

Teaching Reading Skills in Rural Primary Schools Through The Use Of Pictorial Dictionaries

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Abstract

Second language learners are faced with difficulties in learning the meanings of the words they need to acquire in functional knowledge of the second language. Learners usually fail to associate the sound and form of the word with the intended meaning. Such learners are assisted by using picture reading books when available. The study aimed at exploring the usage of pictorial dictionaries in developing learners reading skills in primary schools. Using the qualitative case study interpretative design in conducting this study, data was collected through interviews and documents. The study found that there is a shortage of picture reading books for rural primary learners. The study also found that there is a need for pictorial books for learners in primary schools for them to develop better reading skills. Since pictorial reading books are found to be necessary sources in learning a language by learners, the research suggested some recommendations that can be used in the compilation of such reading books. The study recommends that pictorial books be part of the prescribed readings for learners in the Foundation Phase. This will assist them in developing their comprehension of the readings. Pictorial illustrations in reading books play a significant role in the life of Foundation Phase learners.

Keywords: *Second language, bilingual children's dictionary, Lexicography, Xitsonga, Pictorial, Lemmatta, Reading.*

1. Introduction

This article focuses on using pictorial dictionaries in teaching reading in rural Foundation Phase schools. This survey paper expects to deliver education items as pictorial dictionaries with local social understanding as a type of help for the social proficiency program at the Foundation Phase. Pictorial dictionaries with nearby social experiences should be created given the standards of the execution of training in South Africa which is arranged to local satisfied determined to frame a comprehension of the capability of every locale that is valuable to give the mentalities, ways of behaving, hardworking attitudes, information, and abilities to learners. Pictorial outlines in the foundation phase a somewhat restricted and this obstructs teaching reading in large numbers of our schools in South Africa. The consideration of pictures in dictionaries is significantly a lexicographic aperture that will help learners and educators in their everyday exercises of reading. Pictorial dictionaries are showing help for second language obtaining. Rogers (2021) highlighted that the presentation of children's views should be considered when building their perspectives on their ethnic-racial group, as well as that of others. Numerous strategies can be applied in teaching terminology to foundation phase learners, yet they are not exactly exceptionally successful without the incorporation of teaching

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aids (illustrations). Learners must be provided with a book that consists of pictures because they will remember visual information rather than auditory information. In the same vein, Ratminingsih and Budasi (2018) indicate that pictures will enable children to imagine and understand vocabulary easier. It is because of the learner's characteristics to imagine and understand something through their eyes, ears, and hands. Devices for learning a language will warrant the utilization of pictorial dictionaries to learn words in reading. Numerous learners who become familiar with a subsequent language experience issues in understanding the implications of words regardless of whether such words are there in a dictionary yet if such words are given illustrations, learners will connect the word with the given illustrations. This paper investigates how pictorial dictionaries can help teach reading in foundation phase schools. Not all dictionaries will be utilized, but rather which kinds of dictionaries can be more valuable to learners? This article will likewise see how pictorial dictionaries' function would be able to be easy to understand. Learners in the foundation phase include teaching in the primary year. Educators and language specialists must write their books with pictures to support learners.

