all other processes are centered (Piper & Ginkel, 2017). Ngubane et al. (2020) point out that there is a growing concern nationally that South African learners lack the necessary reading abilities to achieve success in secondary schools and tertiary institutions. The National Assessment of Education Progress showed that only 37% of learners in Grade 12 performed at Proficiency level, 6% performed poorly at an Advanced level while the highest percentage of 76% performed at basic level in 2019. Furthermore, the report on the Academic Literacy Level Test (TALL) showed that 45% of learners enter university underprepared and are in risk of not completing their studies. Only 19 % have enough preparations to complete on minimum record time.

The report reveals that University First Time entrance students performed below university standards; their reading abilities was of a grade 8 learners. The above evidence stipulates the fact that teachers are lacking in terms teaching comprehension. Therefore, the rational of the study will help teacher to find other strategies of addressing reading comprehension in Grade 12 learners. Thus, it is important to unearth experiences of Grade 12 teachers in teaching reading comprehension in EFAL.

## 1.9 Significance of study

It is on the English language which is an official language in the country; the most widely used language in schools and workplaces and is taught as a subject in all schools. The study is significant because it might help English First Additional Language teachers to understand approaches used to teach reading comprehension and teachers might benefit from this study as it will be used as a reference material. It might also help policy makers in dealing with issues of reading texts. Language practitioners and students might have an additional source to use for further research on learners reading skills in English. For the researcher, the study will help uncover critical areas in the educational process that various researchers were not able to explore. The national Department of Basic Education, the Eastern Cape Education Department (ECED), language advisors, heads of department (HODs) in schools, English language teachers, and EFAL learners.



## 1.9 Delimitation of the study

The study will be conducted in sixteen schools under the Buffalo City Metro Education District. Sixteen schools will be selected and from each school one Grade 12 teacher was interviewed. The focal point of the study is to identify teacher's experiences in teaching reading comprehension in Grade 12 English First Additional Language. The study will not go beyond this point.

## 1.10 Operational definition of terms

**Reading:** reading is the process of using multiplex cognitive skills to decode written or printed symbols to constructing meaning, involving word acknowledgement, comprehension and effortlessness or fluency from written texts (Raba, 2016).

**Teacher:** A teacher it the one who must teach and instruct (Lumadi, 2016).

**Reading comprehension:** reading comprehension is a reasoning development of decoding symbols to understand the gist of the meaning (Cekiso, 2017). Reading comprehension is the ability to read a text, process it and comprehend its meaning (Mbhele, 2018).

**English First Additional Language:** English First Additional Language (EFAL) is the language taught by a teacher after his or her inherent language and, as an occupant of a community, used daily as a means of communication (Nurie, 2017).

## **Chapter Outline**

The study will be presented as follows:

### **Chapter 1 – Introduction and Background**

The introductory chapter provides the background of the study. Outlining the key concepts of relevant to this study.

### **Chapter 2 – Theoretical framework**

This chapter presents the theory that the study is rooted in.

### **Chapter 3 – Literature Review**

This chapter deals with the review of relevant literature conducted by other researchers around the phenomenon of reading comprehension.

### **Chapter 4 – Research methodology**

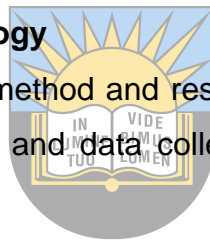
This chapter discusses research method and research design. It clearly defines the paradigm, sampling relevant to it and data collection methods, data analysis and ethical considerations.

### **Chapter 5 – Data analysis and presentation.**

The key finding was presented. It deals with themes developed.

### **Chapter 6 Summary, conclusion, and recommendations of the study.**

This chapter present summary of research, its conclusion and recommendations.



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## CHAPTER 2

### THEORETICAL FRAMEWORK

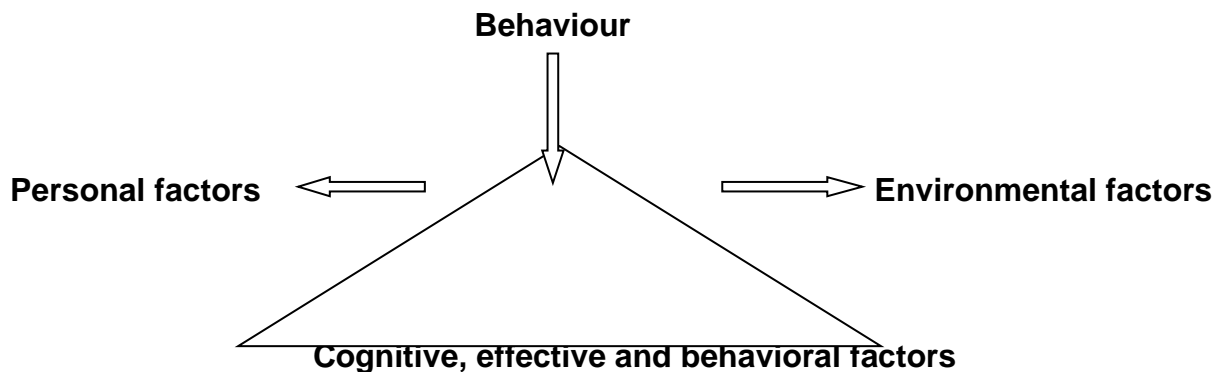
#### 2. 1 THEORETICAL FRAMEWORK

The study followed the theoretical framework of Bandura's social cognitive theory of (1986, 2012). This theory provides a framework that considers the teaching and learning on a triadic model. The theory is used to understand teacher's experiences of teaching reading comprehension in English First Additional Language. This theory assumes that the three factors that influence someone's learning are social environment, personal factors as well as behavior. Alurmahnani et al (2021) assets that this theory is effective in improving students learning results with the help of strategies employed by teachers in their experiences in education setting.

limiami et al (2021) stresses that this theory emphasizes that learning takes place through social context and the learning is gained through observation. This also applied to learners who understand intensive motivation in the classroom, learning and achievements. This implies that learners should be provided the basic access to models of knowledge, skills and behaviour that they learn. Learners need to be modelled on behavior that they need to learn. This model includes teachers, peers, parents with various learning models that include verbal, mastery, coping and cognition.

To align this theory in teachers experiences one of the important aspects of social cognitive theory is that it provides classroom intervention that improves learners' performances (limiani et al., 2021). This includes the use of a teacher as the instructional person. The instruction from teachers helps learners to see classroom learning and the learning activities as the determining tool that could lead to personal values and significant outcome. Meaning that this allows learners the opportunity to learn multiple practice on behaviour and skills observed. This exercise is seen to be helpful once learners respond to the activities on the efforts and improvement. This is relevant to the study because teachers are the role models of their learners.

**Table 1 Conceptual model**



This table above explained the conceptual model of social cognitive theory and self-efficacy to teachers and learners. The importance of this theory in the study stipulates three important interactions between personal factors, behavioral factors and environmental factors.

### **2.2 Personal factors:**

Maja (2023) stipulates that the influence of behavior on personal variables can be seen in the learners who succeed in reading comprehension difficult task and then experiences higher self-efficacy and motivation to try to read another task of comparable difficult. Again, personal factors constitute the self-efficacy of teachers about adequate performance. In this study the performance of teachers in reading comprehension results to reciprocal influences from learners. For instance, in education situation it has been demonstrated that behaviour of learners in tasks, choices of task by educator, persistence effort and achievements are influenced by self-efficacy of a teacher.

### **2.3 Behavioral factors:**

Learning takes place in social setting where learners can help one another. It allows learns to bring their own knowledge in the reading comprehension in learning process. In this point these factors include strategy used by teacher in the classroom and help seeking action. Mokoena (2019) states that self-efficacy in teachers is modified by learners' behaviour. With no doubt learner's behaviour and learner's environment can influence each other. Learners always observe their progress in written task, when they get response their reinforce of the capacity of performance increase their self-efficacy for learning further.

## **2.4 Environmental factors:**

Environment is the factor that can affect learners' behaviour. Meaning that this factor can influence people and behaviour that people portray in front of others. The environment model for behaviour. Learner's confidence in performing at behaviour and the approach of behavioral change taking small steps to ensure success is determined by self-efficacy to learners and teachers (Nurie, 2017). Environmental factors such as classroom setting are relevant to this study because it helps learners to receive encouragement in terms of feedback from teachers may feel more personally benefits of their work and strive to work harder to succeed. Teachers can aspire learners to read by creating a favorable classroom environment such as by giving them adequate time to read and revised the written text for comprehending (Maja, 2023). To address this matter and to align this theory to the study it is important to further outline cognitive learning theory in learners.

## **2.5 Social cognitive learning theory (SCLT)**

Social cognitive learning theory to learners comes out from the idea that people learn from watching from others. This provides the framework under the assumption that understanding, predicting, changing human behaviour are very important. Devi et al (2017) argue that this theory focuses namely on cognitive concepts. In this essence, this means it looks at how learners' function cognitively in social experiences and how these cognitive experiences influence behavioral developments. This means that learners learn both cognitive strategies and behavioral strategies by observing others. This can be learned without reinforced. This theory is used on this qualitative study which involved the model of triadic as the means of teaching strategy. This theory highlights three important concepts namely:

## **2.6 Observation:**

This poses the fact that an individual learner can learn from the other. In this case learner can learn from their respective teachers. Learning how to read written text with understanding using different learning skills acquired during learning process. Observational learning occurs when students or teachers observe a well-trained model and experiences increases in the knowledge and understanding (Devi et al., 2017). Where the individual observes the modelled events, and forms a cognitive construct in this case refers to teachers, which shape future behavior. Therefore, in educational

setting the Grade 12 teacher's confidence is significant to participate in certain actions that will help them to achieve distinct goals.

### **2.7 Imitation:**

According to Addina, Ovilia & Asfina (2019) Social cognitive theory is related to contributions that move learners towards learned behavior from observational learning modelling wherein they carry a great deal of information and properties or behavior. It is based on the idea that people learn by watching their teacher in the context of social interaction experiences and outside the environment. This is important because learners learn from others behaviour through watching others.

### **2.8 Modelling:**

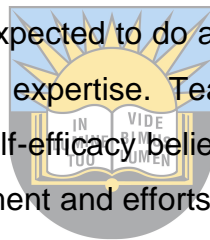
Mokoena (2019) articulates that learners observe important skills employed by educators when teaching in the classroom, teachers develop learner's knowledge and learners gain information and add to their schemata. They could change their behaviour through observation and modelling. Relationship between the student and teachers in the environment and behavior is pointed to be the key components in Bandura's triadic Theory. In this study, this theory is relevant because it will look at teacher self-efficacy. Self-efficacy is grounded in a larger theoretical Framework known as Social cognitive theory that promotes the belief that people can share their actions. Therefore, teachers with high self-efficacy are likely to use their knowledge.

#### **2.3.1 Teacher self-efficacy**

limiani et al., (2021) believe that self-efficacy model was introduced by Bandura in the context of explanatory model of human behavior that influences outcomes of behaviour. The beliefs that take effect through cognitive, motivational, emotional and decision process. This plays a central role that self-regulation of motivation goes through goal challenges and outcomes expectation. It lies on the belief that capacity of a learners lies on one's ability. Successful learners here tend to do activities that are based on the sense of results. This can be concluded that learners with high efficacy are likely to challenge different tasks and try to master and solve them while the one's with low efficacy avoid challenging tasks and focusing on personal failing and negative thoughts. In this regard, it is important to look at teacher efficacy in line with learners' performance because teachers teach learners using different reading strategies and learners are expected perform at their best.

Teaching experience is the relevant experience gained by an individual from interacting with education materials throughout the years (Maja, 2023). Bandura (1986) stipulates that one of the sources of a teacher is self-efficacy which is closely related to teachers experience they have acquired and the higher self-efficacy the higher positive relationship between the teacher self-efficacy and teacher experience. In the classroom situation emotional support, information support and positive interaction with learners, resource integration are the key factors that emphasizes on values of educators for experiences and self-efficacy. Therefore, teacher self-efficacy is relevant to this study.

Maja (2023) defines teacher self-efficacy as the judgement that the teacher makes about their ability to teach. Teacher can make judgement through learner assessment and best achievement obtained by learners in reading comprehension. Complete extension tasks and carry out activities at the level of quality and appropriate school. After assessment educators are expected to do administrative work so that they can draw conclusion on their subject expertise. Teachers decide to act according to perceptions of their own ability, self-efficacy beliefs that goal setting is influenced by the selection of favorable environment and efforts made to achieve goals.



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Learners develop high levels of motivation in their perspective teachers and enables them to achieve in their learning objectives despite the challenges they confront both within and outside the classroom. Self-efficacy in education is the confidence and the ability to undertake the required activities gain from given performance level. It impacts on how a teacher feels, think and act (Maja, 2023). In south Africa learner learn English as the language of learning and (LoTL) teaching in FET phase. By the end of Grade 12 learners are expected to understand what they are writing and reading regardless of interpersonal and cognitive academic skills (Department of Education, 2011). At this point learners are still struggling to perform well in English. They have limited understanding reading comprehension text. Teachers should enhance their teaching strategies and provides opportunities for learners to develop competence and fluency in English, particularly in reading in Grade 12.

Teacher self-efficacy refers to the beliefs that a teacher has about their capabilities taken in certain teaching tasks even in challenging situations. It is important for

education system to employ social cognitive theory since it posits that reading interventions depends on teacher self-efficacy. In self-efficacy educators can cope with specific tasks or life events. This implies the fact that teachers believe in a certain task that is given and their success is based on the efforts and persistence in their efforts of self-reflection and behavioral motivation. Conceptualizing self-efficacy six important aspects that incorporate all tasks that teachers are expected to do.

- Explain and instruct
- Adapt instruction to individual teacher and learners need
- Motivating learners
- Maintain discipline and order
- Cooperate with parents and other teachers
- Cope with changes.

**2.3.2 Self-efficacy as mediator to teachers:** In most studies self-efficacy is indicated as the mediator among diverse range of variables. In this study reading self-efficacy and teaching self-efficacy is employed as a mediator hence this study focusses on teaching reading comprehension as the variable of self-efficacy is considered. Self-efficacy in the context of teaching, it is important to consider teacher appraisal about their performance and teaching capabilities (Shehzad et al., 2020). Meaning that this stipulates how they are confident about achieving specific tasks in teaching reading comprehension. Teaching self-efficacy is also influenced by the level of performance being achieved in a similar task by the reader, this also has any responses and reassurance receives from the teacher. In classroom practices plays a vital role in teachers work including practice and professional learning (Mackenthaler et al., 2020). Bandura (1986) stipulates that self-efficacy comes from four sources which vary from experiences and may influences by the following:

### **Mastery experience**

This includes the past experiences that individual learner has regarding his/her success and failure. This source is regarded as the most influential since it focuses on success and failure of an individual. In this context teachers must seek better solutions from their past experiences in learner's failure so that they can measure their success (Mackenthaler et al., 2020). In curriculum context, they must put the focus on areas that learners fail, so that they can implement different teaching strategies.

**Vicarious experiences:** This must do with individual personal experiences, peer experiences and other personal experiences. This indicates that teachers can observe from other teacher success and teaching methodologies in teaching English reading comprehension in English FAL (Mackenthaler et al., 2020). The teacher's success can persuade other teachers to believe that they can accomplish better in similar tasks and become better teachers in subject matter. Meaning that this will also benefit them from becoming subject specialist and subject experts.

**Verbal Persuasion:** Mokoena (2019) alluded that it is important in shaping teachers' beliefs in education because it includes feedback from significant people in life of an individual. This indicates the feedback that an individual educator gets from parents, peers, and perspective educators. The feedback can influence individual teacher performance. For instance, the feedback from learners could be reading comprehension performances that improved from previous tasks given. Therefore, parents that are satisfied with their learners' performance that alone can increase teacher self-efficacy.



**Emotional state:** Anxiety and tiredness can affect one self-efficacy beliefs (Mackenthaler et al., 2020). It is vital for educators to have relief from teaching and capacitate him/herself in terms of motivation because when they teach for long time, they like to get tired and level of anxiety increases that will have negative impact on teaching and learners' performances.

In this aspect of teachers, they develop, gain and improve their confidence in the teaching through these material experiences. Teachers provides a great opportunity for development of self-efficacy and teacher activities involved. This implies that the more teachers get involved in teaching learner the more their confidence develop. This also necessitates the significance of positive impact in teacher's development. This mean that the increase in development increases higher levels of self-efficacy for teachers. Teacher outcomes is associated with improvement instruction (Maja, 2023).

### **2.3.3 Learners' Self-efficacy in reading comprehension**

Wu et al. (2019) states that learners must build a supporting learning environment through starting reading articles and novels. This activity helps them to get added

information and the vocabulary increases learners' vocabulary size. This needs to be a habit for learners and this is seen to be a good exercise for reading achievements. For learners to gain good reading comprehension skills learners are required to link the new information gained to the existing information. For example, the development of latest information could be effective with the assistance of background knowledge. This implies that good readers get information obtained from the new reading material to what they already know. In this sense motivation is set to be the most key factor that stimulates learners' interest to engage in reading. Reading comprehension requires learners to be motivated and energy for them to understand reading. This motivation is defined with self-efficacy and it holds their capacity of reading and learning different levels of tasks (Bandura, 1986) cited by Wu et al (2020).

Self-efficacy in learners is the attempt and constancy of accomplishing duties Mackenthaler et al (2020). This means that self-efficacy is one of the factors that motivates reading in learners. The significant role that self-efficacy play in learners is that it influences learners' confidence to learn new language. This means that it becomes the key determinant of language in reading comprehension. Practicing reading using appropriate reading strategies enables learners to keep practicing and that alone leads to increase in self-efficiency and the interest in reading. The cognitive skill also increases enhanced with modelling and practice. This means that learners have great proficiency skills that improve their reading abilities.

High self-efficacy in learners helps them to perform at their best and fight to score high marks in reading comprehension whereas learners with low self-efficacy have low self-esteem that makes them have low drive to perform at their level best (Maja, 2020). Therefore, the recommendation in this situation is to make supporting environment that allow motivate learners to learn added information on the text. This goes hand in hand with reading approaches that are suitable for learners. Learners need to understand, evaluate and monitor learning approaches that help them to achieve at their best. Another point is that the benefit of reading is to improve spelling and writing skills.

## CHAPTER 3

### LITERATURE REVIEW

#### 3.1 Introduction

This chapter presents the theory that shall be ultimately utilized as a component of analysis in the study and situates the concepts of reading comprehension and strategies that are used by educators in teaching reading comprehension, which is the emphasis point of this study. Within the broader perception of educational expectations for quality and successful teaching, initially there will be a brief historical overview of strategies used by teachers to teach reading comprehension in English First Additional Language as well as challenges encountered in teaching reading comprehension.

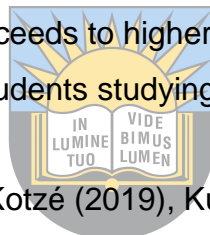
The literature review is important to this study because it reviews related previous studies that have been done on this area. According to Adepaju (2018) literature review helps the researcher to have an understanding and knowledge of existing studies through identifying gaps and support recommendations made by previous studies. In this essence, literature review is crucial to any research work as it enables the researcher to make summary, synthesis and articulates information and ideas from previous studies of different authors.

#### 3.2 Understanding reading comprehension

Zano (2020) conceptualized reading as the skill to know and understand written text or pictures. Reading is the learner's ability to understand learning content portrayed in the form of a text or diagram. Reading is also a skill to know, see and understand the contents of what learners read. Meaning after reading something, the reader already knows the information obtained from what the learner has read. For instance, reading information from an advertisement text and can analyze the pictures used which means that a learner can read visual text and still grasp information on it. One imperative opinion of reading is to comprehend the message between someone who write the text and someone who read text.

Coffi (2017) argued that reading have four significant characteristics namely: purpose, selection, anticipation, and comprehension. On other view both alludes that reading is collaboration of cognitive processes and strategies used by the learner in identifying various kinds of information contained in the text. In other words, reading can be well defined as a development and process of making rational explanation in comprehending a text. This interaction helps learners to use different abilities when reading text as well as having the purpose or reading in such a way that reading enable them to understand the written text.

Reading is considered as one of the most important skills that teachers need to teach (Qinli & Xiuli, 2021). This skill is important because it develops learners reading skills even out of their schooling. This shows that learners who are taught reading skill during his or her schooling can apply the skill even in the workplace or in society. In addition, learners once complete the exit point of secondary learner its either they go to the public sector for job hunting or proceeds to higher education. This alone indicates the critical role that reading plays in students studying Grade 12.



Researchers such as Schaefer & Kotzé (2019), Kunene (2018), Zano (2020) who had the view that learners who do not master reading skills faces problems in their academic achievements. It is important for an educator to help learners at all levels of the curriculum. the scholarly view suggested that the early identification of learners with barriers to reading would prevent dramatical increase of reading. This means that teachers should identify learners as early as grade 4, 6 and 10 as possible because it will be difficult to assist struggling learners when they reach Grade 12. Nhapulo et al (2017) view reading as an activity that depend on the purpose and practice. The goal of reading is to achieve objectives set by an individual educator to support leaning. Learning goal that consists of text base view, the collaboration between a learner and the teacher and the practical experiences that learners have in reading comprehension.

Nhapulo et al. (2017) view reading as an activity and as a literacy practice that is theorized from different perspectives, depending on the purpose it is meant to achieve, and on the scholarly angle from which it is conceptualized. For example, they discuss three views of reading namely the text- based view, the interactive view, and the

critical, socio-cultural view. Their view simple means that there is certain reading text that are organized or fulfil certain purpose and to achieve certain goal.

Furthermore, reading ability can forms a significant tool for gaining information in academic learning in all grade level. The study conducted Dardjito (2018), Piper & Van Ginkel (2017) show that reading has complicated process that combines learning abilities and learning methods in processing of a passage. These reading comprehension strategies includes the ability to assists learners to develop critical thinking skills. In other words, these strategies are considered as the core skills that support learners to read as many as possible text across the curriculum subjects through constructing meanings and connections of the text (Olagbaju & Popoola, 2020).

The second view of reading is that reading is based on the relationship between the existing knowledge and the passage. It conceptualizes the reader as an active meaning-maker (Zano, 2019). In this sense, the reader gets background knowledge from home, the knowledge that already exist before reading information from the text. In this case, learners can be able to read certain names especially their names beside having to be taught by the teacher on how to read that name. Again, this shows that reading is the significant activity that allows language in every class to develop. Readers must use their prior knowledge while reading to construct meaning. Moreover, Sari (2017) articulates that reading is textual meanings of the text and the reader. The argument is that meanings are implicated in the social, political, cultural, and historical contexts in which the text, the writer and the reader are rooted. Therefore, this confirms that any meaning including plural meanings attached to any text is determined by social, political, cultural, and historical exigencies. The criticality of this view lies in the ability of readers to be critical readers (Ramrathan & Mzimela, 2016; Valcke & Keer, 2019).

### **3.2.1 Bottom up reading model**

According to Mshumi (2017) this reading comprehension model encourages learners to learn to start from building up their small knowledge to work towards highest conceptual levels. This process informs the decoding skill. This means that learners need to identify letters first, then link that letter recognition and combine them through recognition of spelling. Therefore, later learners will be able to construct paragraphs. In teacher's context teachers are encouraged to understand every word and the

meaning of that word in the reading of a sentence without using learners background knowledge. This helps learners to improve their reading in reading comprehension. This model emphasizes the fact that those who use this model effectively become skilled readers.

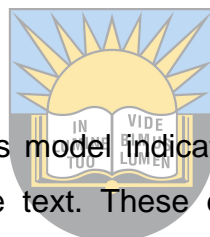
### **3.2.2 Top-down reading model**

This model is more of using background knowledge by the learners to understand written text (Mshumi, 2017). This means that learners are expected to select important key words in a written text and make predictions about the text. This is effective in reading when they make pre-reading activities. This model helps learners to start with expectations about reading in the context of previous knowledge and use those words and group them in decoding vocabulary to confirm previous expectations. This means that the reader constructs the meaning of the text and put them into their background knowledge.

### **3.2.3 Interactive reading model**

Madikiza (2017) asserted that this model indicate that reading occurs through the interaction of the reader and the text. These emphasizes the use of background knowledge and the reader language use. The interaction should be done in a position where the reader can relate and use language acquired during their background knowledge. Meaning that this model combines the bottom-up and top-down model and put more emphasis on the interrelationship between these two models. The interactive model of reading considers the critical contribution of lower level of processing skill and high-level of processing and reasoning skills. Having said that this implies that the reader constructs the meaning on the text by the means of previous knowledge. It is noticeable that learners who lack understanding do not enjoy reading (Ngubane et al., 2020).

This lack of understanding might be fact of insufficient knowledge of vocabulary. It is crucial that learners must acquire adequate knowledge of vocabulary to comprehend text. In addition, prior knowledge helps learners to comprehend reading materials and construct meaning (Cekiso et al., 2017). Learners who fail to connect their previous knowledge and predict the possible meaning of the text can face difficulties in understanding the text. This might be due to lack of in-depth knowledge of English derivation.



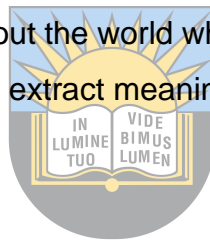
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Charamba (2020) claims that each of these views resonates with the approach to teaching reading. In terms of classroom teaching, this view privileges such mechanical reading skills as word recognition, decoding, phonics, and reading aloud. Therefore, Echevarria et al (2018) outline reading components as follows: phonics and reasoning background knowledge, decoding, vocabulary, fluency, and comprehension.

### **3.2.1 Reading components**

#### **3.2.1.1 Phonics and reasoning background knowledge**

Wilsenach (2015) alludes that phonics is a method for teaching learners to read alphabetic language. It is done by demonstrating the relationship between the sounds of spoken language and the letters or groups of letters of the written language. As previously noted, that reasoning and background knowledge most readers relate what they read to what they know. Meaning that it is important for students to have background or prior knowledge about the world when they read. They also need to be able to read between the lines and extract meaning even when it is not written.



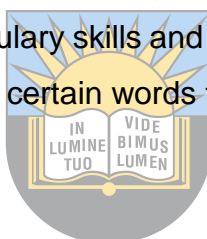
#### **3.2.1.2 Decoding**

According to Dessemonted et al (2019) decoding is related to the skills that develops in a learner at early stages of learning language. Decoding skills forms part of phonological awareness. This phonological awareness assists learners to hear sounds when reading. When learners have developed phonemic awareness skills, learners identified to have strong vocabulary as the key component of reading comprehension. To understand what contained in text, Grade 12 learners need to understand most of the words in the text. On the other side, Tawali (2021) indicate that decoding fluency is an indicator of mastery of alphabetic principle and vital foundation skills for reading comprehension. Decoding requires translation of symbols of writing system into some spoken words presented. Basically, these two authors agree that reading enables learners to develop vocabulary through daily activities and daily experiences. The study conducted by Sari (2017) proposed the importance of vocabulary on reading that assist learners to understand reading materials.

