EXPLORING THE EFFECTS OF EXTENSIVE READING STRATEGIES ON GRADE 10 EFAL LEARNERS' ACADEMIC PERFORMANCE: A CASE OF KGOLAKALELEME SECONDARY SCHOOL

By

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I, DECLARATIONS

I, Motsatsi Jeanet Mokwalakwala, ▮▮▮▮▮▮▮ declare that Exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance: A Case of Kgolakaleleme Secondary School Rakwadu 2 Circuit, Mopani West District is my own work by design and that all the sources that I utilised or quoted have been mentioned and acknowledged by means of complete references and that this work has not been submitted before for any other degree at this or any other institution.

Signed at…………………..................... day of …………………. ………   2022

Signature**:…………………………………**

MOKWALAKWALA MOTSATSI JEANET

II, DEDICATION

This dissertation is dedicated to the Almighty God whose grace abide by me all the times, in memory of my late father Mafišane Alfred Mokwalakwala; May his soul continue to rest in peace, to my mother, Mokgadi Florah Mokwalakwala who always encouraged me with my studies and to my siblings Gloria and Thabiso for the support they gave me throughout the study and lastly to my two senior children, Matshidiso and Karabo for always believing in me.

IV, ABSTRACT

There is a high failure rate experienced in public schools, mostly those that are based in rural areas. This is because learners in rural areas are disadvantaged in terms of exposure to English First Additional Language (EFAL) as the Language of Teaching and Learning (LoTL). They need basic attention in reading as well as writing skills. This was the reason; this study explores the effects of extensive reading strategies on grade 10 EFAL learners' academic performance. Reading and writing is not an educational problem affecting only learners at FET Phase in schools. The purpose of this study was to see if reading skills grade 10 learners of Kgolakaleleme Secondary School gained from reading club was anticipated to help improve learners' performance. The method used in this study was qualitative and it is used for teachers to bring out their experiences on EFAL teaching. Data collection was done through structured interviews and non-participant observation. Four teachers of which one is also the Head of Department (HOD) of Languages Department, were sampled from Kgolakaleleme Secondary School in Rakwadu 2 Circuit. The research results from interviews, focus group discussion, observations and document analysis are conjointly presented to avoid recurrences. In this study, qualitative research was employed to examine the impact of extensive reading as it is explored in reading club of the sampled school of Rakwadu 2 circuit on grade 10 learners' performance. A phenomenological case study was used as the knowledge is contextual in nature. This study falls within the constructive paradigm because knowledge is studied and altered. It was found that leaners distance themselves from reading aloud in the presence of their peers because they have fear of being laughed at and as a result they do not improve their reading skills. This study has revealed that teachers tend to omit some stages of the reading process, say the pre-reading, because they rush to complete the syllabus. Additionally, learners were not granted options to choose from digital material or printed study material due to the inadequate technological infrastructure of the school and the fact that they are located in rural area characterized by poverty and unemployment. Amongst the findings revealed by the study, there are those teachers who did not take English as their major subject in their teaching career. This is one of the contributing factors reading at FET Phase in rural schools is practically unachievable.

ACCRONYM	FULL VERSION
EFAL	English First Additional Language
ZPD	Zone of Proximal Development
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
HOD	Head of Department
FET	Further Education and Training
EFAL	English First Additional Language
FGD	Focus Group Discussion
LSLM	Learner Support Learning Material
et al –	et alia (and others)
BICS	Basic Interpersonal Communication Skill
e.g.	For example
SASAMS	South African Schools Administration and Management System
SBA	School Based Assessment
HL	Home Language
DBE	Department of Basic Education
LoTL	Language of Teaching and Learning

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1. CHAPTER ONE (2): INTRODUCTION AND BACKGROUND

1.1. Background and motivation

Dismal levels of English First Additional Language (EFAL) reading comprehension among school learners at most public schools in South Africa are disturbing. To this far, there are numerous reading interventions established at different levels in South Africa and worldwide (Grabe, 2010). It is worth mentioning that poor levels of reading for comprehension accounts for poor learners' performance in public schools. According to the Department of Basic Education (DBE, 2013), learners' performance is directly linked to learners' proficiency in EFAL, which is a language of teaching and learning.

The purpose of this study is to examine the effects of extensive reading as explored in reading clubs on grade 10 EFAL learners' academic performance for the three sampled schools of Rakwadu 2 circuit in Mopani district (Perfetti and Stafura, 2014). The researcher believes that the participation in reading clubs is at the core for providing the platform whereby learners practice reading with comprehension which in turn pave the way for learners' academic success. The study explored different reading strategies applied in reading clubs as opposed to classroom reading practice. By so doing, the researcher was able to reveal the shortcomings common in non-reading club affiliates and show how they negatively affect those learners. One of the reading strategies is to create a learner-centered, low-anxiety reading experience (Minahan, 2012). Learners of the three sampled schools are not only unable to read but they pose no interest to reading.

Learners are viewed as kids who need a low anxiety and stress-free setup to enjoy learning (Bernal-Morales, Rodríguez-Landa & Pulido-Criollo, 2015). In view of this, the researcher assumed that a reading club can make reading fun to grade 10 EFAL learners of the three sampled schools (Walburg, 2014). The qualitative study was employed to get the experiences of EFAL teachers and learners from the sampled schools. The researcher intended to expose learners to extensive reading, which was intended to influence learners' reading habits. DBE (2012) asserts that learners need opportunities to read and view the Additional Language for information, pleasure and literary appreciation. For instance, this can be achieved when learners read explanation with an accompanying diagram for information, read a magazine for pleasure and finally reading a poem for literary appreciation (Perfetti & Stafura, 2014; Walburg, 2014;

Mohammed & Molepo (2017). DBE (2012) further states that the best way to develop a wide vocabulary is through extensive reading.

1.2. Problem statement

After having first-hand experience with grade 10 EFAL learners' inability to read EFAL texts with understanding and lack of interest for reading either, the researcher thought that these poor levels of reading comprehension might have a bearing on grade 10 EFAL learners 'poor academic performance. This study examines the effects of a reading club on grade 10 EFAL learners' academic performance in rural schools of South Africa. Learners in some rural schools, in particular learners in Rakwadu 2 circuit, in Mopani West District, performed poorly in their academics. From a close analysis, the researcher has observed that these poor learners' academic performance emanated from learners' poor level of reading fluency in EFAL texts. EFAL is the language of teaching and learning in which all the learning areas, except for those offered in vernacular languages, are offered and assessed in (Mohammed & Molepo, 2017). Reading and viewing is one of the EFAL skills, which is at the center of the other three language skills. Grade 10 learners were unable to read EFAL texts with comprehension and this made them to lose interest in reading any academic related material. Their reluctance to read seems to account for their apparent stagnation in the development of their reading interest and ability. And it clearly suggests that if it is not addressed, their reading efficiency in understanding the other learning areas, might affect their overall performance.   Since most of their subjects are assessed in the language, they have challenges reading, one gets the impression that the high rate of school drop-outs that occur at this level, might have a connection with this identified reading problem. Sebetoa (2016), states that learners require more basic attention in reading and writing skills. There is a link between reading and writing skills because what one can read, it becomes easier for them to write it (DBE, 2011).

1.3. Literature review

1.3.1 Introduction

Literature review is the subsection of the research proposal, which elucidate what other scholars are saying in relation to the topic under discussion (Galvan, 2013). In this regard, regional, continental, and global literature was reviewed concerning the effect of intensive reading explored in reading clubs on grade 10 EFAL learners' academic

performance (Persaud, 2010; Mohammed & Molepo, 2017). Related concepts such as reading, extensive reading, reading clubs, academic performance and reading proficiency was discussed to enforce examining the effect of intensive reading explored in reading clubs on grade 10 EFAL learners' academic performance in Rakwadu 2 Circuit, Mopani West District, Limpopo Province.

1.3.2 Reading

According to Cekiso and Madikiza (2014), reading as an activity should unfold in three levels which as pre-reading, during reading and post reading to enforce comprehension. To add to the three reading strategies, Ghuma (2011) identified the fourth one named reading monitoring strategies. These reading monitoring strategies assist the reader, in this case learners who are part and parcel of the reading club, to pace their reading speed in relation to the difficulty of the text (Kesler, 2010). In other words, one can read a text selectively or read the text repeatedly to maximize the appropriate comprehension level and to infer the meaning of words according to their structure by using contextual clues. However, reading strategies are categorized as general comprehension and local linguistic strategies. General comprehension emphasize on textual elements and it concerns the interpretation and the reaction of the reader, meanwhile local linguistic strategies are concerned with linguistic factors where the reader questions the meaning of words and they help with vocabulary and paraphrasing (Ghuma, 2011; Mohammed and Molepo, 2017).

(Mohammed & Ofori, 2018).

CAR (Tomlinson, 2008)

(McMillan, 2008).

Cheung, Liu, and Lee, 2015)

(McKenzie, David; Ravindran & Jeevan, 2021).

(Kizlik, 2015).

The researcher has observed that of all the EFAL skills, reading is given less priority by many teachers. This study contends that, reading skills in EFAL learners to understand texts written in English is paramount. Progress in International Reading Study PIRIS (2016) back up what the researcher indicated above when alluding that a lot needs to

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be done to develop a reading culture among learners. In response to this call, the DBE is a step ahead for having rolled out reading clubs in 2014. To be able to carry out this study, it is worth highlighting the many factors that contribute to the development of reading culture among learners from having a caring mentor (teachers in this instance) parental involvement, provision of quality reading resources and many others which was explored in full in chapter 2 of this study.

1.3.3 Extensive Reading

Too much reading expose learners to different writing genres from; poetry, play, novel, short stories, newspaper articles. In that way, the exposure learners get from different genres enabled them to respond to literature assessment categorized as paper 2 in EFAL **(SEE ANNEXURE A).** As a result, learners was developed into critical thinkers and creative writing will come naturally because learners would have read different persuasive writings which is presented to them in different structures. Taking assessments in creative writing scheduled as paper 3 in EFAL, learners would not find it hard to adhere to the criteria set by the rubric **(SEE ANNEXURE B).** Similarly, language in context referred to as paper one (1) and oral tasks was easier for learners to respond to primarily because learners have a rich and broad vocabulary. Consequently, learners were able to read instructions with understanding. From reading aloud activities learners gained speaking skills by using proper pronunciation of words considering audience, purpose and register (DBE, 2012). Another assessment component in EFAL is visual literacy which encompasses cartoons, advertisement and essays. In this regard, learners who are members of a reading club would not struggle hence, they predict the meaning of their reading by viewing the cover pages which usually displays pictures (Kesler, 2010).

In real life situation, learners who read a lot can solve problems they encounter as they have seen similar or related cases tackled in books or stories they have read. This concur with one of the critical cross-field aims outlined in the Curriculum and Assessment Policy Statement (CAPS) that, it intends to produce learners who can identify and solve problems independently.

1.3.4 Reading Club

According to DBE (2011) reading clubs are used as a vehicle to develop a reading habit in young children in a fun and entertaining way. DBE (2011) further define reading club as the avenue where people who love stories and books gather on regular basis to read

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and share stories and talk about what they are reading. At some point, members of the reading club may also do other fun activities related to stories and books they have read. Reading clubs as a project was explored more in chapter 2, to demonstrate its strengths and how it can be utilized to unearth weaknesses in classroom reading practice. A reflection by the researcher on the use of reading strategies applied in reading clubs to help turn around classroom's reading experience, was demonstrated as well.

I.   Benefits of Reading Clubs

The nature of reading clubs sets a genuine gesture to instill reading habits in learners through reading for pleasure, which should, in the long run, develop learners into fully literate people who are proficient in all the EFAL skills being reading and viewing, listening and speaking, writing and presenting as well as language structures and conventions. Subsequently, the other benefit enjoyed by learners participating in a reading club is being able to determine the meaning of unfamiliar words by taking into consideration the context with which the word is rooted. In fact, these learners were able to learn many new words using contextual clues. Types of contextual clues; restatement, comparison, contrast and synonyms was outlined in the later stage of this study. Mapping as another vocabulary building strategy was unpacked as it encourages learners' active participation as learners after seeing a new word, they start by guessing the meaning before they look up for definition in the dictionary. This is in line with what Goodman (1988) refer to reading as a guessing game. To support the above scholar DBE (2011) asserts that it is a challenge if learners have not yet developed reading habit by teen years.

1.3.5 The link between reading and academic performance

Sebetoa (2014) contends that, leaners that have reading inabilities have writing inabilities. It is displayed in the study's discoveries that learners who show poor pronunciation of words during reading, they also show inappropriate spelling throughout their writing activities. Considering the utterance of the above scholar, it is crystal clear that for learners to respond up to the required standard to assessment activities, they should be able to read (mostly EFAL texts) with understanding. This enabled them to understand instructions together with assessment questions (Foorman, Smith & Kosanovich, 2017).

Interchangeably, reading and writing have a bearing on each other. According to DBE (2012) this is referred to as integration of EFAL skills. The researcher believes that a fluent reader should be performing well academically mainly because reading expose them to correct spelling, increased vocabulary and develop learners into critical thinkers (Stanlick et al, 2015). Critical thinking talks to the learners' ability to question given facts. Questioning words that shows critical thinking as outlined by Payette et al. (2016), are illustrated below:

WHO	•Who are the characters?
WHAT	•What are the main themes?
WHERE	•Where is the story taking place?
WHEN	•When is the story taking place? (Time or era)
WHY	•Why are the protagonist and the antagonist fighting?
HOW	•How are the conflicts resolved?

A study conducted by Ofsted (2012) concluded that, reading for pleasure grant added advantage to learners and have direct influence on learners' academic performance. Similarly, a study conducted by Ball (2014) titled "To read or not to read, a question of National consequences" revealed that voluntary readers are better readers that their non-readers counterparts. The study further indicated that children who read for pleasure on a daily or weekly basis perform better in their academics than infrequent readers. In contrary, Meier (2011) indicates that learners at Intermediate Phase still fail even if the Department of Basic Education (DBE) developed strategies, such as Foundations for Learning Campaign (FFLC) and the National Reading Strategy (NRS), which are called Drop All and Read campaign (DAaR) to overcome reading and writing challenges DBE (2015).

In response to the later scholar, the programs brought forward by the department come in paper as a guide that needs dedicated teachers, parents, education stakeholders and resources to be implemented successfully. The afore-mentioned studies are the engines

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that called for the staging of this study "Examining the effect of intensive reading strategies explored in reading clubs on grade 10 EFAL learners' academic performance" to verify if indeed reading have a positive influence on learners' academic performance.

1.3.6 Integration of reading with the other three EFAL skills

Considerably, all the four EFAL skills are integrated since the departure point is to read selected stories or books, later, reading club members gather for discussions or verbally narrating stories to one another and finally write their experiences. In that way, learners are improving their listening and speaking skills which encompasses the pronunciation, voice projection, body gestures and facial expressions. DBE (2012) expect grade 10 EFAL learners to be able to read EFAL texts with understanding with little or no help from their teachers. On the other hand, Literacy Policy (2013) states that practicing writing skills helps learners to express themselves in a simple, accurate and interesting manner. Additionally, learners need to write texts that are well punctuated, words spelled correctly, sentences well-structured and communicate understandable messages. The latter is attainable when learners observe grammar rules which they will learn implicitly during the reading process (Ellis, 2015). In a long run, reading do not only improve EFAL skills but also overlap to other learning areas such as Economics, Geography or Mathematics.

1.4. Theoretical framework

The theoretical framework is the structure that holds or supports a theory of a research study. A theoretical framework introduces and describes the theory that explains why the research problem under study exists (Labaree, 2009). It is the lens through which the research interprets ideas. In the light of this, this study will opt for Albert Bandura's social learning theory which emphasizes the importance of observing and modelling behaviors, attitude and emotional reactions of others (Chunk, 2012). Bandura formulated four principles of social learning as: attention, retention, reproduction and motivation. For the purpose of this study the researcher will refer to these principles as A2RM.

Bandura's social learning theory posits that people cannot learn if they are not focused on the task. In the context of this study, learners were expected to learn how to read with comprehension through the use of reading clubs, which means they were entirely focused on reading. Bandura further states that, if one sees something as being innovative or different in some way, they are more likely to make it the focus of their attention. Social contexts play a major role in helping to reinforce these perceptions in learners. On the other level, learners learn by internalizing information in their memories,

whereby they recall that information later when they are required to respond to a situation that is similar the situation within which they first learned the information. This is called retention.

More often than not, learners reproduce previously learned information (behavior, skills, knowledge) when required. However, practice through mental and physical rehearsal often improves their responses. It is referred to as by Bandura as reproduction of learned information. In this study this was achieved when learners read in reading clubs and be able to narrate stories they have read to their peers in the club. The whole reading process will enforce motivation to want to read more, among learners. Bandura claims that learners need to be motivated to do anything. and that motivation originates from their observation of someone else being rewarded something they have done. This usually motivates learners later to do, the same thing when awarded the opportunity.

The A2RM principle as formulated by Bandura is a very powerful method of education, mainly because when learners see positive consequences from a particular type of behavior, they are more likely to repeat that behavior themselves. On the contrary, if negative consequences are the result, they are less likely to perform that behavior. The above utterance concurs with what Skinner's reinforcement theory posits by saying that individual's behavior is a function of its consequences. Learners are more motivated to pay attention if they see others around them also paying attention. On the other hand, educational implication of Bandura's theory of social learning is to encourage learners to advance their individual self-efficacy through confidence building and constructive feedback. For the study to be credible, theoretical framework is reviewed in terms of literature for the sake of linking concepts to establish evidence and to support the findings of the study (Franklin, 2013).

In this study, theoretical framework helps to clarify the implicit theory in a manner that is more defined (Creswell, 2009). It also helps to provide a clarity on how reading clubs impact EFAL learners' performance by observing and comparing the performance of learners who are members of reading club and that of non-members, not only for EFAL but also for all other learning areas (Leedy and Ormrod 2010). According to Breakwell et al (2007), a theoretical framework relates to qualitative research design as it provides the structure and guidance to the entire research project. Behaviorists also regard learning as the formation of associations between stimuli and responses. Behaviorists explain learning in terms of observable lens and reinforcing consequences that make the

response more likely to occur whereas punishing consequences make it less likely. The role of environment specifically how stimuli are arranged and presented and how responses are reinforced play a crucial role. This theory will help the researcher to see if participation in reading clubs will change learners' reading habits thereby improving their academic performance.

1.5. Purpose of the study and research questions

1.3.7 Purpose of the Study

The study seeks to explore the effects of extensive reading strategies explored in reading clubs on grade 10 EFAL learners at Secondary Schools of Rakwadu 2 Circuit in Mopani West District of Limpopo Province.

1.3.8 The Research Questions
I. Main Question

What are the effects of extensive reading strategies explored in reading clubs on grade 10 EFAL learners in reading at Secondary Schools of Rakwadu 2 Circuit in Mopani West District of Limpopo Province?

II. Sub-question

- Which extensive reading strategies are mostly employed by EFAL reading clubs teachers that are not used in many public schools in Rakwadu 2 Circuit?
- What challenges do public schools' teachers in Rakwada 2 Circuit experience in motivating their Grade 10 EFAL learners to read effectively for academic purpose?
- How Does the use of these extensive reading strategies affect the learners' attitude towards reading in general, as reflected through the learners' performance in other learning areas?
- How Does the use of these extensive reading strategies affect the learners' performance in EFAL?

1.6. Research methodology

Research methodology is defined as the process that covers all the steps involved when conducting a study including research method, design, population, sampling, data collection and analysis, quality criteria and ethical clearance for the researcher to make an informed decision or reach a conclusion with regard to the study in question (Howell 2013).

