

**THE TEACHING OF ENGLISH FIRST ADDITIONAL
LANGUAGE READING COMPREHENSION IN SELECTED
RURAL SECONDARY SCHOOLS IN THE NGCOBO
EDUCATION DISTRICT**

by

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ABSTRACT

Literacy in South Africa is in a state of crisis according to the studies conducted by Progress in International Literacy Study (PIRLS) of 2006 and SACMEC III, 2011. Yearly there is a public outcry over the low matric pass rate and furthermore the Eastern Cape is below the national benchmark of 60%. In the district in which this research was based, the matric pass rate was, in 2016, amongst the lowest five districts nationally. This study used the interactive theory of reading as the theoretical framework and is located in the interpretive paradigm. Qualitative approach was employed in the study with the intentions of finding out as much as possible on teachers' experiences with the teaching of reading comprehension in rural secondary schools. The study also applied a case study design. For this study two schools were purposively selected from the Ngcobo District. The data in this study were derived from transcribed interviews, lesson observations and field notes. The main findings of this study reflected the following challenges faced by rural secondary schools based on teaching reading comprehension: the absence of a culture of reading, lack of resources and poor socio-economic background of learners, lack of exposure to reading material, limited availability of time both at school and home, and large classes. It is recommended that the Department of Basic Education (DBE) intensifies teachers with ongoing teacher development in order that they acquire additional skills on how to teach reading. The building of classrooms is required as well as addressing the issue of provision of various resources such as infrastructure library facilities.

Key words: comprehension, literacy, interactive, reading

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DECLARATION

I, Lizwi Chrysostom Mshumi, declare that this dissertation which I hereby submit for the Degree of Master of Education at the University of Fort Hare, is the product of my own work and has not been submitted by me for degree at this, or any other tertiary education institution. I also declare that as far as I am aware, all references used in this dissertation have been cited and acknowledged.

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Lizwi Chrysostom Mshumi

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Date

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LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
BED	Bachelor of Education
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum Policy Statements
CHED	College Higher Education Diploma
CLT	Communicative Language Teaching
CUP	Common Underlying Proficiency
DBE	Department of Basic Education
EAL	English Additional Language
EFAL	English First Additional Language
FAL	First Additional Language
FET	Further Education and Training
FLC	Foundation for Learning Campaign
FP	Foundation Phase
GET	General Education and Training
HED	Higher Education and Diploma
HEIs	Higher Education Institution
HL	Home Language
HOD	Head of Department
L1	First Language
L2	Second Language
LiEP	South African Language in Education Policy of 1997
LoLT	Language of Learning and Teaching
NGO	National Government Organisation
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NRP	National Reading Panel
UNESCO	United Nations Educational, Scientific and Cultural Organisation
PIRLS	Progress in International Literacy Study
PSSS	Phumelela Senior Secondary School

RC	Reading Comprehension
SA	South Africa
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
USA	United States of America
WEF	World Economic Forum

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION TO THE STUDY

Reading is viewed as one of the most significant skills a person could acquire to make sense of the world. "Reading is a building block upon which all learning takes place" (Department of Basic Education, 2008, p. 19). The ability to read well is absolutely essential to success in life. Reading is a life-long activity. Adigun and Oyelude (2003) observe that the skill of reading will not only assist learners in organising their thoughts and jotting down essential facts while reading, but also equips them to comprehend the entire text. Any reading programme lays a firm background that can assist learners throughout their lives in academic pursuits (2001).

The researcher has, for a considerable time, been concerned that the learners he teaches cannot read and comprehend texts successfully and efficiently. This has been apparent during English First Additional Language (EFAL) lessons and applies to learners' 'dismal' performances in assessment tasks involving both narrative and informative texts. The consistently poor National Senior Certificate (NSC) results in EFAL and subjects across the curriculum at Phumelela¹ Senior Secondary School (PSSS) seem to confirm learners' poor reading comprehension abilities. Since the learners cannot read and understand texts efficiently, this gave rise to this research study.

It is essential that learners comprehend what they read. Collins and Cheek (1999) describe reading as a process that requires the "use of complex thought process to interpret print symbols on meaningful units and comprehend them as thought unit in order in order to understand the print message". In order to be able to understand texts learners need to not only be able to read the texts but also comprehend what they are reading.

Reading is a skill that should be nurtured from the child's earliest years. The acquisition of reading skill has a beneficial effect on all school subjects. Poor reading skill can make a child to develop a poor attitude towards school and can create poor

¹ The name of the school has been changed to ensure anonymity.

self-esteem problems later in life (Fosudo, 2010). Therefore learners should be taught using suitable methods to enable them to understand what is being read effectively. Hence the study is aimed at investigating how rural teachers teach EFAL in the two selected secondary schools in the Ngcobo Education District.

This chapter briefly discusses the background and the context of the research, the methodology, the research problem, the research questions and the structure outline of the entire dissertation.

1.2 BACKGROUND

In this chapter a brief history of the state of reading in secondary schools is discussed. This is followed by the problem statement, aims of the study, significance of the study. Furthermore the chapter also covers the definition of terms and chapter outline.

1.2.1 The state of reading in secondary schools

Literacy in South Africa is in a state of crisis. Several studies, including for example the 2006 Progress in International Reading Literacy Study (PIRLS) and the Southern and East African Consortium for Monitoring Educational Quality of 2011 (SACMEQ III) survey show that the reading literacy problems begin in the early Grades of schooling (Howie et al., 2008; SACMEQ III, 2011). It is further evident that the reading problems highlighted by PIRLS and SACMEQ – particularly related to learners' inability to answer questions beyond those of the most literal type – continue into and throughout the secondary school years (Granville, 2001; Horne, 2002; Pretorius, 2002). Indeed, every year there is a public outcry over the low matriculation pass rates and, more recently, also over the poor quality of the passes many Grade 12s attain. Jansen (2014) and Pretorius (2002, p. 205) infer that reading is vital for learning and that if learners do not properly master this learning instrument, their ability for success in the learning context is handicapped.

The researcher is an English First Additional Language (EFAL) teacher in the Ngcobo Education District of the Eastern Cape Province. He teaches within the Further Education and Training (FET) Band of the South African education system,

that is, learners in Grades 10 to 12. He has taught EFAL for 22 years in the same school, called PSSS.

The researcher has for a long time been concerned that the learners he teaches cannot read and comprehend texts successfully or efficiently. This has been apparent during EFAL lessons and applies to learners' dismal performances in assessment tasks involving both narrative and information texts. The researcher has noticed, for example, that learners are unable to retell a story in the correct sequence and are unable to answer higher order comprehension questions asked of a particular text, whether fiction or non-fiction. Due to the poor national education results in the Ngcobo District, this implied that many rural secondary schools in Ngcobo Education District had the same lack of reading comprehension.

The consistently poor National Senior Certificate (NSC) results in EFAL and in subjects across the rural schools curriculum is further confirmation of learners' poor reading comprehension abilities. Following the NSC Examinations in 2016, the Curriculum Education Specialist for the Ngcobo Education District reported that the most serious contributing factor to the Grade 12 learners' poor performance in EFAL was their inability to comprehend texts and write summaries. She highlighted poor comprehension of the text in Paper 1 (The Comprehension and Grammar Examination Paper), stating that most learners were unable to answer inferential questions. They were also unable to paraphrase / retell parts of the text. In the Paper 2 (Literature) exam, it was evident that learners were unable to interpret the meanings of passages provided (M.C. Makangala, personal communication, January 19, 2017).

The main purpose of reading is comprehension – or the ability to construct meaning from the printed words on a page or based on visually encoded information (Koda, 2007, p. 1). The world is full of texts including, amongst others, instruction manuals, bills, rental agreements, and purchase contracts. The interpretation of texts is needed in order to survive in today's world. Indeed, reading is the key both to socio-economic success and academic achievement.

Moreover, effective reading is essential in formal education to provide access to knowledge and information. Poor comprehension adversely affects academic performance and if individuals are unable to comprehend texts at a high level, they will neither gain access to nor succeed in higher/tertiary education (Pretorius, 2002).

Concern about the reading competence of secondary school learners and graduates is a world-wide phenomenon. It is reported that in the United States of America (USA) roughly six million secondary school learners read far below Grade level and that approximately 3000 USA learners drop out of school each year. Reading failure in the USA correlates with socio-economic background – in other words, learners from low income families are more likely to fail at school than children from middle or high income families (Joftus & Maddox, 2003).

Literacy and mainly reading was found to be very low in the USA. Large numbers of learners struggle to read. Hugo et al. (2005, p. 210) state that 40% of children in the USA face essential challenges in becoming competent readers and more than 40% of fourth and eighth Graders fail to read at the level considered basic to performing Grade-school level school work. The learners experiencing reading difficulty in the USA, Britain and New Zealand ranges between 13% and 17% (ibid.).

A study conducted in Australia on teaching reading revealed the significance of exposing learners to books even before they start schooling (Free body & Freiberg, 2001; Young, Walsh & Macdonald, 2012). The way life of a nation is influenced by the percentage of its citizens who are literate. Cuba has the highest rate of literacy in the world. This is among the reason why Cuba has a vibrant economy despite decades of diplomatic conflicts and is one of the strongest nations in the world (Henry, 2004).

About 99% of British citizens can read and write. The same problem of reading cannot be said in Nigeria where the literacy rate was 52% in 2006 (Igwe, 2011). Henry (2004) states that about 814 million illiterates exist in the world and the third world countries, especially Africa, have a vast percentage of these illiterates. Poor reading habits among students in Nigeria are getting out of control and this is of great concern. High failure rate in examinations, increased drop-out rates, production

of half-baked graduates, and so forth are affecting the country socially, economically and politically (Ifedili & Chika, 2009).

The reading comprehension abilities of school leavers in North Africa have also received attention in the literature. In Nigeria, for example, it is argued that the poor reading habits evident among students in tertiary institutions (and the resulting negative impact on their intellectual development) are indicative of the many Nigerian school graduates who, for all intents and purposes, are unemployable (Chika, 2009). In Nigeria a study conducted by Henry (2004) reveals that 40% of adults never read a non-fiction book from cover to cover after they finish school. The average Nigerians reads less than one book per year and only 1% of successful men and women in Nigeria read one non-fiction book per month. The same study revealed that 30 million Nigerians have graduated from secondary school with poor reading skills. The research conducted (Crouch, Medina and Mumo, 2009) in Kenya, mentioned that reading in English has improved progressively in the Foundation Phase amongst the poorest in Kenya.

The situation in South Africa is at the very least similar to Nigeria. Govender and Naidu (2006) report that many Grade 12 learners entering universities were barely able to read and write. This is confirmed in earlier studies by Pretorius (2002) and by Horne (2002), who found that many Grade12 learners possess the literacy levels of Grade 4s. Recent independent tests have found that literacy and numeracy levels of matriculants are often low and that they consequently have little to offer employers (Radebe, 2014).

In 2013 it was determined by the National Planning Commission Diagnostic Test that only 2% of Grade 9s attained more than 50% in numeracy skills and only 17% achieved more than 50% in EFAL (Radebe, 2014). These results show why few learners eventually pass matric. In South Africa, it is estimated that between 7, 4 and 8, 5 million adults are illiterate and between 2, 9 and 4, 2 million people have never formally attended school (UNESCO, 2002). One million South African children reportedly live in a household where no one has the ability to read (ibid, 2002). Wienand (2001) reports in his study that more than 70% of South African children at a national level have barriers regarding learning to read, whereas Blank (2006)

states that the figure of children with learning barriers is 40%. This means that a significant drive to improve reading and overcome these barriers is required.

The FET learners the researcher teaches are not able to 'read to learn'. This is supported by Pretorius (2002) who said that many learners entering tertiary institutions are unable to read. The 50% NSC failure rate at PSSS in 2016 must largely be attributed to learners' reading failure in subjects across the curriculum.

The Grade 12 learners who indeed graduate from PSSS each year are not equipped with the reading skills necessary to enhance their potential for achieving life success. The researcher fears that they are at a disadvantage in 'reading the world' and, sadly, he believes that these learners will in their lives not experience the joy of reading for pleasure.

1.2.2 Reasons for reading failure

A number of factors are attributed to poor reading ability in South Africa. These factors are: the socio-economic background of learners, a lack of resources, poor pedagogical content knowledge, lack of professional collaboration practices and poor instructional leaders (Christie, 1998; Pretorius, 2002; Pretorius & Spaull, 2016). Three factors are of particular relevance in this study in other words learners' competence in and exposure to the English language; learners' lack of reading skill particularly in terms of reading strategies and, finally, the teacher's pedagogical content knowledge.

1.2.2.1 English language proficiency

The Language of Learning and Teaching (LoLT) in rural Secondary Schools is English. However, it is mainly a rural school with lack of learning and teaching resources. The learners have little exposure to English in the community or at school. So, for example, the learners see very little environmental print in English; there is little exposure to reading texts; they do not watch English television programmes (which could be argued that it assists their language development); and their teachers who are all non-mother tongue speakers of English are themselves often wanting in terms of their English language proficiency. Indeed, at PSSS there is a heavy reliance of teachers on code switching between the isiXhosa home

language and EFAL. The result is that when learners are called upon to communicate during EFAL lessons they are reticent and lack confidence. Learners' relatively poor English language proficiency must surely affect their reading ability in English.

As reading involves the processing of linguistic data for example, knowledge of structure of EFAL represented linguistically and also involves language, grammar, syntactic, phonological and semantic components and so forth. There is an important relationship between language and reading. Oral language knowledge (familiarity with the sounds of the language and an oral vocabulary) is vital in reading. If a child's knowledge of English is poor then naturally his/ her reading comprehension will also be negatively affected (Pretorius, 2002). Failure to decode (due to poor phonological awareness for example) is one of the fundamental causes of reading failure. All these are said to be bottom-up processing skills.

1.2.2.2 Reading strategies

In addition to the lack of proficiency in English, reading comprehension can also break down when the thinking skills are lacking during reading. In Interactive Reading Theory, top-down or conceptually-driven processing skills refer to the background information a reader uses in order to predict the meaning of the language they read (Stanovich, 1981).

Reading strategies are the cognitive actions that readers take in order to construct the meaning of a text as they read. A study by Jiya (1993) suggests that when students read a text several times and still lack understanding, are unable to make inferences and have a poor ability to draw conclusions, then their top-down skills or reading strategies are not well developed. For secondary school learners like those in Grades 10-12 at PSSS, there is evidently a need to enhance their reading comprehension strategies. These strategies can and should be developed through direct instruction.

1.2.2.3 Reading pedagogy

Pedagogy refers to the method and practice of teaching. In this study, it is the pedagogy of reading comprehension which is of particular interest. Granville (2001; Spaull & Hoadley, 2017) argues that in South Africa reading is often taught without encouraging active thinking by the learners. For example, the teacher often chooses the text she/he reads aloud and then asks and in many cases even answers the comprehension questions. There is little evidence that teachers consciously teach reading strategies. Ellis (2002) confirms that teachers are not adequately equipped to teach reading.

According to Wilhelm (2013) teachers of reading are often expert readers themselves. In other words, they do things every time they read that are automatic and they are unaware of them. This means then that the strategies they use are not made available to struggling readers. Teachers need to explicitly model what they do and guide their learners to purposefully use relevant strategies for reading comprehension (ibid).

The development of learners' oral proficiency in the additional language was the focus and reading theory and methodologies for the teaching of reading were for the most part neglected. The researcher consequently was not aware that strategies for reading comprehension could be taught. The aim of the study was to affect positive change in the reading comprehension skills of the FET learners the researcher teaches by developing his pedagogical content knowledge of reading so that he is in turn able to teach reading and, in particular, strategies for reading comprehension, more effectively.

1.3 STATEMENT OF THE PROBLEM

Literacy is in a crisis in South Africa, the 2016 Progress in International Reading Literacy studies (PIRLS) states that, " 58% of children do not learn to read for meaning in any language by the end of Grade 4" (van der Berg, Spaull, Wills, Gustafsson & Kotzé, 2016). This means that the deficit in reading extends right through to Secondary School.

Concern about the low literacy levels of South African school leavers stems from the general recognition that a failure to read is linked to academic and socio-economic failure – a correlation which has been proven by research (Pretorius, 2002). South Africa is encountering some hindrances regarding reading in schools (Prinsloo, 2000). Numerous complex and interlinked factors have contributed to the literacy crisis, including teachers' poor pedagogical content knowledge about reading and the effective teaching of reading. In the training the researcher received his teacher's diploma as an English teacher in 1994 there was an emphasis on Communicative Language Teaching (CLT) methodologies.

The researcher intended through this study to gain a better understanding of how reading, with particular reference to reading comprehension strategies, is currently taught in the FET band and how indeed these pedagogical practices might be improved. The researcher anticipated that such a framework will inform the researchers' improved professional practice.

In the training the researcher received as an English teacher (the researcher received his teachers' diploma in 1994) there was an emphasis on Communicative

1.4 MAIN RESEARCH QUESTION

The primary goal of the study was to seek a response to the research question:
How do rural secondary school teachers teach reading comprehension in EFAL?

1.4.1 Sub-research questions

The following three sub-research questions were employed to explore teacher's experience of teaching first additional language reading in rural secondary schools.

- What are the approaches teachers currently use in their practice to teach reading comprehension?
- What are the teachers' understandings of the reading process?
- What challenges do teachers encounter in their teaching of reading?

1.5 PURPOSE OF THE STUDY

While the poor state of literacy in South Africa has been fairly well documented, the actual reading pedagogies employed secondary school teachers have evidently not been documented by many researchers (Spaull & Hoadley, 2016, Pretorius & Klapwijk, 2016). This study, therefore, aimed to contribute to the research corpus by describing teachers' understanding of the reading process and the methods they employ in supporting learners' comprehension of texts. Further, the researcher anticipated identifying the 'gaps' that exist between the common classroom practices observed and the 'best practices' outlined in the reading literature. The researcher intended through the study to gain a better understanding of how reading, with particular reference to reading comprehension strategies, is currently taught in the FET band and how indeed these pedagogical practices might be improved.

Finally, it is thought that the study will contribute important information to teachers in the rural settings for the relevant training of teachers and of special significance to Higher Education Institutions (HEIs) that deal with teacher training.

1.6 RESEARCH OBJECTIVES

The main objective of the study was to investigate how rural teachers teach English First Additional Language in the two selected secondary schools in Ngcobo Education District. The secondary objectives of this study were to:

- Understand the approaches that the teachers currently use in their practice to teach reading;
- Explore the challenges do teachers encounter in their teaching of reading; and
- Explore teachers' understanding of reading process.

1.7 SIGNIFICANCE OF THE STUDY

This study aimed, therefore, to contribute to the research corpus by describing teachers' understanding of the reading process and the methods they employ in supporting learners' comprehension of texts. Further, it is anticipated that the 'gaps' identified between the common classroom practices observed and the 'best

practices' outlined in the reading literature will inform the development of a framework for reading strategy instruction.

Apart from informing my own practice, the framework may be useful to other EFAL educators who teach in similar contexts. Finally, it is thought that the study would contribute important information to teacher educators in Higher Education Institutions (HEIs) that is to say for the relevant training of teachers.

1.8 RESEARCH METHODOLOGY

This study is a qualitative interpretive case study. The case study was employed as it explicitly apprehended the important information about the teachers' experiences in the teaching of reading comprehension using a variety of evidence. Data were gathered through interviews, lesson observations and field notes. The research was conducted with two principals and two teachers employed at rural schools. Purposive sampling was employed to select the participants which helped getting the four participants for this study.

The data in this study was derived from transcribed interviews, transcribed lesson observation and field notes. The transcriptions followed the conversation required, as outlined by Cohen, Manion and Morrison (2011, p. 537). The researcher read and re-read all the written interpretations arising from the observations, field notes and semi-structured interviews that were transcribed and analysed to see the outlines, the categories and the relationships that were present.

1.9 DELIMITATION

This study was a focused small scale research study which took place in two rural schools in the Ngcobo education district. One teacher from each respective school and one school manager were interviewed. The two teachers were observed in their classrooms teaching reading comprehension lessons.

1.10 OPERATIONAL DEFINITION OF TERMS

The key terms or concepts – as employed in the study – are defined as follows:

- The terms *reading* and *reading comprehension* are used interchangeably, defined in the study as the process of “translating printed words into sounds in an accurate and efficient manner while constructing meaning out of what is being read” (Lesaux & Geva, 2006, p. 57). In other words, comprehension is deduced from the written symbols through the interaction of cognitive and psychomotor skills.
- *Reading strategies* are methods used in the reading process to construct the meaning of texts; they are thinking tools used to support reading comprehension (Block & Pressley, 2002).
- *English First Additional Language* (EFAL): this term is used in the South African school curriculum to describe the language which is not the mother tongue and which is learnt in addition to the home language. It encompasses (and is used synonymously with) both English second and English foreign language learning and teaching. In most South African contexts EFAL is also the LoLT (Language of Learning and Teaching).

1.11 CHAPTER OUTLINE

The chapter outline is as follows:

Chapter 1: Introduction and Background to the Study

This chapter will provide a general overview of the study including the background and the purpose of the research.

Chapter 2: Literature Review and Theoretical Framework

The theoretical framework for the study and a review of the relevant literature, including empirical studies, will be covered in this chapter.

Chapter 3: Research Methodology

The methodology used to collect and analyse the data in the study will be the focus of this chapter.

Chapter 4: Presentation and Analysis of Data

In chapter 4 the data collected will be presented and analysed.

Chapter 5: Discussion, Recommendations and Conclusion

This chapter will summarise and discuss the data presented in relation to the literature. Possible recommendations will be outlined, including a framework for the teaching of reading strategies.

1.12 SUMMARY

This chapter briefly discussed the background and the context of the research. The following heading were covered: the statement of the problem, research questions, the purpose of the study, research objective, significance of the study, research methodology , delimitation and operational definition of terms. The next chapter will provide a discussion on the relevant literature pertaining to this research. Thus, the literature from both a national and an international perspective on the research topic will be explored.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The main focus of this chapter is to review a range of literature pertaining to this study. The study explored teachers' experiences of EFAL reading in rural secondary schools and also looked at the challenges the teachers encountered when they teach reading. This chapter outlines the importance of reading, as this provides the basis for the explanation of the theoretical framework which discusses the interactive approach to reading. Then factors which influence reading in EFAL reading reality in South African schools and reading strategies will be discussed in detail.

2.2 The Importance of reading

Reading is an essential tool for lifelong learning and is important for everyone to develop the rudiments of reading and the culture of reading always so as to survive in life (Igbokwe, Obidike & Ezeji, 2012). One of the avenues for acquiring information is reading and reading is the foundation upon which other academic skills are built (Oyeronke, 2009). Apart from these more or less common-sense benefits of reading, research has shown that reading also contributes to the brain and physical development of children (American Academy of Paediatrics, 2007).

Robbeck and Wallis (1990, p. 52) argue that in the modern, technological world, the fastest growing job categories require literacy skills beyond average achievement, while the kinds of jobs that can be filled by workers with below average literacy skills have declined. The society we live in is changing rapidly. The present period of time is the period of science and technology and constant developments in the domain of technology have brought unparalleled progress in almost all the fields of human endeavours and Siddiqui, 2014). This means that a greater demand for literacy skills is required.

One of the most important roles of education, then, is to ensure that learners are able to read (and write) with high levels of competence so that they are able, firstly, to succeed at school and then to access opportunities for tertiary education and jobs. Reading is the primary source of knowledge for secondary school learners – such as those that took part in this particular study - and it is therefore clear that success at

school, in subjects across the curriculum, is dependent on an ability to successfully make meaning of texts through reading (Mariam, 1991; Smagorinsky, 2001).

In her study, conducted in a South African context, Pretorius (2008) found a direct correlation between the reading skills and academic performances of students at undergraduate level at a South African university. The findings showed clear and consistent differences in reading ability between the different academic groups in the study. In other words, the better a student's reading ability (specifically the ability to make inferences) the better his/her academic achievement. In addition, it was shown in the study that many EFAL students in particular have serious reading comprehension problems. Pretorius (2008) suggests that schools in South Africa are not effective in developing learners' reading comprehension skills in EFAL, usually the Language of Learning and Teaching (LoLT) in secondary and tertiary education (2008). Some of the factors that have affected learner's reading today are television, smartphones and social media with its short hand writing. Research conducted in China (Liu & Huang, 2016) showed that in fact the use of technology has increased learner's ability to browse and scan with more selective reading, less in-depth reading, and less concentrated reading occurring. However the research concluded that learners still show a strong preference to reading on paper.

Although reading is a language-based process and language ability is an important contributing factor for successful reading (discussed in Section 2.4. below), it should also be remembered that reading leads to improved language proficiency. According to Kim and Krashen (1997, p. 26), those who read more have larger vocabularies, do better in grammar tests, write better and spell better. This is supported by Schmitt (2010) who points out that as learners read more and become more familiar with the contexts in which words occur, their receptive knowledge gradually moves towards productive mastery.

2.3 THEORETICAL FRAMEWORK

This study is rooted within the Interactive Theory of Reading. In order to discuss the theoretical framework, this section will begin by defining reading; thereafter, the

bottom-up reading process model; top-down reading process model and finally the interactive reading process model will be described.

2.3.1 A definition of reading

Reading is a conscious and unconscious thinking and communication process in which information is exchanged between the reader and the author (Smith, 1973; Williams, 1984). According to Ogbonna (2014) "reading literally refers to the ability to recognise and understand characters or speak words that may be printed or written on a paper and other formats of recording human knowledge". Reading according to Yilben and Kitgkka (2008) is a basic life skill as well as the corner stone of child's success in school and throughout the life. Different definitions of reading have emanated from two, opposing theories of the reading process which became prominent in the 20th century, in other words the bottom-up reading processing model and the top-down reading processing model. Reading is an interactive process in the sense that individual readers interact with a text, using their prior knowledge along with clues from the text to construct meaning (Baker & Brown, 1984).

In the next section, an overview of the bottom-up and top-down models is provided as a backdrop for the Interactive theory of reading which frames this particular study. Reading pedagogy, or the ways in which teachers approach the teaching of reading is usually informed by a personally- or generally-held view or theory of what reading is, and it is for this reason that a review of reading theory is necessary in this chapter.

2.3.2 Bottom-up reading processing model

The goal of reading is comprehension. In the bottom-up or decoding of reading, readers are passive recipients of textual information. The focus is not on the meaning of the whole text, but on the linguistic components. Readers must focus on the smaller parts of the text – first the letter sounds, syllables and words and then the phrases, sentences and paragraphs - in order to construct the meaning of a text (Koda, 2007). The bottom-up processing model is text-centred in that the text itself is assumed to be singularly essential in the reading process (Norton, 2007, p. 8).

Effective reading, then, is the ability to comprehend sufficient language from the page to allow the reader to understand the message of the author (Koda, 2007).

Reading activities with a bottom-up focus may include asking learners to read aloud a particular passage and vocabulary-oriented tasks such as directing learners to look up the meanings of words in a dictionary or using the surrounding context of a word to work out its meaning. In addition, post-reading comprehension exercises in which learners are asked to recall information explicitly stated in a particular text are indicative of a bottom-up approach to reading in the classroom (Škudienė, 2002).

Second language readers (L2), especially in the introductory stage, are likely to translate words from English into their home language. They feel that they are unable to comprehend what a text is about without understanding the meaning of each word. They stop at a point when they experience unfamiliar vocabulary and look up a word in the dictionary to verify its meaning (Carrell & Grabe, 2002, p. 233-250). There is a danger that, by the time they translate all the unfamiliar words into their first language (L1), they may not retain the original meaning from the text.

The bottom-up approach was criticised for being heavily influenced by behaviourist theories of language learning and, as such, neglected other significant aspects in the reading process, such as interpreting a text based on the context and background knowledge of the reader (Carrell, Devine & Eskey, 1990).

