POCKETS OF EXCELLENCE FROM TEXT COMPREHENSION

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ABSTRACT

Comprehending with texts has since been an integral aspect in learning languages. Further than that, learning a language not familiar with has been noted to overwhelm most learners. For successful schooling, text comprehension needs to be regarded as a prerequisite when interrogating an additional language. It is for this reason that this paper aims to identify whether post the pandemic era resulting from COVID 19 effects, comprehending with text is still regarded as bringing about excellence in language learning. This paper identified a gap that little is distinguished by literature in relation to time allocated at interrogating texts during online collaborations. For this quantitative inquiry, a questionnaire was used to collect data from five purposefully nominated respondents. These were teachers offering English language in a rurally located university in one of the Eastern Cape Provinces. Respondent responses assisted at attaining valuable data as questions allowed closed-ended responses. The main findings uncovered that (i) Cultural Background and (ii) Geographical teaching location posed great challenges towards additional language learning. This paper therefore recommends that as organisations of learning are held in technological transformation, it seems eminent for engagement strategies to be altered, irrespective of the rurality of the learning environment. As concluded by this study, for enhanced throughput in language learning there is a need for digital variations to be addressed.

Keywords: Comprehension, Reading, Vocabulary, Online learning, Additional language.