2. Literature Review

More research has been done on pictorial dictionaries and learning is utilized as a reason for reference for this innovative work. As indicated by this review, the presence of pictures has a major capacity in making it simpler for learners to understand the word. The presence of pictures can stimulate foundation phase learners in advancing by working together among composing and drawing, so their agreement becomes more grounded. Reading remains the maximum crucial ability for the improvement of the language. Many learners attested to the importance of analyzing literacy in the literature. According to Iruvuri (2020), analysis is a vital ability for the instructional achievement of a learner. Iruvuri in addition states that reading develops the mind and it is also an essential feature in nowadays society. Pictures for learners to get the implications of words should uphold teaching reading. As indicated by (Zhang, Zhang, and Wang, 2020), teaching and reading are the earliest known writings throughout the entire existence of human development and are of incredible use in day-to-day existence. Teachers and learners themselves play a vital role within the development of reading ability at the foundation phase. According to Dwiningtiyas, Sofyan, and Puspita (2020), there are many strategies instructors can use to educate studying literacy in the magnificence room. These include reading aloud in the magnificence room, use of pre-analyzing sports to prepare learners for analyzing, developing learners to understand the heart of the problem, visualizing what is written, and teacher probing know-how questions. The capacity to read and write being helped by pictures can make learners carry on with a superior life. Pictorial dictionaries are a significant piece of a dictionary overall because these sorts of dictionaries are joined by pictures which can help the learners in getting the substance of the dictionary. Globally, teaching and reading through the assistance of pictures in a dictionary can have a positive impact on learners in understanding the content. According to Towers, Paul and Kerkhoff (2019), learning is the way to realize science, including data and day-to-day directions that immensely affect life. Mumpuniarti (2017) indicates that improving analysis literacy is the main precedence and is the countrywide approach in a maximum of the countries inside the globe. Many countries have brought educational plans and pedagogical practices to improve analyzing literacy. However, in the majority of cases, those strategies and plans seem not to be yielding effects. In South Africa, studying performance is constantly ranked low in both countries-wide and international research. This concept has been supported by Mafokwane (2017), who indicated that reading is an essential shape of communicate through which learners get most of the facts required in teaching and mastering conditions and regular lifestyles. The South African National Department of Education has officially distinguished the difficulties that South African teachers revel in teaching reading (DoE, 2019). The

Department of Education in addition indicates that many teachers have a beneath evolved know-how of teaching literacy, studying, and writing, even as others do no longer realize how to teach reading and still others most effective recognize one method of teaching analysis which does no longer cater for the mastering needs of all their learners. The DoE (2019) shows that many foundation phase teachers have not been explicitly trained to teach reading. In South Africa, there is an immense gap that should be filled in teaching reading through the utilization of pictorial dictionaries in the foundation phase stage. Pictorial dictionaries and reading books with illustrations ought to be created to help learners in the foundation phase to comprehend teaching reading and such dictionaries and read books ought to follow the formative stages, for example, word reference configuration stage; teaching the word corpus; information filling and accommodation, information handling; and giving importance (Sikalidis et al., 2020). Pictures can be regarded as educational in nature and can also serve as aids in learning. Pictures in dictionaries can assist learners to decipher different meanings of texts. The importance of pictures is highlighted by Dwiningtiyas, Sofyan and Puspita (2020) that there are many strategies teachers can use to teach reading literacy in the classroom. These include reading aloud in the classroom, use of pre-reading activities to prepare learners for reading, developing learners to grasp the heart of the matter, visualizing what is written, and teacher probing understanding questions. Guo et al. (2018:44), indicated that pictures are realistic, and they provide concrete, engagement, or relevance to the text. This means that pictures can help learners to read even if they cannot and encourage communication between young and older readers. The absence of pictures in dictionaries can have a negative effect and stops learning to happen between learners and other users. It is important to consider the following definition of a cow according to [www,Britannica.com](http://www.Britannica.com):

“a large animal that is raised by people for milk or meat usually on a farm; 2: the adult female of this animal”.

The above definition is fine yet a learner who is new to the idea will help much from the additional pictorial delineation available to him. This can be valuable while the accompanying picture is incorporated.

Pictures should be merged into word references to help foundation phase learners. The consideration of pictures was upheld by Winarni, Hambali and Purwandari (2020), who highlighted that illustrations could encourage and motivates the learners, and affect the learning process as well as the learning outcomes. Illustrations leads to a more conducive environments for learners and teachers to maneuverer through difficult texts. This implies that all highlights and different attributes (illustrations, definition) expected to comprehend the word should be given so learners can profit from it by getting the necessary information that they can use in their day-to-day routines. This article observed that pictures assume a huge part in teaching reading, even more particularly when an image is introduced because this will prompt the setting down of both visual and verbal follows. Every one of the views of the above researchers demonstrated the significance of remembering illustrations for dictionaries and that upholds this article that pictures are more significant in the recollections of learners, and they can be effortlessly recalled well. Whenever learners see pictures, they retain them, and this would cause them to remember the image for a significant stretch. In this article, a descriptive study is utilized which utilizes Conversation Analysis (CA) both as an information gathering and as an information researching device. We observed that a descriptive study fits well in this research because different participants were picked (learners and teachers) before gathering data regarding the significance of illustrations in learners’ dictionaries. Questionnaires were dispersed among the people who were picked. Information assortment is utilized as the system or plan for a review that is utilized as an aide in gathering and examining the information. Participants and materials were utilized in the information. Before setting out on this research a pilot study was led toward the start of