1.6.1 Research Method /Approach

A qualitative research method or rather approach was used to understand meanings, explore, describe and understand experiences, ideas, beliefs and values (Morrow, 2005). In this study, qualitative research was employed to examine the impact of extensive reading as it is explored in reading club of the sampled school of Rakwadu 2 circuit on grade 10 learners' performance (Bryman, 2004). Qualitative research is also designed to help the researcher understand the behavior of learners towards reading experience as one of the EFAL skills (Franklin, 2013). It is worth mentioning that, getting participants' opinion is vital because they possess experience on the phenomena under study.

By setting-up reading clubs in the sampled school, the researcher was able to carry out this study to the best of her ability (Mouton and Marais, 1990). The phenomenon to be explored in this research is the extensive reading strategies explored in reading clubs to ascertain how they influence Grade 10 EFAL learners' academic performance.

1.7 Research Design

A research design ensures that the study obtains relevant evidence that entails specifying the type of evidence needed to answer the research question or to accurately describe some phenomenon (Blakstad, 2008; Nieuwenhuis, 2007). A research design as a specific plan that outlines the process to be followed in the selection of participants, data collection and data analysis. Campbell & Stanley (1963) assert that, qualitative research designs are used to advance understanding; explore the intensity, richness and complexity inherent in a phenomenon. In conducting this study, the researcher undertook action research where the qualitative methodology was used in collecting data (Creswell & Clark, 2013).

A phenomenological case study was selected as the appropriate research design to be used for this study as the knowledge is contextual. A case study is a research approach and a practical inquiry that scrutinizes a phenomenon within its real-life context. Case studies are based on a comprehensive scrutiny of a single individual, group or event to explore the causes of underlying principles. Meriam (2009) outlines case study knowledge as more concrete, more contextual and more developed by reader interpretation than the other techniques. A narrative description was utilized to describe the content of the above case. Grade 10 EFAL learners was interviewed on their encounter regarding reading before and after joining the reading clubs.

The researcher believes that, by training learners on extensive reading strategies in a low-anxiety, stress-free environment and in a fun way, they will develop the love for reading and at the same time be empowered to read EFAL texts with understanding. Ultimately this study will create a platform to build a community of reader among learners (Burns, 2010). Again, it is through the qualitative study that the researcher was able to unearth weaknesses in classroom reading practice. In that case, using reading strategies learned from reading clubs will also help the researcher to reflect on what is happening in normal reading classes as compared to the reading exercise from the reading clubs. It enlightened the researcher with the situation under which learners find themselves dipped into when they are to embark on a reading process both in class and for pleasure.

1.7.1 Population

The research population is generally a large collection of individuals or objects that is the main focus of the study. Polit & Hungler (1999) define population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study focused on a population derived from Kgolakaleleme Secondary School falling under Rakwadu 2 Circuit. The researcher has identified Rakwadu 2 circuit simply because it is situated in rural areas and at the same time the researcher is working within the circuit. The sampled school Kgolakaleleme is where the researcher is attached to. This circuit has a total of 7 secondary schools, one of which (mentioned above) is sampled to determine the population and sample of this study. The actual population is specifically based on hundred and seventy (170) grade ten (10) EFAL learners in total, HOD (Languages) and two (2) grade ten (10) EFAL teachers.

The sampled school is situated at Sekgopo village and the area is known of its poverty caused by unemployment. On the other side, literacy levels are very low and this result in poor parental involvement in learners' academic matters. More often, when these parents are invited to parents' meeting, they do not show up in numbers and only few will attend and become reluctant to participate or giving ideas. More often, the least that managed to get educated and secure good paying jobs they vacate the place to stay in cities. The researcher has observed that learners' inability to read EFAL texts is basically lack of exposure to the language.

1.7.2 Sampling

Sampling is a process used in statistical analysis in which a predetermined number of observations is taken from a larger population (Creswell, 2009). It is concerned with the

selection of a group of individuals from within a statistical population to estimate characteristics of the whole population (Dawson, 2002). Furthermore, it is an indispensable technique of research. Research work cannot be undertaken without the use of sampling as it is a minimized representation of the population (Polit & Hungler, 1999).

The researcher used a non-probability sampling technique: purposive sampling to be specific. It is also known as judgmental, selective, or subjective sampling. It focuses on characteristics of a population that are of interest, which wasst enable researchers to answer their research questions. Purposive sampling has been chosen because it saves time, as it will make it easy for the researcher to target those who are facing the challenge. For this study, grade 10 EFAL teachers and learners was chosen purposefully as participants that will answer the research questions for the purpose of attaining the research objectives (Leedy & Ormrod, 2010).

The researcher sampled ten (10) grade 10 EFAL learners from Kgolakaleleme Secondary School, of which five (5) were affiliated to the reading club and the other (five) 5 were non-affiliates of the reading clubs as well as four (4) grade ten (10) EFAL teachers and one of the teachers sampled is the HOD of languages Depatment.

1.8 Data Collection

The data collection tools this study used are one-on-one interviews, focus-group interviews and observation. This combination of collection tools was an attempt to gather multiple pieces of (data triangulation) to enhances the credibility of the study.

1.8.1 Interviews

Interviews are convenient to explore experiences, views, opinions, or beliefs on definite matters. Interpretations can be explored and compared to others, to develop an understanding of the core organizations of opinions (Green & Thorogood, 2010).

Semi-structured interviews were conducted in a face-to-face situation, to capture the four (4) sampled Grade ten (10) EFAL teachers' views on the impact of extensive reading on the identified Grade ten (10) EFAL learners' academic performance, as observed from the few that attend extensive reading lesson in reading clubs. The reasons behind choosing this guarantees certainty about who answered the questions; and it allows for personal contact (Green & Thorogood, 2010) where clarity may be required. Moreover, semi-structured interview was utilized because the researcher seeks to find out

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participants' opinion on specific information which can be compared and contrasted with information gained in other data collection tools. To achieve this, similar questions was asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise (Bickman & Rog, 2008; Bryman, 2008).

The interview schedule was developed guided by the academic literacy competencies as developed by Weideman (2003). Often the researcher develops a topic list before the start of the interview, which can be used in a flexible manner. As the interview is a product of interaction between the researcher and the interviewee, the setting and skills of the researcher are of importance (for example, the ability to develop a sense of trust or developing relationship), the way of phrasing questions, give the interviewee room to tell a story, body language). Furthermore, the interviews were recorded as backup and the audio tapes was transcribed (Britten, 1995; Gubrium & Holstein, 2001).

Interviews allow a researcher to probe research participants for further clarity, whilst answering questions (Struwig & Steads, 2001). They allow the participants to elaborate on what is discussed in a much broader way. It is through interviews that the researcher can get different answers from participants. The other advantage of this data collection instrument is that questions can be prepared ahead of time and this helps the interviewer to be prepared and appear competent during the interview (Ranney, 2015).

1.8.2 Focus-group Interview

A focus group discussion (FGD) is a mode used to bring together 6 to 12 people from similar backgrounds or experiences to discuss a specific topic of interest (Green & Thorogood, 2010) FGD are useful to examine how social knowledge is produced (Green & Thorogood, 2010). The group of participants is guided by a moderator (in this context, the researcher playing a role as the teacher) who introduces topics for discussion and helps the group to participate in a dynamic and natural discussion amongst themselves. This tool was used to gather the ten (10) sampled learners' views and experiences in a form of group discussion. Each group (a group composing of 5 reading club affiliates and another consisting of learners who are not affiliated to the reading club) will have a discussion with the researcher separately. The researcher played the role of the interviewer and in the process stimulated discussions to examine how knowledge and ideas develop and operate in a given group. Most of the times, a facilitator guides a discussion about a particular topic in a group of usually 6-12 people (Gubrium & Holstein,

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2001; Krueger, 1988; Morgan, 1988; Stewart & Shamdasani, 1990). Discussions taking place in FGD are interview driven. Ten (10) grade ten (10) EFAL learners discussed as they respond to the questions asked by the researcher.

Some sensitive issues might be more easily discussed within a group, although other (personal) information might be withdrawn, for instance when persons are conversant with each other or because of classified relations within the group. The researcher, therefore, play the role of the facilitator by creating an open atmosphere, involving participants in the discussion and managing the discussion (Middelweerd, 2015).

The organization of a focus group requires careful attention. This includes the sampling and recruitment of participants, the composition of the topic list and how the data was collected. To satisfy, the latter statement each group will consist of individuals who are exposed to same scenario. For instance, each focus group will consist of learners affiliated to reading club or learners who are non-affiliates of reading clubs. They will not mix. In this instance the researcher, will conduct 2 discussion groups per sampled school. Each group will compose of 10 EFAL leaner plus one teacher.

1.8.3 Observation

Observational methods are used to understand phenomena by studying people's accounts and actions in an everyday context. There are different types of observations, with various degrees of research participation, like non-participating observation, which may be done in the form of video recordings, and participant observation or ethnography. For this study, the observer was the participating observer who observed learners when they carry out reading activities in the reading club and in the classrooms.

This tool was used to gather the data on learners' reading patterns in their different reading contexts: classroom and the reading clubs. An observation checklist was used to record all observed reading events and common reading errors picked in the process.

1.9 Quality criteria

Bryman (2015) refers to quality clearance as the extent to which the results of the study are valid and reliable. Devers (1999) formulated several strategies for enhancing the rigor of qualitative research. For quality assurance, the researcher conformed to the criteria of credibility, transferability and confirmability.

1.9.1 Credibility

Credibility refers to the quality or power of inspiring a belief (Morrow, 2005). In this context, it refers to emerging with a research process which is scientific and dependable. To establish if the findings are true and accurate, the researcher used data triangulation through analysis and member checking. The researcher always upheld the value of honesty and truthfulness. The findings produced by the researcher was convincing and realistic. Credibility was established by alignment of research design, selected participants and the context of the study (Ary, Jacobs & Walker, 2014).

1.9.2 Transferability

Transferability refers to the degree to which the outcomes of the research can be applied beyond the study itself (Bitsch, 2005). This suggests that the research outcomes should be able to be used in other similar studies. The researcher established transferability by ensuring that data are collected and interpreted in a way that can be useful in another similar situation.

1.9.3 Confirmability

Confirmability is defined as the measurement of how well the research's outcomes or findings are supported by the collected data and other processes of the study (Trochim, 2006). An aspect of quality assurance adds value to the believability of the study. The researcher used different techniques of gathering data to enhance confirmability of the findings. The techniques used are interviews and observations.

1.10 Significance of the study

The purpose of this research is to verify if reading clubs has a bearing on grade 10 EFAL academic performance. This study was beneficial to the society at large. Firstly, educators, policy makers, learners and other educational stakeholders was able to realize the importance of reading clubs and the impact it makes on learners' academic performance, in this case grade 10 EFAL learners (Boakye, 2017). Secondly, the information gap that exists within the learners towards the impact of reading on academic performance in secondary schools was bridged in the process. Thirdly, it will open the eyes of the high school learners to recognize the importance of reading as a way of improving their academic performance. Lastly, it will help Department of Basic Education to organize workshops to train EFAL teachers to create an environment that is conducive for reduced learners' anxiety.

1.11 Ethical considerations

Ethical considerations are defined as parts of the research and if the study did not feature them, that study is doomed to failure. In this study, ethical issues namely: permission, informed consent, confidentiality, respect, anonymity and discontinuance were also observed (Bryman & Bell 2007).

1.11.1 Permission to access the research site

The researcher sought permission to conduct this study from the University Ethics committee. Beyond that, the researcher will write letters to the circuit manager and to the principal of the earmarked research site school. At the same time, permission from parents was sought out through writing a consent letter to the parents, especially those of the learners who are underage (under 18), so that they could grant permission to their children to participate in the project. These learners may then sign assent forms through their parents' permission. The recruitment of the learners and the teachers who are main participants in the research was carried out in an open and democratic way (Saunders, Lewis & Thornhill, 2012).

1.11.2 Informed consent

The principle of informed consent arises from the participant's right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented to, as in research. (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2001). Consent thus protects and respects the right of self-determination and places some of the responsibility on the participant if anything goes wrong in the research. As part of the right to self-determination, a prospective participant has the right to refuse to take part, or to withdraw from participation.

 To comply with the requirements of this principle, all the participants was given a consent form, but this will come straight after giving them an informed consent letter or alternatively hold an information meeting in which potential participants was invited to participate. A full disclosure and clear explanation of the procedures to be followed was given. More information was given with assurance that there was no exposure to any form of risk contemplated. Contact details will also be given to all participants so they could contact the researcher in the event of discomfort or possible danger. Heining (2004) stresses that, respondents need to give informed consent to the researcher before they start with the data collection process.

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1.11.3 Voluntary participation

Denzin and Lincoln (2000) highlight that research participants must agree voluntarily to be part of the study and the agreement must be based on full and transparent information brought to them in the language of their choice.

The researcher will issue out consent forms which will serve as a symbolic declaration of participants' freedom to decide voluntarily if they want to participate in the study or not. It should be made clear in the consent form that participation is not by coercion whatsoever, but rather a way in which the participants can exercise their right to join, stay in or pull out anytime during the course of the research.

1.11.4 Anonymity, privacy and confidentiality

Confidentiality means that although researchers know who has provided the information or able to identify participants from the information given, they will in no way make the connection known publicly; the boundaries surrounding the shared secret was protected (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2006). To ensure confidentiality, the following was employed: deletion of identifiers, crude report categories and micro-aggregation (that is, the construction of average persons from data on individuals and the release of these data, rather than data from individuals). The researcher will ensure that the information obtained from the participants is treated confidentially by not writing their names. No information was disclosed without the permission of the participants. Participants will also not be subjected to any form of disclosure.

The researcher will declare confidentiality with the participants to assure that information collected, will not be shared to any other person, and it was strictly for this research purpose.

1.11.5 Compassion, respect, and dignity

The researcher will demonstrate adherence to these principles by ensuring that she treats all participants not as mere research objects or mindless children that can be moved from one place to another at will. The key factor is to remain humble, be consultative and give them a room to express their feelings or comfortability without fear. It is crucial for one to be mindful of the tone used when talking to them, so that one does not make them feel belittled (Bakatara, 2014). This entail wearing their shoes and strive to conduct oneself in a manner that embraces the religious, cultural or personal

preferences of the participants. This may put them at ease and display an attitude that is more supportive to the research process.

1.11.6 Protection from harm

Apart from assuring participants verbally that there was no harm that can arise in the research process, this project poses no threat of any physical nature, since there are no experiments, or activities or movement outside the normal classes teachers and learners use on a daily basis. The researcher will make sure that participants are protected from harm. They will not be exposed to any danger or risk whatsoever. All data collection, reading activities was done indoors, within the same walls they trust. Leedy and Ormrod (2010) stress that researchers should not expose research participants to unnecessary physical or psychological harm. When a study involves human beings, the general rule of thumb is that the risk involved in participating in a study should not be appreciably greater than the normal risks of day-to-day living. Participants should not risk losing life, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem (Leedy and Ormrod, 2013). This was observed by holding interviews in a school premises within the school's working hours.

2   CHAPTER TWO (2): LITERATURE REVIEW

2.1 Introduction

English First Additional Language (EFAL) is the language of learning and teaching and it is offered as a learning area (DBE, 2012). In public schools EFAL is a compulsory learning area. In light of the above, learners need to acquire four language skills being reading and viewing, listening and speaking, writing and presenting as well as language structures and convention in order to do well in EFAL. In the context of this study, reading and viewing skills was given priority since the researcher believes that the other three language skills are integrated in reading activities. They should be able to read EFAL texts with understanding so that they make it in their academic journey. According to Sebetoa (2014), learners still face challenges in reading EFAL texts with comprehension. In South Africa, most learners in grade ten (10) cannot read EFAL texts with understanding and this lead to poor Academic performance, not only in EFAL but also in other learning areas which affect their overall performance. In a nutshell, these learners end up failing their grades (Sebetoa, 2014).

This chapter will review literature from the regional, continental and global perspectives concerning the effect of intensive reading explored in reading clubs on grade ten (10) EFAL learners' academic performance. Different countries have conducted research related to the effect of intensive reading explored in reading clubs on EFAL learners' academic performance (Persaud, 2010) and their findings was reviewed in this chapter. Related concepts such as literacy, reading, extensive reading, reading clubs, academic performance and reading proficiency was discussed to enforce exploring the effect of intensive reading explored in reading clubs on grade ten (10) EFAL learners' academic performance in Rakwadu two (2) Circuit, Mopani West District, Limpopo Province. To be able to carry out this study, it is worth highlighting the many factors that contribute to the development of reading culture among learners include: having a caring mentor (teachers in this instance), parental involvement, provision of quality reading resources and many other which was explored later in this chapter.

2.2 The concept literacy

The concept literacy has numerous translations but for the context of this paper the focus was on the one defined by oxford dictionary that it is the ability to read and write. According to UNESCO (2017) literacy is the skill that enables an individual to distinguish, understand, deduce, produce, speak and figure out meaning using printed and written

materials connected with different contexts. In addition, literacy involves a band of learning which enables individuals to achieve their goals, to expand their knowledge and potential and to contribute positively   towards their communities and the society at large (UNESCO, 2004; 2017). DBE (2012) concur with the claims made by UNESCO (2017) when mentioning that the curriculum serves the purpose of equipping learners, with the knowledge, skills and values essential for self-fulfillment, and meaningful participation in society as responsible citizens of a free country.

2.2.1   Current Literacy Level in SA

Since there is no common definition of literacy, individual countries use different assessments and standards to determine it. That is why in South Africa there is Curriculum and Assessment Policy Statement (CAPS) from grade R to grade 12 for all learning areas (with more emphasis on the 11 official languages) which outline the criteria that one must undergo in order to be calculated as literate. For instant, in CAPS for EFAL grade ten (10) to twelve (12) there are four language skills which helps gauge if someone in literate. The skills are listening and speaking, reading and viewing, writing and presenting and the language structures and conventions (DBE, 2012).

Literacy level in South Africa is gauged by checking adults from the age of 15 years who can with comprehension read and write a simple statement on their everyday life. Arguably, literary is linked to numeracy which encompasses the ability to make simple calculations. Another factor that contributes to the literacy level is the inability for learners to be abreast with reading level for their age group. These learners are below the benchmark of reading development. So is the general literacy level in South Africa (UNESCO, 2017).

2.3 Reading

Goodman (1988) defines reading as an available psycholinguistic process wherein the reader uses strategies to generate meaning from text. His focus is on analyzing mistakes in the text when reading aloud and he believe that efficient readers minimize reliance on visual details. The theory is more concerned with the interaction between the reader and the text (Goodman, 1988). The immediate question that arises is that, are learners (in this case grade 10 EFAL learners) able to make use of the strategies to obtain meaning from the text? The researcher has observed that grade 10 EFAL learners in Sekgopo

Area are unable to read EFAL text with comprehension and this accounts for low academic achievements (Boakye & Mai, 2016).

According to Curtis & Hungi (2005), reading involves making meaning of the text and paying close attention to its language features by actively making sense of the text, working out the meaning of newly encountered words and images by using word attack skills and contextual clues. According to Willhen (2013), the comprehension strategies include making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions that include all cognitive levels which ranges from lower order to higher order. To add to the list, other comprehension strategies include visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features. To ensure that learners have a clear understanding of the text, teachers should teach them to make notes or summarize main and supporting ideas at the end of every reading activity.

According to DBE (2012), reading and viewing combine two elements which are learning and applying strategies for interpreting and comprehending text; learning and applying knowledge of text features. These aspects should be incorporated in reading and viewing instructions of literary and non-literary texts. DBE (2012) further asserts that reading and viewing content should be arranged into; reading for comprehension; reading for formal study (setworks) and extended independent reading. Reading instruction will usually involve working through elements of the reading process (Taguchi, 2005). According to DBE (2012), by the time learners reach Grade 10, they should be confident and independent readers in their First Additional Language (FAL), who are also able to select texts for their own interests and tastes. However, this may not be the case for all learners. It is advisable then that when the year commences, learners be assessed to gauge their reading comprehension so that teaching is planned accordingly (Dyer, 2014).

