

Towards a Theoretical Framework for Teaching Reading Comprehension: A Case Study of Three Rural Primary Schools

Ndileleni Paulinah Mudzielwana

*University of Venda, Department of Early Childhood Education, Thohoyandou,
South Africa 0950*

E-mail: ndileleni.mudzielwana@univen.ac.za

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ABSTRACT The main objective of this qualitative study was to explore how teachers teach reading comprehension to Grade 3 Tshivenda-speaking learners. The study developed a conceptual framework from the literature review, consisting of five phases that were identified and developed. The phases were namely, creating awareness of the reading comprehension challenge, strategic planning, teaching of reading comprehension strategies, self-monitoring and feedback and self-efficacy are interdependent and form a continuous cycle. The study recommended that, parents, principals, heads of departments and teachers need to be actively involved in the education of their learners. The teacher needs theoretical knowledge and be strategic in planning, creating an atmosphere conducive for learning. Teachers must be able to motivate learners to participate actively in the reading comprehension process. Teachers need to develop skills, knowledge, and self-regulatory strategies to support learners until they can read independently.