2.3.3 Top-down reading processing model

During the 1970s, the bottom-up process of reading was challenged by theorists who favoured a top-down model as a more accurate representation of the reading process. The top-down approaches emanated from the view first proposed by an American psychologist, Kenneth Goodman, who argued that reading is a 'psycholinguistic guessing game' (1967, p. 126).

Goodman (1970) adopted a constructivist view, based on the belief that reading occurs when learners are actively involved in the process of meaning and knowledge construction, rather than passively receiving information. According to this view, the reading process commences, not in the text, but in the head of the reader who

employs his/ her prior experiences and background knowledge to anticipate, predict or make 'guesses' about the meaning of the text. The reader then makes minimal use of the letters and words in the text to either confirm or refute his/her predictions about the meaning of the text (Cruz & Escudero, 2013).

In other words, the top-down reading processing model emphasises the whole text, rather than focusing on individual words or analysing how each word is structured (Rumelhart, 1985, p. 722). The reader therefore makes predictions about the text and then searches the text for information to fit his/her background schemata (Carrell & Eisterhold, 1982, p. 75).

A schema is said to be "a cognitive template against which inputs can be matched and in terms of which they can be understood" (Rumelhart & Ortony, 1977). There are two types of schemata, namely content and formal schemata. Content schemata refer to a reader's background or world knowledge and provide readers with a foundation on which to map the new information presented in a text (Carrell & Eisterhold, 1983; Carrell, Pharis & Liberto, 1989). Formal schemata on the other hand are part of the micro structure of a text, the understanding being that various types of texts use language structures, vocabulary, and register differently (Carrell & Eisterhold, 1983).

Top-down reading activities in the classroom are sometimes referred to as 'whole language' strategies which essentially involve giving learners background knowledge on the topic of a text, encouraging learners to predict the meaning of a text using context cues such as titles and sub-titles, images, and so on; it also involves teaching strategies to guess the meaning of new words (Cruz & Escudero, 2013). In addition to previewing a text to make predictions, other top-down reading activities might include semantic mapping before reading, or questioning (employing cognitively demanding/higher order questions) before, during and after reading.

Although top-down reading strategies might sometimes compensate for an additional language learner's limited language proficiency (or bottom-up skills), the problem with this processing model is that for many texts the reader has little knowledge of

the topic or the discourse of the text. S/he cannot therefore generate predictions, resulting in a breakdown of reading comprehension.

2.3.4 Interactive reading processing model

Interactive reading process model combines both surface structure systems, such as the sensory bottom up portion of reading with deep structure such as thinking, or top-down aspects of reading to build meaning and memory for all learners (Rumelhart, 1977).

The interactive model of reading suggests that as readers' decoding skills become more automatic and their fluency increases, their higher-level processing skills become more engaged. Empirical studies (Stanovich, 1980) have falsified exclusively top-down models, showing that skilled readers do not simply sample portions of a text when reading but rather that they process the entire text rapidly and automatically. Both sorts of processes are vital to skilled reading (Walter, 2003).

Rumelhart (1984) suggests that the reading process is an interactive or trans-active process whereby meaning is accessed from the text through the integration of both top-down (perceptual) and bottom up (cognitive) processes.

This means that in order for readers to comprehend texts efficiently and effectively, they need to integrate information from different sources which include word-level knowledge, syntactic knowledge and different kinds of schemata that they have internalised (Rumelhart, 1984, p. 882).

Reading comprehension breaks down when either or both the bottom-up and top-down skills are not well developed or where one of the processes is over emphasised at the expense of the other. The interactive reading model recognises the interaction of bottom-up and top-down process simultaneous throughout the reading process. In the interaction model Rumelhart (ibid) stresses both what is in the reading and what the reader brings to it using both top-down and bottom-up skills (Camacho, 2012).

Carrell (1990) argues that an over reliance by readers on either bottom-up, text-based skills or on top-down, concept-driven skills may cause reading failure, especially for second language learners. The best readers in any language are those who employ interactive reading and reading syllabi need to take cognisance of this necessary balance. Beginning level readers should be exposed to a strong bottom-up component, through systematic phonics instruction. With a strong foundation in bottom-up skills, beginning level readers will become more proficient readers and progress quickly (ibid).

Nassaji (2003) argues that in addition to the systematic teaching of bottom-up skills, learners should be taught how to interact with texts and engage their existing prior knowledge while reading. They must be given texts and tasks that encourage the interplay of text and background knowledge.

The 'skills and strategies' approach to teaching reading is recognised as being compatible with the Interactive Reading Processing Model – in other words, that the acquisition of reading skills or strategies is necessary for a learner to become an independent and efficient reader (Bamford & Day, 1998; Hirotaka, 2002; Coleman, 2003).

For effective comprehension of reading the two approaches are integrated and involved in the reading processes together. The reader continually shift from one focus to another, which is using the top-down approach to predict probable meaning and then moves to the bottom-up approach to check whether that is really what the writer is saying.

This section dealt with the theoretical framework which was used in this study. The approaches to reading are made more complex by the factors that influence successful reading in EFAL. The next section will deal with factors that influence successful reading in EFAL.

2.4 FACTORS WHICH INFLUENCE SUCCESSFUL READING IN EFAL

A large number of factors influence reading in EFAL. Key factors that influence successful reading in EFAL have been highlighted on the basis of extensive literature review as well as the researcher's own experience. These factors identified for this study are: language knowledge, fluency, HL (L1) literacy, reading strategy and skills, motivation and reading pedagogy, and these will be examined in greater detail below.

2.4.1 Language knowledge

Having to learn in their First Additional Language (FAL) is a challenging process for most learners. One of the challenges is that it impedes the progress of most learners who do not have the L2 at a particular proficiency level (Baloyi, 2002, p. 3). The language issues that are particularly relevant for EFAL learners are: the knowledge of vocabulary, the essential part that phonological awareness plays as well as their syntactic knowledge of the language.

2.4.1.1 Vocabulary knowledge

It is suggested that inadequate levels of EFAL competence, and in particular vocabulary knowledge, have major and negative effects on EFAL learners. This section will begin by explaining why vocabulary knowledge in FAL is important and provide a discussion on international research regarding vocabulary and the Matthew effect.

Knowledge of words is regarded as the most significant factor in language proficiency and is closely related with text comprehension (Bernhardt, 2005). When the percentage of unknown vocabulary increases, the possibility of understanding the text decreases. This means that learners will be unable to comprehend the text. This is particularly true for EFAL learners. Adams (2010; 2011) also notes that there is a very strong relationship between vocabulary and reading comprehension, as written texts consist of a more extensive vocabulary than oral communication. However, learners need both oral and written vocabulary. Learners use oral

vocabulary to help them make sense of words they read and see in print (National Reading Panel, 2008).

If the FAL learners do not yet have an extensive L1 vocabulary, more especially in their introductory stage of reading, they are likely to translate words from HL into their FAL. The direct translation is not always correct which means they might not understand the meaning of a word and what the text is about. The FAL learner will often stop at a place in the text when they encounter unknown vocabulary and look up a word in the dictionary to confirm its meaning (Neito, 2000). This can be seen as beneficial as they will increase their vocabulary knowledge in the FAL, but it could impede comprehension as the learners are focused on the meaning of particular words rather than the overall context and understanding of the passage they are reading (ibid, 2000).

The Matthew effect is a term coined by Stanovich (1986) to describe the vast differences in vocabulary (usually in HL) that various children have when entering school and the differences that persist throughout the learner's schooling. The Matthew effect is a term that stems from the biblical passage in Mathew's gospel "the rich get richer and the poor get poorer". In the same way Stanovich (ibid, p. 380) argued the more children read the better they will be at reading and the greater their vocabulary will be. The children, therefore, who are reading well, learn more word meaning and hence read even more and get 'richer' as they are exposed to more vocabulary. However, the negative aspect of the Mathew effect is that the opposite is true too. "Children with inadequate vocabularies, who read slowly without enjoyment – read less and as a result have slower development of vocabulary knowledge, which inhibits further growth in reading ability" (ibid).

It is through reading that written vocabulary develops. The increase in vocabulary leads to improved learner comprehension of a text. If learners do not know the meaning of many words that they will encounter in text, their comprehension of that selection is likely to be compromised. The more learners read, the better their vocabulary becomes, and the more vocabulary they know, the better they can read (Walberg & Tsai, 1983). This means that the more the EFAL learners are exposed to

reading texts, their vocabularies will become 'richer' (Bamford, 1998) which in turn will increase their comprehension ability.

2.4.1.1 Phonological awareness

This section will discuss what is meant by phonological awareness, outlining the importance of phonological awareness to EFAL comprehension and reading.

Phonological awareness is an umbrella term that is concerned with the skill of identifying and manipulating the individual sounds of oral language. Phonological knowledge, therefore, is knowledge about the sound structure of a language (Schuele & Bourdreau, 2008). One of the aspects of phonological awareness is phonemic awareness. Phonemic awareness is the ability to hear and manipulate the individual sounds that make words (Duffy & Clarke, 2011). For example the word 'cat' has three phonemes /c/a/t/.

Phonemic awareness is important as it improves students' ability to read and comprehend. It also builds vocabulary. Learners must be able to read quickly in order to comprehend what they read, and spell (Torgesen, 2000). As each language has its own intonation and stress, learners who are learning in their EFAL need to be able to develop their phonemic awareness in that language in order to be able to 'hear' and comprehend the words they are reading.

For example, in the context of this research where the majority of the learners are isiXhosa speaking, research (Mpiti, 2012) has shown that isiXhosa EFAL learners experience difficulties in hearing certain words (nominal pairs) in English such as *bird*, *bed*, *third*, *heard* as these sounds are not distinctly made in isiXhosa. The inability to hear the differences will impact on their reading comprehension.

A lack of L2 phonemic awareness therefore will mean that, firstly, the learner will have difficulty in comprehending what they are reading. If a learner misreads important words in a passage, he /she may miss the main ideas being relayed. Also, if the reader is spending excessive energy trying to decode each word of a sentence his comprehension will be jeopardized (Wise, Ring & Olson, 2000). Phonological awareness is consequently an essential component in ensuring L2 learners

comprehend what they read and assists in the development of vocabulary and prevents a negative Matthew effect from occurring in reading (ibid, 2000).

2.4.1.2 Syntactic knowledge

Syntactic knowledge is the awareness and knowledge of a language system and includes the phrases/grammar. EFAL learners would not understand when something changes so it will impede their comprehension. EFAL learners may encounter problems of not comprehending a sentence without identifying the syntactic relations among words in a sentence; therefore, it can affect the reading comprehension of the EFAL learner (Lopez, 2008).

2.4.2 Fluency

Fluency is yet another factor that influences reading and comprehension. Fluency is the bridge between decoding and comprehension. It is an outcome of learned skills. Oral reading fluency is the ability to recognise words easily and to read with speed, accuracy and expression while at the same time understanding what is read (Rasinki & Mraz, 2008).

Exposure to print and practice in reading extended texts is critical for developing fast and accurate reading (Adams, 1990; Nathan & Stanovich, 1991; Blachowicz et al., 2006). Fluency is important for EFAL learners as they make connections and fully comprehend when reading fluently. With greater fluency, EFAL learners can concentrate on comprehending what they read, developing great self-confidence and enjoy reading more.

Language knowledge contributes to reading fluency and fluency is a prerequisite for comprehension. In other words, fluency promotes improved comprehension by allowing the learners to read for ideas rather than for individual words (Rasinki, 2006). This is particularly relevant in the South African context where EFAL learners have to read for meaning in the higher Grades.

Fluency is important as it provides a bridge between word recognition and comprehension. It can also motivate students to do their best (National Reading Panel, 2008). Fluency is significant in developing learners' comprehension skills as

the impact it exerts on comprehension; in other words, without fluency there is no comprehension (Maphumulo, 2010).

EFAL learners who are non-fluent read slowly and laboriously in a stilted and monotonous tone, often stopping to stare at words and sound them out. They do not comprehend what they are reading (Fusch, Fusch, Hosp & Jenkins, 2001; Spear-Swerling, 2006; Rasinki & Mraz, 2008). They have difficulty chunking the stream of written text into appropriate syntactic phrases. Some non-fluent readers may read words correctly, but do so slowly and without expression.

Teachers are expected to develop learners' reading development and writing strategies so that learners can become independent and life-long readers. This means that EFAL teachers must teach learners to skim and scan, ask learners questions to develop higher order reading skills and become fluent in their EFAL classrooms (EFAL CAPS, p. 11).

2.4.3 Home language literacy

In this section two issues related to literacy and comprehension will be discussed. Firstly, the attitude and love of reading in L1 will be transferred to the FAL. Secondly, the L1 knowledge and skills will impact on their reading and comprehension in the FAL.

Language acts as a basic communication channel for knowledge transfer and learning from the educator to the learner. If the learner's knowledge communication channel is obscured and hindered by limited English proficiency, both on the side of the learner and of the educator, then the knowledge transfer cannot be effective (Maphumulo, 2010, p. 646). If the reader has learned to be more adaptable, dynamic inquisitive and comprehension-monitoring in his or her L1, it is more likely that he/she will be the same when it comes to L2 reading (Hinkel, 2005).

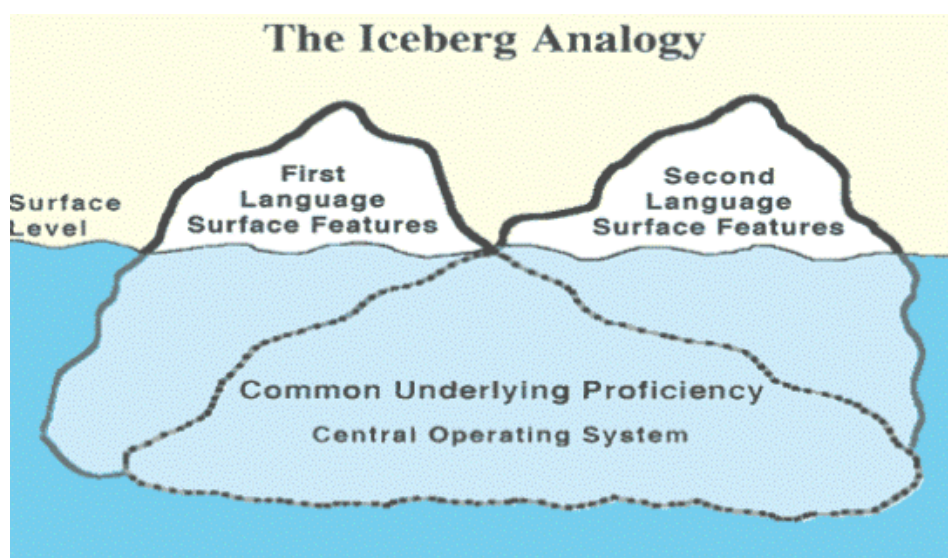
The attitude to reading in HL spills over to EFAL learners in the sense that if a learner continues with HL development it will be easy to read with understanding in their FAL. The love of reading in HL will develop a positive base on which to build FAL reading and comprehension skills. Teachers and parents need to encourage

learners to read extensively in their HL as this love of reading can be extended to a love of reading in the FAL as reading is seen as something pleasurable and positive (Barac & Bialystock, 2011).

Home language instruction is encouraged in the first four years of formal schooling (DBE, 2002, p. 1) as it is recognised that learning to read in the HL is a significant factor in reading and learning to read in HL. Hinkel (2005, p. 566) asserted that for second language reading to take place, the reader must have developed proficiency in that language. Weideman and Van Rensburg (2002, p. 158) assert that many black EFAL learners are exposed to reading in English too early in their primary school years. They fail to master English reading as they failed to acquire basic reading skills in their home language. English second language learners struggle with their insufficient knowledge (Garcia, 2003); consequently, they do not become fluent readers in their first language or in their FAL.

The reading and comprehension skills that learners have in L1 can be transferred during L2 reading. This is what Cummins (1977) refers to as the common underlying proficiency (CUP). Cummins uses the analogy of an iceberg. He says that CUP provides a base for development of both first language and the second language. It follows that any expansion of CUP that takes place in one language will have beneficial effects on the other language/s (Cummins, 2000).

Figure 1 Cummins Common Underlying Proficiency for HL and FAL



Source: Cummins, 2000. *Language and Pedagogy. Bilingual Children in the Cross Fire*. Tonawanda .NY: Multilingual Matters.

An adequate level of reading proficiency in the home language means, then, that skilled HL readers have the ability to employ their L1 skills in enhancing their L2 reading (Aebbersold & Field, 1997; Cummins, 1979).

Not only do the bottom-up skills in CUP help the learner in reading, but also so too does their background knowledge of the text. Good readers activate background knowledge of the text topic by imagining what they know and do not know about the topic, anticipating what the text will be about and generating questions the text might answer. Therefore, the more familiar the English FAL reading topic is in the learner's HL, the simpler it will be for the reader to comprehend the text. This means that comprehension is affected by the extent to which the reader is acquainted with the topics, objects and events described in the text (Anderson, 1994; Koda, 2004, p. 4).

2.4.4 Reading strategies and skills

Reading strategies and skills is one of the factors that contributes towards reading comprehension in EFAL and has implications for reading comprehension practices. If learners are able to connect what they already know to the new knowledge as an 'effortful' reading strategy it is likely to become an automatic reading skill (Afflerbach, Pearson & Paris, 2008).

Being able to comprehend is the ultimate goal of reading. Since learners have to comprehend subject matter in most of their academic disciplines, they need to be taught appropriate skills through comprehension instruction to enable them to understand what is being read. This was once again relates to the bottom-up and top-down approach.

Reading skills are cognitive processes that the reader employs in making sense of a text. Roit (2005) defines comprehension strategies as the plans that people use in order to achieve a certain goal in reading comprehension. Strategies form the firm foundation for improving text comprehension. Kendensy, Rapp and Van den Broek

(2003) posit that enhancing the reader's strategy skills leads to substantial reading comprehension benefits. Strategies such as top-down/bottom-up approaches, skimming and scanning enable the learner to understand a text.

The top-down approach, as mentioned in the theoretical framework, is based on the argument that reading comprehension requires more than simple linguistic knowledge, and that the use of schema theory is key to unlocking comprehension especially for EFAL learners (Carrell & Eisterhold, 1983). This approach uses higher level clues including such strategies as global background knowledge skimming and scanning (to locate the main ideas) integration of information of inferences and prediction, and recognition of text structures (Abbott, 2005).

Reading comprehension as a significant language skill for EFAL learners is highly influenced by many factors; among them, the background knowledge or familiarity with the text plays a major part in reading comprehension. Comprehension depends on the level of the learner's recall from their cultural familiar background knowledge (Carrell, 1984; Carrell, 1987; Floyd & Carrell, 1987).

Comprehension strategy involves assisting learners to develop a repertoire of comprehension strategies that foster and promote comprehension, but this study will not include the whole repertoire of the reader's capabilities and knowledge found (Snow, 2002).

The South African National Reading Panel (2008) outlines a variety of reading comprehension strategies such as monitoring of comprehension and graphic organisers. Comprehension monitoring includes a variety of instructional techniques for helping students to learn to gauge how well they understand a passage and apply 'fix up' strategies for correcting comprehension problems. On the other hand, graphic organisers help learners to visualize the relationship between the structural information and elements in a text.

Answering and generating questions help learners to be actively engaged with a text, to check their comprehension and construct memory representation. Summarizing is the process where the learner will determine what is important when reading and

condense the information in the reader's own words (Alder, 2001). Summarising is useful for EFAL learners to see whether learners have understood the passage by paraphrasing the text.

2.4.5 Extensive reading opportunities/exposure to reading

Extensive reading is a factor that influences reading comprehension. Extensive reading is defined as reading that exposes learners to large quantities of material within their linguistic competence (Grabe & Stoller, 2002, p. 259). Educational factors such as exposure to print, opportunities to engage in literacy activities, and appropriate medium of instruction are identified as some of factors that influence reading (Vaugh, Bos & Schumm, 2003, p. 347) A child who leaves the primary school unable to read is almost doomed to fail in secondary school and experience a life of limited opportunity (DBE, 2013).

2.4.6 Motivation

Motivation is the driving force behind all actions (Cann, 1992, p. 48). Motivation is a crucial factor in determining whether learners embark on a task in the first place and how much energy or effort they are prepared to expend on it. Motivation is a key factor in successful reading. Bandura (1986) suggests that motivation (or lack thereof) is the result of an individual's self-efficacy) the belief we have about ourselves) related to a task.

Schunk and Rice (1993) found that providing students with clear goals for reading tasks and getting feedback will boost their motivation in reading. The degree of students' metacognition (monitoring of comprehension) has been shown to influence his/her self-efficacy. This will enable EFAL learners to recognise when they do not understand parts of a text and then take necessary steps to restore meaning.

Researchers have identified a number of factors important in reading motivation including self-concept the value of reading, choices, time spent talking about books, types of text available and the use of incentives (Gambrell & Marinak, 2009). Intrinsic motivation is one way that could affect the students' learning and language skill development, especially in reading (Lucas, Miraflores & Go, 2011). Intrinsically

motivated students appreciate learning English as a second language, as it would be their key to success in possible future employment (ibid, 2011).

Children who read frequently grow to become skilful readers. It is suggested that secondary teachers should model reading enjoyment using engaging activities such as literature circles, book clubs and making varied reading material accessible (Guthrie, 2001). The teaching of reading skills through explicit and direct instruction enables the teacher to model for EFAL learners and provide guided practice of skills (Rupley, Blair, Nicholus, 2009). Therefore failure to model reading enjoyment to EFAL learners will hinder their comprehension.

According to Lipson and Wixson (1997), if a reader has a purpose for reading that improves motivation. For example, a reader who reads to comprehend the content of the text in order to be able to answer questions based on it, read to gain vocabulary or to improve his or her reading speed. A reader could also make use of information from his or her background as well as information from the text (ibid, p. 30).

2.4.7 Reading pedagogical processes

Pedagogy refers to the method and practice of teaching. In this study, it is the pedagogy of reading comprehension which is of particular interest. Many teachers in South Africa have an under developed understanding of teaching reading and most do not know how to teach reading (DBE, 2008, p. 8). It is important for teachers to actively teach reading and in particular employ first additional language reading pedagogical skills to assist their learners to read in FAL.

According to Grabe & Stoller (2011; 2014) EFAL lessons should be structured around discourse structure (recognising main ideas, recognising major organising patterns, recognising how the information is organised in parts of the text and also promoting strategic reading).

Teachers are expected to teach learners in such a way that they will comprehend what they are reading (Joubert, Bester & Meyer, 2008). When reading with understanding, the words are recognised. Many teachers believe that they can teach

reading skills by instructing learners to read a text and then show them how to apply a variety of skills to the text for better comprehension for EFAL learners (Mikulecky, 1990).

Research showed that teachers still apply skills and methods of teaching that they attained while they were undergoing their teacher training (Mather, 2012). However given the poor quality of reading in South Africa, the quality of the teachers' initial training (with regards to the teaching of reading) has been criticised (Theron and Nel, 2005, p. 237).

Furthermore, not only are teachers not adequately trained to teach reading and especially reading in the FAL but the teaching methods are also limited. Too often educators use only one method teaching reading which may not always suit all EFAL learners.

This section was discussing the factors which influence the successful reading in EFAL based on language knowledge, fluency, HL literacy, reading strategies and skills, extensive reading opportunities/exposure to reading, motivation and reading pedagogy. The next section will discuss the EFAL reading reality in South African schools.

2.5 THE EFAL READING REALITY IN SOUTH AFRICAN SCHOOLS

The previous section looked at a number of factors that can influence reading in EFAL. This section will now look at what the reading reality is in South Africa. As mentioned above, learners need to develop their reading ability in order to apply the CUP knowledge to EFAL. However, the South African education system was ranked 133rd out of 142 countries in the world by the world economic forum (WEF, 2013). This seems to imply that South African teachers do not have basic and pedagogic content knowledge competencies needed to impart the skills needed by our learners (Dirks, 2013).

Many Foundation Phase teachers do not know how to teach reading. It is evident by the crippling low oral reading fluency that teachers cannot teach reading effectively.

This is specifically evident in Grade 4 when learners have to learn and engage with the texts which they are unable to do. Hence they fall further and further behind as reading material and cognitive demands become more and more complex (Spaull, 2016).

2.5.1 Language knowledge in EFAL

Language issues that are particularly relevant for EFAL learners are the knowledge of vocabulary, the important part phonological awareness plays as well as their syntactic knowledge of the language.

2.5.2 Vocabulary learning in EFAL

In South Africa, research has shown that learners do not have adequate vocabulary. For example, there is little vocabulary instruction in schools and most often such instruction is organised around the dictionary as a source of meaning. This can be ineffective if learners cannot make sense of the information. Therefore, most vocabulary is learnt incidentally from the context during reading (Mc Keown, 2010). The lack of vocabulary knowledge impacts on comprehension (Hirsch, 2003, p.16).

2.5.2.1 Phonological awareness teaching in FAL

As noted phonological awareness is the hearing of a language; however, in South Africa the only time that children hear English is in Grade 4 to Grade 12. Therefore this does not provide them with enough time to develop their phonemic awareness of the language. In addition, the teachers' own English ability is poor so learners cannot hear authentic English and if the child's knowledge in English is poor then naturally his/her reading comprehension in EFAL will be poor (Pretorius, 2002, p. 173).

2.5.2.2 Syntactic knowledge and the situation in SA

Many learners in South Africa perform poorly at school, and the language debate in South Africa often tends to overshadow reading issues. Language proficiency and reading are clearly related and a linguistic threshold is needed for reading in an additional language (Anderson, 2000, pp. 23-24), but to enhance the reading skills of their learners, schools must provide learners with opportunities to read and teachers must teach reading.

It is suggested that inadequate levels of English language competence have a major and deleterious effect on black/EFAL learner performance. The National Reading Panel (2000) asserted that South African research tells us that learners do not have adequate vocabulary and phonological awareness teaching in EFAL.

2.5.3 Fluency in EFAL reading

Fluency is defined as the ability to read a text quickly and accurately and with proper expression (National Reading Panel, 2000). The goal of fluency instruction for secondary learners is to assist them become more fluent readers so that more emphasis can be placed on comprehending content. Oral reading fluency is the ability to recognise words easily and to read with speed, accuracy and expression while at the same time understanding what is read (Rasinki & Mraz, 2008). According to Hook and Jones (2004, p. 18) a lack of reading fluency is often evidenced by a slow, halting, inconsistent rate, as well as poor phrasing and inadequate intonation in EFAL learners in the SA context. For many L2 learners reading is a suffocatingly slow process (Anderson, 1999, p. 1) yet developing rapid reading is an essential skill for learners and essential for comprehension. However, the teaching of reading fluency is often neglected in the classroom.

2.5.4 Home language literacy

The children's home background plays a significant role in their reading ability as the Matthew effect shows. However, the majority of learners in South Africa come from disadvantaged homes where the HL was not as well developed as it could be. For example, parents lack the time, the ability or do not make an effort to help their children with reading in their HL (Singh, 2010, p. 125). This is particularly true of the EFAL learners who have limited exposure to English at home and only hear, speak and read in English at school (Phatudi & Motilal, 2014, p. 21).

Furthermore, as Cummins suggested above, learners need to read fluently in their L1 and use their skills (the CUP) to apply to their L2. However, the education system of South Africa has failed to produce competent L1 readers. The 2013 ANA results revealed 46% of literacy. PIRLS (2006; 2011) reports indicate that around 80% of Grade 4 and Grade 6 SA learners perform below the lowest international reading benchmark. This means that they had not mastered the most basic reading skills

(Howie, Venter, van Staden, Zimmernan, Long, Du Toit, Sherman, 2011, p. 18). The SACMEQ III (2011) study on four Southern African countries (including South Africa) also reveals that learners' barriers stem from their reading abilities (Spaull, 2011, p. 18).

The lack of proficient reading has meant that the learners do not have the basics on which to build their reading. The inability of learners to read in L1 caused the DBE to embark on an initiative called Foundations for Learning Campaigns (FLC). This campaign aimed at improving, the literacy and numeracy performance of learners in South Africa over a four year period (DBE, 2008).