2.3.1 Reading as a Receptive Skill

According to Cekiso and Madikiza (2014), reading as an activity should unfold in three levels which are pre-reading, during reading and post reading to enforce comprehension. To add to the three reading strategies, Ghuma (2011) identified the fourth one named reading monitoring strategies. These reading monitoring strategies assist the reader, in this case learners who are part and parcel of the reading club, to

pace their reading speed in relation to the difficulty of the text (Kesler, 2010). In other words, one can read a text selectively or read the text repeatedly to maximize the appropriate comprehension level and to infer the meaning of words according to their structure by using contextual clues. However, reading strategies are categorized as general comprehension and local linguistic strategies. General comprehension emphasizes on textual elements and it concerns the interpretation and the reaction of the reader, meanwhile local linguistic strategies are concerned with linguistic factors where the reader questions the meaning of words and they help with vocabulary and paraphrasing (Ghuma, 2011).

The researcher has observed that of all the EFAL skills, reading is given less priority by many EFAL teachers. This study contends that, reading skills in EFAL learners is paramount to enable them to understand texts written in English. To back up the above statement, in South Africa during the year 2020 there was a lockdown due to COVID-19 pandemic wherein most activities were suspended except essential services and people were compelled to stay indoors ((Ellis, 2021, McKenzie, David; Ravindran & Jeevan, 2021). As a catch-up plan, the Department of Basic Education (DBE) through its District Offices, have arranged for Saturday and Sunday enrichment program for grade twelve (12) learners which includes all learning areas except for Sepedi HL, English FAL and Life Orientation **SEE ANNEXURE C**. According to the observer, the system used by the DBE has a bearing for giving learners the impression that languages are less important as compared to other Learning Areas (LAs). That is why grade ten (10) learners fail to read EFAL texts with understanding hence the LAs which are responsible for equipping learners with reading skills are undermined. In contrary, according to the researcher language in this case, EFAL should be given priority because all LAs are provided in EFAL except for vernacular. Progress in International Reading Study (PIRIS) (2016) back up what the researcher indicated above when alluding that a lot needs to be done to develop a reading culture among learners. In response to this call, the DBE is a step ahead for having rolled out reading clubs in 2014.

2.3.2 Reading comprehension

Reading comprehension as defined by Alzu'bi (2012) is the process of understanding and creating a meaning from a piece of a text. The above definition means that for learners to engage in reading comprehension effectively, they need to be equipped with

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effective strategies to help them improve their reading competency. In this case, Jigsaw remains the best strategy that can be used in reading comprehension. In this strategy learners are arranged into groups or teams making sure that each team has a higher performing learner, a lower performer and others should be average performers in comprehension reading (Darara, 2012). These groups are called Reading Comprehension Home Group (RCHG). At some point, learners were distributed amongst other groups in the classroom to gain knowledge and reading skills from reading comprehension. Such learners will have to go back to their original group with learnt knowledge and understanding gained from expert group and shares the knowledge acquired with learners in their own group (Darara, 2012).

2.3.3 Reading as a Product

Among the four language skills, reading stand out to be the most important skill to obtain for general language proficiency. Continuous reading skill improvement and reading motivation are a prerequisite for one to become a fluent reader and to develop a constructive reading character (Krashen, 2011). Learners are enhanced to maintain ongoing reading development by becoming independent and self-regulated readers. Reading is beneficial in developing self-regulated readers through an extensive reading program, where learners read many interesting books at an appropriate level of difficulty. Students and teachers made use of an extensive reading module for an open-source audience response system. Using this system provides independent learning conditions that enable students to read books extensively by choosing enticing books monitor them and reflect on books read. EFAL teachers should monitor learners through summaries of the number of books read by each learner, prediction of book difficulty, and encourage them to review books they read (Hall, 2012). It is clear that, the result of applying extensive reading can improve the learners' reading ability and elevating their knowledge of the language and the world at large. Moreover, such an approach permits learners to practice strategies they learn in skill-based instruction and to experience genuine reading they will encounter in their daily lives presents how extensive reading leads to gains in reading speed, reading motivation, and a positive reading identity (Lake and Holster, 2013: Lake, 2014).

2.3.4 Reading as a process

Reading is regarded as a process because it involves recognizing words in an endeavor to develop comprehension. According to Goodman (1988), reading is a process that

facilitates the meaning between the text and its reader. The reading process involves three stages as outlined below:

      I.   Pre-reading

Pre-reading phase prepares EFAL learners for reading a text in EFAL. To be precise, learners may be encouraged to make predictions about the text by looking at the title of that given text (DBE, 2012). This exercise will stimulate their prior knowledge and help them to comprehend the text when they embark on the reading activity. The pre-reading stage, grants the reader the opportunity to activate background knowledge, sample the text, and establish the purpose for reading. Furthermore, the pre-reading is a strategy for learners to use to guess or predict what the text was about (Goodman, 1988).

      II.   During reading

DBE (2012) states that during-reading phase involves the thorough reading of the text whereby learners respond to questions about the meaning of the text. It is during this phase where learners were required to consider the word choice, use of language, imagery as they have a bearing on the meaning of the text and at the same time they were anticipated to use comprehension strategies such as inferring. At this stage, learners confirm or revise their own predictions.

      III.   Post-reading

At this stage learners view and assess the entire text. The EFAL teacher will encourage learners to synthesize and summarize ideas in the text, compare and contrast different aspects of the text, evaluate the text, draw conclusions and express their own opinions towards the text. Follow-up activities such as vocabulary work based on the text should be dealt with in this phase. For instance, learners can summarize what they have read, create summaries by taking a huge selection and writing of main points for more concise understanding. Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

2.3.5 Reading culture (home / school / community)

Nyman (2015) describes reading culture as the use of reading as a habitual activity, and thus the nurturing of an attitude and the development of skills that make reading an enjoyable, normal and continuous activity. In addition, Ailakhu & Unegbu (2017) state

that, reading culture is having the habit of reading in every individual and not only for academic purposes. Furthermore, Ailakhu & Unegbu (2017) stressed that reading is regarded as the difficult task learners engage in to pass their examination and it takes the shape of an inherent value when fully developed. In that way, reading will no longer be carried out for the sake of just reading until a tendency to further reading is encouraged. EFAL teachers can curb the curve by encouraging learners to read as part of daily life and to create reading as a habit that was needed and enjoyed throughout the lives of learners. The researcher believes that the fussing of a reading club will play a significant role of inculcating a culture of reading among learners hence its activities are anxiety-free and are central to learners (Clark & Douglas, 2011).

2.4 The role of individual ability

In a reading program either in or outside classroom setting, individual ability is of paramount important hence this will allow for uninterrupted and smooth running of the exercise. In this instance, more emphasis was on classroom reading experience as this paper is intending to discover the effect of intensive reading explored in reading clubs on grade ten (10) EFAL learners' academic performance. Reading that is done with concentration and more often increases in memory. Reading can slow down the pace of memory corrosion. Clark & De Zoysa (2011) state that people who read a lot live longer because their brain function is sharp. What happens when learners read, their memory is improved in the sense that it exercises the muscles of their brain and in the same breath new memory is created as the brain strengthens and sharpens the memory (Clark & Douglas, 2011).

Ultimately, reading advance the brain capacity and as the memory increases the learners become smarter and more intelligent. However, reading ability helps to intensify the brain function and enlarge memory. Reading helps control the thoughts of learners, their emotions as well as actions. Consequently, learners were able to achieve their goal in life. If learners add reading to their daily schedule, they will be more disciplined. Reading improves vocabulary in learners and it improves speaking skills and makes you enhanced speaker. Continuous engagement in reading activity creates room for continuous learning.

2.5 The Role of a Learner's Attitude

The literature reviewed revealed that learners' attitude towards reading in general correlate with their opinion about themselves as readers (Graham et al, 2012; McKenna et. al, 2014 and Keskin & Bastug, 2015). The researcher believes that if learners can be exposed to extensive reading, they will fall in love with reading and at the same time their academic performance will improve. These literatures provide insights regarding learners' attitude in relation to their schoolwork. Furthermore, the researcher deems the implementation of reading clubs as well as the monitoring of its progress Important to create a culture of reading within learners. According to MacKenna et al. (2015), when learners are not prepared to learn, nothing can be done except to influence them into developing a positive attitude towards their own learning. Learners who view reading as a burden are likely to perform poorly at school; as a result, they fail their grades (Lazarus & Callahan, 2000). Similarly, these learners lose confidence and develop a negative attitude towards learning and schooling at large.

The researcher believes that if reading clubs are implemented and executed effectively, they are capable of changing learners' reading attitude. This study aims at monitoring the impact of reading clubs on learners' performance and to fill the information gap through creating awareness to learners about the importance of reading with comprehension. That is why in South Africa we have projects such as Nalibali, Kharikude, NECT, Masebapala and many others whose intention is to create a reading culture within the society. The research conducted by Lisa Blackwell of Columbia University and Carol Dweck and Kali Trzesniewski of Stanford University revealed that learners' mindsets about Intelligence and Academic Improvement predict their academic performance in real-world settings.

Often learners do have the perception that smart and well performing learners are born not created and this it is a misconception which needs to be corrected.

2.6 The Role of Motivation

Motivation is significant for reading engagement, because reading in nature is a demanding activity that requires reflective memory processing, decision-making, preferences, choices, and commitment for the purpose of obtaining meaning (Kintsch & van Dijk, 1978; Wigfield et al, 2004). Wigfield & Cambria (2010) define motivation as the driving force within an individual which compels them to execute certain tasks. The

researcher has observed that when learners are not motivated to learn it simply means they do not see learning as significant in their lives. Lack of motivation, accounts for numerous dropouts of learners who go out of school to become a burden to the society (Tonks & Perencevich, 2004). Some engage in criminal activities such as theft, robbery, house breaking, shoplifting, rape and many others.

When reading comes natural in learners, in the process learners become good readers who read with comprehension and are capable of critically evaluate their reading. If they do so when reading for pleasure it will ultimately become easier to read their prescribed work with comprehension. Reading increases learners' vocabulary and consequently learners can interpret questions in assessment activities hence their vocabulary is broad (Humenick & Littles, 2007).

Reading motivation plays an important role in the reading process as it increases time, effort, and amount of reading and predicts reading achievement to better reading comprehension (Guthrie et al, 2007; Guthrie, McRae, & Klauda, 2007. According to Guthrie & Wigfield (2000), reading motivation is learners' personal goals, values, and beliefs in accordance with the topics, processes, and outcomes of reading. Profiling learners' motivation for reading provides an important description of why learners engage in reading (Conradi et al., 2014).

As outlined by DBE (2012), grade 10 EFAL learners should be confident, independent readers in their First Additional Language (FAL) and be able to select texts for their own interests and tastes. However, this may not be the case for all learners. At the beginning of the year, EFAL teachers assess learners' reading comprehension to be able to plan teaching accordingly. In the Further Education and Training (FET) phase EFAL teachers should approach reading as a three-phase activity which includes pre-reading, during-reading and post-reading activities (DBE, 2012). The three reading phases are dealt with in details under the subsection of reading as a process.

2.7 Reading monitoring strategies

Reading monitoring strategies entails Monitoring and Self-Correcting whereby learners (in this case, grade 10 EFAL learners) read the text ensure that they understand the text and work on any misunderstandings or words they misread. Reading is a problem-solving process and readers need to develop awareness when they are inaccurate or do not understand what they are reading (Fountas & Pinnell, 2017). When your EFAL learners

self-correct, at the same time they are also self-monitoring to make sure that whatever they are reading looks right, sounds right and makes sense. When this whole process is carried out effortlessly, it improves and refines EFAL learners' reading process. As learners becomes more proficient, they will develop refined ways of using Content knowledge, what they know about complex language, their knowledge of literary features of specific genres and Insights into literary elements such as plot, character, and setting.

EFAL teachers need to be mindful that learners, especially considering their level, do not self-correct too much. Self-correction should take place intermittently within accurate reading. Grade 10 EFAL learners should not work at nearly every word since they may be frustrated and comprehension will not be attained. In case learners have to work at too many words in the text, then the text is not regarded as a good fit for their level. The following are the strategies to encourage monitoring and self-correcting:

2.7.1 Back Up, Fix Up

This strategy is considered great for any Reading Level. Back up and fix up strategy undergo the following steps:

2.7.2 Pay attention as you are reading

For EFAL teacher to ensure that learners pay attention whenever they read, they should teach them to question themselves following in relation to the plot of the reading text. In the plot learners should be able to identify the exposition, rising action, turning point or climax, falling action and resolution or denouement. Grade 10 EFAL learners need to be provided with a guide to use every time they embark on reading activity. The guide should be simplified as illustrated below:
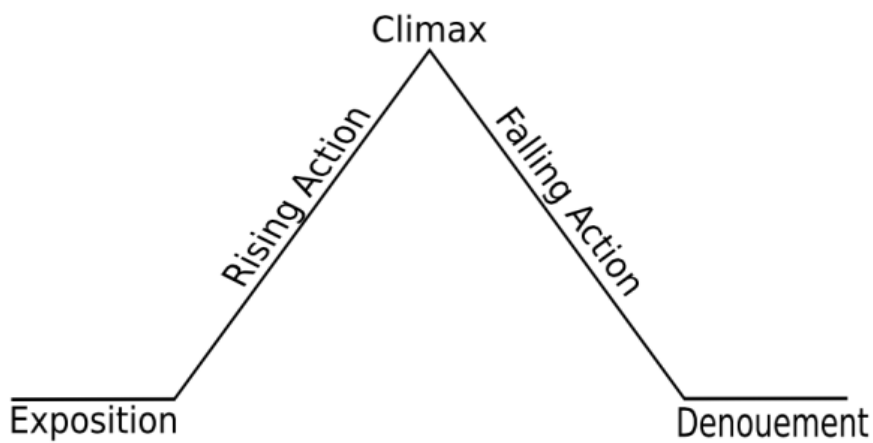
Adopted from Freytag (2017)

Pausing

EFAL learners should be encouraged to pause when they realize that they do not understand what is happening or if what they said DBEs not make sense.

This strategy helps beginning readers learn to monitor their own understanding while reading. When applying the pausing strategy, they should think about what is confusing them and try to find out more. Unfamiliar words might have a bearing in confusing learners; to bridge the gap learners should be taught how to find meaning of words in context and to use the dictionary to get the meaning. For example, below is a piece from a comprehension passage titled **MASADA: DEATH IN THE DESERT**

> After Herod's death, the palace was made into a fortress by the Jewish rebels fighting against Rome for their freedom. But the Romans were very powerful and resented any attempts to break away from their rule. They had **captured** Jerusalem and burnt the great Jewish temple to the ground. They had destroyed the monastery at Qumran. Its priests had fled to the mountains. News of the rebel

stronghold reached Rome. Orders were issued to destroy the fort and **enslave** everyone inside it. In the year 73 AD the Roman army arrived at Masada.

When learners are asked in their Home Activity, to explain the meaning of the bolded words as used in the text they will apply two methods; being giving the meaning based on the context or checking the meaning from the dictionary. If they master the two methods, they will not find it difficult in cases where the use of dictionary is prohibited such as examinations, they was able to get a meaning using the context within which the word is used. Below is an example of dictionary response for the word capture:

capture

[ˈkaptʃə]

VERB

captured (past tense) · **captured** (past participle)

1. take into one's possession or control by force.

   "the island was captured by Australian forces in 1914"

   synonyms:

   catch · apprehend · seize · arrest · take prisoner · take captive ·

   [more]

2. record accurately in words or pictures.

   "she did a series of sketches, trying to capture all his moods"

   synonyms:

   express · reproduce · represent · show · encapsulate · record

3. cause (data) to be stored in a computer.

   "these allow users to capture, edit, and display geographic data"

   synonyms:

   feed in · put in · load · insert · key in · type in · code · process · store

4. physics

   absorb (an atomic or subatomic particle).

"the free electrons were moving too rapidly to be captured by nuclei…

The relevant response in the context of the passage is response number one (1) which says capture means to take into one's possession or control by force.

"the island was captured by Australian forces in 1914"

The learners will use the context of the "they had **captured** Jerusalem and burnt the great Jewish temple to the ground' to deduce meaning of the word capture as follows:

2.7.3 Capture means enforce control or impose rules.

In addition, the other method of inferring meaning is to look at the words the sentence before the word in question. On the same light, pictures or images or charts (if available) can serve the purpose. **EFAL teachers may use the questions outlined below to prompt learners to back up and fix a part they misread:**

- Does your prediction go with what you just read? Let us back up and think about what might be happening in the text.
- What was confusing here?
- What made that fact confusing? (non-fiction)
- Based on what you just read, do you think you read it incorrectly the first time?

2.7.4 *Inserting a Synonym*

Inserting a synonym is another Strategy that is vital when dealing with unfamiliar words. This can be achieved by thinking about a word you know that would fit into the sentence and the text as a whole. Put the word you thought of in place of the unfamiliar word as you reread. Finally, ask yourself the word you thought of make sense?

The EFAL teacher can prompt your learners to use a synonym by asking the following questions:

- Think about what is has transpired so far – what might be the meaning of this word?
- Try another word. Does it make sense?
- Does that word have the same meaning of the sentence?
- What is the alternative word the writer could have utilized that would make sense here?
- Do you think you are reading too fast to catch the words you do not know?
- Do you know how this word is being used here?

2.8 Intensive Reading

The current curriculum as outlined by DBE (2012) portrays three different focuses of reading, i.e. intensive reading, set work study and extensive reading. Firstly, learners will practice intensive reading of short texts for comprehension through notetaking, summarizing main ideas and becoming critically aware of language usage (Concannon-Giney & Murohy, 2011). Lampariello (2018) asserts that, learners read intensively to fully analyzed a text, with the goal of captivating as much meaning from it as possible. These texts are taken from a wide range of written and visual sources and may include extracts from novels, short stories and articles, advertisements, graphs, cartoons, photographs or film clips.

When dealing with written texts such as comprehension passage, learners were taught to use the skills of skimming, scanning and intensive reading. With, special attention paid to language features of these texts for an integrated study of language. These skills are seen as a vehicle which will help grade 10 EFAL learners at Kgolakaleme secondary school of Rakwadu 2 circuit in Mopani West District to observe and understand the use of punctuation marks, the use of subjective and objective language as well as the different between fact and opinion. They were also taught to understand the transition words and their implication on the sentence they introduce (Ellis, 2015).

2.9 Extensive Reading

Secondly, learners should be involved in extensive reading of a variety of written and visual texts for them to expand their knowledge and be abreast with their society's current affairs and those of the entire world. Lamparieollo (2018) states that, learners should read as much as possible, without worrying themselves with the subtle of the meaning and the occasional unfamiliar words. Learners should be made aware that reading is not limited to academic purposes only (Pigada & Schmitt, 2006; Day & Bamford, 2004). They should know how to access classroom, school or public libraries and films and the internet where available. According to Lake (2014) teachers should guide learners in selecting texts of the right level which are interesting and accessible. Library visits, formation of reading clubs, classroom libraries, donated or subscribed magazines and newspapers in the classroom support this aspect of the reading programme (Day & Bamford, 2004). In the context of this paper, this is achieved through the drop all and read project. The continuous reading project was designed to allow learners in the FET Phase, who do not engage with literary texts, an opportunity to critically read and

interrogate a selection of literature (Hudson, 2007). The researcher has observed that since all learning areas at the sampled secondary school, are offered in English except Sepedi, learners are compelled to be able to read English with comprehension. According to the responsible teacher, the project was reviewed after a period of two years and if at that moment it is feasible it was piloted to senior phase.

The above was initiated as motivation on the side of learners and to improve learners' reading, vocabulary, comprehension and conversational skills, as well as to allow the learners the opportunity to read a text at leisure and for enjoyment, instead of reading only for formal assessments (Zimmerman & Schunk, 2011). It is believed that allowing learners to develop their reading skills in a low anxiety, neither pass nor fail environment assists them in building confidence in reading silently as well as aloud to the audience of their peers (Lake & Holster, 2012; Nhapulo, Simon & Van Herreweghe, 2017).

