



Reading Difficulties Experienced by Grade 10 English Second Language Learners in Dutywa District, South Africa

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ABSTRACT This paper explores Grade 10 English Second Language learners' difficulties in reading in two selected schools in Dutywa District, South Africa. Synetic model was used to ground the paper, and quantitative case study design was used. Twenty- eight Grade 10 learners were purposefully selected. A test with a number of components/ sections was used to collect data with a memorandum of marking, and data was analysed manually. The findings are: in comprehension strategies, eighty-six percent passed, fourteen percent failed; in summary writing, twenty-one percent passed, seventy-nine percent failed; in visual literacy, thirty-six percent passed, sixty-four percent failed, dictionary and language skills reflected twenty-one percent passes and seventy-nine percent failures. The use of language integrating all test components had the following results: fifty percent passes and fifty percent failures. The paper recommends that teachers pay attention in teaching learners skimming and scanning, key wording to summarise main points and comprehend them.