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READING STRATEGIES EMPLOYED BY GRADE10 ENGLISH FIRST ADDITIONAL
LANGUAGE TEACHERS TO ELICIT READING CULTURE IN THE KING WILLIAMS
TOWN EDUCATION DISTRICT

By

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A thesis submitted in partial fulfilment for the degree of Master of Education in the
Faculty of Education,
University of Fort Hare

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May 2015.

DECLARATION

I declare that this study does not include without acknowledgement any material previously submitted for other studies; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

I also confirm that the research reported in this study has been approved by the University of Fort Hare Ethics Committee.

Signed: _____

ABSTRACT

This study sought to explore strategies used to elicit a reading culture among secondary schools learners. The importance of reading cannot be over emphasised as it is used as an index to how well an education system is, in the delivering of its mandate of creating a reading nation. In view of this, the South African government has developed a range of legislation and policies that shape reading and literacy in the country. Theoretically, the study is built around the socio-cultural theory which is conceptualised by different reading models.

Methodologically, it is premised within the interpretive paradigm based on a case study design. In view of this, the study made use of the Qualitative research method with the principal tools for data collection being; interviews, focus group discussion and, observation.

The main findings of the study revealed that using English as the medium of instruction in South Africa is not such a good idea. In this regards, teachers need some form of training to cope with the use of English (a first additional language to both teachers and learners) is a problem in itself. The study recommends that the government needs a) to provide funding to ascertain that resources needed to facilitate reading are available, b) the government should also play the role of monitoring and evaluation to make sure that the policies are kept in place and, c) There is need for in-service training for teachers to make sure that they are living up to expectation. There would be tremendous growth in socio-economic terms with a love for reading being fostered among all members of the school and community.

DEDICATION

I dedicate this study to my family, my two sons Lwandil'usapho and S'phelele Gcilishe, on tenterhooks that the study will be a source of encouragement, and also a driving force for them to further their own studies.

ACKNOWLEDGEMENTS

The writing of this thesis has been characterized by many highs and lows but which became a success because numerous individuals offered support and encouragement.

First, I would like to extend my utmost thanks to my supervisor Dr J Foncha for his mentorship, expertise and direction throughout the process. Without his guidance, I would not have reached the accomplishment of the thesis submission.

I would like to express sincere thanks to the learners and teachers of the two schools who so generously offered their time to participate in the interviews and discussions that provided the data for the thesis.

I owe my deepest gratitude to my friend Shirley Besman who has relentlessly supported me, not only with words of encouragement but always giving a listening ear when I was stressed, frustrated or wanted to give up.

I owe much thanks to my spiritual family (CERCI –KWT) for their support not only in this M Ed journey, but also with whatever life has thrown my way.

Finally and most importantly, it is an honour to offer my most heart-felt thanks to Professor S Rembe, her patience, love and constant reminders that: *you are to compromise some things in life to achieve this M Ed. Sisi*, those words have been truly valued.

LIST OF ABBREVIATIONS

ZPD: – Zone of Proximal Development

DoE: Department of Education

HOD: Head of department

PIRLS: Progress in International Reading Literacy Study

LoLT: Language of Learning and Teaching

LTSM: Learning and teaching support materials

BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

CASS: Continuous Assessment

EFAL: English First Additional Language

CAPS: Curriculum Assessment Policy Statement

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study sought to explore strategies used to elicit the culture of reading among grade 10, English first additional language (EFAL) teachers, from two High schools in the King Williams Town Education District. The study contextualises the problem related to strategies used to promote the culture of reading in public high schools. The document proceeds by articulating the statement of the problem, the research questions, objectives and assumptions of the study.

1.2 Background of the study

The importance of reading cannot be over emphasised as it is used as an index on how well an education system should be in the delivering its mandate of creating a reading nation. Successful reading, especially in the higher grades, includes critical thinking and studying. Learners are required to understand the meaning of the text, critically evaluate the message, remember the content, and make use of the new found knowledge flexibly (Brown & Campione, 1990; Pressley, 2000).

On the realisation of the importance of reading, the South African government has developed a range of legislation and policies that shape reading and literacy in the country. The South African Schools Act (SASA) and the National Education Policy Act (NEPA) of 1996 create the context and the conditions conducive for reading and literacy by creating well- governed institutions and settings for literacy provision and delivery, with frameworks that create coordinating and funding possibilities. It can be argued that these two acts create an enabling environment for reading; they promote and encourage reading in schools.

The South African Schools Act (No.84 of 1996) provides for a uniform system for the organisation, governance, funding, monitoring and evaluation of schools. The National Education Policy Act (No.27 of 1996) for instance allows the Minister of Education to determine national education policy in accordance with the Constitution and this Act. The Language in Education Policy (LIEP) of 1999, also deals directly with the programme requirements for reading and literacy, by ensuring that language rights of learners are met through implementation of the language policies in the school curriculum.

It is assumed that South Africa has a rich and vibrant education and training sector that provides programmes, campaigns and projects related to reading. Much emphasis on reading has been done in primary education (Baatjies, 1994). He also argues that high school teachers have long-drawn-out expectations that when children enter high school they have learnt how to read yet when they come from diverse backgrounds they enter the class with such different needs. Many challenges in promoting literacy came up as high numbers of learners struggle to learn. In 2004 the South African Department of Education (DoE), conducted an evaluation to establish literacy levels that showed shockingly low levels of reading ability across the country (DoE, 2008).

According to a report by the Reading Association of South Africa (RASA) (2010), poor matriculation results are in part due to the low levels of learners' reading skills. University learners, even those enrolled for the languages and the arts are not proficient in reading, in terms of international standards. Reading, writing and language concerns challenge universities in South Africa as they confront widespread failures and drop-outs amongst designated social groups (DoE, 2008). This is a clear indication that a large number of children simply cannot read.

It is the teachers' expectation that by the time learners reach high school level they are able to read. However, it turns out to be an assumption as learners show reading difficulties with little or no motivation to read with understanding. According to the National Assessment of Education Progress (NAEP), Wren (2002) approximately one in

four learners in the 12th grade are still reading below basic levels, while only one learner in twenty reads at advanced levels making it clear that these learners need help from their teachers.

Wren (2002) suggested several obstacles that make reading more challenging in high schools. Most high school teachers have raised concerns that they do not consider themselves to be reading teachers as they were never trained in the reading instructions. The emphasis of their training was to teach the content of the learning area. Furthermore, they express that it is hard to teach learners to read for the duration of a teaching period which is fifty and forty-five minutes.

Moreover learners struggling with reading always try all tricks to avoid reading instructions in class and when cornered they misbehave. From teaching experience one would think that they are stubborn or difficult whilst they would be trying to conceal their inability to read. Therefore the first thought expected from high school teachers might be how to help and motivate these learners.

Johnson (2005) explains that reading is a highly complex cultural system involving consideration which is more than just decoding of words by the reader. He further explains that developing learner's confidence in reading, independence and enthusiasm is a challenging task that all people should share. Language teachers, librarians and parents have a major role to play in helping to create a culture of reading which is inspiring and sustainable. Furthermore Johnson (2005) contends that learners are to be encouraged to read frequently by people who model reading. They should have positive attitudes towards reading so that the reading behaviours can change causing improvement in their academic performance.

Oyeyemi (2005) observes that reading is a means of tapping knowledge from superior minds. It is observed that performance of learners nowadays is attributed to their poor background in the reading culture, which is a carryover from their primary school level through to high schools. Improving literacy then becomes important for the whole

community. It stands to reason that a child who cannot read a book, an adult who cannot read a medicine prescription and a jobseeker who cannot read the paper to look for vacancies face challenges in escaping poverty.

Though there are good indications of reading initiatives that could be implemented in our schools, there is currently no standard that defines reading competence in relation to education levels. Without such a standard, many children could move through the grade levels without learning to read properly and leave school without having developed good reading habits (Coelo, 2004). The education requirements for learner promotion in the King William's Town education district confirms the above statement, as some learners are promoted due of age or number of years in the same grade.

1.3 Statement of the Research Problem

While literacy has always been an integral component of general schooling, it has been encouraged and emphasised mainly in primary schools (Baatjies 2002). The systemic evaluations conducted by the Department of Education (2008), provincial Departments of Education as well as international bodies show that learners in South African schools performed poorly when tested for their ability to read at age-appropriate levels.

There is no doubt that the educational challenges around reading and writing and the societal issues around literacy and language are a big a concern in South Africa. Recently, much attention is now focused on the large numbers of children in South African schools who are performing poorly on the standardised literacy tests (RASA, 2010).

My experience as a high school EFAL teacher is that there is no single style of reading that is suitable or works equally well for every learner. I have observed that during lessons the greatest challenge confronting the learners mostly is their negative attitudes towards reading (Baatjies 2002). Even though many literacy programmes in the language syllabus use oral reading to assess reading proficiency skills, there are

unfortunately no standardised assessment tests to assess learners reading proficiency skills in South African, Public High Schools.

This raises an important question about the level of responsibility educators should take, for literacy acquisition across the grades and the degree of training provided to educators in the area of reading. It is against this background that the importance of reading compels that much research be conducted to understand the nature of strategies used to elicit the reading culture among learners, in Public High Schools. The documented poor academic performance of some learners in their studies can also be attributed to their poor background in reading culture.

1.4 Purpose of Study

To explore strategies employed by grade10 EFAL teachers to elicit reading culture among learners.

1.5 Research Objectives

1.5.1 To explore strategies used by Grade10 EFAL teachers to elicit a reading culture among learners in KWT district Public High Schools.

1.5.2 To reveal how Grade 10 EFAL teachers use these strategies, in their lessons to instil reading culture among learners.

1.5.3 Establish whether or not learners gain practical benefits from the strategies employed by their EFAL teachers, in prompting a reading culture in them.

1.6 Research Questions

What strategies do Grade10 EFAL teachers use to elicit reading culture among learners in Public High Schools?

1.6.1 Sub-Research Questions

1.6.1.1 How do teachers implement reading strategies in their teaching?

1.6.1.2 To what extent do teachers perceive the strategies as effective in eliciting a reading culture among Public High School learners?

1.6.1.3 How beneficial to the learners are these strategies used by their EFAL teachers?

1.7 Significance of the Study

The findings of this study might be of value in revealing the challenges faced by language teachers, librarians and parents in their reading interventions for struggling readers. Teachers might develop general instructional modifications, for learners who are not making sufficient progress in learning. It might also serve as a guiding process to the librarians in structuring their reading programmes.

The study might also enlighten school authorities on the need to establish reading remedial programmes that can be made available for learners who (due to a variety of circumstances) are unable to master reading skills in the early grades (Wren, 2005). The study may draw attention to all stakeholders in providing public secondary schools with the needed reading materials.

1.8 Rationale of the Study

The study highlights the need for learners' motivation to engage in literacy activities, as this is presumably one of the primary determinants of literacy development. The research literature in this area is somewhat sketchy, but there is some evidence supporting a few strategies for stimulating motivation to struggling readers. Teacher competence is seen as one of the important aspects of instilling a reading culture, hence, continuous professional development in teaching reading and inspiring a culture of reading is of paramount importance.

1.9 Delimitation of the Study

This current study focuses on the strategies used by grade10 EFAL teachers to elicit a reading culture in two Public High schools in of the Locations of King Williams Town education District, in the Eastern Cape Province. The participants included a group of grade 10 learners and teachers from the two schools.

1.10 Definition of Terms

- **Learner participation**

Participation is the mental and emotional involvement of a person that encourages the individual to contribute to group goals and to share responsibility for them (Owens 2001). Lillyquist (1998) argues that participation is not only about taking part in decision – making processes but it is also about being valued. Learners feel rewarded when they are part of a decision. According to this study learner participation therefore means the encouragement of individual to share responsibility for their learning to read in accordance with Lillyquist.

- **LITERACY**

In respect to education it can be defined as the ability to read and write. It was considered a set of neutral and objective skills independent of social context or literacy as being “much more than the “simple” acts of reading and writing; it involves notions of power, of culture and community of social learning.”