Too much reading activities expose learners to different written genres from; poetry, play, novel, short stories and newspaper articles. In that way, the exposure learners get from different genres will enable them to respond to literature assessment categorised as paper two (2) in EFAL**.** As a result, learners was developed into critical thinkers and creative writing will come naturally because learners would have read different persuasive writings which are presented to them in different structures. Taking assessments in creative writing scheduled as paper three (3) in EFAL, learners will not find it hard to adhere to the criteria set by the marking guides or rubrics**.** Similarly, language in context referred to as paper one (1) and oral tasks was easier for learners to respond to primarily because learners would have accumulated a rich and broad vocabulary. Consequently, learners were able to read instructions accompanying assessment activities with understanding. Reading aloud activities will help learners to acquire speaking skills by using proper pronunciation of words taking into consideration the audience, purpose and register (DBE, 2012). There is another assessment component in EFAL which is called visual literacy and it encompasses cartoons, advertisement and essays. In this regard, learners who are members of a reading club will not struggle hence, they predict the meaning of their reading by viewing the cover pages which usually displays pictures (Kesler, 2010).

 In real life situation, learners who read a lot can solve problems they encounter as they have seen similar or related cases tackled in books or stories they have read. This, concur with one of the critical cross fields outcomes outlined in the Curriculum and

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Assessment Policy Statement (CAPS) that, it intends to produce learners who are able to identify and solve problems independently (DBE, 2012).

2.10   Reading club

According to DBE (2011) reading clubs are used as a vehicle to develop a reading habit in young children in a fun and entertaining way. DBE (2011) further defines reading club as the avenue where people who love stories and books gather on regular basis to read and share stories and talk about what they are reading. At some point, members of the reading club may also do other fun activities related to stories and books they have read (Ball, 2007).

2.10.1 Strengths or benefits of reading clubs

The nature of reading clubs sets a genuine gesture to instill reading habits in learners through reading for pleasure, which will, in the long run, develop learners into fully literate people who are proficient in all the EFAL skills being: reading and viewing, listening and speaking, writing and presenting as well as language structures and conventions (Sammons, 2008). Subsequently, the other benefit enjoyed by learners participating in a reading club is being able to determine the meaning of unfamiliar words by taking into consideration the context with which the word is rooted. In fact, these learners were able to learn many new words using contextual clues. Types of contextual clues; restatement, comparison, contrast and synonyms was outlined in the later stage of this study. Mapping as another vocabulary building strategy will also be unpacked as it encourages learners' active participation as learners after seeing a new word, they start by guessing the meaning before they look up for definition in the dictionary (Sammons, 2008). This is in line with what Goodman (1988) refer to reading as a guessing game. To support the above scholar DBE (2011) asserts that it is a challenge if learners have not yet developed reading habit by teen years.

I.   It gives a Push to the Finish

Meanwhile books are regarded as mental food for the brain there are still people who are struggle with sitting down and actually finishing their reading. For leaners who are able to pick up a book but never reach the last page, reading clubs can help put just enough pressure on you to finish it due to the reading deadline. In a long run, it will help learners stay on top of reading and could even help beat this habit for good. The newly adopted

habit will help learners improve their academic performance because reading schoolbooks will never be a burden to them (Schubert & Becker, 2010).

II.   Decreases Stress

Whenever an informal setup is created, people feel free and they can maximize their potential. Informality is sometimes a blessing. But reading clubs are there to encourage learners to discuss, at liberty, anything about the book ranging from what learners loved, what confused them, what plot device they thought ruined the story. The fact that learners can speak anything about the book that crosses their mind, it lessens the stress or the tension that comes with reading." This helps learners communicate their thoughts out loud and without fear (Schubert, & Becker, 2010).

III.   Get new friends and Get Involved with the Community

Books have the potential to bring strangers (learners) together. By having learners learn about their own views on the stories they have read, they get a better perspective on what reading club members are like and how they think (Topping, 2010). It also opens up paths for them to start a new friendship as they have things in common, be it hating a certain character or absolutely adoring another in a story they have read.

IV.   Gain New Perspectives

Sometimes the pieces learners read in reading clubs are books they would put their nose up at or ignore on the bookshelf. When learners are introduced to new genres and styles, they see the perspectives of different people and different cultures. And the more perspective they gain, the more you grow. This kind of learners wascome persuasive writers in a long run (Topping, 2010).

V.   Boosts Teamwork Skills

Reading clubs help learners grow closer to one another and work more efficiently (Wiggins et al., 2009). This is the case because most of the activities they undertake n the reading clubs are done in pairs and in small groups and sometimes as the entire class. At the end of the day learners was able to work effectively as individuals and as a member of a team (DBE, 2012).

VI. Better Writing Skills

When learners are writing their own book or are interested in starting, learning how people break down plotlines, characters, and settings in books will help them see what writing techniques work and which one DBEs not work. Reading books of different genres will also expose learners to different writing styles and as a result, learners were empowered to become future writers (Wiggins et al., 2009).

2.10.2 Disadvantages of reading clubs

I.   Joining the reading club will rob learners of good time management

Learners turn to lose focus for the regular schoolwork and revision but prioritize on those reading club too much. When learners spend most of their time with the club, they will not have enough time to do their assignment or to review their lesson. So, they cannot get the good credit because of their time management.

II.   Reading clubs affect learners' studies

They should focus on their revision rather than having group meeting. Sometime when learners join reading club, they will lose their concentration on their studies. When they keep focus on only one thing, they can perform well with that thing. So, when they add the other thing in their mind such reading club or activity in the school, they cannot perform both activities well.

III.   Learners do not get enough time to be with their families

Most of the learners, study from Monday to Saturday, so they have only a day to stay with their families, which is a Sunday. When they join the reading clubs which might require their attention during weekends, they will not have enough time to be with their families. And this will create a gap between them and their families further and further.

Though joining reading clubs has a lot of advantages and disadvantages, it is always advisable for learners to join reading clubs because their lives was affected for a short time, but we will enjoy the benefits of it in the long run.

IV.   How Reading clubs can unearth weaknesses in classroom reading practice

A classroom setup as opposed to the social environment has some form of anxiety it brings to learners especially when they are to embark on a reading. Most of learners shy away and become reluctant to read basically because they fear their teacher and at the same time, they are afraid that their peers will laugh at them in case they make mistakes. That is why Ellis (2015) discourages explicit error correction but advocated

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for indirect and strategic error corrections. For instance, the teacher may stop the learner to stress a point from where the learner was reading and repeat the word which was pronounced incorrectly several times to a point where the learners will understand how to pronounce such a word. The researcher believes that by allowing a learner to self-correct as the teacher repeat the word make learning more intensive and the learner will not easily forget as they discovered the error themselves. The atmosphere in the reading club is appealing because learners are learning freely and voluntarily. These reading strategies applied in reading clubs should be employed by EFAL teachers to help turn around classroom's reading experience (Shintani & Ellis, 2010).

2.11   The link between reading and academic performance

In a study conducted by Sebetoa (2014), it was revealed that, learners that have reading inabilities have writing inabilities. It is displayed in the study's discoveries that learners who show poor pronunciation of words during reading, they also show inappropriate spelling throughout their writing activities. Considering the utterance of the above scholar, it is crystal clear that for learners to respond up to the required standard to assessment activities, they should be able to read (mostly EFAL texts) with understanding. This will enable them to understand instructions together with assessment questions (Foorman et al., 2017).

Interchangeably, reading and writing have a bearing on each other. According to DBE (2012) this is referred to as integration of EFAL skills. The researcher believes that a fluent reader should be performing well academically mainly because reading expose them to correct spelling, increased vocabulary and develop learners into critical thinkers (Stanlick et al., 2015). Critical thinking talks to the learners' ability to question given facts. Questioning words that shows critical thinking as outlined by Payette et al. (2016) are illustrated below:

A study conducted by Ofsted (2012) concluded that, reading for pleasure grant added advantage to learners and have direct influence on learners' academic performance. Similarly, a study conducted by Ball (2014) titled "To read or not to read, a question of National consequences" revealed that voluntary readers are better readers that their non-readers counterparts. The study further indicated that children who read for pleasure on a daily or weekly basis perform better in their academics than infrequent readers. In contrary, Meier (2011) indicates that learners at Intermediate Phase still fail even if the Department of Basic Education (DBE) developed strategies, such as Foundations for

Learning Campaign (FFLC) and the National Reading Strategy (NRS), which are called Drop All and Read campaign (DAaR) to overcome reading and writing challenges DBE (2015).

In response to the later scholar, the programs brought forward by the department come in paper as a guide that needs dedicated teachers, parents, education stakeholders and resources to be implemented successfully. The afore-mentioned studies are the engines that called for the staging of this study "Exploring the effect of intensive reading strategies explored in reading clubs on grade 10 EFAL learners' academic performance" to verify if indeed reading have a positive influence on learners' academic performance.

2.12 Integration of reading with the other three efal skills

Considerably, all the four EFAL skills are integrated since the departure point is to read selected stories or books, later on club members gather for discussions or verbally narrating stories to one another and finally write their experiences. In that way, learners are improving their listening and speaking skills which encompass the pronunciation, voice projection, body gestures and facial expressions. DBE (2012) expect grade 10 EFAL learners to be able to read EFAL texts with understanding with little or no help from their teachers. The texts used for reading might also be used as models for writing. For instance, learners might read a discussion/ discursive text on the topic, 'Lockdown regulations due to COVID-19, impacted the South African Economy in a negative way (Ellis, 2021). They could read the text following the three-stage approach. In the Reading Stage, they could analyze the structure and language features of the text type. In the Writing lesson, they could write a discussion/discursive text of their own on a different topic.

On the other hand, Literacy Policy (2013) states that, practicing writing skills helps learners to express themselves in a simple, accurate and interesting manner. Additionally, learners need to write texts that are well punctuated; words spelled correctly, sentences well-structured and communicate understandable messages. The latter is attainable when learners observe grammar rules which they will learn implicitly during the reading process (Ellis, 2015). In a long run, reading Does not only improve EFAL skills but also overlap to other learning areas such as Economics, Geography or Mathematics.

2.13   Theoretical framework

The theoretical framework is the structure that holds or supports a theory of a research study. A theoretical framework introduces and describes the theory that explains why the research problem under study exists (Labaree, 2009). It is the lens through which the research interprets ideas. In the light of this, this study will opt for Albert Bandura's social learning theory which emphasizes the importance of observing and modelling behaviors, attitude and emotional reactions of others (Chunk, 2012). Bandura formulated four principles of social learning as attention, retention, reproduction and motivation. For the purpose of this study the researcher will refer to these principles as A2RM.

Bandura's social learning theory posits that people cannot learn if they are not focused on the task. In the context of this study learners were learning to read with comprehension through the use of reading clubs, which means they was entirely focused on reading. Bandura further states that If one sees something as being innovative or different in some way, they are more likely to make it the focus of their attention. Social contexts play a major role in helping to reinforce these perceptions in learners. On the other level, learners learn by internalizing information in their memories, whereby they recall that information later when they are required to respond to a situation that is similar the situation within which they first learned the information. This is called retention.

More often than not, learners reproduce previously learned information (behavior, skills, knowledge) when required. However, practice through mental and physical rehearsal often improves their responses. It is referred to as by Bandura as reproduction of learned information. In this study this was achieved when learners read in reading clubs and be able to narrate stories they have read to their peers in the club. The whole reading process will enforce motivation to want to read more, among learners. Bandura claims that learners need to be motivated to do anything. and that motivation originates from their observation of someone else being rewarded something they have done. This usually motivates learners later to do, the same thing when awarded the opportunity.

The A2RM principle as formulated by Bandura is a very powerful method of education, mainly because when learners see positive consequences from a particular type of behavior, they are more likely to repeat that behavior themselves. On the contrary, if negative consequences are the result, they are less likely to perform that behavior. The above utterance concurs with what Skinner's reinforcement theory posits by saying that individual's behavior is a function of its consequences. Learners are more motivated to

pay attention if they see others around them also paying attention. On the other hand, educational implication of Bandura's theory of social learning is to encourage learners to advance their individual self-efficacy through confidence building and constructive feedback. For the study to be credible, theoretical framework is reviewed in terms of literature for the sake of linking concepts to establish evidence and to support the findings of the study (Franklin 2013).

In this study, theoretical framework helps to clarify the implicit theory in a manner that is more defined (Creswell 2009). It also helps to provide a clarity on how reading clubs impact EFAL learners' performance by observing and comparing the performance of learners who are members of reading club and that of non-members, not only for EFAL but also for all other learning areas (Leedy & Ormrod 2010). According to Breakwell et al., (2007) a theoretical framework relates to qualitative research design as it provides the structure and guidance to the entire research project. Behaviorists also regard learning as the formation of associations between stimuli and responses. Behaviorists explain learning in terms of observable lens and reinforcing consequences that make the response more likely to occur whereas punishing consequences make it less likely. The role of environment specifically how stimuli are arranged and presented and how responses are reinforced play a crucial role. This theory will help the researcher to see if participation in reading clubs will change learners' reading habits thereby improving their academic performance (Willhem, 2013).

2.13.1 Schema Theory

This study sourced from schema theory which is based on the impact of prior knowledge on comprehension and recall (James & Evans, 1984). In the context of this paper, it is believed that leaners were able to comprehend texts through the application of the schema they have on the text. To achieve the above, learners either apply the bottom-up reading strategies or the top-down reading strategies (Nordin et al., 2013). Bottom-up and top-down reading strategies are helpful in developing comprehensive readers as outlined by (Alderson, 2000). In addition, the schema theory which entails the activation of the learners' prior knowledge, mental structures which pre-exist in learners may be applied to aids the reading process (Bartlet,1932; Carrel,1988; Ajideh,2003).

The study was underpinned by BF Skinner's Behavioral theory which is a branch of psychology and it is based on the observation of the conduct and the analysis thereof (Morse & Skinner, 1958). This theory helped the researcher to understand the behavior

and conduct of grade 10 EFAL learners in the classroom as compared to the reading behavior they portray in the reading clubs outside the classroom setup.

2.13.2 Reading Models

I. Top-down

Top-down theory refers to a process of relating facts in the text with the knowledge a learner brings to the reading class (Pardede, 2010). Top-down approach also refers to the grasping of facts which is dependent on the prior knowledge an individual learner brings to class (Treiman, 2001). This process emphasizes more on learning to read concentrating on the whole word than parts of the word. This means learning how to read stories, sentences and phrases lead the understanding of the chunks and how they relate to the text as a whole and to its meaning. When learners are done reading, they are to embark on a writing activity wherein they were asked to write a summary of the text they have read or to produce their own writing in the same genre (DBE, 2012).

II. Bottom-up

The Bottom-up theory is based on the grounds that, learning to read emanate from learners learning letters as part of language to understand the whole text (Reutzel & Cooter 2013). In other words, learners need to learn to read by starting with letters and progress through word level to deeper structural version (Alvermann et al., 2013). For instance, the teacher teaches phonics first, with letters of the alphabet and the sounds that these letters produce, before beginning to read the whole text. This means learners need to start from the beginning by reading letters, followed by words, sentences, paragraphs and text to find the meaning (Author Stream, 2009). This is in line with a claim made by Bloom's taxonomy that learners should be taught from the simpler to the complex. This would make learners understand the EFAL text, especially in grade ten (10). Where a learner recognizes the letters and understand their sounds in EFAL, it would be easy to produce reading or writing text that is fluent and understandable.

III. Interactive Model

An interactive reading model is a combination of the bottom-up and the top-down reading models which uphold the strong points of the two and avoids the weaknesses each portray. Interactive model is defined as a model which recognizes the interaction of bottom up and top down at the same time throughout the reading process. Dechant (1991) states that, when applying the interactive reading model, the reader construct meaning by the selective use of information from all sources of meaning without being

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bound to only one set array. In the process, the reader uses all levels of processing though one source can dominate at a given time (Dechant, 1991).

This model is directly linked to Albert Bandura's social learning theory which emphasizes the importance of observing and modelling behaviors, attitude and emotional reactions of others (Chunk, 2012). Bandura formulated four principles of social learning as; attention, retention, reproduction and motivation. For the purpose of this study the researcher will refer to these principles as A2RM.

Bandura's social learning theory posits that people cannot learn if they are not focused on the task. In the context of this study learners were learning to read with comprehension through the use of reading clubs, which means they was entirely focused on reading. Bandura further states that if one sees something as being innovative or different in some way, they are more likely to make it the focus of their attention. Social contexts play a major role in helping to reinforce these perceptions in learners. On the other level, learners learn by internalizing information in their memories, whereby they recall that information later when they are required to respond to a situation that is similar the situation within which they first learned the information. This is called retention (Chunk, 2012).

2.14 Summary

This chapter featured reading of EFAL text in relation to academic performance at FET Phase with more emphasis on grade 10. It provides a picture of how monitoring and self-correcting strategies applied in the reading clubs can improve classroom reading experiences. These strategies are back up and fix up, paying of attention while reading and pausing to find meaning of words and answer some question from the reading text and they develop a reading culture among grade 10 learners thereby developing their reading skills which ultimately contribute to improved learners' academic performance. The reviewed literature also outlined how reading models such as bottom-up, top-down and interactive can assist learners with different learning needs to participate and benefit from a reading by fusing the three models in one reading experience. Moreover, it dealt with the importance of integrating intensive reading with extensive reading which is to equip learners to be able to read for enjoyment and for study purposes, in addition, it showed the role played by learning environment to increase learners' motivation at the same time developing within them a positive attitude towards reading.

3   CHAPTER THREE (3): RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is defined as the process that covers all the steps involved when conducting a study including research method, design, population, sampling, data collection and analysis, quality criteria and ethical clearance for the researcher to make an informed decisions or reach a conclusion with regard to the study in question (Howell, 2013). This chapter outlines the research methodology that was selected for the purpose of exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School. Firstly, the research methods and research design are clarified. This is followed by the discussion of the population and sampling. Additionally, data collection and data analysis are outlined. To be able to achieve the set goals for this study, data collection is fully discussed, explaining step-by-step on how data was collected. Face-to-face interviews, focus group discussions and observations are used as data collection methods. Moreover, procedures and steps for analyzing data with regard to observing learners' reading patterns in the classroom setting and in the reading clubs are outlined. Structured interviews are discussed in detail. Lastly, the procedures before and during the data collection process to promote quality assurance are as well unpacked and details on how to adhere to ethical consideration are provided.

3.2 Research paradigm

A research paradigm is referred to as the set of common views and agreements shared between scientist about how problems should be comprehended and resolved (Kuhn, 1970; Uyangoda, 2015). Research paradigms can also be measured by the way scientists respond to ontological, epistemological and methodological questions (Guba, 1990; Scotland, 2012). This study falls within the constructive paradigm because knowledge is studied and altered.

3.3 Research method

A qualitative research method or approach is used to understand meanings, explore, describe and understand experiences, ideas, beliefs and values (Morrow, 2005). In this study, qualitative research was employed to explore the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School (Jongbo, 2014). Qualitative research is also designed to help the

researcher understand the behavior of learners towards reading experience as one of the EFAL skills (Franklin, 2013). It is worth mentioning that, getting participants' opinion is vital because they possess experience on the phenomena under study.

By setting-up reading club at Kgolakaleleme Secondary School, the researcher was able to carry out this study to the best of her ability (Jongbo, 2014). The phenomenon explored in this research was the extensive reading strategies explored in reading clubs to ascertain how they influence Grade 10 EFAL learners' academic performance. This was achieved by answering questions about how or why the phenomenon of extensive reading influence learners' academic performance. In addition, qualitative research involves deductive, ordinary approach to the subject matter that endeavors to make sense of the phenomena in terms of the meaning people bring to them (Trochim et al, 2015).

