

An Exploration of Reading Strategies Employed by Grade 12 learners in Modjadji Circuit, Limpopo Province

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Abstract

The significance of getting learners to read English First Additional Language (EFAL) cannot be ignored. This language is very significant as it is used for teaching and learning across the curriculum. Despite different studies that have been conducted, learners still experience barriers in reading English text. The purpose of this study was to explore the reading strategies employed by grade 12 learners in schools under Modjadji Circuit, Limpopo Province and to develop intervention reading strategies. The study addressed the issue of reading strategies for grade 12 learners employ in addressing barriers which impede them to read English texts in EFAL. A qualitative interpretative case study design was adopted for this study. Participants were purposively selected comprising of 12 grade 12 learners, 3 EFAL teachers from the selected secondary schools in Modjadji Circuit, Limpopo Province. Data were collected using interviews, observation, and documents analysis. Data were thematically analysed. The results showed that grade 12 learners and teachers employ various reading strategies during reading. But this is at a limited nature and this lack of an exposure to various reading strategies often leads to failure in comprehending complex texts in EFAL and other subjects. The knowledge and usage of various reading strategies will enhance learning in Grade 12, and therefore improve performance in other subjects. The study recommends that learners should be exposed to different comprehension strategies, which will enhance their learning and usage of different reading strategies. Teachers should also employ different reading strategies when teaching learners. The use of different reading strategies had a positive effect on the learners reading comprehension.

Key words: English First Additional Language, reading strategies, Reading comprehension and Modjadji.

Introduction

The ability to read texts in English First Additional Language (EFAL) is viewed as a cornerstone of learning. English First Additional Language is used in South Africa, both in schools and higher institutions for teaching and learning. Chaka (2015) outlined the importance of EFAL as he mentioned that "it serves as Lingua Franca for learners speaking different languages". The literature also showed that learners use English First Additional language across the curriculum for academic purpose (Modipane, 2018; Desi, 2021). Even though the significant of reading in EFAL is outlined, learners still struggle to read in the said language. Molotja and Themane (2018:1) ascertained as they declare that "the problem of not being able

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Co Operative Learning : A Strategy for Effective Classroom Teaching in Social Science Dr. U. K.

Kulkarni,2020-05-21 The present book entitled co operative learning a strategy for effective classroom teaching in social science An empirical study has been specially designed to equip the teacher and teacher educators with as much knowledge on all aspects as per recommendations of NPE 1986 NCF 2005and 2011 Education is one of the most important factors in achieving the developmental goals of a country Social Science is one among those subjects which is an essential element of education Social Science is a subject which broadens the horizon of an individual and develops various skills and provides opportunity for the professional growth of an individual Social Science has become a greater value in the present day Social Science has spread its net on all over the fields of life Before the days of early printing when books were not easily available the knowledge was imparted by the teachers from their own store by lecturing and discussion With the advancement of educational technology and educational research the educationists evolved many teaching skills and techniques which resulted in effective teaching The teachers are required to teach in such a way xii that the students should learn better understand well and also feel interested while learning The scope of the book has been made broad based and comprehensive and the approach is practical and functional Practical approach followed in dealing with topics such as model approach with reference to Cooperative learning model currents trends in social science teaching learning process like collaborative learning approach methodology analysis and interpretation of data and at the end findings of research along with educational implications of present study are discussed The author therefore hope that this book which is very informative for teachers working at secondary schools and teacher educators We hope that this book would meet the needs of both the students teachers and teacher educators and especially would be researchers in the field of education We look forward to and appreciate suggestions from the intelligentsia to improve the book *Geography Teacher Education and Professionalization* Eyüp Artvinli,Inga Gryl,Jongwon Lee,Jerry T. Mitchell,2022-11-02 This book focuses on how current and prospective teachers worldwide are prepared for the significant task of teaching geography given the important role of teachers It eschews a traditional career centric framework pre service in service teaching in favor of a topical approach toward issues that all teachers face The book updates thinking on geography education subfields such as GI education and fieldwork and traces important contemporary discourses such as digitalization and sustainability The book further explains the broad variety of institutionalization of geography teacher education in various political systems In short this book collects strategies for geography teacher educators worldwide to provide insight into the challenges conditions and solutions present at the classroom and institutional level As such this book is a must have for teacher educators and geography teachers worldwide *Investigating the Roles of School Management Teams in Curriculum Delivery* Mawela, Ailwei Solomon,van Wyk, Micheal M.,Lebeloane, Lazarus,Mudau, Awelani V.,2021-06-25 The COVID 19 pandemic has introduced a new paradigm

in education that has forced school management teams to re imagine their curricula delivery functions and obligations during and post COVID 19 Now there are concerns about the state to which curriculum delivery in schools is likely to become planned implemented and managed Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning implementation and management of curriculum delivery to advance the quality of teaching and learning in schools Particularly it envisages innovative strategies best practices and addresses problems in the planning implementation and delivery of curricula by school management teams Covering topics such as curriculum delivery theory curriculum delivery in planning implementation and management during and post COVID 19 curriculum delivery in assessment and alternative assessment and reimagining inclusivity in curriculum delivery this edited book is essential for departmental heads deputy principals education district officials department of basic education curriculum designers instructional designers administrators academicians university teachers researchers and post graduate students *From School to Higher Education?* Michael Cosser,Jacques Du Toit,2002 This substantive report is essential reading for those involved in higher education planning and policy making