the main semester. A few stages were embraced, with various materials inspected and the accompanying subtleties the principal investigator of this research. In this research, investigative two stages are utilized the qualitative and the quantitative because they have both positive and negative angles. When two stages are used together, they support all parts of the research. The Quantitative information was gathered by applying the pre-test and post-test to see whether the tests contrast after the utilization. Participants consulted which yielded the qualitative information that was required. Data sources include the phase and educators. The principal participation assortment strategies utilized in this research study were the utilized survey, meetings, and questionnaires. According to Morse (1994:48), the suggested number for interviews in qualitative research is around 30 - 50. In this interview, the absolute number of participants is 44. We used this number because qualitative research requires a more modest example size than quantitative research. Questions were designed before interviewing including the order of questions. We chose the unstructured sort of interviews since it permits the researcher to suggest open-finished conversation starters' viewpoints unreservedly. This requires both the researcher and the interviewee to be calm since it resembles a conversation or conceptualizing of the given theme. The questions were posed orally and eye to eye and the participants answered well. Qualitative information is summed up in the accompanying groups: teachers, learners, and parents. Three teachers at first were hesitant to venture into the research of including illustrations in dictionaries since they demonstrated that it was the obligation of researchers to investigate the use of illustrations in dictionaries yet as we continued with the interview, they found these apprehensions were unwarranted once the survey was in progress, and most educators became excited allies of the research. One more feeling of fear toward teachers related to their communication with different educators during the hour of gathering the data. The issue of fear was mentioned by teachers in only one school. Despite this, most teachers concurred the research was beneficial. In a few primary schools, teachers in some cases had the adaptability to make changes that assisted them with dealing with the extra obligations. Learners contributed tremendously to this research since they participated in responding to questions. The researcher dissected all the data that he got from members concerning the significance of remembering outlines for dictionaries to help learners. Two dictionaries were chosen and utilized a subjective strategy to check, regardless of whether illustrations were remembered for their microstructure. It was tracked down that the monolingual dictionary by Marhanele and Bila (2016) doesn't have illustrations. The researcher checked for outlines from a bilingual dictionary by Cuenod (1999) and there are no illustrations. These two dictionaries focused on language structure just and excluded pictures to support learners. The shortfall of illustrations in these two dictionaries made the analyst structure questions basically with the goal that learners can have the option to respond to them. We saw that when text and pictures were used in a dictionary reasonable importance would be brought out to dictionary users. We took a look at every one of the words in Cuenod (1999) and Marhanele and Bila's(2016) dictionaries and we observed that there are no pictures to help dictionary users and this was user-unfriendly on users and would be hard for learners to get the implications of words without the help of pictures. This research observed that teaching reading happened when pictures and text support one another and carry clear data to learners. Pictures might assist with making the text more appealing or more attractive, yet they are probably not going to upgrade wanted results connected with getting, recalling, or applying the text content. Hypotheses assume a significant part in the impact of pictures on memory. Pictures are without a doubt more recalled than words in the lives of learners. This implies that the consideration of pictures in dictionaries can assume a huge part in the existence of learners or dictionary users. This research discovered that the researcher needs to execute concentrate on materials that comprise words and pictures for helping dictionary users to acquire information in getting the implications of words. There are few dictionaries with illustrations, namely Thanodi ya Setswana, a monolingual dictionary, the Bilingual Dholuo-English Dictionary Kenya, the Learner's English-Venda