### 3.2.1.3 Vocabulary

Symasir et al. (2021) state that vocabulary is the essential skill that assist learners to understand any words in reading comprehension. Vocabulary assists learners to develop good competences in reading through communication areas and boost learners' performance in social and academic confidence. It is important for learners to rich knowledge to understand text and understand certain number of words. This means that learners are expected to master high number of words to maximize their understanding (Cohen, 2015).

Vocabulary refers to the richness of knowledge about the words known (Cohen, 2015). Depth of knowledge focuses on the idea, the useful higher frequency words, learners need to have more than just a superficial understanding of the meaning. Wawive & Zuilkonski (2020) discovered that learners with large vocabulary tend to experience little difficulties in reading and understanding the text, while poor Comprehenders exhibit characteristic of poor vocabulary skills and struggles to recall the text. Meaning that learners are expected to know certain words to understand what is written on the text.



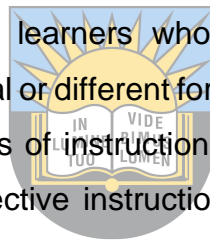
### 3.2.1.4 Comprehension

Bauer (2018) alluded that the goal of reading is comprehending what a learner is reading with the assistance of vocabulary development. Worlds that a learner can communicate is the success of summarizing comprehension and comprehension improves when learners understand what they are reading. Nurie (2017) stresses that in advanced academic studies learners are required to learn passages that have capacity of expository text that allow learners to have deep understanding of the knowledge and the content that is learned. Therefore, since comprehension is the goal of reading, students cannot misjudge the importance of vocabulary development. Words are the currency of communication and the success is that learners can be able to summarize comprehension and improve when learners know what the words mean (Tanjung et al. 2022). This shows that it is important for educators to put much emphases on the number of words per text that is designed for Grade 12 learner in reading comprehension. For instance, learners who are doing Grade 12 are expected to read about 350 words in reading comprehension even though the number of words in a text that is meant for summary writing could be less.

### 3.2.1.5 Fluency

To read fluently, it is essential for pupils to recognize words in a text. Fluency assists learners to read at high speed and it helps to speed up learners reading ability to understand text (Draper & Spaul, 2015). It is also important learners to identify unfamiliar and words spelt wrongly words by themselves to make sounds of the meaning. Therefore, it is important to assess the level of fluency of learners using measurements set for standardized procedure to check learners progress (Ramrathan & Mzimela, 2016). This means that by doing so, teachers are following one of CAPS principles that is based on promoting high knowledge and skills to be achieved by each learner in each grade.

In addition to the above statement, Hattie et al. (2019) discovered that the use of norms in reading assessments enables the teacher to interventions through identifying learners likely to need extra or alternative forms of reading instruction, estimate rates of reading improvement. Identify learners who are not demonstrating adequate progress and may require additional or different forms of instruction as well as evaluate the effectiveness of different forms of instruction for struggling readers and provide direction for developing more effective instructional programs for those challenged learners.



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### 3.2.2 Kinds of reading

According to Wu (2020) reading is the process of recognizing written words that help learners to understand the text with the use of background knowledge, their own experiences and grammatic knowledges. It is vital for learners to understand the kinds of reading so that they can get the clear purpose of what they are reading and the reason they are reading.

**Intensive reading:** Mshumi (2017) stresses that this kind of reading is based on a reader reading for the purpose. Learners are given a text to read for general meaning and usually when learners read, they check for detailed information on the text. In the classroom situation, this implies that learners may read newspapers, magazines, poems as well as novels. This kind of reading measures how learners use information, learn more about grammar and improvement of vocabulary to be used in the text section of learning activities.

**Extensive reading:** this kind of reading involves the sharing of experiences by learners based on what they have read (Wu, 2020). It applies on the text that is more than a page. For example, learners in class are expected to read novels, articles, drama and short stories. Learners here are given choices to choose on the topic they are willing to read. After the learners have read the novel, the teachers are expecting the learners to share their experiences based on the novel to check their understanding.

### **3.2.2.1 Purpose of reading**

Walidaini (2020) explained the following the purpose of reading as follows:

#### **Reading to search for simple information.**

Walidaini (2020) states that reading is to find simple information through reading ability and reader have it informs independent cognitive process. This means that learners are given tasks to search from specific information, pictures, names and addresses from the text. When learners find it easy to identify details on written text then it can be concluded that learners have the ability of finding simple information when reading.

#### **Skimming simple information.**

The strategy to get certain information on the text and locate it is skimming. According to Madikiza (2017) alluded that skimming in a reading process is to find the main idea on the passage. This prediction process allows the reader to determine the purpose of the text in a certain topic. This means that reading skimming stresses the importance of identifying important idea before reading.

#### **Reading to learn from the text.**

Learning process of learning from the text is a good model when readers explained directly from what they read into real world. Learners might learn from read without being limited by the time spend and space. Therefore, process of learning from the text is seen most of the time in academic sites. Learners get information through learning from the text. The following are the competences that requires a reader to have.

#### **The content of the text needs to be memorized.**

The learner keeps in mind the primary idea while reading and supporting details of the text. The topic consists of primary points and important concepts of the text that the writer intends to pass on to the reader. In this case, the primary point on is

strengthened by the content that viewed on the text paragraph construction and supported details that support the main point.

The organization of main information by acknowledging and building and interpret certain element of the text.

### **Integrated background of the reader and the text.**

This simple mean that the reader can read any written text about the topic they already know and connect ideas from the text to the existing knowledge. This notion helps the reader to generate new information and understanding of the text.

### **Reading to integrate information.**

Reading to integrate stresses that the reader read the text and connect with new information and knowledge gained from the old information that the reader already knows. This includes learning new information and constructing conclusions. For example, to achieve learners purpose the learners need to make judgement of the ideas and choose information to be synthesized this kind of reader works well in drawing ideas from novels.

### **Reading to write and critiques texts.**

For learners to become skillful reader both the reader and the writer and critique text are needed. This means that learners choose useful information and arranged it from the text. For instance, in class reading to write can be useful to learners that are willing to be writers. This start on essay writing and any piece of work that need writing skills. Learners select the material that they want to use to support their writing skills. In this case, it is where reading to critique comes from. His means that learners will be expected to read the text by the means of evaluation and asking questions to know deeper about the text. This gives a learner the opportunity to argue the idea and opinions of the text to explore deeper meanings.

### **Reading for general comprehension**

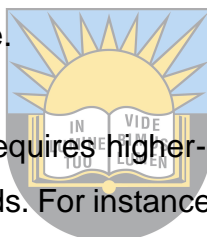
Reading for general comprehension is considered as the primary purpose of reading. Reading general in the comprehension means understanding the idea of the text and analyse it correctly. It requires the processing of information such as word recognition that create general meaning and present main points under restricted time.

### 3.2.3 Reading abilities

Indeed, “reading abilities are the critical elements for academic learning and helps learners in reading comprehension” (Al jarrah & Ismal, 2018, p.7). In view of reading comprehension, it is the process of constructing meaning from a text and is the end goal of reading and relies upon at least some skill or ability in each of the other component categories considered as requisites for reading comprehension. This shows that the person can read a text but if she or he cannot read it with understanding that person lack reading abilities.

In addition, Fesi (2018), Makiwane-Mazinyo & Pillay (2019), expresses that in order a comprehension to occur a learner must be able to remember words and sentences from the text and meanings from the passage. A learner must be able to pronounce clearly so that a reader can be able to remember the text before proceeding to another passage. Reading is a process of collaborating many methods that a reader uses to construct meanings of the passage.

Yusuf (2015) states that reading requires higher-order thinking skills and is far more difficult than decoding specific words. For instances, this can be seen in questions that requires a teacher to make his/ her conclusion and convince the reader to see the specific aspect in his/ her way. Hence it needs the ability to respond especially in open ended questions that requires someone’s views in specific cases. Sinambela (2015) cited by Salavati & Tabatabaei (2018) supported certain degrees of understanding of reading, which include literal, inferential and critical comprehension.



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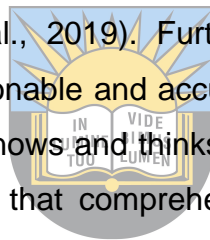
### 3.2.4 Comprehension as the major characteristic of reading

Comprehension means to understanding how sentences are built might seem like a writing skill (Wilsenach, 2015). It is a skill for a learner to construct a sentence in a good order. For instance, components of a sentence involve subject, verb and the object. Meaning that a learner that can write a sentence that teacher is applying a skill or reading with understanding. While, Maan (2019) stresses that comprehension is the process through which readers engage a text and extract meaning from it. Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect

ideas to other ideas in an overall piece of writing.

Cohen et al (2017) advocates that exposure in reading materials supports learners to take part in discussion tasks. The explicit instruction in reading comprehension has a great deal of dedicated time teaching reading comprehension skills. Teachers dedicate time to help learners processing information and reading knowledge to develop reading comprehension skills. Furthermore, Lian & Azizan (2020) believe that learners need to master reading skills as soon as possible so that specific comprehension strategy should be vital to teachers.

Salem (2017) contended that comprehension is the major characteristics of reading comprehension and it is the ability of making sense of text that someone read and connect it in the ideas that already exist. It is the purpose of learning to read relating aspects that surround human being and understanding them with the knowledge acquired in classroom (Wu et al., 2019). Furthermore, comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all this information until it is understood. It can be concluded that comprehension is the final goal of reading instruction.



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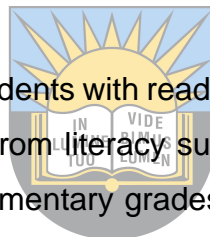
Contemporary theories of comprehension (Pretorius & Stoffelsma, 2017; Pretorius & Spaul, 2016) emphasizes that it is an active process that draws both information contained in the message bottom-up process as well as background knowledge information from the context and the listeners and speakers' purpose or intentions. Meaning that the reader makes use of the words from their context using what is known to understand to learn unfamiliar.

### **3.2.5 Reading comprehension**

Reading comprehension is a critical learning skill that allows learners to process information to get meaning on the text. Learners interact and connect through language that is written on the piece of paper to construct the meaning. Kunene (2018) defines reading comprehension as the process that has several meanings through complex language that involves learners understanding of language and fluency. It is

about creating meaning about words and building meanings on the text. Reading comprehension integrate information before reading, during reading and after reading. It supports learners to read between the lines by detecting the moods of an individual learner and the intentions of reading (Nurie, 2017).

Reading comprehension considered the real core and the peak for the reading process, and a big process around which all other processes are cantered (Draper & Spaul, 2015). This shows that readers who can demonstrate high level of reading comprehension ability during the reading process which leads to better reading proficiency and make students comprehension process effective. Therefore, students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. The need for reading comprehension becomes very critical when thinking about the negative consequences of not being able to read in critical situations.

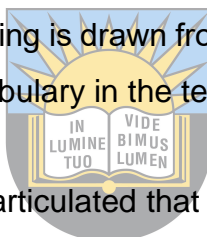


It is especially important to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach Grade 12. This is because, in lower-level elementary grades, students are focused on learning to read, while students beyond grade 10 are reading to learn (Mbhele, 2018). Students need reading comprehension skills to be successful in both academic and personal life. In students' academic lives, reading comprehension is the basis for understanding all the academic content. The importance of reading comprehension increases significantly in all academic subjects as students go ahead through grades. Students need reading comprehension skills to successfully accomplish the educational expectations at school and in the classroom. For example, students are expected to understand what they are reading from multiple sources to research topics in different academic areas.

Addina (2019) articulates that reading comprehension involves the process of understanding various types of reading sources that allows learners to develop skills and can locate new information from the text. Learners are expected to understand information and locate important ideas presented on the topic. Teachers consider reading comprehension skills as the primary process to decode information and a learner must be able to make conclusions after reading (Asl & Hatan, 2018).

Reading comprehension is the way of understanding written text which entails concentration in many different capabilities and competences (Walindain, 2020). Reading is the interactive process that involves recognizing of vocabulary learners mind, analyse the composition of the text so that the reader can build main idea and understand the meaning. Reading comprehension seems to be a way of collecting information from the text and build the meaning of the written text and the readers experiences. Asl & Hatan (2018) stresses that learners must understand the world around them and its meaning. The learner needs to integrate the value of words and sentences so that they can build information and new understating on the text.

Lumadi (2016) argues that learner's experiences in reading comprehension is what is important. Learners' experiences and ideas gained from the text need to be understood deeper. However, it is important to again to acknowledge that learners read differently, and their interpretation is also different depending on their experiences. Learner's understanding is drawn from using effective cognitive levels of understanding and the use of vocabulary in the text.



On the other hand, Salem (2017) articulated that a good reader depends on how the learner is good in terms of understanding language. This is done through a learner know the purpose of reading, defining sense of unfamiliar terms and make use of their understanding of the text. This means that learners must understand why they are reading the text and what they are reading. They set goals and select material to use to learn more and become proficient readers.

### **3.2.6 Importance of reading comprehension**

Dornbrank & Atwood (2019) expresses the importance of developing reading abilities. This means that reading abilities can help to comprehend any printed material and learner would be able answer questions and tasks given without and requirement. In other words, reading abilities specified in CAPS include reading and interpreting texts, knowledge of vocabulary, language structures and conventions, and text organization. It is important that the reader understand the passage and have the good vocabulary size of the targeted language.

Therefore, in this point reading comprehension can be crucial element in Grade 12 learners because it provides the foundation for further learning in secondary school. Students' academic progress is deeply shaped by the ability to understand what they read and analyze and apply knowledge (Salem, 2019). It also develops all students reading skills particularly in upper grades where the curriculum requires that student comprehend increasingly complex expository text (Kunene, 2018). The newly introduced Curriculum and Assessment Policy Statement (CAPS) for the language subjects certainly makes it clear that one of the objectives of the curriculum is to prepare learners for tertiary study. CAPS also cover what learners should be able to do in terms of the reading and viewing process, as well as when writing and presenting (Department of Basic Education, 2011).

Learners need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. The need for reading comprehension becomes very critical when thinking about the negative consequences of not being able to read in critical situations. It is especially important to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach Grade 12. This is because, in lower-level elementary grades, students are focused on learning to read, while students beyond grade 10 are reading to learn (Mbhele, 2018).

Therefore, Simango (2020) affirms that reading supports learners to become critical thinkers. This is because when learners read specific content on the text using natural activity, later learners connect what they were reading to their experiences in social world. This means that they read a text and connect it to the surrounding environment. "Reading comprehension is considered the real core and the peak for the reading process, and a big process around which all other processes are cantered" (Asl & Hatan, 2018, p. 45). Number of studies highlighted the importance of proficient reader and seen as the syntactic structure and high levels of vocabulary proficiency. Furthermore, proficient readers can demonstrate high level of comprehension monitoring ability during the reading process which leads to better reading proficiency and make students comprehension process effective.

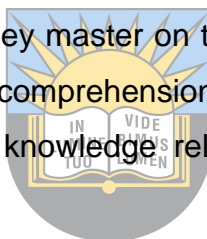
Reading forms part of understanding broader learning and academic purpose. This is important in a sense that reading text and material for teaching should be provided in teaching so that learners could transform their experiences influencing the thinking and learning of a reader. For example, the teacher asking learners to read more academic textbooks and know what they are talking about. Reading helps learners to be able to understand that what they are reading allows learners to quickly locate relevant information, exclude non-relevant information to the present topic, and identify the important information to focus on. Academic success also requires students to be able to understand, analyse, and apply information they gathered through reading. Also, students need reading comprehension skill to be able to understand and perform their academic assignments. However, without having reading comprehension skills, students cannot accomplish all that work (Asl & Hatan, 2018).

### **3.2.7 Importance of teaching reading comprehension**

It is important for teachers to adapt different instruction strategies to accommodate learning needs of the learners. The reading strategies may differ from teachers in all classrooms at all levels. However, Olifant et al (2020) state that the common reading strategy objective that is used by teachers is to help and support learners on independent comprehension and reading comprehension dialogue. This means that teachers' reading strategies should focus on promoting learners' independent support. Teachers are encouraged to scaffold reading lessons to support learners during instructional process. Olifant et al. (2020) explicates that scaffolding instructions support learners to learn in an environment that cultivate independent reading abilities with the use of resources and creative papers that enhance learners to become independent readers. This is supported through the process of learner's zone of proximal development. This refers to the interaction between the teacher and the learner through exchanging of knowledge so that the instruction can be successful. Therefore, scaffolding instruction maximizes the learning process of reading comprehension. This instruction again promotes the learners' reading ability and the ability of the teacher to develop these strategies.

Therefore, the importance of teaching reading comprehension is based on the development of questions. Muayanah (2014) advocates for the development of reading comprehension questions that will enable students to develop an understanding based on the standard of competence. Cekiso (2017), Fesi, (2018), Kunene, (2018) argue that the formation of questions plays a vital role in teaching and in communication as well. Students show their understanding by responding to the question asked related to the text. In other words, it becomes so easy for learners to develop the concepts once they understand the question clearly.

In addition, learners progress from one cognitive level to another by the means of variety of carefully planned questions and draw upon existing knowledge to generate innovative ideas and formulate conclusions (Lumadi, 2016, Salem, 2017). On the other side the reading comprehension also requires familiarity of topics to motivate students in reading it. Therefore, teachers feel like topics to be given in a classroom situation should be the one that students they master on the daily basis. Furthermore, based on the classroom activities reading comprehension involves questions in various forms such as main ideas, vocabulary knowledge related to synonyms and answering question.



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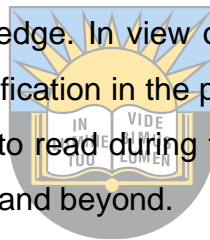
Nhapilo et al. (2017) states the important point of reading is to understand the communication between writer and reader. Kunene (2018) adds that reading is a complex interaction of cognitive processes and strategies used by the reader and various types of information contained in the text. In other words, reading can be defined as a process of making reasonable interpretation in comprehending a text, which has four characteristics namely, purpose, selection, anticipation, and comprehension.

### **3.2.8 Problems in reading comprehension**

It is noticeable that teachers are facing the problem of learners who lack understanding do not enjoy reading (Rooy & Pretorius, 2014). This lack of understanding might be cause or might be as a result of insufficient knowledge of vocabulary. This indicates that there is a strong connection between reading comprehension and vocabulary knowledge. It is crucial that learners must acquire adequate knowledge of vocabulary

to comprehend text. In addition, prior knowledge helps learners to comprehend reading materials and construct meaning (Cekiso et al, 2017). Learners who fail to connect their previous knowledge and predict the possible meaning of the text can face difficulties in understanding the text. This might be due to lack of in-depth knowledge of English derivation. Another aspect that affects learners reading abilities is that they read language that is not their mother-tongue. On that note learners take more time to understand words displayed in front of them.

On the other hand, Schaefer & Kotze (2019) had different view that failing to solve reading difficulties during students' early grades dramatically increases the likelihood that the reading difficulties will follow them into their adult years. They state that many students who do not master the skills of reading to learn by the end of Grade 12 will never learn to read well, have more difficulties with the grade level curriculum, need ongoing intensive assistance, and perform less than their classmates in reading achievement and curricular knowledge. In view of the above these studies strongly support the vital role of early identification in the prevention of reading difficulties and the urgent need to teach children to read during the first few years of school so that they can read to learn in grade 10 and beyond.



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Madikazi (2017) mentioned that learners are affected by psychological factors that hinders learners to understand reading comprehension. The study highlighted that stress, and anxiety affects learners that used English as the first language. Learners have stress because they learn language that is not their mother tongue. The use language contributes to anxiety and learners become less motivated to learn language that they are not familiar with.

### **3.3 Strategies to teach reading comprehension.**

The process of understanding text begins before learners can read when someone reads a picture or book to them. They listen to the words, look at the pictures in the book, and start associating the words on the page with the words they hear and the ideas they represent. Teachers' reading strategies for understanding, learners need modelling, practice, and feedback Read Naturally (2018). Strategies taught are explained below.

### 3.3.1 Interactive reading strategy.

Kulo (2019) states that an interactive reading strategy is effective in teaching of reading comprehension since it engages teachers and learners from the text or the literature text. Therefore, adopting interactive reading strategies in teaching of comprehension process through read aloud and word recognition will assist Grade 12 learners to learn reading comprehension in secondary school to attain understanding in reading text. He further affirms that pupils require an interactive practice to come up with meaningful depiction of literary text. While, Yusuf (2015) cited by Simango (2020) observed that the significant outcome on teacher's achievement in reading comprehension is after interactive reading which comprises of read aloud and repeated interpret and infer meaning at the same time recognize and decode words.

Yildiz & Ceyhan (2021) asserted that in interactive reading strategy all activities or exercises that are planned learners are expected to read aloud as instructed by the teacher. In this case, the role of a teacher is to model learners to read using reading strategies that is before, during and after reading. This means that when learners take the instruction from the teacher the learner create connections, identify the main ideas, summarizes, evaluate and the new vocabulary is developed. After reading, learners explain about the text and fostering vocabulary takes place. Having said that learner at this moment enjoy reading, background knowledge is promoted. This stimulates the interest in reading. Teachers recommend this strategy hence it allows learners to become literate.

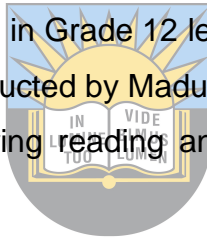
Yildiz & Ceyhan (2021) allude that interactive reading strategy is characterized by the effectiveness of clear expression of words, flexibility and tone when learners read. In this regard, this reading strategy is significant and relevant to learners learning hence it helps them to feel comfortable about what they already know and share their ideas among their peers in class. Therefore, Tanjung et al. (2022) explain three stages of reading when learners interact with the text.

**Pre-reading:** pre-reading, during reading, and post reading activities is an activity which aims at promoting reading comprehension. It assists learners to activate their prior knowledge by demonstration what they know about the topic before reading the text, taking notes while reading and gives summary after reading. requires content clues, reading prediction and reflection of the text.

**During reading:** learners are asked to read the text individually through paying attention to the important things included in the text. Taking important notes while reading. learners are facilitated to promote and monitor their comprehension by making connection, generating questions and determining important information from the text and frame it in a way that best suit them.

**Post-reading:** learners are expected to answer some questions based on what they were reading. students are expected to respond to the questions based on their perspectives about the questions, integrate their background knowledge and information.

All these strategies help the educator to monitor reading comprehension. This assist learners to comprehend the text easily. Activate learner's knowledge and take advantage for them comprehension the text better. It can be concluded that this reading strategy teacher teaches it in Grade 12 learners so that they develop fluency and pronunciation. The study conducted by Maduabuchi & Emechebe (2016) discuss the procedure of pre-reading, during reading and post reading in English FAL as follows:



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### **3.3.2 Procedure of pre-reading, during reading and post reading.**

- Learners start by brainstorming and listing anything they know about the text. On this step learners can participate individually or in a small group or class.
- Learners link their background knowledge to the new information from the text. This is done through selecting important information and write note down as they agree to the statement.
- This stage learners who comprehended the text they will be able to answer question from their peers. This is done after reading where learner give summary about the new information learnt from the lesson.
- The teacher has a critical role to play. The teacher monitors the discussion to check student background knowledge and share question and answers.
- The teacher will clarify the differences between a summary and he main idea of the statement written by the students.

### **3.3.3 Communicative approach**

Maluleke (2019) agrees that within the classroom situation communicative approach which encourages interaction is highly favoured. The approach is linked to reading comprehension and background knowledge with the use of text-centred approach while providing interpretive and productive skills. This demonstrates that learners are given a chance to use their prior knowledge to interact in the lesson. This allows them to critically analyse facts on a topic and at the end have productive skill. Rao (2019) focused on think aloud protocol. The focus here is on learner's perspective strategy and examining the effectiveness of reading interpretation. The examination of this strategy measures how a learner reads and the skill of interpretation in reading comprehension.

### **3.3.4 Read aloud strategy.**

Read aloud strategy is a determined and accurate approach that is used by teachers to enhance learners reading comprehension during instructional process. Lee & Yoon (2017) observed that during read aloud, an interactive environment is created which results in developing reading skills. In support, Walch (2016) observed during read aloud strategy learners fully participate in a lesson. The environment allows learners to come up with creative ideas and the development of reading ability is promoted. Class activities allows both learners and teachers to be involved in a lesson and teacher joins discussion.

Young & Rasinski (2017) observed that during read aloud, oral fluency is built due to phonological awareness and word recognition skills. When learner in Grade 12 in secondary school read literary texts fluently indicate automaticity in recognition of words. While on the hand, Chaka (2015) mention that the fluent oral reading is an essential skill for learners at any level of their learning career. Reflect on their reading process as well as the problem-solving reading.

### **3.3.5 Repeated reading strategy**

With this reading approach learners read the same text several times until they have no faults on their reading (Fiskaryanti, Sutiyono & Sriwahyuni, 2023). This implies that this strategy often includes learners reading the text multiple times, in most cases learners read the text three times until the mastery is achieved. This means that a

learner who reads faster than others have accurately great understanding of the text.

Repeated reading helps learners the following ways:

- This method helps learners to remember what they have been reading and creating new ideas,
- This strategy helps learners to have reading comprehension skills,
- New reading material introduced to learners; therefore, learners take it back and can use it in the context,
- It helps reading aloud in a passage and set reading pace. (This happens when reading fluency dominate because of learners that read the text effortlessly and quietly,
- This again helps learners to develop vocabulary through finding main ideas in the text,
- It helps learners to be actively involved in the text with the help of background knowledge on the certain topic that later will help the inside and outside of the classroom,
- To shape learners reading practices and learners would understand the content of the reading and,
- Learners would have positive motivation and the interest in participation to give full potential in reading comprehension.



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In the study by Black & Stave (2016) reported that learners who displayed insufficient fluency focused more on word level. Spending more time processing individual words interferes with comprehension because fluency is impeded. Gaining appropriate vocabulary is essential for reading and understanding the text. In support, Kulo (2019) revealed that learners demonstrate an increase in fluency and comprehension through engaging in repeated reading intervention. This clearly indicates that this kind of strategy is useful and effective to Grade 12 learners.

### **3.3.6 Guided reading.**

Karanja (2015) affirms that in guided reading learners become independent readers and read texts of class level. Guided reading as a classroom approach requires the teacher to work with small groups of learners who display related learning habits to independently utilize reading strategies. This shows that a teacher as the resource person promotes those learners must be able to work within their groups. Those who

scored high marks must assist others in reading comprehension questions. Karanja (2015) acknowledged that through guided reading, teachers can manage challenging texts as learners strive to become independent readers. Learners' individual reading interests are taken into consideration through offering small group support and explicit teaching for them to tackle more challenging texts.

However, Karanja (2015) in a study carried out in public secondary schools observed that learners in secondary schools demonstrated difficulty in recognizing and decoding words. According to Young & Rasinski (2017) words encountered earlier in similar contexts enable automaticity when teachers re-read short and significant passages resulting in comprehension of the literary text. This means that the number of words used in reading comprehension plays a vital role.