2.5.5 Lack extensive reading opportunities

The lack of reading in can be seen as a result of the lack of reading opportunities available for learners. Since 1994, attempts have been made by the South African government to improve literacy levels in the country through various literacy and reading campaigns and by upgrading schools that were previously under-resourced, yet there are still reports of low literacy rates among school goers in South Africa.

The majority of learners come from either illiterate or semi-literate homes with little or no access to literacy resource such as books, newspapers or libraries (Moore & Hart, 2007, p. 16). Furthermore, there is a significant lack of basic amenities, infrastructure and learning resources in South African townships and rural schools which contributes towards poor reading comprehension (Dirks, 2013).

The findings of Pretorius and Mampuru (2007, p. 41) and Makoe (2007, p. 60) attest to the fact that South African schools are not well resourced with libraries and there are no books. Therefore, learners' opportunity to read is denied and they spend most of their time in a print-poor environment. Literature mentions that the majority of learners come from either illiterate or semi-literate homes with little or no access to literacy resources like books, newspapers or libraries (Moore & Hart, 2007, p. 1). Learner's lack access to books at home and almost all schools have either no libraries or a very poorly resourced library (Literacy Supporting Cape Town Metropolitan, 2013).

2.5.6 Culture of reading in schools

Reading culture is the process of building up a positive reading attitude among learners and children over a period of time (Gbadamosi, 2007, p. 44). A reading culture is the kind of culture that imbibes reading and studying as the basis of growth and development. In this section absence of a culture of reading in schools, the importance of a culture of reading as well as discussion of how a culture of reading relates to this study will be discussed in detail below.

A reading culture could ensure that learners are well equipped to excel in their studies by enhancing the standard of education in rural areas (Kachala, 2007). The main objective in cultivating a reading culture is to make reading a habit that is appreciated and loved by learners. Without the opportunity to read extensively, what is taught in the classroom cannot be reinforced.

In relation to this study, a reading culture signifies attitude, beliefs and behaviours that enable reading in the following systems: learners, teachers, school and community, where all the activities are linked with reading enabling learners to read on a regular basis, which in turn deepens such a culture and makes it sustainable. Schools do not promote the culture of reading since they lack books for learners to read (Kachala, 2007). The fact that most schools do not cultivate a culture of reading or have a dedicated reading or literacy period in their time tables suggest that reading is not perceived as being central to what teachers presume is important to learning (Pretorius & Ribbens, 2005). Instead time and effort seems to be allocated to content subjects at schools. Rural schools are faced with the challenges in terms of teacher proficiency and training, which affect the reading culture (Meganathan, 2009).

Lack at resources at schools

Closely linked to the reading culture at schools is the dearth of available reading materials. The lack of readers as well as suitable reading materials is still a challenge in a certain classrooms and schools (Hugo, 2010, p. 141). According to research (Murimbi, 2005; Pretorius, 2007; Venter and Howie, 2005) the educational environment fails the learners which means they remain seriously handicapped in their reading development and attainment. The prominent reading resource is a text

book reader and this does not encourage reading (Singh, 2009, p. 94). Resources are an important aspect in improving and promoting learners' reading (Darling & Westberg, 2004, p. 774).

Lack of time for reading

In South Africa the situation is compounded by the schooling crisis, evidenced by poor educational environments at primary and secondary levels and a considerable number of students do not receive suitable and sufficient reading instruction in GET band (Pretorius & Mampuru, 2007; Venter & Howie, 2008). Learners have little opportunity to read and spend most of their time in a print-poor environment (Geske & Ozola, 2008, p. 72).

2.5.7 Motivation for reading in EFAL

Many learners come from impoverished socio-cultural backgrounds where motivation to read does not always exist and where the school is the only means of literacy development. In addition, South African learners do not have a culture of reading and, as mentioned, they lack the motivational push to learn from their community and families. Parents' level of education influences learners' reading levels in both positive and negative ways. A learner whose parents are not well educated has little or no interest in books and these parents often convey their lack of interest to their children (Geske & Ozola, 2008, p. 72).

Learners from poor background do not get adequate support and guidance from their parents, and they are not exposed to books and are not motivated to read (Geske & Ozola, 2008, p. 72). This is supported by Washington (2001) who noted that learners from homes characterised by poverty are subjected to high levels of environmental stress that can affect their functioning at school and can in turn affect their performance in reading.

However, a large number of students in many South African's tertiary institutions, lack reading comprehension abilities necessary for academic reading. As a result of poor reading background from primary and secondary schools, these students face considerable problem in dealing with academic reading demands (Pretorius, 2008).

This will affect the academic ability of learners at schools. The fact that most schools do not cultivate a culture of reading and do not have a dedicated reading or literacy period in their time tables suggest that reading is not perceived as being central to learning at schools (Pretorius & Ribbens, 2005).

2.5.8 Teaching of reading

Reading is a learned skill, so the reading strategies that teachers use to teach reading are of paramount importance. Draper and Spaul (2015, p. 72) asserted that one of the reasons for the low reading scores in Grade 5 was attributed to the fact that South African teachers, and in particular rural teachers, do not know how to teach reading.

This is similar to research done by Pretorius (2002) that learners were unable to read by Grade 4. The research therefore highlights that this is a systemic problem emerging from the lack of reading and comprehension skills taught in the Foundation Phase. The poor reading ability therefore extends and is never addressed in the General Education and Training phase (GET). Foundation Phase (FP) is marked by poverty, social problems and over population.

Instructional practices also contribute to the poor reading development of learners in Foundation Phase as teachers have a tendency to rely on whole class oral chorus reading, lack of reading homework and minimal reading extended texts in the early Grades (Pretorius & Machet, 2004, Pretorius & Mokhwesana, 2009, Pretorius, 2014). Ntuli (2007) expounded on the idea that most learners who practice English as FAL in rural schools receive very poor experience in it. Their environment hinders effective reading development.

In summary this section dealt with the current reading reality in South African schools. The discussion centred on national and international assessment tests that South Africa has participated in. The next section will deal with reading strategy instruction.

2.6 READING STRATEGY

According to Yang (2006, p. 338) reading strategies are those that help readers to solve problems in figuring out meanings of printed words. In Pretorius and Ribbens' (2005) study it was revealed that, on entry into secondary school, grade 8 learners were reading very slowly and with little comprehension.

Teachers generally find it difficult to choose or identify the most suitable reading strategies to teach students. Goodwin (2005) divulged that the correct method of teaching reading is still under debate since teachers around the world were found to teach reading differently so there was not a 'one-size-fits all' method of teaching reading. Goodwin (ibid) concludes that teachers must use various styles and approaches when teaching reading; however, it is impossible to teach all the strategies or to satisfy every individual student's needs (Cohen et al, 2011).

There are many reading strategies but some will be discussed in more detail in this study. These include the core strategies used in this study, as suggested by McEwan (2004) who outlined seven strategies: namely: prior knowledge, identifying main ideas, monitoring and clarifying text, re-reading, making inferences, self-questioning, use of questioning, visualizing and organising and summarizing. The aim of teaching reading comprehension therefore is to teach strategies that will enable learners to interact communicatively with a variety of comprehension or written texts (Coleman, 2003). This section will look at these strategies by looking at pre-reading, instruction during reading and post reading in detail.

2.6.1 Pre-reading activities

According to Kilfoil and Van der Walt (1997, p. 171) the 'pre' in pre-reading means 'before' and this suggests that this is the initial stage of the reading process. Pre-reading is important as it motivates the learners and prepares them to read before the reading takes place. This can be achieved by asking questions that arouse their interest and get them to begin predicting what is happening in the text.

Pre-reading instruction should therefore focus on a concept or ideas which are central to the text and learners will need in order to be able to understand the

text. Druker (2003) suggests that the learner's background knowledge can be activated by relating the passage to something that is familiar to them and about which they have some background knowledge. However, if the topic of the text is not culturally related to the learners' own context, the teacher will have to supply the relevant cultural information before learners read the text (Kilfoil & Van der Walt, 1997).

Predicting what the text is about before the actual reading increases learner motivation (Coleman, 2003, McKewan, 2004). The strategy of prediction also involves the learner's ability to foretell or guess what is to happen in up-coming portions in a text. Learners should be divided into groups to discuss predictions and they will then become aware of the discrepancies between their own interpretations and those of others and this awareness will motivate them to look for further evidence by re-reading the text and thinking more carefully about it. Predicting can also be done through discussion of a title of the text in which learners may write down their expectations of the event to come, which they may be confirmed or adjusted by skimming through the text (ibid, 2003).

Asking questions can also arouse learners' interest through their anticipation of what is to happen (McKewan, 2004). These questions provide learners with reading purpose and therefore help them to comprehend the text. Previewing the text develops an overall sense of content. Visuals can be looked at or a semantic map of the content or concept can be made. In predicting teachers can give only the first and last sentence of a paragraph and ask learners to predict the middle section. They can also expose the text bit by bit, they can ask learners to determine the order or number of paragraphs, and have learners unscramble two intermingled texts (Carrell, Devine & Eskey, 1988, p. 260).

After the pre-reading process is completed, the teacher can then go onto the reading of the text with the children. The reading of the text will also include the pedagogy or instructions that the teacher uses during the reading process.

2.6.2 Instruction during reading

This stage of the reading process entails obtaining detailed information from the text (Kilfoil & Van der Walt, 1997). There are various activities, according to ibid (1997), that are vital for efficient reading to happen during this stage, including reading the text silently, skimming for global comprehension and re-reading for details, analysing the language and studying the vocabulary in context.

Kilfoil and Van der Walt (1997, p.15) further suggest that when skimming the text the reader will have to: read the title with learners and elicit information from them through questioning, read the first paragraph of the text, the first sentence of all paragraphs and the whole of the last paragraph with learners following in their copies. The teacher can ask learners to sum up orally the information they have learned from the teacher's reading. The teacher may write down the information on the board.

McKewan (2004), notes that motoring and clarifying is an essential component for comprehension, this helps the learners to understand what they are reading. This helps the reader to continually understand what is being read and if a passage occurs then steps can be taken in order to ensure that meaning is restored.

Self-questioning is another significant strategy employed by skilled readers. The self-questioning strategy maintains readers' engagement as they asked questions to clarify understanding and continue to make meaning (Harvey and Goudvis, 2000, p.11) Regarding self-questioning Maria (1990, p.73, Mc Kewan, 2004) also points out that learners must be prepared to ask and answer good questions, to predict upcoming events, and justify predictions with substantiation from the text. Mc Kewan (2004) also mentions that when questioning is used and learners do not know a section of text, other sources such as a dictionary are used in order to ensure that the text is comprehended.

2.6.3 Post reading activities

Post reading means 'after', thus learners have to read and discuss either in groups or in pairs. Kilfoil and van der Walt (1997) posit that questions are posed after reading test comprehension only. Some of the activities that are involved in the

reading process at this stage are reviewing the text and sharing the interpretations through interactive and creative activities.

Note taking is also another way of ensuring basic comprehension. Learners make their own summaries which they often memorize without any understanding (Coleman, 2003). Summarizing helps learners to focus on the vital information. It is self-review which enables learners to monitor their comprehension. Summary contains only important ideas in a text and it is brief because the important ideas are condensed. Post reading strategies serve to reinforce what has been read as well as help in the acquisition of language. Maria (1990, p. 230) suggests oral discussion, retelling (summarizing), interviewing, drama and reader's theatre.

McKewan (2004) also states that summarising or the strategy of restating the meaning of the text can be done as it will assist the learners in comprehending the text.

2.6.4 Suggested teaching methods

The aim of teaching reading comprehension strategies, therefore, is to teach strategies that will enable learners to interact communicatively with a variety of comprehension or written texts (Coleman, 2003).

Modelling/Demonstration

This is a significant instrument for comprehension instruction. When teachers demonstrate how they use strategies, they provide examples of effective strategies to use. Teachers must be aware of their own reading strategies so that they are able to put themselves in the place of their learners. Teachers should think aloud and verbalise the processes that they use to comprehend the text, so that learners can imitate these strategies (Harvey & Goudvis, 2007).

Guided practice

After modelling read a bit more to encourage learners to turn to each other and talk about their thinking and jot down notes. Students are reading aloud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency (National Reading Panel, 2000).

Explanation

This kind of explanation is significant for EFAL, since many of them do not know what strategies to employ when they read and, even when they know strategies, they do not know how to use them (Flavell, 1971; Torgesen, 1977, 1980; Raphael & Pearson, 1985). Teachers should explain to learners how they should use strategies and then during the later stages when learners begin to take responsibility for a reading task, explanations of how to use particular strategies can be provided when the need arises through teacher modelling.

Discussion/Dialogue

Maria (1990) suggests that teachers should use the strategies of questioning, explanation and modelling in the context of interactive discussion and these should involve learner-to-learner and learner-to-teacher discussion.

Teacher questioning

Teachers should ask questions about the content and the process and should ensure that content questions relate to the important information in the text. The questions that teachers often use to consider the high level or important questions do not focus learners' attention on getting information from the text

2.7 SUMMARY

In this chapter, a review of the literature was undertaken to gain an insight into and understanding of various aspects of the teaching of reading comprehension in rural secondary schools. Language was highlighted as a challenge that impedes the progress of most learners. Language issues are: knowledge of vocabulary, the essential part of phonological awareness plays as well as their syntactic knowledge of the language (Baloyi, 2002, p.40). The various levels of reading comprehension were outlined and significant comprehension strategies were also examined. In conclusion, the theoretical framework (Interactive theory) in which the study is located was described. The following chapter provides information on the design used for the study and the research methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides an overview of the research methodology chosen for the study. It describes the research design and methods of collecting and analysing of the data. This study is qualitative in nature and employs an interpretive paradigm to understand how rural teachers teach reading comprehension.

3.2 RESEARCH PARADIGM: INTERPRETIVIST

The term 'research paradigm' refers to a broad view or perspective of something (Taylor, Kermode and Roberts, 2007). A research paradigm can be described as the understanding of how elements of a research fit together, and how we can make meaning of our discoveries. Paradigms are models or frameworks for observation and understanding which shape both what we see and how we understand it (Babbie, 2016, p.31).

This study is classified under the interpretivist paradigm, because it was concerned with understanding individual behaviour (Cohen, Manion and Morrison, 2000). In the study the focus is on interpreting the teaching behaviours of educators as they support the reading comprehension skills of Grade 10 EFAL learners.

The interpretative aspect means that the approach seeks to understand peoples' lived experiences from the perspective of people themselves which is often referred to as the emic perspective or inside perspective (Cohen et al., 2011). This involves studying the subjective meanings that people attach to their experiences rather than on focusing on facts (as in the positivist paradigm).

An interpretive paradigm involves interpreting and understanding human action (Jackson, 2003). Myers (2009) also sees interpretive research as a category of empirical research. Therefore, interpretivism emphasises the significance of interpretation and observation in understanding the social world (Snape & Spencer, 2003, p.7). Finally the interpretive paradigm acknowledges that people's multiple perceptions and experiences of reality exist rather than a single truth as proposed by positivists.

3.3 RESEARCH ORIENTATION: QUALITATIVE

Guion and Flower (2005, p.2) view qualitative research as an instrument for programme planning that is often enthusiastic in eliciting stories from specific individuals or groups. The information gathered from qualitative methods do not only assist to highlight the necessities of the target group but also aids to obtain a more complete understanding of the item under research. Qualitative research builds a complex, holistic picture with detailed narrative descriptions of the informant's perspective, analysis and interpretation of phenomena (ibid, 2005).

Qualitative researchers seek to understand subjective meaningful experiences and the meaning of social actions within the context in which people live (Snaper & Pencer, 2008, p. 7). Proponents of qualitative research point out it has the advantages of providing depth and details, creates openness and also arouses the people's individual experiences, while other researchers notice that the weaknesses of qualitative research are that it is difficult to make systematic comparisons, fewer people are studied in this type of research and it depends on the skills of the researcher (Fink, 2000).

The researcher used qualitative research believing that it is suitable and appropriate to the social study research and it also answered the research questions.

3.4 RESEARCH DESIGN: CASE STUDY

The research design is the plan and structure of the investigation employed to obtain evidence and to answer research the questions. The design describes the procedure for conducting the study including when, from whom, and under what conditions the data will be collected. Research design determines and outlines the methods and steps a researcher follow in finding out information about area he/she is investigating (Mc Millan & Schumacher, 2010, p.20). In summary, the research design is the logic that links the research purpose and questions to the processes for empirical data, data analysis in order to make conclusions drawn from the data (Bloomberg & Volpe, 2008; Rowley 2002; Yin, 2009).

Research design implies or relies on the chosen research paradigm (Creswell, 2009). A research design determines and outlines the methods and steps a researcher follows in finding out information about the area he/she is investigating (Mc Millan & Schumacher, 2010, p.20). This particular study is a qualitative study with a case study design. Creswell (2009) defined a case study design as an in-depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system.

According to Opie (2004, p.74), the purpose of the case study is to maximise understanding of one phenomenon to provide greater insights into an issue or to enhance theoretical explanations. Moreover, a case study stresses the evolving nature of qualitative research, which corresponds with the exploratory and descriptive approaches in inductive and deductive interpretation. The researcher focused on real situations (teaching), with real people (teachers and learners) in an environment familiar to the researcher (classroom) in order to answer his research question. Furthermore a case study can be a group, a context or an event. A case is concerned with a particular phenomenon in the world (Terre Blanch, 2006, p. 291).

This study fits this description as the researcher was interested to gain insight into how reading is taught in the FET band and understanding the experiences of educators in two schools by observing their teaching of reading comprehension skills. The case study design allowed the researcher to collect large amounts of data and also enabled him to achieve a greater depth of understanding about the participants, their dynamics and their teaching methods.

In this study both interviews and observations contributed to the depth of the data. As stated by Wimmer and Dominick (2006), the case study design is advantageous to research as it provides large amounts of information and details about the research topic and allows the researcher to deal with a wide variety of data. Yin (2003) argues that case studies often lack rigour. For example, the researcher has allowed biased views to influence the direction of findings and conclusion. Case studies are not generalizable, because it is different from one case to another.

Harrison, Burkes, Franklin & Mills (2017) suggested the case study has limitations in that the results may not be generalised except where the readers/researchers see their application. The case studies are not easily open to cross checking and may be biased, personal and subjective. They are prone to the challenges of observer bias despite attempts made to address reflexivity (Cohen et al., 2008, p.184). Wimmer and Harrison, Burkes, Franklin & Mills (2017) argue that case study research may be time consuming and the researcher might generate quantities of data that may be a challenge to analyse.

Within an unawareness of the shortcomings of the case study design, the researcher has in his study guarded against biased opinions and monitored the interpretations the interpretations made in order to ensure a rigorous study.

In this study a case study is seen to be suitable as it looked into the teachers' perceptions and practice in teaching reading comprehension in EFAL Grade 10 classes. Two cases provided details of case studies of teachers in the Ngcobo Education District.

3.5 SAMPLING

According to Neuman (2011), sample is a smaller selection of individual from the population. Bryman (2008) refers sampling to the segment of population that is selected for research and its subset of the population. It can be viewed as a subject of measurements from the population in which the study is located (Denscombe, 2007). Sampling is the process of choosing a part of a group under a study with the aim of choosing cases of the population which provided the researcher with representative information about the population (Rossou, 2003, p. 109). Purposive sampling is the strategy of selecting participants that are refereed to be a representative of the population under investigation (Cohen et al, 2011).

For this study -“The teaching of English First Additional *Language* reading comprehension in selected rural secondary schools in the Ngcobo Education District” - the researcher purposively sampled two EFAL educators and two school managers from the Ngcobo Senior Secondary Schools. The purposive sampling was engaged as discussed below.

3.5.1 Purposive sampling

Neuman (2011) explains that purposive sampling is based on the judgement of an expert in selecting cases, or selects cases with specific purpose in mind. The selection therefore was based on the judgement of the researcher. Patton (2015) posits that “the logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study”. Purposive sampling is also called ‘judgemental’ as it is a deliberate choice of an informant due to qualities the informant possesses.

In purposive sampling a particular case is chosen because it illustrates some feature or process that is of interest for a particular study – though this does not simply imply any case we happen to choose (Rubin & Babbie, 2005, p.247). In a purposive sampling the researcher must first think critically about the parameters of the population and the chosen sample. In purposive sampling researchers purposely seek divergent data.

3.5.2 Sample size and research sites

In this study, two rural bases schools were selected. The researcher employed open ended interviews with two teachers (one from each school) and the Head of Departments (HODs)/school principals (one participant from each school). De Vos et al. (2003, p.298) stated that individual interviews are one-to-one interviews with pre-determined individuals to find out their perceptions, opinions, facts and forecasts as well as their reactions to initial findings and potential situations. Both teachers were females teaching Grade 10 classes. The principal and the HOD were both males.

In this research, two Grade 10 teachers from each selected or targeted school were selected for the individual interviews. They were selected purposively due to their proximity to the researcher’s school and in the same education district. This enabled the researcher to hear from them how they teach reading comprehension skills as a second language.

3.6 METHODS OF DATA COLLECTION

According to Walliman (2005, p.270) data collection is “a process of capturing facts, information and figures based on the characteristics and the nature of research problem”. In qualitative research, according to Denzin and Lincoln (2011), data collection has been identified as an observational method, in-depth interviews, group discussions, narratives and the analysis of documentary evidence. In this study instruments that were mainly used were interviews and observations.

3.6.1 Interviews

Boyce and Neale (2006) defined interviewing as a qualitative research technique that involves conducting intensive individual interviews with smaller number of participants to explore their perspectives on a particular idea, programme or situation. The most common forms of interviews are face-to-face individual interviews and group interchange interviews (Creswell, 2009).

The aim of interviewing was to obtain rich descriptive data that assisted the researcher to understand the respondent's construction of knowledge and social reality. The aim of a qualitative interview is to see world through eyes of the respondent, and it can be a valuable source of information, provide it is used correctly (ibid.).

The researcher aimed to gain more information by means of individual interviews. Holstein and Gubrium (2003) describe interviewing in qualitative studies as a unique form of discussion, which provides the researcher with empirical data situated in the social world, simply by asking participants or informants about their own experience (in this instance the teacher's experience in teaching reading in EFAL classes). The researcher audio-taped all interviews after seeking permission from the informants and used hand written notes to support or motivate the recordings. The audio tapes assisted with the transcriptions for analysis.

At the beginning of each individual interview, the researcher endeavoured to establish a rapport with the participant. The researcher stated the purpose of

interviews and the research. Interviewees were assured of anonymity. Participants were informed of all protocols and their right to withdraw from the research at any time.

3.6.2 Observations

Two targeted teachers were observed in their classrooms teaching reading comprehensions in different sessions. The researcher used an audio recorder and the field notes to collect data.

As mentioned, the instruments employed in this study were as follows: observation and interviews using an audio recorder and field notes for the purpose of observation. According to Kumar (2005, p.118) observation is one way to gather primary data in a research. It is a purposeful, systematic and chosen way of watching and listening to an interaction or phenomenon (topic) as it takes place. He asserted that observation is the most suitable method of gathering data in case you need to learn about group interaction, for verification purposes (in my case teachers) and to get or obtain accurate or exact information.

Mc Kechnie (2000, p.59) explained that “observation is not only a basic or central activity associated with research but it is a requisite tool for scientific investigation”. Observation may be obtrusive and interactive, as in the case of participant observation or unobtrusive and non-creative as the case of non-participation observation. Observation was also undertaken during the interviews, especially with regard to non-verbal cues.

Kumar (2005, p.118) further posits there are two types of observation, namely: participant and non-participant observation. For the purpose of this study, the researcher chose the non-participant observation method as the researcher was involved in the activities of the group, but was a passive observer, watching and listening to their activities in order to draw conclusions from the observation.

According to Best and Kahn (2000, p.204) non-participation observation is a research assistant sitting quietly in the back of auditorium (in my case the researcher sat at the back of the class). With the observation data, the researcher carefully

studied the field notes with items focused on the observation of the classroom environment.

The researcher presented the data by using the main heading and items as sub-headings in the four observations conducted in the two selected rural secondary schools. The discussion and analysis will follow in chapter 4.

The researcher chose to observe in a classroom environment in order to see first-hand teachers and learners interaction during reading lessons. The first-hand knowledge of the learners and their environment assisted him in determining whether or not the learning materials were suitable for Grade 10 learners. The observation of the lessons also assisted the researcher to monitor the techniques and approaches used by the teachers in developing teaching English reading skills in their classroom. Furthermore, it assisted with establishing the teachers' understanding of the reading process.

The data collection technique chosen for this study also included field notes. During classroom observation, the researcher jotted down field notes. The field notes helped the researcher to get a better insight into how teachers taught reading. Field notes contain "the ongoing data that are being collected. They consist of descriptions of what is being experienced and observed, quotations from the people observed, the observer's feelings and reactions to what is being observed, and field-generated insights and interpretations" (Patton, 2002, p.305).

In other words, the researcher's primary duty was to record without showing feelings to the participants and without inferring when something happened. In the classroom this assisted the researcher in observing more and gaining a thorough understanding of what was occurring in the classroom.

3.7 DATA ANALYSIS

According to Henning et al. (2004, p.102) there are various methods of analysing qualitative study outcomes, for example, content analysis, grounded theory, discourse analysis and so forth. They further explained that in working with

qualitative data a researcher has many alternatives on how to convert raw data to final patterns of meaning. This depends on the structure of methodology of the inquiry and the corresponding aim of the analysis procedures.

Mouton (2005, p.108) refers to data analysis as an understanding of various constitutive elements that a researcher employs in the study by splitting data into manageable themes, patterns and relationships.

According to Hisse-Biber and Leavy (2004, p.409) “qualitative analysis involves extracting meaning from collecting textual materials”. The process is actually performed like coding usually consisting of describing theme or ideas in chunks or segments of text in the data and labelling them with a short name or sometimes even a number.

Coding is the analytic strategy that many qualitative researchers employ “in order to locate key themes, patterns, ideas and concepts within their data” (Williams, 2005, p.301). Williams (ibid) also posits that it is worth analysing data to measure, make comparisons, examine relationships, forecast, test hypotheses, construct concepts and theories, explore, control and explain to this study. The data was therefore viewed for similar themes and coded accordingly.

For the observation data analysis, the researcher studied carefully all the notes that were gathered during the classroom observation. The main themes were observed and items noted were identified and became the subject of interpretation, discussion and analysis. Audio- recorder was used to reinforce the validity of this study.

For the interview data analysis the researcher used an audio-recorder and note taking. The researcher presented all the findings by writing down each question followed by answers as per the responses from all the participants in two schools. The interpretation, discussion and analysis of the data will follow in chapter 4.

3.7.1 Data management

The management of data was the first step to be considered by the researcher and also the researcher’s field information was put into folders and indexed with cards.

The purpose was to keep all necessary information and be able to retrieve it when needed.

Data collected were recorded on an audio recorder and transcribed in order to preserve and enhance the efficiency of data analysis. Observation notes gathered in the classroom formed part of the data analysed. The researcher considered the safety of those being interviewed and observed. The researcher did not leave the transcripts and the audio recorder lying around and he has made sure that no one can access the material.

3.7.2 Analysis and interpretations

Describing, classifying and interpreting the data represent the heart of the qualitative data analysis (De Vos et al., 2005, p.343). He further say that the researcher must repeatedly read transcripts to become acquainted with the data. Leedy and Ormond (2005) maintain that qualitative data analysis information gathered is organised in a logical order, describing the daily life of the group, focusing on the critical events that describe the story.

3.7.2.1 Interviews

The actual words of the teacher and principal participants were analysed and interpreted. Themes and categories emerged from the participants' responses to the research questions. The researcher highlighted units of meaning using highlighters of different colours to designate allied themes. In this research, themes and categories from the teacher and principal participant responses were reported focused on their lived experiences, meanings and the reality which they attached to teaching reading.