- **READING CULTURE**

A reading culture is a sustained regime of reading habits and behaviours of a given society towards a positive reading attitude (Johnson, 2000).

- **READING**

Reading is a highly complex cultural process that involves considerations beyond decoding of words by the reader (Johnson, 2000).

1.11 Organisation of the Study

The study is comprised of six chapters whose details follow below:

Chapter 1: The problem and the setting

The introductory chapter uncovered the background of the study, research question, purpose, significance, and rationale of the study. Key terms were also elaborated, including the delimitations of the study.

Chapter 2: Literature review

This chapter reviewed the related literature which presented the theoretical framework (the socio-cultural theory of learning) that informs the study. Covering literature that shed light on the strategies used in instilling reading culture in public secondary schools, Grade10 learners.

Chapter 3: Methodology

This chapter unveils the research paradigm that influences the research design and justifies the methodology employed in this study. The population, the sampling procedures and data collection instruments are revealed and the ethical considerations are elucidated.

Chapter 4: Data presentation, analysis and interpretation

In this chapter, data collected through the interview schedules and lesson observations was be presented, analysed and interpreted to formulate meaning.

Chapter 5: Discussion of findings

This chapter discusses the findings of the research. In this segment, the researcher made comparisons between the findings of this study, other related studies and what originated from legendary researchers. The main focus in the study is to bring the findings of this study into the fold of existing knowledge on strategies that had been used to elicit reading culture in public high schools.

Chapter 6: Summary, conclusions and recommendations

The final chapter brings to the surface the findings of the study in relation to the stated problem. It also delineates the conclusions and props up the recommendations for policy makers to review, weighing the pros and cons in reading. Further research is essential in this subject matter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to review the literature that is related to the implementation of reading strategies in eliciting a reading culture in schools. It focuses on the theoretical framework adopted, the relevant literature in the implementation of reading and writing, and societal issues concerning literacy and language in South Africa.

This chapter is guided by the assumption mentioned in the first chapter that there might be some strategies that can be used to instil reading culture in black public high schools. Therefore related literature on the following points aims at providing the theoretical framework for the study.

2.2 Theoretical Framework

Theoretical understanding of this study is built on the socio-cultural theory of learning with its roots in the work of Bourdieu (1983). In this regard, the study relies on the socio-cultural perspectives that focus on social-cultural factors and environmental factors that affect school reform but are seldom given attention, like a reading culture that can be able to change the environment and the society of a school.

Elkin (2007:3) agrees that the social environment plays a vital role in children's literacy achievement. Based on the socio-cultural perspective, children can learn to read with the aid of the people in their environment who can nurture reading. This can be true because children learn language through imitating their elders and peers. Whilst Tracy and Morrow (2000: 195-198) explain that the strengths of the socio-cultural theory is

that it acknowledges the role of the social environment in the reading process, the weakness is that it over-emphasizes the influence of the environment on children's learning process and therefore does not seem to recognize the role of children's cognition during the reading process.

Bourdieu's approach is seen useful in analysing power in development and social change processes. Bourdieu sees powers as culturally and symbolically created, and constantly re-legitimised through the interplay between agency and structure. In view of this, Novorro and Novar (2006) elucidate that the manner through which this happens is called habitus' or socialised norms or tendencies that guide behaviours and thinking.

Habitus is the way society becomes deposited in a person in the form of lasting dispositions, or trained capacities and structured propensities to think, feel and act in determinant ways, which then guide them. Learners as social beings, with diverse motives and intentions that can transform the world in which they live (Larson & Marsh, 2010) through interaction with texts and other reading materials may change their actions through the practice of reading and also as individuals. When children are nurtured to read by adults, they can become used to it and finally cultivate the reading as a culture.

Habitus is created through a social, rather than individual processes leading to patterns that are enduring and transferable from one context to another, but which can also shift in relation to specific contexts overtime. Habitus is not fixed or permanent and can be changed under unexpected situations or over a long historical period (Navasio 2006:16). Therefore, when individual minds meet in a classroom, with an aim to learn reading for understanding and enjoyment, which can be transferable to generations in a school setup.

Bourdieu (1984) implies that habitus is neither a result of free will, nor determined by structures, but it is created by a kind of interplay between the two over time: dispositions that are both shaped by past events and structure, and which in turn shape the current practices and structures that condition perceptions. In this sense habitus is created and reproduced unconsciously without any deliberate pursuit of coherence and also without any conscious concentration. A certain behaviour or belief becomes part of a society's structure. If reading is regarded as a culture in our school communities, then it is easy to rope learners in, without them being aware that they are forming or creating a culture of reading. Larson and Marsh (2010) claim that a learner is an active member of a constant changing community of learners in which knowledge is constructed by larger cultural systems, which are able to shape them.

Consequently socio –cultural theory challenges traditional learning, which emphasizes the simple transmission of knowledge (from teacher to learner). In contrast, it conceptualizes learning as changing participation in culturally valued activity with expert mentors (Larson & Marsh, 2010). As a learner's expertise and ability increases overtime, so too does their participation change; the more experience they gain in class the more they are able to master a task and complete it independently. Explicitly Bourdieu's work continues to be influential for this study since education also brings about social relation, where it is assumed that learners are engaged in everyday practice of reading at school, organized in a way that makes sense to them and also enabling teachers to change plans as learning unfolds. According to Gutierrez, Morales and Martinez (2009), the importance of the socio-cultural approach is the fact that, practitioners develop an educational context. This is grounded in the belief that learners be provided with high quality instruction and the most effective practices, that can incorporate these learner's cultural and linguistic heritage and experiences that facilitate learning and development. Therefore the ability to read is crucial for success at school and beyond and should be encouraged in the learners.

2.3 The Concept Driven Reading Model

The transactional reading model according to Gunderson (2009) provides an extra element which is the influence of social context on comprehension reading. Considering all that have been mentioned, socio-cultural component is not only crucial to reading culture but generally of special importance to the question of education.

2.3.1 Government initiatives in teaching reading

On the realisation of the importance of reading, the South African government has developed a range of legislation and policies that shape reading and literacy in the country. The South African Schools Act (SASA) and the National Education Policy Act (NEPA) of 1996 create the context and the conditions conducive for reading and literacy by creating well- governed institutions and settings for literacy provision and delivery, with frameworks that create coordinating and funding possibilities. It can be argued that these two acts create an enabling environment for reading; they promote and encourage reading in schools.

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It is assumed that South Africa has a rich and vibrant education and training sector that provides programmes, campaigns and projects related to reading. Much emphasis on reading has been done in primary education (Baatjies, 1994). He also argues that high school teachers have long-drawn-out expectations that when children enter high schools, they have learnt how to read yet when they come from diverse backgrounds they enter the class with such different needs. Many challenges in promoting literacy came up as high numbers of learners struggle to learn. In 2004 the South African

Department of Education (DoE), conducted an evaluation to establish literacy levels that showed shockingly low levels of reading ability across the country (DoE, 2008).

Though there are good indications of reading initiatives that could be implemented in our schools, there is currently no standard that defines reading competence in relation to education levels. Without such a standard, many children could move through the grade levels without learning to read properly and leave school without having developed good habits (Coelo, 2004).

2.3.2 Reading strategies

Historical, direct literacy instruction has been supported up to the third grade. However there is a glaring need for it to continue so that learners cannot only read narrative texts, but also learn specific strategies to derive meaning from expository and descriptive texts (NAASAP, 2005). When literacy instruction stops early, struggling readers in high schools cannot experience success within the content learning areas (Burke, 2001). Therefore, it becomes critical that even content learning area teachers better understand and teach specific literacy strategies, to help learners read and extract meaning from the written material used to teach the learning area content.

Alfassi's (2002) 'Reading to Learn', suggests that combined strategy instruction may be beneficial in providing high school learners with tools that can enable them to apply higher order cognitive processes while they learn from texts. Reading strategies are many times rapidly in unison with one another. Based on this, most reading strategies are evident, before, during, and after reading, although not necessarily with the same emphasis (Fleisch, 2008).

2.3.3 Constraints on the Reading Culture

Part of the reasons underlying the reading failure in South Africa include but are not limited to historical, political, and economical factors. There is a bimodal distribution of

achievement (Fleisch 2008); the first mode being the majority (70-80%) of South African learners from disadvantaged schools, entering the Further Education and Training band without being able to read fluently in their schools instructional language. While a few exceptional learners manage to achieve excellence despite these difficulties. The second mode, the high achieving are predominantly from black and white middle-class families, who attend well-resourced schools to become 'proficient readers'. Their literacy abilities are at a level with other middle-class age equivalent children elsewhere in the world.

Coelo (2004) argues that First additional language learners have to be given enough time and opportunity to catch up with their peers in additional language proficiency. Unfortunately South Africa has no standardised assessment tests to assess learners reading proficiency skills since nothing is stipulated on assessment guidelines. Etim (2008) argues that in Nigeria, as a continuation from primary school level, there should be inclusion of Information Literacy Education as a subject in the curriculum of high schools.

According to Bax (2003), a barrier to learning for reading, is a lack of locally relevant or otherwise appropriate materials that appeal to teachers and learners. Stating that teachers have a role in contacting publishers to make them aware of the gaps in the curriculum and any shortcomings of textbooks they may be using. In the same light, Scholes (2001) observes that any craft of reading depends on the use of certain tools handled with skill. He goes on to emphasise that reading culture can be taught because it is based on skills that can be studied and taught.

Aldridge and Goldman (2007:76) describe the concept driven learning theory as one that underpins a concept driven reading model because it focuses on the role children's background play in the reading process. Only since 1979 has a truly top-down approach been advanced in second language reading according to Correl (1981). The concept driven model of reading is often referred to as the top-down model (Correl 1981) but some scholars rejecting the views of reading as largely a process of decoding, see it

instead as an interaction of both “top-down” and “bottom-up” processes – that is, processes that utilize background knowledge and schemata and hence concept-driven. So every learner has unique reading needs to be considered at different reading levels which are needful for every teacher to be sensitive of, when planning reading lessons. Tracy and Morrow (2006:149) point out that the concept-driven model illustrates how learners make meaning from a text by using their experience and knowledge linked to their purpose for reading.

Goodman (1967:128) aligns himself with the concept driven model and describes reading as a process in which children try to understand the text in light of their own knowledge of language experience approach. LEA –an efficient way to initiate reading where a general topic is chosen in class. In such cases, the teacher writes sentences on the board using the exact words from the learners given sentences to create a text that the learners will later read; this is to demonstrate the link between what they say and its written form) (Kubuznov`a 2009) . The latter is based on children’s language and experience. He further states that children’s predictions about the meaning of the text can help them not to rely on the exact interpretation of the symbols. Based on this, the above mentioned reading model should be viewed as a process of constantly pulling apart ideas, putting them back together, re-applying them back to different situation, finding ways to correct misconceptions and enabling one to make meaning in one’s own way(Bourdieu 1984).

Presley (1998) links the social-cultural theory to language experience and the instructional approach by suggesting that in this approach the most effective way to teach children reading is to help them read stories with familiar language, therefore, language experience is a vital point as it seems to establish links between the world of the children and the symbols of language. Smith (1971:23) suggests that children must learn to read from meaningful books that correspond to their experiences. Smith’s (1971) view of reading laid the basis for the language experience approach, which

underscores that the most effective way to teach children to read is to help them read stories in a familiar language.

It is far from certain that language experience is an instructional approach that builds on children's experience of understanding reading and writing a text. The assumption is that children might read a text easily because of its natural language patterns (Tompkins, 1998:167). In line with this, Jonks (2009) is also of the opinion that, in all forms of language experience approach, the central principle is to use the student's own vocabulary language patterns and background experiences to create reading texts, making reading an especially meaningful and enjoyable process; the stories about personal experiences are written down and read together until the learner's associates the written form of the words with the spoken. It is child-centred and shows that the child's thoughts and language are valued. This would be further made possible if teachers are creating reading texts using the exact words that the child spoke.