### **3.3.7 Cognitive Reading Strategies.**

Coffi (2017) posits that this strategy implies that learners become strategic readers when interacting with a text using high cognitive levels to solve problems themselves. This means that learners must be able to process ideas on the passage and understand the message on the text. A study conducted by Suyitno (2017) describes the use of cognitive strategies designed to aid the comprehension texts, reporting that a cognitive strategy benefits learner because it assists learners to decode information from the text depending on the strategy employed by the teacher before and after reading.

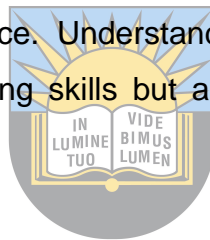
### **3.3.8 Problem Solving strategy.**

Ramrathan & Mzimela (2016) identify that reading strategies are conscious and unconscious events, actions, methods or conduct that readers use to comprehend text and handling difficulties in reading comprehension. These events are used to identify and repair misunderstandings that might occur during reading. It is important for a learner to understand teaching methods used by educators so that it can be easy for them to understand the reading comprehension. In Spain (Durisic & Bunijevac, 2017) found out that reading comprehension strategies are the conscious actions that the reader uses to repair breakdowns in comprehension or actions that the reader uses to monitor and oversee those attempts at report. The study reveals that there is high frequency in problem-solving strategy and bottom-up and top-down, and the cognitive strategy to comprehend reading. In addition, teachers classified reading strategies as

teaching learners to become more effective and efficient learners by learning skills, behaviour, problem-solving skills and study skills. The study allude that reading strategy refers to mental operations that involves someone's reading text for purpose in a contextual approach. The study focused on self-strategic regulation models and its components were based on main influential strategy that is cognitive, effective, socio-cultural interactive and meta-strategy.

### **3.3.9 Visualize.**

Visual learning refers to the ability of learning information through a picture of diagram. Learners who visualize while reading put them in a better position because they will have better memories than those who don't. Readers can use illustrations embedded in text or create their own images or mental images when reading text without illustrations (Draper & Spaul, 2015). From the definition above, reading comprehension refers to an understanding of what the reader had vision about and the implementation of ideas that are created while reading. After visual ideas the understanding process takes place. Understanding is a process of thinking that depends not only on understanding skills but also on the background of readers' knowledge and experience.



### **3.3.10 Metacognition.**

Again, the most effective strategy on reading comprehension employed by educators is metacognition. Zano (2020) posits that metacognition supports readers to combine reading comprehension and learner's personal awareness to manage and monitor cognition process. Therefore, in terms of learners who are good at reading in primary and secondary school tend to have higher metacognitive reading skills than poor readers. This means that in Grade 12 learners must be taught in such a way that it will benefit them in higher learning. In the case of higher education institution students use top-down strategy to comprehend reading academic text (Dardjito, 2019). Meaning that for them to understand better they use dictionaries to find the meaning of words. On the other hand, metacognition reading awareness as the process of individual psychological capacity to achieve thinking goal and the way of supporting thinking cognition is recommended (Girli & Oztirk, 2017) cited by Asy'ri & Ikhsan (2019). In view of metacognition the process of awareness controls the learners to read strategy and enables them to be more proficient readers.

Reading strategies are the actions of a reader to breakdowns in comprehension and deliberate actions that the reader uses to monitor attempt as repair (Asl & Hatam, 2018). In academic context Dardjito (2019) focused on the English academic reading activities by employing strategies to comprehend the reading. The study focused on the metacognition which enables the reader to manage and monitor cognitive process. Asl & Hatam (2018) discovered that good readers of secondary school indicate the higher means than poor readers. Furthermore, the research reported that reading in less proficient university student's reader tended to use top-down strategies to comprehend reading academic text. They are using dictionaries to find meaning of words during reading while students reported using pragmatic reading strategies when reading text which is lower than analytic reading strategy and its clear indication that learners did not familiarize themselves with these strategies at exit level.

There are many researchers who claim that there are several causes of poor reading among school learners. The study conducted by Pornpun (2023) on relationship between the reading strategy, reading self-efficacy, and reading comprehension found out that learners are lacking in terms of reading at home, watching television and playing video games for the long hours. As the results this problem goes a long way because learners reach university education having weak skills in reading comprehension text and they are facing huge problem in reading. Therefore, this indicate that learners spend lot of time learning and developing metacognitive skills but not utilize these skills effectively.

### **3.3.11 Skimming the text for the main ideas.**

Azmi et al. (2019) define skimming as the same as reading a text quickly to establish sense of overall text and the impression about the topic. Skimming is done at a speed of three to four time faster than normal reading. The reader often read skim when they have lot of material to read in a limited amount of time. While, Audrin (2019) has the same view that the reader only needs to take information and most important the main idea rather than reading all the words. Bringing these opinions together, it can be defined that skimming is an activity of speed reading to find general idea of a section of the text. Tini (2023) states that skimming is the fundamental skills that is employed by teachers to learners in reading process. It provides learners an opportunity to look from important ideas from the text. This means that learners must understand the

content on the passage. In skimming learners must find important information and explain the concepts. It allows learners to have purpose of reading the passage that will develops learners cognitive level of finding supporting ideas on the passage (Marais, 2016). This put learners at the advantage of identifying opening sentences, supporting sentences and concluding sentences in a paragraph. While scanning is an activity of speed reading to find details or specific ideas in a section of the text. After reading learners are expected to discussed facts based on the text and come up with conclusions and lesson gained from the text.

### **3.3.12 Discussion.**

Anderman (2019) argue that discussion is a powerful vehicle for all depending learners in understanding of a reading comprehension text and fostering learner's comprehension abilities. It is a leading proponent of exchanging ideas and information among students in a reading comprehension. Meaning that learners are granted an opportunity to exchange ideas, information in a collective manner for furthering learner thinking, understanding, learning and appreciation of the text. According to Tini (2023) learners build their knowledge through understanding of the text. Learners are expected to interpret, present the topic using main ideas of the text and reflect on one another's point of view. Teachers engages learners in a discussion by providing texts and additional information by the means of developing learners reading comprehension skills. In discussion learner learn broader knowledge and gain valuable experience through group discussion. It is a verbal exchange of thoughts and ideas between two learners to reach agreement

Moreover, discussion assists learners to work in peers or in groups and peers and group members must have mutual relationship. An educator interacts with learners through monitoring discussion and explain difficult questions to learners. Discussion with peers and asking for monitoring as a strategy to support comprehension of academic texts. Meaning the strategy promote cooperative learning. Nurie (2017) stipulates that the teacher needs to give learners examples that allows common understanding to recognise words from the text.

Teachers plays a crucial role in providing the method by bringing the gap between learners' process learning (Symasir, 2021). An educator approach the text and facilitate the classroom discussion, an advisor and the communicator. In this situation,

discussion can benefit learners to work successfully in a group more than working as an individual entity. Teachers should have in mind the aim of reading skills stated in the curriculum to develop learners reading comprehension. This means that teachers have an important role to play in increasing students achievements in learning reading. Teacher's ability and skills in presenting reading comprehension text will influences learners interest to read more. The effectiveness of this strategy is seen when learners apply cognitive skills and comprehension skills while developing new skills.

### **3.3.13 Scanning the text for specific information.**

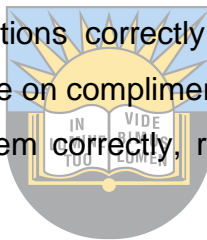
Lumadi (2016) believes that scanning is reading method that allows a reader to use eyes on the text to find certain information. This method of reading is applicable when teachers' asks learners to identify concepts and definitions of the names and supporting sentences. It allows the reader to answer questions quickly. The reader goes through the text just to find information and have the responses on information that is identifiable. In this strategy, the learners look for specific information in the text such as date, names and places. This involves the movement of the readers' eye by quickly look down on the page an up looking for certain words or phrases. Scanning can be defined as the process of quickly searching for piece of information from the text (Nasir et al., 2024). The purpose of scanning is to extract certain information without reading the whole text. In scanning information without reading the whole text. In scanning the reader do not care about the broader meaning of the text but the details.

### **3.3.14 Instruction and practice approach.**

Echevarria, Richards, Chinn & Rattleff, (2018) focuses on instruction and practice of specific skill that will allow learners to focus on their awareness. These specific skills include automatic decoding, specifying purpose, identifying genre, questioning, scanning, skimming, recognizing topics, locating topic sentences and starting main ideas (Raba, 2016). Seemingly, Rao (2019) believe that sematic mapping approach and prediction conformation theory is more useful in promoting reading comprehension during reading and after reading. This shows that learners can used skimming skill to predict the content of the text and be able to understand open-ended question that require a learner to voice out their views. This helped students to reflect on their reading and educators to construct their own terminology for each strategy

and clearly how it can help them to understand reading comprehension. To give evidence on the above opinion, Olifant et al. (2020) investigated the instructional as the reading strategy in the process of learning. In their study, they emphasised the importance of using this strategy to accommodate learning needs of learners. They alluded the fact that this reading strategy may differ from teacher to teacher, however teachers have one common objective of helping learners to promote independent readers in reading comprehension. In this regard, independent reading allows learners to read any material using strategies used by teacher to them during instructional process.

Olifant et.al (2020) found out that teachers provide feedback to their learners as a critical reading strategy. Hence, they regard this strategy more useful to teachers because it boots learners' performance. The performance is stimulated from learners through getting involved on the lesson. The study discovered that teachers praise learners when they answer questions correctly. However, the limitation done by teacher was that they focused more on complimenting learners when they respond to simple questions and answers them correctly, rather than listening to their critical responses on the questions.



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### **3.3.15 Monitoring strategy.** *Together in Excellence*

Another strategy employed by teachers is monitoring strategy Zaw & Habok (2020) cited by Yan (2023) stresses monitoring strategy enables the reader to read actively using the pace on reading and speed according to the complex of the text. Selecting appropriate comprehension level and re read it to achieve a goal. Give the meaning of words and keeping the structure on contextual cues. Murphy, Nation & Hesse (2020) gave evidence that reading comprehension occurs when learners notice errors on a text and react to them using background and information from the text. For instance, teachers use this method when they teach language and give learners task with mismatch in verb and nouns and therefore, tasks learners to correct those mismatches between the two pieces. In this notion, there is a link between the ability to read reading comprehension and monitoring performance.

### **3.3.16 Questioning**

Questioning is a critical reading strategy that is used by teachers to get information from learners about the text (Boakye et al., 2020). The study conducted by Olifant et al. (2020) found out that teachers are focusing on questioning as the reading skill. The study believed that the questioning strategy focuses on lower order questions than challenging questions. Challenging questions refer to questions that seek critical thinking skills. In other words, challenging questions are the ones that provoke answers where learners can make connections between the events in the text and identify crucial features as well as interpreting complex text. Moreover, learners will be able to integrate ideas, provide evidence across the text and formulate themes as well as interpreting significant events. Having said that, teachers use this strategy most of the time to check the progress and learners' understanding in reading comprehension.

### **3.4 Importance of teachers' understanding of reading strategies.**

Teaching is an activity done by qualified individuals to equip and develop learners with necessary practical skills that help an individual learner to learn to read. Madikiza (2017) explains reading as the crucial skill that learners need to use in all subjects across curriculum and every individual teacher needs to master reading strategies in their education practice. Fostering reading strategies to learners helps them develop different learning approaches on reading texts. This means that the role that they play in learners help them to develop critical thinking skills.

Madikiza (2017) stipulates that it is significant again for learners to learn reading strategies guided by teachers so that they can achieve to their capabilities. This could be achieved through the assistance of educator's strong knowledge based on the skills and complexities involved, understanding, ability and flexibility gained in the instructional process. One of the effective ways of facilitating reading is reading strategy awareness. It is important to consider reading strategy awareness skill and teach it to learners as a valuable used for English FAL learners. This indicates that learning to learn is effective for learners once they reflect on their learning to promote their learning skills. It helps learners to develop wide range of appropriate strategies to employ with the help of experienced and skilled educators.

Mshumi (2017) points out that for the implementation of this strategy and to measure its effectiveness for learners, teachers need to embark on strategy training. As far as strategy training is concerned the focus is to help learners to evaluate themselves on what they are doing excellent in language. This means that learners are given the task to know their weakness point and strengthen on their own. This helps learners to target most efficient learning approaches, on the other side learners develop problem solving skills and decision making. Pointing out successful strategy may be helpful hence it is beneficial to learners personally and mostly relevant to them.

Teachers are encouraged to help learners to master language and literacy perspectives in the practice (Madikiza, 2017). Teachers need to have more time in teacher development with the objective of explaining what is expected of them when they are in a classroom. In sorting out this could be beneficial in the context of learners and their own experiences with new concepts introduced to them. It is important for teachers to supply learning activities that make learners to be hands on so that they can understand reading texts. Having said that, the development of vocabulary takes place. This help learners to connect between their first language and English in this case which is English FAL. This means that as learners read more texts, more advanced vocabulary is developed, and they will be able to read any word correctly orally. It is important that teachers should know what they are teaching and change their teaching strategies as time goes on.

### **3.5 Reasons why teachers teach reading comprehension.**

Sari et al. (2017) articulates that effective reading comprehension strategy used by teachers when teaching reading comprehension in primary and secondary level is both top- down and bottom-up strategy. Zano (2020) alludes that teachers mostly use metacognitive strategy when they teach reading comprehension. This supports learners learning skills of reading comprehension and teacher's awareness to manage and monitor cognitive process. Phuc (2020) highlight that these strategies enhance reading comprehension in teachers as it includes comprehension monitoring where teachers teach how to be aware of their understanding of material used. Cooperative thinking where teachers group learners and study reading strategies together. Use of graphic and sematic organizer includes story maps where learners draft mind maps to represent their material in comprehension. Question and answering students'

questions given by teacher. Then, effective and efficient word recognition skills are the foundation of becoming successful readers.

### **3.6 Recommendations that can be proposed**

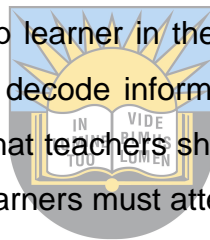
Girli & Oztirk (2017) recommended metacognitive reading awareness as it is a process of individual psychological capacity to achieve thinking goal and the way of supporting thinking cognition. Furthermore, Muayunah (2014) recommended that teachers are expected to develop reading comprehension questions that will enable learners to develop an understanding based on the standard of competence. Kunene (2018) argued that the information of questions plays a vital role in teaching and communication as well. Students show their understanding by responding to the questions asked related to the text.

Kung & Aziz (2020) highlighted the importance of metacognitive reading strategy instruction on reading comprehension. The result revealed that metacognitive can be enhanced through implicit and explicit instruction in the classroom. The teachers need to take into consideration learners' prior knowledge, classroom setting and assignment. In this strategy, a teacher recommends that learners become aware and empowered to take steps of what they are lacking on before, during and after the lesson. Therefore, it is a problem for the learners because they do not know to process the information at high school level. Again, teachers could consider the instruction of metacognitive reading strategies as a useful resource and integrate it into the teaching of reading comprehension by modelling those strategies and giving students ample opportunities for guided and independent practice (Asy'ri & Ikhsan, 2019). By doing so, students are prepared to take on any printed materials, and this will make them independent readers.

Olagbaju & Popoola (2020) conducted the study about audio-visual resource on learning outcome in reading. The study discovered that many teachers are still using traditional ways of teaching reading comprehension. This traditional approach is probably one of the reasons for poor performance in reading comprehension. It was argued that the education system has an advancement in the field of science and technology and has a good effect on education, the need for audio-visual resources in teaching and learning can no longer be denied in the 21st century classroom.

The study suggested the impact of using these audio-visuals in the classroom. They stated the effectiveness and its benefit in learner learning abilities. The study recommended that teachers should make use of audio-visual resources in teaching reading comprehension. Secondly, they touched on the aspect of social media tools that learners need to take note in a manner that will advance their vocabulary. Moreover, the study recommended that teachers use social media tools that will exploit learners for educational gains in the classroom instead of terming the devices as a tool that distracts learners from learning.

Chamba & Ramirez-Avila (2021) conducted the study on skimming and scanning reading strategies that at a later stage enable word recognition through the classification of part of speech. The significance of the study was to improve learner performance and development of reading skills of the language. They revealed that not only scanning and skimming can improve reading comprehension skill but also the use of word recognition could help learner in their work activities. The step-by-step approach was applicable; learner decode information and comprehend it at a later stage. The study recommended that teachers should give more time to learner work and reading activities. Similarly, learners must attend classes frequently.



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Therefore, it was recommended that to assess the level of reading fluency of their learners, teachers need a curriculum-based measurement, a set of standardized and well researched procedures for assessing and monitoring their learners' reading proficiency and progress (Ramrathan & Mzimela, 2016). The use of norms in reading assessments enables the teacher to interventions through identifying learners likely to need extra or alternative forms of reading instruction, estimate rates of reading improvement, and identify learners who are not demonstrating adequate progress. This may require additional or different forms of instruction and evaluate the effectiveness of different forms of instruction for struggling readers and provide direction for developing more effective instructional programs for those challenged learners.

### **3.7 Conclusion**

In this chapter, the researcher introduced a variety of scholars who highlighted teachers experiences in teaching reading comprehension. The researcher also provided different views on the matter from global, continental, national and brought it to a smaller scale of provinces and districts around South African education department. It is evident that teachers are experiencing difficulties when teaching reading comprehension. Learners are struggling to understand what is written in the text. In the next chapter, the researcher established the research methodology which entails the approaches and sampling techniques, as well as instruments that were used to gather information.



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## CHAPTER 4

### RESEARCH METHODOLOGY

#### 4.1 INTRODUCTION

Chapter three has reviewed literature on the Grade 12 teachers experiences in teaching reading comprehension in English First Additional Language. The purpose of this chapter firstly provides a description of methodological issues relevant to the study. It also introduces the research paradigm. It also highlights the research approach which is qualitative approach and principles and ethics guiding the research since the research is dealing with two intact classes of participants which already exist and there will be purposive sampling of subjects. Thereafter, the data collection procedures, the data collection instruments, and data analysis of the study will be outlined. Finally, the nature of the intercession program will be discussed.

#### 4.2 RESEARCH METHODS



Maluleke (2019) states that it is essential for the researcher to consider important concepts and theories underlined in the method. It is just more than simple method that is used by the researcher to gather information. For instance, the researcher intends to test some important aspect on collected information, the researcher would test validity of the system used and that must show that the researcher comprehend the underlying concepts of the method used.

Matakane (2018) stipulates that research methodology is a process of broadness and complexity whilst Mshumi (2017) sited that research methodology is a branch that is concerned with investigation and limitation of techniques. This informs the knowledge and values of research. Meaning that these techniques should remind the reader about research questions. The methods used should address research questions and give enough details about research goals.

In methodology, it is important that every stage is enlightened and justified with clear reasons for the choice of your methods and resources. He further stipulates that dissertation requires many ways to be used that goes along the methodology and

approached in the research. These methods may differ between disciplines. For the researcher, it is crucial to expect possible expectations concerning the field of study. On the other hand, Raba (2016) and Maluleke (2019) both agree that method refers to the suitable way to approach the problem and seeks answers. The term applies to how research is conducted. In this regard, the researchers aim was to explore teachers' experiences in teaching reading comprehension to Grade 12 English First Additional Language. In this regard, the researchers aim was to explore teachers' experiences in teaching reading comprehension to Grade 12 English First Additional Language.

#### **4.3 RESEARCH PARADIGM:**

Dornbrack & Artwood (2019) defines the term paradigm as the thinking framework and guidelines that guide the behaviour of the researcher. It is the structure that is important based on how individual research believes and perceive the world. Again, it is based on broad beliefs on how a person view and perceive something. Historically, researchers see paradigm as the model and approaches to conduct research that has been verified by the community for long time. In support to this, Ngubane et al. (2020) believes that research paradigm creates the beliefs and principles that shapes how the researcher views the world. Research paradigm emphasises on how the researcher interpret and acts within the world. Paradigm measures how holistic opinions and knowledge is viewed, based on the strategies used to unearth it. It assumes at the philosophical responsiveness that will rise quality of research and can contribute to the inspiration of the researcher.

Research paradigm as a knowledgeable device that holds beliefs of scholars and expectations about the world Madikiza (2017) explains. This means that the beliefs have to do with past evidence and origin, definition of theory used in the study, data and questions asked. It is a way of observing the world that reflects beliefs about knowledge acquired basic sense of the world and framework that is accepted about the direction of the research. Paradigm scrutinizes research questions asked about the structure of the research and how results are interpreted.

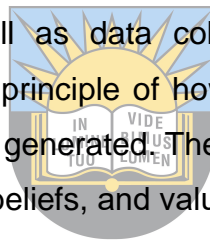
According to Kivunjan & Kuyini (2017) view the paradigm as the formal reflection of beliefs and principles on how to interpret the world that we are living in. The importance

of research paradigm consists of the beliefs and guidelines on what to be studied and how it is supposed to be studied. This indicates that the study should be interpreted. Kivunjan & Kuyini (2017) outlines paradigm under three dimensions:

**Epistemology:** Epistemology is a basic understanding by the truth. Meaning it informs the aspect of what one individual person knows about reality. This basic understanding of how an individual acquired knowledge (Kivunja & Kuyini, 2017).

**Ontology:** Madikiza (2017) stresses that ontology is the understanding by the researcher on the assumption that make the researcher believes that something makes sense. This is the understanding of how an individual makes meaning of knowledge. It is also concerned with the social phenomenon.

**Methodology:** Methodology is the understanding of research participants, data analysis of the research as well as data collection (Kivunja & Kuyini, 2017). Methodology is guided under the principle of how the researcher investigate social world and demonstrate knowledge generated. The basic significance is to understand the element of basic assumption, beliefs, and values of one's research.



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#### 4.3.1 Interpretivism paradigm

The research paradigm used in this study is the interpretivism paradigm. An interpretive theory attempts to understand reality by making perspectives meaningful (Mpiti, 2016). The study will constantly be renegotiated, debated, interpreted and therefore the best method to use is the one that solves the problem. Interpretivism seeks understanding through qualitative methods such as participant's observation, in-depth interviewing and other that yield descriptive data.

Matakane (2018) argues that interpretive paradigm is influenced by the meaning and interpretation in historical text and phenomenology that is based on the human experience. This means that the researcher had interpreted every aspect that the approach seeks to understand live experiences from the perspective of people themselves which is often referred to as the inside perspective (Mshumi, 2017). Raba (2016) further claims that interpretive paradigm works directly with experiences and understanding of the theories that merges as more information becomes generated

during the research process. On the other hand, Salameh (2019) also points out that the interpretive paradigm is associated more with methodological approach that provides an opportunity for the voice, concerns, and practice of research participants to be heard. It is also characterized by a concern for the individual as it seeks to understand the subjective world of human experiences and therefore enables researcher to understand the world of human experiences. This research therefore fits into this paradigm as it investigates the teacher's experiences in teaching reading comprehension in English First Additional Language. Makeleni (2016) stresses that interpretive paradigm implies that, to gain an understanding of people, the researcher needs to place participants within their social context. This paradigm assisted the researcher to understand and interpret teachers' experiences, teacher's knowledge in teaching reading comprehension.

The researcher made use of interpretative paradigm to understand the way teachers employ reading strategies and learners' responses. It provides the better chance for researcher to understand the world of that participants. Interviews also gave participants to record down their experiences. In addition, Matakane (2018) supports the idea that reality could be explored and constructed through human interaction and meaningful movements to make sense of the social world in a natural setting through people daily conversation and writing. This interaction could be done through relating to the text they read on daily basis. The purpose of this paradigm in this study was to understand individual point of view and the world they are living in. In this regard, the researcher was able to get teachers views and understand teachers' behaviour and actions when teaching reading comprehension in classroom using English First Additional Language.

#### **4.4 RESEARCH APPROACH: Qualitative Approach**

The Qualitative approach was used in this study. Qualitative research is a market research method that focuses on obtaining data through open-ended and conversational communication (Rao, 2019). Qualitative research allows for in-depth and further probing and questioning of respondents based on their responses, where the interviewer also tries to understand motivation and feelings. Mpiti (2016) views qualitative research method as research process whereby researchers build up a

complex, holistic framework by analysing narratives and observations, conducting the research work in the natural habit. Therefore, qualitative research allows for in-depth and further probing and questioning of respondents based on their responses, where the interviewer also tries to understand motivation and feelings. Understanding how your audience takes decisions can help derive conclusion in market research.

Research approach is a systematic approach used to collect data to increase the understanding of the phenomenon about the interest of the study (Madikiza, 2017). The qualitative approach involves the study of human that embark on human activities with the aim of gaining valid understanding. On the other hand, it describes and analyses individual and collective actions with the meaning of human behaviour and experiences on the social functions.


Since qualitative research allows for in-depth and further probing questions of responded based on their responses. The approach aimed at getting deeper importance of the subject that the researcher ascribes to the topic (Madikiza, 2017). Therefore, it involves the important contribution of the research questions gained and information that already exist. The researcher gains in-depth information in understanding the phenomenon through seeking to know strategies employed by teachers when teaching reading comprehension in English FAL. In this view, the researcher relied on the view of participants broad and general questions that were asked and the data was collected that best describe teachers' experiences. Therefore, the researcher used different methods such as interviews, focus group discussion and document analysis to have in-dept understanding of the phenomenon.

These methods helped the researcher to gather information, interpret and analyse it. Matakane (2018) stipulates that the purpose of the qualitative research approach is to provide researcher the target through culture, situation and direct interaction under the study. This is based on the view that participants were seen at their Natural setting which is the classroom for interview to gain understanding in the teaching of reading comprehension. To understand the social phenomena that participants are attached to it. The detailed description of participant's feelings, opinions and experiences were interpreted and the meanings of their actions (Charamba, 2020). The researcher aimed at exploring how teachers teach reading comprehension and how they explain

their teaching experiences. There are different types of qualitative research methods like in-depth interviews, focus group, content analysis and case study research that are usually used.

#### 4.5 RESEARCH DESIGN: Case Study

Zano (2019) define research design as a blueprint of how the researcher intends to conduct the study. Research design is a strategy and the plan of investigating and getting answers to research questions. The investigation strategy chosen by the researcher to connect different components of the study in a logical way to address the research problem (Adepoju, 2018). In this essence, Salem (2017) states that research design the reflection of the methodological requirements of the research question that determines the type of data that will be collected and how the data is being processed. Adepoju (2018) explains the following types of research design.

- 
- **Semi-experimental:** this consist of field work or field experiments
  - **Experimental:** consist of experiment with random assignments
  - **Correlation:** this considers case control study and observational study
  - **Review:** this is based on literature review and systematic review.
  - **Descriptive:** this type focuses on case study, observational and survey.