3.7.2.2 Observations

Classroom observation also helped the researcher to answer the research question. The merit of classroom observation was that it aided the researcher to actually see what the teachers were doing rather than what they said they were doing. From the interpretive paradigm perspective, the researcher compared findings with guiding ideas and anticipations.

The researcher presented the findings of each instrument in connection to the research question. With the final analysis and interpretation, the researcher presented the case study in a rational and logical manner. This means that the researcher analysed the lesson step by step from the beginning of the lesson up to the end. Lastly, in the final chapter, the researcher integrated the findings with the literature reviewed in order to elaborate on the evidence gathered during the interviews and lesson observations in order to answer the researcher's research questions.

3.8 RESEARCH QUALITY

Trustworthiness refers to the manner in which qualitative data is dependable, consistent, stable, predictable, reliable, thus producing the same results or outcomes in the future as it had in the past (Delpont & Roestenburg, 2011, p.177). The concept of trustworthiness evaluates the quality of qualitative research on the basis of four concepts which are dependability, transferability and confirmability (Creswell, 2009).

3.8.1 Transferability

Transferability refers to the ability of the findings to be transferred to other contexts, i.e. do the results have applicability to other groups? (Edmunds & Scudder, 2009). Transferability deals with the issue of generalisation in terms of case-to-case transfer (Schwandt, 2007). Therefore, it is concerned with researcher's duty for providing readers with adequate information on the case studied so that the readers are able to establish the degree of similarity between the case studied and the case to which the findings might be transferred. Since this study adopted a case study, transferability may not be possible primarily because both the research site and the participants were chosen using purposive sampling.

The parallel criterion of transferability refers to the extent to which the reader is able to generalise the findings of the study to her or his own context and addresses the core issue of how far the researcher may make claims for general application of their theory (Gasson, 2004, p.98).

Here the researcher asks whether findings can be transferred from the specific information or a case to another. Lincoln & Guba (1985) propose that this is an

alternative to external validity or generalisability in which the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator.

3.8.2 Confirmability

Confirmability means the need to seek if the findings can be confirmed by another (Lincoln & Guba, 1985, p.318). By doing so they remove evaluation from some inherited characteristics of the researcher (objectivity) and place it squarely on the data. This ensures that the information gathered has no subjectivity.

Confirmability refers to the objectivity, which is viewed as an agreement between two or more people reviewing the findings for accuracy and meaning (Edmuds & Scudder, 2009). Confirmability is a qualitative-oriented criterion for objectivity that indicates the degree to which findings in qualitative research are the product of the focus of the inquiry and not the biases of the research (Babbie, Mouton, Voster & Prozesky, 2001). Therefore, data sources of this research as well as the data collection techniques were explicitly described to ensure the confirmability of the study.

3.8.3 Limitations of the study

Given how the researcher described his research design, there are aspects that he cannot accomplish due to the scope of the project, and limitations of time and resources.

According to this study, limitations are the shortcomings, restrictions and weaknesses of the research findings. Firstly, the researcher encountered various challenge in schools. Although the researcher had dates to visit the targeted schools, he was unable to get hold the participants due to the programmes of the school which affected his visit. Some of the participants were always not ready for visits.

3.9 ETHICS

Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and offers rules and behavioural expectations about the most correct conduct towards experimental subjects and participants, employers,

sponsors, other researchers, assistants and students (Strydom, 2000, p.24). Strydom (2002, p.63) draws on the work of Babbie (2007) and adds that “Anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research”.

It is significant that throughout the research process the researcher follows and abides by ethical guidelines. When you are conducting a research, it is vital to that a researcher gives participants sufficient information about the research that is relevant to their decisions to help in the research and it should be in the language they are acquainted with it (Strydom, 2002).

3.9.1 Autonomy/voluntary participation

The researcher informed the participants that they were free to withdraw any time in the process if they wished to do so. The researcher also requested each participant to read the letter, ask questions to gain clarity and sign the consent form if he/she was willing to be involved in the research. Educators and principals participating in this study were contacted individually in person by written letters inviting them to participate in the study. Hence, it was clearly stipulated to the participants that their participation was voluntary and that they were free to withdraw from the studies without discrimination.

3.9.2 Confidentiality

According to Burns (2000) both the researcher and the participant must have a clear understanding with regarding the confidentiality of results and findings of the study. The researcher told all the participants that all information and responses shared during the study will be kept private and the results will be presented in an anonymous manner in order to protect the participants’ identities. The researcher assured the participants that any reference to them will be by pseudonym, including any direct quotes from their responses.

The researcher used codes to name the participants and their schools. The researcher also guaranteed the participants that all audio recorded information will be destroyed once the study is completed. In addition the researcher continuously

conducted the research according to the ethics and in line with the research statement provided by the Faculty of Education of the University of Fort Hare.

3.9.3 Informed consent form

According to Babbie and Mouton (2003) a consent form relates to the communication of all possible information as accurately as possible about the research participants. The researcher explained to the participants before any interviews and lesson observation took place the purpose of the research.

Emphasis must also be placed on accurate and complete information. This emphasis on informed consent arises from the basic democratic rights to freedom and self-determination. Cohen et al. (2000) posit that participants will fully comprehend the investigation and subsequently be able to make a voluntary, thoroughly reasoned decision about their possible participation (Strydom, 2000, p. 25).

The researcher went to the two targeted schools to set the appointments by writing letters. He explained all the relevant details about the study and also how the participants would benefit from the study

3.9.4 Access findings

Robson (2003, p.168) reminds the researchers about the necessity to get legal permission from relevant authorities before a study commences. The researcher applied to the Department of Basic Education in the Eastern Cape Province to conduct a research in the selected two rural secondary schools in the Ngcobo Education District (see Appendix A). After the researcher received an acceptance letter to conduct the research, he wrote a letter to the principals of the two selected schools to request permission to conduct research. The principals gave verbal consent for the research to occur.

3.10 DELIMITATION

The study was conducted in two rural secondary schools in the Ngcobo Education District of the Eastern Cape Province in South Africa. The participants were two EFAL teachers and two school managers (one principal and one Head of Department) - one at each of the schools identified - who were each observed in

three separate reading comprehension lessons taught in FET classes over a period of three weeks in the first term of the 2015 school year. All schools were based in rural setting.

3.11 LIMITATIONS

The aim of the single case study design was to reveal the richness of that particular situation but cannot be argued to have limitations as the findings cannot be generalised. According to Graffin and Moorhead (2010, p.529) "the data cannot be generalised to other situations because the information is closely tied to situation studies. Although DBE granted the researcher permission to conduct the study, several challenges were encountered by him.

Firstly programmes of their schools changed drastically such that the participants were committed at school due to writing of controlled test, participant was not yet prepared the lesson for observation. Secondly the interviews with teachers and principal/HOD could not give the real truth from them. They could have been nervous because the session was audio-recorded. Thirdly since the study was limited to two secondary schools, it was assumed that data gathered and findings will represent a wide spectrum.

3.11.1 Overcoming limitations

In order to investigate the situation thoroughly with less or no hindrances for future research could be conducted by paying attention to the following:

- Taking samples from a wider population
- Participants should be willing to participate and they must also be free to express themselves with confidence without fear.
- The researcher should confirm again the appointment without any disappointment and any inconvenience.

3.12 SUMMARY

In this chapter the researcher discussed the research methodology and explained how the field work was conducted. This chapter also expanded on the qualitative

methods utilised and how data were collected to answer the research question about how rural secondary school teachers teach reading comprehension in EFAL. Details on how the research sample was obtained and what ethical issues were followed in the field work were discussed. The results of this field work will be recorded in the next chapter which will include the following: data analysis, summary, limitations and findings.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The purpose of this chapter is to provide a detailed presentation and analysis of the data. Data for this study was gathered through semi-structured interviews with two school managers and two teachers, and from classroom observations of two educators in two secondary schools. This chapter commences by profiling the research participants in order to contextualise the data and findings. The interviews and lesson observations were recorded using an audio recorder and then transcribed verbatim by the researcher. The interview transcriptions were analysed by the researcher and the recurring ideas were coded and clustered together to form themes.

Data were also analysed in order to establish the teaching of English First Additional Language (EFAL) reading comprehension in two selected rural secondary schools in one Education District in order to answer the following questions:

- How do rural secondary school teachers teach reading comprehension in EFAL?
- What are the approaches currently used in their practice to teach reading comprehension?
- What are the teacher's understandings of the reading processes?
- What challenges do teachers encounter in their teaching of reading?

The researcher intended through study to gain a better understanding of how reading, with particular reference to reading comprehension strategies, is currently taught in the FET band and how indeed these pedagogical practices might be improved.

This section is structured as follows: section 4.1 provides the introduction, section 4.2 the demographic profile of the respondents, 4.3 explores the different themes which emerged from the transcribed data sources (semi-structured interviews and lesson observation) and lastly 4.4 provides the summary.

4.2. DEMOGRAPHIC PROFILE OF THE PARTICIPANTS AND RESEARCH SITES

4.2.1 Research sites selected for the research

The two secondary schools (Grades 8 to 12) in the study were located in a rural setting in the Ngcobo Education District. For the purposes of the data analysis the schools are labelled school A and school B. School A has been placed under quintile 1 and school B has been placed under quintile 3. Both schools were no-fee paying schools suggesting that they are situated in a high poverty area (DBE, 2001). South African schools receive money from the government according to quintiles. Quintile 1 is a group of school in each province in South Africa catering for the poorest 20% of schools. Quintile 2 caters for the next poorest 20% while quintile 5 represents the least poor. Therefore quintile 1 schools receive the high allocation per learner, while quintile 5 receives the lowest (DBE, 1998). School A is located approximately 47km from the closest town, Ngcobo. School A is a fairly new school (established in 2005) and offers technical subjects to 280 learners. There are 14 educators including the Principal. There are no middle managers or Heads of Department at the school. The school is not well resourced and has no library. The closest municipal library (itself not well-resourced) is in the town of Ngcobo.

School B on the other hand is an old school founded in 1869 by the Anglican Church. Most of the learners are staying in the boarding school, situated on the school premises, and only a few learners are not living at the boarding school. School B is a secondary school from Grades 8-12 with an enrolment of 1250 learners. There were 35 educators and there is no school library. The school is one of the best performing schools in the Ngcobo Education District.

There are a number of similarities and differences between the schools. One of the major differences between the schools is that school B is a boarding school where the majority of the learners reside, while school A's learners are all drawn from local villages meaning some of them have large distances to travel to get to school.

Firstly, one of the major similarities is regarding the language situation of both schools. Learners at both secondary schools are IsiXhosa home language speakers

while the Language of Learning and Teaching (LoLT) is English therefore the level of English that is taught is equivalent to EFAL. Furthermore, learners at both schools are receiving the National School Nutrition Programme (NSNP). The NSNP is a government intervention programme aimed at enhancing the educational experience of needy learners by providing them with a nutritious school meal. In addition, both schools are non-fee paying schools. The diagram below displays the two schools from which the researcher gathered the data for this study. Both schools are rural secondary schools but they differ in their NSC results. Table 1 provides the demographic profile of schools A and B and provides information that was observed by the researcher during the observation sessions and from the interviews.

Schools	Grades	No. of Learners	Grade 10 learners in class observed	EFAL teachers in FET Band
A	8-12	280	33	1
B	8-12	1250	62	4

Table 1 Demographical Profile of School A and B

Table 2 shows that, based on the National Senior Certificate (NSC) results over the past three years, school A is considered to be an 'underperforming school', while School B is a 'performing school'. The overall pass rate at school A is 78,5% and the overall pass rate at school B is 31,1% for the 2016 academic year.

Schools	2014		2015		2016	
	EFAL Pass Rate	Overall Pass Rate	EFAL Pass Rate	Overall Pass Rate	EFAL Pass Rate	Overall Pass Rate
A	100%	13,8 %	100%	42,9%	91%	31.1%
B	100%	78,2 %	100%	77,1%	100%	78,5%

Table 2 NSC Results from School A and B: Report from the 2015 and 2016 National Senior Certificate (NSC) School Subject Report

4.2.2 Profiling of teachers

The research was conducted in two schools with one teacher per school. (The following demographic information was obtained during the interviews.) They were selected using purposeful sampling as explained in Chapter 3. For the purposes of this study, teacher A is from school A and is a 44 year old female teacher. Her teaching qualification is a Secondary Teachers' Diploma (STD). She later completed an Advanced Certificate in Education (ACE), specialising in Life Orientation. The teacher has 10 years' experience, all of which have been in teaching in the EFAL FET Band. The teacher is an IsiXhosa mother tongue speaker. Teacher B from School B is a 32 year female old teacher. Her teaching qualification is a Bachelor of Education in Further Education and Training (BED FET). The teacher has eight years' experience, all of which have been in teaching EFAL in the FET Band. The teacher is also an IsiXhosa mother tongue speaker.

Participant	School	Age	Gender	Qualifications	Teaching Experience
Teacher A	A	44 Years	Female	STD, ACE in LO	10
Teacher B	B	32 Years	Female	BED FET	08

Table 3 The Teachers' profiles

Table 4, below, illustrates the principal and the HOD who took part in this study as well as their years of teaching experience. The principal from school A is a male principal and his qualifications are Bachelor of Arts and Higher Education Diploma (BA, HED). The HOD from school B is also male and his qualification is a College Higher Education Diploma (CHED). They are both IsiXhosa mother tongue speakers.

Participant	School	Age	Gender	Qualifications	Teaching Experience
Principal	A	54 Years	Male	BA, HDE	28
HOD	B	48 Years	Male	CHED	22

Table 4 The Principal and the HOD's profile

4.3 CHALLENGES TO LEARNERS' READING DEVELOPMENT

This research highlighted a number of challenges that obstructed the reading and comprehension development of learners. The following challenges were observed in the classrooms and mentioned during the inter views: culture of reading, lack of time of task for reading, lack of available reading materials, lack of exposure to reading, socio-economic backgrounds of the learners and finally the systemic challenges withing the schooling system. These issues will be discussed in depth in this section.

4.3.1 Culture of Reading

Reading culture according to Gbadamosi (2007) is the process of building up a positive reading attitude among children and students over a period of time. This means that reading culture is an attitude that is developed over a period of time.

The culture of reading was a major theme explored by the participants in this study. While both the school and the teachers were cognizant of the necessity for a culture of reading, their actions were not always enabling.

During the interview, Teacher A mentioned that learners do not like to read. She acknowledged that there was no culture of reading and noted that they only read when there are at school. She states "learners who read home they are so few...I want them to make them to do I want to force that interest of reading to read, read, read!"

A culture of reading extends beyond the normal reading and writing used during school hours to complete lessons, a test or exam questions (Jönsson & Olsson, 2008). Reading must play a significant role in a person's day-to-day life and become a habit in order to constitute a reading culture (Ibid, Magara & Batambuze, 2005). A culture of reading is important as it impacts on the learners' reading ability and ultimately their reading comprehension. If a poor reading ability is formed in primary school, this has ramifications in the secondary school and when the student is in a higher education institution (Horne, 2002).

For many learners, from impoverished socio-cultural backgrounds, the school is the only means of literacy development. However, research shows (Murimba, 2005; Pretorius, 2007; Venter & Howie, 2005) that the educational environment fails the students, which means they remain seriously handicapped in their reading development and attainment.

Principal A commented on issues related to the culture of reading. He mentioned that even though they had received a donation of books, the books were not available for the students to use yet. This comment shows that he expected students to have a culture of reading even when books were not made available to students. The principal, however, did acknowledge the school's role in making books available so that a reading culture could emerge as the school is trying to build a new library whereby learners will have better access to books in the future. Principal A also alluded to the fact that lack of time inhibits the learners from reading and as does the lack of exposure to reading; however, they also attribute the lack of reading to the fact that learners lack motivation to read.

From this statement it may be deduced that the teacher understands that academic success is dependent on students having a culture of reading. Her attitude to reading can also be seen during the lesson observation (school A). The teacher asked learners which reading material they found most enjoyable. It was interesting to note that the students reported that they enjoyed reading magazines but that this was not the reading material that the teacher provided for the learners. While the teacher 'preached' to the students about reading, she did not create an English environment in her classroom that encouraged a culture of reading and the crowded classroom environment was not conducive for relaxed reading spaces.

In addition, in both lessons observed at school A the teacher extracted a passage from the English prescribed text book and an English novel. This is similar to what happened at school B where the teacher also extracted the passages from the English Platinum book (the prescribed text book). Both teachers teach reading used the English text book since it was available but they were not exposing the learners to various genres and did not go beyond this in promoting a reading culture in their classrooms.

HOD B mentioned, during the interview, that extra-mural language activities, such as debates and public speaking, are available for learners. These activities will firstly expose learners to a wider oral vocabulary that will help them in reading and also encourage learners to read more widely in order to succeed in these activities. However, HOD B stated that teachers do not encourage the learners to take part as, “they feel that it takes too much [class] time...”. Therefore the HOD reported that they attempted to assist learners but their efforts were not supported by the class teachers.

Pretorius and Ribbens (2005) highlight the critical role that schools and teacher play in developing a culture of reading. If the school and the teacher do not encourage reading and have dedicated reading times available for students this suggests that reading is not perceived as central to learning and students will not develop a culture of reading. The researcher also observed that the two selected schools have no libraries and the culture of reading was neglected.

4.3.2 Limited availability of time for reading both at school and home

In the previous section, it was noted that the teachers, in this research project, realise the importance of a culture of reading. Furthermore, it was noted that they did not attempt to develop a culture of reading as their classroom environment was not conducive to it and nor did they encourage students’ language development inside and outside of the classroom. The culture of reading is also hindered by the lack of available time in schools for reading. In the FET phase the demands of teaching and learning are extremely pressurised. There are a large number of subjects and a vast amount materials that learners need to cover. This research showed that learners spent little or no time on reading inside the language classroom as a result of the intense curriculum demands.

Teacher B made reference to the lack of time and reported that she is frustrated at the limited time available for reading provided in the timetable as this meant she was unable to help individual learners to improve and this was exacerbated by the large number of students and limited time period.

The concept of the pressurised curriculum and the idea that learners do not have enough time for reading in the curriculum was mentioned by Principal A. Not only do learners not have enough leisure time to do reading, the lack of time extends to reading in the classroom. During lesson observation Teacher B commented about the lack of time. She is unable to conduct reading on a regular basis due to large numbers in her English class and is unable to assess learners in reading and provide learners with feedback. Most significantly, she notes that reading in the classroom is not a daily occurrence in her language classroom. Teacher B was also asked about time allocated for reading. The teacher replied that there was no specified time for reading. It depends to the teacher if wanted to do it either on Monday or Tuesday.

In addition, the researcher also noted that, although Teacher B seemed to recognise the significance of reading and the need for children to interact meaningfully with texts, the classroom observations showed little commitment to the teaching of reading comprehension. For example, during lesson observation 1 the teacher emphasised the reading strategies that should be utilised during reading comprehension like skimming, scanning, in-depth reading, prediction and summarizing, but she was unable to demonstrate and model these reading strategies. Instead, the teacher explained and listed these reading strategies.

Pretorius and Klapwijk (2016) note that given the poor literacy levels in South Africa and the fact that teachers viewed most of their learners as having reading problems they were surprised that reading was not a daily feature in classrooms (ibid).

Being able to read fluently is a bridge between decoding and comprehension, and fluency is vital in reading comprehension (Rasinski & Mraz, 2008). Learners in this research were not provided with enough reading time. This could result in their fluency being hindered as learners who read a lot will get the practice they need to achieve fluency.

4.3.3 Lack of exposure to reading materials

Literature reveals that rural environments are characterised by being places where schools and parents cannot manage to buy books for learners to read (Balfour, Mitchell & Moletsang, 2008). All participants during the interviews indicated that schools do not have adequate and varied reading materials. Inadequate resources

were one of the most vital issues in the research questions of this study. This is one of the challenges rural teachers encounter in their teaching of reading and ultimately they impact on learner comprehension. Many studies conducted in rural South Africa explored lack of resources as an extensive hindrance that impacts reading development (Maphumulo, 2010; Maswanyane, 2010; Ngubane, 2011 & Thunzini, 2011).

South Africa has a diverse language diaspora with 12 official languages (including sign language). Schools select in which of the official languages the children learn to read and write from Grades 1- 3; however, in South African school most learners are taught in their home language. As noted, this research project dealt with learners whose L1 is not English and it is therefore only when they are at school that they are exposed to English. Factors like home background, schools and classrooms affect the reading development of learners (Allington, 2000; Bradley & Corwin, 2002). The lack of exposure to English at home and within the community was a theme that emerged from this research.

The principal says

The lack of resources was one of the challenges experienced by the teachers and impacts on learners' reading development. It has already been mentioned under culture of reading that Principal A referred to a donation of books but these were not yet available for learners to read. In addition, Principal A mentioned the lack of resources in the school, "We don't have enough resources here. No, we don't have computers. It is only laptops for the teachers nothing for the learners. Not for all the teachers..." Digital media can enhance the learning of traditional print literature and situation understanding in the content areas (Gee, 2003, 2007; Shaffer, 2007). The emergence of e-books and the readily availability of free reading materials on the internet seems to not to be used by the schools in this research project. It could be due to the participant's lack of technological abilities or ignorance as to the availability of the resources.

Teacher A supported the comment from the principal, as she also mentions the issue of lack of resources at their school as an issue in preventing learners from reading. For example, Teacher A indicated that their school is poor and as a result they have

limited resources for reading. Teacher B also highlighted the issue of lack of resources at her school and noted that they depend only on their English text book for reading. The book they used was a comprehensive EFAL book (Platinum Language Book) which encompassed grammar, comprehension and written tasks. They did not have or use other digital technology for reading. Digital media can assist the schools with reading as it is a valuable language resource (Gee, 2003, 2007; Shaffer, 2007). The HOD B mentioned that the children are using Google to look up the meaning of words but the teachers and the school do not seem to capitalise on the learners' technological skills.

It was interesting to note that HOD B does not see the use of technology as a means of encouraging reading and reading comprehension. He said... *I think we do have enough resources. We have technology. We have laptops. We use projector screens but they are unutilised. They are not used as resources.* Teacher B also supports the problem of lack of resources, but contradicts HOD B as he mentioned that the school does not have computers. For example, he said, "The only thing I would say we don't have as resources are materials. We usually ... even though it's copyright infringement ... we photocopy books. We don't have most of the books to suit all the learners".

HOD B mentioned the issue of dictionaries that their learners have to purchase for themselves. Dictionaries are so important in comprehension because learners acquire vocabulary for communicating, reading, thinking and learning (Luckner & Cooke, 2010). Vocabulary knowledge also assists the learners to understand the text, and consequently improves their comprehension and English vocabulary development.

Research that was conducted by Hirsch (2003, p.16) confirms that vocabulary knowledge strongly correlates with reading comprehension. That was also confirmed by Wolfe and Nevills (2004, p.54) that comprehension and vocabulary are dependent on each other.

Teacher B, during the interview session mentions the importance of vocabulary that needs to be taught to learners which comes through having access to reading materials. For example, she said:

Yes we were prepared for teaching reading. We were told that reading is one of the skills that we have to give to our learners because for them to have vocabulary in English they need to more exposure in reading and we were also advised to make sure in our classroom we have some reading materials, so that at their own time they do reading.

The inference here is that due to the lack of available reading materials, the learners are not exposed to a large number of vocabulary words. The under resourcing of schools means that it is difficult to expose learners to a range of texts and vocabulary (Ntshunshe, 2011) which means that they do not have an extensive vocabulary and this may impact on their comprehension skills.

If learners come from poor economic backgrounds or if the school is situated in a poor economic area then this will influence the ability of the learners' families to pay school fees, let alone buy books, and consequently impact on the school's ability to buy additional resources. Not only does it discourage learners' reading and comprehension ability but also exposes them to a lack of exposure to English, which is the language of learning and teaching from Grade 4 (Balfour, Mitchell & Moletsane, 2008).

This was supported by Pretorius and Klapwijk's study (2016) where found that reading seems not to happen every day at many schools. This could also be due to time table differences and the way in which teaching time and subjects are chunked through the week.

4.3.4 Lack of available libraries

One of the major themes that emerged from the data was the lack of libraries which was considered to be a barrier to learners' reading development. Libraries provide access to reading materials through which learners and youth can gain and enhance their skills (Pretorius & Mampuru, 2007; Makoe, 2007). Therefore schools without libraries mean that learners have little opportunity to read and thus spend their time in a print-poor environment.

All the participants mentioned that they did not have a school library. Principal A mentioned they were waiting to build a library before allowing students to use their book donation. The lack of libraries resulted in teachers having to make additional copies of the comprehension from their English FAL text books. The irony is that Teacher B, during lesson two gave the learners a comprehension about a person whose life changed due to her access to a library.

The lack of libraries is also mentioned in research done by the Department of Basic Education as they noted that many schools in rural environments had no libraries while they were also lacking in their communities (DBE, 2008). Taylor (2009) argued that if there is no library in schools and no books, it becomes more difficult for learners to develop their reading skills. Scarcity of libraries had some negative effects in reading and learners' lives (Pretorius, 2016). This is further exacerbated by the fact that there is a lack of literacy materials in African languages. This means that learners have no opportunity to read in their L1. If schools can have libraries, learners will have a wide access to informational material.

4.3.5 Socio-economic status as a hindrance to reading

South African studies of academic achievement consistently discover a strong and positive bond between socio-economic background and academic performance (Tylor, Fleish & Shindler, 2008, p. 2). In South Africa, in most rural communities, the home language is not English but, as mentioned, the language policy expects learners to learn in English from grade 4.

Literature mentions that the majority of South African learners come from either illiterate or semi-literate homes with little or no access to literacy resources like books, newspapers or libraries (Moore & Hart, 2007, p.16). This was true of the schools involved in this research project. The context of both schools was that of high levels of poverty as the majority of the population lived in rural areas.

The socio-economic background of learners was alluded to by the participants during the interviews. Firstly, Principal A indicated that most of the learners from this school came from poor families with a few learners from middle class families.

During the interview session with teacher B, she commented that the majority of the learners came from illiterate families and rural communities where they are not exposed to reading material and they are only dependant on their teachers as their English resource. Furthermore, they noted that the school itself was not assisting the learners in learning English and developing reading.

Teacher B also made reference of lack of parental involvement in assisting their children in reading at home. She mentioned that they are illiterate and also unable to assist their children in reading at home. This implies that the learners, due to their parents' literacy levels, do not receive homework assistance and nor does the family have literacy resources to assist them. The learners are therefore completely reliant on the school and the teachers.

Principal A also reported that, due to the socio-economic background of the learners, they have limited opportunities to be exposed to hearing, speaking and reading in English. He equated the lack of exposure to English outside of the school environment to poor learner academic performance.

In the Mathew effects in reading, if one grows up in a house-hold that encourages exposure to words, then one's vocabulary may be greater which in turn may lead to superior learning and performance on the other kinds of tasks that require vocabulary (Sternberg, 1985, p.123).

Furthermore, the learners' socio-cultural background impacts on the learner's ability to acquire the skill of reading as often the content in books was not appropriate to the learner's background and context (Hugo, 2010, p.140). This could mean that the learners' English proficiency exists as a literal level rather than inferential level and where meaningful interaction (Souter, Archer & Rochford, 1992) with English is rare (Jackson, 2000). In order to comprehend L2 written texts, learners need to know the language in which the text is written and they need a wide vocabulary and a good grasp of its grammar. The learners' background does not assist them with L1 development let alone L2 development.

4.3.6 Systematic challenges in the education system

A number of systemic challenges affect the reading development of learners and consequently their comprehension ability. The following systemic challenges will be discussed in this section: class size and the challenges brought into the secondary school from the GET Phase. The inadequate amount of necessary resources causes teachers to be restricted in the teaching activities that they make use of in their classrooms (Beukes, Moyo & Van Rensburg, 2010, p. 33).