In view of this presentation, the instructional approach can give a child who is new in the second language, the opportunity to use the social vocabulary they are acquiring through their interactions with peers, and it can build their confidence in speaking and reading, (Prinsloo 2009). In addition to this, he states that, the Language Experience Approach is an instructional strategy that allows scaffolding (instructional techniques used to move learners progressively towards a stronger understanding and ultimately greater independence in the learning process; but a temporary support (Prinsloo, 2009). Scaffolding helps to drill the child into taking information that they have learned building on that knowledge. It is useful at this juncture to caution that the activities should be tailored for any experience to fit the theme of a class.

2.4 Second Language Reading Acquisition

Theorists categorise the development of language into two, language acquisition and language learning. In this regard, Cummins asserts that active language acquisitions happen during the early school years and around the age of 11 years (Cummins, 2010). On the other hand, Krashen (1996) suggests that language should be acquired rather than taught (the naturalistic approach). He feels that language should not be taught directly in early school classrooms. He also believes that speech can emerge once the acquirer has received and accessed enough comprehensible input. Inhibited environments limit language acquisition, compared to a non-inhibited environment (Krashen, 1996).

According to Cummins (1999), there are clear differences in the acquisition of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Such differences should be seen as developmental patterns between conversational language and academic language. The conceptual distinction between these two levels highlights misconceptions about the nature of language proficiency which can contribute to academic failure among bilingual learners. Differences in the rate of acquisition of the two levels need to be considered so that the academic language education of bilingual children with good conversational English ability should not suffer. An instructional programme for bilingual learners should address: 1) Cognitive skills; (2) Academic content; and (3) Critical language awareness.

Cummins (1999) gives a description of **BICS and CALPS** as follows:

BICS: Is everyday conversational fluency that is used in social contexts such as dance games, while hanging out with friends, watching T.V etc. English language learners typically develop this type of language skills that are used in everyday activities before developing fluency in the more complex CALP because BICS is context embedded, and can be acquired in as little as six months to two years.

CALP: Are the language skills needed to understand and perform well in school related tasks and academic work. This can include tasks such as listening, reading, speaking and subject or content area writing. In order for learners to succeed in school, they must develop CALP. However, to become proficient in academic areas, learners need a lot of time and continual support because it can take anywhere from five to seven years. It takes this long because academic language is so context reduced and as learners get older this is especially true. CALP is also so much cognitively demanding because new concepts, videos and language are constantly being presented to the learners in school. Upon reading acquisition, the assumption is that, it does not occur naturally as other forms of perceptual learning, for there are values placed upon reading culture, subculture, family, and teachers as important motivators, as they are usually to guide the interaction of readers and text during reading.

According to Krashen (1982), second language acquisition does not require an extensive use of conscious grammatical rules nor tedious drilling. Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are not concerned with the form of their utterances but with the message they are conveying and understanding.

Krashen (1987) based his theories on the way children naturally learn their first language. He proposed the following five hypotheses; Whilst Newman (2008) on the other hand argues that reading is interacting by attention directed to decoding semantic content, matching grammar, teaching strategies and skills for different reading purposes.

2.4.1 The Acquisition

Hearing distinction is the most fundamental of all the hypotheses in Krashen's (1987) theories and the most widely known among linguistics and language practitioners (Schitz, 2007). Krashen (1982) argues that there are two independent systems of school language performance:

(a) The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language – natural communication in which speakers are concentrated not in the form of their utterances but in the communicative act.

(b) The learned system or learning is the product of formal instruction and it comprises a conscious knowledge about the language, for example, knowledge of grammar rules. In view of this, Krashen (1987) thinks that learning is less important than acquiring.

2.4.2 The Monitor Hypothesis

Explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of learned grammar. According to Krashen (1987), the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function where three specific conditions should be met: that is, the second language learner has sufficient time at his/her disposal to focus on form or thinks about correctness, and knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance.

Krashen (1987) is of the opinion that the role of the monitors is, or should be minor being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance. Krashen (1987) also suggests that there is individual variation among language learners with regard to 'monitor use'. He distinguishes those learners that use the monitor all the time. Hence, 'Over-users', are those learners who have not

learned or who prefer not to use their conscious knowledge. In position, 'under-users' are those learners that use the 'monitor' appropriately optimal users. An evaluation of the person's psychological profile can help to determine to what group they belong, usually extroverts are seen as under user, while introvert and perfectionists –over-user. Lack of self-confidence is frequently related to the over-use of the monitor.

2.4.3 The Natural Order Hypothesis

The Natural Order Hypothesis is based on Krashen (1987) which suggests that the acquisition of grammatical structures tends to be acquired early while others are late. This order seems to be independent of the learner's L1 background, conditions of exposure, and although the agreement between what an individual acquires is not always 100%. In view of this, there were statistically significant similarities that reinforce the existence of a natural Order of language acquisition. Krashen (1987) however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language.

2.4.4 The Input Hypothesis

The input hypothesis is Krashen's (1987) attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's (1987) explanation of how second language acquisition takes place. So, the input hypothesis is only concerned with 'acquisition' not 'learning'. In accordance with this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language input that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage, then acquisition takes place when he/she is exposed to 'comprehensible input' that belongs to level ' $i+1$ '. Since not all the learners can be at the same level of linguistic competence at the same time. In this regard,

Krashen (1987) suggests that natural communicative input is the key to assigning a syllabus ensuring that each learner will receive some ‘; + 1’ input that is appropriate for his/her current stage of linguistic competence.

2.4.5 The Affective Filter Hypothesis

Finally, the fifth hypothesis embodies Krashen’s (1987) view that a number of ‘affective variables’ play a facilitative, but non-causal role in second language acquisition. These variables include: motivation, self-confidence, a good self-image, and a low level of anxiety. These factors are better equipped for success in second language acquisition. How motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a ‘mental block’ that prevents comprehensible input from being used for acquisition. In other words, when the filter is ‘up’ it impedes language acquisition. On the other hand, positive affect is necessary but not sufficient on its own, for acquisition to take place, as the above hypothesis relates to acquisition.

Looking at the South African context on the language situation, one tends to believe that parents seem to be unaware of the importance of home language in the cognitive development and the acquisition of additional language (Lemmer, 1995). However, parents seem to realise the status given to English and in view of this, want the best for their children sending them to English medium schools to acquire the social and linguistic capital that has the highest economic currency in South Africa today. This has serious cognitive and social consequences on the everyday lives of these children because matric external examination is written in either English or Afrikaans. So this practice not only happens in ex-model C schools, it also takes place in the public schools but the practice might only differ in the sense that in public schools teachers are able to code switch, which is teaching or explaining in the home language of both the teacher and learner, yet the learner has to write the exams in English whilst the content is explained to them and meaning modelled in another language for a better understanding.

Hemmer (1995) explains that socially, learners feel accepted when their home language is used in making them understand context. Also when the teacher is able to facilitate understanding in the home language, it creates a social bond and an environment of teaching and learning in the classroom or between learners and the teacher. This cannot be useful because the learners are assessed in their tests and examinations in English, therefore the use of the mother tongue in teaching cannot help them to pass their exams.

The common approach to language and education in S.A. classroom where additional language replaces the mother tongue as medium of instruction is in contradiction to the S.A. language in Education Policy of 1997 which promotes additive multilingualism. Additive bilingualism is whereby an additional language is developed in conjunction with the development of the learner's home language. This is in accordance with the Revised National Curriculum Statement of 2005 (Department of Education, 2002:5) which states that "the learner's home language should be used for learning and teaching wherever possible'. Also, research suggests that an additional language should not be introduced before the mother tongue has been well developed and mastered by the learner. With this South African approach, there is no real development in either the mother tongue or the additional language. This has serious effects because according to Cummins and Swain (1986), learners struggle to make sufficient academic progress in the additional language.

The extent that instruction in language (home language) is effective in promoting proficiency in language (home language) transfer of proficiency to the additional language will occur provided there is adequate exposure to the additional language either in school or the home environment and that there is adequate motivation to learn the additional language,(Cummins 1981:29).

In view of this, Langhan (1996) says that the African languages have to be developed to become a vehicle of meaningful learning for its speakers, thus, there is need for additional language supplementary in the learning process. To acquire BICS and CALP simultaneously within the school situation is emotionally and cognitively demanding from a learner. However, Cummins (1981) recommends the early and gradual introduction to second language in primary schools in order to allow the learner sufficient time to acquire CALP, which is needed to master the junior primary and secondary schools syllabus. Cummins also recommends early introduction, provided that mother tongue is appreciated, encouraged, maintained and developed.

Research has provided evidence that black children in South Africa fail to master second language reading because they have not mastered basic reading skills in their home languages (DoE, 2008). Cekiso (2012) states that most IsiXhosa learners attending the previous model C schools have acquired BICS, but not CALP and are placed in the same class with home language speakers of the language of learning and teaching (LOLT) used in that school. This puts them at risk of underachieving academically as they do have to acquire a certain standard of their second language as a medium of learning for all learning areas.

In view of Vygotsky's (1862) argues that the field of educational psychology in particular and the field of education as a whole have been influenced. However, his most outstanding work is the Zone of Proximal Development (ZPD) which is regarded as a remarkable contribution to the field of education and the learning process. Vygotsky believes that the established techniques of testing only determine the actual level of development, but do not actually measure the potential ability of the child. In his view, psychology should address the issue of predicting a child's future growth "what he or she not yet is" because of the value Vygotsky attached to the importance of predicting a child's future capabilities, he formulated the concept of ZPD which he defines as the distance between a child's actual development level as determined by independent

problem solving, and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Vygotsky advocates that ZPD is not the role of instruction alone, but that developmental biological factors do have a role to play. The assumption is that this informs the socio-cultural theory because when applied to learning it is concerned with activities learners are engaged in to learning as an act of measuring their reading abilities. Counter to that Shayer (1973) claims that, despite the attractiveness of the ZPD in its simplicity, its application in practice is more problematic. He claims that Vygotsky himself did not offer much practical advice as to how ZPD might be successfully applied in classroom. Shayer says that, Vygotsky left it to others to find effective ways of doing so. According to Louw and Louw (2007), it refers to tasks that are too difficult for a child to do alone but which he or she can manage with the help of an adult.

2.5 Social Cultural Theory

The question that comes to mind immediately when one thinks of reading is: what can help learners progress from one level of reading to the next? What is the teacher's role in facilitating this progress? Two concepts that seem to attempt answers to these questions which are mediation, the core to the socio-cultural theory, and scaffolding that is engendered by cognitive psychologists.

2.5.1 Mediation

Vygotsky refers to the part played by other significant people in the learner's lives, people who enhance their learning by selecting and shaping the learning experiences presented to them. Vygotsky claims that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. This involves helping the learner to move into and through the next layer of knowledge or understanding. Vygotsky also regards tools as mediators and one of the

important tools is language. The use of language to help learner move into and through their ZPD is of great significance to socio-cultural theory.

2.5.2 Scaffolding

Wertsch (1985) asserts that scaffolding derives from cognitive psychology and first language (L1) research. It states that in social interaction, a knowledgeable participant can create by means of speech and supportive conditions in which the learner can participate in and extend current skills and knowledge to a high level of competence. In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the learner.

According to (Rogoff: 1990) scaffolding provides the following advantages:

- a. It provides clear direction to the learners
- b. It clarifies purpose of the task
- c. It keeps learners on task
- d. It offers assessment to clarify expectations
- e. It points learners to worthy services
- f. It reduces uncertainty, surprise and disappointment
- g. It delivers efficiency
- h. It create momentum

Donato (1994) advocates that in a second language classroom, collaborative work among language learners can provide the same opportunity for scaffolded help, as in

expert-novice relationships in the everyday setting. The study of scaffolding in L2 according to Donato focuses exclusively on how language teachers provide guided assistance to learners.