Based on the above discussion the study employed case study design as it interprets and give analysis. This case study design helped the researcher to have a clear description of activities that were relevant to researcher experiences and strategies in teaching reading comprehension to Grade 12 learners. According to Madikiza (2017) case study is a systematic enquiry into event and set of events aims to describe and explain the phenomenon of the interest. The case study in research seeks to focus on the problem. Meaning that it explains and investigate the issue that the research is trying to address, collected data, and interpret it. It gives the opportunity for one aspect of the problem to be studied and in-dept within limited time. Matakane (2018) highlighted the strength of case study that is to concentrate on specific activities and how they are related. Also, how motivation for selecting the most appropriate plan for addressing research problem. In this view, the research dealt with case study under

the specific activity on how grade12 teachers teach reading comprehension and how teachers use reading comprehension strategies to promote reading skills in Buffalo City Metro education districts.

The researcher put more focus on teaching as the real situation and teachers as the real person to answer research questions. This study fits to case study as the researcher was interested in gaining an in-depth understanding of teachers experiences in teaching of reading comprehension. In view of this, a case study is considered necessary to allow the researcher to explore this understanding. It allowed the researcher to determine in advance what evidence to gather and what analysis techniques to use with the data to answer the research questions (Salem, 2017). Given that the aim of this study was a case study research design was seen to be the most appropriate design for this study.

#### **4.6 SAMPLE AND SAMPLING TECHNIQUE**

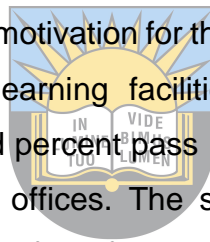
Rao (2019) contends that sampling involves the activity of selecting people who has experiences in the phenomena related to the study. Normally involved certain individuals who are willing to provide in-dept information about his/her experiences. Sampling usually involves setting, process and events that are directly involved in the purpose of the research problem, therefore, major collection data methods, and data gathered is useful in participant's experiences.

Population and sampling determine where and from whom to obtain the data from. According to Matakane (2018) sampling is a process of selecting participants that could give rich information about the research problems under the study. Selecting participants that have experience about the phenomenon. This means that the researcher chooses who to offer data based on the availability and ability to provide necessary data. In this regard, the researcher selected one teacher per school. Teachers who are teaching Grade 12. The purposive sampling was engaged in this study. 12 only. These educators were selected based on their teaching experiences. in addition, teachers were selected since they were directly involved in the teaching of reading comprehension. their experiences were relevant to this study.

#### 4.6.1 Purposive sampling

Purposive sampling is commonly used in qualitative study. The researcher seeks cases that are rich in information (Matakane, 2017). It is based on the judgement of an expert in selecting cases. Mshumi (2017) posits that the logical and power of purposeful sampling lie in selecting information-rich cases for dept study. Purposive sampling takes place when the researcher identifies participants to include in the study based on their availability to provide necessary data. It is also chosen to illustrate some process for a study.

The population for this study were all the Grade 12 teachers who are teaching English First Additional Language as a subject in public schools in the Buffalo City Metro District. Sixteen schools were purposively selected and from each school one Grade 12 teachers were selected. Out of sixteen schools eight schools were classified as from semi-urban school and eight were from Rural school. The school in the semi-urban area are in Mdantsane. The motivation for the above selected school is because Mdantsane school have better learning facilities as compared to rural school. However, is difficult to get hundred percent pass rate. The rural school is situated 29 kilometers away from the district offices. The school were sampled because are situated in rural school with less benefiting facilities in learning. The classes in all these school starts from grade 8 to 12.



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#### 4.7 DATA COLLECTION INSTRUMENTS

Data collection “is the act of gathering necessary information that is related to a study through various methods and sources” (Maluleke, 2019, p.35). Data collection includes a variety of methods of data collection in a qualitative study. The researcher used different data collection methods to get rich and sufficient information that the study seeks to explore using research questions. On the interviews Madikazi (2018) stipulates that interview is the exchange of information between two or more people. This exchange of words is done through direct verbal interaction on a certain topic and collect data on. This conversation should be based on themes and mutual interest between people. In this view interviews were arranged using interview schedules for the researcher to interview Grade 12 teachers to gather information based on research objectives.

Data was collected to detailed gather information on teachers experiences in teaching reading comprehension. This study employed semi structured interview as a strategy to collect data as it allows the participants to express themselves. During interviews the researcher made arrangement before to educators to respect teachers teaching time. The researcher was given one hour after school. The interview session remained calm and neutral to participants so that they can understand that there is no wrong and write answer in the discussion. The purpose of the questions was to gain access to teacher's experiences. the focus group too one hour 30 minutes this gave the researcher an opportunity to probe deeper questions that helped to gain more information and rich information concerning the teaching of reading comprehension later documents such as lesson plan, preparation book assessment guidelines, monitoring reports and teachers' portfolios were reviewed. Data was collected using semi-structured interviews, focus group discussions and document review.

#### 4.7.1 Semi-structured Interviews

Vundla (2014) sees semi-structured interview as one of the major research tools to get information. This tool is often used by researchers to understand participant's opinions, personal experiences and beliefs about the topic. Semi structure interviews support the researcher to gain comprehensive discussion since the researcher seek to learn more about knowledge and experiences. The researcher compiled a set of questions on an interview schedule with the interview guided and not dictated by the schedule. Therefore, the question that were best answered by semi-structured interviews is one of teachers views in teaching of reading comprehension English First Additional Language. The researcher regarded all participants as experts on the subject and allowed them opportunities to voice out their experiences.

Ruslin, Mushuri, Rasaka, Alhabsyi & Syam (2020) Semi-structured interview permits researchers to acquire in-depth information and evidence from participant. Again, it focuses on its flexibility and adaptability. The semi-structured interviews allow participants to share the opinion with no limitations as long they are guided with questions. This instrument is relevant to this study because it will allow the researcher Ruslin et al. (2020) regards a qualitative research interview as an attempt to use and assist the researcher to understand the world from the subject point of view. The

conversation between the researcher and participant aimed at finding experience from the world that they are living in. For instance, the study aims to explore teachers experience in teaching reading comprehension in Grade 12 learners. This means that teachers responses should tell the researcher more on their experiences.

Ruslin et al. (2020) stresses that in qualitative interview both the interviewer and the interviewee have equal position in the conversation. Meaning that the interviewer (the researcher) has intentions of asking the interviewee (Participant) and listen very attentively the responses of the interviewee. In this situation researchers seek to know or have information about projects. The researcher prepared questions to ask then the responded respond to those questions put effort on the structured questions. The semi-structured interview assists the interview to explore possible solutions on the problem. Generally, focuses on the general pattens Sibeko, 2021, p.63). This means that it has the workable framework based on themes that influenced by the main research question and probes as well as sub-research question. In other words, the semi-structured interviews in an exploratory interview.



In the semi-structured interview, an interviewer generally has a framework of themes to be explored. Ruslin et al. (2020) suggest that good interviews usually consist of a balance between main questions sub-research question, and probes. This means that from main research question the researcher construct sub research questions that allows the researcher to go deeper by probing more question on the phenomenon. The interview question on a topic should be prepared in advance.

It is vital for the researcher to prepare prior the interview guide. In this essence, the interview guide refers any type of informal and formal grouping of topics and questions that an interviewer asks in different ways to different participants (Ruslin et al. 2020). The interview is an internal dialogue between two people exchanging information. This could be done through face-to-face interaction or one on one interaction. The interaction can be done again in focus group discussion. Semi-structured interviews have the characteristic of having informal style. This informal style could be done through discussion and group discussion about the topic without using structured questions. In general, this mean that interviews in qualitative research participants should offer useful information to the researcher about the topic. This implies that the

interview needs to address the person that the researcher ask question to, the purpose of get the information or the purpose of asking questions. It should address how the questions are structured.

#### **4.7. 1.1 Teacher interviews**

The interviews on participants which in this case are teachers were conducted in sixteen participants. Fifteen were interviewed on the selected school. The researcher found out in one selected school there was no teacher at all who is teaching Grade 12. The interview in ten schools took place in the teachers' staff room, in last five the participants were interviewed in Hod's office. The researcher introduced herself and stated the purpose of the interview. After that the researcher read and gave the inform consent to participants to read and sign if they are satisfied and willing to participate in the research. The researcher gave the interview guide that consisted of research question about the research.



#### **4.7.2 Focus group Discussions**

Focus group interviews consist of four to seven participants on a research topic (Maja, 2023). The researcher used focus group discussion to gather information and to make use of participant's feelings, perceptions, and opinions. The focus group discussion was guided by a list of questions and rich data was developed through interaction within a smaller number of people. The group members might hear what others are saying in a group; therefore, the researcher used a group of Grade 12 teachers with the aim of finding out about the reasons why teachers teach reading comprehension the way they do and what strategies do teachers employed and what challenges do they encounter when employing these strategies. This approach was efficient because the researcher could gather information about several people in one group in one session.

This data collection method provided the setting that allows participants to share their experiences in teaching reading comprehension. The participants' experiences were discussed freely by the new stands of thoughts emerged. This method generated rich information and allowed participants access who found face-to-face interaction interview intimidating. This worked successfully because the researcher managed to

get in-depth information to enlighten the study.

There was one focus group that were composed by the researcher. In this group seven participant were interviewed. The researcher set up the meeting to meet focus group one of the school was chosen. Participants were collected by the researchers after school on one school.

#### **4.7.3 Document reviews**

Fesi (2018) classifies sources into primary and secondary documents that are the original written material of the author's own experiences and observations. The classification is based upon the nature and classification of a source whether it is a personal document (such as learner 's record, workbook, or portfolio), official document (such as assessment record or schedule). The document analysis helped the researcher to know what to guide the teacher on what to teach and how to assist teachers on how to teach reading comprehension in Grade 12. It was easy to access the relevant documents from teachers.

In this study, the researcher utilized personal and official documents. The study utilised teacher's portfolio to check teacher's preparedness. Documents such as Annual Teaching Plan (ATP) and Programme of assessment, record of assessment, mark sheets and schedules. Learners book to find out task written by learners specifically on reading comprehension. Also, analysed school documents such as records of assessment inform of mark recording sheet, progression such as marks of progressed learners on the mark sheet and retention schedules, learners'-controlled test specifically in reading comprehension, teacher lesson preparation books and monitoring reports to understand the severity of their reading difficulties and challenges.


#### **4.8 DATA ANALYSIS**

Data analysis is a process where the researcher engages and interrogates data to select, sort, transform and organize it to see patterns, identify themes, develop explanations and critiques in the construction of the phenomenon that will suggest conclusions and support decision-making (Maluleke, 2019). Data collected was and transcribed, which means that the way each participant answers questions will be written down in the same way. Even if there were grammatical errors, they will be not

corrected.

The process of data analysis is an ongoing process that is done throughout the study. It can be defined as the process of reviewing and evaluating documents to make meaning of collected data through developing understanding interpreting the responses of participants (Madikiza, 2018). The information gathered from the collected data should be coded and classified according to mail themes. The emerging of codes and themes might serve to integrate data collected by different methods. Therefore, the data collected by different methods. The data was analysed from the start through research process using teachers interview schedules, focus group discussion and document reviews. This study adopted a thematic approach to analyse the data. in this point of view participant's experiences, understanding of reading comprehension and understanding if teaching reading comprehension were coded and categorised into themes.

#### 4.9 TRUSTWORTHINESS



Qualitative research aims to design and incorporate methodological strategies to ensure the trustworthiness of the findings. Such strategies include accounting for personal biases which may influence findings. Respondent validation includes inviting participants to comment on the interview transcript and whether the final themes and concepts created adequately reflect the phenomena being investigated. Vundle (2019) states that truth value in research asks whether the researcher has established confidence in the truthfulness of his or her findings and the contextual factors in which the study was undertaken. Korstjens & Moser (2018) state that in my qualitative research agree that data trustworthiness on data collected from direct interviews, focus group and observations is evidenced of the following:

- **Credibility-** in research this refers to the finding represented pleasing information drawn from participants. Data that is originally and interpretation of participants' original views are captured correctly. This also include believability of the finding.
- **Dependability-** this refers to the stability of finding over time. It involves

participants evaluating the finding and interpretation of recommendation of the study to make sure that all supported data received informant of the study. This means the researcher need to gather evidence to support the claim and similar results that would be obtain were the study is repeated.

- **Transferability**- this refers to the degree to which the results of a qualitative research can be transferred to other context with other respondents. The researcher facilitates transferability judgements by the potential user through thick description and purposeful sampling. The researcher provides detailed description of participants that were selected, this also helps to the evidence support generalization of finding to another context.
- **Confirmability** – this refers to the degree that results could be confirmed by another researcher. It is concerned with establishment of data and interpretation of findings are not based judgements of the imagination but are clearly derived from data. Confirmability refers to the control of research bias. It enhanced with consistency with qualitative research findings that research reaches similar conclusions.



#### 4.10 VALIDITY

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Madikiza (2017) states that validity refers to the accuracy of data and truthiness of data as well as findings that were produced to extend that the research measured was supposed to be measured. This implies that respondent disposition and mind condition does not have any impact on the research, however, the respondent can carefully and sincerely respond to the questions asked and depend on the ability to the questions in the instrument. This shows that validity is more concerned to give clarity on what is supposed to measure. In this study validity was shown through considering bias by ensuring that questions asked were checked and scrutinized.

#### 4.11 RELIABILITY

Lumadi (2016) define reliability as the degree to which a measuring tool is repeatable and consistent. Raba (2019) argue that reliability is fundamentally a tool for consistency and replicability to cover a group of participants. Qualitative researcher

address reliability issues in designing their studies and their data collecting strategies. The researcher considered more than one data collection instrument to minimize threat to reliability. For the research to be reliable, it must reveal similar group responses on participants in similar context. In this regard seven participants in focus group discussion were interview based on teaching experiences and understanding of reading comprehension. The similar results would be found. Meaning the study often refers to consistency of the instruments that may relate to people conducting research.

#### **4.12 ETHICAL ISSUES PERMISSION**

The researcher assured all participants about their rights to privacy and that their identities would remain anonymous (Mengiste, 2019). Avoiding any harm to participants the researcher informed the participants about the impact of investigation and offers an opportunity to withdraw if they wish to do so without any prejudice. The researcher requested and was granted permission from the University of Fort Hare's Inter- Faculty Research Ethics Committee. The researcher received permission from the University, then requested permission from the Provincial Department of Education was also granted. Education District and Schools.



##### **4.12.1 Informed consent**

According to Mshumi (2017) a consent form relates to the communication of all possible information about the research participants. The participants were provided consent to sign which is the agreement that they are taking part in the research, including understanding their rights to access to their information and the right to withdraw at any point. It is important that the information sheet and consent form are robust, clear, and well written. Grade 12 teachers that were interviewed were given informed consent to sign as the agreement between the researcher and the respondent.

##### **4.12.2 Anonymity and confidentiality**

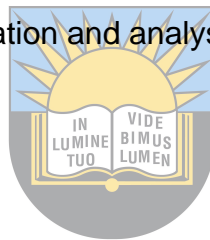
Anonymity and confidentiality are an important step in protecting the participants from potential harm (Korstjens & Moser, 2018). The researcher considered the potential harm to the participants, the wider community, and the institution. When considering the potential for harm, the researcher approach participants in descending order, to eliminate, isolate, and minimize the risk, with the participants being fully informed on

what the risks are.

All the participants will be given assumed name, and no identifying details were revealed to maintain their anonymity. Schools and teachers were also given names. The researcher will summarize the findings in a layman's terms so that they can be understood by non- academic audience. The researcher's dissertation would be employed as a guide for constructing as acceptable presentation of the findings of teachers experiences in teaching reading comprehension in English FAL.

#### **4.13 CONCLUSION**

This chapter provided methodology section qualitative method was adopted in the research. The researcher explained the qualitative method and showed its relevance to the study. Tools to collect data were interviews, focus group discussion and document reviews. Sampling strategies to was further discussed as well as data analysis. These methodologies were chosen and suitable for the study. The next chapter presents the data presentation and analysis from the methodology tools.



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## CHAPTER FIVE

### DATA PRESENTATION AND ANALYSIS

#### 5.1 Introduction

In the previous chapter the researchers discussed the methodology which was used in current study. The study also used the pragmatism research paradigm, the qualitative approach, and phenomenological design used in the study. The data gathering instruments like semi- structured interviews, focus group discussion and documentary reviews were also discussed. The validity and reliability of the instruments and data analysis method was also highlighted. The study made thorough analysis of different ethical measures in research and those that were considered in the present study. The purpose of this section is to analyse, and present data collected on Grade 12 teachers experiences in teaching reading comprehension In English FAL language. The data was analysed using qualitative approach.



#### 5.2 Data analysis

Madikiza (2017) stipulated that data analysis is an ongoing process that gives guidelines for future data collection and the process of describing, illustrating, and evaluating data. Data in this study was precisely analysed based on the responses that were provided by the participants on the interviews and focus group discussion that were guided by the main research question and sub-research question. The following main research question and sub-research question guided that data analysis of the study.

##### 5.2.1 Main Research Questions

How do Grade 12 teacher's experience teaching reading comprehension in English First Additional Language?

##### 5.2.2 Sub-Research Questions

- How do the teachers view teaching reading comprehension in English First Additional Language?

- What reading strategies are used by the teachers to teach reading comprehension?
- Why do teachers teach reading comprehension the way they do?
- What recommendations can be proposed for the teaching and learning of reading comprehension in English First Additional Language?

**TABLE 2**

**5.3 Profile of the participants**

| Participants | School   | Age range   | Gender | Highest qualification                                     | Experience in teaching | Teaching experience in Grade 12 | Location of the school |
|--------------|----------|-------------|--------|---|------------------------|---------------------------------|------------------------|
| Ed 1         | School A | 40-50 years | Male   | National Diploma  | 19 years               | 09 years                        | Rural school           |
| Ed 2         | School B | 50-60 years | Female | Senior Teachers Diploma, Advance Certificate in Education | 22 years               | 07 years                        | Semi-urban             |
| Ed 3         | School C | 20-29 years | Female | Bachelor of Arts Post-Graduate Certificate in Education   | 02 years               | 02 years                        | Semi-urban             |
| Ed 4         | School D | 20-39 years | Female | Bachelor of education                                     | 06 years               | 04 years                        | Semi-urban             |
| Ed 5         | School E | 20-39 years | Female | Bachelor of education                                     | 08                     | 02 years                        | Semi-urban             |
| Ed 6         | School F | 20-39 years | Female | Bachelor of education                                     | 01 year                | 01 year                         | Rural school           |
| Ed 7         | School G | 20-39 years | Male   | Bachelor of education                                     | 03                     | 02 years                        | Semi-urban             |
| Ed 8         | School H | 40-50 years | Male   | Bachelor of Arts Post-Graduate Certificate in education   | 13 years               | 07 years                        | Rural school           |
| Ed 9         | School I | 20-39       | Female | Bachelor of   | 02 years               | 01 year                         | Semi-urban             |

|              |          | years       |            | Education                         |          |          |              |
|--------------|----------|-------------|------------|-----------------------------------|----------|----------|--------------|
| <b>Ed 10</b> | School J | 40-50 years | Male       | Bachelor of Education             | 6 years  | 04 years | Rural school |
| <b>Ed 11</b> | School K | 40-50 years | Male       | Senior Teachers Diploma           | 19       | 08 years | Rural school |
| <b>Ed 12</b> | School L | 20-39 years | Female     | Bachelor of education             | 07 years | 07 years | Semi-urban   |
| <b>Ed 13</b> | School M | 40-50 years | Male       | Bachelor of Psychology, PGCE      | 08 years | 03 years | Rural school |
| <b>Ed 14</b> | School N | 40-50 years | Male       | Bachelor of education and Honours | 09 years | 02 years | Rural school |
| <b>Ed 15</b> | School O | 20-39 years | Female     | Bachelor of education             | 07 years | 02 years | Rural school |
| <b>Ed 16</b> | School P | –           | No Teacher | –                                 | –        | –        | Semi-urban   |

**TABLE 5.3.** Presents participants' profiles of participants that took place in this study. Sixteen participants were purposively selected from semi-urban and rural schools and one teacher was selected per school. The table above shows that there were eight female participants and seven male participants. The ages of the participants range from 20- 60 years. Only one participant with the highest qualifications, the teacher holds Bachelor of Education and Honours and the teacher is 40 years and above whereas the young teachers from 20- 39 years have Bachelor of Education Degrees only. It is also revealed in the profile of the participant that teachers experience teaching Grade 12 is less done 10 years of experience participants experience ranges from 1-9 years. The majority is having less than 5 years of teaching English First Additional Language in Grade 12.

### 5.3.1 Outline of the schools

The researcher selected sixteen schools around Buffalo City Metro-Municipality Education District. Out of sixteen schools eight schools were classified as from semi-urban school and eight were from Rural school. The school in the semi-urban area are in Mdantsane. The motivation for the above selected school is because Mdantsane school have better learning facilities as compared to rural school. However, is difficult to get hundred percent pass rate. The rural school is situated 29 kilometers away from

the district offices. The rural school were sampled because of less benefiting facilities in learning. The classes in all these school starts from grade 8 to 12. In addition, the language of teaching and learning is English. The participants that were selected are directly involved in teaching Grade 12 English FAL as a subject. The researcher had the aim to find out experiences of Grade 12 teachers in teaching reading comprehension.

### 5.3.2 Thematic presentation of data

Below is theme one and relevant question that are more on teachers' experiences reading comprehension.

#### Theme 1: Teachers experiences in teaching reading comprehension

In all participants that were interviewed by the researcher under this theme showed similarities and differences. The participants showed positive facts about reading and they stated that reading is the ability to understand and can be able to answer questions on the text. Amongst these participants five of them explained their experiences in teaching reading comprehension as the important aspect that improves learner's vocabulary. Whereas other 8 emphasizes the fact that reading comprehension help a learner to master reading skill and maximize reading fluences. On the other hand, three participants view reading comprehension as a skill that is difficult for learners to master.

#### **Sub-themes: reading with understanding.**

In this regard, participants explained reading and its benefit to learners. The researcher wanted to know what they mean about this statement. The participants explained further their opinion that reading improves learner's language usage. Teacher Ed 12 from school 5 indicated that:

*Ed12 "I get to understand how learners understand comprehension and reading. Giving a chance grill my learners on how to better understand comprehension and improve their reading".*

Ed14 gave the point that reading improves learner's vocabulary and language use however, it is difficult for learners to know and understand new language that is introduces to them. In this point the participant also highlighted the important aspect

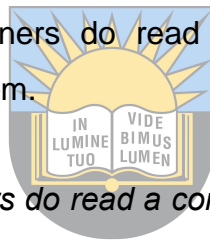
of reflection on a text.

*Ed14 “reading skill is a critical skill that allows a learner to increase vocabulary and gain more knowledge on the information that they are reading. Ehh again when a learner understands what they are reading they reflect on what they are reading”.*

Another participant who responded to this question explained that reading helps learners to develop language use. Having said that the participant highlighted there is significant number of learners who find it so difficult to cope with the new information in front of them.

*Ed8 “it improves learner’s vocabulary their reading skills and language usage, however, there is a significant number of learners who find it hard to grasp all the new language introduces to them”.*

Ed3 and Ed6 mention that learners do read comprehension, but they do not comprehend what is present to them.



*Ed3 responded as follows “learners do read a comprehension but do not understand what they are reading”*

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The researcher asked the participants what they mean when saying that. The participants responded and said:

*Ed6 “learners do read a comprehension, but they do not understand what they are reading”.*

To follow this view Ed 4 further indicated the major problem that is faced by learners that they cannot read any text.

*Ed4 highlighted that “some learners cannot read reading comprehension with understanding ad some cannot even read.”*

Participants responses about reading as the ability to understand is available in the literature. Participants conceptualize reading as the ability to understand. Teachers do

have experience in teaching reading comprehension. Comprehension in English FAL participation responses highlight that learners read the text without understanding what the text is about. Generally, participants alluded that learners always read the text without understanding the needs of the texts. Sari (2017) conceptualized reading as the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what learners read. Meaning after reading something, the reader already knows the information obtained from what the learner has read.

Others view reading as the interaction that needs a learner to make reflection on the text. Readers must use their prior knowledge while reading to construct meaning. Moreover, Sari (2017) articulates that reading contends textual meanings of the text and the reader. The argument is that meanings are implicated in the social, political, cultural, and historical contexts in which the text, the writer and the reader are rooted. This evidence implies the responses that were given by the participants that reading must make sense to the learner and the surrounding. In other words, reading can be defined as a process of making reasonable interpretation in comprehending a text.

On the other hand, Schaefer & Kotzé (2019) had a different view that failing to solve reading difficulties during students' early grades dramatically increases the likelihood that the reading difficulties will follow them into their adult years. Kunene (2018) states that many students who do not master the skills of reading by the end of Grade 12 will never learn to read well, have more difficulties with the grade level curriculum, need ongoing intensive assistance, and perform less than their classmates in reading achievement and curricular knowledge.

Participants alluded that it is hard for learners to understand what they are reading. It is noticeable that learners who lack understanding do not enjoy reading (Ngubane et al., 2020). This lack of understanding might be a fact of insufficient knowledge of vocabulary. It is crucial that learners acquire adequate knowledge of vocabulary to comprehend text. In supporting, the positive factors from the participants about reading that it contributes and increase learner's vocabulary. Therefore, this goes hand in hand with prior knowledge which helps learners to comprehend reading materials and construct meaning (Cekiso et al., 2017). Learners who fail to connect

their previous knowledge and predict the possible meaning of the text can face difficulties in understanding the text.

### ***Sub-theme 2 under theme 1***

#### **Importance of reading comprehension**

Three participants highlighted that reading is also important to learners because it improves their level of thinking through vocabulary. Reading is beneficial to learners because it helps them to understand the world around them and the ability to become fluent readers.

For instance, out of sixteen participant's half of them cited reading as a beneficial factor to learners in term of vocabulary Ed3 commented by saying the following:

*"I view reading as beneficial to learners and I see it as an exercise for building their vocabulary, expanding their reading and writing skills".*



On that aspect Ed8 also support the opinion stated by Ed3 by explaining this way:

*"In my view reading comprehension increases learner's imagination and activates their writing text to life and actually drawing lessons and messages that shape their future".*

Ed8 further explained the importance of reading in all levels of academics.

*"Effective reading and reading comprehension are relevant to structures of all levels from primary to tertiary level. Meaning that learners when they start schooling, they are supposed to learn how to read and when they reach Grade 12 must be able to make meanings"*

Following the opinions above the Ed11 explain reading and its significance based on learners reading written text fluently. The participants responded by saying:

*"Reading helps learners to understand the text and increase their vocabulary with language use learned from early grades. And helps them to identify language structures that later will help them to see any word that has grammatical errors".*

Whereas Ed 2 is not different from this view for instance:

*“Reading fluency helps learners to directly improve how they spell and pronounce words correctly. Therefore, this is important for them because they will hear what they are reading and makes it easy to communicate and understand the text”*

Therefore, participants explain reading comprehension as the most important skills that helps learners to improving their reading. Participants responses emphases more on the fact that reading must start at early stages of a child in this regard which is as grade 1. Asl & Hatan (2018) strengthens that learners need reading comprehension skill to be successful in both academic and personal life. In academic lives, reading comprehension is the basic for understanding all academic content. This further represents that fact that reading comprehension significantly increases learning ability for a learner across all phases of learning.