The 2015 National Senior Certificate (NSC) examiner's report in English FAL Paper 1 confirmed that the poor performance of candidates might be caused by lack of reading and comprehension skills. Candidates have poor vocabulary. Candidates quoted chunks of words from the passage with the hope of getting marks. This shows lack of exposure to reading material (NSC Examiners' Report, 2015, p. 3).

4.3.6.1 The issue of large class size

In South Africa, overcrowded classrooms are an added challenge encountered by teachers and learners (Hugo, 2010, p.141). Large classes are seen as a barrier to learning and in particular teaching reading as teachers are not always able to provide the individual attention that learners require. In addition, teachers find it difficult to implement a variation of teaching activities due to limited classroom space and numerous learners in each class. The large size and overcrowding in her English Language class was commented upon as a challenge by Teacher B.

Not only does teacher B point out that it is impossible to provide individual attention to learners in a large class but also she notes that this impacts on proper monitoring and assessment of reading. She noted, "... so I think the school is failing us" [teachers].

During the observation, it was evident that both school A and school B were overcrowded, but the situation was more severe in school B. The teacher in school B was not able to easily move between the learners' desks. As a result many learners were restless and this led to them not always paying attention and Teacher B had to spend a large amount of time on classroom management. Her experiences are similar to that of other research which shows that classroom management becomes

exceptionally challenging in large classes (Beukes et al, 2010; Gouden & Wildsmith-Cromarly, 2006).

Not only do large class sizes impact on the teaching of reading but also appear to restrict the teaching methods used in the classroom. During this research, the observation showed that teachers in schools A and B both used a very teacher centred approach to teaching. Teacher B's class had more than fifty learners during lesson observation in that class. The teacher was unable to group learners due to limited space to move. The teacher explained the reading strategies to be employed during reading. She reads the passage for the learners and asked questions. Sometime she always tells the learners the answers so the learners were not actively involved in the lesson.

Over-crowding hindered the teacher to form groups for the learners. Very few individuals had copies of the comprehension. During interview with Teacher B she mentioned the issue of large numbers in the class, "It becomes harder for us; we have more learners than other learning areas like for instance this makes us to have four classes and each class is not less than fifty".

In the class the researcher observed in school B it was not easy to move along the learners' desks. As a result many learners were restless and chatting. Classroom management becomes exceptionally challenging and therefore very little group interaction activities are initiated (Beukes et al., 2010; Gounden & Wildsmith-Cromarly, 2006). The number of learners present in a classroom influences the way the teacher teaches and limits the teaching strategies that he/she is able to employ.

4.3.6.2 GET Phase

General Education and Training (GET) goes from Grade 1 to Grade 7. This is connected to the researcher's topic and questions. A poor foundation in reading in the GET Phase negatively impacts reading and comprehension in the FET Band. The poor reading background from the GET Band was also one of the challenges highlighted by three of the participants in this research.

The poor foundation formed in the primary school was expressed by the HOD in School B:

Some of them [learners] cannot read their reading is bad. It's something which inculcated back from the Foundation Phase, Intermediate Phase. So it's difficult to remedy that situation when we come to the last three years. When we give those learners for Grades 10, 11 and 12. We are almost expected to make miracles.

Teacher A indicated that learners coming from the feeder schools do not have a background of reading. This means that the teacher now has to try and inculcate a reading culture into the children. She also noted that the learners entering the FET Phase are not able to comprehend tests. Teacher B also suggested that the teachers in the GET Band are not exposing learners to enough reading materials and that the teachers in the FET Band will help expose learners to more texts.

Teacher A expressed her frustration at the lack of reading ability and comprehension when she said:

They [learners] do not understand what they are reading...So I have to instil on their minds that what they are have to comprehend to what you are reading. I'm struggling at grade 10 to make them to love reading... they [the learners] can't pronounce words properly.

HOD B also reported on the frustration that FET teachers experience due to the poor reading background that children have in the primary school. Teacher B also alluded to the lack of a reading culture which she attributed to the fact that it is an issue caused in the GET Band when learners, "have little exposure in reading".

Due to the poor foundational reading competencies established in the GET Band, Teacher B noted that Grades 8 and 9 will merge with a reading deficit in the FET Phase. This is also a sentiment expressed by the teacher in school A. She stated that they are pleased that the government decided to take Grade 8 to secondary school so that the teachers could, "start interacting with these learners from GET Band in our schools". These teachers seem to suggest that the earlier that the reading and consequently the comprehension problem is remediated, the better it will be for the learners' education.

Teacher A and B's observations regarding the poor foundational competencies of learners were backed up by research. Research reveals that some of the challenges regarding reading and comprehension are situated in the GET and, as Pretorius's study shows (Pretorius, 2002), if children do not have the basic reading ability before Grade 4 it is almost impossible for them to catch up the lost time. This means that if the learners have not yet learned the basic reading skills in primary school then it will be almost impossible to do so in the FET Phase.

4.4 APPROACHES TO TEACHING READING COMPREHENSION

In the following section, more specific detail on the approaches that the teachers used will be explored with particular focus on whether they used the bottom-up or top-down approach or a combination of both. This is relevant to the study as the theoretical framework is underpinned by the Interactive Theory of Reading.

Approaches are regarded as the methods that teachers employ when teaching reading. Effective teachers have always purposively selected the method they use to ensure that their learners gain maximum learning experiences (Ferreira, 2009). In order for interactive reading to occur the teacher needs to use both the top-down and bottom-up approaches. This section will outline which approach was most prominently used in the classroom.

4.4.1 Involvement of the learners in the lesson

During the lesson observation in schools A and B, the researcher witnessed that not all learners had the required reading material needed for the lesson. In school A, only a few learners were selected by the teacher and they were provided with the required reading and comprehension material. This meant that the rest of the learners in the class were passively listening. The learners could not even follow the text as they did not have their own copies (and the researcher noted they became bored and restless). This clearly indicated not only the lack of materials in school A, but also that the teacher did not plan her lesson in such a way that all learners were included in the teaching of reading.

During lesson observation one Teacher B mostly read the comprehension passage aloud for the learners then a few selected learners read. Following this, the teacher asked learners comprehension questions. The teacher asked only the learners who had read to answer the questions. The rest of the learners in the classroom were not provided with the opportunity to answer at all. The teacher was interacting only with the learners who had read the passage.

This section investigated the teaching method that the teachers used to include all the learners and it was evident from the research that all the learners were not included in the lesson. This would have an impact on the learners' own reading ability and their comprehension ability. Closely linked to the inclusion of all learners is the teachers' method of planning that not only includes learners but also provides for the learners' individual needs and capabilities. Lesson differentiation will be discussed below.

4.4.2 Lack of differentiation within the lesson

Ankrum and Bean (2007) note that differentiated instruction in reading occurs when the teacher has a deep insight into reading process, understands the strengths and weaknesses of all learners, and has the potential to teach learners in response to their necessities. Learners in a class have a variety of learning abilities, styles and capabilities. According to Joubert, Bester and Meyer (2008) there is no single approach that can be successfully used in teaching reading to young learners. However, knowing your learners in the class is of vital importance in selecting the approach that can be useful to your learners.

From the interviews it was evident that both Teacher A and Teacher B were cognisant of the different needs and abilities of the learners in their classes. However, this was not always carried out into their teaching. In both instances Teacher A's lesson 1 and 2 and in Teacher B's lesson 1 and 2 a 'one size fits all' text was used.

During the interview Teacher A was questioned on her preparation of the reading lesson. She mentioned that she would prepare a variety of reading materials to accommodate the various ability levels of reading in the classroom. She also

commented that struggling readers were given simple extracts with pictures. This does seem to indicate that she was aware of the learners' different reading abilities and did try and accommodate the comprehension of texts. The lesson observation revealed that she did use a reading topic that the learners were acquainted with. The use of simple extracts and pictures was not observed by the researcher during her two lessons. In addition no learner differentiation was observed. During lesson observation Teacher A asked one of the learners to come in front of the class and read, but the learner read inaudibly. The teacher asked the appointed learner to read loudly but did not attempt to assist them any further. In addition only certain learners read while the others waited passively.

It was also observed that the teacher perceived reading to be a bottom-up skill with limited top-down skills used. For example, Teacher A asked the learner to read aloud a short paragraph and then asked the questions based on the passage. The questions were literal and mostly lower order and not really requiring much top-down skill. The issue of questioning is dealt with in more detail later on in this chapter.

The researcher also noted during the interview that Teacher B seemed to recognise the importance of reading and the various strategies to be employed by the learners and the need for learners to interact meaningfully with texts; however, this was not evident in the lesson observations. During lesson observation one, Teacher B told learners about various types of reading strategies that should be employed like skimming, scanning, in-depth reading and summarising, but she was unable to demonstrate and model these strategies for the learners. These strategies were only listed for learners but each learner was not able to individually practice these skills especially as they did not even have the required text.

According to the National Reading Strategy (2008), many teachers in South Africa have an under developed understanding of teaching literacy, reading and writing. Many teachers simply don't know how to teach reading. As a result too often teachers know only one method of reading which may not suit the learning styles of all learners.

4.4.3 Teaching strategies used during the research by the teachers

According to Ferreira (2009) effective teachers have always used varied methods, selecting purposefully from the collection of accessible approaches to “certify their learners have pre-eminent possible learning experience and effects” (ibid, 2009). This section focuses on the teaching strategies that were observed by the researcher and the participants’ interaction with the learners.

4.4.3.1 Communicative approach

Intarapanich (2013, p.307) defines the communicative approach as an approach that emphasises the necessity to teach communicative competence as opposed to the linguistic approach. This means that this approach is mainly focused on speaking rather than focusing on language competence only. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. This is a very top down approach with learners having prior knowledge in the FAL of the vocabulary and the topic that they will be reading about.

Both participants alluded to the fact that during their initial training programmes they were exposed to various teaching and learning approaches of which one was directly related to reading approaches in EFAL. This exposure influenced the way they perceive reading approaches in the classroom.

Teacher A mentioned that she was not well equipped in strategies of teaching reading comprehension. She mentioned:

...we were only dealing with the communicative approach versus the --traditional approach. In all we were comparing, we stick too much in communicating than reading communicative approach with the traditional approach. We stick too much in communicating than reading.

This shows that the teacher is aware of the communicative approach but is interpreting it incorrectly. The communicative approach does incorporate reading but reading that is based on what children already can talk about and discuss. The teacher in fact does not even use the communicate approach as she focuses on only certain children answering questions which is limited communication. She does not

provide for open ended discussion and communication as most of the communication is done by the teacher.

The observations of Teacher B revealed similar findings. The teacher does not make use of the communicative approach which is advocated in the South African curriculum. Rather a question answer method is employed with limited communication on the part of the learners.

4.4.3.2 Round Robin approach

In this section the use of the Round Robin approach observed during the lesson observation will be discussed. The Round Robin approach is also known as the popcorn or combat reading approach (Ash & Kuhn, 2006) and is often seen in South African classrooms. During the Round Robin approach each student is assigned a specific (brief) portion of text (ibid). The portion of text is usually very small and ranges from one or two sentences to a short paragraph.

The Round Robin approach was the preferred teaching method used by both teachers in this study. As noted, both teachers appointed only certain children to read and in fact not all children had the text to read from.

Both Teachers A and B encouraged one learner to read a few lines and then the next learner was allowed to read. For example, during lesson one, Teacher A asked a learner to read the first paragraph. This can be perceived as a good method as it allows learners to model good reading. Research has indicated (Ash & Kuhn, 2006) that the brevity of the text means that it neither assists with nor improves reading. In addition the short duration of the text that is read does not improve reading fluency nor does it assist with vocabulary development. The chopping and changing of readers in fact hinders comprehension of the text.

Furthermore, this reading method is stressful for children as they wait in the lesson to be 'pounced upon' by the teacher and made to read their allotted text portion (Opitz & Rasinki, 2008). Teacher A, says, "Who is going to read the 3rd paragraph? I know the boys in this class are lazy you are going to read throughout this period".

The use of the Round Robin approach makes learners become self-conscious and dislike reading as their faults are pointed out in public (ibid). This was evident in this research. Both participants used the Round Robin approach and the researcher observed that some of the learners were shy to read aloud in the class because they were afraid of being criticized by the teacher and also laughed at by their peers. During lesson observation one, Teacher A asked only certain learners to come to the front of the class and read. When one of the learners was reading inaudibly, the teacher asked the appointed learner to speak loudly. This could have embarrassed the learner and made them dislike reading as well as putting fear into the other learners that they will be chosen next to read.

This research therefore found that while the teachers espoused that they were using the communicative approach they were in fact not doing so. Both teachers used the Round Robin approach which has been criticised in research as not being an appropriate method to use. The teachers therefore hindered the learners' reading comprehension by not choosing appropriate reading approaches.

Perhaps one of the reasons for the poor selection of approaches is that teachers are not adequately prepared to teach reading. This was supported by Maswanyane (2010) and Mhlongo (2012) who expose in their research that the teaching of the reading skill was lacking as the teachers had inadequate teacher training. Furthermore, the poor selection of approaches could be due to the fact that they are not getting sufficient support in the form of training and guidance from the Department of Basic Education.

4.5 READING STRATEGIES

This study mainly focused on seven strategies of highly effective readers by McEwan (2004, p. 221). These strategies have been chosen because they have been found to be employed by proficient readers. There are many reading strategies in English, but only some will be discussed in some detail in this study. Each strategy examined in this study is described below as they were used by the participants during lesson observation.

Teacher A activating prior knowledge to link the old information to new information. She also used questioning to see whether learners understood the passage. While teacher B seemed to be well informed about the reading strategies but few of them were employed. She used activating prior knowledge to connect the old and new information. Visualising and summarising was also use by the teacher.

4.5.1 Activating relevant prior knowledge and experience

When activating prior knowledge the teacher asks learners questions related to their background knowledge with the intention of connecting the new knowledge with the old knowledge.

Both teachers did this during both their lessons. Activating prior knowledge started with Teacher B choosing a text on Friendship, a text that would interest the learners and something that they knew about. Teacher B extended the activation of prior knowledge by asking learners to predict the title of the text. In addition, before the learners read the passage, the teacher asked general questions to activate their background information about friendship. During the reading of the text, Teacher B also activated learners' prior knowledge by asking them, "Can you give any type of cancer you know?" a question related to information about the topic. She also asked learners whether they love reading. This shows that the teacher is aware about activating background knowledge before learners can read and what they will anticipate in that particular lesson.

During the lesson observation one and two the researcher witnessed Teacher A asked questions prior to the reading of the text. In this way Teacher A also used the question and answer method to activate the prior knowledge of the learners about the topic. Both participants, through the use of questioning prior to and during the lesson, activated learners' prior knowledge which was predominately about the content of the text. No attempt at getting learners to think about prior knowledge of comprehension and reading skills was done expect for Teacher A asking superficially about the benefits of reading. In addition, neither teacher attempted to link the prior and new knowledge together in the lessons.

4.5.2 Using inference

Inferencing allows learners to bring what is written in the text to their existing knowledge with the intention of extracting and forming meaning from the passage.

Teacher B used inferences to assist the learners during reading comprehension. Learners were able to relate what they read in the passage to their existing knowledge. She even employed more strategies of reading comprehension like questions for prediction that could be answered from the passage and to infer what the learners are reading in the text. This means that young learners should also understand the text adequately to make inferences. Teacher A could not attempt to use inference as a reading strategy. She only asked learners to read the passage and asked questions based on that.

4.5.3 Monitoring and clarifying text

This monitoring and clarification of text also involves the ability of learners to know when they understand what they read and when they do not. So it is beneficial to learners as it allows them to notice when something they are reading makes sense and when it does not, and they think about why this is so. Monitoring and clarifying, the reader is able to control his/her reading and check the understanding of the text while reading.

Teacher B used the monitoring and clarification of texts during her lessons. She asks the learners the following question: "Can you mention two types of disease that have been said that are contagious from the passage that you have read?" She also asked them to look at the text and clarify why some people do not receive the cancer vaccine. So the teacher was ensuring that text was clarified and monitored the learners' understanding. In addition Teacher A during the lesson two ensured that learners understood the text by providing them with synonyms to certain words, for example, the synonym of *ripped*, *huge* and *agony*. The teacher however did not clarify the words in the text and put them in colloquial English. Furthermore, maybe if the words had been discussed and clarified at the beginning of the lesson then this could have increased the comprehension and understanding while the text was being read.

Teacher B made extensive use of code switching to explain and clarify vocabulary. One of the code-switching that Teacher B used was *qiniseka* [isiXhosa word] which means *be certain*. The use of code switching by the teacher enabled learners to clear up difficulties and facilitate understanding of learning expected.

One of the reasons that this was not a strategy used by Teacher A could either be as a result of poor planning or, as already suggested, the lack of teacher knowledge by the participants.

4.5.4 The use of questioning

Questions are used to clarify meaning within the text while others might explore the deeper meaning of the story. The use of questioning was prolifically used by both Teacher A and B in both lessons one and two that they taught as the researcher has shown throughout this chapter.

Questions used at various stages of the lesson

During lesson observation Teacher A asked learners questions in her lesson at various stages of reading like at the beginning of the lesson and after the lesson. For example, she asked the appointed learners the following questions: What are contagious diseases? Can you define the word 'contagious'? What caused Whitney to suffer?

The kinds of questions asked during the lessons

Bloom, Engelhart, Furst, Hill and Krathwohl's taxonomy (1956) taxonomy of questions assists with reading comprehension and the understanding of texts. The taxonomy has been suggested in the South African curriculum documents. The taxonomy moves from low order remembering or knowledge retrieval of facts to higher order thinking questioning skills such as creating new knowledge and ways of thinking and hypothesising.

In teaching, and in particular teaching of reading, a variety of questions need to be asked. However both teachers predominantly used closed questions during their lessons. For example, Teacher A during lesson two asked, "Who died before the father?" and "When was the funeral of the father?" Teacher A, in lesson two, used more in-depth questions however her follow up questions could have been asked more in-depth questions.

Teacher B also used lower order questions. For example, she asked, "How many tips does the writer give on maintaining good relationships?" While the use of retrieval questions has a place in reading comprehension, other question types need to be used too. While Teacher B went through various question types for her learners during lesson two, she never attempted to ask or get the learners to answer the different question types.

Furthermore, the majority of questions asked during the four lessons observed were asked in such a way that they only required all learners to chorus the word left out of the sentence. For example, Teacher B said, "she came to explain" and the learners chorused "yes". Another question was, "He had rumours about stories from other

families not from her fam...?" [the teacher does not complete the word] and the learners chorus "family".

The understanding of open ended questions was in fact misunderstood by Teacher A. During lesson two, she asked the question "They didn't want to be friended to her again saying that they won't be her friend again because her mother had died because of...?" The teacher deliberately leaves the word 'AIDS' out of the sentence. This is in fact a closed fact retrieval question which only requires one answer – AIDS. However, when no one answered the teacher said "My question is it's an open question to everybody". By open ended she means not the complexity of the question but that anyone in the class is free to answer it. This raises the question as to whether the teacher is in fact aware of the taxonomy of questions.

However, Teacher B in lesson two used the comprehension questions attached to the text. One of the questions requested the learners to write whether the author had written the text from his own experience. While this is an open-ended inferential question, when marking the questions, the teacher was only interested in whether the learners said 'yes' or 'no'. "The answer is 'yes', mark yourself right or wrong. Minus 2 marks if you are wrong". She was not interested in their reasoning and gaining evidence from the text and in this way deepening the understanding of the written text.

4.5.5 Searching and selecting

Effective readers are able to skim texts, select and integrate different information in order to solve a problem or clarify a misunderstanding. During lesson observation one, Teacher B made use of the strategy in her lesson. She even asked learners to skim the passage and ponder on the title to anticipate what the passage was about. Learners responded positively to their teacher and came up with their predictions about the topic. Teacher B also told her learners how to scan information in the text. She told them that they must search for specific details of the text. This method was not used by Teacher A.

4.5.6 Visualising and organising

This strategy involves the potential of learners to create pictures in their minds while reading the passage. During lesson observation one Teacher B made use of questions for her learners to foretell or anticipate what was to happen in the upcoming passage. For example, the teacher asked learners in the classroom to be a fantastic friend by asking the following questions to imagine what is to happen. “The topic said ‘Ways to be a fantastic friend’. What do you think the text is trying to tell us about from that topic? What is the text about? What is the author telling us?” During lesson observation Teacher B also mentioned that learners should look for the clues in the passage. She even asked learners to anticipate the passage with the title called “New Chapter Begins” When chapter begins means new things begin. Teacher A did not use or show her learners how to visualise. Therefore, visualisation was only used by Teacher B during the lessons.

4.5.7 Summarising

Summarising of the passage involves the learner picking up significant ideas compared to insignificant ideas. The strategy helps the learners to restate the meaning of the text in their own words, different to those used in the original text. During lesson observation one, Teacher B mentioned the last strategy of summarising after reading the text. She emphasised that learners should be able to pick up the main points in the passage. However, she only emphasised that it needed to be used and did not explain how it was to be done and nor did she give the learners an opportunity to use the information practically in the classroom.

Teacher A, during lesson one, did ask a learner to summarise. She said, “Can you put that phrase in simple English? What does that mean ‘the epidemic is too big’?” In this way she was requesting learners to take the text and put it in their own words and summarise it.

The teacher also asked learners to list the main points in the passage. Then the learners chanted “Be loyal, sharing, be caring, be tolerant and show interest”. Teacher B did not make use of summarising in both lessons the researcher observed while Teacher A did use summarising to a limited extent.

4.6. INTERACTIVE READING APPROACH

This section will look at what Teachers A and B did regarding using the top-down, bottom-up or interactive approach during their reading lessons.

4.6.1 Top-down approach to reading

The top-down reading activities in the classroom are sometimes referred to as 'Whole Language Strategies' which essentially involve giving learners background knowledge on the topic of a text, and encouraging learners to predict the meaning of a text using context cues such as titles and sub-titles, images and so on.

As mentioned, Teacher B during lesson one asked the learners to look for contextual cues and provide a title for the text. In this way she was using their prior knowledge (already discussed) in a top-down approach. Teacher A used a text that the learners had prior knowledge about which assisted them in the top-down process of reading.

The researcher noted that, although the teacher seemed to recognise the significance of reading and the need for learners to interact meaningfully with texts, the classroom observation revealed little commitment to teaching of reading comprehension (Mudzielwana, Joubert, Phathudi & Hartell, 2012). This means that the teacher does not teach the strategies explicitly to the learners.

In the lesson observation number two, Teacher B used a top-down approach in teaching reading. In this lesson she mentioned that learners can anticipate what they are reading through thinking about the title and by employing a strategy called 'in-depth reading'. However, she never explained to the learners what in-depth reading actually is and what learners need to do to acquire it.

The lesson observation revealed that learners were introduced to various activities through asking questions and learners giving answers as individuals. Williams (2007, p.63) refers to the pedagogic content approach to reading as the language approach that is frequently employed by teachers in his study. Learners were not given an opportunity to develop independent learning that in turn would encourage them to

look for more information on their own. Allington (2006) posits that many schools poorest readers read at least as much as three times as their peer

Therefore the lesson presentations did not promote self-developing reading skills among learners. Instead, they heavily relied on the teacher for information and more ideas. According to Macdonald (1990), Strauss (1998) and Pretorius and Mampuru (2007), in many classrooms it is assumed by that if learners can decode they can comprehend, so very little attention is given to reading comprehension. There was no explicit instruction on how to do so. The teacher in school B seemed not to understand what reading comprehension strategies were. She tended to read a text in class without explaining meaning or showing how to apply strategies before, during and after.

4.6.2 Bottom-up approach to reading

The bottom-up approach is a process where readers focus on letters, sounds, syllables, words, phrases, sentences and paragraphs. The process of constructing meaning begins with the written word (Koda, 2007).

This research showed that the bottom-up approach was not used extensively by either teacher. Teacher A seems to have used the bottom-up approach more during her lessons than Teacher B.

In the second lesson, for example, Teacher A made sure that they were aware of various synonyms for words such as *huge*. Furthermore, Teacher A paid particular attention to learners' pronunciation of words (a very bottom-up approach). For example, she corrected the mispronunciation of *pneumonia* and *devastated*. While Teacher A ensured the pronunciation was correct, she never assisted learners in understanding the syllables and did not teach the meaning of the words. The research therefore showed that the bottom-up approach was used to a limited extent by Teacher A. No other use of learners' phonetical knowledge to pronounce the words was used.

4.6.3 Interactive approach

In order for effective reading to occur, a combination of the bottom-up and top-down reading approaches needs to be followed. This research revealed, however, that

Teacher B used the top-down approach and the researcher found no evidence of her using the bottom-up approach during reading. On the other hand, Teacher A did use both approaches to a very limited extent that it cannot be concluded that she in fact used the interactive reading approach.

This research therefore concurs with Granville (2001) in that there is little evidence that teachers consciously teach reading strategies and with Ellis (2000) that teachers are not adequately equipped to teach reading.

4.7 SUMMARY

In this chapter the following challenges were highlighted: culture of reading, limited availability of time for reading, lack of exposure to reading material, limited exposure to English, lack of libraries, socio-economic status as a hindrance to reading, systemic challenges in the GET Band, lack of support from home and school management and overcrowded EFAL classes. Furthermore, it was shown that reading was not done in a systemic manner and that the interactive reading method was not done by either teacher. The lack of reading instruction could have implications on learners' comprehension abilities.

CHAPTER 5: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION OF THE STUDY

5.1 INTRODUCTION

In this chapter the researcher discusses the data analysis as presented in chapter four and how it links to the literature review with reference to: *“The teaching of reading comprehension in a selected rural secondary schools in the Ngcobo Education District”*. Conclusions will be drawn and recommendations and suggestions for future research will be discussed. This study was guided by the following research questions:

How do rural secondary school teachers teach reading comprehension in English First Additional Language?

Objectives

The main objective of the study was to investigate how rural teachers teach English First Additional Language in the two selected secondary schools in Ngcobo Education District.

5.2. DISCUSSION OF THE MAIN FINDINGS

The section will outline the challenges regarding the teaching of reading comprehension that emerged from the research and thereafter recommendations regarding the challenges will be discussed.

5.2.1 Absence of a culture of reading

The findings in both research schools revealed a lack of a culture of reading. The participants in both schools mentioned that resources like books and technological devices were available at the schools, but were not used by the teachers. This is significant as reading plays a vital role in reading comprehension and especially given the fact that the learners are familiar with and use the internet (Gee, 2003; 2007; Shaffer, 2007). The use of technology could have been a motivation and means to encourage learners to read more. The use of technology may imply that

learners are less engaged in extensive reading and lack the ability to read deeply and to sustain prolonged engagement in reading (Karim & Hasan, 2007, p. 286)

The lack of a reading culture was evident in the classrooms. The research showed that both teachers taught very teacher-centred lessons that did not involve all the learners in the reading lesson. The research showed that books were available but not used by the teachers. The teachers did not make any effort to access books and resources to assist in developing a culture of reading. This is once again similar to findings in South Africa which showed that the only books had access to was the government textbook (Hoadley, 2012).

The teachers were frustrated by the lack of a culture of reading but they did not seem to reflect on their own practices or ways in which to inculcate a culture of reading. Nor did they ensure a culture of reading was established by making use of opportunities such as debates and so forth that could assist in igniting a love of reading.

The schools also did not encourage a culture of reading as books were not made available for learners to read. The lack of a culture of reading did not only occur at school but extended to the learners' background. Due to the socio-economic position of the community, parents were unable to purchase books and other reading materials for learners to read at home. This is similar to research which found that due to poor socio-economic conditions, books were considered a luxury (Aina, Ogungben, Adigun, Ogundipe, 2011).

Recommendations

As a reading culture evolves when an individual habitually and regularly reads books (Gbadamosi, 2007) and other reading materials for pleasure, schools need to encourage reading for pleasure. Three main recommendations that could assist schools in developing a culture of reading are: Firstly, schools need to encourage learners to read; teachers need to model reading for pleasure and, finally, teachers need to encourage a love of reading by using effective teaching methods when teaching reading comprehension.