3.4 Research design

A research design ensures that the study obtains relevant evidence that entails specifying the type of evidence needed to answer the research question or to accurately describe some phenomenon (Jongbo, 2014). Creswell (2014) defines a research design as a specific plan that outlines the process to be followed in the selection of participants, data collection and data analysis. Trochim et al (2015) assert that, qualitative research designs are used to advance understanding; explore the intensity, richness and complexity inherent in a phenomenon. In conducting this study, the researcher undertook action research where the qualitative methodology was used in collecting data (Creswell and Clark, 2013).

3.4.1 Phenomenological Case Study

A phenomenological case study was selected as the appropriate research design to be used for this study since the knowledge is contextual. It is a strategy in which the researcher identifies the essence of human experience about the phenomenon as described by the participants of the study (Creswell, 2014). A case study is a research approach and a practical inquiry that scrutinizes a phenomenon within its real-life context. Case studies are based on a comprehensive scrutiny of a single individual, group or event to explore the causes of underlying principles. Meriam (2009) outlines case study

knowledge as more concrete, more contextual and more developed by reader interpretation than the other techniques.

A narrative description was utilized to describe the content of the above case. Grade 10 EFAL learners were interviewed on their encounter with regard to reading before and after joining the reading clubs. A narrative description is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individual. This method is chosen because it was helpful for the researcher to understand how the research participants construct story and narrative from their own personal experience. The researcher believes that, by training learners on extensive reading strategies in a low-anxiety, stress-free environment and in a fun way, they will develop the love for reading and at the same time be empowered to read EFAL texts with understanding. Ultimately, this study will create a platform to build a community of readers among learners (Burns, 2010). Once more, it is through the qualitative study that the researcher was able to unearth weaknesses in classroom reading practice. In that case, using reading strategies learned from reading clubs will also help the researcher to reflect on what is happening in normal reading classes as compared to the reading exercise from the reading clubs (Mohammed & Molepo; 2017). It enlightened the researcher with the situation under which learners find themselves dipped into when they are to embark on a reading process both in class and for pleasure.

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3.5 Research setting

The sampled school is situated at Sekgopo village and the area is known of its poverty caused by unemployment. On the other side, literacy levels are very low and this result in poor parental involvement in learners' academic matters. More often than not, when these parents are invited to parents' meeting, they do not show up in numbers and only few will attend and become reluctant to participate in decision making processes. In addition, the least that managed to get education and secure good paying jobs they vacate the place to stay in cities. The researcher has observed that learners' inability to read EFAL texts is lack of exposure to the language because outside the classroom they speak and interact with people speaking Sepedi and Dialect "Sephukubjeni".

3.6 Population and Sampling

3.6.1 Population

The research population is generally a large collection of individuals or objects that is the main focus of the study. Polit and Hungler (1999) define population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study focused on a population derived from Kgolakaleleme Secondary School under Rakwadu 2 Circuit. The researcher has identified Kgolakaleleme Secondary School, which is under Rakwadu 2 circuit simply because it is situated in a rural area and at the same time the researcher is attached to the school as a teacher. The rural area set an average trend which can be applicable in other areas such as semi-urban and urban areas since well some conditions of living that occur in rural areas are also prevailing in those other areas. Rakwadu 2 circuit has a total of seven (7) secondary schools, one of which Kgolakaleleme Secondary School is sampled to determine the population and sample of this study. The actual population is specifically based on 170 grade ten (10) EFAL learners in total, HOD (Languages) and two (2) grade two (10) EFAL teachers.

3.6.2 Sampling

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population (Creswell, 2014). It is concerned with the selection of a group of individuals from within a statistical population to estimate characteristics of the whole population (Majid, 2018). Furthermore, it is an indispensable technique of research. Research work cannot be undertaken without the use of sampling as it is a minimized representation of the population (Majid & Vanstone, 2018).

The researcher used a non-probability sampling technique, purposive sampling to be specific. It is also known as judgmental, selective, or subjective sampling. It focuses on particular characteristics of a population that are of interest, which enabled the researcher to answer their research questions. Purposive sampling was chosen because it saves time; it makes it easy for the researcher to target those who are facing the reading challenges. For this study, ten (10) grade 10 EFAL learners, Head of Department (Languages) and three (3) EFAL teachers were purposefully chosen as participants that answered the research questions for the purpose of attaining the research objectives (Leedy & Ormrod, 2010). The researcher, with the help of teachers, made sure that all learners were represented with regard to age, gender and the entire four grade ten (10) classes (grades 10.1, 10.2, 10.3 and 10.4) are as well represented. The learners were

selected according to their performance profiling, from best, average and poor performers. Age and gender were also considered to strike a balance between the sampled learners for the findings from the sampled group display a true reflection of what is experienced by the entire group or populace. The ten (10) learners sampled represented two different groups, those that are affiliated to the reading club and the non-affiliates. The objective behind this was to establish the differences in terms of the reading fluency and quality of writing between the two groups to pick out themes that form shared patterns in their reading as well as writing skills.

3.7 Data Collection Instruments and Process

The data collection tools this study used are listed as follows: one-on-one interviews, focus-group interviews and observation. This combination of collection tools was an attempt to gather multiple pieces of data as a means of data triangulation, to enhance the credibility of the study.

3.7.1 Interviews

Interviews are convenient to explore experiences, views, opinions, or beliefs on definite matters. Interpretations can be explored and compared to others, to develop an understanding of the core organizations of opinions (Green & Thorogood, 2010). Interviews are important because they reveal true experiences of participants, and give in-depth data (Philips, 2016). Semi-structured interviews were conducted in a face-to-face situation, to capture the views of Grade 10 EFAL teacher on the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School, as observed from those that attended extensive reading lessons in reading clubs. The reason behind this is that it guarantees certainty about who answered the questions; and it allows for personal contact (Green & Thorogood, 2010) where clarity may be required. Moreover, semi-structured interview was utilized because the researcher seeks to find out participants' opinions on specific information which can be compared and contrasted with information gained in other data collection tools. To achieve this, similar questions were asked in each interview. However, the researcher also wanted the interview to remain flexible so that other important information would still arise (Allwoo, 2012; Asiamah et al., 2017). The interviews took place under strict adherence to covid-19 regulation such as wearing of mask, sanitizing, use of reflex elbow when coughing or sneezing and maintaining social distance from the interviewees (Greef, 2020; Knights et al., 2021).

The interview schedule was developed guided by the academic literacy competencies as developed by (Nizonkiza & Dyk, 2015; Bakatara, 2014). The reason why the researcher is having an interview with teacher was to identify and understand the challenges they come across when teaching reading in EFAL hence they are the people interacting with learners on daily basis (Bakatara, 2014). The researcher developed a topic list in the form of questions **(SEE ANNEXURE D)** before the start of the interview, which can be used in a flexible manner. As the interview is a product of interaction between the researcher and the interviewee, the setting and skills of the researcher were of importance (for example, the ability to develop a sense of trust or developing relationship), the way of phrasing questions, give the interviewee room to tell a story, body language). Furthermore, the interviews were recorded as backup and the audio tapes were transcribed (Nwankwo et al., 2013; Pernecky, 2016).

Interviews allowed the researcher to probe research participants for further clarity, whilst answering questions (Struwig & Steads, 2001). They allow the participants to elaborate on what is discussed in a much broader way. It is through interviews that the researcher can get different answers from participants. The other advantage of this data collection instrument is that questions can be prepared ahead of time and this helps the interviewer to be prepared and appear competent during the interview (Ranney, 2015).

3.7.2 Focus-group Discussion

A Focus Group Discussion (FGD) is a mode used to bring together people from similar backgrounds or experiences to discuss a specific topic of interest (Green & Thorogood, 2010). The group of participants should be guided by a moderator (in this context, the researcher was playing the role of the teacher) who introduces topics for discussion and helps the group to participate in a dynamic and natural discussion amongst themselves. This tool is used to gather learners' views and experience in a form of group discussion. FGD are useful to examine how social knowledge is produced (Green Thorogood, 2010). For this study, the researcher guided the two separate discussion sessions about "Exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance: a case of kgolakaleleme secondary school", where learners were learners were asked questions such as; What is your understanding of the term reading and how often should your teacher teach you reading writing and why?

The researcher stimulates discussion to examine how knowledge and ideas develop and operate in a given group. Most of the times, a facilitator guides a discussion about a

particular topic in a group of usually six to twelve (6-12) people (Gubrium & Holstein, 2001; Krueger, 1988; Morgan, 1988; Stewart & Shamdasani 1990). Discussions taking place in FGD are interview driven. Learners discussed as they respond to the questions asked by the researcher **(SEE ANNEXURE E).** The researcher prepared the classroom as the venue for FGD taking into consideration Covid-19 protocols (www.who.int).

Some sensitive issues might be more easily discussed within a group, although other (personal) information might be withdrawn, for instance when persons are conversant with each other or because of classified relations within the group. The researcher, therefore, play the role of the facilitator by creating an open atmosphere, involving participants in the discussion and managing the discussion (Middelweerd, 2015).

The organization of a focus group was given careful attention. This included the sampling and recruitment of participants, the composition of the topic list and how the data was collected. To satisfy, the latter statement each group consisted of individuals who were exposed to same scenario. For instance, each focus group consisted of learners affiliated to reading club or learners who are non-affiliates of reading clubs. They never mix. In this instance the researcher, conducted two (2) discussion groups from the sampled school. Each group will compose of 10 EFAL leaner plus one teacher.

3.7.3 Observation

Observational methods are used to understand phenomena by studying people's accounts and actions in an everyday context (UKessay, 2018). There are different types of observations, with various degrees of research participation, like non-participating observation, which may be done in the form of video recordings and participant observation or ethnography. For this study, the observer was the participating observer who observes learners when they carry out reading activities in the reading club and in the classrooms.

This tool was used to gather the data on learners' reading patterns in their different reading contexts (classroom and the reading club), the school and classroom environments. An observation checklist **(SEE ANNEXURE F)** was designed and used to record all observed reading events and common reading errors picked in the process. The observation checklist used was designed in such a way that it looked for anything that would shed some light on the learners' behavior, contextual factors influencing the participants' behavior during reading. The research also used noting pads to record the field notes or everything taking place there, without interference.

Observation enabled the researcher to take note of both verbal and non-verbal cues (facial and body gestures and emotional reactions) transpired during reading. In addition, read-aloud rubric was also utilized to gauge the level of learners' reading proficiency.

3.7.4 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents- both printed and electronic (Bowen, 2009). Document analysis was used for the purpose of interpreting and examining data as a process of acquiring understanding, and developing a pragmatic knowledge (Corbin & Strauss, 2008).

The documents gathered were read aloud rubric, learners' summary tasks, which was given as class activity together with their responses. Learners were given text to read and summarize as directed. The researcher collected and marked them using rubric for summary **(SEE ANNEXURE G, H, I and J respectively).** The objective behind this was to establish the differences in terms of the quality of writing that learners who are members of the reading club and those that are not affiliates would display, so we could pick out themes that form shared patterns in their writing.

3.8 Quality criteria

Bryman (2015) refers to quality clearance as the extent to which the results of the study are valid and reliable. Devers (1999) formulated several strategies for enhancing the rigor of qualitative research. For quality assurance, the researcher conformed to the criteria of credibility, transferability and conformability.

3.8.1 Credibility

Credibility refers to the confidence that can be positioned in the truth of the research findings (Morrow, 2005; Macnee & McCabe, 2008). Credibility establishes whether the research findings represent trustworthy information drawn from the participants' original data and reflects the correct interpretation of the participants' original views. To establish if the findings are true and accurate, the researcher used data triangulation through analysis and member checking. The researcher adhered to the value of honesty and truthfulness. The findings produced by the researcher were convincing and realistic. To consider credibility, the researcher ensured that the participants were selected and described accurately (Ary, Jacobs & Walker, 2014).

3.8.2 Dependability

Dependability refers to the stability of the research findings over time. Dependability involves participants' appraisal of the findings, interpretation and recommendations of the study to the sense that all are supported by the data from participants of the study. Dependability comprises the features of consistency. To ensure dependability, the researcher prepared and kept notes on decisions made during the research process not forgetting notes from, observations, interview session as well FGD meeting. Moreover, the researcher has been careful and made no mistakes in conceptualizing the study, collecting the data, interpreting the findings and reporting results. (Ary et al., 2014).

3.8.3 Transferability

Transferability refers to the degree to which the outcomes of the research can be applied beyond the study itself (Bitsch, 2005). This suggests that the research outcomes would be used in other similar studies. The researcher established transferability by ensuring that data was collected and interpreted in a way that can be useful in another similar situation.

3.8.4 Conformability

Conformability is defined as the measurement of how well the research's outcomes or findings are supported by the collected data and other processes of the study (Trochim, 2006). An aspect of quality assurance adds value to the believability of the study. The researcher used different techniques of gathering data to enhance conformability of the findings. The techniques used are interviews, focus group discussions and observations.

3.9 Significance of the study

The purpose of this research is to establish if reading clubs have a bearing on grade 10 EFAL learners' academic performance.

This study was beneficial to the society at large. Firstly, educators, policy makers, learners and other educational stakeholders were able to realize the importance of reading clubs and the impact it makes on learners' academic performance, in this case grade 10 EFAL learners Boakye, (2017). Secondly, the information gap that exists within the learners towards the impact of reading on academic performance in secondary schools was bridged in the process. This was achieved by scrutinizing learners' performance before they form part of the reading club and after they have affiliated. The progress they made was highlighted to them in the form of feedback and in the process,

they shall have realized that their efforts were not in vain. Thirdly, it will open the eyes of the high school learners to recognize the importance of reading as a way of improving their academic performance. Lastly, it will help Department of Basic Education to organize workshops to train EFAL teachers to create an environment that is conducive for reduced learners' anxiety.

3.10   Ethical considerations

Ethical considerations are defined as parts of the research and if the study did not feature them, that study is doomed to failure. In this study, ethical issues namely: permission, informed consent, confidentiality, respect, anonymity and discontinuance were also observed (Bryman & Bell 2007).

3.10.1 Permission
Permission to conduct research was obtained from the University of Limpopo, School of Education in the form of ethical clearance certificate, from Turfloop Research Ethics Committee (TREC). Beyond this, the researcher asked permission to collect data from the school principal **(SEE ANNEXURE K)**. At the same time, permission from parents was acquired to give a go ahead as to whether their children were allowed to take part in the study through the School Governing Body (SGB). The recruitment of the learners and the teachers who are main participants in the research was carried out in an open and democratic way (Saunders et al., 2012).

3.10.2 Informed consent
The principle of informed consent arises from the participant's right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented to, as in research (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2001). Consent thus protects and respects the right of self-determination and places some of the responsibility on the participant if anything goes wrong in the research. As part of the right to self-determination, a prospective participant has the right to refuse to take part, or to withdraw from participation. Heining (2004) stresses that; respondents need to give informed consent to participate in the study.

To comply with the requirements of this principle, all the participants (EFAL teacher, Language Department HOD and EFAL learners signed a consent form **(SEE**

ANNEXURE L). The researcher clarified the research participants on the following items before the consent form was signed:

- The purposes of this study.
- A clear explanation of the procedures to be followed.
- A description of the attendance discomforts and risks reasonably to be expected.
- A disclosure of appropriate alternative procedures that might be advantageous to the participants,
- An offer to answer any inquiries concerning the procedures,
- An indication that participants are free to withdraw consent and to discontinue participation in the project at any time without prejudice.

3.10.3 Confidentiality

Confidentiality means that although researchers know who has provided the information or able to identify participants from the information given, they will in no way make the connection known publicly; the boundaries surrounding the shared secret was protected (Cohen et al., 2007; McMillan & Schumacher, 2006). To ensure confidentiality, the following was employed: deletion of identifiers, crude report categories and micro-aggregation (that is, the construction of average persons from data on individuals and the release of these data, rather than data from individuals). The researcher made sure that the information obtained from the participants was treated confidentially by not writing their names. No information was disclosed without the permission of the participants. Participants were also not subjected to any form of disclosure.

3.10.4 Protection from harm

The researcher made sure that participants are protected from harm. They were not be exposed to any danger or risk taking into account the issue of the Covid-19 pandemic (www.WHO.int). Leedy & Ormrod (2010) stress that researchers should not expose research participants to unnecessary physical or psychological harm. When a study involves human beings, the general rule of thumb is that the risk involved in participating in a study should not be appreciably greater than the normal risks of day-to-day living. Participants should not risk losing life, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem (Leedy & Ormrod, 2013; Garcia, 2017). This was observed by holding interviews in a school premises during the day and in a well-ventilated classroom with every participant following Covid-19 protocols **(SEE ANNEXURE M).**

Denzin & Lincoln (2000) highlight that, research participants must agree voluntarily to be part of the study and the agreement must be based on full and transparent information brought to them in the language of their choice. The researcher declared confidentiality with the participants to assure that information collected, would not be shared to any other person, and it was strictly for this research purpose. Before the study commence, the researcher wrote to the Limpopo Department of Basic Education seeking consent to access its schools. The permission given by the Department of Basic Education (DBE) assisted the researcher in terms of accessing the research participants in schools. Permission was also obtained from school principals whose schools had been sampled for the study. Consent and agreement from research participants, was pursued for fear of been accused of forcing their involvement in the research process against their will. The anonymity of all participants and of schools was upheld. The confidentiality of views and information shared by the research participants was guaranteed. Participating schools was visited to obtain permission for days, dates and times to conduct interviews and observations. Throughout the research process, participants' dignity was recognized and respected, and their right to withdraw from the research process was outlined. The research findings were made available to the research participants for them to be informed about the research outcomes (Morrow 2005; Majid, 2018).

3.11   Conclusion

This chapter has shown that qualitative method is used to drive the research for the purpose of exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School. The approach made use of phenomenology as the mechanism of inquiry that determined the study to achieve its goals. The next chapter presents and analyses data gathered in this study.

IV.CHAPTER FOUR (4): DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter dealt with the research design and methodology applied in the study. In this section, data was analyzed and results presented. Responses to the interview questions are grouped thematically and the resulting findings are discussed. Responses to the interview, observations and Focus Group Discussion make up data collected and analyzed for this study. Qualitative approach was used to analyze results. The data was also collected from 4 EFAL teachers of which one of them is the Head of Department (HOD). All the sampled teachers are responsible for FET phase which is from grade 10 to grade 12.

4.2 Profiles

4.2.1 School profile

The sampled school for this study is located in the rural areas and it is a quintile 1 school. The school has four (4) grade ten (10) classes and they are identified 1, 2, 3 and 4. For example, Grades 10.1, 10.2, 10.3 and 10.4. The class size is forty-one (41), forty-four (44), forty-two (42) and forty-three (43) respectively. The number of classes were initially three (3), the fourth one was added as a compliance mechanism to COVID-19 regulations. As such, the addition of 10.4 class escalated the existing shortage of furniture to a point where learners utilize them on first come first served basis. All these classes use desks and some of the learners are sitting in threes instead of two and that as well violate COVID-19 protocol. Class conditions are bad, there are potholes, broken windows, old chalk boards and some of the classrooms are dilapidated hence this is a very old school. The classrooms are clean but there is more dust since the school is not paved. In other words, classrooms are satisfactorily neat. There are built-in cupboards, chalkboard in front and notice boards at the back in all the four classes. On the notice boards, there were different kinds of notices, class rules, class timetable duty lists for learners, learner's names in groups. Posters that were hung there were very much old, and they were not EFAL related. Learners in the class shared pencils, pens, glue stick, rulers and many other resources that were important for everyday class activities in all the classes.

4.2.2 Participant teachers' profile

This study has sampled four (4) EFAL teachers in FET phase and below is a table summing teachers' profile according to grade responsible for, age,

gender, teachers' qualifications, major subjects and their experiences as EFAL Teachers.