In view of Donato's (1994) way of thinking, Marshall (1987) asserts that if scaffolding is ignored, teachers can be inculcating in learners, what Kennedy (1994) and Kubota (1997) term as fixed routines and dogmatic treatment of skills (what Vygotsky calls "fossilisation"). They argue that such skills make learners to develop one-way thinking that rejects whatever does not conform to the existing knowledge. Where learners develop a convergent type of thinking that might hinder their abilities to deal with tasks that require complex thinking. This in turn may retard student's abilities to develop multiple skills required for their success in their academic life (Spack, 1988). Outside the school culture, the learner is exposed to situational texts, like newspapers, magazines, prescriptions and even traffic signs for that matter, as it is assumed. In this regard, it can be advocated that once the focus of teaching is on meaning construction learners would be able to assimilate, internalise and integrate the new information with the information they already possess, and thus understand the new information better to add personal values to it. Socio-cultural theory believes that true learning occurs when the learner actively transforms his world and does not merely confirm to it (Donato: 1994). Furthermore, Seedhouse (2004) echoes the importance of meaning construction and fluency in L2 classroom when he suggest simultaneous dual focus on form and accuracy together with meaning and fluency in L2 classroom as the best way of enhancing L2 learners level of proficiency. The ZPD is a challenge for second language teachers. Shayer (2002) stresses that there is a need for L2 teachers to know the limits of their learners and to teach to the limits of their ZPD and no further. This interaction may help the teacher to determine what the learner can achieve alone and what he or she needs assistance to achieve. There are tasks that learners cannot handle independently, particularly at the early stages of their learning, even at secondary schools some are still struggling to work independently in the L2 classroom.

However, L2 teachers who favour the social-cultural theory in pedagogy are more interested in whole-class scaffolding because as Mercer and Fisher (1997) state “the practical circumstances for most teachers to plan activities are on the scale of classes or groups, not individuals. Guk and Kelloq (2007) state that to act around this obstacle, several techniques have been put forward or employed. These techniques include: peer teaching, collaborative learning, and simplifying a task through a template. With this in mind, each technique might temporarily support a greater number of learners towards reading independently, through supportive reading strategies at once.

To simplify this argument, Cummins’ common underlying proficiency model of bilingualism can be pictorially represented in the form of two icebergs, which are separated above the surface. That is, two languages are visibly different in outward conversation. Underneath the surface, the two icebergs are fixed such that the two languages do not function separately. Both languages operate through the same central processing system (Cummins, 1980). In keeping with that, Cummins (1994) argues that native language instruction helps to make L2 comprehensible by providing contextual knowledge that aids in understanding. When learners know something about analysing a poem from their native language, a lesson in that sense in their L2 would make more sense to that learner.

Language proficiency alone cannot determine when first language learners are prepared to use their second language (L2) to learn with their grade level monolingual L2 speaking peers. Previous schooling, academic knowledge and literacy skills that second language learners have in their first language (L1) are also determiners (Cummins, 1984, Baker, 1993). Cummins frame may be summarised as follows:

- Regardless of the language in which a person is operating, the thoughts that accompany talking, reading, writing, and listening come from the same central

engine when a person owns two or more languages, there is one integrated source of thought.

- Bilingualism and multilingualism are possible because people have the capacity to store two or more languages. People can function in two or more languages with relative ease.
- Information processing skills and educational attainment may be developed through two languages as well as through one language. Cognitive functioning and school achievement may be fed through one monolingual channel or equally successfully through two well-developed language channels. Both channels feed the same central processor.
- The language a child is using in the classroom needs to be sufficiently well developed to be able to process the cognitive challenges of the classroom.
- Speaking, listening, reading or writing in the L1 or L2 helps the whole cognitive system to develop. However, if children are made to operate in an insufficiently developed L2, the system may not function well. (Bakes: 1993). Therefore, if children are made to operate in the classroom in a poorly developed second language, the quality and quantity of what they learn from complex materials and produce in oral and written form may be relatively weak.

An online tutorial on “the theory of L2 acquisition stipulates that there are stages of language proficiency for L2 learners which follow below:

2.5.2.1 STAGE 1: Pre-Production

Leaners at this stage tend to be non-verbal. Most of what is spoken in English is completely incomprehensible. Leaners may exhibit some level of frustration anxiety, and

withdrawal, characterized as “culture shock”. Learners may focus intensively on listening and viewing what is happening in the classroom. They can copy from the board and repeat what they hear with little or no comprehension at first. Learners may also exhibit inattentiveness at times. However, it should be noted that the language overload of L2 learning can be tiring for the learners.

The above stage may have the following classroom suggestions

- Use of visuals, real objects, manipulatives
- Response through physical movement or manipulation of objects
- Allow learners to listen, observe. Do not force learners to speak. Provide many listening opportunities
- Group learners with advanced L2 or cooperative peers for group activities
- Provide reading materials with simplified text and numerous pictures.

2.5.2.2 STAGE 2: Early Production

Learners may begin to repeat language commonly used in social conversation and may also be able to use routine expressions. They can make statements and ask questions with isolated words or simple phrases. They might decode according to the phonetic rules of L1. Learners can identify people, places, and objects and can participate in class activities by relating information to this type of information. Learners may continue to exhibit inattentiveness at times, but not to the frequency and intensity noted for learners at stage one. Suggestions for the classroom are:

- Use simplified abbreviated text materials, focusing on the main ideas

- Continue to provide listening activities with visual support
- Begin writing activities, such as journals for reflection and response to learning materials
- Response to assessments can take the form of action or simplified response.

2.5.2.3 STAGE 3: Speech Emergence

Leaners might exhibit increased proficiency in decoding and comprehending L2, words and text. They may begin, with or without phonics instruction to decode according to L2 rules and from expanded experiences with oral interactions and text. Leaners may demonstrate an increased understanding of conversations, dialogues, simple procedural information from content area texts. Teachers can note that written expression may include an expanding vocabulary, and the emergence of a writing style. Suggestions for the classroom May include:

- Develop activities with content and context embedded practice in all four skill areas
- Ask open ended questions, but provide models for response orally or through word banks
- Shared or partnered reading and writing activities
- Expand use of predictable books containing texts and pictures
- Expand writing opportunities in a variety of genres – descriptive, narrative, instructive etc.

2.5.2.4 STAGE 4: Intermediate Fluency

There may be a marked increase in listening, speaking, reading and writing comprehension and accuracy of response. Leaners can demonstrate an increased use of strategies for word attack and comprehension of content reading materials. In

addition, the learners can read and understand a wider variety of genres in literature. The learners can summarize, make simple inferences, and use language to express and defend opinions. L1 background knowledge and strategies becomes a resource for the student. Overall, the student at this stage can perform well in the classroom, but the teacher needs to provide structure, strategies and guidance. Suggestions for the classroom are:

- Provided guided instruction in the use of reference / research materials for high school L2
- Expand learning strategies instruction
- Provide practice in making inferences from content reading.
- More towards expanded text reading to include supporting details and extended reading activities
- Expand writing repertoire to include various types of letters, newspaper journalism, and creative writing experiences

2.5.2.5 STAGE 5: Advanced Fluency

At this stage of development, the student performs “almost” like a routine speaker. The student can produce language that is highly accurate; incorporate more complex vocabulary and grammatical structure in his/her communicative discourse. The learners reading interests may broaden and he/she can read independently for information or pleasure. His/her writing skills may not a near native English level. The student may continue to use his/her native language as a source to enhance comprehension of English. Although most suggestions for the classroom are:

- Continue to build concepts through advanced content area reading
- Continue to expand on learning strategies instruction

- Continue to provide enriched writing activities
- Help to build an expressive vocabulary to match the strength of the receptive vocabulary development.
- Work in collaborative groups for content activities.

The above developmental stages can guide L2 teachers to be able to predict at what stage the learners are. In this regard, there is some form of ease in the application of the strategies that can help the child to develop. They are a matter of Principle and pedagogy as one cannot fully account for how language is acquired.

2.6 Second Language and the Reading Culture

Palmer and Sharifian (2001) state that, an integral part of learning a foreign language is acquiring some familiarity with the culture associated with it. In this regard, L2 teachers have to look for a way to incorporate cultural knowledge and understanding within the context of L2 classes. Accordingly, simply having an acquaintance with the grammar, syntax, phonetics, and some of the social conventions associated with English cannot give learners real insights into the traces of the daily lives of the people whose language they hope to speak. Also, L2 teachers have increasingly realised the need to incorporate socio-cultural factors into their classrooms, although there is a lack of consensus on how to introduce cultural elements into the lessons.

One challenge a teacher may face according to Byrnes (2008) is what approach to use in class as many language teachers training incorporate different cultural elements, but there is no universally accepted set of criterion that instructors can use as a guide. In view of this, (Chen et al. 2003: 53) postulate the following dimensions of culture to be followed:

- The self as cultural
- The elements of culture
- Intercultural phenomena (culture-general learning)
- Particular cultures (culture specific learning)
- Acquiring strategies for culture learning

Based on these suggestions, Byram (1997) thinks that by exploring these dimensions, teachers can help learners connect to the target culture, raise their awareness of cultural differences, and improve their “intercultural communicative competence”, through reading different genres in order to get a better understanding of one’s culture as well as the cultures of others. The more one reads, the more one gets interested in reading and reading might become a generated habit leading to a reading culture.

2.7 The Self as Cultural

All people are members of at least one culture, whether we realize it or not, the culture we belong to affects how we think, interact, communicate, and transmit knowledge from one generation to another. The ability to ask and answer questions based on our own culture facilitates the process of making connections across cultures. L2 teachers can help learners to activate their “cultural alertness” by making them aware of their own culture and helping them to understand how their culture has shaped them (Byram, 1997). Kramsch (1993) calls this learning process establishing a “sphere of inter-culturality”.

When people think of culture, they often think of artefacts such as food, clothing, music, art, or literature. Others may associate culture with conventions such as social interactions patterns, value, ideas, and attitudes. Certainly many definitions of “culture” exist. Bodiley (1994) describes culture simply as “what people think, make, and do.”

Bodiley (1994) sees culture as a socially transmitted set of common beliefs that include symbolic, mental, behavioural, and material aspects patterned to provide a model for behaviours and to create a common framework for human society. Therefore, to create “sphere inter-culturality” in our classroom we can encourage learners to construct their own notions of culture.

2.8 The Element of Culture

Elements of culture are things like beliefs, values, customs, products, and the communication styles of a given culture or society (Cohen et al., 2003). The Standards for Foreign Language Learning (NSFLEP, 1999) provides a framework for learners to integrate their philosophical perspectives, behavioural practices as the products that are both tangible and intangible of a society “This has become known as the “3Ps model of culture” which stands for:

- Perspectives, (what members of a culture think, feel, and value)
- Practices (how members communicate and interact with one another)
- Products (technology, music, art, food, literature, etc.; the things members of a group create, share, and transmit to the next generation)

In view of the above, Brooks (1997) makes a distinction between formal culture “(literature, fine arts, history, etc.) and “deep culture” (patterns of social interactions, value, attitudes etc.). Like products in the 3Ps model, the elements of formal culture are easily observable across cultures. However, as the label suggests, elements of deep culture are often difficult to identify, as they tend to be value-based and deeply rooted in the psyches of individuals who make up a specific culture.

2.9 Intercultural Phenomena

This phenomenon includes culture shock, culture adaptation, culture adjustment, and the fact that people from other cultures may interpret similar situations differently (Cohen et al. 2003). When learners are taught an L2, they are also prepared for challenges they may meet when they travel or move to a country where that L2 is spoken. The process of adapting to a new culture is called “acculturation.” According to Brown (1994) acculturation has four stages:

- (1). Excitement about being in a new country;
- (2). Culture shock which are feelings of frustration and hostility;
- (3). Recovery – adjustment and emergent comfort in the new culture, and
- (4). Adaptation – bringing culture barriers and accepting the new culture.

Particular cultures

In view of the four stages above, the focus is on the elements of a particular culture. These elements can include history, geography, and political systems but more importantly, an understanding of the particular characteristics of a society (Cohen et al. 2003). In trying to characterize ways that members of different cultures perceive reality, Hall’s (1976) notion of context is crucial because it refers to the cultural background in which communication takes place. When people from different backgrounds interact, communication can break down if they do not share similar cultural contexts. Hall’s theory of high and low context cultures can help us to understand how characteristics of a given culture affect communication.