Schools need to develop a culture of reading

Schools must organise reading clubs, reading materials, and reading competitions to enhance reading at schools. It is recommended that in order for schools to overcome the challenge of lack of reading culture in schools it is recommended that they must raise funds yearly to increase reading resources within the schools. Furthermore, the use of technology to provide access to the reading materials for all the learners in the classroom or to encourage reading needs to be explored and encouraged.

Teachers must model reading for pleasure

Rosenberg (2003) found that a reading culture can be promoted when learners find reading as a pleasurable activity, which means that learners must start to read for fun and not just for examination purposes. Teachers must model reading for pleasure to show learners the enjoyment of reading. This will assist in developing an informal reading community, where everyone can experience the pleasure that may be derived from the written word.

Teachers need to use more suitable methods of teaching reading

More suitable methods of teaching reading should be employed by the teachers to accommodate all the learners in the reading lesson and reading culture should be promoted and encouraged by the teachers. If learners derive pleasure from reading lessons in class they will be encouraged to read during their leisure time.

Teachers should introduce and guide learners to reading material at their reading level and in subject matter that appeal to their age and development level of their learners. Teachers should also read material that their learners will read and enjoy so that they can discuss with them. Furthermore, they should provide learners with various reading materials to read every day at home. This will help learners to allocate time for their reading for pleasure at home (Ganasi, 2010).

5.2.2 Limited availability of time for reading both at school and home

Not only was a culture of reading a concern but so too was the time allocated for reading both at school and at home. The CAPS document for English FAL in the FET Band states that reading is allocated four hours in a two week cycle which is 45% of the language time. However, this was not evident in the schools.

This research revealed that schools did not consistently schedule reading lessons during school time but teachers decided when to teach reading and it was done on an *ad hoc* basis. Due to overcrowding in the classroom, all learners are not catered for and there is no time for teachers to provide children with help in their individual reading needs. This could result in discipline being an issue and children being overlooked and developing a 'feeling of anonymity'. This is significant as Wessel (2010) illustrates that time allocation for reading is essential to improve reading comprehension.

Recommendations

The recommendations regarding to the time allocation of reading are for the school to provide the time tabling of reading lessons. In addition, the school must ensure that prescribed reading time appears in the school time table as a set programme for the year. Adequate time should be allocated for various purposes of reading like: reading aloud, reading for pleasure and reading for information. Learners should have regular periods of time allocated for individual reading.

Teachers should use the reading time efficiently and wisely as stipulated in the CAPS document for English FAL (FET). Learners cannot read without teachers' guidance. More time should be devoted to the teaching of reading comprehension. Parents must encourage their children to read books in their home language so that they can transfer the skills to English.

5.2.3 Lack of exposure to reading material

The findings in this study also revealed that lack of reading material was regarded as a barrier in teaching reading. This played a significant part in the existence of a poor reading culture and also in the ability to conduct appropriate reading lessons and thus contributed to poor reading comprehension.

Both schools emphasised the lack of reading material. This was evident in the lesson observation where both teachers used the prescribed text to teach reading. No additional reading material was available which meant that learners were not exposed to other genres. One challenge that the participants mentioned was the

limited funds that the school had available to buy additional reading material and as mentioned parents had limited funds available and could not afford to purchase books for their children. As noted, the use of technology must be explored.

Recommendations

The following recommendations are made with regard to the lack of exposure to reading material. Teachers should take responsibility and play a vital role in exposing learners to various reading materials. They are expected to take responsibility for making learners literate. Schools and teachers need to make every effort to source and fundraise for additional reading materials. For example, a block loan could be made from the nearest town library and so forth. One of the schools mentioned that they had a computer and a wealth of free suitable reading material could be found on the internet or in fact produced by the teacher and the learners themselves. Furthermore, HOD B mentioned that learners are already looking up the meaning of words on Google. This could be enhanced and used more extensively in the language classroom.

Schools should have an English environment inside their classroom. According to Uchikoshi (2006, p.16), print rich environments have the potential to influence the learner as they tend to be curious and find out what the new words displayed mean. Teachers should bring relevant resources to learners and make some photocopies, if possible, so that learners can have their own copies. Teachers should also guide learners to watch/listen to educational programmes on television and radio and come back and discuss what they have observed or heard.

5.2.4 Lack of available libraries

The lack of school libraries is another one of the major themes that emerged from the data. All participants reported that they did not have school libraries at their schools. Learners cannot access their own choice of books. Due to the lack of infrastructure and availability of resources both schools could expose their learners a variety of reading materials.

Recommendations

While research shows that a limited number of schools do not have libraries, the following are recommendations that the DBE, schools and teachers can play a significant role in ensuring libraries are established.

Firstly, the DBE should also provide schools with libraries by making referrals like to Non-Government Organisations (NGOs) to donate books to schools especially rural secondary schools. Schools must organise reading material in order to promote reading for leisure or pleasure and making books and other reading material accessible for learners in an area that lacks adequate library services (Makenzi, 2004). The DBE should develop a policy which requires all schools to have a library, even if it is a mobile library.

Schools should develop reading clubs for learners to encourage learners to read. Furthermore, schools can also raise funds to print books from the internet. Children can also make their own books by binding them and have them available in the library. The school can also ask publishers to donate books and also get newspapers. Teachers are recommended to provide extensive classroom libraries and allow children frequent access to the school library (Edmunds & Bauserman, 2006).

Despite finding outside funding for books, the principal has a duty to ensure that a reading promotion programme, the information literacy programme and library integration into the curriculum are embedded in the school time table.

5.2.5 Systemic challenges in the education system

5.2.5.1 Issue of large class size

The findings from this research revealed that both schools experienced the issue of large class size. The overcrowding was to such an extent that the teacher was unable to move between the desks and this limited individual attention that learners received. The overcrowding resulted in learners being restless and the need for the teacher to focus a large portion of the lesson on learner discipline.

Recommendations

These recommendations include what various education stakeholders can do regarding large classes. Firstly, nationally a strategy for overcrowding of classrooms needs to be implemented. However, schools and teachers can try to overcome this difficulty in the meantime by having a scheduled time where children can read to the teacher individually and read in a group.

Furthermore, a peer tutor system can be introduced whereby learners can practice individual reading. Schools can conduct reading lessons outside the classroom during hot days. Learners can be grouped under the trees and start to work cooperatively in groups. Then the teacher can have a chance to move around them and assist the groups with problems.

The Department of Basic Education should implement teacher development that will enhance teachers' teaching skills so they are able to teach reading in different environments. The DBE also must support teachers in developing creative approaches to overcrowded classrooms. The South African government should provide schools with enough teachers and infrastructure. Furthermore, a concerted effort needs to be made to reduce the teacher-learner ratio to enable individual attention especially when it comes to assisting pupils with challenges.

5.2.5.2 GET Phase

This research revealed that one of the major hindrances in reading and comprehension development is the lack of basic grounding in reading and comprehension that exists in the GET Band. Learners progress to the FET Band with huge deficits in their reading and reading comprehension ability.

Recommendations

As the reading problem extends through various phases, there are a number of recommendations regarding the various phases that are suggested.

The DBE must scrutinize the Foundation Phase educators' qualifications to make sure that they are properly qualified to teach emergent and early readers. Furthermore, proper monitoring and support for GET teachers must be introduced.

The reading strategies outlined by the DBE reading Teaching Reading in the early grade (2008) must be workshopped and GET teachers need to implement these consistently.

In addition, the DBE must provide sufficient training on methods of conducting diagnostic assessments in reading so that the secondary school educators are able to identify those struggling readers and learners with special needs and eliminate the reading challenges the learners experience before they enter the FET Phase.

Furthermore, GET teachers should work jointly with FET teachers, so that there can be continuity across the bands with regards to reading. Teachers need to teach comprehension explicitly, starting in the primary grades and continuing through to secondary school level. However, the teachers should be provided with training about CAPS. Teachers need to be trained about the methods of teaching reading and familiarise teachers with the time allocated for reading and how to use it efficiently.

5.2.6 Approaches to teaching reading comprehension

The researcher will discuss the findings gathered with regard to the approaches used to teach reading comprehension. The bottom-up approach mainly focuses on linguistic components, not the meaning of the whole text (Koda, 2007), whereas the top-down approach emphasises the whole text rather than focusing on individual words or analysing how each word is structured (Rumelhart, 1985, p.722). Both participants in this study encouraged reading aloud the passage and learners are asked to recall information explicitly stated in the text.

In this study the participants showed a lack of knowledge with regard to comprehension strategies in various ways across the data. However, participating teachers in this study seemed to lack a theoretical grasp of comprehension strategies. There was no uniform approach on how to teach reading. Very few questions were asked to learners to activate their prior knowledge.

The participants in this study were also not aware of the importance of the types of questions that should be asked of the learners. Both participants were asking literal questions and very few higher order questions according to Bloom's Taxonomy.

5.2.6.1 Involvement of the learners in the lesson

From the findings of this study, the participating teachers did not seem to be aware of comprehension strategies because they did not explain the strategy and their use in comprehending the text to the learners. The findings of this research echoed those of Klapwijk (2012) in that teachers in this research did not explicitly teach reading and comprehension strategies. Both participants during lesson observation appeared to be concentrated only on word decoding and on much questioning on the texts read. Even though school B obtained better results in the NSC examinations, the teacher employed the same methods as Teacher A used.

However, even though the participants in the case study acknowledged that learners could not read and understand the texts efficiently, they appeared to be unaware of reading comprehension strategies.

Recommendations

It is suggested that the interactive method of teaching be used by teachers, which includes both the top-down and bottom-up approach as research has shown that this is the most efficient and effective way of teaching reading.

Teachers must use a variety of reading methods when teaching reading so that all can be accommodated in the lesson. Teachers must teach these reading strategies explicitly by modelling each strategy to the learners and how it is employed in order to get understanding of the text. Teachers must show learners how these strategies are applied in various stages of reading. This means that teachers must re-visit their CAPS documents especially pages 28-32 and re-read the reading strategies so that they can understand and apply them meaningfully in their classrooms.

Teachers should be conversant with theories and comprehension strategies related to reading comprehension in order to equip learners to develop and apply reading strategies during reading appropriately (National Reading Panel NRP, 2000; National Institute of Child Health and Human Development (NICHD), 2002). This will

enhance learners' understanding of the text because the purpose of reading is to read with understanding, so that one can use information in various ways.

The teachers both mentioned that limited support is given to them by the DBE with regards to language lessons. More workshops should be conducted by the DBE to assist teachers to become strategic in their reading lessons. The workshop series should focus on the components of reading, scientific reading research strategies that will increase learners' achievement and models for improving comprehension. Each aspect of reading should be dealt with explicitly and with caution in order to improve the situation. Furthermore, as one teacher noted that they are the only teacher in that school teaching language, clustering of language teachers in the same area would benefit her.

Teacher training institutions should develop and offer specialised modules on the teaching of reading as part of their literacy programme. The DBE must also create scholarships to send teachers to other countries that can demonstrate success in the teaching of reading for the purpose of bench marking. The teachers should also apply remedial strategies to assist struggling readers.

5.2.6.2 Lack of differentiation within the class

It was witnessed that both participants were cognisant of various demands and the abilities of their learners in class. However, both participants used a 'one size fits all' teaching and learning method regarding reading. As mentioned above, the lesson consisted of individual learners being chosen to read and then followed by questions. Furthermore, the lack of differentiation was noted in the questions that were asked. Firstly, no differentiation in questioning was used to accommodate learners of various abilities and also most questions were lower order literal questions with very few or no higher order questions. This showed that both teachers perceived reading to be a bottom-up skill.

However, one teacher did make provision for reading abilities by providing contextual clues in the form of pictures. This does seem to indicate that she was aware of the learners' different reading abilities and did try and accommodate the comprehension of texts.

Recommendations

The recommendations for the lack of differentiation in teaching methods is that teachers need to be provided with professional development on catering for differentiation and in particular meeting the different reading and comprehension needs of the learners in their classroom. Learners should construct meaning from the texts rather than merely decoding print.

More teachers' workshops on methods of teaching English reading skills should be held every term at the regional level to equip teachers with their shortcomings in teaching reading. Teachers must take into consideration the prescribed curriculum and also note the new developments and improvements pertaining to the teaching of reading and reading comprehension. Teachers should vary their teaching methods so as to suit different learners' understanding.

In addition, the teaching of reading comprehension needs to be researched further and the results communicated to all relevant stakeholders.

5.2.6.3 The use of round robin reading method

While the Round Robin approach has some beneficial features, it has far more factors that limit the reading of learners. Predominantly it is stressful for learners and does not encourage reading and comprehension. But this was one of the methods that teachers used most during this study. It is interesting to note the prevalence of this method and it could be one of the contributing factors to the poor reading ability of learners in South Africa.

Recommendations

Based on findings of the approaches used by the teachers during the lesson observation, the following recommendations have been made. There is a need for programmes and on-going teacher development to equip teachers with the systematic approaches to teach reading. Teachers must acknowledge the value of reading skills and plan effective programmes of reading skills with a focus on

promoting reading culture among learners at their schools. Teachers should familiarise themselves with various approaches of teaching reading. The teacher should change her approach from the Round Robin approach.

5.2.7 The interactive reading method

As noted, research and literature have shown that the interactive reading method is the most effective method of teaching reading. However, this was not the preferred method used by the teachers in this study. This could have been due to their ignorance of the approach.

Recommendations

The teachers are in need of upskilling, and they need to be made aware of the interactive reading approach and the different components that can assist an EFAL learner to read and comprehend what they are reading. The recommendation therefore is once again that teachers need to attend workshops specifically related to the teaching of reading. This is particularly important as it is vital that language teachers be equipped with necessary skills and knowledge to facilitate reading comprehension in rural secondary school learners.

5.3 IMPLICATIONS OF THE FINDINGS

The most significant outcome of this study is that the use of reading strategies by the teachers when they are teaching reading. This [lays a vital role in enhancing learner's reading comprehension. Therefore teachers must vary their reading strategies so that learners can comprehend the texts efficiently. Furthermore teachers must encourage learners to read extensively so that they can acquire a large vocabulary. The lack of reading strategies seems to imply that teachers are not aware of the appropriate techniques of teaching reading.

5.4 SUMMARY

This chapter presented findings from the research study *“The teaching of English First Additional Language reading comprehension in selected rural secondary schools in the Ngcobo Education District”*. It was found that teaching of reading comprehension in the selected rural secondary schools in the Ngcobo District has been hampered by many factors like socio-economic background, lack of resources,

lack of libraries, overcrowding and so on, all of which contributed immensely to learners' reading comprehension. The researcher also found that the teachers who participated in this study rely only on one method of teaching reading. Therefore, teachers should alternate various methods of teaching reading depending on the learners' needs. It is imperative that rural secondary school teachers should take a lead in ensuring that learners' reading levels are drastically enhanced and augmented.

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APPENDIX A: Letter of authorisation from Department Basic Education



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bisho • 5805 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: B Pamla

Email: babalea.pamla@edu.ecprov.gov.za

Date: 28 November 2014

Mr. Lizwi Mshumi
P.O.Box 320
Engcobo
5050

Dear Mr. Mshumi

**PERMISSION TO UNDERTAKE A MASTERS RESEARCH: THE TEACHING OF ENGLISH
FIRST ADDITIONAL LANGUAGE READING COMPREHENSION IN SELECTED RURAL HIGH
SCHOOLS IN THE ENGCOCO EDUCATION DISTRICT**

1. Thank you for your application to conduct research.
2. Your application to conduct a research in two Secondary Schools under the jurisdiction of Engcoco District 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 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;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. 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: Strategic Management Monitoring and Evaluation;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;

- h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. 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.
 - j. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - k. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - l. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - m. you comply with your ethical undertaking (commitment form).
 - n. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email [nelisakanjana@gmail.com](mailto:nellisakanjana@gmail.com) should you need any assistance.



NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION

APPENDIX B: Ethical Clearance Certificate



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

REC-270710-028-RA Level 01

Certificate Reference Number: JAC011SMSh01

Project title: **The teaching of English First Additional Language reading comprehension in selected rural high schools in Engcobo Education District.**

Nature of Project: Masters

Principal Researcher: Lizwi Chrysostom Mshumi

Supervisor: Ms M.J Jackson

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change 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 Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

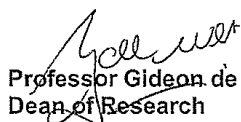
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate 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.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

13 March 2015

APPENDIX C: Letter of application to conduct research in the district

P.O. Box 32
Engcobo
5050
0833703143
lizwi.mshumi@yahoo.com
October 2014

The District Director
Engcobo Education District Office
Engcobo
5050

Dear Madam

Request for permission to conduct research

I hereby request the permission of the Department of Basic Education, Engcobo Educational District, to conduct research at **Nyanga Senior Secondary School** and **Nosimo Technical High School**. I am studying towards a Masters in Education degree (MEd) at the University of Fort Hare (East London campus). The proposed research will form the basis of my thesis entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools*.

I am an educator at Zwelihle Senior Secondary School. I believe that the MEd research I intend to undertake will develop my pedagogical content knowledge in the teaching of English First Additional Language (EFAL) reading. In so doing I believe that I will in future be better able to support the development and improvement of the reading comprehension abilities amongst the Further Education and Training (FET) learners I teach.

In summary, I hope to effect positive change within my teaching for the benefit of the learners I teach. I also believe that the study will contribute not only to the research corpus on EFAL reading in rural high schools, but will also provide useful information and guidance to other teachers working in similar contexts.

The envisaged research at the two aforementioned schools will involve two educators and the HOD/ Principal at each of the schools. I will, separately from this letter secure the informed consent of the participants. I undertake to maintain the anonymity of the schools and the confidentiality of the participants.

I look forward to receiving your favourable response in order to proceed with the proposed study. Thank you.

Yours Faithfully



L.C. Mshumi

APPENDIX D: Participants' Consent Forms

NAME OF APPLICANT

Ethics Human 2011

<<Approved

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OFFICE USE ONLY

Ref:	Date:
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Ethics Research Confidentiality and Consent form

HOD/ Principal

Dear Participant

I, Lizwi Mshumi, am a Masters in Education (M Ed) student at the University of Fort Hare. I would like you to participate in my research study, entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools*. This research will form the basis of my Master's thesis, but I also intend to learn from the study towards improving my professional practice.

I am an English First Additional Language (EFAL) teacher who would like to extend my own understanding of reading comprehension so that I am able to improve my classroom practice for the benefit of the learners I teach. I wish to learn from other teachers who teach EFAL reading comprehension in a similar school context to my own.

Please understand that you are not being forced to take part in this study and the choice of whether to participate or not, is yours alone. If you agree to participate, you have the right to withdraw as participant at any time. You may for example stop me during the interviews or observations and withdraw your consent. If you do this there will also be no penalties and you will not be prejudiced in any way.

However, I would really appreciate it, if you were to share your professional experiences and expertise with me.

Your proposed contribution to the study will involve:

- 1) participating in one semi-structured interviews of approximately 1 hour
The researcher would like to audio record the interviews for later transcription and ease of reference.

Your privacy will be respected in this research process. Your name and that of your school will remain anonymous and will not be recorded anywhere. Confidentiality about my findings will be observed. I will, at the conclusion of my study, share my findings with you and your school if you are interested.

Document approved by UREC: 11 August 2011, V01

NAME OF APPLICANT

Ethics Human 2011

<<Approved

>>

OFFICE USE ONLY

Ref:

Date:

Principal Investigator Name: Mr Lizwi Mshumi

Signature 

Contact Details: 083 370 3143 / lizwi.mshumi@yahoo.com

CONSENT

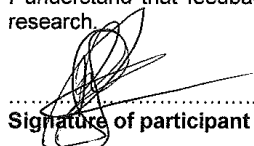
I hereby agree to participate in the research entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools.*

I Patrick Junior Rangan understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop the interview process at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I understand that this consent form will not be linked to the interviews or observations, and that my answers will remain confidential.

I understand that feedback will be given to me/ my school on the findings of the completed research.


Signature of participant

10/08/2015
Date

NAME OF APPLICANT

Ethics Human 2011

<<Approved

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OFFICE USE ONLY

Ref:	Date:
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University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Consent form

HOD/ Principal

Dear Participant

I, Lizwi Mshumi, am a Masters in Education (M Ed) student at the University of Fort Hare. I would like you to participate in my research study, entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools*. This research will form the basis of my Master's thesis, but I also intend to learn from the study towards improving my professional practice.

I am an English First Additional Language (EFAL) teacher who would like to extend my own understanding of reading comprehension so that I am able to improve my classroom practice for the benefit of the learners I teach. I wish to learn from other teachers who teach EFAL reading comprehension in a similar school context to my own.

Please understand that you are not being forced to take part in this study and the choice of whether to participate or not, is yours alone. If you agree to participate, you have the right to withdraw as participant at any time. You may for example stop me during the interviews or observations and withdraw your consent. If you do this there will also be no penalties and you will not be prejudiced in any way.

However, I would really appreciate it, if you were to share your professional experiences and expertise with me.

Your proposed contribution to the study will involve:

- 1) participating in one semi-structured interviews of approximately 1 hour
The researcher would like to audio record the interviews for later transcription and ease of reference.

Your privacy will be respected in this research process. Your name and that of your school will remain anonymous and will not be recorded anywhere. Confidentiality about my findings will be observed. I will, at the conclusion of my study, share my findings with you and your school if you are interested.

Document approved by UREC: 11 August 2011, V01

NAME OF APPLICANT

Ethics Human 2011

<<Approved

>>

OFFICE USE ONLY

Ref:

Date:

Principal Investigator Name: Mr Lizwi Mshumi

Signature *Lizwi Mshumi*

Contact Details: 083 370 3143 / lizwi.mshumi@yahoo.com

CONSENT

I hereby agree to participate in the research entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools.*

I MNCEDI BOKWE understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop the interview process at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I understand that this consent form will not be linked to the interviews or observations, and that my answers will remain confidential.

I understand that feedback will be given to me/ my school on the findings of the completed research.

M. Bokwe
Signature of participant

03/09/2015
Date

NAME OF APPLICANT

Ethics Human 2011

<<Approved

>>

OFFICE USE ONLY

Ref:

Date:



Ethics Research Confidentiality and Consent form

Teacher Participants

Dear Participant

I, Lizwi Mshumi, am a Masters in Education (M Ed) student at the University of Fort Hare. I would like you to participate in my research study, entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools*. This research will form the basis of my Master's thesis, but I also intend to learn from the study towards improving my professional practice.

I am an English First Additional Language (EFAL) teacher who would like to extend my own understanding of reading comprehension so that I am able to improve my classroom practice for the benefit of the learners I teach. I wish to learn from other teachers who teach EFAL reading comprehension in a similar school context to my own.

Please understand that you are not being forced to take part in this study and the choice of whether to participate or not, is yours alone. If you agree to participate, you have the right to withdraw as participant at any time. You may for example stop me during the interviews or observations and withdraw your consent. If you do this there will also be no penalties and you will not be prejudiced in any way.

However, I would really appreciate it, if you were to share your professional experiences and expertise with me.

Your proposed contribution to the study will involve:

- 1) participating in two semi-structured interviews of approximately 1 hour each
The researcher would like to audio record the interviews for later transcription and ease of reference.
- 2) observation by the researcher of 3 of your EFAL reading comprehension lessons (approximately 1 hour each) over a period of 3 or 4 weeks.
It is envisaged that the researcher will audio record you during the teaching of each lesson, while at the same time taking field notes. The researcher will in no way participate in each lesson and will be as unobtrusive as possible in the classroom.

Document approved by UREC: 11 August 2011, V01

NAME OF APPLICANT

Ethics Human 2011

<<Approved

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OFFICE USE ONLY

Ref:	Date:
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Your privacy will be respected in this research process. Your name and that of your school will remain anonymous and will not be recorded anywhere. Confidentiality about my findings will be observed. I will, at the conclusion of my study, share my findings with you and your school if you are interested.

Principal Investigator Name: Mr Lizwi Mshumi

Signature 

Contact Details: 083 370 3143 / lizwi.mshumi@yahoo.com

CONSENT

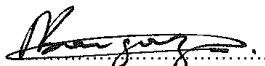
I hereby agree to participate in the research entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools.*

I NOKUZOLA N. BANYAZA understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop the interview or observation process at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I understand that this consent form will not be linked to the interviews or observations, and that my answers will remain confidential.

I understand that feedback will be given to me/ my school on the findings of the completed research.


Signature of participant

11-08-2015
Date

NAME OF APPLICANT

Ethics Human 2011

<<Approved

>>

OFFICE USE ONLY

Ref:

Date:



Ethics Research Confidentiality and Consent form

Teacher Participants

Dear Participant

I, Lizwi Mshumi, am a Masters in Education (M Ed) student at the University of Fort Hare. I would like you to participate in my research study, entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools*. This research will form the basis of my Master's thesis, but I also intend to learn from the study towards improving my professional practice.

I am an English First Additional Language (EFAL) teacher who would like to extend my own understanding of reading comprehension so that I am able to improve my classroom practice for the benefit of the learners I teach. I wish to learn from other teachers who teach EFAL reading comprehension in a similar school context to my own.

Please understand that you are not being forced to take part in this study and the choice of whether to participate or not, is yours alone. If you agree to participate, you have the right to withdraw as participant at any time. You may for example stop me during the interviews or observations and withdraw your consent. If you do this there will also be no penalties and you will not be prejudiced in any way.

However, I would really appreciate it, if you were to share your professional experiences and expertise with me.

Your proposed contribution to the study will involve:

- 1) participating in two semi-structured interviews of approximately 1 hour each
The researcher would like to audio record the interviews for later transcription and ease of reference.
- 2) observation by the researcher of 3 of your EFAL reading comprehension lessons (approximately 1 hour each) over a period of 3 or 4 weeks.
It is envisaged that the researcher will audio record you during the teaching of each lesson, while at the same time taking field notes. The researcher will in no way participate in each lesson and will be as unobtrusive as possible in the classroom.

Document approved by UREC: 11 August 2011, V01

NAME OF APPLICANT

Ethics Human 2011

<<Approved

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OFFICE USE ONLY

Ref:

Date:

Your privacy will be respected in this research process. Your name and that of your school will remain anonymous and will not be recorded anywhere. Confidentiality about my findings will be observed. I will, at the conclusion of my study, share my findings with you and your school if you are interested.

Principal Investigator Name: Mr Lizwi Mshumi

Signature *LMshumi*

Contact Details: 083 370 3143 / lizwi.mshumi@yahoo.com

CONSENT

I hereby agree to participate in the research entitled: *The teaching of English First Additional Language reading comprehension in selected rural high schools.*

I POZISA UNATHI PETSHANA understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop the interview or observation process at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I understand that this consent form will not be linked to the interviews or observations, and that my answers will remain confidential.

I understand that feedback will be given to me/ my school on the findings of the completed research.