This information is presented in table 4.1. below:

EFAL TEACHERS IN FET PHASE	GRADE RESPONSIBLE FOR	AGE(Years)	GENDER	MAJOR SUBJECTS	QUALIFICATIONS	NO. OF YEARS TEACHING EFAL
TEACHER A	10 & 11	58	FEMALE	Afrikaans History	PTD ACE	16
TEACHER B	10 & 11	46	MALE	English geography	STD ACE IN EDUCATION MANAGEMENT HONS. EDUCATION MANAGEMENT	12
TEACHER C	12	35	FEMALE	Accounting Business Studies	B. COM PGCE	08
TEACHER D	12	30	MALE	English Geography	B. ED	03

4.2.3 Learners participants' profile

This study has sampled 10 (10) grade 10 EFAL learners and below is a table summing learners' profile according to their grade, age, gender, indication as to whether they are affiliates or non-affiliates of reading club and number of years in the FET phase. This information is presented in table 4.2. below:

LEARNER	GRADE	AGE(Years)	GENDER	READING CLUB AFFILIATE	READING CLUB NON AFFILIATE	NO. OF YEARS IN FET
Learner A	10	16 years	Female	√		01
Learner B	10	17 years	Female	√		01

Learner C	10	16 years	Male	√		01
Learner D	10	19 years	Male		√	02
Learner E	10	17 years	Female		√	02
Learner F	10	17 years	Male		√	01
Learner G	10	18 years	Male	√		01
Learner H	10	16 years	Male		√	01
Learner I	10	16 years	Female	√		01
Learner K	10	17 years	Female		√	02

4.3 Data presentation

4.3.1   Research questions the study sought to answer

In this chapter, the sampled teachers and learners projected in the profiles above will be answering to question that are related to the main and sub-questions of the study (Bakatara, 2014). The study intended to address the main research question and its sub-questions as outlined in chapter 1, as follows:

Main Research Question

What are the effects of extensive reading strategies explored in reading clubs on grade 10 EFAL learners in reading at Secondary Schools of Rakwadu 2 Circuit in Mopani West District of Limpopo Province?

Sub-questions

- Which extensive reading strategies are mostly employed by EFAL reading clubs teachers that are not used in many public schools in Rakwadu 2 Circuit?
- What challenges do public schools' teachers in Rakwada 2 Circuit experience in motivating their Grade 10 EFAL learners to read effectively for academic purpose?
- How Does the use of these extensive reading strategies affect the learners' attitude towards reading in general, as reflected through the learners' performance in other learning areas?
- How Does the use of these extensive reading strategies affect the learners' performance in EFAL?
- Which approaches can be employed by EFAL Teachers of Rakwadu 2 Circuit to overcome challenges facing grade 10 EFAL learners in reading at Kgolakaleleme Secondary School, Mopani West District, Rakwadu 2 circuit of Limpopo Province?

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4.4 Different data segments collected

The data and subsequent themes outlined hereunder arose from four data segments, namely: teachers' interview, observation, learners' focus-group and documents analysis. In this section, the process of data presentation and discussion ensured that the views of interviewees or research participants were well represented. On the basis of that, exact quotations of research participants were used as data presentation (Gillett, 2012; Crotty,1998). Finally, the generated data were presented and discussed in terms of the literature review and the theoretical framework as portrayed in the literature review (Chapter two).

DATA SEGMENT 1: TEACHERS' INTERVIEW

1. **What are the challenges you encounter when teaching reading in English First Additional Language (EFAL)?**

    South African educators face many challenges in the teaching of English, reading skills to be precise. (Kepe, Foncha and Maruma, 2017). EFAL educators are encountering a number of challenges when teaching reading skills, especially those teaching in rural areas (Rosyida & Ghufron, 2018). This question seeks to establish the challenges Kgolakaleleme Secondary School EFAL teachers encounter when teaching reading in EFAL.

The utterances above which correspond with the responses of the participating teachers as indicated below:

Teacher A

Learners do not engage in reading because they cannot read and as a result, they lack confidence.

Teacher B

Learners mostly have difficulties in sounding out words including word recognition to understand meaning at a phrase, sentence and paragraph and lastly, they are having a problem with reading unfamiliar words

Teacher C

Learners in rural areas are disadvantaged in terms of exposure to EFAL as most parents are illiterate and therefore learners find it difficult to read because of lack of literacy at home. Even when they are given extra reading material there is no one who will assist them at home

Teacher D

Learners try to change accent which result to poor pronunciation of words. They lack basic reading skills.

These findings confirm that Grade 10 EFAL teachers are encountering challenges when teaching reading. These challenges include learners' lack of confidence and they also have a problem with reading unfamiliar words. The other challenges are that learners do not have exposure to EFAL as most parents are illiterate and they cannot assist them with reading activities at home and lastly learners are having difficulties in pronunciation of words. The findings from sampled teachers on this question are supported by Rosyida & Ghufron, (2018) when they say that learners cannot read and during the reading learners are reluctant to read aloud as they protect themselves from being mocked by their peers. Consequently, learners' educational progress and competency is negatively influenced (Newman (2019).

2. **Do you notice any improvement from learners who have affiliated with the reading club?**

There is nothing as fulfilling and having to take a learner from one point to the other in as far as reading skills are concerned (Macedo, 2019). Difficulties in reading as well as in writing bring shame and confusion mainly for leaners from grades six (6) to twelve (12) (Macedo, 2019). This is because they have spent an extensive amount of time in the schooling journey and still struggle in reading skills (August and Shanahan, 2017). Learners are unable to construct a sentence in EFAL because of vocabulary limitations because they cannot read EFAL texts with comprehension (Lumadi, 2016). This question intends to find out if there is improvement from learners who have affiliated with the reading club in terms of reading. The participating Grade 10 EFAL teachers based as Kgolakaleleme responded to the question as follows:

Teacher B

Yes. Those learners who were reading slowly are now coping and can now decode or put on sound to letters in order to sound out written language, can identify main ideas(gist) with appropriate speed.

Teacher C

Yes. There is a great improvement even though there are few learners who are affiliated to reading club, the ones that have affiliated have become the best of friends. The shy ones are now comfortable to read in front of their peers in the classroom.

Teacher D

Yes. They are now interested in reading as they keep on asking the rightful way of pronouncing words and word meaning.

Three (3) out of four (4) sampled teachers (teacher B, C and D) responded "Yes" to this question, thus confirming that they have noticed improvement from learners who were affiliated to the reading club. The improvements as stated by sampled teachers are that learners who used to read slowly before affiliating to the reading club are now coping and are able to decode or put on sound to letters in order to sound out written language and they can identify main ideas(gist) with appropriate speed. Other stated improvements are that previously shy learners are now comfortable to read in front of their peers in the classroom and they have developed interest towards as they keep on asking the rightful way of pronouncing words and word meaning. This means they have acquired useful strategies for improving reading comprehension skill (Liziwe & Moodly, 2018).

3. **What do you think is the role of reading with comprehension towards learners' performance?**

Learners need to have basic reading skills, as reading is a key that opens the world of information (Akbari, 2015). Reading is fundamental to all forms of personal learning and intellectual growth (Widodo and Dewi (2018). If learners do not have adequate comprehension skills to enable all other learning, they would probably have little

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hope of coping in the later grades (Schmidt, F, Benzing, Wallman-Jones, Mavilidi, Lubans & Paas, 2019). This question seeks to explain the role of reading with comprehension on learners' performance and participating teachers have responded as follow:

Teacher A

Learner develop self-confidence and ultimately, they read more for pleasure and for study purposes and their performance will improve.

Teacher B

Learners can make informed predictions based on what they obtain in the text and can make connections to prior knowledge thus improving their performance in their academic work in all Learning Areas, EFAL included.

Teacher C

Reading with understanding improves learner performance because the learners who read independently have greater reading comprehension, verbal fluency and general knowledge as compared to those who do not. They become better readers, score higher marks on tests in most learning areas and have greater knowledge than their non-reading peers.

Teacher D

They should be able to recall the important facts gathered from the story.

Findings on this question revealed that the role of reading with comprehension of learners' performance. The roles are to develop self-confidence on learners and ultimately, they read more for pleasure and for study purposes and their performance will improve as a result. Leaners are able to make informed predictions based on what they obtain in the text and can make connections to prior knowledge thus improving their performance in their academic work in all Learning Areas, EFAL included. It improves learner performance because the learners who read independently have greater reading comprehension, verbal fluency and general knowledge as compared to those who do not. It helps learners

to become better readers, score higher marks on tests in most learning areas and have greater knowledge than their non-reading peers. They should be able to recall the important facts gathered from the story. The findings are supported by (2016), Korthof and Guda (2016) who confirm the role of reading with comprehension there is a relationship between reading comprehension on learners' performance. Learners who are able to read with comprehension have the potential of passing assessment activities hence they do not struggle with understanding the questions thereof (Muijselaar et al. 2017).

4. **Which reading activity do you consider helpful to enforce comprehension in grade 11 learners.**

The main aim of teaching is to ensure learning takes place (Mohohlwane, 2018). That is why EFAL teacher when teaching language skills, reading for the context of this paper, they tend to use different methods to ultimately impart their learners with reading skills. There are different reading activities, EFAL teachers design for their learners when teaching reading (Entwisle, Alexander and Olson, 2019).

Teacher A

Group reading encourages learners to read more and it create health competition among learners.

Teacher B

Group discussions are good to boost the confidence of learners as they learn from one another.

Teacher C

Reading aloud; independent reading; descriptive writing and summarizing are activities helpful to achieve learning and teaching objectives.

Teacher D

Role playing for learners to be able to understand characters.

The responses we got from sampled teachers revealed that they opt for activities such as Group reading, Group discussions, reading aloud; independent reading; descriptive writing and summarizing as well as role playing. The findings are in line with what Entwisle, Alexander and Olson (2019) believe when saying every teacher will have their preferences as dictated by the level of understanding their leaners are. Defining levels of understanding is basic to clarifying the intended outcomes, which in this case is to develop reading skills. Getting learners to understand at the level required is a matter of getting them to undertake the appropriate learning or rather reading activities (Meniado, 2016).

5. Which EFAL teaching methods are effective for teaching reading in your classroom? Explain each method mentioned?

Every language teacher teaches reading to ensure that learners are imparted with reading skills for them to be able to read independently and get the meaning of the text (Singh, 2015). That is why EFAL teachers use different methods and approaches such reading by sight and relying upon memorization through repeat exposure to the written form of a word when teaching reading (Siperto, 2018. This question seeks to find out which teaching methods are effective when teaching reading in the classroom. The responses from sampled teachers are outlined below:

Teacher A

Tasking learners to read in groups and discuss the contents. Give each group opportunity to stand in front of a class and present to their peers.

Teacher B

Graphic organizers: learners are able to visually see the connections, incorporation of technology. Learners excel so quickly about technology integration and are able to use and choose appropriate words.

Teacher C

The offer an extended glossary which assist learners get meaning of unfamiliar words without a dictionary. Teach sight words for learners to recognize without having to decode them regardless of their language background. Build strong vocabulary and provide written and spoken instructions.

Teacher D

Narrative or telling to explain my perspectives to learners. Question and answer method to check how learners feel and understand the story. Discussion method to ensure that all learners get an opportunity to share their thoughts.

The findings from sampled teachers' responses are that group reading, utilizing graphic organizers, the use of extended glossary, narrative method, question and answer method together with discussion method are effective for teaching reading. The goal of the teaching method is to teach learners to read words that are meaningful to them. Schmidt, Rotgans & Yew (2019) support these finding by alluding that vocabulary can then be combined to create stories that the learners relates to.

6. How do you find prescribed FET EFAL learners support material to be?

Learning to read is complex and understanding how learners learn to read EFAL requires constant awareness and review of current and emerging methods of teaching learners to read (Van der Merwe & Nel, 2014). According to the *Curriculum and Assessment Policy Statement*, the national curriculum for basic education, learners should be taught following a reading process having three phases; pre-reading, during reading and the post reading phases (DBE, 2012). This question intends to find out how teachers find prescribed EFAL material to be. Teachers' responses were as follows:

Teacher A

They are helpful as they contain current affairs and content learners can relate to real life.

Teacher B

They are very effective and guide learners through with the activities to be taken or written in each section and they are available to all learners.

Teacher C

They are also user friendly for both learners and educators.

Teacher D

Prescribed textbooks provide a lot of examples for learners to follow. I download them and check whether the information is reliable.

The responses from teachers confirms that EFAL prescribed materials are effective and they all have common view hence they said EFAL prescribed materials are helpful as they contain current affairs and content learners can relate to in real life situations, guide learners through with the activities to be written in each section, they are user friendly and they provide a lot of examples for learners to follow. Newman (2019) supports these finding when saying the development of basic reading skills constitutes how material and developed and arranged. Well-arranged material should the cover page which is communicative in terms of the tittle and the accompanying pictures as well as the colours used, table of contents, the glossary page and should have plenty of activities learners can be able to understand even without the guidance of their teacher (Rosyida & Ghufron, 2018; Pearce & Wood, 2019)

7. Is CAPS promoting competency in EFAL reading skills? Explain

It every language teacher's mandate to ensure competency in the four language skills of which reading skills is part. CAPS is the manual and the mirror used by teacher to reflect their teaching as to whether they cover the rightful content ant the stipulated pace within the time allocated (Naeini MB & Rezaei R 2015). Moreover, the other critical element is the fact that lesson objectives, learning and teaching activities, teaching methods and teaching aids should be aligned (Miron, Shank & Davidson, 2018). This question wants to

establish if CAPS as a curriculum is promoting competency in EFAL reading skills. Sampled teachers' responses are outlined below:

Teacher A

Yes. Drop all and read activities which compels learners to read and it encourages competition among learners.

Teacher B

CAPS is helpful since it provides pace setter and break activities into skills

Teacher C

CAPS outline areas we should focus on as teachers

Teacher D

Yes. It gives learners power to read with courage knowing that if they fall, they will be supported.

The finding revealed that CAPS do promote competency in EFAL reading skills as it advocates for drop all and read activities which compels learners to read, it provides pace setter and break activities into skills, it indicates areas teachers should focus on when teaching reading and it gives learners power to read with courage knowing that if they fall, they will be supported. The manner in which CAPS organizes language skills promote competency mostly because no skill is taught in isolation (Pearce & Wood, 2019). In one reading lesson all the four EFAL skills are integrated (Newman R 2019).

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

It is one thing to possess a skill another to transfer the same skill to the next person. In the context EFAL teacher might have reading skill but the question is whether they are able to

transfer the skill on to their learners (Tabatabaei & Hoseini, 2014). This question seeks to find out if teaching reading is a challenging skill. Teachers have responded as follows:

Teacher A

Teaching reading is a challenging skill because learners are not free and they have anxiety when it comes to reading in the presence of their peers.

Teacher B
Yes. Most of my learners do lack reading skills and we should start from the basics that is, teaching sounds, vowels, letters of alphabet etc. This was supposed to be done in the intermediate phase.

Teacher C

Reading is a challenging skill as most learners cannot read EFAL with understanding. Even those who can try are reluctant to read due to shyness as they lag proper foundation with regard to reading.

Teacher D

Yes. Some of my grade 10 learners have no basic reading skills.

Teachers' s responses revealed that teaching reading is a challenging skill because learners are not free and they have anxiety when it comes to reading in the presence of their peers. Most learners do lack reading skills and teachers should start from the basics that is, teaching sounds, vowels, letters of alphabet etc. Reading is a challenging skill as most learners cannot read EFAL with understanding. Grade 10 learners have no basic reading skills. On the other hand, many researchers identified five essential components of literacy skills teaching programmes namely; phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension (Macedo, 2019; Magro, 2018 and McNamara, 2017). These support the findings hence these learners, grade 10 EFAL leaners of Kgolakaleleme Secondary School, do not have basic reading skills. A balanced-literacy approach is best, including different methods for various reading

purposes and engaging learners in language learning through meaningful reading activities of various books (Lumadi, 2016)

9. Do you have enough EFAL Learner Support Material (LTSM) that will encourage learners to read?

LTSM is key for effective curriculum delivery. It is regarded as the tools that assist in providing teachers with a syllabus, as well as methods of curriculum delivery (McNamara, 2017). LTSM supports the interaction between teachers and learners, with the aim of improving learner performance (Magro, 2018). This question seeks to find out if there are adequate quantity of LTSM that will encourage learners to read. Sampled teachers responded as follows:

Teacher A

Yes. We do have enough material hence learners do not share the books. They are given books individually.

Teacher B

Yes. We have enough reading material for our learners and they are always encouraged to read them through the school's reading club.
Teacher C

There are enough reading materials and the content thereof are interesting as they feature the current world such as stories learners can relate (Finders Keepers).

Teacher D

No. The Department of Education do not supply and as educators we fail to monitor and record our texts books.

The responses from sampled teachers give a picture were others confirm that reading material is enough and other are having a contrary view. Teachers have said they do not

have enough material hence learners do not share the books. In the contrary another teacher said there are enough reading material for learners to read. It poses challenges of having learners with low reading ability as a result of inadequate supply of reading material supply (Joseph (2018; Maceda, 2019).

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

According to CAPS learners learn better when they are engaged in learning activities. It further says learners should learn reading by reading a lot. This suggest that for one to teach reading there must be a text be it written or visual that should be read. The purpose of this question is to check if teachers can teach reading without reading material or rather sufficient reading material. Participating teachers responded as follows:

Teacher A

No. Each Learner should have a copy and read either silently or aloud.

Teacher B

No. Most certainly we need study material at all costs and they have to be used as teaching aids to help learners see words, punctuations, tenses and mostly the verbs. It is advisable to teach reading with enough reading pieces to enhance learners' comprehension.

Teacher C

No. Learners should have a text to read from. In that way every learner should have material for them to have exposure to the texts.

Teacher D

No. Due to Covid-19 learners are not allowed to share books.

The responses from teachers reveled that teachers are not able to teach reading without sufficient reading material. Teachers said each Learner should have a copy to read from either silently or aloud. They went on to say reading materials are needed to help

learners see words, punctuations, tenses and mostly the verbs. Lastly, teachers said due to Covid-19 learners were not allowed to share books. The findings are in line with what Mohammed and Molepo (2017) believe in when saying for reading lesson to run smoothly each learner should be having a copy of the reading text.

DATA SEGMENT 2: LEARNERS' FOCUS-GROUP DISCUSSION

Learners' FGD is provided below:

1. What is your understanding of the term reading?

Learners were asked this question to see if they understand what reading is as well to know if they understand their role towards acquiring reading skills (Mohammed & Ofori, 2018). Reading is a learning technique whereby one looks at and understands the meaning of printed words.

Learners explain reading differently but they all thing reading directly linked to learning. The researcher has observed that the reason most learners do not read for fun, is how they understand reading to be, which according to majority of them is limited to the purpose of learning.

2. How often should your teacher teach you reading and why?

Learner A, B and C said reading should be taught 3 times a week, learner D and F anticipate being taught reading every day and the rest of the learners think reading should be taught 4 to 5 times a week.

Learners' responses on why they should be taught reading on the stipulated time centers around to enforce understanding and to help them think critically and creatively

50 percent of sampled leaners think they should be taught reading every day. Walundari (2016) concurs with the teaching of reading being done daily hence they said 4 to 5 days a week. This is in line with time allocation stipulated in CAPS.

3. Do you enjoy reading in the classroom or alone?   Explain.

Four (4) learners, learner b, d, f and g enjoy reading in the classroom because they will be sharing ideas with the teacher and their peers and that the teacher is available to correct them whenever they commit an error. Sixty (60) percent (learner a, c, e, h, I and j) enjoy reading alone at home to avoid the noise and disruptions by other learners, they are shy and the classroom environment increase anxiety among them and as a result they will not be free.

This account for the imbalances that exists among learners. Where you will find learners in the same classroom having a gap, for instance, one will be able to read aloud fluently while the other struggle to read a sentence. To curb this behavior EFAL Teachers should design support strategies to help learners move out of their routine and have courage to start something new. The learning environment should be conducive and anxiety free. At the same time the reading material should be selected following the CAR (Tomlinson, 2008) principle for learners to get involved and show interest.