In high –context cultures, people tend to emphasise interpersonal relationships and prefer group harmony and consensus over individual achievement. Words are less important than a speaker's intent. People from high context cultures generally share a high degree of commonality of knowledge and viewpoints. High-context cultures are typified by long lasting social relationships, spoken agreements, and mutual trust (Guffey & Loewy, 2009).

Leaners can be challenged individually or through a group to identify aspects that align with their own culture from other cultures as they might question why they need to study other cultures. However, as the world becomes more interconnected, learners are to be made to understand that it is more important for them to understand not only their cultures, but the cultures of others in order to be better prepared to participate more fully in the global community from which their local community is a part (Byrnes, 2008).

Certainly, cultural groups share characteristic but we need to remind leaners that within each group there is a wide range of individual differences. Akinbola (2007) observes that, the importance of reading cannot be denied. Accordingly, reading culture is a sustained regime of reading textual and non-textual materials for the purpose of broadening the horizon of knowledge within and outside one's disciplinary interest. In addition to the above view point, Ike (1999) observes that a conducive environment that can foster the inculcating of the habit of reading books among Africans is non-existent. In his argument, he stresses that a book reading culture cannot be established among illiterates. Bankole (1999) believes that if children have a childhood exposure to books and reading, the conviction that reading is a habit can be impressed in their mind; this impression once established cannot die easily. The reading habit in our environment can be learnt, nurtured and cemented in the school environment. A good school should form the habit of providing the pupils with things to read whether they are books, newspapers, magazines or freebies from the stores (September, 2010).

As a sequel to this, Johnson (1999) states that the level of readership is to a large extent an index to a country's level of development. She defines readership as the number of citizens who do effective reading in relation to the population of a particular country. Based on Johnson's definition, one can infer that, South Africa has a poor readership culture because research has shown that the number of those who are not actively reading far outweighs that of those who are actively reading. Johnson (1999) further asserts that, the inability to read by a large proportion of the population of a country points to under-development since reading, writing and mathematics constitute the foundation of elementary education. Whilst Ilegogie (2005) opines that, development through reading is more progressively endangering lasting effective and beneficent to mankind when in the reading culture.

Holte (1998) postulates that, the importance of reading is essential for full participation in the moderate society as it adds value to life and provides access to culture and cultural heritage. Reading empowers, emancipates citizens and brings people together like in the cause of reading clubs in our communities. It can be thought as a factor which has an important role to play in fulfilling the multi-cultural structure of a country. Ilegogie (2005) thinks that a healthy reading culture has a pivotal role to play in the socio-economic and technological development of any country. The assumption is that what learners bring into the school community, represents their homes and the communities they live in.

"Reading habit, is identified as the single most important determinant of a student's success in education and in our modern complex society", (Nssien, 2008). Reading habit is the use of reading as a regular activity. In view of this, Gbadamosi (2007:44) observes that reading culture is the process of building up positive reading attitude among learners over a period of time. When an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading culture.

According to Igwe (2011) there are several similar constraints on reading culture in the developing countries. Igwe further argues that, libraries are vital to education as they have an historic mission of fostering literacy and learning. The relegation of that vital institution in recent decades is indeed a matter of great sadness; and research has shown that current lower levels of proficiency in reading are due to underfunding of libraries and their services (Eyo, 2007).

While lamenting the generally poor state of provision for library facilities and resources in most primary and secondary schools in South Africa, Fadero (2007) posits that inadequate provision of libraries in schools is a general disease that is plaguing education in Nigeria. In this regard, schools are generally without libraries to support teaching, learning and the curriculum. In the case of S.A, there is no clear cut policy on funding of public school libraries and so these libraries are generally ill-equipped, lack qualified staff, relevant information resources such as books and other educational materials.

2.10 Literacy and Reading as an Activity

Literacy seem to be a term that everyone understands, and literacy as a concept has proven to be complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways (Fransman 2005). In the Postmodernist theory, literacy is viewed as an instrument of power and oppression legitimating dominant discourses, endangering language cultures and local knowledge (Shikshanta 2003). The most common understanding of literacy is that it is a set of tangible skills particularly the cognitive skills of reading and writing that are independent of the context in which they are acquired and the background of the person who acquires them. Scholars continue to disagree on the best way to acquire literacy with some advocating the phonetic approach and others reading for meaning, resulting in what has sometimes been called the reading wars (Street, 2004). Some scholars emphasise that reading, in the broadest sense of the word, remains integral to the notion of literacy (Wolf, 2007).

In view of this, reading may mean not only the decoding and understanding of words, but also the interpreting of signs, symbols, pictures and sounds which may vary within social contexts (Cope & Kalantzis, 2000). In short, different everyday contexts present different literacy demands perceptions of literacy and types of power relations. Among the key concepts in this view of literacy are literacy events. (Hull, 2000) states that any occasion in which a piece of writing is integral to the nature of the participants' interactions and their interpretative processes and literacy practices which are the social practices and conceptions of reading and writing.

Street (2002) views literacy as applied, practised and situated approach that questions the validity of designations of individuals as literate or illiterate, as many who are labelled illiterate are found to make significant use of literacy practices for specific purposes in their everyday lives. However, a simple definition of literacy as the ability to read and write raises questions such as read and write what, how well, and to what purpose? Expectations about what literacy entails depends largely on the socio-cultural context in which specific types of literacies occur. What functions they perform and how they are valued by communities. Literacy is above all a socially constructed form of human behaviours (Stronquist, 2004).

Bhola (1994) says the way that we should understanding literacy is to look at it in terms of the subject matter, and the nature of the texts that are produced and consumed by literate individuals. Texts vary by subject and genre by complexity of the language used. National Council of Teachers of English (2007) state that even though they continue to define principles for adolescent literacy reform and the practices that can support adolescent's literacy development most effectively, this area of literacy still appears to be in crisis (NAEP, 2006). Furthermore, while addressing the urgency that the notion of crisis implies, they may have lost sight of the fact that reading achievement of older learners is far from new and that its history has been well documented (Anders & Guzzeti, 1996).

Reading is essential to literacy and should therefore be seen as an emancipatory tool that liberates one from ignorance, disease and poverty as well as providing one with the liberty for all round development (Akinbola, 2007). For effective and efficient living and learning, Omuhaogo (2000) maintains that one should be able to read. In view of this, reading is the foundation of literacy. It is therefore evident from the above statement that for literacy to be functional, durable and developmental reading skills are essential.

2.11 Reading as an Activity

For a long time, it has been thought that any reader can comprehend a text well, if such factors as vocabulary and grammar are not beyond his/her knowledge. However, the reading effect seems unsatisfying, which poses great challenges for the teaching of reading (Huang, 2009).

Eskey (1970) views reading as the most important of the four skills in a second language, and also the main reason why learners learn the language. In other words, reading plays a vital role in second language acquisition. For one to be able to write he/she should be able to read and make meaning of words. Oyeyeni (2005) observes that reading is a means of tapping knowledge from superior minds. Fabunmi and Folorunso (2010) view reading as a term used to refer to an interaction through which meaning encoded in visual stimuli by an author makes meaning in the mind of the reader. It involves the recognition of printed or written symbols which serve as stimuli for the recall of meaning through the intellectual manipulation of concepts already possessed by the reader. The resulting meanings are thereafter organised into thought process according to the purpose adopted by the reader, such an organisation leads to modified thought and behaviour or else lead to new behaviour which takes its place either in personal or in social development.

From a similar perspective, Johnson (1999) observes that, there are two types of readings namely; reading aloud and silent reading. Reading aloud involves audible vocalization of what is being read and is good for young learners because it exposes error for timely corrective measures. Reading aloud is used for speech delivery in public gatherings, and is also the formal dictation and oral comprehensive tests. On the other hand, in silent reading, the reader reads in the inside, in other words, the reader does not vocalize what is read. Johnson goes on to say that wide reading imposes reading silently and this is necessary for developing a reading habit, effective reading and for a profound understanding of literacy and technical tests. The ability to read is essential to being able to learn any subject taught in school. In our high-tech society, proficiency in reading is a must to compete favourably in today's job market.

According to Yilmaz (2000), people who do not learn to read through an intensive phonic programme often have one or more of the following symptoms:

- Below grade level reading achievement
- Slow reading
- Poor comprehension
- Fatigue after reading only for a short while
- Poor spelling skills
- Lack of enjoyment for reading

Therefore, our learners are in dire need of an intensive phonic programme in language classes to avoid the above mentioned symptoms. Based on this, Ilegogie (2005) thinks that reading helps in the development of one's communication skills and reading also shapes the mind, makes one reason rationally and objectively as well as projects one for greatness in life. That is why Scholastic INC describes readers as leaders. Thus, reading exposes learners to world views that are different from theirs and thereby giving

them a reason to understand diversity and the importance of intercultural communication.

Reading according to Wolf (2007), is a highly complex act or series of acts involving the coordination of “phonological”, semantic, syntactic, morphological, pragmatic, conceptual, social, affective, articulatory, and motor systems. As reading entails strategic decision making, we must conceive learning of reading to translate. Crucially, reading involves the universes of meaning both textual and beyond the text. Based on this assumption, Lawall (1994) proposes that crucially, the role of a reader is in working with the concept of world literature. Mounting evidence supports the idea of reading as a series of processes with affective dimensions, drawing on long term memories for top-down processing, and projective imagination that the reader uses to predict and fill in. In this regard, Burke (2011) also notes that in the specific context of reading, five dynamic inputs can be preliminary listed:

- The immediate text that is being read.
- Sections of previous text, either the last sentence that was read or more salient past sentences or fragments that are still available for recall.
- A reader’s projected knowledge of how much texts often unfold and conclude.
- Subconscious background information about previous reading experiences and previous experiences in general.
- Various affective and somatic input either via the body to working memory from the affective and somatic areas of the brain to working memory simulating the mediation of the body.

2.12 Reading Strategies

The assumption is that L2 learners learn their second language from anyone who provides them with an opportunity to develop proficiency in the new language, whether it is a teacher, a reading specialist or a parent, with suitable and good reading strategies that one can always use to help the learners through their reading. According to Howie (2007) several specific classroom strategies have been found effective in promoting reading development in the primary years.

As learners progress to success, they have a repertoire of strategies to draw upon and know how to use them in different contexts and struggling learners need explicit teaching of these strategies to become better readers (Zimmerman, 2008). Although one particular strategy may be well suited for one reader, it may not work for another (Brooks, 2004). Therefore teachers need to assess the strengths of their learners, and build learner material and teaching strategies on their weaknesses. Brownwell (2000) insists that strategies should be introduced one to two at a time and gradually increasing in number for learners that are new to strategy instruction. He further argues that teachers teaching the strategies should integrate their strategy instruction into their on-going teaching.

Dreyer (2011) is of the opinion that, reading strategies in the classroom are to be modelled by skilful readers, including teachers and peers, and must be scaffolded until the learners are able to use them successfully while reading independently. Although it is definitely important for teachers to explicitly model the strategies, it is imperative that they remind their learners about strategies when reading, if their learners neglect to use these strategies on their own, emphasizing that strong readers use of strategies can help (Arabaa, 2008).

Providing effective instruction in reading strategies follows the same sequence found in models of effective instruction such as:

- Basing initial instruction on more than one piece of evidence of need.
- Appropriate modelling of the skill or strategy.
- Providing, opportunities for guided and independent practice.
- Opportunities to employ the newly learned skills.
- Providing positive feedback as learners produce closer approximations to the desired behaviour (Pretorius & Mampuru, 2007).