Dictionary Illustrated in Colour, and the South African Multi-Language Dictionary and Phrase Book, which covers English, Afrikaans, Northern Sotho, Sesotho, Tswana, Xhosa and Zulu, and Longman pukuntšu ya sehlophafase: Sepedi/English to mention a few. The Bilingual Dholuo–English Dictionary Kenya has line drawings of birds, insects, plants, pots, animals, and fish. The dictionary is bi-directional, but the bulk of the illustrations occur in the Dholuo–English section. In English, there is only one word for pot but in Dholuo, a Nilotic language spoken in East Africa, there are several words for the concept of the pot. In the Dholuo–English section of this dictionary, the lexicographer chooses to lemmatize the different words for pot alphabetically. The illustrations are in the central text of the dictionary. This means that using a dictionary with illustrations serves as the best benefit for kids because it can be used in various ways to teach children about life events. Teachers could create an image with the word "Table" on the front, and on the other side, there is a picture of someone sitting behind the table and this would help students understand the meaning of the table. Another example would be teaching kids about swimming by having an image that says "swimming" where two people are inside the water swimming. The use of images while learning gives teachers an opportunity to introduce words that are difficult for learners, like Dinosaur.

3. Rural Schools

The problem in learners' performance lies in how reading is taught in most rural South African schools. Learners are taught to read aloud and pronounce correctly without any understanding (Adamska-Salaciak, 2006). This is because of illustrations during reading. Rural schools should develop strategies such as library corners in classrooms, prizes for reading a target number of books and writing about them and creating learners' reading clubs. These materials should have pictures inside to assist with the meanings of words. This can assist learners in understanding what they are reading about and reading them to others. There are eleven official languages in South Africa and as such all rural school learners must be able to perform all social functions that a language should perform. Without good dictionaries with illustrations, learners may not learn adequately. The existence of this gap in research necessitated the commencement of this study.

4. Inequality

This article investigated the use and functions of illustrations in teaching reading in primary rural schools. It was expected to have learners' reading materials with illustrations because using more illustrations is good for lower grades due to the decrease in the textual density of their books compared to the higher standards.

Pictorial illustrations are always used as examples to make the written text or the utterance clearer in general. Keib (2018) indicates that images, particularly those that are positively balanced, serve as implicit gatekeepers that govern attention, perception, and engagement. This means that illustrations are capable to express the meaning of unfamiliar language or a great deal of information in the reading material through vivid pictures, tables, drawings, and paintings to mention a few. Jurgenson (2019) highlighted that those images are more direct and globally understood when language barriers are prominent in texts. The importance of including illustrations in reading materials is supported by Banks (2018), by highlighting, that image interpretation can go beyond the standard figure and ground (focus and background) to include frame (what is and is not included) and external narrative (of what practice is this a part?). It is important therefore that much attention should be paid to the meaning of illustrations by teachers before teaching learners how to read in their various classes. Teachers must have a good understanding of them before employing these illustrations in teaching reading to avoid confusing their learners.

The absence of illustrations in reading materials can discourage learners to love reading and as such make them fail their tests and examinations because they are unable to interpret the meanings of words in their question papers. It was found that rural primary schools concentrated more on grammar and forget about illustrations and some learners were not catered to only those who would be able to understand the meanings of words in their reading class were considered and this is user-unfriendly. This way of teaching reading to learners without the assistance of illustrations is regarded as inferior to other languages because of the gap that exists between rural and more developed languages like English. It was found that even post-democracy educators regarded illustrations as inferior materials to use in teaching reading compared to English. This research found that some of the educators and parents sent their children to former Model C schools because they did not want their children to be taught in their mother tongue because of this inequality (shortages of reading materials with illustrations). One educator indicated that reading books with illustrations will give learners security of concrete answers because if they fail to understand the meanings of words, they will resort to illustrations to understand such words. The inclusion of illustrations in reading materials can play a significant role in the lives of learners.