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Nicole Dodd,Petrus C. Bester,Justin van der Merwe,2020-05-13 Contemporary Issues in South African Military Psychology is a well timed extremely thought provoking imperative particular to the African context and deals with a highly contemporary issue within the people management and the management studies fields specifically in the military field and context This is specifically of importance as military psychology is a behavioural science that combines theory and practical application Prof Karel Stanz University of Pretoria

Study Abroad 2006-2007 Unesco,2006 Study Abroad 2006 2007 contains some 2 900 entries concerning post secondary education and training in all academic and professional fields in countries throughout the world Key features include information on Study opportunities and financial assistance available to students wishing to study in a foreign country National systems of higher education Open and distance learning ODL opportunities Validation of foreign qualifications How to search for quality institutions of higher education including warnings about bogus institutions This is a trilingual edition French English Spanish

Challenges and Issues facing the Education System in South Africa Legotlo, Marekwa Wilfred,2014-05-05 The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to refocus on the quality of education offered in schools The inputs in the system such as trained and motivated teachers buildings and classrooms including sanitation clean water instructional material such as textbooks as well as strong leadership with vision to steer the winds of change are important in providing the desired outcomes The chapters in this volume are broadly divided into three subsections as follows learner related issues farm and rural schools poverty and schooling school violence and students rights teacher related issues teacher morale and motivation teachers for all schools management needs of school principals and administrative policy related issues inclusive education and school community relations The social demand for better schools effective principals qualified and committed teachers and better opportunities

for all place a huge challenge to provinces and the state to protect the rights of all citizens This volume sets out the challenges facing the education system in South Africa such as poor school infrastructure poor learning conditions and a lack of learning materials and provides recommendations on how some of these can be overcome *Schools and Society During the COVID-19 Pandemic* Fernando M. Reimers,2023-09-20 This open access book provides an analysis of the effects of the COVID 19 Pandemic on diverse education systems and of the results of the policies adopted to sustain educational opportunities Through a series of diverse national case studies the book examines the preexisting fragilities and vulnerabilities in educational structures which shaped the nature of the varied responses around the world to teaching and learning during the worst crisis in public education in recent history The chapters in the book take stock of how educational opportunities changed in various education systems around the world as a result of the Covid 19 pandemic answering the question of what did education systems and societies learn about education as a result of the pandemic The book covers diverse education systems with varying levels of resources and facing distinct education challenges including Brazil Chile Finland Japan Mexico Norway Portugal Russia Singapore Spain South Africa and the United States

Annual Report

South Africa. Department of Education,2003 **The Education Triple Cocktail** Brahm Fleisch,2018-08-15 The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working class poor and remote rural communities in resource constrained systems like South Africa At the core of this book is the theory and evidence for a powerful new interlocking and mutually reinforcing change model Inspired by the AIDS treatment story the three pronged approach of structured daily lesson plans appropriate and high quality educational materials and one on one instructional coaching to help teachers transform their instructional practices in early grade classrooms shows that it will improve learning outcomes For education systems defined by low levels of early grade learning and profoundly unequal outcomes The Education Triple Cocktail offers a theoretically informed evidence based way forward This book will be of immense use to teachers students of Education policymakers and parents

Low-Income Students, Human Development and Higher Education in South Africa Melanie Walker,Monica McLean,2022-07-15 This book explores learning outcomes for low income rural and township youth at five South African universities The book is framed as a contribution to southern and Africa centred scholarship adapting Amartya Sen's capability approach and a framework of key concepts capabilities functionings context conversion factors poverty and agency to investigate opportunities and obstacles to achieved student outcomes This approach allows a reimagining of inclusive learning outcomes to encompass the multi dimensional value of a university education and a plurality of valued cognitive and non cognitive outcomes for students from low income backgrounds whose experiences are strongly shaped by hardship Based on capability theorising and student voices the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to

have the opportunities to be and to do what they have reason to value The book concludes that sufficient material resources are necessary to get into university and flourish while there the benefits of a university education should be rich and multi dimensional so that they can result in functionings in all areas of life as well as work and future study the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for inclusive learning outcomes to be meaningful and that universities ought to be doing more to enable black working class students to participate and succeed Low Income Students Human Development and Higher Education in South Africa makes an original contribution to capabilitarian scholarship conceptually in theorising a South based multi dimensional student well being higher education matrix and a rich reconceptualisation of learning outcomes as well as empirically by conducting rigorous longitudinal in depth mixed methods research on students lives and experiences in higher education in South Africa The audience for the book includes higher education researchers international capabilitarian scholars practitioners and policy makers *Annual Report South Africa*. Department of Basic Education,2016 *Eastern Africa Social Science Research Review* ,2003 *Journal of Psychology in Africa* ,2009 **Linguistics and Language Behavior Abstracts** ,2006
Gaffney's Local Government in South Africa ,2007 *Drum* ,2006 *Portfolio* ,2005 *Geological Abstracts* ,1987
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