[Signature]
Signature of participant

26-08-2015
Date

APPENDIX E: Lesson Observation Transcriptions

School B Lesson Observation Transcriptions

Date: 14 September 2015 Time: 12:00-12:45 Class: Grade 10 f

Topic of text: Ways to be a fantastic friend Source: English FAL Platinum
Grade 10 Chapter 1 page 15

Key *T: Teacher LI: Learner Individual LC: Learner in Chorus*

Transcription	Field notes
T: Take out your text books and turn to page fifty chapter one. You don't have the textbooks? LI: Asiziphathanga T: Why don't you bring the text books? LI: Sizishiyile inaudibly T: So we say that uhhm comprehending, it is understanding what you read and there are strategies that one has to use to in trying to understand the passage. It can be in a inform of a passage it can be in a inform of extract and also perhaps in a form of a magazine article or a newspaper article, but what is very much important is that you need to use the strategies of reading with understanding and try to understand or to have what we call meaningful reading meaningful reading when you read all information and then the information that you read uhhm you are asked yourself whether you have understood what you have read and then how do you understand if you have understood what you have read through the questions that you go through when respond to questions that are based on the extract that you are able to understand the fact that you have gained information from what you were reading. T: So you say that comprehension with	Lot of noise caused by the learners. Other learners are shifting their desks. The teacher moves along the learner's desks 12:00 p.m. The teacher writes on the chalkboard the date and the word comprehension and also explains reading with comprehension. Learners are chatting complaining that they don't text books. Lot of pushing of desks and the learners are still unsettled.

comprehension it is reading with understanding where one reads and understands. T: So we say that it forms part of our skill which is reading and viewing where you reading with understanding are get information may be use your eyes to read pictures, visual literacies that will assist you get information that you want Or assist you in understanding what is the text is about. (The teacher writes on the chalkboard it forms our part of skill reading and viewing T: So we say that it our paper one section A section A our paper carries 30 marks it carries 30 marks. T: So we say that for one to be able to understand, for one to be able to comprehend or try to have what we call meaningful reading, we need to use strategies of reading which are may be one when we have what we call in-depth reading in-depth reading and then secondly we have what we call scanning and lastly we may say that we have what we call skimming skimming. T: So we say that we have you have what your comprehension because T: Take our text book page 15 chapter one comprehension and grammar so we have our comprehension there um eh Top Relationships with Basil and then ways to be a fantastic friend so when we say one has to have what we call an in-depth reading it's where now where you have a passage before and then now you use the strategies in trying to understand um the text and how do you do that? You do that by um having	The teacher writes on the chalkboard that comprehension it is reading with understanding where one reads and understands. So it forms our part of skill which is reading and viewing Some of the learners are pushing desks and they are restless. Shuffling of books and the teacher writes on the chalkboard. that comprehension it is reading with understanding where one reads and understands The teacher writes on the chalkboard that comprehension is out of 30 marks
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what we call ehm when you read a text in-depth. T: You read it slowly and thoroughly. You read it slowly and thoroughly. Some usually take different extract and go through the questions first and read questions so that we may have what we call um we may anticipate what may be the author is trying to to say in this text T: To look the clues that may assist you in understanding the text so some they prefer to the questions first before they read the the text thoroughly but some they prefer to read the text thoroughly and go through the questions, so it depends on how you read the text thoroughly so we say when we call in-depth reading we need to read the text slowly again when we talk of reading. T: Um in-depth we talk of reading um for details um you read for details that may assist you not only in understanding the main ideas of the extract but also assist you in understanding what the text is about. T: Okay now we have our text here which is ways to be a fantastic friend which is the title nerh and I always tell you that T: Every time you read any text any written text you have to understand the title. You pond around the title because it is through title that you have to be able to understand what is the text is about so we say that ways to be a fantastic friend. T: What do you think the text trying to tell us about from that topic uh the title? What is the text about? What is the author is telling us? What is	Shuffling of books form the learners The teacher writes on the chalkboard we need to use strategies which are in-depth reading secondly scanning and lastly skimming The teacher moves around the learner's desks The teacher explains the title and demonstrates in a flat way. The teacher asks the question to the learner Learner offers no answer The teacher refers to the learner The teacher demonstrates by using her hands.
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the text about? T: Bhuti what is this text about? Pond around the title by trying to understand. T: Try to understand the title. Pond around the title because this is how we do our in-depth reading because we want to understand that the text it is about because may be so this the topic ethi ways to be a fantastic friend so I'm just asking you may be able to understand what this text is about from reading the title. T: What is about Mabadi? The text is about? LI: Friendships inaudible T: Friendships The text is about friendships. What about friendships Mgudlwa? What about friendships? (No hanging up of hands) LI: (inaudible answer T: Okay we may anticipate that because ways to be a fantastic friend sorry(<i>coughing</i>) T: So the text may be about how one may become a good friend, a good friend. So we also teach you in comprehension that when you see words you should be able use synonyms, you should be able to paraphrase the text to make it easier for you to understand, because what we are doing here we are trying to understand the text and then now here is our title ways to be a fantastic friend. So this only about how one should maintain um eh how one should work on making ifriendship yakhe or a better friendship a good friendship with relationship qualities so it is about maintaining a good friendship because this person will be trying may be to tell how one should or making sure that his relationship or her	The teacher refers to the next learner The learner says friendship No hanging up of hands Learner says something inaudible. Inaudible response No hanging up of hands Inaudible answer
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relationship is good okay. Now we have looking the title again we still need to understand .What is the this person tries to tell us about friendships T: So we may take the strategies of in-depth reading may be by reading the questions and going back to the title to the extract So we need to ask people or volunteers who may be able to read fluently and fast Just go through the questions for us. T: Who is going to read for us the questions from question one up to question ten at the back of your of your comprehension? T: Vela may you read for us the questions for us questions from question one LI: Number one T: who wrote this magazine article? (inaudibly) T: 1 Who wrote this magazine? 2 Again what is the name Okay hlala phantsi let me read I'm going to do that. What is the name of the regular column? What is the name of the regular column? 3 Again how many tips does the writer give? How many tips does the writer give on maintaining good relationships? How many tips does the writer give? One point Again we say that we should take note of how many marks you that you are given when we are answering the questions? And again we should understand that we have questions that are low level and then we have got those questions that are high level, so may be someone we have true or false questions. Again we have questions perhaps which require your own input your own	The teacher appoints another learner to read. The learner reads the first question inaudibly. The teacher interrupts the learner and reads the question. The appointed learner sits down The teacher comes closer and ask questions Inaudible response No hanging up of hands Inaudible answer from individual learner The learners are complaining that they don't text books and there is a lot of noise in the classroom.
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opinion based on what you have read so you should know that. Again we what the author say A loyal friendship never do T: How can one friend help another friend taking their mind off the problem? Number six choose the best meaning of tolerance That means A multiple choice questions A letting people to do what they want B accepting everything about a person C accepting someone who is different to you but perhaps not agreeing with everything D persuading, not forcing people to see things your way So what is the best definition of tolerance between A up to D? LC: D(inaudibly) 7.1 List the five main points of the article. Leave a line between each point Then in 7.2 Under each main point write a supporting idea that is given T: And then number 8 List three things that would cause you to end a friendship. 9 What do you share with your friends? 10 Write a short paragraph about why you like, you like one of your best friends. So we said that when we do what we call um in-depth reading. So now you will decide to start with questions again sube ukhangela in information in understanding the text.. So we have just write the questions. Are these questions relevant to the text? Are these questions relevant to the text?	The teacher is moving along the learner's desks No hanging of hands Murmured response but not audible. Pushing of desks due to restlessness. The teacher reads the passage aloud.
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Okay let's go to the text. We all need best friends Some people have one best friend some people have many as five or six. T: Best friends are the one who are there at our side when we are feeling down and there at our side when we are celebrating something great. T: Here are my five top five tips for being a fantastic best friend. So we say every time the main idea of the text it may be at the first paragraph or at the last paragraph. So even with us with our our comprehension . T: There is the main ideas the five tips on maintaining or building a fantastic friendship. It is there. So now we will be looking to the tips that we understand from the first paragraph this is all about five tips this a person has tried to compile that may assist us in maintaining friendships T: First be loyal how one could be loyal. You support your friend in good times and bad. Would you end your friendship if your friend got dropped from the first team, or was dumped by her perfect boyfriend? Then you weren't really a friend. You never gossip your friends if you hear other people skinning about your friend, be loyal you could say" Excuse me, but you are talking about a good friend of mine. I don't agree with what you are saying, and I think we should change the subject. T: Secondly be caring All of us at some time feel disappointed, or sad or unconfiden uconfi As a best friend noticed how your friends are feeling. You try to understand If they are sad. Ask if they would like to talk about	Learners are concentrating on their texts while the teacher is reading aloud while standing in front of the learners. The teacher stummers The teacher asks learners to read the passage silently for 5-10 minutes. The teacher is moving around the learners' desks
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it. You offer any other help you can. Do something fun together to take their mind off the problem sorry. T: Thirdly show interest in their life. Be careful that you do not only talk about yourself, or do things that you like. You find out how your friend is or what she has been doing or thinking. T: Fourthly share, share, share your time share your skateboard, share your advice, share your biltong! One of the fun things about being friends is it gives you access to more magazines, books, movies, clothes...sharing adds fun to life and lastly and finally. T: Fifthly ,finally be tolerant , be tolerant (lot of noise outside) coughs sorry Tolerance means accepting how other people are.(caughs sorry) Nobody is perfect. Sometimes your friend might annoy you, or say hurtful things, or show a side to their character you don't like. Forgive and ignore small things. Be honest and talk about more serious problems without attacking your friend. You may find it makes your friendships stronger. However keep in mind that being tolerant doesn't mean accepting something bad, such as racism, cruelty or dishonesty. Sometimes friendships are unhealthy, and need to end. T: In conclusion, remember if you try to give in these five ways, you should get loyal, caring, interested, sharing and tolerant friends in return Viva friendships! LC: Friendships T: So we say that (silence) what are we trying to	There is a lot of noise outside the classroom Inaudible response Some of the learners are chatting and laughing. There is a silence for few seconds. The teacher writes on the chalkboard respond to the text and you answer questions based on the text. The teacher reads passage aloud and cough.
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do here is to trying to have an understanding of what the text is about. So that we have information that may assist us in answering questions based on this extract. So before we answer questions we need to understand and then what we understand is what we get from the extract by having what we call in-depth reading or perhaps what you usually talk about when we say we scan. When we scan we quickly go through through the extract and try to understand what the extract may be about. T: Quickly moved your eyes sometimes in some texts there are words that are written bold, so we should take note of those words. T: Again sometimes in text there are words that are written in italics, we should take note of some words such we may understand that these words that are being emphasised or. T: So we need to play around those words or try to unerstand meaningful reading because may be there are people who reading nje and then you take itext book ye geography you want to prepare an examination and you and go to the text but as you read you don't get information. You go through the word, but the word does not build up in through your understanding of the questions. T: So you need to use the skill that means comprehending comprehension applies the skill, because it is this skill that may assist you in trying to understand. T: Again we also use what is called skimming. Skimming it is also right. Scanning when you	There was a silence for few seconds Inaudible response Silent for few seconds The teacher writes responding Lot of shuffling learners are looking in the text Lot of noise outside the classroom is still continuing Learners are reading silently and the teacher is moving along the desks The teacher is coming
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skim for information. You go through the text again, and again and again, but don't forgetting that you have a time set for the text. So you know you've um got perhaps two and half paper uh two and half hour paper. You have got may be uh fifteen minutes for reading and fifteen minutes answering questions section A. So we should consider we time to keep again we also need to understand so we may be understand the questions based on it. Are we clear LC: Yes So that is our extract which which our passage, which is our article that may assist us in answering questions ezilapha if only we have understood when we were read it. You only know that you have understood when you are able to answer questions that are based on or what we call responding when you respond to the text to the. Respond to the text answer questions after you respond to the questions based on the text okay. Okay now let's go to the questions Or you still need time to read the text. I'll give 10 minutes Ten minutes read through the passage ten minutes ten minutes too much let's say five minutes at least you have an understanding is the text is about. You may use the pencil to answer the questions you may use to go back to the passage you go back to the questions and underline Question number bani bani Can you stop It's almost time	closer to the learner and the learner's response is inaudible In audible responses The teacher is coming closer to some of the learners in the classroom. Inaudibly answer from one of the learners in the classroom No hands go up The teacher writes on the chalkboard responding to the text
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What you would do you just answer questions just raise your hand um but more interested is 7.1 and 7.1and ehm List five main points Question eight If you were given this passage to do summary because do a summary you also require what uh we call eh comprehension pick up the main points of the passage. So I was talking about t 7.1 Were you able to pick up the the five points five main points of the passage Again 7.2 under each main point write the supporting idea that is given sime ngo 7.2 So we have 7.1 A list three things that will cause you end the friendship. 9 What do you share with your friend? And number 10 Will you be able to stand and tell us about because we don't have time to write tell us may be in two lines about why you like your best friends. Is there anything will you like about your friend be able to tell us or you share with us how do your friend relate, how do you love your friend. What makes for him sorry to be special to you? Will you be able to stand here eh phambi kwalendlu and say I love so much my friend because of this. Okay uhm let's go through the questions T: Who wrote this magazine? Were you able to pick up the author number one who wrote the magazine the article. Hands up Stella LI: Basil inaudible T: Basil Why Basil? Why do you say Basil? Why why do say Basil. Again you should learn to	Inaudible answer with Basil The learner says something inaudibly Leaners chant 5 Chanting Chanting Chanting Learners are reading silently and there learners who are pushing desks because of restlessness and the teacher is moving
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support your answers. You should learn to support your answers. With comprehension we always ask you sometimes to support your answers with evidence from the text because what we want to know is if you able to understand to your reading. So everything in comprehension is about comprehending. It's not about you say yes uh true or false. You may say true but you should be able to say it is true of or that because of this and that simple and you support the answer the true answer with statement that is relevant to the true answer because sometimes umntu may say true because the supporting statement may go through with a true or false. So we should learn to understand that every time we say something is something we should know there is something even if you were not been asked there is a supporting statement umntu angafiki andibuze but you should be able to support. It is Basil why? T: How do you say Basil is an author of this magazine article? Kuye kube Who's Kube why do you say Basil is the author? Any volunteer Jada? Why you say Basil is the author? LI: say something inaudible With Basil, with Basil Again number 2 What is the regular column where the article is taken from? What is the name of the regular column Is is Regular column IT is? Top IT IS relationships top relationships But this time we are with Basil. This time we with Basil Otherwise it is top relationships, top relationships with Basil. So this is taken from may	along the learner's desks lot of noise outside the classroom and lot of noise is still continuing outside the classroom Learner says something inaudibly No hanging of hands
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be it is T: Again how many tips does the writer gives? How many tips does the writer gives? How many? (learners in chorus says 5) T: We have 1 LC Be loyal T: 2 LC: Sharing T: 3 LC: share T: and fifthly LC: tolerance T:We have one loyal, we have two caring three, four, fifth So we have five tips that Basil shares uh thank you. Again what is the loyal friend should never do at all to her or his friend? Never gossip, LC: gossip T:never gossip about a friend T: Never gossip about your friend. T: Eh point number tip number tip number 1 be loyal you support your friend in good times and bad times. You will end the relationship Every relationship being dumped by a perfect friend never gossip about your friend. Again 5 how can one friend help another friend taking their mind off the problem because life always has challenges. We always have the impediments. So how would you assist or make sure your friend knows how to deal with a problem? It is there mh T: How can one friend help another friend taking the mind off the problem?	Other leaners are chatting The teacher is moving around the learner's desks. The teacher writes on the chalkboard never gossip about your friend
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LI: Inaudible response T: Do something? LC: fun T: Fun do something fun make a laugh even if he doesn't laugh? or take her or him away from the problem uyisuse longxaki so that he or she may be able to cope. So you have made her feel at ease with the problem by making fun with a person oyitshomi yakho. Again choose the best meaning of tolerance So we say that we have type of questions that we call MCQ's. These are Multiple Choice Questions where you will be asked to write only the answer next to the letter MCQ;s Multiple Choice Questions. So will be able to choose uhm one statement that explains what tolerance is it A,? is it B, is it C? or is it D? LC: others says C T: C Accepting someone who's different to you agree not everything. Is that true? LC: Yes Other learners says no inaudibly T: So uhm tolerance means accepting how other people are accepting how other people are so kuthiwani phaya ku C accepting someone who is different to you but perhaps no agreeing with everything..... A.....A is totally LC: wrong T: B accepting everything about a person Is it B or C LC: C! other learners says B T: Mr Mshumi may you assist with that one. Is it	Learners chant Learners chant Learners chant Learners chant The teacher write MCQ The teacher writes on the chalkboard 1,2,3,4,5 The teacher writes on the chalkboard loyalty, secondly sharing caring, There is a lot of noise caused by the shifting of desks
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B or C(Mr Mshumi I think it's C) T: C which is accepting someone who is different to you Remember we say we should be know that tolerance is to put the people's feelings before yours Even though you understand before she is a friend you be different from your friend but you have your own values principles that may differ from hers but at the same time you don't want to jeopardise your principles because you want to keep a friend. So it is accepting someone different from you but perhaps not agreeing with everything to her Because we talk of ipeer pressure every day because even people please friends more than them which is against your principles and your values because now she is my friend. She had to be happy always and sometimes friends they take intoni I space zethu because we clap them athi igcwale phi entloko. Every time you want to keep a friendship you mention that your feelings they come first though you should respect her or his feelings but you should also keep in mind that you are individual different values to your a friend so maintaining your values though you have to accommodate your friend's values as well. So we said it's C Now let's proceed to 7.1 List the 5 main points of this article. They are.. LC: Be loyal T Be loyal LC: Be loyal	The teacher writes on the chalkboard MCO these are multiple choice questions Some of the other learners say inaudibly Inaudible response gossip
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T: Be caring LC: Be caring T: Show interest LC: Show interest LC: Share T: And be tolerant T: So even if though kuthiwe bhala isummary Kuthiwe list 5 points of summary Point form summary(the teacher writes on the chalkboard list 5 points in this summary) of this article when you write summaries then kuthiwe list one, two, three, four, five.(The teacher writes on the chalkboard 1,2,3,4,5) Remember in the summaries we said we look at the main point main point It is much in each paragraph of the of a passage the main point. The first point is loyalty, second one caring, thirdly show interest, sharing and tolerance (The teacher writes on the chalkboard firstly loyalty, secondly sharing, caring and tolerance noise is caused by the shifting of learner's desks and the teacher writes on the chalkboard loyalty, caring, show interest, sharing and tolerance) 5 tips with Basil 5 tips with Basil is loyalty, caring, show interest, sharing and tolerance. We cut off all the supporting ideas that she used in supporting the main ideas so we left now with the main ideas of this. The tips that may assist us in building fantastic friendships. Ehm 7.2 under each main point write a supporting idea that is given. You won't do that because we don't have time 8 List three things that will cause you to end a friendship. Now this question requires your own	No hanging up of hands The teacher moves along the desks. Inaudible response. Inaudible response The teacher is reading the passage loudly
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feelings your own opinion about friendships how you feel about having a friend and how you take off that the friendship that is not working. Remember before our conclusion Some times in point number 5 tolerance. Sometimes friendships are unhealthy and need to end and need to end. So, sometimes we have friends that ubone ukuba no lona this is bossy this one is not listening to me all she does is talk, talk, talk, talk and bully, bully, bully, bully and everything that is good is what is said by her or by him so my opinion is not valued valued apha in this relationship and then we said I wantout no I don't need this friend. So our question is list three things that will end your friendship. Tukulu one thing that may may lead to end the relationship the friendship (the teacher directs a question to an individual learner) LI: Gossiping T: Gossiping, because when your friend gossips about you she brakes what we call loyalty, she brakes what we call loyalty because friends are our families outside families. So we share things that may be are extreme that need not to be disclosed to outside. So, when she starts to take the information outside then comes the problem. So you become lonely now and lose trust or honesty from your friend. So she says she that believes a friends which may gossip about him. T: What can lead you into ending a relationship or a friendship with a friend? mh have you asked a friend? (No hanging up of hands ad she moves along the learners' desks) T: Do you mean that..	The teacher writes on the chalkboard 1,2,3,4,5 The teacher write on the chalkboard firstly loyalty, secondly sharing, caring and tolerance The teacher comes closer to the learner
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T: Poswayo what can make you leave your friend? LI: When skinning T: When they skinner you LI: Yes T: What can you leave her explain to know sorry just explain us to skinner may be someone does not understand skinner. What is skinning? Give us a synonym of that word. Mh if you hear other people skinning about your friend be loyal. Don't take what is in the text. The questions, which requires your own opinion. Your own views if any relate with the text. That is only what we don't want now in this question. We want to see that you have taken your shoes into the text. Are you able to do what we call introspection from what you have read to relate to the text because it is not something foreign this is something we are familiar with. We have friends, we have relationships with our friends or reasons T: What makes you those reasons Tukulu? LI: inaudible T: She won't be able to understand her because we people we differ. So we say that we don't need friendships where we differ with our friends. You know we say in Xhosa <i>amaphuthahlathinye</i>. You know because you need to be friend with people abatheni? May be people that we relate to because uhm. Let's say you don't like to go ezion echurch but a friend ndingum zion understand LI: Yes T: You won't please this friend, but every time you explain that this inkonzo does not doing for	Learners chant Inaudible response No hanging up of hand. Some of the learners are chatting and restless
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me she becomes cross or umbone ukuba irelationship yenu ingaphela akuthreatnishe being cornered into going to the church though you don't relate to the church because you want to please the person. So when friendships ezinjalo you understand the clash there is a problem she said she will need a friend that will understand her, that will open the barrier in between there will always clashes. T: And yours what can you end the friendship? (the teacher asks the learner to stand up)with your friend? Would you end a relationship when your friend does not have umkhero every day? LC: No! T: Why? Zizipho when your friend does not have umkhero every day you should provide what? You go to the birthday party you should provide impahla izixibo when you go out for to Umtata you you You suppose to give ifare to go to Umtata and then now you feel like you being bailed by a friend or you are used. Would you would you end a relationship? LI: It will depend mem sometimes they have money they choose their and then Zizipho whenever she is given money You understand that we differ in socio-background nerh? Socio- economic background they differ if I have something I have to keep my friend. T: We ought to? LC: Share! T: Take that point because she comes from a	No hanging up of hands and the teacher is moving along the learner's desks Inaudible response No hanging up of hands
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background where for example there is no Money. They depend on the grant you know. So now I have to use this one. Sharing with my friend what makes sometimes we should talk to our minds you know. Some friends they tend to use us and save the money for their things ecaleni. And then every time you meet your friend she has need to you and the akuphathe esikolweni and then you start to question where does she gets the money to buy all that stuff if she can't carry at school, then now that's where we need to be cautious. Cautioned about what is happening in this friend of mine. Ok what do you share with your friend? What do you share with your friend? What do you share with your friend Mqhayi what do you share with your friend? Yonela what do you share with your friends? (No hanging up of hand and other learners are chatting and restless) What do you share with them? Mh food they share food with her friend. LI: food T: They share exercise they share exercise because she goes out home on holiday she comes back mix with ifriends zakhe and then and then they want to share new things being in the radio they want to share new and then now kwi friends zakhe and then every ti with a group with identity from other people aba balapha because they came with information from home that assisted ababalapha then you are able to become the loud group me She shares clothes with her.	Inaudible response The teacher is coming closer to the learner The teacher points another learner The teacher writes on the chalkboard
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T: What Wena nkwenkwe? 2marks phaya* LI: Clothes inaudible T: She shares clothes with her friends. Again I heard something say about you. You know you got principles and values. Some people you are given our standards from our homes abazali you are talking though and you don't know if they will come back. And then in some relationships you find that sharing clothes becomes a problem in a case that you have chose a friend lost sorry lose your what your jean or may be ibuye igqabukile itshile ngamanzi ebattery It depends how you feel Okay let's proceed ixesha liyasishiya Write a short paragraph why you like your best friend. What makes your friend to be special? What make your friends in two lines you define your friend? Tell us about your friend he has the way What makes that special What makes attached him	Learner response as individual The teacher is writing on the chalkboard
LI: Honest inaudibly T: Honest and kindness and kind towards her so those are the things that be attached sometimes when you are away you missed her You know every time you go to her you always find honesty and what we call kindness. T: What else that can make to be attached Lelethu What can make you to be so much attached with your friend? Because her friend is always there for her to trust her friend because she is always there she is the time always there because every time she goes to her friend she will be able disclose or talk or share what is	Learner response individually The teacher is moving around the learner's desks

bothering when you up or down in bad situation Our friends ought to be there for support and love. So this how we we we we read the extract and respond to the text through the questions that you given in trying to understand if we have understood what we were given in form in a form of comprehension passage or a newspaper article or a magazine article. Look at what is exactly needed by us as the teachers when you are given extract to read. We go in the questions sometimes and then we do in depth reading or we do what we call meaningful reading reading for information for information trying to understand Here you called in depth You go through the questions first before reading the extract try understand the clues that may lead understanding what the passage may be about Again you also looked on the title on the title scanning the title in trying to understand the passage is about. And we all agreed this article is about ways to be a fantastic friend ways to be a fantastic friend So we have noted those ways we came up with 5 points we said it was loyalty, caring showing interest, sharing and tolerance And then we all agreed that we those 5 points one will be able to maintain a good friendship if When you read your magazines, your newspaper, your short stories, your novels you will be able to try to comprehend what the text is about because you may not be able to understand your subjects like Geography and Economics sometimes because you have skills that will assist you as you go for academic year	
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this year. Naxa sowuphangela because even if you view ipicture in trying to understand and comprehend a picture thoroughly okay sorry.	
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School B: Lesson Observation Transcription

Date 21 October 2015 Class: Grade 10f Time: 12:00-12:45

Topic of text: New Chapter Begins: Source English FAL Platinum Grade 10
pp 176-177

Key T: Teacher LI: Individual Learner LC: Learner in Chorus

Transcriptions	Field notes
T: It was out of 40 marks our task 10 was out of 40 marks Gam Chwyita, Njenjese, Madikane, Luke,.Nocakane Siphosethu, Tukulu,Nocakane Olwethu, Mnyande, Poswayo Aphelele. Kom,Dlephu Songeziwe, James, Dlali Aliziwe T: Kay guys I just hope everyone has or her question paper so that we may be able to go through the questions together. Our paper has a cover page where you were given instructions and an information on the paper and it was our task no 10 which was comprehension test no 2 if you have to remember on March and second one in September. The paper has three sections section A, section, section C And then we said that section A comprehension where one is expected to read a passage or an extract and be able to respond to questions to test she was able to understand what was given to her or to comprehend to her. Did you not get yours?(One learner didn't his script) Who took Siyanda's script? Did you write the comprehension test? LI: Yes miss! T: Why did your paper is not with others? And then again we have section B which is our summary T: A new chapter begins Fezekile Cokile Mr Mshumi you can see we have big numbersl. told you. Now we	The teacher distributes the learner's scripts for the test which they wrote last month. There was a lot of shuffling of desks. Learners are unsettled Learners are fetching their scripts. The teacher closer to the individual learner There is a lot of noise caused by the learner's desks. Some of the learners are chatting. It takes several minutes of the lesson have passed and the teacher distributes the learner's scripts. There is a lot of noise outside the classroom caused by the learners. The teacher starts to read aloud.