Research shows that the above sequence used in teaching reading in the classroom may be of great importance in inculcating a culture of reading amongst learners. According to Bang and Zhao (2007), there is one common characteristic shared by many of the L2 reading strategy inventories. The strategy is divided into binary categories which reflect local or bottom- up and global or top- down processing. Bottom-up reading comprehension strategies are data- driven, as they focus on linguistic parts and forms to interpret text on an element by element basis. On the other hand, the Top-down strategy is conceptually or hypothesis-driven, for it uses existing schematic knowledge of real-life situations and discourse organization to make meaning. Grabe (2009) suggests that reading strategies are consciously controlled by readers to solve reading problems. In view of the fact that reading strategies are generally considered to be conscious during guided reading, they might be open to inspection, which is a valid reason for this study to seek strategies employed by teachers to elicit a reading culture amongst learners.

2.13 Conclusion

This chapter discussed how the socio-cultural theory acknowledges the role of the social environment in the reading process. The chapter argued for a holistic approach to nurturing of learners by teachers to read, for them to become used to reading and finally cultivate a reading culture. Studies of perceptions and experiences of socio-cultural theorists on second language reading acquisition were also explored. The chapter discussed factors that might affect the culture of reading amongst learners in secondary

school. The chapter also went ahead to look at reading strategies that might be employed by teachers to elicit a reading culture, as well as guidelines for an effective reading. The next chapter looks at research methods, as well as data collection techniques employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter departs from the literature review presented in chapter 2 and provides an overview of the research methodology that was selected for the study. It refers to the research approach, paradigm, methodology and methods of collecting data that were selected for the study. In each instant, the chapter shows how each subsection and research aims are integrated.

3.2 Research Approach

The study is located within the qualitative approach aimed at describing and understanding a phenomenon in a subjective manner (assessment of reading strategies towards a reading culture). Rather than to explain it in terms of cause and effect as adopted in quantitative research (Meyer, Moore & Viljoen, 1999). Qualitative research broadly defined means any kind of research that produces findings not arrived at by means of statistical procedures or means of quantification (Hoepfl, 1997). Denscombe (2005) argues that what actually separates qualitative research and gives it its distinctive identity is the fact that it has its own special approach to the collection and analysis of data, which marks it out as quite different from its quantitative counterpart. Suter (2006) emphasizes that qualitative research aims at explaining complex phenomena through verbal descriptions rather than testing hypothesis with numerical values. In this case, the study is not concerned about the number of educators but the way they use strategies in teaching reading in EFAL to instill a reading culture in grade 10 learners.

Qualitative research seeks to understand a phenomenon and uses the natural setting as the source of data. The researcher attempts to observe, describe and interpret settings as they are (Hoepfl, 1997). To throw more light to this, Siegfried (2006) argues that

the researcher works from the assumption that reality is socially constructed and dynamic. According to Bogdan and Biklen (1998), qualitative research has an actual setting as the direct source of data and the researcher is the key instrument. For that reason, the researcher is expected to spend time in the natural setting, (going to the selected schools and talking to the EFAL educators) so as to be able to understand the context in which the experiences happen. This is in view of the descriptive nature of the research approach which does not take anything for granted. Bogdan and Biklen (1998) affirm that qualitative researchers go to the particular setting under study because they are concerned with the context. According to Siege (2006), as opposed to quantitative research, qualitative research concludes its study with the hypothesis while qualitative begins with the hypothesis. Qualitative researchers do not know answers from the outset of the study; they seek for the answers from the participants who in this study are the EFAL grade 10 educators and learners. In view of this, meaning in the qualitative research approach takes shape as information is gathered.

Key (1997) argues that some of the advantages of the qualitative research are that it produces more in-depth comprehensive information. In addition, it also uses subjective information and participant observation to describe the context. As well as it seeks a wide understanding of the entire situation. Through the interviews that were conducted during the study, the participants were allowed to elaborate more in their responses.

From another perspective, Babbie and Moutton (2005) assert that qualitative research attempts to view the world through the eyes (perspective) of the actors themselves. The participants (actors) in this study are the EFAL educators who shared their world of experiences in teaching reading with the researcher. Gary (2009) in this regard claims that qualitative research goes beyond giving a snap-shot or cross section of events. Rather it shows how and why things happen as well as incorporating people's motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict. Qualitative studies can be used in circumstances where relatively little is known about the phenomenon, or to gain new perspectives on the issues where much is already known (Gary, 2009). The qualitative research approach was useful to the study in the

sense that not much is written about teaching reading in secondary schools. For a long time in South Africa, reading is taught in primary schools, but with the advent of the democracy, the adoption of new Language in-Education Policy and the introduction of a new curriculum, reading is vital. Little is written about teaching reading in secondary EFAL classrooms, which then can give the researcher an opportunity to write more on the subject so as to add to the body of knowledge.

3.3 Research Paradigm

Gibbons and Sanderson (2002) claim that research paradigm refers to a framework of thinking which can be used by researchers when carrying out their research. This means researchers need to have a guiding philosophy which makes it possible to put in place principles that can systematically lead to valid steps towards examining a phenomenon. The selected research paradigm served as a guiding philosophy for conducting the research. Mackenzie and Knippe (2006) assert that it is the choice of paradigm that sets down the intent, motivation and expectations for the research. In the study, it is in the researcher's interest to evaluate the reading strategies, educators use to instill a reading culture in EFAL classes.

Mwiria and Wamuhlu (1995: 114) define paradigm as “a set of interrelated assumptions about the social world that provides a philosophical and conceptual framework for the organized study of that world. This definition provides an anchorage that underpins a researcher's underlying logic and channels ones views to take on systematically well thought ways of viewing reality. Mertens (2005: 7) claims that a paradigm is a way of looking at the world, it is composed of philosophical assumptions that guide or direct thinking and action. Ladson-Billings (2004) asserts that the choice of a paradigm is so crucial that it is tantamount to finding liberating steps` without which a researcher would not be emancipated from the hegemony of ideological and cultural outlook. Becker and Bryman (2004), state that a paradigm is a collection of beliefs which are associated with a particular worldview about how scientific practice should take place.

Maxfield and Babbie, (2006: 35) add an organizational dimension to the definition of a paradigm, when they note it to be a fundamental model of schema that organizes our view of something. According to Maree (2007), a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world view. Cantrell (2006) identifies three basic research paradigms; positivism, interpretivist and critical science. Positivism is an approach to social science model of research to investigations of social phenomena and explanations of the social world (Denscombe, 2001). It views knowledge as hard, objective and tangible hence demands the researcher to play an observer role together with an allegiance to the methods of natural science (Cohen & Manion, 2000). Critical science or the critical approach, explores the social world, critiques it, and seeks to empower the individual to overcome problems in the social world. Critical science enables people to understand how society functions and methods by which unsatisfactory aspects can be changed (Denscombe, 2001)

Creswell (2003: 9) argues that the interpretivist or constructivist research tends to rely on the participants' views of the situation being studied and recognizes the impact on the research of their own background and experiences. The study adopted the interpretivist research paradigm in that, it relied on the participants who are educators to dig deep into their experiences with teaching EFAL reading in the selected schools. The interpretivist paradigm allows investigation of the subject matter by the natural sciences where human beings can interpret the environment, their experiences and themselves (Hammersley, 1992).

In the study, participants who are the EFAL educators were investigated on their experiences with the teaching of reading to EFAL. The interpretivist approach stresses the way the people shape society. The social world is viewed as a social creation constructed in the minds of people and reinforced through their interaction with each other (Denscombe, 2001). Given the interpretivist philosophy, it follows that the study's interest is with educators' beliefs, feelings and interpretations which exposes how they

experience teaching reading in EFAL through the use of reading strategies to instill reading culture in their schools. According to Willis (2007) interpretivists favour qualitative methods of data collection such as interviews and observation because they are better ways of getting how humans interpret the world around them.

3.4 Research Design

Gary (2009) describes research design as the overarching plan for the collection, measurement and analysis of data. A research design can describe the purpose of a given study and the kind of questions being addressed. It further describes the techniques to be used for collecting data and the approaches to selecting samples as well as how the data are going to be analyzed. Peter (2005) refers to research design as the glue that holds all the research elements in a research project together. Denzin and Lincoln (2005) view research design as the blue print for conducting the study. Hence, research design may be viewed as the manner in which the entire research process is planned and managed until its final stage of report writing because it provides guidelines and structure to the research process in order to prevent haphazard procedures. This means that the logical plan which allows the researcher to navigate the way from the first point of the study to the end where he/she is presenting the findings and making recommendations.

Given the need for the educators to share their experiences in this type of research, it was vital to use a phenomenological case study. First, it was also appropriate to unpack the terms phenomenology, case study and phenomenological case study.

3.4.1 Phenomenological Case Study Design

3.4.1.1 Phenomenology

Cohen et al. (2006) describe phenomenology as a theoretical point of view that advocates the study of direct experience taken at face value and one which sees

behaviour as determined by the phenomena of experience, rather than by external, objective and physically described reality. Gary (2009) views phenomenology as exploring how people's taken for granted world is experienced and how structures of consciousness apprehend the world. Phenomenology is a reasoned enquiry that aims to discover the inherent essences of appearances (Steward & Mickunas, 1974: 3). They further argue that, in phenomenology, "an appearance is anything of which one is conscious and anything that appears to consciousness is deemed a legitimate area of philosophical investigation and thus researchable Steward & Mickunas, 1974: 3)". According to Husserl, an essence "is the entire or part of what the real individual as abstracted from its instantiations or embodiments in real existence and as determined to be invariant amidst imaginative variations" (Steward & Mickunas, 1974: 3).

Byrne (2011) claims that bracketing which is setting aside preconceived notions, enables one to objectively describe the phenomena under study. Bracketing assumes people can separate their personal knowledge from their life experiences. This means bracketing in the study helped the researcher to identify the essential reading strategies employed by grade 10 EFAL educators from the selected schools free from the researcher's prior experiences of being an EFAL educator. Wiersma (2000) adds to this by affirming that the phenomenological approach emphasizes that meaning of reality is in the eyes and the minds of the beholder, the way the individual being studied perceives their experience. In view of this, phenomenology is the descriptive study of how individuals experience a phenomenon from their own perspectives. This is suitable for the study as it is concerned with the phenomena of experiences as perceived by the grade 10 EFAL educators themselves.

3.4.1.2 A case study

Gillham (2000) defines a case study as a unit of human activity embedded in the real world which can only be studied or understood in context. In this study, the cases that were studied were two secondary schools. The teaching of reading in EFAL using reading strategies to instill a reading culture in grade 10 by educators of the said subject

within the schools constituted the units of each case. A case study is a specific instance that is frequently designed to illustrate a more general principle; it is the study of an instance in action. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen et al. 2006).

Rule and John (2011) identify two broad categories of case study namely, intrinsic and instrumental case studies. They make a distinction between the two case studies explaining that the intrinsic case study's focal point draws on the case because it is in itself interesting. An instrumental case study examines the case so as to explore a broader issue in depth. In the study, an instrumental case study was taken up because the EFAL educators shed some light on the issue of instilling a reading culture in their classrooms.

Thomas (2011) claims that the case study method is a kind of research that concentrates on one thing, looking at it in detail not seeking to generalize from it. When doing a case study, you are interested in that thing in itself as a whole. A case study is about a particular rather than the general. In this case, the study looked specifically at the experiences of educators who teach. Gary (2009) cites Yin (2003b) defining the case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident. Case studies explore subjects and issues where relationships may be ambiguous or uncertain.

There are several advantages why interpretivists employ a case study design. Yin (2003: 2) elicits that the case study method allows investigators to retain holistic and meaningful characteristics of real life events such as individual life cycles and organizational and managerial processes. Since context is central to interpretive paradigms, Robson (1993) suggests that if the researcher's main concern is to understand what is happening in a specific context and if s/he can get access to cooperation from the people involved, then s/he must use a case study. Human

behaviours, thoughts and feelings are partly determined by their context. In the case of the study, if the researcher wanted to understand people in their real life setting, if the researcher wanted the educators to share their experiences in teaching reading, then s/he must have to visit the participants- educators in the study- at the selected schools. Van Ransburg (2001:76) acknowledges that; as interpretivist researchers, our design would reflect an interest in contextual meaning making rather than generalized rules. Instead of surveying large group, we would take a close look at individuals or small groups in naturalist settings using in-depth studies.