5. Advantages of Teaching Reading Skills

We consider that reading has many benefits, but it is an ability that even some educators don't use enough. Reading allows a few one-of-a-kind benefits of reading and how one can make contributions positively to our learners' improvement. Reading permits readers to discover the world that they may be living in and it is also a gateway to knowing about everything (PIRLS,2016,2022). Primary school learners can study their hobbies and even themselves by way of analysing matters they experience. It is enormous to recognize that reading can expand learners' imagination and also creativity. Reading is some other device that may be used to enhance vocabulary and makes conversation easy. This may be executed by permitting learners to get the right of entry to international words on the way to improve their vocabulary and assist their spelling talents. It is also vital to understand that analyzing assists in building a self-picture. Learning new standards, coming across exciting locations and know-how others' views is fundamental to building a properly rounded self-picture, not to say the vanity increase from being able to study nicely. Reading also has social blessings. Learners can communicate tales with others and form friendships over shared pursuits. Reading exercises the brain and is a form of entertainment that can also improve concentration and the ability to focus. Stress is one of the diseases that kill learners and reading can be used as a remedy to reduce stress. Reading also increases general knowledge and improves sleep for learners. Reading can improve concentration and eases worry and immerses a learner in the facts, inviting attention and memory of what he/she is reading. Getting completely concerned in a book can help learners loosen up and experience calm.

6. Findings

The result shows that there are problems in teaching reading skills in rural primary schools. It was also found that the failure to understand the text's content is the highest one. This becomes a challenge as learners do not understand what they read. In addition, learners were found to not be able to comprehend the meaning of the sentences that have been read. The inability to acquire these basic skills can result in learners' failure in listing down ideas or classify the contents of the texts. This also shows that the problems that exist in reading skills could be curbed by planning and executing a teaching reading process that is interesting and conducive to integrating text with pictures. There are semantic gaps that exist between languages in the compilation of dictionaries and pictorial illustrations can bridge such gaps. Pictorial illustrations in dictionaries are rarely

dealt with in the literature on lexicography and this makes the importance of pictorial illustrations in dictionaries not to be taken seriously. There is a need for a comprehensive approach in the compilation of dictionaries with the inclusion of pictorial illustrations in their macrostructures. It is highlighted in this article that the dictionary compilers should compile their dictionaries having the mind of dictionary users (learners). However, some of the bilingual and monolingual (Marhanele & Bila, Cuenod) dictionaries excluded pictorial illustrations in their macrostructures and this becomes user-unfriendly to learners. The inclusion of pictorial illustrations in dictionaries assists in supplying information that is difficult for the learner when looking at the given meaning of the word. It is also important in this article to note the importance of cultural words in African languages because certain cultural words cannot be interpreted without illustrations. Such cultural words should be supported by illustrations to help learners get the information that they want. This article discovered that no attempt was made in Xitsonga Dictionaries regarding the use of pictorial illustrations. It is evident that problematic lemmas are given without definitions or pictorial illustrations; this becomes a problem to learners whenever they page through Xitsonga dictionaries because they fail to retrieve the meanings of culture-bound lemmas and as such it will not be easy to communicate effectively and get the required information that they want. The only attempt to rectify the above-given insufficiency is to incorporate pictorial illustrations in Xitsonga dictionaries, therefore pictorial illustrations must be introduced immediately to cater to such problems. Dictionaries without illustrations have negative implications for learners and the area of research.