4.   What is the importance of reading?

Seven (7) learners; Learner a, c, d, e, f, g and h alluded the importance of reading to be accountable for teaching them how to pronounce words and to learn English FAL in terms of writing and speaking.

The other three (3) learners; learner b, I and j view reading as a means to learn new things, to increase vocabulary and to be well conversant with new developments

70% of sampled learners limit reading to pronunciation and learning ENGLISH FAL and 30% go beyond pronunciation and learning the language to gaining knowledge of new thing and expand their vocabulary.

A teacher as More Knowledgeable Other (MKO) should take the learners through the importance of reading (Cheung, Liu, and Lee, 2015)

5.   Does your teacher give you enough opportunity to read in the classroom?

Five (5) learners acknowledge the fact that teacher give them enough opportunity to read in the classroom.

The other five (5) said teachers prefer reading on their own.

One of the reason teachers prefer reading aloud for learners to save time hence the attention will be on getting the meaning other than stopping to teach learners reading strategies (Matthew, 2010).

6.   How long Does it takes you to read and understand a short story?

Three learners; learner a, d and g claim that it takes them from 30 to 45 minutes to read and understand a short story.

Four learners; leaner b, c, f and I need a day to two days for them to execute the same task and understand.

Three learners; learner e, h and j need two weeks to read a short story and understand it.

Learners should be exposed to the reading process which will teacher strategies such:

• making predictions after reading the title, subheadings, introduction, topic sentence and conclusion to get overall meaning before they embark on a reading activity.

• To stop while reading and answer some question and

• summarize the text in their own words after reading.

7. What do you think can help improve your reading skills?

All learners 'responses point to one thing which is reading something new on their own space, read aloud in class, group reading and read the genres you love first

This serves as a guideline when teachers select reading material to know the genres learners love reading before reading something new. Moving from simpler to complex (McMillan, 2008).

8. Are you a member of the school reading club? Why?

50% of sampled learners are affiliated to the school reading club whereas the other 50% are not affiliated.

Those who are members said they joined because they want to learn reading skills.

Those who did not join claim that they were not aware if reading club existed. What they saw was extra mural activities.

Reading club should be marketed to all learner and to all grades.

9. Do you think reading club is improving learners' performance?

Four of the learners of the affiliated to reading club agree that reading club helps improving learners' performance. They have witnessed that since they have joined activities they saw challenging are now easy for them to execute, activities such as essay writing and oral presentation.

The other learners are not sure if reading club accounts for improved learner performance. Two learners who are not members of the reading club says they have noticed some change in terms of participation during the teaching and learning of English FAL displayed by learners who have joined the reading club.

There is improvement in terms of learner performance hence the researcher managed to compare essay task written by few learners before and after they join the reading club. See the two (2) tasks for three (3) learners as ANNEXURE….

Learners have improved in terms of spelling, grammar and coherence.

10.   Which genre do you enjoy reading and why?

Eighty (85) % enjoy reading short stories because some leave them with questions and they will ask themselves what happened with characters.

Three (3) learners did not know what is meant by genre and even after explanation by the researcher as the facilitator of the discussion, they still could not state genres they know or love reading

Learners should be taught different genres for them to be able to identify themselves with a certain genre and be able to read for enjoyment.

11.   Do you prefer printed or digital reading material? Why?

Two learners, learner C and D prefer digital reading material to adapt to the new technology which is easy and fast to use. Eight learners, learner A, B, E, F, G, H, I and J prefer printed material and their reasons includes being able to highlight important facts while reading and also to protect their eyes from the harm that could be caused by the light from a computer or cell phone.

Learners need to be exposed to different reading material including digital material hence we a living in the 21st century dispensation where learning gradually takes the online route. This was seen since the breakout of COVID-19 pandemic where many schools and institutions of higher learning diverted to online learning (McKenzie, David; Ravindran & Jeevan, 2021). A learner develop self-confidence and ultimately, they read more for pleasure and for study purposes and their performance will improve.

DATA SEGMENT 3: OBSERVATION

1.   How do EFAL teachers manage the reading activities in the classroom?

Teachers are the key role players during reading as they read for learners. The teacher may ask volunteers to read and only few learners will read and waste time as they are also struggling. Learners lack basic reading skills and read for themselves hence they learn better when they are involved.

2.	Do EFAL teacher develop lesson plan indicating how they will teach reading?

Teachers use the Annual Teaching plan as the lesson plan provided by the Curriculum Advisors and create a note book, they use for lesson preparation (SEE ANNEXURE N). The provision of ATP by Curriculum Advisors makes the work of teacher easier and encourage uniformity and integration of the four language skills.

3.	Which resources are appropriate for teaching reading in the FET rural classes?

Textbooks and study guides at some point even notes prepared by the teacher are necessary to enforce understanding. There is a greater need for internal workshop for teacher to incorporate ICT during the teaching and learning of reading for them to be acquainted with new trends so that they produce learners who will compete worldwide.

4.	Are EFAL teachers able to come to the level of learners when teaching reading?

There is a gap between the teacher and learners as teachers often read out for learner and explain the message of the text to learners. Learners are recipients rather that being the active participant during the teaching and learning of reading.

5.	What are the common methods used in teaching reading in the FET classrooms?

Mostly teacher read or seldom ask learners to read taking turns, and stop the reading to explain. Learners are passive, only few will participate even when the teacher brought something up for discussion.

6.	How do FET EFAL teachers solve challenges emerging during the teaching of reading?

The prevalent challenges include distraction by learners, teacher often sends the distracting learner out of class. School Management Team need to strengthen discipline within the school and implement harsh punishment for learners displaying unruly behavior

7.	How are FET EFAL teachers encouraging learner involvement in reading?

There was no attempt, made by any teacher to encourage learners' involvement in reading. Teachers may design fun reading activities such as role play in drama or reciting rather than reading of poems.

8.	Are FET EFAL teachers able to achieve their lesson objectives when teaching reading?

No, too much time is wasted on reading and analysis as often stated in the teacher's preparation is not touched. Teachers need to divide learner into groups and provide support equivalent to the learning needs. There are some learners who show understanding, but they are being disadvantaged as the teacher was busy explain to the struggling learners

9. Do teachers integrate other EFAL skills when teaching reading?

Yes, they do hence every reading activity end in writing. Learners listen when the teacher explain and speak when responding to questions. When teachers design activities, they integrated the four language skills.

10. Which assessment tools do FET EFAL teachers use during reading?

Teachers use different assessment tools being rubrics and memoranda. Assessment is done continuously prior to the reading activities, during reading and after reading.

DATA SEGMENT 4: DOCUMENTS ANALYSIS

Read aloud rubric

Prepared reading rubric is categorizing learners by using codes from seven (7) to code one (1). Each code indicates the performance level of a learner according to criteria to be outlined on this section. Learners are profiled from outstanding performance (code 1), meritorious performance (code 6), substantial performance (code 5), adequate performance (code 4), moderate performance (code 3), elementary performance (code 2) and lastly not achieved performance (code 1). The performance is gauged based on four criteria being to; demonstrates use of tone and inflection to convey meaning to the audience, use of voice and mastery of reading skills, use of eye or audience contact and lastly responses to questions asked by the teacher and learner shows critical interpretation.

Essay writing rubric

Essay writing rubric is categorizing learners by using codes from seven (7) to code one (1). Each code indicates the performance level of a learner according to criteria such as content and planning, language, style and editing as well as structure. Learners are profiled from outstanding performance (code 1), meritorious performance (code 6), substantial performance (code 5), adequate performance (code 4), moderate performance (code 3), elementary performance (code 2) and lastly not achieved

performance (code 1). This rubric is well structured and can be beneficial to both the teachers and learners. To the side of the teacher, it will help on how to best teach essay writing considering all element looked at when marking. On the one hand, learners will know exactly what is expected of them when writing essays. It is important for learners to be exposed to the rubric itself.

Essay Writing Task

The essay topics designs give learner the latitude to choose the type of essay they love from, narrative essay where they tell a story, descriptive essay which describes in a vivid manner, discursive essay which allows learners to present arguments from differing viewpoints and draw a clear conclusion of their own, argumentative essay where learners argue a case for one side of a point to convince the reader of their opinion and finally, reflective for learners to give their emotional reaction on a specific matter. In the reading club learners often read and tell their peers about their reading, explain their experience when reading and they also asked if they would recommend the book or the story to someone. In that way, learners are asked to narrate, to reflect and to describe. In light of the later statement those learners are not having difficulties with responding to essay tasks.

General teaching guidelines and instructions include to guide learners on how to choose the correct topic, emphasise the importance of process writing. Learners should first plan, using a method that they are comfortable with, i.e., mind mapping, brainstorming, free writing, etc. Learners must be encouraged to write a draft, guide them on how to edit their draft. The final product should not be a carbon copy or the exact copy of the draft. Teacher should remind learners of the conventions of essay writing and deter them from writing on inappropriate content or using inappropriate language.

4.5 Key themes emerging from generated data

After presented and discussed the themes of this study, this is now the time to deliberate on the key themes of the research.

The following key themes were identified from presented and discussed data:

- Selection of reading material by teachers.
- Difficulties in teaching reading
- Difficulties in reading by learners

- Teaching of reading the CAPS way to impart learners with basic reading skills
- Printed versus digital reading material
- Administration of LSLM

The above-mentioned themes are encompassed by categories and subcategories recognized in terms of observations conducted by the researcher (Leech and Onwuegbuzie, 2007).

A detailed discussion of the emerged key themes is provided below:

Selection of reading material by teachers

It is very much essential for the teacher to consider the cognitive level of learners before selecting reading material. Teachers need an understanding of what learners go through in the EFAL classroom, especially during reading. In other words, teachers should have the ability to discover the hindrances that learners encounter regarding reading for them to select and design reading material accordingly (De Jong & Harper 2005). That is why teachers should select reading material that portray current affairs, which are accurate and relevant. Teacher should select material using the Currency Accuracy and Relevance (CAR) principle for learners to get involved and show interest (Kizlik, 2015). The researcher has observed that material used in the reading club are enticing that is why learners enjoy reading. The material includes newspaper articles, trending twitter stories and celebrity stories covered in magazines.

Difficulties in reading by learners

Upon GFD with learners the researcher discovered challenges of teacher reading during the teaching and learning of EFAL instead of learners themselves. This is caused by learners' inability to read EFAL text fluently. As a result, they distance themselves from reading aloud in the presence of their peers because they be afraid of being laughed at. That is why 50% of the sampled learners acknowledge the fact that teacher give them enough opportunity to read in the classroom while the other group said teachers prefer reading on their own. This is not helping learners in any way hence the stipulation made in CAPS that by the time learners reach grade 10 they should be able to read EFAL independently and with understanding (DBE, 2012). The reading club has proved its ability to curb the problem as learners who are affiliates do not have problem with reading

during classroom interaction (Clyne 2015; Vemuri, Raghu Ram & Kota 2015). This is because they started reading from simple text moving to complex and they are encouraged to read as they read about things, they can relate to such as celebrity stories take the example of SomHale (Somizi & Mohale) marriage falling apart or Makhazi having more support from Botswana.

Teaching of reading the CAPS way to impart learners with basic reading skills

CAPS for EFAL from grade R to grade 12 provide guidance on how language skills should be taught at different levels and phases. For instance, the teaching of reading should unfold in three stages which and the pre-reading, during reading and post reading. Teacher because of the gale to complete the curriculum they omit some stages, say the pre-reading. The omission causes more problems on the side of learners since they become confused and lose interest. The pre-reading activities prepare learners even psychologically to embark on a reading activity. This is likened to athletes warming up before the race. Getting into a race without preparations and warmups is just a setup for failure. That is the reason scholars in EFAL advice that the subject has many areas with complications to learners, so teachers should start their lesson from simple to complex (Meier 2011). After a reading lesson where CAPS was overlooked, learners did not gain any skill instead they become more frustrated. In contrary the reading activities in the reading club follow the stages outlined by CAPS and as such learners acquire basic reading skills and develop confidence when reading. Teaching of reading as stipulated in CAPS depends on the way teachers conduct the teaching of reading (Kizlik, 2015).

Printed versus digital reading material

The nature of material used for reading is very much important in learning and teaching of reading. Reading in EFAL have suitable material that help in attaining the objectives of reading lesson. Teachers had been given a chance to mention state their preference between printed and digital reading material and the reason for their preference. Most learners opted for printed material only 20% mentioned digital material as their preference. The researcher realized that learners do not have other option such as digital material due to the technological infrastructure of the school and the fact that they reside in rural area which is characterized by poverty and unemployment. Learners must be given a chance to cut out extract from old newspapers and magazines to create their own reading texts. Learners may also produce their own creative drawings, write stories

about them and read them thereafter. Teachers in FET Phase use EFAL textbooks, story books and workbooks supplied by the DBE to teach reading. The observation in this regard revealed that teachers depend on teaching and learning materials supplied by the DBE. Although, these materials are appropriate, there is a challenge that the DBE consider learner enrolment for the previous year when delivering LTSM to schools, that is why there are shortages of books in some schools. To overcome the obstacle of shortage of books, digital material comes into play hence one document can be made available to countless number of people, as long as those people have a means of accessing the material (social media, overhead projector, iPad or computer, google teams). Take the case where the whole world was attacked by the pandemic of COVID 19, social platforms became the only way to continue with teaching and learning. It is high time schools should upgrade technological infrastructure to be able to achieve one of CAPS critical cross field outcome which is to produce learners who are able to use technology and respect the environment as well as the health of others (DBE, 2012; McKenzie, David; Ravindran & Jeevan, 2021).

Administration of LSLM

On that note, the teachers should acquire variety of textbooks which comes in different forms such as printed or soft copy to entice learners into having the love for reading and to enhance content in the materials supplied by the DBE as well as to gain more knowledge regarding the subject (Frey & Douglas, 2008). Resources that promote reading skills in EFAL at FET Phase are influenced by all LTSM needed that should be used to achieve teaching of reading.

SUMMARY

This chapter has presented and discussed the findings regarding the effects of extensive reading strategies on grade 10 EFAL learners' academic performance. The generated data were analysed with the aim of responding to the main and sub questions of the study. The analysis was presented according to the themes emerged and these themes are from the participants who are EFAL FET teachers as well as from learners. The themes presented are a vehicle to teaching reading, namely: selection of reading material by teachers, difficulties in teaching reading, difficulties in reading by learners, teaching of reading the CAPS way to impart learners with basic reading skills, printed versus digital reading material and the administration of LSLM The next chapter

presents the summary, recommendations, limitations of the study as well as chapter summary.

V.CHAPTER FIVE (5): SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed findings attained through interviews. FGD, observations and documents analysis for the purpose of exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School. This chapter examines the summary of findings in terms of presented and discussed data. In addition, recommendations resulting from the support of gathered outcomes and the review of literature will also be drawn to help EFAL teachers and their supervisors to inculcate reading in a way that poor performance was reduced.

The main aim of the research was to explore the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School. DBE brought the new curriculum, CAPS into perspective in the sense that lack the understanding of reading skills (in the context of this paper) was reduced. With this drive, the study resulted due to the persistence of EFAL challenges in reading even though CAPS was put in place. The study established the following objectives to overcome those challenges:

- To explore the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School.
- identify learners' challenges of reading experienced by grade 10 learners in the FET Phase as well as teachers in EFAL classrooms; and
- To suggest solutions on how to effectively teach reading skills; and
- To elaborate ideas on how to cope with EFAL reading challenges, experienced by FET Phase learners.

Beneath follows a summary of key findings of the study.

5.2 Key Findings of the Study

This section provides the summary of findings regarding the effects of extensive reading strategies on grade 10 EFAL learners' academic performance. The summary of findings was presented with respect to four components derived from explored data and supported be the review of literature. Amongst the components discussed, the researcher established some that were interrelated and integrated in all aspects found in the study.

The table below represents the summary of key findings based on the key themes for the study.

Table 5.1: Summary of key findings based on the key themes

Categories	Sub-categories
Lesson challenges	• Lack of reading skills • Lack of participation • Lack of attention
Role of language	• Little or no exposure to the LoTL which EFAL
CAPS Implementation	• Inabilities
LTSM challenges	• Inadequate provision of LTSM • Other important materials to pursue goals of reading

The following is the summary of the identified key findings for the study:

- Selection of reading material by teachers.
- Difficulties in teaching reading
- Difficulties in reading by learners
- Teaching of reading the CAPS way to impart learners with basic reading skills

- Printed versus digital reading material
- Administration of LSLM

5.2.1 Difficulties in reading by learners

It was found that leaners distance themselves from reading aloud in the presence of their peers because they have fear of being laughed at and as a result they do not improve their reading skills. Learners who show poor pronunciation of words during reading, they also show inappropriate spelling throughout their writing activities. Another finding in this regard is that challenging reading and writing activities are ignored in these classrooms, especially those activities that teachers are not familiar with (Hood & Tobutt, 2009). This was observed in learners' activity books that teachers dwell in reading tasks they understand and tend to ignore those that they do not understand. For example, learners will read poems the whole term.

5.2.2 Teaching of reading the CAPS way to impart learners with basic reading skills

Teachers tend to omit some stages of the reading process, say the pre-reading, because they are in hurry to complete the syllabus. The omission deprives learners of the opportunity to gain reading skill instead they become more frustrated. (Kizlik, 2015).

5.2.3 Printed versus digital reading material

Learners do not have options such as digital material due to the poor technological infrastructure of the school and the fact that they are located in rural area characterized by poverty and unemployment. Teachers in FET Phase use EFAL textbooks, story books and workbooks supplied by the DBE to teach reading. The observation in this regard revealed that teachers depend on teaching and learning materials supplied by the DBE. Since the outbreak of COVID 19 pandemic, social platforms were the reliable platforms to continue with teaching and learning (McKenzie, David; Ravindran & Jeevan, 2021).

5.2.4 Administration of LSLM

On that note, the teachers should acquire variety of textbooks which comes in different forms such as printed or soft copy to entice learners into having the love for reading and to enhance content in the materials supplied by the DBE as well as to gain more

knowledge regarding the subject (Frey & Douglas, 2008). Resources that promote reading skills in EFAL at FET Phase are influenced by all LTSM needed that should be used to achieve teaching of reading.

5.3 Recommendations

As per the findings of this study, recommendations are provided hereunder to guide EFAL teachers to improve reading experience in the FET phase.

5.3.1 Recommendation one (1)

It is recommended that EFAL teacher initiate the use of subject journal both for the teacher and learners. This journal will represent learners, achievement and pitfalls with regard to reading. After every reading class, learners should reflect on their experience and write in the journal so that the teacher check on regular basis and intervene.

5.3.2 Recommendation 2

This study recommends that regular in-service training be offered to those teachers who tech EFAL while it is not their major in their teaching qualification. This was done to ensure uniform practices by EFAL teachers. At the same time, integration of skills should be practiced by all EFAL teachers

5.3.3 Recommendation3

The study recommends that all teachers in a school should engage or enforce learners' participation when teaching reading skills as it is an important skill that will make learners easily pass their assessment activities. It is recommended that enough time should be extended in the form of extra classes to learners who need special attention in reading. DBE should monitor the programme and compensate teachers who will do this work, and advise supervisors, such as principals and departmental heads, in terms of teacher work output. For example, they must know that reading activities forms part of the work output of the teacher. This means that such supervisors will understand that reading in the intermediate has more hours than all other literacy skills. Therefore, reading time approved by CAPS was observed in the classrooms.

5.3.4 Recommendation 4

The study recommends that teachers should try several teaching methods to overcome challenges emanating in reading challenges. Teachers may establish group reading activities t o learners encourage to learn.

5.3.5 Recommendation 5

Learning and teaching resources are useful products for drawing learners' attention and lesson achievement in the classroom (Nash 2009). Recommendation hereof is that teachers should not rely only on materials supplied by the DBE, but should at least design or sought materials that will suit learners learning needs.