Creswell (2003) defines a case study design as an in –depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system. Babbie and Mouton (2005) postulate that a case study facilitates an intensive investigation of a single unit which can be an individual study, community studies, social group studies, studies of organizations and institutions, studies of events, roles and relationships and studies of countries and nations. The study sought to assess the reading strategies used to instill a reading culture by enquiring on educators' day to day teaching of reading.

Babbie and Mouton (2005) affirms that case studies strive to portray what it is like to be in a particular situation to catch the close-up reality and thick description of participants' lived experiences of thoughts about and feelings for, a situation enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles. The participants in the study portrayed their lived experiences of teaching reading in EFAL to the researcher so that the researcher could have a clear understanding of the situation. The researcher adopted the case study because it allowed him/her to gather large amounts of data and it also enabled her to get into greater depth with more insight into the real dynamics of the situations and the people.

Despite the many strengths of the case study research design that are presented above, case studies also have limitations. Yin (2003) discusses two types of arguments against case study design. He argues that case studies are often accused of lacking

rigor since the researcher forms part of the research in a way. Secondly, Yin (2003: 21), notes that too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions. In view of the above statement, the researcher avoided not to exercise bias of any nature that would have influenced the participants as that would not yield valid and reliable results of the case to be studied. The researcher was guided in this weakness by adhering to ethical considerations. As interpretivist researchers, our design would reflect an interest in contextual meaning making rather than generalized rules. Instead of surveying large group, we would take a close look at individuals or small groups in naturalist settings using in-depth studies. In view of this, Creswell (2003) defines a case study design as an in –depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system. Babbie and Mouton (2005) postulate that a case study facilitates an intensive investigation of a single unit which can be an individual study, community studies, social group studies, studies of organizations and institutions, studies of events, roles and relationships and studies of countries and nations.

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3.5 Population, Sample and Sampling

3.5.1 Population

The population is a group of ten grade 10 learners and four EFAL teachers, in which the researcher is interested and which he/she wishes to describe or draw conclusions about (Briggs & Coleman, 2007). The population in a research context is any target group of individuals that has one or more characteristics in common that is of interest to the researcher for the purpose of gaining information and drawing conclusions (Best & Kahn 2003). Czaja and Blair (2005) concur with the above scholars by affirming that a population is a group or aggregation of elements that researchers wish to study and to generalize the results.

The target populations for the study are two secondary schools educators and 10 learners of grade 10 in the King William's Town Education District. The population was chosen because the researcher works and stays in the district. She knows most of the educators and is more comfortable to conduct research on the home turf.

3.5.2 Sample

A sample is a small portion of the total set of objects, events or persons that comprise the subject of the study. Macmillan and Schumacher (1993: 598) define the word sample as comprising a number of individuals selected from a population for the purpose of a study. It can be viewed as a subset of measurements drawn from a population in which the study is positioned (Denscombe, 2001). Thomas (2011: 61) confirms that when thinking of a sample in research, the emphasis should be on it being a sample of something. It is a sample of a wider population (the total figure of all the people in whom you might be interested is called the population and the sample is the sample of this population). For the purpose of this study, the researcher sampled four EFAL educators and ten learners from two Secondary Schools in the King William's Town Education District.

3.5.3 Sampling

Sampling is the process of selecting a part of a group under study with the aim of selecting cases of the population which can provide the researcher with representative information about the population (Rossouw, 2003: 109). The process of deciding on a particular sample for particular entities in a study is called sampling (Leedy & Ormrod, 2005). While there are a number of sampling strategies that can be used, Babbie and Mouton (2005) identify two types of sampling methods namely; probability sampling technique which are a primary method of selecting large representative samples for social science research and political polls and the non-probability sampling technique which contains; reliance on available subjects.. For the current study, the researcher used the non-probability sampling techniques employing purposive sampling.

As suggested by Cohen et al. (2006), a researcher should handpick participants who are typically suitable for the research. Tashakkori and Teddlie (2003) acknowledge the importance of purposive sampling in a research when they proclaim that, a researcher purposely selects certain groups of people or individuals for their relevance to the issues being studied. Cohen et al. (2006) describe purposive sample as a type of non-probability sample in which the researcher selects the units to be used in the study on the basis of one's judgment about which ones best suited the research purpose. In trying to justify the choice of purposive sample for the study, (Babbie and Mouton, 2005) states that purposive sample is apt for a phenomenological study as it grants the researcher in-depth information of specific life experiences of the research participants. In this regard, purposive sampling was employed for the selection of the four Grade 10 EFAL educators from the Secondary Schools as they are information rich sites that are reservoirs of firsthand information about teaching EFAL reading in grade 10 classes. Also ten, grade 10 learners were selected according to their levels of reading.

3.6 DATA COLLECTING INSTRUMENTS

In choosing the appropriate instruments, the researcher was guided by the nature of the research problem and the type of questions to be addressed. In addition, the choice of the paradigm and the research design also guided the researcher in adopting the instruments that are considered relevant to collect the data that addressed the key issues of the study.

3.6.1 Interviews

An interview is a face to face interaction between an interviewer and a participant or a group of participants (Wiersma, 2000). As a research instrument, an interview is unique in that it involves that collection of data through direct verbal interaction between individuals (Borg, Gall & Gall, 2003). Guba and Lincoln (2005) posit that interviews are used when it seems the members of the target population are unlikely to respond to a written survey, when the participants may not answer difficult or sensitive questions, unless an interviewer is at hand to encourage them, or when evaluators are not at all sure what is most important to potential participants. The researcher will arrange interview with the selected schools where she will interview face to face Grade 10 EFAL educators and Grade 10 learners.

Cohen et al. (2006: 268) advise that an interview may be used as the principal means of gathering information having direct bearing on the research objectives. Research that features multiplicity of views as well as strong subjectivity is premised in the qualitative domain (Rule & John, 2011). They further argue that the relevant focus comes by way of objectives and content intended to be covered. That is why Wiersma (2002) urges researchers to capture as much detail as possible during interview sessions.

The interview is a widely used tool to access people's experiences and their inner perceptions, attitudes and feelings of reality (Fontana & Frey, 2005). The basic interview is one of the most frequently used methods of data collection within the qualitative approach. Babbie and Mouton (2005) describe qualitative interviewing design as characterized by being flexible, iterative and continuous. Interviews produce an in-depth, insightful and detailed data that can be readily validated and that can most likely provide an understanding (Denscombe, 2001:189). When interviewing the EFAL grade 10 educators and Grade 10 learners, they were expected to share their attitudes and feelings towards reading and reading cultures in their schools. Cohen et al. (2006) identify four categories of interviews namely; the structured, semi structured, focus group or group interviews and unstructured interviews. The study will use semi-structured interviews as a primary strategy for data collection as it can allow participants to express themselves at some length. Semi-structured interviews are based on an interview guide- a list of questions and topics that have to be covered (Babbie and Mouton, 2005). Babbie and Mouton, (2005) assert that the interviewer covers each topic by asking one or more questions and using a variety of probes (like "Tell me more about that") and decides when the conversation on the topic has satisfied and has covered the research objectives. Cohen et al. (2006) emphasizes that semi-structured interviews consist of specific and defined questions determined beforehand, yet at the same time allows some elaboration on the questions and answers.

The semi-structured interviews allowed the researcher to probe and clarify responses which were not clear. Semi-structured interviews can also enable the participants to express their views freely and not confined by a drawn interview guide. The researcher is able to read facial expressions of the participants through which he/she was be able to probe more questions on their experiences towards teaching and learning reading.

3.7 Measures of Validity and Credibility of Data

3.7.1 Validity

The concept of validity tells us whether an item measures or describes what it is supposed to measure or describe (Creswell, 2003). Validity is an essential requirement in qualitative and quantitative research. Cohen et Al. (2006:105) claim that in qualitative data, validity refers to truthfulness, depth, richness, scope, triangulation and objectivity. The issue of validity is important and is always related to the worthiness and quality of the research and the degree to which it can legitimately lay claim to an accurate representation of the object or phenomenon under study (Thomas, 2011). How one ensures validity, particularly in qualitative, interpretive research is constantly open to debate and a range of different and contentious positions can be identified in the literature. Cohen et al. (2006:107) suggests that validity in qualitative research replaces certainty with confidence in our results, and that as reality is independent of the claims made for it by the researchers; our accounts can only be representations of that reality rather than reproductions of it.

3.7.2 Credibility

Credibility in qualitative research is the concept equivalent to internal validity in the quantitative studies (Rossouw, 2003). In view of this, Babbie and Mouton (2005) claim that credibility is achieved through:

Prolonged engagement with data sources, persistent observation and adequate checking of the raw data with their sources and triangulation.

Based on the above, Babbie and Mouton (2005) assert that triangulation is the best way to elicit the various and divergent constructions of reality that exist within the context of a study. It is used to collect information about different events and relationships from different points of view.

3.7.3 Member checking

Member checking entails paying participants a second visit to cross check whether or not they agree with the information recorded during the interviews. This helps in authenticating the findings of the interviews (Creswell, 2003). Babbie and Mouton (2005) define member checking as the most effective way of eliminating the possibility of misrepresentation and misinterpretation of the voice. Merriman (1998) concurs with the aforementioned claim by arguing that member checking is basically affording a participants the chance to check (to approve or disapprove) particular aspects of their responses they provided. Guba and Lincoln (1989) are of the opinion that checks relating to the accuracy of data may take place on the spot in the course and at the end of the data collection dialogues.

This exercise was carried out and participants confirmed their views and accuracy and interpretation of their views. It was of importance that the researcher ensured the credibility and reliability of the data that was collected and that should be done through member checking or feedback from the participants. In member checking participants were asked to edit, clarify, elaborate and at times delete their own words from the narratives if they were not comfortable.

3.8 Ethical Considerations

Babbie and Mouton (2005) explain the meaning of ethics as professional standards that prescribe normative behaviours of right and wrong as binding on researchers. The idea of ethics makes perfect sense because in the circumstances of taking a role of a participant anyone would expect to be treated with respect. Mertens (2005) discusses the issue of research ethics and points out that it is essential and important for research participants to be protected and decently treated. In order to do so, Mertens (2005) suggests that it is imperative to ensure that they get maximum benefits from the research in the spirit of giving back to the community in such gestures as ensuring

access to results that can inform policy and improve practice. He also advocates for the participants to be treated courteously as well as respectfully.

Cohen et al. (2006: 105) brings forth the issue of researcher code of conduct in a concise definition where they say: Ethics embody individual or communal codes of conduct based upon adherence to principles which may be explicit and codified or implicit and may be abstract and impersonal or concrete or personal.

This definition gives a variety of situations but the underlying principle is that honesty in all cases is not negotiable; it is important and should underpin all elements of this study. In conducting the study, the researcher is to observe the rights of the participants by seeking their permission before involving them in the research. The researcher should promise the participants to observe all their rights including the right to withdraw from participating in the study at any stage and also observe the ethical considerations as stated by the university. Ethics that was also observed included informed consent, confidentiality and anonymity.

3.8.1 Informed Consent

When carrying a research, it is important that the researcher should give to the participants, adequate information about the research that is relevant to their decisions to assist in the research and it should be in the language they are familiar with. The emphasis on informed consent arises from the fundamental democratic rights to freedom and self-determination (Cohen et al., 2000). On the issue of informed consent, Thomas (2011) reasons that informed consent principles are based on the premise that consent is with complete enlightenment, exercised in a non-coercive situation by competent individuals. Thus there is a need to be upfront with participants if you are to involve them in a research. They have to be told the nature of the research, the nature of their involvement so that they have a realistic chance to choose participation or non-participation. The researcher should be responsible for ensuring that participants

completely understand the purpose, procedures and risks involved in the study. Participants should be told how they would benefit from the study.