7. Interpretation

Illustrations and words pictures collectively in several approaches. Good readers visualize or create mental images of what they read approximately. When studying fiction texts, illustrations can assist readers to visualise the humans, locations, and occasions in the tale. Illustrations in analyzing books are powerful communication devices due to the fact they are useful for conveying standards and records, and they can assist enhance comprehension by reinforcing information supplied in text. Illustrations in reading books entice and interact with learners' attention. There is a want for a complete method inside the compilation of analyzing books with the inclusion of pictorial illustrations in their macrostructures. It is highlighted in this article that writers of reading books must write their books having the thoughts of learners. The inclusion of pictorial illustrations in reading books helps in providing facts that are tough for the learner while looking at the given means of the phrase. Kress and van Leeuwen (2021) argue that "an image performs three meta-semiotic tasks to create meaning." These include representational metafunction, interpersonal metafunction, and compositional metafunction. It is also vital in this article to observe the importance of cultural words in rural regions due to the fact there are positive cultural words that cannot be interpreted without illustrations (Biesaga, 2017). Such cultural phrases must be supported by using illustrations to assist learners in their reading elegance to get the records that they need. This article found that there's nevertheless a big gap that needs to be filled by way of teachers in consisting of illustrations after they teach reading to their learners in rural schools. Intricate words are given without definitions or pictorial illustrations; this turns into a problem for learners each time they page through their reading books because they fail to retrieve the meanings of cultural words and as such it's going to no longer be easy to talk efficiently and get the specified facts that they need. Good readers construct intellectual photos as they read textual content. Using earlier knowledge and heritage reviews, readers connect the author's writing with a private image. Through guided visualization, primary school learners learn how to create intellectual pictures as they examine. It turned into observed in this research that illustrations are the snapshots or graphics that attractively portray the movements or characters of the story in the reading book. These pictures progressively

help in growing the reading story and indicating the plan for the readers to understand it properly and with comfort (Carney & Levin, 2002). This means that illustrations are extensively used in learners' books because of their visible enchantment and to help the learner recognize the textual content higher. This helps the learner to begin comprehending the phrases and flow onto becoming a fluent reader. The inclusion of illustrations in reading books is one of the answers that may be utilized in primary schools to help Foundation phase learners to catch up with the urban primary schools about reading. The loss of illustrations in reading books has negative implications for learners and the area of research.

8. The implication of the findings in South Africa

It was difficult to do this research because of the absence of illustrations of reading books in rural primary schools. The exclusion of illustrations in rural primary reading books will make society underdeveloped, making learning difficult for learners. Illustrated books open the door to understanding the story. Illustrations provide young readers with an immediate vision of the characters, setting, and mood of the story. Learners instantly respond to characters from their visual appeal (Malange, 2005). This means that using illustrations in picture books as a learning tool in reading needs to be considered a viable and alternate tool for teaching reading. This has been highlighted by Andrä (2020) and Hasnine et al. (2019) that pictures are considered to be beneficial to vocabulary learning, especially when it comes to word meaning. It is also becoming more important in a learner's educational experiences that those primary learning needs, including reading, should be taught in a multimodal format. This indicates that the medium, or what the illustration is made with, can help communicate a tone that matches the reading story. Other nations in our society may want to research rural primary school reading books with illustrations and the absence of illustrations will make such nations not assist in the development of reading in rural primary schools.

9. Recommendations

If we are going to inspire our learners to read, we need to do it too. We need to read for delight, record, instructions, connect with others, and study at the same time as learners are around to encourage them. Tell learners what we have been reading and what we have gained. Invite learners to socialize around and instil reading businesses to motivate them. Organize a journey and visit a library or book shop for them to have a flavour of how books appear and buy a few books for them. Integrate era in their reading. It is also crucial to permit learners to concentrate on audiobooks to the fact this can help them to love reading. It is also critical to invite different authors to talk and encourage them. Allow learners to take part in reading initiatives. Teach learners reading strategies to examine and through so doing we can be cultivating an attitude toward reading in rural primary schools.

10. Conclusion

Teaching reading in rural primary schools is still in its infancy as far as development is concerned. This research shows that the inclusion of illustrations in reading books plays a pivotal role. However, scrutinizing more deeply leads to the conclusion that there are more factors involved in learning words and their meanings. The government and policymakers must put strategies to improve teaching reading conditions at rural primary schools by incorporating words with pictures in reading books to improve the rural schools of South Africa. Everyone interested in developing rural education should do everything at their disposal to provide learners in rural areas with good, quality education

by supplying them with pictorial books to ease the frustration of a black child in rural schools and such assistance should be based on information and dialogue on education reform strategies.

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