5.4 Implication for Further Research

This research concentrated on exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School. Even though there are other phases in secondary schools, this study focused solely on the FET Phase. The other phases, being the foundation phase, intermediate phase and senior phase, were excluded in this study. Choosing to concentrate on the FET Phase was to make an in depth understanding of learners' challenges in reading skills. Grade 10 was chosen because most learners are from General Education and Training (GET) and they have just joined FET. Even though there are seven secondary schools in Rakwadu 2 circuit, only one school and four EFAL teachers were sampled for the achievement of the study. Challenges in relation to listening, speaking and other language learning and teaching were not part of the study.

5.5 Chapter Summary

In conclusion, the above research study has shown that exploring the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School yield positive results. Due to what has been witnessed by the researcher and what the teacher participants had uttered, the study achieved its main aim and objectives. The results gained from this research, defined learners' reading challenges through the discussions of findings of the study.

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APPENDICES

Read aloud task

Oral: Prepared reading

Date of submission: …………………………………

Prepare a reading piece for oral assessment. Your reading should be TWO to THREE minutes long. Carefully follow the instructions:

1.   Take some time to select a suitable passage you enjoy reading.
        Read it silently to yourself to familiarise yourself with its contents.
2.   Then read it aloud several times. When you feel that you have mastered it, read it in front of the mirror making sure that you can see yourself looking at yourself several times during the reading. If you can do this, it means that you will look up at your audience several times during the reading.
3.   You might also like to read to a willing audience for practice.
4.   You will need to project your voice and read with good pace.
5.   Maintain good posture and eye contact as you read.
6.   Practise pronouncing all the words correctly.
7.   Remember that you was required to answer questions about the passage you have read.

TOTAL: 10

SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT & PLANNING **32 MARKS**	**26-32** -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	**22½-25½** -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	**19½-22** -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good essay.	**16-19** -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	**13-15½** -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	**10-12½** -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	**0-9½** -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING **12 MARKS**	**10-12** -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	**8½-9½** -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	**7½-8** -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	**6-7** -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	**5-5½** -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	**4-4½** -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	**0-3½** -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUCTURE **6 MARKS**	**5-6** -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	**4½** -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	**4** -Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost correct.	**3-3½** -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	**2½** -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	**2** -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	**0-1½** -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

Essay task

Writing an essay

Name: ………………………………………………

Grade: …………………………………………………

Date for submission: …………………………………...

INSTRUCTIONS

1.   Write an essay of between 250 and 300 words on any ONE of the following topics.

2.   Write down the number correctly and supply a suitable title.

3.   Remember that you have to show all the steps in your writing process. Draft
        essays without editing will NOT be accepted.

 4.   Your essay was assessed according to the attached rubric.

TOPICS

1.   Mistakes are proof that you are trying.

2.   If you could have any two famous people as your parents, who would you choose
         and why?

3.   "You don't have to hold a position
          in order to be a leader" Anthony J.
          D'Angelo.
          Discuss.

4.   Start your essay with the following words: The doorbell rings. The door opens and a package is found on the front porch. A voice shouts, "We've got another one!" Tell the rest of this story.

5.   Where do you go when you want to get away from the pressures of life, family and school? Write about that place.

6.   Good teaching within school hours will make homework unnecessary. Do you agree?

7.   Look at the pictures below. Use any ONE of them to write your essay. There should be a clear link between the picture and your essay.

7.1

[Source: Google image]

7.2

[Source: Google image]

TOTAL: 50

APPENDIX A: TEACHER'S INTERVIEW SCHEDULE

EXPLORING THE EFFECTS OF EXTENSIVE READING STRATEGIES ON GRADE 10 EFAL LEARNERS' ACADEMIC PERFORMANCE AT KGOLAKALELEME SECONDARY SCHOOL: A CASE STUDY

RESEARCHER: MOKWALAKWALA M.J.

INSTITUTION: UNIVERSITY OF LIMPOPO

Demographic details

Name of School: Kgolakaleleme Secondary School

Number of EFAL teacher: Two (Grade 10)

Head of Language Department: One (1)

Level of Education: Bachelor of Education and PGCE

Questions to the teacher (participants)

QUESTIONS

1. What are the challenges you encounter when teaching reading in English First Additional Language (EFAL)?

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....

2. Do you notice any improvement from learners who have affiliated with the school?

If yes, what kind of improvement?

…………………………………………………………………………………………………

……………………………………………………………………………………………

....

……………………………………………………………………………………………

3. What do you think is the role of reading with comprehension towards learner
   performance? Explain.

....

....

....

4. Which EFAL reading activities do you consider helpful to enforce comprehension in
grade learners? Explain why.

....

....

....

5. Which EFAL teaching methods are effective for teaching reading in your classroom?
Explain the effectiveness of each method mentioned?

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....

....

6. How do you find prescribed FET EFAL learners' study materials?

....

....

....
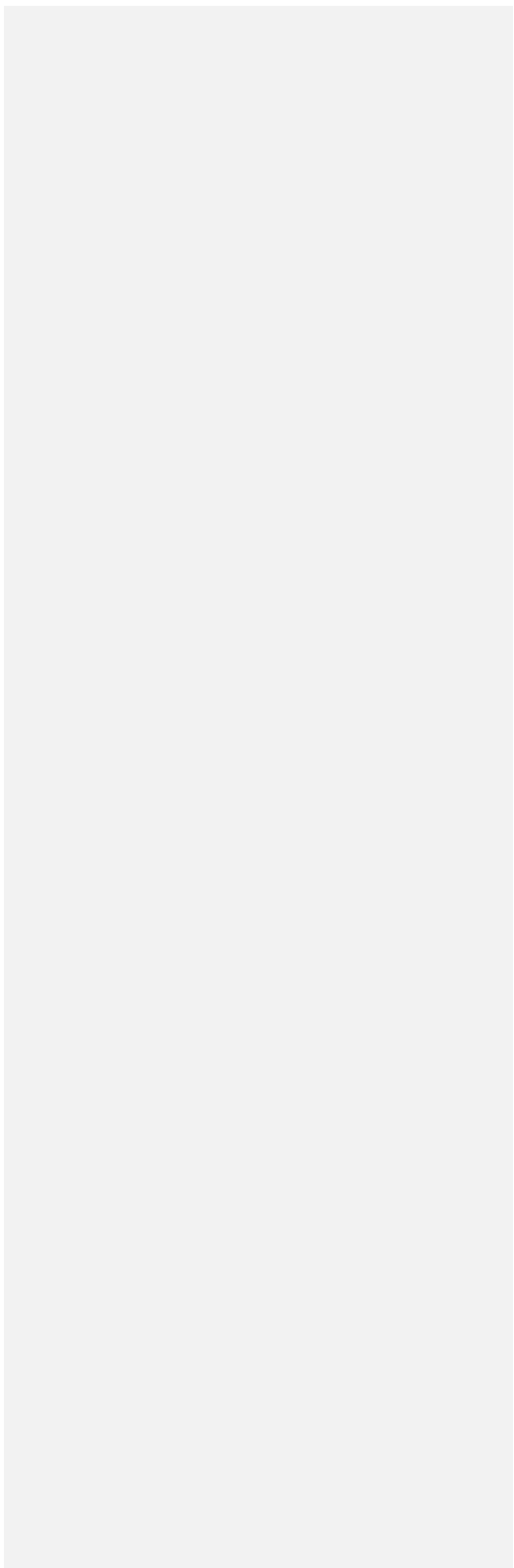
7. Is CAPS promoting competency in EFAL reading skills? Explain

....

....

....

……………………………………………………………………………………………………

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

YES/ NO

Reason…………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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

YES /NO

Provide details

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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

YES / NO
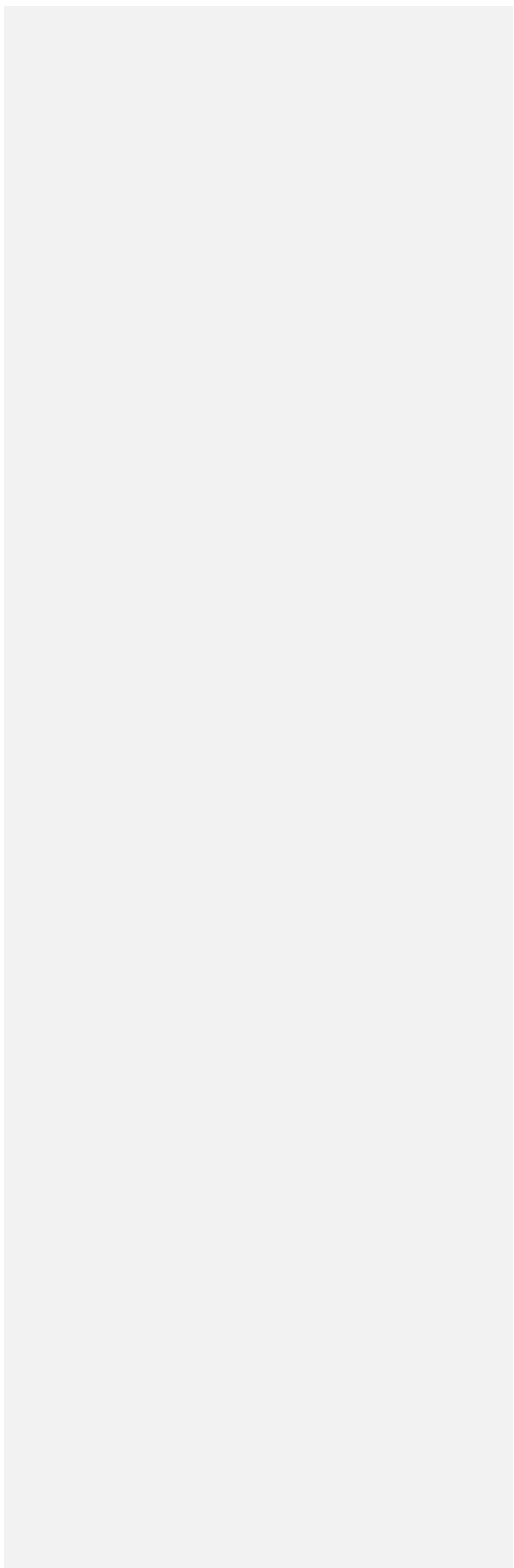
Explain……………………………………………………………………………………………..

………………………………………………………………………………………………………

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………………………………………………………………………………………………………

APPENDIX B: DISCUSSION QUESTIONS

EXPLORING THE EFFECTS OF EXTENSIVE READING STRATEGIES ON GRADE 10 EFAL LEARNERS' ACADEMIC PERFORMANCE AT KGOLAKALELEME SECONDARY SCHOOL: A CASE STUDY

RESEARCHER: MOKWALAKWALA M.J.   FROM UNIVERSITY OF LIMPOPO: SCHOOL OF EDUCATION

_____

LEARNERS' DEMOGRAPHIC DETAILS

Date: ………………

Learner / Participant No: ……….

Age: …………………………

Gender: …………………………

Ethnic group: …………………………

1. What is your understanding of the term reading?
2. How often should your teacher teach you reading writing and why?
3. Do you enjoy reading in the classroom or alone?   Explain.
4. What is the importance of reading?
5. Does your teacher give you enough opportunity to read in the classroom?
6. How long Does it take you to read and understand a short story?
7. What do you think can help improve your reading skills?
8. Are you a member of the school reading club? Why?
9. Do you think reading club is improving learners' performance?
10. Which genre do you enjoy reading and why?

11. Do you prefer printed or digital reading material? Why?

APPENDIX C: OBSERVATION SCHEDULE FOR FURTHER EDUCATION AND TRAINING (FET) EFAL TEACHERS

1. How do EFAL teachers manage the reading activities in the classroom?
2. Do EFAL teacher develop lesson plan indicating how they will teach reading?
3. Which resources are appropriate for teaching reading in the FET rural classes?
4. Are EFAL teachers able to come to the level of learners when teaching reading?
5. What are the common methods used in teaching reading in the FET classrooms?
6. How do FET EFAL teachers solve challenges emerging during the teaching of reading?
7. How are FET EFAL teachers encouraging learner involvement in reading?
8. Are FET EFAL teachers able to achieve their lesson objectives when teaching reading?
9. Do teachers integrate other EFAL skills when teaching reading?
10. Which assessment tools do FET EFAL teachers use during reading?

APPENDIX F: SUMMARY TASK

ENGLISH FIRST ADDITIONAL LANGUAGE   GRADE 10   KGOLAKALELEME SECONDARY SCHOOL   RAKWADU 2 CIRCUIT

MARKS: 10   TIME: 20 MINUTES

<u>**Instructions and Information**</u>

Read TEXT below and list seven tips on how to use our medicines correctly

1. Your summary must be written in point form.

2. List SEVEN points in full sentences using NO MORE than 70 words.

3. Number your sentences from 1 to 7.

4. Write only ONE point per sentence.

5. Use your OWN words as far as possible.

6. Indicate the number of words you have used in brackets at the end of your summary.

HOW TO USE OUR MEDICINES CORRECTLY?

Medicines are modern miracles and without them it is likely that many of us would not feel better. Unfortunately, most of us do not know how to get the most out of our medication. It is important to know how to use it correctly. Medicines do not interact the same with everybody, so do not share your medication with other people even if they have the same symptoms as you. Some medications in pill form are designed to be released over time, so it is not a good idea to crush or chew them as it could lead to an overdose or a higher risk of side effects. Shaking your bottle of medicine before using it dissolves active ingredients. If you do not, you will not receive the right dose. Some medicines are meant to be taken at night and others in the morning. For our medicine to work, we must take it on time. Manufacturers give medicines expiry dates based on stability and quality testing. After this date it could cause an upset stomach or skin rash. Never take medicines that have expired. Taking tablets with grapefruit juice and hot drinks is a definite no as it can cause problems, so take it with water instead. Not all natural remedies are required to have a license, so they are not always safer. Medicines must always be used with the necessary caution.

APPENDIX I: PERMISSION TO CONDUCT RESEARCH

P O Box 134

MOOKETSI

0825

24 MARCH 2021

THE CIRCUIT MANAGER

RAKWADU 2 CIRCUIT

P O BOX 604

GA-KGAPANE

0838

Dear Sir

PERMISSION TO CONDUCT RESEARCH

I MOKWALAKWALA M.J. Student No. ▮▮▮▮▮▮▮ have currently registered with University of Limpopo to further my studies to Master's degree. I humbly ask for your consent and permission to conduct my research within the circuit. I have identified Kgolakaleleme Secondary School and learners will participate in Focus Group Discussion. The researcher seeks permission to observe grade 10 English First Additional Language classes when they engage in reading activities.

My study seeks to explore the effects of extensive reading strategies on grade 10 EFAL learners' academic performance at Kgolakaleleme Secondary School, Mopani West District, Limpopo, South Africa. I assure you that no harm was inflicted on learners and the school during the observation and interview. Furthermore, learning and teaching activities will not be interrupted during interview and observation. Observations was done during school hours and interviews with learners was conducted after school with the assistance of the grade 10 EFAL educator.
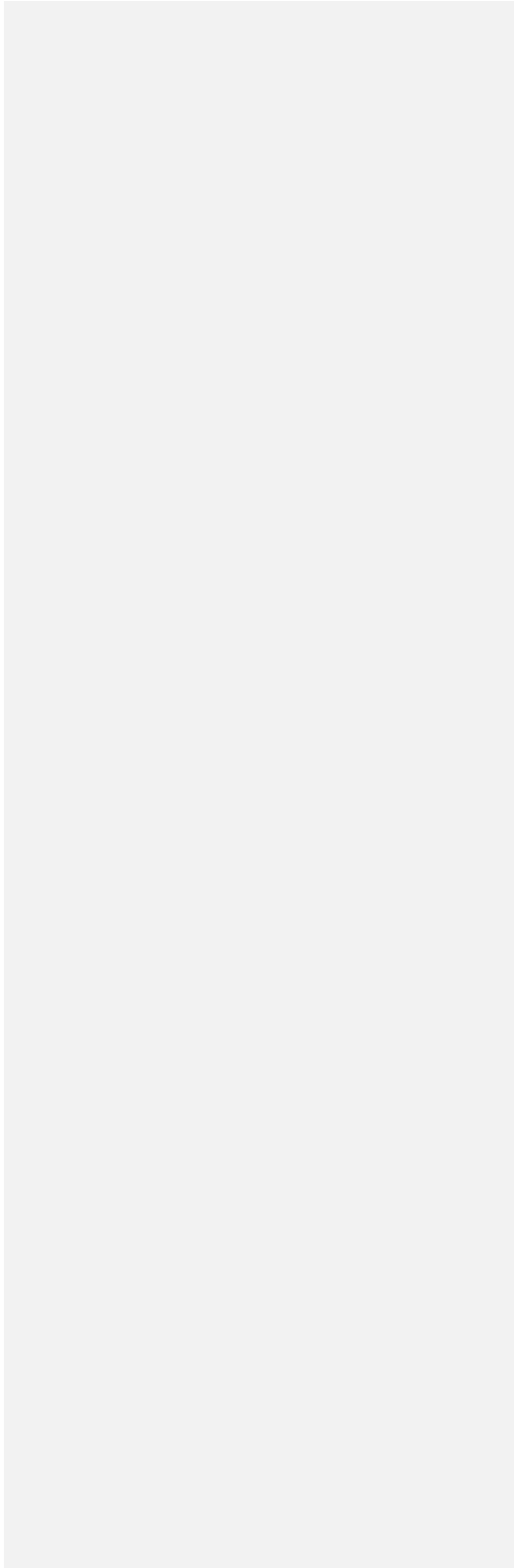
Looking forward to your positive response.

Yours Faithfully

....

MOKWALAKWALA M.J.   **DATE**

APPENDIX J: LEARNERS' CONSENT FORM

TITLE OF THE STUDY: EXPLORING THE EFFECTS OF EXTENSIVE READING STRATEGIES ON GRADE 10 EFAL LEARNERS' ACADEMIC PERFORMANCE AT KGOLAKALELEME SECONDARY SCHOOL: A CASE STUDY

Researcher	**:** Mokwalakwala M.J
Institution	**:** University of Limpopo
Qualification	**:** Bachelor of Education:Honors
Researchers contact details	**:** Cell No. 0791654190
	Email. jeany8219@gmail.com
Supervisor	**:** Mr Chauke T.W
Supervisors contact details	**:** 0725799514

I……………………………………………………….. the parent or legal guardian of …………………………………………… hereby willingly give my consent or permission to participate or allow my child to take part in this study. Vital information has been communicated with me and I understand that this is a voluntary activity and the personal information of my child was handled with confidentiality. Moreover, I am aware that the researcher is allowed to record and use the information provided as the mandate by both academic and publication vicinities.

………………………………..   …………………………

Parent/Guardian   **Date**

HOD / EDUCATORS' CONSENT FORM

EXPLORING THE EFFECTS OF EXTENSIVE READING STRATEGIES ON GRADE 10 EFAL LEARNERS' ACADEMIC PERFORMANCE AT KGOLAKALELEME SECONDARY SCHOOL: A CASE STUDY

I ………………………………………………….willingly agree to participate in this study and therefore give consent for the researcher to interview and observe my practices for the main purpose of the study.

I have read the project Information statement explaining the purpose of the research project and understand that:

- ✓ My role is voluntary.
- ✓ I may decide to withdraw my participation at any time without penalty.
- ✓ All information obtained was treated in strictest confidence.
- ✓ My names will not be used in any written reports about the study.
- ✓ My school will not be identifiable in any written reports about the study.
- ✓ A report was made available to my school if needed.
- ✓ I may seek further information on the project from Mokwalakwala M.J. on 0791654190 or jeany8219@gmail.com

_____ _____

Participant **Witness**

_____ _____

Signature **Signature**

Date: ___/ ____/ _____ **Date: ____/ ___/ ____**