

Reading strategies used by Grade 9 English Second Language learners in a selected school

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Knowledge of the reading strategies used by English Second Language learners can help teachers to plan appropriate lessons and apply relevant methods of teaching reading in order to enhance learners' reading comprehension. The main objective of this study was to investigate the reading strategies used by Grade 9 English Second Language (ESL) learners and also to establish if there was any significant difference between perceived strategy use and gender. The respondents (192) were all ESL learners in Grade 9 in 2011 in a selected school. The study employed a quantitative research method. The study used convenience sampling on a group of 192 Grade 9 learners. The data collected through questionnaires was analysed by means of the Statistical Package for Social Sciences (SPSS) software. The findings revealed that the learners did not employ a wide range of reading strategies. The results further indicated that there was no significant difference between boys and girls in terms of strategy use. Based on the above findings several suggestions were made to help teachers improve their teaching and help learners improve their reading comprehension and also about possible areas for future research.

Introduction

The literature has shown that awareness of the reading process and reading strategy use of readers can improve learners' reading comprehension (Porter 2010; Wessels 2007). According to Tercanlioglu (2004:12), reading strategies are specific actions, behaviours, steps or techniques learners use to improve their progress in comprehending, internalising and using a second language. The literature reveals that in order to improve reading proficiency and design reading skills development programmes in an informed manner, educators' knowledge of their learners' knowledge about reading and reading strategies must be increased (Sheorey & Mokhtari 2001:439). Thus, educators' knowledge about the reading strategies used by their learners is important for planning relevant lessons and also for making an informed decision about whether to teach reading strategies explicitly or implicitly. Such a decision could be taken in order to develop the learners' reading comprehension.

Many studies conducted in South Africa and in other countries reveal that reading with comprehension is difficult for learners (Dreyer & Nel 2003; Porter 2010; Sheorey & Mokhtari 2001; Wessels 2007). Such studies reveal that this problem manifests itself at primary level and secondary level, as well as at university level. In a South African context, the high failure rate at matric (Grade 12) level is partly ascribed to the lack of reading comprehension, which is associated with the use of ineffective and inefficient reading strategies (Pretorius 2002). Some studies reveal that learners find it difficult to understand the examination questions and end up making wrong guesses that lead to incorrect answers (Madikiza 2011:3). In addition, Van Wyk (2001) points out that learners present low levels of reading strategy knowledge and lack the strategies needed to successfully comprehend expository texts; hence, they often select ineffective and inefficient strategies with little strategic intent. Subsequently, the use of a range of reading strategies has been seen as a solution in order to empower learners with the relevant tools to comprehend the printed text. In the literature there is a strong debate about the choice and use of reading strategies according to gender. Such studies have produced contradicting results. For example, in a study conducted by Monos (2004:149), female learners reported higher usage of reading strategies than male learners in all categories of strategies. However, a study conducted by Tercanlioglu (2004:14) found that boys were using more strategies than girls. Therefore, the current study seeks to make a contribution by exploring the reading strategies used by both boys and girls amongst the Grade 9 learners in a particular school and make recommendations on how the learners' reading strategy use could be improved or stretched so as to develop their reading comprehension.

Purpose of the study

The purpose of this study was to find out what reading strategies learners in the selected school used, and with what frequency, to approach English Second Language (ESL) texts and whether

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Table of Contents Selected Readings In English For Students Of English As A Second Language

1. Understanding the eBook Selected Readings In English For Students Of English As A Second Language
 - The Rise of Digital Reading Selected Readings In English For Students Of English As A Second Language
 - Advantages of eBooks Over Traditional Books
2. Identifying Selected Readings In English For Students Of English As A Second Language
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Selected Readings In English For Students Of English As A Second Language
 - User-Friendly Interface
4. Exploring eBook Recommendations from Selected Readings In English For Students Of English As A Second Language
 - Personalized Recommendations
 - Selected Readings In English For Students Of English As A Second Language User Reviews and Ratings
 - Selected Readings In English For Students Of English As A Second Language and Bestseller Lists
5. Accessing Selected Readings In English For Students Of English As A Second Language Free and Paid eBooks
 - Selected Readings In English For Students Of English As A Second Language Public Domain eBooks
 - Selected Readings In English For Students Of English As A Second Language eBook Subscription Services
 - Selected Readings In English For Students Of English As A Second Language Budget-Friendly Options

6. Navigating Selected Readings In English For Students Of English As A Second Language eBook Formats
 - ePub, PDF, MOBI, and More
 - Selected Readings In English For Students Of English As A Second Language Compatibility with Devices
 - Selected Readings In English For Students Of English As A Second Language Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Selected Readings In English For Students Of English As A Second Language
 - Highlighting and Note-Taking Selected Readings In English For Students Of English As A Second Language
 - Interactive Elements Selected Readings In English For Students Of English As A Second Language
8. Staying Engaged with Selected Readings In English For Students Of English As A Second Language
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Selected Readings In English For Students Of English As A Second Language
9. Balancing eBooks and Physical Books Selected Readings In English For Students Of English As A Second Language
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Selected Readings In English For Students Of English As A Second Language
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Selected Readings In English For Students Of English As A Second Language
 - Setting Reading Goals Selected Readings In English For Students Of English As A Second Language
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Selected Readings In English For Students Of English As A Second Language
 - Fact-Checking eBook Content of Selected Readings In English For Students Of English As A Second Language
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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