Similarly, to other participant that highlighter reading fluency as an important factor in reading comprehension. Learners need to rapidly recognize word. Fluency speeds up when learners can read and understand text (Draper & Spaul, 2015). It is also important for students find irregular words themselves to make sounds of the meaning. Therefore, to assess the level of reading fluency of learners, teachers need a curriculum-based measurement, a set of standardised and well researched procedures for assessing and monitoring their learners’ reading proficiency and progress (Ramrathan & Mzimela, 2016).

Therefore, in this point reading comprehension is a crucial element in Grade 12 leaners because it provides the foundation for further learning in secondary school. Students’ academic progress is deeply shaped by the ability to understand what they read and analyze and apply knowledge (Salem, 2019). It also develops all students reading skills particularly in upper grades where the curriculum requires that student comprehend increasingly complex expository text (Kunene, 2018).

Moreover, participant indicated that learners increase imagination when reading a text. This is evidence to the theory of Bandura social cognitive theory that assumes three

factors that influence someone's learning from social environment, personal factors as well as behavior. Alurmahnani et al (2021) assets that this theory is effective in improving students learning results including teachers. This means that participants understanding of benefits of reading comprehension to learners and their understanding is in line with literatures that already exist.

## **Theme 2: Teachers views in teaching reading comprehension.**

Participants views on reading comprehension were different. Many participants viewed reading as the ability to mean meaning out of the text. Others stated the fact that reading build an individual language aspect. The emphases are on understanding particularly the language and its aspects. Participants view it in a way that assist learners' performance and their comprehension exercises helps them to shape their vocabulary and understand the future better.

The Ed7 said *“personally I see it as one of other many ways that can be successful in teaching language it used according and properly. Also think it is the best way to assess that learners are reading to understand and they can understand and know English”*.

To following this opinion of Ed9 and Ed5 seem to have similar view and they both explained the view of teaching reading comprehension as:

*“It is an interesting part or aspect of language because learners get to know new information”*.

*“Reading comprehension is the basis of learning and teaching English FAL. it is the strategic cornerstone of learning and understand the language”*.

When the researcher investigated further how reading improve language aspects of learners Ed7 explained:

*“Reading comprehension is the ability to read text, process it and understand its meaning”. I also see it as an important tool to use for making connection between what you read and what you already know”*.

On the other had the responses from Ed2 and Ed8 showed similarity again they were more of explaining their point of view through the importance of reading comprehension and its significant beyond education in the future at large.

*Ed2 commented by saying the following*

*“I view it as an exercise for building their vocabulary, expanding their reading and writing skills”.*

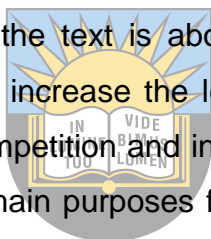
*Ed8 stated that “In my view reading comprehension increases learner’s imagination and activates their writing text to life and drawing lessons and messages that shapes their future.*

Participants’ views are different under this aspect Ed7, Ed9 and Ed5 were the youngest ones in terms of age range. Three of them are holding Bachelor of Education. Their teaching years range between 1-8 years are teaching Grade 12 in semi-urban school. However, their teaching experience on the grade is less than 2 years. These three participants in their responses when they were asked by the researcher their view in teaching reading comprehension highlighted reading comprehension as the tool that helps learners to succeed in their academic performance. There is literature that constantly states the importance of reading comprehension in learners’ academic achievements.

Contrary to the above view where Ed2 and Ed8 hold Bachelor of Art with Post Graduate Certificate in Education and Senior Teachers Diploma with Advanced certificate in education. These two Educators have their age range between 40 to 60 one is teaching Grade 12 in rural and one in semi-urban. Both these participants are of the view that reading comprehension develops learner vocabulary. Having said that there is literature that support vocabulary at the important tool for language aspect. Zano (2020) explicates that vocabulary is key in manipulating the basis for the development of other skills such as reading comprehension, writing and spelling. In addition to this Phatudi (2019) posits that reading has a positive effect on students’ vocabulary knowledge, on their spelling, and on their writing.

From the language perspectives participants view reading comprehension as the language aspects and the cornerstone that helps learners to understand the language and its meaning. Participants view reading comprehension as the best way to improve learner's language, to acquire skills and develop love for reading. In line with this Nurdianingsih (2021) illustrates three important skills that are acquired when a learner learns reading comprehension. Learners learn to pronounce words, learning to identify words and get their meaning and learning to bring meaning to a text or extract message from a text.

The reading comprehension could motivate teachers to teach it by providing them with resources and help them to make teaching fun. Nurdianingsih (2021) agree with this statement that teachers can develop the students' ability in thinking by giving questions and the questions should be good enough so that the students are not asked to quote from the text only, but they must be concerned with the main ideas and understand the purpose of what the text is about. These questions would assist learners to understand better and increase the level of interest to learners to read more. Also provides them with competition and incentives that will make them enjoy teaching reading. There are two main purposes for reading comprehension reading for pleasure and reading for information.



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### **Theme3: Teaching methods to encourage reading comprehension.**

#### **Sub-theme: reading strategies**

Firstly, fifteen participants said each educator teaches reading comprehension by employing different teaching strategies. Meaning that the teacher delivers reading content to learners differently. This depends on how teachers teach reading comprehension. The following are the views of participants on how they teach reading comprehension. Ed2 response indicated that:

*“There are various methods that support reading comprehension e.g. previewing, predicting, summarizing main ideas, questioning, inferences, visualizing and retelling”*

Ed 2 sentiments were also echoed by Ed6 who also highlighted the following:

*“Asking questions and expect them to elaborate and discuss, analyses, open*

*discussion to relate personal experiences to what is in the comprehension”.*

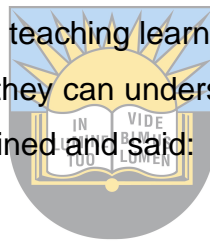
Also, Ed 8 echoed the above sentiments and said:

*“I used learner centred discussion, collaborative learning, making connections, activation prior knowledge, prediction, question and monitoring and summarizing”.*

Ed9 explained the benefits that reading comprehension has in grade 12 learners. The participants emphasize the fact that reading always keep learners active and enables them to sit for group discussions. He emphasizes this by saying:

*Ed9 “To keep students at the heart of their discussion, focusses on encouraging them to work and partners to increase their understanding of the text to help them to become active readers by engaging to the text”*

Ed13 explained that he focuses on teaching learners the vocabulary and the ability to read the text on their own so that they can understand. This means that participants’ views are similar. On this he explained and said:



*“For my learners to understand better reading comprehension one of my best strategies that I am using when teaching I allow them to read at their own so that they can understand later what the text was about. When they are able to understand the text, and have developed the ability to read on their own. Later the develop critical thinking skills and their vocabulary takes place though I know others a read at all, but I challenge them.”*

The researcher probed further question about developing critical thinking skills and vocabulary.

Ed4 response agreed to the sentiments of Ed13 that:

*“Reading comprehension and reading it aloud helps learners to think deep when they are answering questions. They can summarize the comprehension and associate it with their daily experience. The keynote to this is understanding and vocabulary”.*

*Ed7 explained this opinion and said:*

*“Vocabulary knowledge is the ability to understand the language being used, while text comprehension is using this language to develop an awareness of what the meaning is behind the text”.*

Ed3 agreed to the above opinions by saying:

*“Asking questions and expect them to elaborate and discuss, analyses, open discussion to relate personal experiences to what is in the comprehension”.*

Ed1 clarified that for him to check learners’ progress he gave learners time to discuss the text before and after. After discussion learners are expected to explain to their peer what the text was about. He said:

*“I make sure my learner is involved in group discussing after that I allow them to go through the text and pre- reading the text and assume what is the content of the text. After that I allocate 2 minutes’ time to read the whole text and read through the questions then they must re-read it again and answer the question take note of marks allocation so that their understanding can be fulfilled. Having said that I know sometimes reading Infront of their peers can cause problems in terms of anxiety”.*

Ed1 was searched further on how he makes sure that learners do pre-reading during reading time to maximize learners’ understanding, he explained by saying:

*“Read through themes, write down words you do not understand, have a dictionary for you”.*

Ed8 agreed on the above sentiments and he said:

*“I normally use skimming and scanning from my class so that I can check whether they are understanding difficult words. For example, they must check details in the reading comprehension looking for years and people names because they might have a huge impact on understanding the comprehension”.*

Ed8 explained that these strategies help him and make learners understand reading more. He highlighted that these teaching methods assist them to see what they can do better and where to change.

He reported that:

*“It helps learners to understand what they are reading unlike reading for pleasure, acquire reading skills”.*

Ed5 agreed with the above sentiments about making reading as the fun activity to learners by saying:

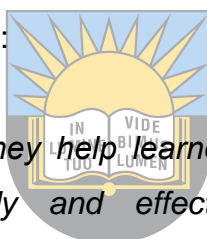
*“Reading comprehension strategies help learners to be involved and gives one as a teacher to probe learners’ thoughts based on the text’s subjects”.*

To validate the above notion Ed 6 viewed reading strategies as the tool for improvement to learners. The participant said:

*“It helps learners to improve the way they learn and understand the comprehension and their reading skills to improve as well”.*

While Ed 12 commented by saying:

*“I use those methods because they help learners improve their reading abilities. Reading comprehension actively and effectively enhances their academic performance in all the subject”*



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Both Ed 1 and Ed 2 responded by saying:

*“These strategies are more effective because they encourage learners to love reading any kind of text as the world is surrounded by visual and texts everywhere so that they help learners easily comprehend any text they may encounter”.*

Participants responded to these teaching methods by highlighting the following methods: discussion, question and answers methods, skimming, scanning, understanding difficult words, elaboration, read aloud, themes and writing down words that they do not understand. These strategies were common almost in all participants. Other participants highlighted the importance of employing these strategies and they mentioned that these strategies contribute positively to learners’ vocabulary and the ability to read text on their own. This shows that participants view is in line with literature that is consistently demonstrate the effectiveness of using reading strategies

in learners.

Highlighting the importance of teaching reading comprehension using those strategies. Participants use these teaching methods to maximize understanding on the texts that they read and to develop critical thinking skills as well as vocabulary. It also helps them to develop awareness of what is behind the text. The participants recommended giving students more motivation to develop understanding by using discussion among students and teachers and by increasing activities in the classroom. Nurdianingsih (2021) stresses that the goal of reading comprehension is to help the students understand written languages. Learner to understanding reading comprehension at Grade 12 level always have the motivation to monitor their work and activities that are done in the classroom. This means that Grade 12 learners need to first understand the method and techniques that they are using in learning process. Break down the information using different themes then understand the content. When they draw conclusion, they show their level of understanding after the reading activity.

Fesi & Mncube (2021) states that in reading aloud, teachers should read the text aloud with the learners to model reading, which could help with difficult words. In the case of learners reading aloud in front of peers can provoke anxiety among learners who struggle with reading. This was reported by the participants that allowing learners to read and discuss their views which can sometimes provoke their reading ability. This means that learners are kept actively always in a classroom discussion so that they can develop reading abilities in a well-mannered way. Therefore, this strategy builds word recognition skills and fluency in Grade 12 learners thus improving proficiency in English language. Young & Rasinski (2017) observed that during read aloud, oral fluency is built due to phonological awareness and word recognition skills. When a learner in Grade 12 in secondary school read literary texts fluently indicate automaticity in recognition of words.

These strategies are more effective because they enable learner to maximize the content knowledge while mastering content, they gain better marks. They will manage to think and analyses any text with understanding even other subjects. It also helps educators to Centre the subject to learners rather that the teacher to teach learners. Madikiza (2017) argues that teachers who are less developed only know one learning

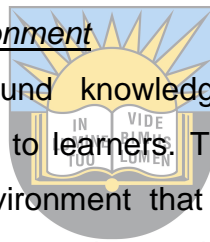
method that does not cater for learners with different learning styles: learners' classwork and homework are given to learners, text method to develop learners critical thinking and introduction of new vocabulary, and giving learners magazines to encourage participation in reading comprehension, In implementing these challenges teachers are experiencing lack of engagement from learners, because they do not want to learn new words to build on their vocabulary.

#### **Theme 4: Challenges in implementing reading comprehension strategies.**

All fifteen participants stated that they teach reading comprehension in Grade 12 in English First Additional Language. Their responses highlighted many challenges regarding the teaching of reading comprehension. Some participants reported background knowledge and environment, overcrowded classrooms, limited resources and limited assessment, underperformance of progressed learners,

##### Background knowledge and environment

Participants highlighted background knowledge as a major challenge when implementation reading strategies to learners. The sentiments by Ed11 states that learners are affected by the environment that they are living in. Moreover, the language that is used by their parents at home also has negative impact on learner's success. Ed11 said:



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*“Highlighted that “mostly learners are affected by environment that they grow up on. There is no motivation and hope, so it becomes a bit of drag to bring them their interest into reading. In addition, the time spent on implementing these strategies is a bit longer that required due to the effort put for them to grasp”*

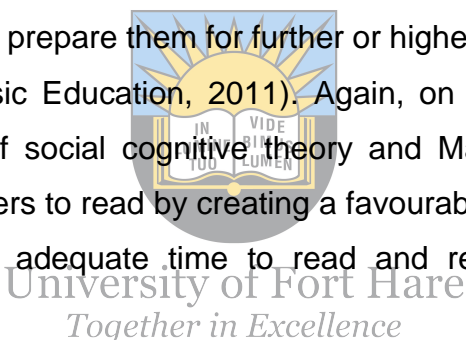
Ed10 stated similar response arguing that an environment plays an important role in learners learning abilities. The responses highlighted time constraint as the main problem. This explanation clearly indicated that a teacher takes time to teach reading comprehension as it is the responsibility of an educator to listen to learners when they are reading individually.

*“As aforementioned, learners are mainly affected by the environment, but also the time frame put for reading is very limited and does not really accommodate different*

*learners with different learning abilities”.*

Participants face challenges when teaching reading comprehension. Learners' vocabulary decreases level of understanding the text because more explaining is needed in short time. They are also unable to respond to the questions willingly and lack of confidence. Marais (2016) alluded the fact that learners when they enter FET phase which is grade 10 should be reasonably proficient in their FAL about both interpersonal and cognitive academic skills. Even though the assumption is that many learners still cannot communicate well using English First Additional Language at this stage. Therefore, the challenge at FET phase (Grades 10–12) is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Grade 12.

These standards must be such that learners can use their additional language at a high level of proficiency to prepare them for further or higher education or the world of work (Department of Basic Education, 2011). Again, on the issue of environment Bandura (1986) theory of social cognitive theory and Maja (2023) stipulates that teachers can aspire learners to read by creating a favourable classroom environment such as by giving them adequate time to read and revise the written text for comprehending.



### *Overcrowded classrooms*

Participants highlighted the issue of overcrowded classrooms that cause them to struggle in content delivery. Six participants reported that in one class the number of learning is 78 which is a huge number. Therefore, it is difficult to give learners the attention that they seek in terms of reading. Ed9 explained:

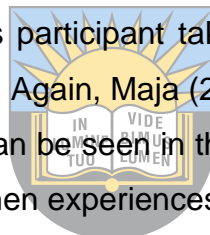
*“Number of learners overcrowded other could not hear properly when reading aloud. misunderstanding the message lack of insight that is caused by language”*

Resonating Ed9 opinion Ed8 and Ed12 said:

*“Scarcity of reading material and overcrowded classes”*

*“The main problem I encounter when I am trying to teach learners best reading strategies is the class that is overcrowded. That done learners to lack understanding in reading periods. This poor performance again is done by poor reading skills because the learners do not understand some words since English is not our mother tongue”*

In line with this the large classes do not only affect educators it affects the quality of content that educators are expected to deliver. Mapostane (2020) stipulates that a large class is not just an issue of numbers, but also an issue of the challenges faced by learners when achieving their goal. In this context participants highlighted the number in classroom settings that hinders learners reading ability. At the same time, they reported that while busy teaching other learners lack concentration and distract the class. In overcrowded classrooms participant take time disciplining learners who are making noise rather than teaching. Again, Maja (2023) stipulates that the influence of behaviour on personal variables can be seen in the learners who succeed in reading comprehension difficult task and then experiences higher self-efficacy and motivation to try to read another task of comparable difficult.



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Madikiza (2017) alluded that overcrowded classrooms are affecting learners' success in South African schools. This also hinders teachers to use their teaching strategies in reading comprehensions because of high number of learners that are packed in one class. This challenge hinders teachers to employ suitable strategies that cater different learning ability because of poor physical condition and inadequate facilities that make it difficult for teachers to deliver quality education. In other words, teaching abilities are influenced by conducive environment.

#### *Limited resources and limited assessments*

Four participants highlighted in their response that they are experiencing limited resources at school. Ed13 echoing that their school has outdated libraries and they do not have enough textbooks at all.

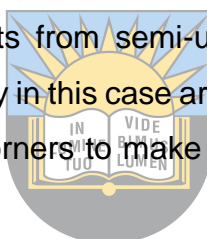
For instance, Ed13 explained:

*“It is difficult because we are experiencing the scarcity of reading material such as magazines encourage them to participate in reading competition and debates. The school library is not function in our library there are piles of textbooks that are outdated. Some are written with Afrikaans that is not in our school at the subject”.*

Participants showed similar responses to enlarge the above sentiments Ed6 reported that:

*“Very little capacity of the support structure. The school with no library and very few extra curriculum reading materials. Yet we strive to succeed using books, materials, at our disposal to make learning and teaching worthwhile”.*

Participants from rural schools raised the concern about school facilities that are not in good condition. Most participants complained about libraries that are not functional. Material that is kept in these learning environment does not speak to the time that we are living in. However, participants from semi-urban schools mentioned that their reading facilities, which is the library in this case are not functional, however, they have made means of getting reading corners to make sure that learners do have reading materials.



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The above echoing was echoed by Ed4 and Ed3 who both said:

*“I provide my learners by giving them reading material such as magazines encourage them to participate in reading competition and debates”*

*“I do have my smallernyana library behind my text in my class where I collect newspapers, magazines, books are reading for pleasure my learners are reading for fun doing break and free periods”.*

Also, ED1 responded and said: there are no support structure.

*“I use of dictionary in the classroom, allow them to read in groups, allow their views, explain difficult words. When attacking reading projects, spelling competitions, debate from given extract and oral assessment I make sure I collect all relevant reading materials by myself and give to them doing tuition time”.*

*Ed5 explained and said:*

*“we do have book library however it is very out at date”*

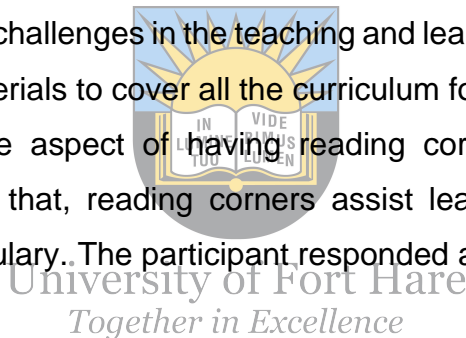
Following the above opinion two participants highlighted that in their classroom they make use of reading corners to influence learners to love reading and understand what they are reading. All these efforts are done with assistance of subject advisor since they are the ones that monitor the teaching and learning at school level. Ed7 and Ed8 both reported that the reading corners strategy is helping them again in preparation of oral assessments.

### **5.3.3 FOCUS GROUP DISCUSSION**

Below is theme one and relevant question that are more on support structure. All participants responded to the question of support from the school.

#### **Theme 1 Support structure.**

One of the most common challenges in the teaching and learning process is not having capacity and reading materials to cover all the curriculum for each term. However, Ed 7 highlighted the positive aspect of having reading corner in English FAL. The participant further stated that, reading corners assist learners to develop reading abilities with reach vocabulary. The participant responded and said:



*Ed7 “Very class in school the is a reading corner at the school, we have reading champions and reading classes to assist learners to improve”.*

Ed 5 on the other hand stated it is difficult for the class to perform better because of many issues that are happening within the school premises. The participant stipulated that:

*Ed5 “I personally find it difficult to get support because my class is very huge and I have learners who find it difficult adjust what is done in class. Also, I see no support in my school because most of the I do not have extra periods. The extra periods are only catered for content subject not languages, however, we are expected to complete they curriculum in time”.*

Participants were satisfied with the support from department of education. Participants

alluded that there are workshops that are conducted by the department to capacitate and develop teachers mostly at the beginning of the year. Ed8 said:

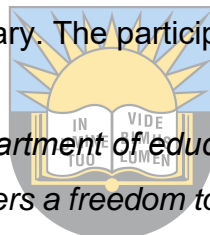
*Ed8 “we usually hold workshop with district director and subject advisors and we are provided with material that support reading comprehension because it has been made the core learners”.*

Another participant responded by saying:

*Ed9 “the department does help by organizing workshops, however those workshops can be less informative and reputation which prevents creativeness and interest in teaching reading comprehension at its best.”*

The other participants responded by highlighting the fact that textbooks play an important role in learner’s vocabulary. The participants said:

*Ed5 “yes there are books that department of education supply teachers in all schools and they allow us to give our learners a freedom to choose any topic from the internet, magazines and every news to feel free to talk about it.*



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Participants emphasised on the lack of capacity as the support structure. Where they highlighted significant things that affect their performances in reading comprehension. Madikiza (2017) stated that most schools have no access to libraries. This has negative impact on learners’ academic results. Therefore, this affects learners’ ability to read. This affects learners badly because some cannot afford to buy prescribed textbooks.

Dornbrank & Atwood (2019) express the importance of developing reading abilities. This means that reading abilities can help to comprehend any printed material and learner would be able answer questions and tasks given without any requirement. In other words, reading abilities specified in CAPS include reading and interpreting texts, knowledge of vocabulary, language structures and conventions, and text organization. Lack of library very outdated library and curriculum reading material that does not have an impact in learner’s progress in reading.

While others said, they support form Department of Education forms reading projects, spelling competitions and oral assessments. Reading champions, reading corners and participants hold workshop and district directors. Salem (2019) highlights that learner needs to understand written text. It is crucial for teachers to make reading a habit for learners as it is a repeated form of practices that need activities to be done regularly. Other participants mentioned the support that they get from subject advisors who help a lot with resources, department organizes workshops, that is informative and develops creativity. The support that is put in place are the resources, support from school, debate, and oral reading, reading out aloud. On the other hand, Zano (2020) define reading as the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what the learner reads. Meaning that after reading something, the reader shall know the information obtained from the text. This can be fulfilled through making reading so important and understanding the impact of reading on learners.



### Sub- Theme 1 Parental involvement

On the focused group discussion participants were asked to comment on the role of parents in reading comprehension. Participants highlighted that parents do not assist learner with their homework. This means that they are not in charge of their children's academic performances. Participants indicated that teachers do not check their children's works nor assessment conducted doing the year. Participants were asked to further explain this concept of lack of parental involvement. The response indicated a different opinion because other participants agreed that other parents are involved however, most learners are not supported by their parents. In their indication, they highlighted that other parents are not well educated. The biggest challenge that affects learner's performance in rural area is child headed home.

Ed5 explained and said:

*"Most learners in the rural eastern cape are living with their guardians or grandparents who are not literate and some never went to school"*

On the above sentiments, it was also agreed by Ed9 who mentioned that learners are responsible for their home duties that were supposed to be done by their parents. Others do not have parents at all. Ed2 said:

*“Some learners do not have parents as some are child headed or living with extended families and those parents do not have the best interests of the learner at heart”*

Which is the clear indication that learners are facing many problems. Again, this affects learner’s performance in reading comprehension. The researcher probed further in trying to understand how children headed home hinders their academic performance. Ed12 explained this and said:

*“Some parents are not able to assist learners within their homesteads on schoolwork as they are not educated or illiterate”*



The researcher further asked participants on how do they feel about learners who are not doing homework because of parental involvement. Ed 1 explained by saying:

*“when we give learners homework few of them do that. Some they do not even try to do that. Few of them show the feedback from their parents. Okunye ke some learners do show that they answer are from their parents. For example, the question that needs the lesson on the story”*

All participants indicated that parents lack support in their schoolwork. Parents do not help learners; they do not give feedback on learner performance. Other learners do not show their parents their schoolwork. It is difficult for parents to take part in learners’ performances because of background knowledge. Learners are staying with grandparents who do not understand English they use one language. Again, in one household the grandparent supports all these learners using old age pension.

This is supported by the literature whereby Newman (2019) stresses that many learners attending school are from rural areas. Therefore, learners from poor families are likely to perform very poorly. The participants highlighted the that parents are not willing to give feedback on learner’s activities. For instance, they do not sign when

they are required to sign. Furthermore, this is identified by teacher in homework's where huge number of learners do not respond to them. "Parents should give support are fully in their learner education through monitoring learners progress" (Durisic & Bunijevac, 2017, p 8). Poverty causes them loose focus or concentration. Their parents are not assisting them at all because of the foundation to teach them to read. Theme 2: Motivation from teachers to teach reading comprehension.

The researcher asked participants their views in terms of motivation. Participants response highlighted positive efforts when teachers teach reading comprehension. Ed2 responded by saying:

*"You know for my learners I always provide them with resources to help them to understand reading comprehension, the reason of doing that I am trying by all means to make learning fun. Most of these children get bored because some of them cannot read well".*



Ed7 also cited similar response to Ed2. The participants highlighted the following:

*"To make reading comprehension for understandable for my learners I conduct reading competition where by best reader and best improved can be given incentives".*

*"My competition accompanied with a price and incentives starting from class to school level up to national level if possible".*

Participants highlighted motivation to learners as the determining factor to learners outstanding performance. All participants alluded that incentives and reading competition develops learner's vocabulary and improve reading abilities. The scholarly evidence from Wu et al. (2019) states that teachers and learners must build a supporting learning environment through reading articles and novels. This activity helps learners to get added information and the vocabulary increases. This needs to be a habit for learners and this is seen to be a good exercise for reading achievements. In this sense motivation is set to be the most key factor that stimulates learners' interest to engage in reading. Reading comprehension requires learners to be motivated and energy for them to understand reading. This motivation is defined with

self-efficacy and it holds their capacity of reading and learning different levels of tasks (Bandura, 1986) cited by Wu et al (2020).

Furthermore, self-efficacy in learners is the attempt and constancy of accomplishing duties Mackenthaler et al (2020). This means that self-efficacy is one of the factors that motivates reading in learners. The significant role that self-efficacy play in learners is that it influences learners' confidence to learn new language. This means that it becomes the key determinant of language in reading comprehension. High self-efficacy in learners helps them to perform at their best and fight to score high marks in reading comprehension whereas learners with low self-efficacy have low self-esteem that makes them have low drive to perform at their level best (Maja, 2020). Therefore, the recommendation in this situation is to make supporting environment that allow motivate learners to learn added information on the text. This goes hand in hand with reading approaches that are suitable for learners.