are delaying of issuing of scripts uyabona. Okay guys mmh I just hope that everyone has his or her question paper with her for. Our paper has a cover page where you were given instructions eh an information on the paper eh at grade 10 task which was our comprehension test number two we should said that we remember we wrote the first on March this year and we wrote our second test on September which was also 40 marks. The paper was three sections which are section A section B and section C and then we said that section A we all know that it's a comprehension where one is expected to read a passage or an extract and be able to respond questions to test if she able to understand what was given to her or she comprehend what was given to her. T: Didn't get yours? Who took Siyanda's? Did you write the comprehension test? Yes miss why your paper is not with others? Were you in class? Were in class? Do you write test here? May be they are with others in the staff room. I'll check them. Okay let's go through the question paper and then again we said that we have section B which is summary out of 10 marks where one has to identify the main ideas and see if she the main ideas of the passage given by the title of the passage which T: Then we have section c section c section c which is language and visual literacy where we use a skill what the text will that we call uh uh viewing where you view for information and answer the questions based on what Now section C our comprehension titled a new chapter begins, a new chapter begins a new chapter begins. You may try to uh to explain that	The teacher asks one of the learner who did not get a script The teacher further explains the structure of the English FAL question paper.
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title was You may try to explain that title was and let us understand when someone says a new chapter begins what may ha person try to tell us when someone talks about a new chapter that begins uzama ukuthini lomntu lowo. What you say that you going around the title pond around at time you are given written text you need to look around the text to anticipate what the text may be about. So we can go through the title and understand what is this person who wrote this article tries to tell us when he speaks about a new chapter begins? Can we anticipate may that may be is this passage may be is about. When a chapter begins that means? New new beginnings neh LC: Yes New beginnings yes. So if we are not yet read or went through the the the title of the text we may be able to anticipate there may be something that is not usual that happened to someone that may be something will bring hope to the person or something that will make the person that be part of the story to see something beginning. When something is beginning it means something that is new that is something that is new new beginning new hope so we expect hope new things here we expect may be uh future we know new beginnings okay now we have a teenage novelist Fezekile Cokile who tells loning snyman How a library changed his life, changed his life. His life was somehow for after visiting a library he got a new chapter of his life a new beginning something new after having visited a library. T: Okay when Fezekile Cokile was thirteen years he	She demonstrates in a very flat way. Learners listen attentively Learners chant yes The teacher is moving along the learner's desks
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visited a library for the first time. is reading, he visited for the library for the first time. The first reading was quite some distance for his home East London Mdantsane township but for this young boy he grew up in a house in which books he can imagined So that was our comprehension where you expected to read and answer questions based on it to see you have understood. Are still remember the other day when we have that class with Mr Mshumi we said that we have strategies that one is to use to utilise the kind of information or we read for meaning or to try to what to say to close information from the textbook and memorising in your mind be able to look down in a form of answering questions that are based on uh what you have read. We said that sometimes one may like to read questions first before going to the text and then one may be like going through the text before going to the questions and then we use what we call skimming and scanning in trying to understand or grabbing information first like a sponge sucking information from the text quickly going through the text and try to find answers through to the questions that you have read uh	The teacher begins to read.
I have seen the the feedback who have people who managed to get 39, 38, 36, 33, 31 There are those who still may be struggling to those strategies. There are those may be they need more time and make sure that they practise strategies of reading comprehension and try hard to understand when you are reading because there are people 3 out of 40, we have got 9 over 40 12 over 40. So those people should find ways or work harder and try to use	The teacher counts the marks obtained by the learners.

strategies of what reading comprehension otherwise the turn up was most managed to get 35 which almost 100% pass for this test. Now questions we have 1.1 up to 1.7. We said that when you are reading questions that you take note of the mark in each question because the mark in each question will determine how much response required for each so if you are doing one you need to respond with 1 point but every time you are given 3 or 4 or 2 why do you consider again and dwell more on question and you will explain further rather giving one answer. Again secondly question. We have different types of questions. We have got questions are contextual questions that are directly. Again we have questions which they need your own point of view or opinion on the text how do you feel when personally about this what you have read if you were in shoes of Cokile. How would you respond to the situation of this? Again we have questions that need true or false questions. Are able to say true again respond by supporting your answer because sometimes you won't get the mark for true or false but also requires your ability to support your true or false answer with your understanding of a text. Again also have yes or no's questions where one is able to understand that if you say no give no by no has to go with no statement supporting my no answer and then I get a marks. Again sometimes you may have uh questions like MCQ questions multiple choice questions questions where choose A up to D then again you should be able understand if you are asked to write only the letter. So we have such questions with our comprehension that no need to be in mind because

The teacher also explains the different types of questions like MCQ questions.

you won't be able to answer questions if ever asikho ready to answer iquestions ezinjalo. T: Now where does Fezekile Cokile live? Where does he live at this point? At this point when he is uh may be when now starts to feel like writing where did he live? Where does he live? He live? James where did he lived? He lives in Mdantsane. He lives at Mdantsane at East London. Some said he lived in East London Mdantsane township uyayibona lonto. LC: Yes! Then you get a mark for that. Then 1.2 a What book may he write it Gwama? It is? Mvelo a reporter. So we had the first second paragraph in our text then he went to library and then even those the book had ten pages missing but he collected a book and immediately he reading a book he got interested in reading sorry in writing them that was an answer and then you asked gentle warming The woman that write the book that inspired. The woman that wrote the book that inspired uh Cokile to write? Which book is that one? LC: A reporter T: uyayibona ke. So we need to be able to answer questions come fast what, where do you know when question comes is where do you know what is needed at you? T: Do you know what it is when what is required from you? And do you know how to how how to answer what so we need to be able to understand such questions because ukuba kuthiwe why you should be able to give a reason. T: Then do you think Fezile go through a lot of own experience when he wrote his story sorry	The teacher asks questions to the learners Learners chant yes Learners chant The teacher reads all the questions for comprehension.
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T: 1.3 What was Fezekile main wish? What was his main wish? Two point but there are those that are given one point because they didn't write as it is. Bokwe What was his main wish? LI: Writer (inaudibly) T: To be a published writer not just a writer but a published writer because there are so many people who are writers who does not have a dream of being a published writers you may take a book and write your own poems but you don't have a dream of being published writer but with Cokile it was different because he wanted to be a published writer abanye benu ndibanike u one because they did not mention that he wanted to be a published writer. So it's not enough. I even commented that it's not enough. When you write ukuba ebefuna ukuba yi writer. It's not enogh. You should write into ngoluhlobo uyibone ngayo kulo question T: 1.4 Do you think Fezekile drew a lot of his own experience when he wrote this story? Do you think so? Dlali Songezo Do you think that he wrote from his own experiences? Did he? Yeh LI: No (inaudibly) no is not enough. And you will also note that I didn't give a mark for no if you write only no. There are few people I think it's one person that has managed to bring that one in this class. May your please raise up your hand lomntu uyityileyo? What was your answer? T: Did I give you marks for that? Let's go to the text. Let's go to the text. Umh paragraph number okay paragraph I have never typed before: I have never touched a computer in my life. But I'd ask someone sitting next to me. How do	The learner says writer inaudibly The teacher appoints a learner to answer the question Inaudible response
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you do this? How do you get a capital letter? And I picked it up fast” <i>Wish Upon Star</i> is set in the heart of Cape Town and tells the story of supermodel ,Lathoya Mthathi, and her complicated love for Siso Masilela , the handsome editor of Man’s Life, a bi city magazine That’s not I’m going to read. I trying to assist what should be done in the next questions. Keep the question in mind. Now we are trying a skill of reading the question and going back to the text uyayi understander nerh? And then now I had never typed before I had never touch the computer in my life but I caught someone sitting next to me. How do you do this? How do you get the capital letter and then keep up fast. Now which upon the star is set in the heart of Cape Town and tell the story of super model uyatsho uyachaza and get complicated for Siso Masilela a handsome man of a big city. T: A question is do you think Fezekile drew on a lot of his own experience when he wrote this book? Yes no learner And that was answer for that question. Mark yourself wrong and minus that two marks. You come to me and so that I can deduct Because it is said in your comprehension that Fezekile Cokile is from Mdantsane you know. He lived in a four roomed house with his sisters you now. He was never exposed to computers. He grew up in an environment where his background we may say rhat it was poor. Uyaunderstander and then know he write about a super model in a heart of Cape Town in love with so Masilela. So how does that relate his life? Niyayibona lanto so that how you compared how you compared. That’s why we say sometime it is very	The teacher continues to ask questions to the class. Inaudible response
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much to do that you go to questions before you read a text. Inoba two marks ke ngoku. I can't Because I told people who have written imagination thing makaphakamise babonwe so many Then may be you are lucky You need to keep spare rows spare rows. Thank you baby. Now niyayiva? Niyayiva? In his life he was a young boy of thirteen years who visited a library that is why he is love And then our love by Jacob Rolling has started writing being inspired by Jacob Rolling style of writing and then no he decides to write his own story and after writing his own story which was about love Love a love affair. We are not told the fact that he was in love so how do we expect him to relate his own experience to the story? T: Ke let's go to 1.5 True or False questions erh Cokile is too busy to writing to watch television. Is it true or false? LC: False Cokile is too busy to watch television it is false because? Because? Yes marn LI: false because his imagination is referred by watching television T: Because his imagination is referred by watching television eh magazine, reading you know media he is much exposed to media. He might happen that when he started writing this he was inspired by generations niyayibona lonto? LC: Yes! T: We have seen how much Tau loves Karabo and then now he started to write about love story about	The teacher asks all those learners who wrote imagination to raise up their hands The teacher continues to question 1.5 true/false question. Learners chant yes. A learners offers an answer. learners are chatting while she is moving around their
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show that Fezekile Cokile was from a poor background uyayibona lanto? Fezile was from Mdantsane kula township eh East London and the now decides to write to take isandla sakhe and use it to hit determination and he was driven by that. Again unfortunately Cokile has to drop at university because he did not have enough money for food. He did not have enough money. T: Do you think that he lose hope about this? Next to you Vela lo mfana uhlekayo apho. Do you think that Fezile will lose hope that he was a drop out at the university? LI: No T: Why? What makes that he won't lose hope? LI: Because he knew it was happen (inaudibly) Because he knew it was coming because it was going to happen. What was going to happen? To be to be a published writer. Would he lose hope? May you motivate your yes answer for us ndigakubhaqi ngokwam. Motivate your yes answer because I know these people who said yes? Why yes?mh why yes? Veza ngubani othe yes? Why yes? T: Do you decide to say yes because in the text it say the eh there were never any books at home. uh it says the only one who managed. But any way you stated in the text that he never lose hope for the mere fact that he never tried to his own hand when he did not have exposure in writing uh by using computer electronical publishing but he managed to show his relation to fulfil his dreams so this shows us that he is more courageous person who is willing to take a chance in his dream to make sure he want a success.	Learners are chatting and others are making noise. The teacher appoints one of the learner who is laughing to answer the question Learner offers an answer. Inaudible answer from the learner. The teacher enquires the learner who says yes
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So that is our text and those were are questions. Those were are questions These are questions the questions that one was supposed to answer. Then it disappoint me so one got zero in that section so disappointed. Those who got five in that section such an embarrassment at this time of the year such people who are not yet ready to tackle what we call umh comprehension. <u>Section C Summary</u> T: May we proceed to section c fast so read our our summary on changing habits habits. We are supposed to understand the word what is a habit? The habit and why one has to change habit. You know there is any need to change to change habit if you got bad habit of going around in the location got meeting about people. T: Do you need that habit now during this time of the year when you are about to write examinations? So this text is based on how it's here to assist, it's here to assist you on changing even the skills on changing your habit if you feel like your habit and not good for you. T: How you should try to change your habit. The usually thing you do what you like you know may be bad or a good habit on you okay. Whether you are planning to run your big race you need but it's unfortunately people took an example ezilapha and summarise them ayinini abantu abangatyanga nto apha ? Because so instead of looking at the text and the title changing habits and look for things one has to do to change the habit and people to copy everything here and we all know that in summaries one has not to	The teacher proceed to the summary Inaudible response The teacher explains to the learners how to change a bad habit.
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quote and one has to use synonyms. You may identify quotes the main ideas aside and briefly rewrite the main ideas in the text and rewrite them paraphrasing them in your own words using synonyms without moving away from the main idea of the text which is changing habit. Whether you are planning to run a big race that is a habit an example of habit. Whether you are planning to run a big race. You need to focussing on your training or andithi you want to break some bad nutrition habit whether one you are about to take a big race two you need to focus on your training or you need to brake some bad nutrition habits. There are nine steps to form a new habit. Sorry there nine steps to form forming a habit. We have to get there. Remember our summary the one do you still remember there one we are dealing in the class the one in the text book niyayikhumbula. You have been identified from each paragraph the main point be caring, care, are what? share you know_be loyal again. So now we just need per paragraph to identify each habit that one has to change yintoni change or into eyenzekileyo people has decided to use the examples of the text the examples that are given are not examples of the main ideas of this text. The main ideas of this text are the nine ways to change habit. Niyayiva lento? So you just required to gave to identify those nine steps that may assist you when you trying to change your habit. Now why you might to fight habit you want to form. You will decrease your effectiveness in trying to do more in one at a time. Choose just one choose just one habit and focus on one. You can do other habits in	Some other learners are restless where as other learners listen attentively Shuffling of books
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subsequent months. Just commit ten minutes. Change your habits more than one. One habit that means you may have more than one habit. That means you are allowed to have more habits nerh You need to choose one per month. After choosing one per month one must be able to give time for that habit. Make time for the chosen habit. Ingena pha kulanto ithi committen minutes ingena apha time. If you admit you have more than one habit, you don't always need all of those habits. Choosing one may be good for you because it gives you more time to spend on the habit ungabisosingxadangxada ubekwelical ubekwelicala bur you concentrate on the habit you have chosen. Niyayibona na lonto bethunanana. Again you will always say that your ideas to follow a sequence. They have to follow a sequence even if the person comes adibane nale summary yakho ayiziazipoints ziyalandelelana. You can't start ngapha eKomani like I mean lanto ndidlangoyithetha when you write iessay you don't uhh utsibe iNgcobo uhambe uye e Mthatha you skip iNgcobo uyoma eKomani kodwada ubheka eKapa. You need to write istep by step from e Mthatha we have stopped at uhh Engcobo and we travelled and Cofimvaba travelled to Queenstown. The sequence of events, the sequence of events. So you have to keep in mind every time you are summarising your summary that even a person phaya kowenu umbhalele inote ayazi ukuba mama ndizakusuka esikolweni I have packed and I have washed the dishes and the now I have rushed to my friends. Awukuthi from school I go friends and then wash the	
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dishes. So we to have to give a way of ideas flow of ideas flow of ideas according to the paragraphs that are here in your text. Now you need to tell talk to your friend about the new habit. (teacher writes on the chalkboard) Baxelege abantu hayi mna I'm saved now. You know if you were not saved you have started to choose Jesus to be your saviour. Then now you must tell them that I have chosen Jesus so that they may know may they may be able to assist you, because their judgement may assist in making sure that you maintain your habit because once you let and keep it in your soul you won't and then won't have judgements So you need to talk to people about about your habit number four, number five uhmm. There is no need to mention face book, twitter or other services. Simply tell your friend because your friends are also on face book or twitter. There is no need in fact you repeating the same point. So don't to repeat the same points. T: Eeeh write out exactly what habit to be forming be certain qiniseka be certain because there is no need phaya uthi okay I would like to be saved eh kuthiwa yintoni born again abantu abaginye uyesu but Christian child born again Christian. I'm born again Christian. If I see the Mqhayi's If I see the Qiniso's is going to this side I'm in them. You area confusing yourself. T: Change your habit change your habits. Please be certain. Be sure that you have chosen this habit for this month and you stick to the habit and give your habit your time because your friends are there they know that wena you are no longer a person that used to be.	The teacher writes on the chalkboard new habit The teacher emphasises that learners should be certain.
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T: You have changed ngumzekelo kelowo nerh like the one we are given of the of the of the part of training or perhaps of taking a new nutrition like uthi ndiya slimmer and then no more manqatha for me you know may be you eating chicken at home you trim the skin and then eat only umkhwepha nerh and then now sometimes you feeling like stealing heh to. T: Are you not stealing change wena it's not good for you because once you steal you are breaking the diet so there is a problem with you no need to diet try another way of losing weight if you want to lose weight that should work for you. Number six don't miss a day itsho ke. Do not miss a day.(teacher writes on the chalkboard) Be there be there sukuba andibonwa upastor akekho. Upastor akekho. What about principles of almighty? What about principles of born again? What about the values that uh you have put aside for you as a person that you are changing then now you are not stealing from any person but you are stealing from your soul. You need to change the habit. That's not okay. Look some values that were used. And then lastly eehm keep positive. (the teacher writes on the chalkboard) People may come and say yhoo haah awusemncane Tuku. How could you decide to be a born again Christian? You are still young. How could you decide to be a born again Christian and then want you to stay positive and you say no I know. There is no time. You don't know when is Jesus Christ coming? He will come like a thief. You will be... So you need to stay ready kuba ayika fiki so when you changing your habits. People will be there critics will be there. People will say things about you and you will know your habit. So	The teacher writes on the chalkboard new habit.
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this what is required when you write a summary. Niyibona indlela elula ngayo? LC: Yes! T: People do not want to use their minds they want to copy. Ziziponge abantu . You don't do that. Read with understanding and meaning and respond to ensure that you have understood uyabona. Some my questions my answer ezizinto ezilapha ezithetha ezizinto ezikhoyo but are written ngenye indlela. So isummary is a brief note of a text of a text. T: Here is our text you count words. People you don't write isentences as far as possible. Simple sentences as far as possible .Niyayibona lanto iforty words9 counts no used in summary) forty words I am able to summarise simple, because T: I'm not taking from the text I am paraphrasing what is in the text and writing it in my own words without leaving what is written leaving what is written noba kunga fika bani ayijonge one must change and how one should change. You need to identify what you want and tell the points and give time tell friends and stay positive. Niyayibona lanto that is all. I want to see people when I'm marking this final examination people abangayenzi kanje isummary Siyevana? People write in bigger sentences whoo. I want yo lie I wa very impressed now I have built a skill of knowing point form summary ibhalwa kanjani na which was very hard at the beginning of the year. T: Masiziqhwabeleni izandla. It was very hard at the beginning of the year. I understood that it was new for you guys. It was new how to summarise how to write summaries.	Learners chant yes inaudibly. The teacher writes on the chalkboard The teacher writes on the chalkboard do not miss a day. The teacher writes on the chalkboard keep positive Learners clap their hands. Learners chant yes
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T: At least now people understand the instructions point form 1-7 so that next year two years to come when you are doing grade 12. You know how summary is written. Siyevana? LC: Yes It is just preparation of you uh next year's when you -iyayibona nalento? Yeeh	Learners clap their hands
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APPENDIX F: Interview Transcriptions

Pre-Observation Interview Questions Teacher A(Ms B)

Interview conducted on 11 August 2015

Interviewer: Okay Miss B I'm a student at Fort Hare University. I'm doing my masters. I want to make interview pertaining my studies. My topic is '*The teaching of English First Additional Language reading comprehension in a selected rural secondary schools in the Engcobo Education district.*' Firstly I want to confirm that before we start our interview I am going to...I wish to share with me your experience on how you teach reading so that a I can be better supportive to my learners . Secondly I also confirm that the information that is going to be interviewed here will be remaining confidential and anonymous. We agree on that..

Teacher A: Yes

Interviewer: Ok so firstly now let me greet so by saying that eh good morning.

Interviewer: Mh (inaudibly)

Teacher A: So I want to ask you these questions and then you must feel free. So how long have you been at this school?

Teacher A: Hmm it's 8 years now

Interviewer: It's eight years how many years' teaching experience do you have in English FAL?

Teacher A: it's 10 it's 10 years.

Interviewer: It's ten years. What is your professional teaching qualification?
Is this also your highest academic qualification?

Teacher A: Secondary Teachers Diploma majoring in English.

Interviewer: Ok so is this your highest academic qualification?

Teacher: No I also have the Advance Certificate in Education that is ACE
jaah

Interviewer: Please tell me about your qualification as a teacher. When did
you qualify? Where did you qualify?

Teacher A: Hmmm I completed my diploma in 1997.

Interviewer: Yes

Teacher A: I was at Transkei College of Education jaah

Interviewer: Ok do you feel that your professional or academic training has
equipped you well for your current job as an English FAL
teacher? Why or why not?

Teacher A: Yes I think so but as a curriculum changes now we have CAPS
challenges that we I have because things that are not similar to
those we done when I was training as a teacher .from the NCS
so now there is little.

Interviewer: Then now as I have explained, my particular interest is in
English FAL reading and how it is taught in the FET Phase.
Personally I feel that I wasn't prepared very well as a reading
teacher. How do you feel about your training? Do you think you
were prepared for the teaching of reading? Why or why not?
How?

Teacher: No we were only dealing with the communicative approach
versus the traditional approach in all we were comparing in
communicative approach with the traditional approach. We stick
too much in communicating than reading

Interviewer: Ok since you qualified as a teacher, how many opportunities
have you had for further professional development, specifically
in English FAL methods?

Teacher A: Come again.

- Interviewer:** Ok since you qualified as a teacher, how many opportunities have you had for further professional development, specifically in English FAL methods?
- Teacher A:** Attending workshops hmm we have attended many workshops. My subject advisor is the one who also acting as a developer in my teaching of English
- Interviewer:** Can you give me one example of workshop you attended
- Teacher A:** hmm The CAPS workshop jaah when where dealing more about reading it was new to us that reading has more time than other teaching skills.
- Interviewer:** As an English FAL teacher at your school? Do you feel that you receive sufficient support? (from the Department of Education; from within the school?)
- Teacher A:** Eehmm within the school the support is not that much because I'm the only English teacher here jaah
- .Interviewer:** The only English teacher
- Teacher A:** The support, the little support that I get is from the Home language teacher, but she is not fully equipped about my subject because she is teaching IsiXhosa which is our home language. From the department of Education I do get a support especially from my subject advisor jaah. The also support that I get is from my peers from other schools.
- Interviewer:** Ok thank you so could you then now in what ways do you or the school community of Nosimo Technical Secondary school try to motivate the learners to read?
- Teacher A:** (Eh) the schools around the community the GET school is reading is more emphasised so some of the schools that are our feeders we get (eh) learners who are keen to read , but (eh) from other schools. We don't those kids who are keen to read.
- Interviewer:** So do you have some activities pertaining reading or oral communication?
- Teacher A:** Jaah I do have I do have
- Interviewer:** Ok learners are also...do you encourage learners to read for example?

- Teacher A:** Yes I do encourage them. I bring some magazine showing pictures that will (mh) causing interest them to read what is on that or what is pertaining on that picture.
- Interviewer:** Mhh thank you now can we talk now specifically about your English FAL reading lessons nerh. How much time on the timetable is allocated to English FAL? How much of that time is scheduled for reading in particular? Are these reading periods specified so that for example the learners know which periods are for reading and which are for grammar, etc?
- Teacher A:** Jaah I have three hours per week. My periods is an hour so I have three hours per week for reading only and even on my time table I have written reading specifically for reading specifically for reading yes
- Interviewer:** Do you think the time that is allocated for reading is enough for your leaners?
- Teacher A:** Jaah I think it's enough
- Interviewer:** Do you feel that you have enough reading tools available for the teaching of reading?
- Teacher:** I don't think so. My stuff is very limited yes.
- Interviewer:** Do you have dictionaries at your school?
- Teacher A:** I do have them but they are they are few.
- Interviewer:** They are very few
- Teacher A:** my school it is a poor school if I may say jaah we have limited resources jaah.
- Interviewer:** Do you any access in computer even yourself and the learners?
- Teacher A:** (Mh) It's only me but I'm not fully qualified for the la for the computer so my learners have no access at all there is no computer as school jaah.
- Interviewer:** Now do you feel you have enough reading tools for teaching of reading?
- Teacher A:** I do have them but they are few. My school it's a it's a poor school If I may say jaah we have limited resources jaah.

Interviewer: What (other) challenges do you feel that you have in teaching reading?

Teacher A: (Eh) learners some of the learners that are are coming from our feeder- school have no background of readings so I'm struggling at grade 10 to make them to love reading (umh) those are the challenges I have because they can't pronounce words properly even when they are reading they do not understand what they are reading so I have to instil on their minds that when they are have to comprehend to what you are reading.

Interviewer: Thank you now do you think now these learners are able Do you encourage them to read extensively?

Teacher A: Yes yes

Interviewer: Ok what kind of material do they use at home?

Teacher A: Mh

Interviewer: During their spare time.

Teacher A: Um magazines as I said before that I bring magazines at school things the material that having pictures that will (eh) cause them to have interest of reading

Interviewer: Ok thank you then now how do you accommodate the struggling readers in your lessons?

Teacher A: Those who are struggling I give them simple extracts

Interviewer: Yes

Teacher A: that are containing pictures in their reading in order for them to see what they are reading about.

Interviewer: Ok then now how do you select the reading material before you conduct a lesson?

Teacher A: (Um) I'm I am visited libraries from the town jaah.

Interviewer: Ok thank you now could you please outline in as much detail as possible how you prepare a reading lesson? Like for example what kind of questions you prepare everything the tools before you go to the class and what do you do there after?

Teacher A: (Eh) I collect before I go to class I collect the reading material (eh) my reading is different. I collect different reading materials that will suit my learners. I know my learners before in class

before they start their reading. I do ask them questions that are related to what what they are going to read. Yes tha't what I'm doing

Interviewer: You are doing nerh ok thank you could you now outline what one of your reading lessons looks like? In other words, I want to know what to expect when I am in your class for observation

Teacher A: (Eh) the lessons that I give my learners the lessons about the burning issues and the learners I sorry and the (mh) material that is close to them close to their ages.

Interviewer: Okay basically I want to know when I get in the class how you are going to structure your lesson in fact nerh are likec the first

Interviewer: In the lesson that I'm coming to observe tomorrow / later this week what are you planning to teach? Is there anything in particular that you would like me to take note of? Things you are going to do?

Teacher A: Okay as I know I know my learners

Interviewer: Yes

Teacher A: eh the material I'm going to dish out is going to be different

Interviewer: Yes

Teacher A: according to their ability the challenges that I have if my class so before they read I will ask them questions that will lead them to know we are going to read ja may be their minds know they are going to read then I'll ask them questions like do you love reading? I'm just making an example uyabona

Interviewer: Yes

Teacher A: so those are the questions I'll ask them to make them know they are going to read jaah

Interviewer: Okay then now what else are you going to do in the class during the lesson? Are you going to provide them reading materials eh one by one or in a group whatever?

Teacher A: Usually I give them one by one

Interviewer: Okay

Teacher A: Then and groups after sometimes jaah

Interviewer: I thank you very much miss B for your participation.

Teacher B: Okay

Post-Lesson Interviews for school A teacher A

Post lesson interviews conducted on 20 October 2015

Interviewer: Okay thank you Miss B. How do you feel about your lesson? Did you achieve the intended outcomes? Why or why not?

Teacher A: Ja I feel happy and relieved also because the passage was about the teenager a learner who is ill who lost her parent because of HIV&AIDS. SO I want to make the to be aware that when someone or your friend or a person who is close to you has lost his or her parent because of certain disease you have to support him and show sympathy and pity as a friend okay

Interviewer: Comment on the text that was used. Why do you choose this particular text?

Teacher A: I have choose this I have chosen this text because it is relevant to them. AIDS is also eh eh disease a killer disease that most of the people do not understand especially the teenagers who always isolate a person who is suffering from eh HIV and AIDS

Interviewer: Is there anything else you would like to make me aware about this lesson?

Teacher A: Mh eeh what I know and what I noticed about is most of the learners they do not like to read. They only read when they are at school. They are lazy to read even to take other genres like magazines. Learners who read um at home they are so few yes so em the only thing that I want them to make them to do to I want to force that interest of reading to read, read, read yes.

Interviewer: Okay thank you very much mem okay.

Post-Lesson Interviews Questions school B

TEACHER B(Ms P)

Post lesson interviews conducted on 14 September 2015

The interviewer: How do you feel about your lesson?

Did you achieve the intended outcomes? Why or why not?

Teacher B: Yha I yes I feel I have because the way they responded after everything it shows they have understood the lesson and they seem to be willing

Interviewer: Yes

Teacher B: to use the strategies that I have given them in trying in understanding the comprehension

The interviewer: Ok thank you miss. Comment on the text that was used... Why did you choose this particular text?

Teacher B: Yhool chose it because I saw it that it is very relevant to the level of understanding and again they are teenagers they are still trying to build relationships they are going to have friendships, they are still to go to grow and meet new people

Interviewer: Ok fantastic

Teacher B: so this has been assisted them

Interviewer: In understanding

Teacher B: in understanding what the relationship is about or friendship (mmh).

The interviewer: Oh what a wonderful answer now is there anything else you would like to make me aware about this lesson. That is something that you you think I must be aware that may be like difficulties.

Teacher B: Yaah it it was difficult in a way of that because of the number of learners in a classes

Interviewer: Ok

Teacher B: and how they don't to respond to the questions when they want them to interact with. It makes it very hard.

Interviewer: Very hard

Interviewer: Thank you very much Miss

Teacher B: Okay bhuti sharp

APPENDIX G: Editing Certificate

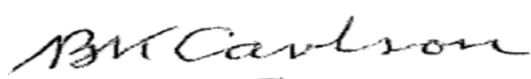
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TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following master's thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action:

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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

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