#### **5.3.4 Document data presentation**

Document analysis was used to respond to the following themes that was guided by the following research question s of the main study namely:

- Teaching and learning methods to encourage reading comprehension.
- Challenges in implementing reading comprehension: Lesson preparation.

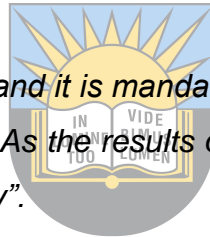
In this study, the researcher utilized personal and official documents. The study utilised teacher's portfolio to check teacher's preparedness. Documents such as Annual Teaching Plan (ATP) and Programme of assessment, record of assessment, mark sheets and schedules. Learners book to find out task written by learners specifically on reading comprehension. The use of the following documents analysis was negotiated by the researcher through the class teacher. The document analysed by the researcher were Eight schools. In each school one documents were reviewed. Documents that were analysed were lesson plans (preparation book/ counter book), learner's books, record of assessments, marks sheets and monitors report. The aim of collecting these documents was to find out reasons teacher teach reading comprehension the way they do, as well as the evidence on strategies employed by teacher to teach reading comprehension.

### Lesson preparation

Participants responded positively to lesson preparation. They all indicated that they plan their lesson as per the requirement of education process. The aim for lesson preparation is to produce evidence. They all indicated that they do prepare for their lesson before attending the class. They highlighted that lesson preparation is significant before they attend the class so that they can be clear about the topic, get organized and collect every information they need for the lesson. They all indicated that they plan their lesson using the counter book.

The participants explained the importance of lesson plans as the performance tool that helps teacher to produce evidence of what they were teaching during the day at time. The evidence on the counter book must be in line with what appears in learners' books. There following participants gave similar responses Ed6, Ed7, Ed9 explained the importance of lesson planning in details. They all said:

*"Yes, I do prepare for my lessons and it is mandatory for each teacher to plan his/her lesson before attending the class. As the results our HOD and Deputy Principal want to see out preparation book weekly".*



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The researcher probed further questions on the importance of submitting these preparation books to Senior Management Team. Ed6 responded on the above sentiments and said:

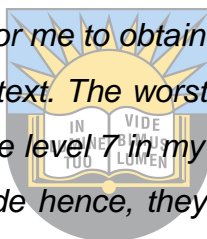
*"You know my sister there is a template or departmental resource that we are using. It serves as the tracking device that assist teacher to know what they are supposed to teach. E.g. as language teachers we are using ATP and assessment plans to cover they syllabus".*

Two educators highlighted that for them a lesson plan is a formal template by the department of education they are filling it for evidence purposes. Therefore, the current situation that they are teaching in does not allow them to use it effectively. On that notion, the researcher wanted to know what these two educators mean. Ed12 and Ed15 explained and said:

*“Well let me give you clear picture about this statement. Here in my class, I am having about 94 learners doing Grade 12, therefore, 16 of them are progressed learners from grade 8 they did not pass the phased they were progressed till here. For example, when you plan today that you are going to teach figures of speech when you introduce the lesson you found out these learners did not understand the previous lesson. Then you must stop and go to the previous lesson”.*

The above opinions raise interest on the researcher to pinpoint how do these challenges encounters affect learner’s progress. They alluded to the fact that their supervisors sometimes they do not understand them when learner’s classwork books do not match with their preparation book. Participants explained this based on the summative evidence produced at the end of each term. Ed12 further said:

*“For my recording sheet, it is bad because I am having many learners who are performing at level 1. It is difficult for me to obtain 100 percent pass rate. They do not understand what is written on the text. The worst part is that they cannot even read. Sometimes I cannot even have one level 7 in my class because these learners have connected gap from previous grade hence, they are seating here at Grade 12a as progressed learners”.*



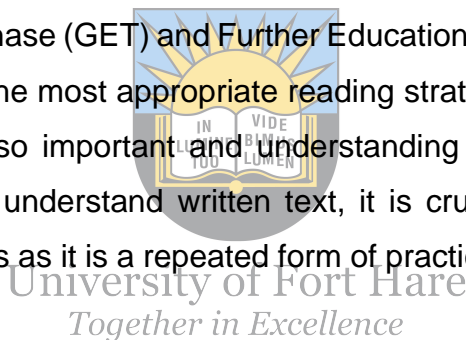
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Participants complained about time constraints when teaching in class. They highlighted that it is difficult for them to cover syllabus at the expected time frame. They reported that according to the department plan, Grade 12 teacher should finish syllabus before they sit for preparatory exams that takes place in August to September. The delay is caused by the gap between learners that were promoted from grade 11 due to the number of years they spent in one phase. The problem that they encounter is that it is difficult for them to proceed to the next topic when they find out processed learners are left behind.

This affects lesson planning so bad and affect teacher performance in the subject. Teachers have no physical lesson plans, but they all claim to prepare without submitting documentations as the evidence for preparation. That means participants views about planning before teaching reading comprehension is consistent with literature.

According to Giang (2017) the critical role that reading plays in teachers that are teaching in Grade 12 is that it emphasizes the importance of identifying struggling readers in their early grades and providing them with the most appropriate reading strategies. Makeleni (2019) states that Foundation Phase should be a phase that develops learners reading comprehension skill and the solid foundation of a child's success must be laid in early grades. Even though the situation is like that it has been reported that Grade 3 learners perform poorly in reading comprehension in South Africa which will lead to grade 6 and 12 learner's results. In this point, the focus is on Grade 12 as the exit point. The results in Grade 12 demonstrate the trend that started in early grades of a learner.

As it is stated above, teachers have an important role to play. Alghonaim (2020) found the critical role that reading plays in learners learning in Grade 12 is that it emphasizes the importance of identifying struggling readers in their early grades which is General Education and Training Phase (GET) and Further Education and Training Phase (FET) and providing them with the most appropriate reading strategies. This can be fulfilled through making reading so important and understanding the impact of reading on learners. For learners to understand written text, it is crucial for teachers to make reading a habit to students as it is a repeated form of practices that needs activities to be done regular.



Teachers are focusing on developing learners' skills such as reading, comprehension, listening and speaking (Mohale 2020). It is well known that children are experiencing problems with reading in various grades. It can be concluded that participants also see progression policy at school still hinders learner's performance. Teachers are experiencing progression of learners are they indicated that they do not understand it as it affects learner performance.

## 5.4 FINDINGS

The study was conducted to investigate Grade 12 teachers' experiences in reading comprehension. The researcher adopted interpretivism and it was guided by the research paradigm, interpretivism, analysing data collected from the participant. The data was analysed based on the information provided. Themes were derived from the data collected. Data collection methods used were interviews, documents review and focus group discussion. The guide theoretical framework of the research is social cognitive learning theory. In this view, the researcher was able to derive themes and sub themes from the data collected the study derived four themes and seven sub-themes as follows:

### **Teachers' experiences in teaching reading comprehension**

- Reading with understanding
- Importance of reading comprehension

### **Teachers views in teaching reading comprehension.**

### **Teaching and learning methods to encourage reading comprehension.**

### **Challenges in implementing reading comprehension.**

- background knowledge and environment
- overcrowded classrooms
- limited resources and limited assessment
- parental involvement
- lesson preparation

The findings revealed that generally learners read text without understanding. Reading has a positive effect towards learners' vocabulary, knowledge, and spelling on the writing. The goal of reading comprehension is to help students to understand written language. Therefore, it can be emphasized that learners understand effectively when they employ certain strategies in the text. It can be concluded that their understanding in reading can be shown after reading activity.

#### **5.4.1 Teacher experiences in teaching reading comprehension**

It was revealed that indeed teachers have experiences in teaching reading comprehension. However, learners read without understanding. Ngubane et al., (2020) revealed that learners who lack understanding do not enjoy reading. This points

out that comprehending what is written in the text means the learner had engaged to the ideas that are displayed on the text.

It was also revealed that reading is a difficult skill for learners to master. Learners find it difficult to understand the new language introduced to them. In this other participant alluded that other learners do not know how to read at all. In this essence participants outlined the importance of mastering reading skill and having understood what learners are reading. Therefore, Maan (2019) believes that comprehension helps learners to link up sentences that will lead to coherence and the ability to connect ideas. This will result in learners to become less competent, less knowledge in reading and reading experiences. With this goal of helping learners to grasp new information, it is introduced to them through reading. Another essential point is that teachers teach reading comprehension with the motive of improving learners reading skills.

The findings agree with Fesi & Mncube (2021) that teachers are still using traditional learning materials such as textbooks and wall charts. This is in line with Dawson and Shand (2019) that rural high schools are having disadvantaged backgrounds do not have modern technology that might assist in improving reading problems schools. This confirms the fact that when teachers use technology when teaching learners will be actively involved in a lesson. The use of current technology and digital platforms could enhance learner vocabulary in reading comprehension.

The teacher must apply the strategy to balance between the method which the teachers used and the way the teacher applied the material. This helps learners to better understand what is written down. Nurdianigshi (2022) significantly states the fact that teaching strategy is the plan that the teacher uses in teaching and learning process to achieve certain goal or objective at the end of the lesson. These methods of teaching help teachers to move faster in reading. It is vital for educators to apply these strategies to cater for different learning abilities. In other words, a teacher is expected to use different strategies to achieve lesson outcomes. They also indicate the important role of a teacher to reach objectives or outcomes of the teaching and learning process. To see whether learners understand reading learning outcome should be set by an educator to measure learners' competences.

Based on the data gathered from interviews, it is evident that teachers use various strategies to teach reading comprehension. These strategies are categorized as bottom-up, top-down, and metacognitive methods. Furthermore, highlighted read-aloud strategy, difficult word elaboration, and themes. On the other side, Zano (2020) stated another aspect that is useful for teachers to have effective teaching and learning. Without a doubt, the strategy employed needs resources. However, most participants identified a lack of resources as the challenge that affects their teaching and learning.

South African schools, especially in rural areas, lack resources. This contributes to the difficulty of improving reading comprehension in Grade 12. It is important that learners have access to proper reading materials that enhance the development of good skills required (Fesi & Mncube, 2021).

Resources such as functional libraries, textbooks, and computer labs play a critical role in promoting learner participation. The point of reference from Pretorius (2015) who highlighted the significance aspect of the Department of Education that should make such needs in school available to motivate learners to attend school. Participants raised concern about libraries at schools that are not functional. Outdated textbooks that are in shelves. Scarcity of computer labs and computers that are not in good condition. Moving on with the times, it is important for the Department of Basic Education to re-condition and look after technical issues that deprive learners to learn using technology especially in rural areas. This will have a positive impact on learners' academic performances.

#### **5.4.2 Reading strategies / teaching methods**

The general finding from the collected data following the strategies employed by educators when teaching reading comprehension was that teachers used different strategies. However, to some participants, it is difficult to employ suitable strategies most of the time due to content gaps from learners.

Therefore, educators are expected to employ more reading strategies that include multiple reading strategies is justified as the beneficiary of helping learners to become strategic readers. This is the result of the fact that there has been an increase in high failure rates and comparatively low levels of learners' achievements observed in matric results over the years have been attributed in part to learners' poor English FAL reading

comprehension abilities. Hence Zano (2020) argue that in South African context many learners in high school demonstrate a low level of strategic knowledge and lack of metacognitive reading.

For a learner to master reading, a learner needs to have reading strategy and methods. In fact, these strategies are the results of reading components that are outlined by (Chin & Rattell, 2018). Vocabulary, decoding, background, knowledge, fluency, and comprehension. Participants also gave evidence that reading components play role especially in developing critical thinking skills and maximizes understanding. In addition, Yusuf (2015) states that reading requires higher order thinking and is far more important for a learner to know the meaning of text so that can respond to the questions asked. The participants highlighted reading aloud strategies. These strategies are purposefully used by teachers to develop learner's comprehension skills. It creates an interactive environment between a learner and the teacher. Moreover, the following reading strategies were found common to almost all participants of the study.



#### **5.4.2.1 Discussion**

Participants alluded that discussion is more beneficial to learners during reading comprehension. It was revealed that teachers before they start the lesson, they give learners time to discuss about the text to check their background knowledge and vocabulary. In other words, the discussion “poses cognitive reading where learners benefit from direct instruction on how to interact with a text and solve problems themselves” (Coffi, 2017, p 65). This enables learners to process information in the text the way they understand comprehending reading comprehension. In this notion, these learners need to have conducting environment that stimulates their interest to learn more. This develops reading skills and vocabulary for learners. The researchers recommended giving students more motivation to develop understanding by using discussion among students and teachers and by increasing activities in the classroom. This helps learners to develop high efficacy both in teachers and learners.

The discussion during the lesson becomes more effective. Another point is that these strategies are built upon recognition of difficult words in a text. Lee & Yoon (2017) observed that during read aloud an interactive environment is created while Watch

(2016) observed that teachers are given an opportunity to discuss with learners. Also, Rasinski (2017) observed that read aloud skills build phonological awareness and word recognition skills in Grade 12.

#### **5.3.4.2. Skimming the main ideas.**

Participants highlighted that skimming and scanning techniques are the most powerful reading strategies for Grade 12 learners. These strategies give a learner an advantage to find the purpose of reading the text. It is significant for a learner to find out the main idea in the text or passage. It was discovered through participants that skimming also helps learners to relate information gained from the text and their past experiences. Thorough scanning of the information from the text helps a learner to develop supporting ideas on questions displayed on the text. This could be effective since teachers are using question and answer methods. “When a reader does scanning a reader quickly answers specific questions and locates specific information” (Lumadi, 2016, p 78).



#### **5.3.4.3 Scanning**

The study conducted by Zano (2020) stipulates skimming and scanning reading strategies that help learners to master reading comprehension. In line with this argument, it was discovered that learners skim through any reading comprehension by just reading a passage to get a general feel of what the subject is about. Since these learners are required to answer the given questions comprehensively, they resort to scanning. This enables them to note significant details. It was discovered that this exercise to be fruitful and learners did very well. Therefore, teachers need to give the learners more exposure to skimming and scanning opportunities so that when they attempt a formal task, they will fare well independently.

#### **5.3.4.4 Top down and bottom-up strategy.**

The teacher teaches reading comprehension using bottom-up strategy and top-down strategy. They recommend metacognitive reading awareness as the capacity of an individual psychological thinking goal (Sari et al., 2017). Rasinski (2017) articulate that effective reading comprehension strategy used by teachers when teaching reading comprehension in primary and secondary level is both top- down and bottom-up strategy. The evidence provided by the participants illustrates that thinking goal is

significant because it develops understanding based on confidence. They teach reading using cooperative thinking and word recognition skills. These skills can influence reading through monitoring.

#### **5.3.4.5 Read aloud strategy**

Read aloud provide Grade 12 learners an opportunity to engage in content that assist them to build background knowledge and understanding of academic topics. Generally, so the read aloud strategy give the possibility that the classrooms that implement and produces evidence on read aloud interventions will have high result of performances, teachers who use this strategy effectively will benefits from learners as well. Ceyhan (2021) assert that the best practices improved reading comprehension level as learners could talk to their teachers about the text and learned how to think to comprehend during those talks, how to identify the sequence of events as they occurred in the text, and new vocabularies in the claimed that the teacher modelled thinking aloud strategy and taught comprehension skills to students in that way during.

Again, learners would comprehend the text by putting what they learned from their teachers into practice when they encounter with a text. With appropriate pausing, teachers should let learners repeat the words they had difficulty pronouncing them. Therefore, during this state learner's fluency is set to improve by the assistance of a teacher. Ceyhan & Yildidz (2021) emphasized that teachers should read aloud to their learners by using different text types to improve their reading fluency. Then it is evident that learner will benefit from that.

In Addition, read Aloud strategy has positive results to students. Bauer (2018) agrees that connecting read aloud topics to other academic topics such as science subjects can help students acquire discipline specific knowledge and see connections across topics. Joining evidence suggests that activities before, during, and after a read aloud lesson can extend student knowledge of content, their understanding of how text is structured to convey information and improve their vocabulary knowledge and overall language proficiency. This means that connecting read aloud events to students' personal experiences in and out of school settings can help students connect read aloud content.

## **5.5 Challenges in implementing reading comprehension.**

The study conducted by Olifant, Cekiso & Prautenbach (2019) stipulates that South African learners read far less than their grade level. The poor pronunciation, fluency and inadequate development of reading skills is a challenge when teachers are implementing reading strategies. This shows that learners lack reading habits and positive attitude towards reading. Learners who are having negative attitude towards reading display low performance and loss of interest. Therefore, the argument is on the importance of resources that teachers use to teach reading. These resources include texts that do not relate to social factors that learners learn about daily. Significantly, learners need to learn to use what is around them. This could develop them and understand the world around them. Participants indicated they encounter various challenges when implementing readings strategies in their classroom.

### **5.5.1 Background knowledge**

The general finding from data collected in participants revealed that learners lack prior knowledge and lack of phonics. Participants said when a learner is given text that does not relate to them, the learner is likely to have background knowledge problems. The results showed that learners have insufficient background knowledge where they cannot relate new information to the one they already know. Learners with good background knowledge tend to improve their reading as compared to those with poor background knowledge (Simango, 2020). This is underlined under the statement that learners who start reading at early stages always perform better. Meaning that lack of knowledge incurred from previous grades. This is because those who started school at the early stages are exposed to diverse material. On the other hand, teachers need to move away from the fact that learners are empty vessels meaning they do not know anything. Instantly, teachers recommended interactive and social learning in the classroom and that becomes more effective when learners share their ideas and experiences and boots the level of interest (limiani et al., 2021).

### **5.5.2 Knowledge on vocabulary**

The study confirms that Knowledge on vocabulary is indeed a challenge. Vocabulary plays a significant part of reading skills. Learners need to understand the material that is used by teacher when they teach. The importance of vocabulary knowledge is to

master reading comprehension. The importance of vocabulary knowledge in learning English First Additional Language cannot be undermined. Zano & Phatudi (2019) confirm that the quantity of vocabulary has a considerable function in forecasting reading comprehension capacity therefore, vocabulary is a key in manipulating the basis for the development of other skills such as reading comprehension, writing, and spelling. Furthermore, failing to connect with various material and knowledge of the text could lead to difficulties in reading. This could affect learners' academic performances. This is the indication that these problems trend from high school level which is Grade 12 to their tertiary learning. Learners need to familiarize themselves with knowledge of vocabulary to comprehend the text (Edward, Pudín & Din, 2020).

### **5.5.3. Overcrowded classroom**

All participants expressed negative teaching experiences based on overcrowded classrooms and the class size. It is well known that South African high school learner and educator ratio should be 30:1. However, Sibeko (2021) highlighted that this is not the case in South African schools. The ratio is not implemented in practical situation in most schools. Big classes create chaos, inattentiveness and disruption of lessons. This causes frustration for teachers, as they cannot be effective in teaching English in such an environment. Participants emphasized on the importance of paying more attention on struggling learners. This attention will be based on the progressed learner which is so difficult to learn certain aspects. Therefore, overcrowded classrooms create more challenges from management control, planning of the lesson and assessments in the class (Fesi & Mncube, 2021).

Since participants highlighted the issue of overcrowded classroom that cause them to struggle in content delivery. In line with this the large classes do not only affect educators it affects the quality of content that educators are expected to deliver. Salavati & Tabatabaei (2018) stipulates that a large class is not just an issue of numbers, but also an issue of the challenges faced learner when achieving their goal. Due to noisy and restive classmates in large classes, learners fail to pay proper attention to the teacher and to participate to the optimal level of intensity, which leads to negative academic achievements. Mokhoele (2020) affirms that if there are too many learners in the classroom that hampers effective teaching and learning. Understandably, if an educator is having experience in teaching English FAL for many

years but in an overcrowded classroom it will be difficult to deliver the lesson. Some schools are overstaffed while others are short-staffed. In cases where classes are large, teachers seem to be doing more of the administrative duties than to facilitate learning and this is time consuming. This has negative impact on modelling learners' behaviour as this study is structured in theoretical framework that believes that learners perform better when they have good behaviour.

#### **5.5.4. Limited resources**

It was discovered that it is difficult for participants to employ suitable strategies to teach reading comprehension to learners due to lack of learning facilities and limited resources. Moreover, the scarcity of teaching and learning materials remains a challenge to many teachers and learners (Bauer, 2018). In this regard a teacher may have relevant skills to teach reading comprehension, but it becomes difficult to teach effectively in the absence of reading materials.

In this essence, participants revealed that their schools have outdated libraries and reading facilities that are not functional. These facilities disadvantaged the reading materials because there are no places to keep the material safe, as a result learners destroy these materials. Reading materials consists of newspapers, magazines and any relevant text that will accelerate learners' interest. Logically, the environment in which teaching and learning occur should be conducive while there must also be adequate reading materials. Conducive environment also include chart on the classroom walls so that learners could always read what is Infront of them. Limited resources have negative impact in an overcrowded classroom situation. For instance, learners must share a reading material will result into learners losing concentration on what they are reading as some may not even have a chance to see what is written. Likhoeli (2020) believes that classrooms with inadequate reading texts usually turn into playgrounds for learners but the one with chart on the wall elevate learner's vocabulary in reading comprehension.

#### **5.5.5 Lack of parental involvement**

Number of studies show that parental engagement in education has several positive effects on learner achievement and discipline. However, lack of parental engagement has a negative effect on achievement and discipline. The role of a parent in promoting

positive reading attitude is very important. Adepoju (2018) believes that the learner's success is mainly influenced by the exposure of his or her parents' learning. A learner should be exposed to home environment that poses solid foundation so that a learner can overcome challenges incurred throughout their lives. In this instance, learners learn a lot from their parent.

Parents beliefs and values boots learners' confidence and interest in reading because learners see their parents as expert in knowledge. Mengister (2019) alluded that learners expect appraisal from their parents and reinforcement. This enables learners to desire more of the time appraisal from their parents. The participant's responses showed that parents are not willing to give feedback on learner's activities. For instance, they do not sign when they are required to sign.

Furthermore, this is identified by teacher in homework's where huge number of learners do not respond to them. This stipulates the clear indication that parents are not praising their learner's work. It is important for parents to support their children so that can improve reading at early stage. This means that parents presence plays an important role for learners' success for example at early stages parent are expected to focus activities that promotes reading comprehension skills through shared reading and reading aloud as well as any type of printed material to promote positive attitude and eradicate the problem that learners are facing. Parents should give support fully in their learner education through monitoring learners' progress (Durisic & Bunijevac, 2017).

Parents should support at home with homework and encourage learners to read and write reading comprehension. Learners when they do not get support from their home towards homework's in reading comprehension may get discouraged and develop negative attitudes towards other subjects that hinder their success due to poor performance and number of dropouts may increase.

Following the above finding participants highlighted that many schools are affected by learners who are staying alone. They explained this by saying other learners find it difficult to understand what they are reading because their parents are illiterate. Some parents cannot even read because they did not go far as the high school level in their

education. Hence the study concludes that learners with support from home perform higher than learners with no support and improve in schooling and have excellent academic results.

## **5.5.6 Documents review**

### **5.5.6.1 Lesson plan.**

The focus of documentary reviews was based on the lesson planning by educator, progression schedule, recording sheets, learners' records such as controlled test and educator portfolio. On the above document factors related to reading were scrutinized to help teachers in assessing reading activities in schools. The findings of this study also revealed that the teachers have limited lesson plans on reading, however in other schools' educators did not even have physical lesson plans. This means that teachers do not plan for reading comprehension. The evidence in **(Appendix k)**.

It was found that participants who plan use their counter books, but they end up not teaching reading comprehension as per planning due to lack of knowledge in learners. participants highlighted that they spend much time teaching phonics instead of teaching reading comprehension. This delay causes limited assessment to appear in learners' classwork books. This again has negative impact on syllabus coverage. This has a negative impact on progressed learners because they write the controlled test and examinations having content gap in reading comprehension. For example, learners script shows the section for reading comprehension however the overall mark depicts that learners are performing poor in English FAL. Three of them performed below 60%. **(Appendix: I)**.

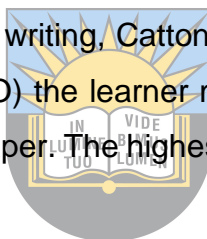
### **5.5.6.2 Learners scripts on controlled test**

The researcher analysed three scrips of controlled test. The controlled test was the formal task (Common Task, all Grade 12 learners wrote this task across the Buffalo City Metro Education District). Learners scripts was analysed to check learner's performance specifically in reading comprehension. The scripts were sampled according to lower performance, middle performance as well as highest performance. **(Appendix P, Q, and R from school K)**. The controlled test compromises of reading

comprehension in section A question 1. Therefore, the learner managed to get 07 marks out of 40 marks **(Appendix R)**. The middle performing learner obtain 11 **(Appendix P)** marks out of 40 marks. The highest in that class obtained 12 marks **(Appendix Q)**. In terms of pass percentages, the low-ranking marks ranged at 17,5 percent while the middle and highest mark was 27,5 and 30 percent. Learners are experiencing difficulties in obtaining 30 percent the minimum pass rate in English First Additional Language. This indicates that learners are struggling to respond in reading comprehension.

### 5.5.6.3 Preparatory Examination

Following the above report the researcher further analysed preparatory examinations. Preparatory examination is the Provincial examination that is done by all high schools in Eastern Cape Province. These Provincial formal tasks are set to be out of 80 marks the whole paper in English First Additional Language Paper 1. The paper consists of reading comprehension, summary writing, Catton analysis, advertisement as well as language structure. In **(Appendix O)** the learner managed to get 16 marks out of 80 marks which is 20 percent of the paper. The highest scoring mark was 36 marks which is 45 percent. **(Appendix N)**.



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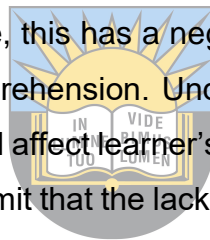
Based on the above analysis learners showed no significant improvement from controlled test performance to preparatory. It is difficult for learner to get 50 percent pass mark. This is an alarming situation to the performance of Grade 12 learners. This indicate that learners are struggling to understand reading text. This kind of performance will have had negative impact in the overall pass mark on School Based Assessment.

Moving forward the mark recoding sheet shows learners School Based Assessment. The overall marks including task in forms of longer transactional writing and oral marks shows that learners are performing at 40% and below which is level 3 and below. Only ten learners managed to perform at 50%. The row marks indicate about 15 learners which is 50% are performing at 0-29%. Only 13% performed better. This is the indication that indeed participants are facing real challenge of learners who perform poor in reading comprehension progressed learners. **(Appendix J)**.

Student records such as classwork book and controlled test reveals that reading comprehension is not used adequately at school, but learners are expected to understand and perform during the Trial Exams and Final Exams. (**Appendix P, Q and R**). Based on teacher's personal documents only formal tasks set for SBA purposes. There is not additional task for reading comprehension to measure learners' level of understanding.

Progression schedule shows learners who were progressed from GET phase to FET phase are struggling with the performance required in English FAL and do not meet the minimum percentage to progress 30%. For instance, the learner examination script in **Appendix O**, clearly showed that learners are struggling. The learner in (**Appendix O**) obtain 20 percent in whole examination. Learner recording sheets reveals that learners perform poorly in reading Comprehension.

Hence it will be difficult for them to use different strategies when they are teaching reading comprehension. Therefore, this has a negative impact on reading habits and learners' ability to read with comprehension. Understandably when teachers do not plan before they go to class this will affect learner's ability to read fluently. The findings by Fesi & Mncube (2021) who submit that the lack of learners' fluency in English leads to difficulties in English reading.



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### **5.5.7 Lack of reading fluency**

Murphy et al (2020) explain reading fluency as the ability to read accurately, smoothly and with expression. The process of comprehension revolves around fluency. This implies that the reader's ability to apply his knowledge of letter-sound relationship which includes knowledge of sound patterns to correctly pronounce written words helps him understand better without decoding issues. It is important for a learner to understand written words and pronounce them correctly then the understanding will take place. Likhoeli (2020) stipulates the importance of fluency as it bridges between word recognition and comprehension. Fluent readers can concentrate on comprehension and that may allow them to make a connection between what they are reading with own background knowledge.

### **5.5.8 Underperformance of progressed learners**

The study identified that progressed learners mostly performed low in reading comprehension. As a result, are rated or categorized as risk learners. Risk learners perform below 30 percent (level 2) as the minimum requirement of the whole exam including School Based Assessment (**SBA**). This indicates the poor performance of Grade 12 learners in reading comprehension. In learners record such as classwork books it was identified that only one task appears for reading comprehension. However, learners are expected to write and respond in reading comprehension in two formal exams conducted by DBE that is Trial exams and Final exams. This implies the fact that teacher teach reading comprehension less than other learning skills.

### **5.5.9 Limited assessments.**

On the documents that were reviewed learner's classwork book was amongst them. It was discovered that educators give limited work to learners on reading comprehension. Therefore, learners that have reading comprehension tasked is not marked. This gives the link between overcrowded classes and assessments tasks. Mapotsane (2020) agree that high learner numbers in classes limits the number of assessments handed out to them. Specific issues identified include an excessive marking load that consumes more time, providing timely informative feedback to learner one by one affects time framework.

It was discovered that absence of parents influences learners' performance. Parents do not assist learners due to their homework's. This could be caused by the fact that other parents are illiterate and other learners classified, and child headed homes. This also leads to negative attitude towards reading comprehension because of less appraisal from their parents and learners have less confidence in their classwork.

### **5.5.9 Conclusion**

Data was presented as indicated in the introduction of the chapter. Participants were labelled and given pseudonyms for confidentiality. Gathered information was interpreted the following factors were outlined. Teachers are experienced in teaching reading comprehension. However, learners experience difficulties in comprehending reading texts. Learners struggle to understand new information introduced to them.

Teachers still using traditional way of teaching and learning materials. South African schools in rural areas lack resources, non-functional libraries and outdated textbooks. Lastly, overcrowded classrooms were the burning issues. Data collected and interpreted will be discussed in next chapter. Therefore, possible recommendation reflecting experiences of Grade 12 teacher in teaching reading comprehension in English FAL



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## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 CONCLUSION

The aim of this study was to explore Grade 12 teachers' experiences in teaching reading comprehension in English First Additional Language. Reading comprehension plays a crucial role learners' development and academic performance. The researcher concludes that reading with comprehension is still a problem and based on the findings most teachers in the field rarely teach reading skills because of other learning skills in the learner's curriculum.

Furthermore, teachers are mostly affected by the ever-changing curriculum which they do not get the necessary training to prepare for a newly introduced and implemented curriculum. This causes the teachers to find themselves trapped in school with content they do not grasp. Even though they go for training it consumes more time and affects syllabus coverage. This also implies monitoring in terms of lesson preparations. The researcher believes there is trend that South Africa educators did not have an in-depth knowledge of the reading comprehension strategies.



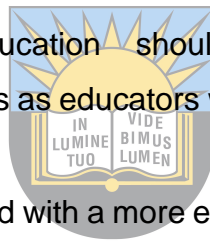
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In addition, there may be various factors contributing to students' academic failure as the data has shown, the crisis is within schools and the curriculum in general. When the curriculum changes, training is required for teachers for them to adapt to a new curriculum. In this regard, teachers should be aware of learners who are not having support in reading comprehension. Children who are staying with illiterate parents.

Teachers are also loaded with subjects they are not strong at; therefore, this makes it hard to teach learners as teacher lack effective strategy to employ in other school there is no teacher teaching English in Grade 12 is a serious matter that seeks attention. Lastly, teachers are experiencing problems on progression policy. This is one major factor that will always haunt the department of education in all the districts. Moreover, schools are packed and dominated by resources and libraries that are not functional and computer Labs that are who are too old. This maintains a dull environment in school and hinders progressive learning.

## 6.2 RECOMMENDATIONS

- The researcher would recommend that reading should receive equal attention to other skills such as writing, listening, and speaking.
- The researcher would recommend that the Department of Education and Policy developers do frequent inspection in schools nationally and evaluate and review the current policy on learner progression to deal with progression at Grade 12.
- Monitor learning facilities and make sure libraries are functional. Monitoring of reading corners to support textbooks by Department of Education officials.
- The researcher recommends that the Department of Education have a component parent that are literate in assisting learners and support during incubation classes to focus more on reading.
- The Department of Education should train educators on reading comprehension lesson plans as educators were not preparing or had no lesson plans or documents.
- Teachers should be provided with a more effective teacher-training programme on reading strategies to prepare them for what is really happening in the class of Grade 12.
- Head of department to stick on reading comprehension raw marks to assist learners to obtain 50% and above so that learners can get minimum requirement for bachelor's degree as the university entry.
- Collaborative measures should be put in place between English FAL teachers, Departmental Heads, Subject Advisers to develop best practices for teachers and to uncover critical areas as well as best professional in a 21st century learning environment.
- Educators to facilitate reading discussion and support progressed learners in reading comprehension.
- The Department of Education should make it compulsory that English FAL educators are employed since other schools do not have English FAL educators. Government needs to be constantly checking on the teachers and their commitment to teaching.



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**APPENDIXES**

**APPENDIX A: Request for permission to conduct research**



**University of Fort Hare**  
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09 November 2022

Principal

My name is Xolisile Precilla Jona, a master's student at the University of Fort Hare. The research I wish to conduct for my study involves Grade 12 teacher's experiences in teaching reading comprehension in English First Additional Language in Buffalo City Metro Education District.

I am hereby seeking your consent to participate in the research. I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from The Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority of the University Research Ethics Committee (UREC).

If you require any further information, please do not hesitate to contact me 0725755761, email address xolisileprecilla@gmail.com. Thank you for your time and consideration matter.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Xolisile Precilla Jona', enclosed within a simple oval scribble.

## Appendix B Request for Permission to Conduct Research



**University of Fort Hare**  
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09 November 2022

Circuit Manager

My name is Xolisile Precilla Jona, a master's student at the University of Fort Hare. The research I wish to conduct for my study involves Grade 12 teacher's experiences in teaching reading comprehension in English First Additional Language in Buffalo City Metro Education District.

I am hereby seeking your consent to participate in the research. I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority of the University Research Ethics Committee (UREC).

If you require any further information, please do not hesitate to contact me 0725755761, email address xolisileprecilla@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely

## Appendix C: Individual sheet informed consent



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### (AGES 18 YEARS AND ABOVE)

#### **Please note:**

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

**Title of Study: Grade 12 teacher's experiences in teaching reading comprehension in English First Additional Language in Buffalo City Metro Education District.**

**My name is Xolisile. Jona, I am conducting research on the teacher's experiences in teaching reading comprehension in English First Additional Language.**

I would like you to allow me to conduct a brief (30-45 minute) interview with you about your experiences in the teaching of reading comprehension.

Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before. I know that you cannot be certain about the answers to these questions, but I ask that you try to think about these questions. When it comes to answering questions, there are no right and wrong answers.

Please understand that your participation is voluntary, and you are not being forced to take part in this study. The choice of whether to participate or not, is yours. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY

way.

The information will remain confidential. This means that your name and address will not be linked in any way to the answers you give. We study and report on the answers given by all the people we interview and not on an individual basis. The research data will be anonymous with all personal respondent information removed and will be archived at the University.

At the present time, I do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

There are no immediate benefits to you from participating in this study. However, this study will be helpful in finding out the experiences of teachers in the teaching of reading comprehension in Buffalo City Metro Education District.

Risk-Benefit Ratio (benefits hoped for from this study and the risks involved for the participant):

Some questions may evoke strong emotions especially if you have encountered violence personally. Remember you are free at any time to stop or take a break. Beyond the strong emotions that may be evoked, we do not see any risk or harm from your participation in this study.



There are no immediate benefits to your participation in this study. Who to contact if you have been harmed or have any concerns. This research has been approved by the Inter-Faculties Research Ethics Committee (IFREC) as per delegated authority of the University Research Ethics Committee (UREC). If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please call the IFREC Administrator, [insert name, contact number and email here]

#### Reporting and Complaints

If you have questions at any time about this study, or if you have concerns/questions you may contact the researcher/project leader whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher/project leader, please contact the IFREC Chairperson, or the UREC Chairperson. If you have concerns or questions about this study, please feel free to contact the project coordinators.

Supervisor's name: Dr S. Makeleni

Email: smakeleni@ufh.ac.za

Department: Education Department Address: University of fort Hare, East London

## **INFORMED CONSENT FORM**

I (name of participant) \_\_\_\_\_

have been informed about the study by (provide name of researcher/ project leader/ fieldworker) \_\_\_\_\_

I understand the purpose, procedures, and risk-benefit ratio of the study.

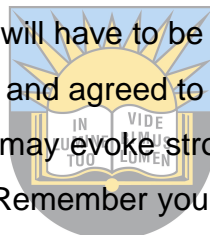
I have been given opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any procedurals that I would usually be entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as result of study-related procedures

I understand that confidentiality, anonymity and privacy will be respected. The exception will be on the occasion that information emerges that could allude to harm being done to an individual, which will have to be reported to the appropriate agency. This proviso will be communicated and agreed to before the start of any interview.

I understand that some questions may evoke strong emotions especially if you have encountered violence personally. Remember you are free at any time to stop or take a break. Beyond the strong emotions that may be evoked, we do not see any risk or harm from your participation in this study.



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I understand that all institutions will be given pseudonyms and no identifying details will be revealed to maintain their anonymity.

I understand that I will be given a copy of this informed consent.

I understand that if I have any questions or complaints about my rights as a study participant, or if I may have concerns about any aspect of the study or the researcher/s then I may contact the Chairperson of the Inter-Faculty Research Ethics Committee, Chairperson of University Research Ethics Committee. (Details available from the Researcher or by contacting the University of Fort Hare or Website [www.ufh.ac.za](http://www.ufh.ac.za))

Participant signature: \_\_\_\_\_

Date \_\_\_\_\_

Consenting for Audio Recording– when necessary, YES / OR NO

Participant signature: \_\_\_\_\_

Witness signature: \_\_\_\_\_

(to be altered according to the study)

Data curation – I understand that the information that I provide will be stored electronically and will be used for research purposes now or at a later stage (to be altered according to the study)

Participant signature: \_\_\_\_\_

Date: \_\_\_\_\_



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## Appendix D: INTERVIEW SCHEDULES FOR PARTICIPANTS (TEACHERS)

1. What are your experiences in teaching reading comprehension in English FAL?
2. How do you view the reading comprehension?
3. What teaching and learning methods do you use to encourage reading comprehension?
4. Why do you use those strategies?
5. why do you think that those strategies are most effective?
6. What challenges do you face in implementing these reading strategies?
7. In your view why do you teach reading comprehension the way you teach it?
8. What support structures within the school are in place to support the development of teaching reading comprehension?
9. What kind of challenges do you experience when teaching reading comprehension?
10. Is there anything you would like to share with regarding reading comprehension in general which has not been included in the interview



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## Appendix E: INTERVIEW QUESTIONS FOR FOCUS GROUP

1. Do you prepare yourself before coming to class?
2. What could be some of the reason that hinders preparation ahead of time?
3. How do you view the reading comprehension?
4. What could be done to motivate teachers to teach reading comprehension in English FAL?
5. Do parents help in teaching reading comprehension at homes?
6. What kind of support do teachers get from parents in assisting learners with reading comprehension?
7. What teaching and learning methods do you use to encourage reading comprehension?
8. What challenges do you face in implementing the reading strategies in reading comprehension?
9. Why do you think that sometimes you are struggling to cope with teaching reading comprehension in English FAL?
10. What support structures within the school are in place to support the development of teaching reading comprehension?
11. Is there any support from Department of Education?



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## Appendix F: DOCUMENT REVIEWS CHECKLIST

| Document   | Comment  |
|--|--|
| Lesson planning  | Teachers have no physical lesson plans, but they all claim to prepare without submitting documentations as the evidence for preparation  |
| Official documents                                     | Progression schedule shows learners who were progressed from GET phase to FET phase are struggling with the performance required in English FAL and do not meet the minimum percentage to progress 30%.  |
| Progression schedule                                   | <br>Learner recording sheets reveals that learners perform poorly in reading Comprehension   |
| Learners recording sheets                              |  |
| Personal documents                                     | Student records such as classwork book reveals that reading comprehension is not used adequately at school, but learners are expected to understand and perform during the Trial Exams and Final Exams.  |
| Students' records                                      | Based on teacher's personal documents only formal tasks set for SBA purposes. There is not additional task for reading comprehension to measure learners' level of understanding.<br>Same as learners' portfolios only one tasks presented for SBA no extra task for |
| Personal files (portfolios for educators and learners) |  |
| Assessments records                                    |  |
| Learner's personal documents such as classwork books.  |  |

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practice.

Assessment records it is revealed that from GET phase to FET phase many learners poorly perform reading comprehension.



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## Appendix G: Permission from Department of Education



Province of the  
**EASTERN CAPE**  
EDUCATION

**CORPORATE PLANNING, MONITORING, POLICY AND RESEARCH COORDINATION**  
Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:  
Enquiries: Ms. F. Pakade Tel: 040 608 7170/4001 . Fax :040 608 4372. Email: [fundiswa.pakade@ecdoe.gov.za](mailto:fundiswa.pakade@ecdoe.gov.za)  
Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za) Date: 30 June 2023

Ms. Xolisile Precilla Jona

Tuba Location

Kwelera

**East London**

5201

Dear Ms. Jona

**PERMISSION TO UNDERTAKE A MASTERS RESEARCH: GRADE 12 TEACHERS EXPERIENCES IN TEACHING READING COMPREHENSION IN ENGLISH FIRST ADDITIONAL LANGUAGE IN BUFFALO CITY METRO EDUCATION**

1. Your application to conduct the above-mentioned research involving Grade 12 teachers teaching English First Additional Language as a subject in sixteen (16) public high schools in the Buffalo City Metro district under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
  - a. there will be no financial implications for the Department;
  - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
  - c. you seek parent's consent for minors;
  - d. it is not going to interrupt educators' time and task;
  - e. the research may not be conducted during official contact time;
  - f. the research may not be conducted during official contact time, provided that an arrangement to do research at the school including getting inside a classroom has been arranged and agreed upon in writing with the Principal and the affected teacher/s;
  - g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
  - h. you will make all the arrangements concerning your research;

[Type here]  
**growth**  
education

Customer care line: 086 063 8636  
Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)





- i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Corporate Strategy Management;
  - j. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis;
  - k. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary;
  - l. you are requested to provide the above to the Chief Director: Corporate Strategy Management upon completion of your research;
  - m. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you;
  - n. you comply with your ethical undertaking (commitment form);
  - o. You submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Corporate Strategy Management.
2. The Department reserves a right to withdraw the permission should there be non-compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE and/or legal requirements to do so.
  3. The Department will publish the completed Research on its website.
  4. The Department wishes you well in your undertaking. You can contact the Mrs. Fundiswa Pakade on the numbers indicated in the letterhead or email [fundiswa.pakade@ecdoe.gov.za](mailto:fundiswa.pakade@ecdoe.gov.za) should you need any assistance.

**T. MASOEU**  
**CHIEF DIRECTOR: CORPORATE STRATEGY MANAGEMENT**  
**FOR ACTING HEAD OF DEPARTMENT: EDUCATION**

## Appendix H: Ethical Clearance



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### **ETHICS CLEARANCE REC-270710-028-RA Level 01**

|                     |   |
|---------------------|---|
| Project Number:     | MAK011SJON01  |
| Project title:      | <b>Grade 12 teachers experiences in teaching reading comprehension in English first additional language in Buffalo City Metro Education District.</b> |
| Qualification:      | Master of Education   |
| Student name:       | Xolisile Jona   |
| Registration number | 201306819   |
| Supervisor:         | Dr S Makeleni   |
| Department:         | Education   |
| Co-supervisor:      | N/A   |

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for MAK011SJON01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 22/05/23, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.

Please note that UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if
  - Any unethical principal or practices are revealed or suspected;
  - Relevant information has been withheld or misrepresented;
  - Regulatory changes of whatsoever nature so require;
  - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely,



---

**Dr A Nyika**  
**Chairperson: Inter-Faculty Research Ethics Committee**  
24 May 2022

# Appendix I: Mark recording sheet Grade 12

2024/04/22

| English First Additional Language (Gr 12)<br>Class : All<br>Term1 : 2024/01/17 - 2024/03/20<br>All Learners<br>Patch Version: 23.3.0 |  | TASKS         | TASK 1:<br>Oral     | TASK 2:<br>Writing -<br>essays | TASK 3:<br>Transactional<br>writing | TASK 4:<br>Test     |                           |            |       |             |    |
|--|--|---------------|---------------------|--------------------------------|-------------------------------------|---------------------|---------------------------|------------|-------|-------------|----|
| Activities   |  |               |                     |                                |                                     |                     |                           |            |       |             |    |
| Weighting  |  | 7.69          | 38.46               | 23.08                          | 30.77                               |                     |                           |            |       |             |    |
| Marks: -1 = Absent, -2 = Not Captured  |  | Total Mark    | 10                  | 50                             | 30                                  | 40                  | TOTAL<br>Weighted<br>Mark | Term<br>%  | Level | Report Term |    |
| Include in SBA Year Mark   |  | Term<br>/Date | Term1<br>2024/03/08 | Term1<br>2024/03/08            | Term1<br>2024/03/08                 | Term1<br>2024/03/08 |                           |            |       |             |    |
|  |  |               |                     |                                |                                     |                     | <b>T4</b>                 | <b>100</b> |       |             |    |
|  |  |               |                     |                                |                                     |                     | 3                         | 35         | 35    | 2           | 35 |
|  |  |               |                     |                                |                                     |                     | 19                        | 54         | 54    | 4           | 54 |
|  |  |               |                     |                                |                                     |                     | 12                        | 38         | 38    | 2           | 38 |
|  |  |               |                     |                                |                                     |                     | 15                        | 40         | 40    | 3           | 40 |
|  |  |               |                     |                                |                                     |                     | 18                        | 48         | 48    | 3           | 48 |
|  |  |               |                     |                                |                                     |                     | 12                        | 37         | 37    | 2           | 37 |
|  |  |               |                     |                                |                                     |                     | 1                         | 31         | 31    | 2           | 31 |
|  |  |               |                     |                                |                                     |                     | 8                         | 34         | 34    | 2           | 34 |
|  |  |               |                     |                                |                                     |                     | 18                        | 46         | 46    | 3           | 46 |
|  |  |               |                     |                                |                                     |                     | 22                        | 68         | 68    | 5           | 68 |
|  |  |               |                     |                                |                                     |                     | 21                        | 58         | 58    | 4           | 58 |
|  |  |               |                     |                                |                                     |                     | 29                        | 79         | 79    | 6           | 79 |
|  |  |               |                     |                                |                                     |                     | 10                        | 41         | 41    | 3           | 41 |
|  |  |               |                     |                                |                                     |                     | 25                        | 66         | 66    | 5           | 66 |
|  |  |               |                     |                                |                                     |                     | 18                        | 56         | 56    | 4           | 56 |
|  |  |               |                     |                                |                                     |                     | 14                        | 41         | 41    | 3           | 41 |
|  |  |               |                     |                                |                                     |                     | 23                        | 64         | 64    | 5           | 64 |
|  |  |               |                     |                                |                                     |                     | 26                        | 62         | 62    | 5           | 62 |
|  |  |               |                     |                                |                                     |                     | 15                        | 45         | 45    | 3           | 45 |
|  |  |               |                     |                                |                                     |                     | 14                        | 38         | 38    | 2           | 38 |
|  |  |               |                     |                                |                                     |                     | 17                        | 52         | 52    | 4           | 52 |
|  |  |               |                     |                                |                                     |                     | 11                        | 38         | 38    | 2           | 38 |
|  |  |               |                     |                                |                                     |                     | 25                        | 67         | 67    | 5           | 67 |
|  |  |               |                     |                                |                                     |                     | 10                        | 35         | 35    | 2           | 35 |
|  |  |               |                     |                                |                                     |                     | 6                         | 33         | 33    | 2           | 33 |
|  |  |               |                     |                                |                                     |                     | 7                         | 25         | 25    | 1           | 25 |
|  |  |               |                     |                                |                                     |                     | 17                        | 46         | 46    | 3           | 46 |
|  |  |               |                     |                                |                                     |                     | 9                         | 26         | 26    | 1           | 26 |
|  |  |               |                     |                                |                                     |                     | 0                         | 28         | 28    | 1           | 28 |

## Appendix: J Analysis of result English First Additional Language from Grade 8 to 12

Results per Term / Level / Subject / Grade  
2024/04/22

Year: 2024, Term: 1 - 2024/01/17 - 2024/03/20, Gender: All, First Additional Language: All  
All Learners

|               | % Average Mark | Number of learners in each achievement rating |            |            |            |            |            |           | No of Absent and Non-complete | Total Numbers of Learners |
|---------------|----------------|---|------------|------------|------------|------------|------------|-----------|-------------------------------|---------------------------|
|               |                | Level 1                                       | Level 2    | Level 3    | Level 4    | Level 5    | Level 6    | Level 7   |                               |                           |
|               |                | 0 - 29.99                                     | 30 - 39.99 | 40 - 49.99 | 50 - 59.99 | 60 - 69.99 | 70 - 79.99 | 80 - 100  |                               |                           |
| Grade 8       | 42.04          | 35  | 28         | 30         | 26         | 13         | 6          | 2         |                               | 140                       |
| Grade 9       | 61.91          | 2   | 5          | 16         | 29         | 31         | 29         | 12        |                               | 124                       |
| Grade 10      | 69.22          | 1   | 1          | 9          | 23         | 41         | 52         | 33        |                               | 160                       |
| Grade 11      | 59.47          | 8   | 6          | 16         | 14         | 9          | 18         | 17        |                               | 88                        |
| Grade 12      | 47.31          | 8   | 26         | 22         | 12         | 13         | 9          | 1         |                               | 91                        |
| <b>TOTALS</b> |                | <b>54</b>                                     | <b>66</b>  | <b>93</b>  | <b>104</b> | <b>107</b> | <b>114</b> | <b>65</b> |                               | <b>603</b>                |



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## Appendix K: Educator (Ed6) lesson preparation on counter book

WEEK FOUR

### LISTENING & SPEAKING

#### - Role play

Learners are required to get into groups of 5 where they try to role play the following scenario:

Imagine that you are a group of friends and two of your friends have done something to destroy the friendship. Probe the two with questions to find out what he/she/they were thinking.

The aim is to listen to the different ways to ask questions as well as observing grammar.

P

### READING & VIEWING

#### - Comprehension

Learners are to read the comprehension text intensively.

- They should be able to use skimming and scanning reading strategies to comprehend and answer questions.

Comprehension text and questions: Chapter 1  
(Revision) PAGE 17+18



## Appendix L: Examples of reading comprehension

Comprehension  
**Comprehension**  
 Below is an interview with Sibusiso Tshabalala, the Democratic Alliance Youth leader in the Free State. Read the text and answer the questions that follow.

**DAILY MAVERICK**

### Bloemfontein's global champion

by Mandy de Waal 26 April 2012

Sibusiso Tshabalala is a name you're likely to hear more of in the future. Selected by Google as one of 10 young people who are changing the world, Tshabalala is teaching the power of critical thinking to school children in Bloemfontein. The good news is that when he's finished his law degree, this rational-thinking social activist plans to go into politics. Away from the headlines, you'll find an emerging leader called Sibusiso Tshabalala who's teaching youngsters debating skills, literacy and critical thinking.

2 "If there is one thing that is seriously missing in our curriculum, it is some form of education around logic," says 20-year-old Tshabalala, who works with the Inqubela Foundation to teach people the importance of good debate, and how to form arguments and break down other people's faulty logic.

3 "Only a few people participate in the public discussions in our country. I think that if we had something in our curriculum which showed people how to be active participants in their own communities, how to think logically, to think critically, it would do our democracy a favour in many ways."

4 Tshabalala's spot-on, of course: logic, good reasoning and critical thinking is sorely absent from political discussions and public debate. South Africa is a country where people who publicly voice opinions critical of government or the ruling party are often punished or shamed.

5 Together with the Inqubela Foundation, Tshabalala has created the Afrika Kusoma Literacy Initiative. "Part of what we do is encouraging solutions-based thinking. If there is anything that is happening in the community, a problem that bothers, we teach the learners to identify what it is and to think about how the problem can be solved ... what they can do to achieve a solution. The underlying goal here is to lead people to action. What that action is, people in their own communities will decide on."

6 He's been chosen by Google as one of 10 people around the globe between the ages of 18 and 24 who is exceptional, inspiring and doing something to change the world. An annual youth challenge, run by the world's information giant, the Google competition is called Zeitgeist Young Minds.

7 This means Tshabalala will be invited to Google's Zeitgeist

8 London is a long way from South Africa's Vaal Triangle, where Tshabalala was born. He went to boarding school in Welkom, and then went to university at the University of the Free State in Bloemfontein, where he's in his final year of BCom (Law) before completing his LLB.

9 "I was raised by my grandmother and my mom, and both of them are teachers. My grandmother always had a strong understanding of how important social work is, and the role that you must play in any of the

10 "She is a teacher who retired in 1996, but from 2000 to 2005 she was a community social worker in Virginia, about 30 km from Welkom," says Tshabalala, adding that his family has always been defined by a strong culture of social outreach and active leaderships. "This, in a way, has shaped my own experiences and is why I involve myself in what I do."

11 "I think that I understand my role as a young person in a young democracy, a person that has had opportunities that other people haven't. This puts me in a position where I feel that I have to act, given the circumstances that we find ourselves in as a country."

12 "I've always been very inquisitive," he says. "As a child I would always question things, even some of the random stuff and I would try to negotiate my way out of doing chores. Much of how I think was stimulated by my own initiative because I read a lot as a child. I was one of those weird kids who didn't really play much outside. While everyone else was playing, I'd find a book to read."

13 "I think my love for critical thinking comes from being inquisitive, but also being willing to learn," he says, adding that your thinking is largely influenced by what you know or what you perceive to be true.

**NON-WHITES ONLY**

Sibusiso Tshabalala

Conference, which takes place in London in May [2012]. The conference is an exclusive three-day gathering where hundreds of influential business leaders and visionaries from around the world come together to share perspectives on global issues.

**GLOSSARY**

emerging – growing, becoming clearer  
 exceptional – standing out or special  
 influential – powerful  
 initiative – ambition, energy  
 inquisitive – curious, wanting to know more  
 literacy – able to read and write  
 logic – thinking reasonably  
 perceive – to notice or see  
 rational – wise, balanced, thinking clearly or without emotion  
 stimulated – activated  
 visionaries – businesspeople who can predict what people will do or buy next  
 Zeitgeist – (German) "the spirit of the times"

## Appendix M: Questions set for reading comprehension.

given the circumstances that we find ourselves in as a country." by what you know or what you perceive to be true. times"

1.1 Write down the journalist's name. (1) b) Imam Sibusiso Tshabalala

1.2 When was the article written? (1) c) Doctor Sibusiso Tshabalala.

2. Refer to the headline. Explain how Tshabalala is a "global champion". (2) 8.2 Explain why you chose your answer to 8.1.

3.1 In your own words, say briefly what Tshabalala is trying to do. (2) 9. Look at the photograph.

3.2 Find a quote from paragraph 2 that supports your answer to 3.1. (1) 9.1 Who were "non-whites"? Why was the bench for "non-whites"? Clue: South Africa used to be divided into "whites" and "non-whites".

4. Explain how paragraphs 6 and 7 answer the following wh- questions: who (not Tshabalala!), what, when, where. (4) 9.2 Choose the correct letter. Tshabalala is pointing to the bench because:

5. In which two ways did Tshabalala's mother work in her community? (2) a) he is pointing out how ridiculous the apartheid system was

6. Choose the correct letter. When he was young, Tshabalala was: (2) b) he thinks apartheid was funny

a) a noisy, clever child who avoided chores

b) a quiet, private reader and thinker

c) a bit of both. (1) 9.3 What sort of person do you think Tshabalala is? How does the photograph tell you more about Tshabalala's personality?

7. Write out the contractions in these sentences. (1) 9.4 Give your own caption for the photograph.

7.1 I've always been very inquisitive. (1)

7.2 I'd find a book to read. (1)

7.3 He's been chosen by Google. (1)

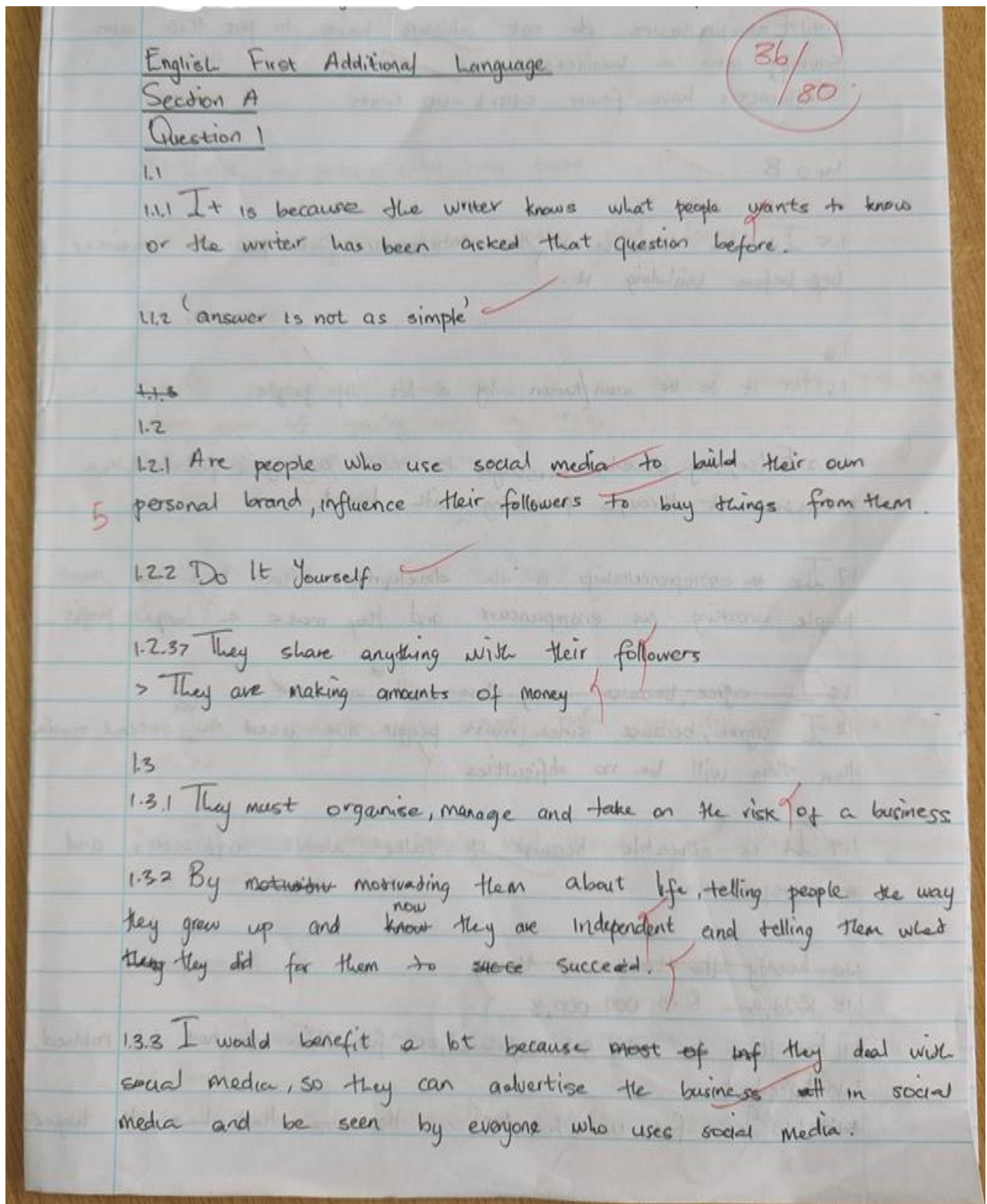
8.1 Choose one letter. Tshabalala's honorific is: (1) 10. Do you think Sibusiso Tshabalala is a "global champion"? Support your answer. Clue: Go back to your response to question 2 for help.

a) Mister Sibusiso Tshabalala (1) 11. Do you think his mother is proud of him? Say why or why not.

**TOTAL: 30 m**

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Appendix N: Learners examinations in reading comprehension. School E based in Rural area.



1.4

1.4.1 > Entrepreneurs do not always have to put their own savings into a business.

> Influencers have fewer start-up costs.

1.4.2 B

1.5 It is because ~~the~~ the entrepreneur first plan the business ~~before~~ before building it.

1.6

1.6.1 For it to be seen/know by a lot of people.

6

1.6.2 False, they develop message to reach and gain followers, then monetise it through partnering with brand.

1.7 The ~~the~~ entrepreneurship is the development that has the most people working as entrepreneurs and they make a large profit.

~~1.8 I agree, because using there will be no ~~need~~~~

1.8 I agree, because since most people are used to <sup>use</sup> social media then there will be no difficulties.

1.9 It is suitable because it talks about influencers and entrepreneurs.

~~1.10 Twenty three come three~~

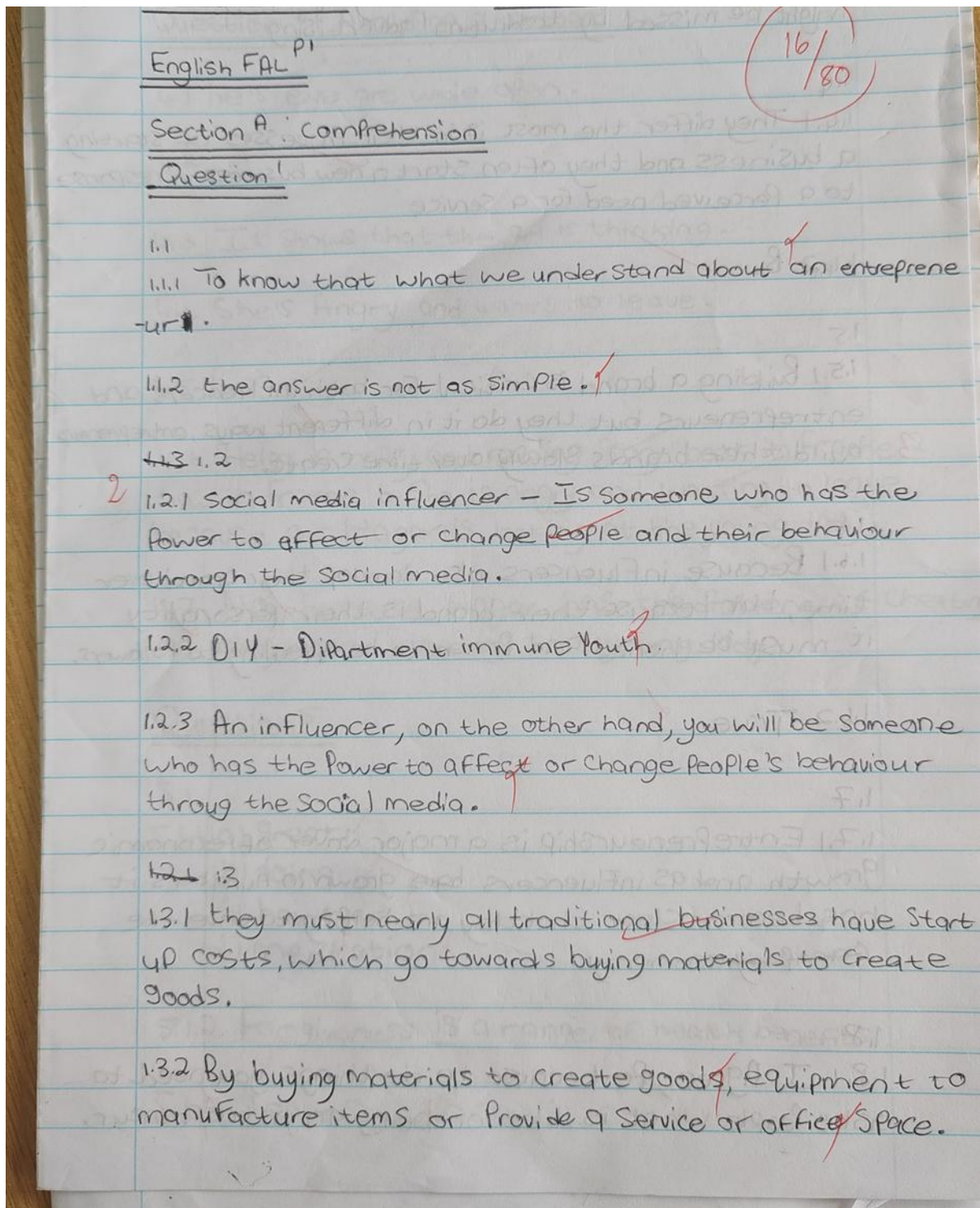
1.10 R23,3 R23 000 000,3

1.11 For them to not go anywhere, or for them to not be robbed.

1.12 Facebook

~~1.13~~ 1.13 Yes for us to see the one that has the highest

Appendix O: Trial examination (Provincial Task) School A situated in Rural area.



1.3.3 For companies can target highly specific groups that might be missed by traditional advertising

1.4  
1.4.1 They differ the most is in their processes of starting a business and they often start a new business in response to a perceived need for a service

1.4.2 B.

1.5  
1.5.1 Building a brand is critical for both influencers and entrepreneurs, but they do it in different ways, entrepreneurs build their brands slowly over time create.

1.6  
1.6.1 Because influencers also develop their brand over time, but because their brand is their personality it must be honed and proven to be appealing to followers.

1.6.2 True.

1.7  
1.7.1 Entrepreneurship is a major driver of economic growth and as influencers have grown in numbers it has become clear that they are helping to drive the ~~same~~ economy.

1.8  
1.8.1 I Agree, because to do things you need to ask people what is like of being an entrepreneur.

1.9  
1.9.1 It tells us about the people who are entrepreneurs and what to do by being in entrepreneurship which you need to influence other to support you as you are an entrepreneur.

1.10  
1.10.1 23,3 000 000

1.11 Because there less mobile app users actively engage with shopping apps.

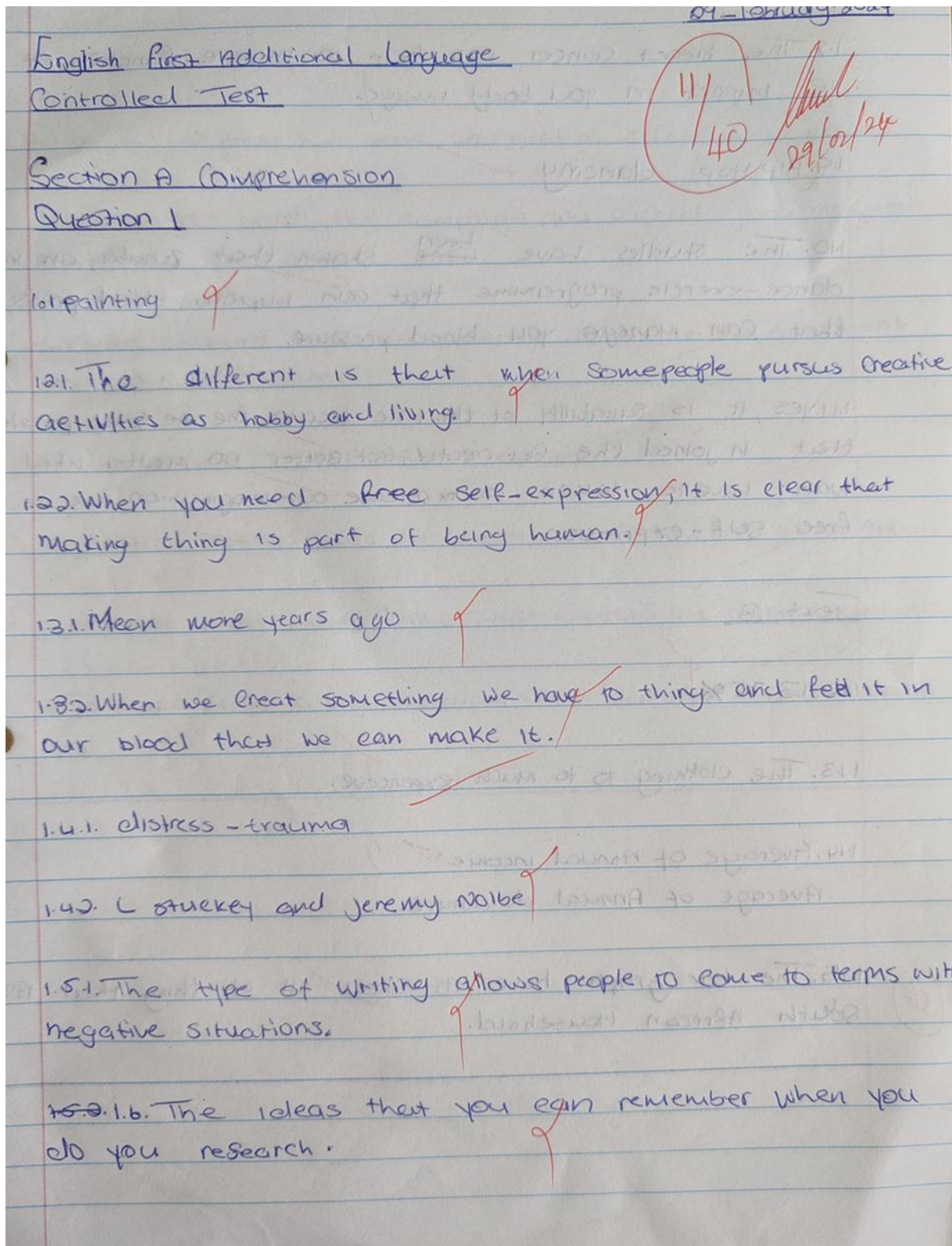
1.12 Active social media.

1.13 Yes, to show that the whole world is using mobile phone, social media in South Africa.

Section B  
Question 2

You could be opening the door for hackers to steal. Hacker's always steal your identity or commit credit. Avoid logging into important accounts or sending messages with personal information while using public Wi-Fi. It is the best to use variety of numbers and let the firewalls protect your internet network devices on it by blocking connections from two factor authentication verifies each login. Be careful about sharing information on social media.

Appendix P: (District common controlled test) School K based in Rural area.



### 1.7. A - Temporary

1.8. The breast cancer can help to improve function of positive impact in you body image.

1.9. Hip Hop dancing

1.10. The studies have been shown that Zumba an intense dance-exercise programme that can improve blood pressure. that can manage you blood pressure.

1.11. yes, it is suitability of the title because there are some people that joined the get creative, get better no matter what want have to taken to release our imagination. we need free self-expression.

### Text B

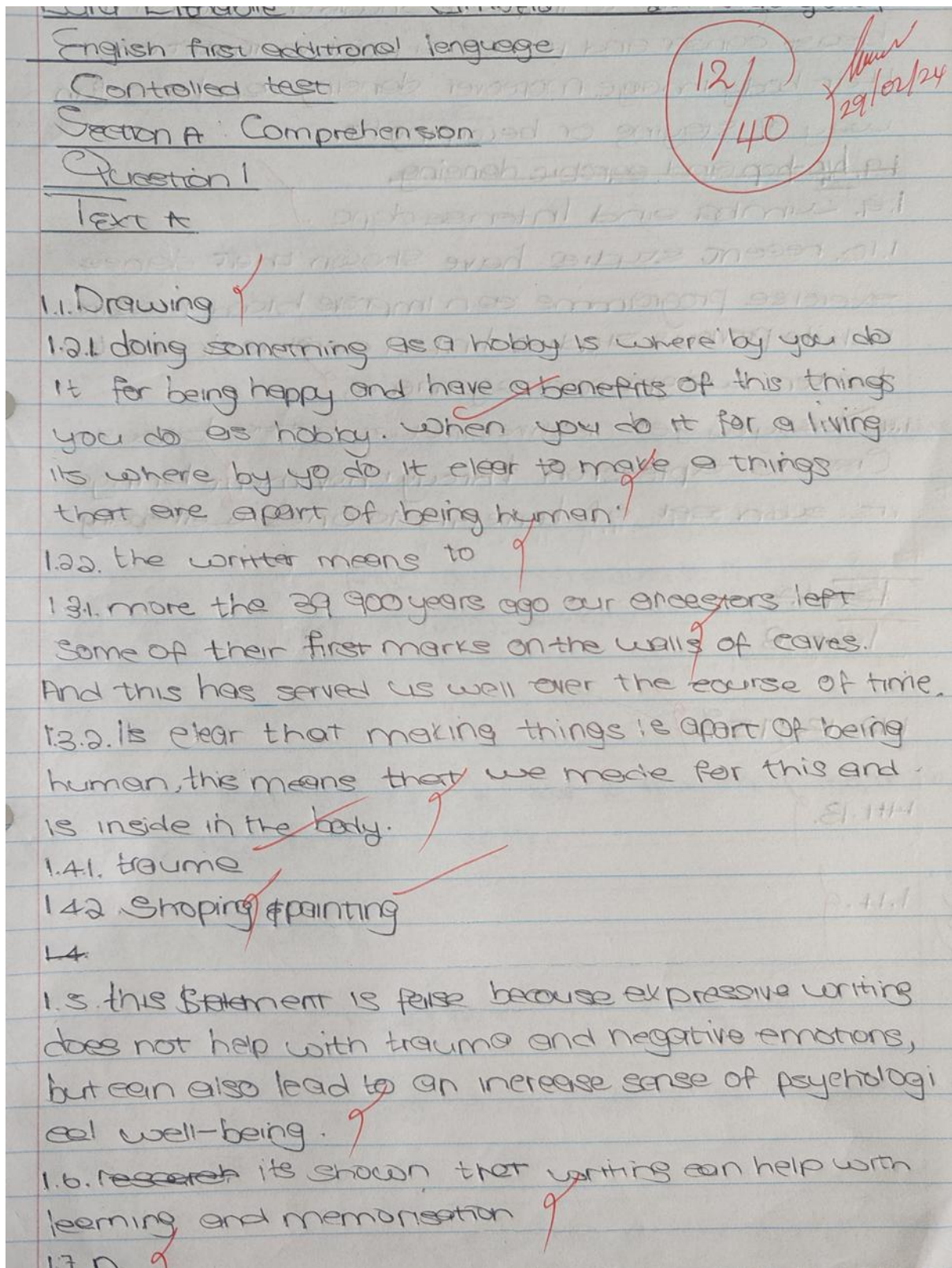
1.12. 13, 15%

1.13. The clothing is to much expensive.

1.14. Average of Annual income  
Average of Annual doidature.

1.15. The bar graph have to show all of thing that Average South African household.

Appendix Q: (District common controlled test) School K based in Rural area.



dance it help to improve shoulder function in breast cancer and it has a positive impact on their body image moreover dancing can be a fun way of staying or becoming fit.

i.e. hip-hop and aerobic dancing.

1.9. Zumba and Intense dance.

1.10. recent studies have shown that dance exercise programme can improve blood pressure while previous studies linked aerobic dance to better weight management.

1.11. Yes, you get creative and get better because creative expression through movement brings its own set of benefits to one's well-being.

~~Text B~~

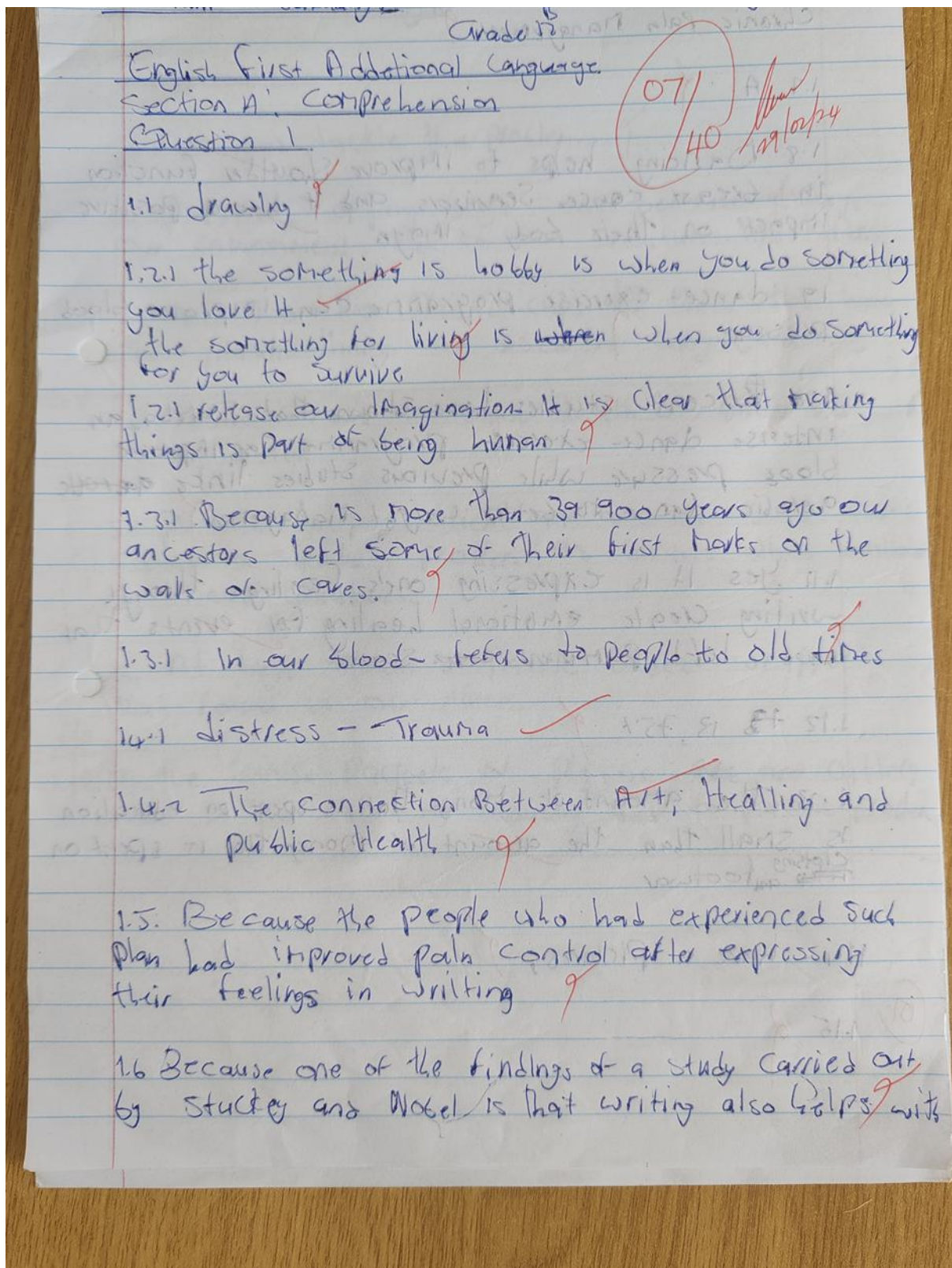
~~Text B~~

1.12. 13, 15%

1.13.

1.14.

Appendix R: (District common controlled test) School K based in Rural area.



## Chronic Pain Management. 9

1.7 A. 9

1.8 Dancing helps to improve shoulder function in breast cancer survivors and it has a positive impact on their body image.

1.9 dance-exercise programme can improve blood pressure.

1.10 Recent studies have shown that Zumba, an intense dance-exercise programme can improve blood pressure while previous studies link aerobic dance to better weight management.

1.11 Yes it is expressing one's feelings through writing create emotional healing for events that have left permanent scars.

1.12 13,75%

1.13 The amount of money that is spent on education is small than the amount of money that is spent on clothing and footwear.

1.14 - have a pictures;

1.15 9

## Appendix N. Language editing certificate

1392 Zone 2

Ekuphumleni

Whittlesea (5360)

Eastern Cape

06 May 2024 24

To whom it may concern.

### **RE: CONFIRMATION OF LANGUAGE EDITING**

This letter serves to confirm that I have copy edited Ms Xolisile Prescilla Jona's research paper titled "**Grade 12 Teachers Experiences In Teaching Reading Comprehension In English First Additional Language In Bufallo City Metro Education District**".

Should you need a copy of my certificate, kindly contact me via email ([bizo.bomela@gmail.com](mailto:bizo.bomela@gmail.com)) or on 0787534550.

Mr. Bizo Bomela

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