3.8.2 Confidentiality and Anonymity

Cohen et al. (2006) maintain that the two terms anonymity and confidentiality are closely related but different. Whereas anonymity means participants' identities should be kept secret even to the researcher, confidentiality means that although the participants' identities are known by the researcher, they should be kept secret from any other person and shielded from any possible exposure. In the study, to ensure participant's confidentiality and anonymity, the researcher used pseudonyms or codes for the participants and disguised the research site. The researcher also avoided statements that could be linked to any individual.

3.9 Data Analysis Procedures

Data analysis involves organizing raw data into a system that reveals the basic results from the research. Data should be arranged ordered and presented in some reasonable format that permits decision makers to quickly detect patterns in the data (Thomas, 2011). Leedy and Ormrod (2005) suggest that in qualitative research, the information obtained is organized in a chronological order, describing the daily life of the group, focusing on critical events that describe the story. In analyzing the data, the researcher identified the categories where the data was clustered into meaningful groups or themes. In view of this, data analysis in qualitative research involves:

- 1) Organisational details about the case,
- 2) Categorisation of data,
- 3) Interpretation of single instances,
- 4) Identification of patterns and

5) Synthesis and generalization.

In the study, the data was analyzed by arranging it in a logical and chronological order. Categories that helped to cluster the data into meaningful groups were identified. Since the researcher won't content with the steps as suggested by Leedy and Ormond (2005) he/she constantly went back to check whether he/she was on the right track.

3.10 Conclusion

The chapter outlined the methodology that was adopted for the study. The interpretivist and the case study design were chosen because the researcher was required to get an understanding of the experiences of educators and learners that were sampled for the study. In addition, the assessment of reading strategies used to instill reading culture in EFAL grade 10 classes also came in very handy and formed part of the data collected. Data collecting instruments included interviews. The chapter also included sample and sampling, measures of validity and credibility, ethical considerations.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focuses on presentation, analysis and interpretation of the main findings of the research. The previous Chapter laid out the research design and methodology which was a complete description of how this research was conducted. The study endeavoured to respond to the main research question which sought to explore reading strategies that grade 10 English first additional language teachers use to inculcate a Reading Culture amongst grade 10 learners, in two selected secondary schools in the King William's Town Education District.

The qualitative data used in this study was solicited from 20 participants who included: grade 10 EFAL educators and learners, who responded to semi-structured interviews, open ended questions and discussions; in addition to the interviews, lesson observation and document analysis were further used to add quality to the qualitative data elicited.

The data was recorded as field notes, and the analysis was undertaken using the same notes as there was no tape recorder used during the data collection process. The sample was made up of 10 EFAL educators and 10 grade 10 Learners from two secondary schools. The field notes taken were cross-checked to validate the data with the participants whether they were the true reflection of the information they had shared with the researcher.

The participants are distinguished from each other by means of the following keys:

E A (1) =Educator in school A No 1.

E A (2) =Educator in school A No 2.

E B (1) =Educator in school B No 1.

E B (2) =Educator in school B No 2

F G (A) =Focus Group in school A.

F G (B) = Focus Group in school B.

An analysis of the data and the research results are related to the themes that were explored the literature review in chapter 2. The data is possibly highlighting a comprehensive portrayal of the phenomenon under investigation. However, it suffices to say that the results presented in this report are small scale and localized considering that a large sample area may probably yield different results. However, in spite of all this, useful and important inferences of educational implication can be made on the basis of these results.

Specifically the analysis attempts to show the shared understanding or disharmonies that were found between the data collected and what the literature review says. In such cases where the data are not in harmony with the current findings, the researcher has reserved comments for the next chapter, which focuses on the interpretation and findings of the research. Probably in this way, the researcher tries to show the objectivity and trustworthiness of the findings.

The analysis of the data is presented as a story being retold by the participants as they are making narratives of their observations and their lived experiences (Thomas 2011). This is why Wiersma (2000) describes the process of data analysis as being a complex action of moving back and forth between data and concepts, between description and interpretation, with the researcher using inductive and deductive reasoning. These same views are shared by Mertens (2005) who argue that in processing qualitative data; the researcher has to take “a holistic view” of all gathered data before segmenting and reassembling them into categories or themes.

In the same token, the stories that the participants tell and have experienced are what is relived in this chapter where the researcher relies heavily not only on perceptions of learners and educators, on answers to the main research question of the study, but also on their experiences in the learning situations themselves. Data analyses for this chapter concentrates on created themes on reading strategies and teacher’s use of it in grade 10 classes to inculcate a reading culture amongst the learners. Appropriateness of the themes for the study is guided by the theoretical framework and literature review which underpin the study.

The themes are generated from categories that are emanating from data the analysis (Neuman 2006), the theoretical framework, as well as other theoretical perspectives outlined in chapters 1, 2 and 3. Willis (2007) defines a theme as an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestation. They further state that a theme captures and unifies the nature, or basis of the experience into a meaningful whole. In view of the above statement, the data analysis confirms that the themes are crucial in this study, providing the essential grounds for discussion of the findings

Basically the themes are guided by both the theoretical framework and the literature review on related studies on strategies that teachers employ to teach secondary school student in English as their first Additional Language in order to instil a reading culture which incorporates critical thinking and purposeful reading in learners who are in higher grades. As such, reading allows learners to understand the meaning of text, conceptualise the content, critically evaluate the message, and to be able to apply the newly found knowledge flexibly (Pressley, 2000).

To come up with the major topics, a rigorous selection of themes was done in order to get coherent and meaningful information from a large pool of the data that was collected. The purpose of the themes was specifically to assist the researcher to come up with a meaningful and flowing data analysis and interpretation. However, the researcher realised that some of the information on the themes tended to overlap hence blending was done so that unnecessary repetition and redundancies could be avoided.

The essence of such reading is that it allows learners to understand the meaning of text, conceptualise the content, critically evaluate the message, and to apply the newly found knowledge flexibly (Pressley, 2000). The research participants were never alerted to the fact that they were placed in different categories; this would have made them feel it to be an unfair research practice. The purpose of focusing on two groups allowed the researcher to have a complete and representative story of what actually happens in the classroom context (Willis, 2007). Thus, the data to be presented is basically from:

- Interviews
- observations
- Focus group discussions.

The researcher made use of a selected strand of data in the presentation through a thorough selection of those that were representative of all the gathered data. Thus, the fuller version of the data is presented in the appendices, which are arranged in a way to reflect the bulk and representation of the data collected. To analyse the data from the interviews, document analysis, and focus group discussions, the researcher made two representative strands from each question, two transcribed interviews and the two transcribed focus group discussions with one from the teachers and the other one from the learners is also shown in the appendix.

The themes used in this research are not exclusively divorced from each other, but are rather related in ways that give precedence over others. The researcher employed four major research tools to uncover perceptions of teachers and learners on strategies that are used to teach English to Grade 10 learners, which is a first additional language teachers intended to be used to inculcate a reading culture amongst learners, in two selected secondary schools in the King William's Town Education District.

In view of data analysis the researcher confirmed that the themes are of significance to this study, as they provide the essential grounds for discussion of the findings. The study draws on the following themes:

- 1.1 Reading Culture- in relation with School reading policy and School reading programs.
- 1.2 Reading Acquisition: looking at the availability of reading material at the schools, visitation to the nearest libraries, and support from stakeholders.
- 1.3 Reading activity: interaction of readers with texts, properties of texts, teacher guidance during reading in class and purposes for reading.
- 1.4 Reading Strategies: challenges and barriers on employing reading strategies, teaching methods to employ these strategies, and reading improvement.

As shown in chapters 1 and 2, teacher's perceptions and learner's conceptions of reading culture is crucial because it has the potential of giving better insights into challenges they face during reading lessons in English first additional language classrooms. Successful reading, especially in the higher grades, includes critical thinking and studying for a purpose. As pointed out by Brown and Campione (1990); Pressley, (2000), learners are required to understand the meaning of text in order to critically evaluate the message, remember the content as well as to make use of the newly found knowledge. Thus, Grade 10 EFAL teacher's perceptions and understanding of their schools' reading policy and reading programs can highlight those factors that need to be addressed so that a reading culture can be instilled in their classrooms.

The following are themes on teachers' and learners' perceptions, on their understanding of the reading culture that is in the two schools which were sampled for the study. The analysis is guided by the questions which were asked to participants in the interviews. It should be noted that the interview responses were taken verbatim during the process of the research.

4.2 Themes

In the presentation, the data is coded according to the themes mentioned above. The researcher in each case introduced a theme, signposted it then made commentaries where necessary. Each theme is represented by three strands of data from each category of the learners and three teachers. Each strand of data is written in italics.

4.2.1 School Reading Policy

The above theme was chosen because the researcher wanted to find out whether schools have a reading culture whose intention is to instil a solid reading culture in high school learners. This theme was to serve as a pathfinder in the analysis of the data. As already mentioned earlier, in the preceding chapter that consistency in questioning in the instruments for data collection would widely apply in the gathering of data for this research. Based on this, all the responses from the different tools will come as responses to questions from the interviews and focus groups.

4.2.1.1 Data segment 1 from the interview

The following are some responses from the interview focussing on school reading policy based on the question below.

Q: Does your schools have reading policies?

EA 1 says: *There is no reading policy in my school, but in our time-table, for every second day of the week, the last two periods which are two hours long, are mainly catered for reading.*

EA2 says: *No. We have not yet established a reading policy, but there has been a talk to that effect.*

EA3 also says: *No, we don't have a policy. Are there schools that are having a reading policy at the moment?*

The responses from all teacher participants above show that schools do not have a reading policy. While the teachers confirmed that their schools did not have the reading policy the researcher had to find out from the focus group how the learners accessed reading in the absence of a policy.

4.2.1.2 Data segment 2 from the focus group discussion

The following are responses from the learners based on the question above.

FG.A (L1) said: *Yes there is a library, but it is actually not operating.*

FG.A (L3) *Yes there is, full of books but I have never seen anyone reading in there, instead the Library is sometimes used as a classroom; teachers call it a media centre.*

FG.A (L3) said: *we have one in a name.*

All the participants in the focus group appear to be suggesting that schools do not have a reliable study policy.

4.2.1.3 Data segment 3 from the observation

On whether schools had a reading policy the researcher noted the following from the observations made. For instance the first lesson was on “reading stories from newspaper articles”:

(EA.1) the researcher made an observation that: there were plenty of reading magazines which were given to the class. Instructions were already written on the chalk-board; the teacher read the instructions to the class, before she explained what she wanted learners to do. During that lesson observation, the researcher noted that learners were not instructed on whether to read silently or aloud; also noted that some learners were restless and could be seen moving from one group to another.

(EA.2) on observing a second lesson with the idea of finding out if the two schools have a reading policy. In that lesson it was observed that in an effort to make learners read to understand the passage, each learner had to read a story from a text book, learners never read silently. The teacher gave what seem to be clear instructions. Instead, learners continued making noise, when everyone was expecting them to start reading. The learners that were concentrating were constantly disturbed by those making a noise.

These lesson observations, made the researcher to conclude that schools were lacking a comprehensive reading policy.

4.2.1.4 Data segment 4 from document analysis

The researcher's intention on document analysis was to find out whether the 2 schools have a reading culture. Documents would give evidence that schools have reading policies or show any reading strategies used. In this endeavour, the researcher observed that at one of the schools coded DA 1, there is a provision.

D A 1: there is an hour period every week where children are supposed to be in the library reading novels, magazines and newspapers. These two hour lesson are

indicated on the masters' time-table. A further analysis of documents shows that the schools' vision statement stipulates that: *to develop a reading culture in learners.*

Observation of DA 2 revealed that teachers plan their lessons according to the *Curriculum and Assessment Policy Statement for EFAL, Grade 10-12 Document. CAPS (2010:33)*, which in part has the following:

- Reading: where reading is monitored with clarification of words and phrases.
- Post-reading: where questions are asked to summarise a text.

The researcher also observed that these reading lessons are planned for by the teachers whose plan books were also presented as document analysis.

In spite of schools having documents which evidently show that they are going towards having a reading policy, very little is being done to implement that reading policy. Also noted that little is done to monitor whether learners are actually utilising the study periods.

The second question for teachers was focussing on whether having a reading policy at schools was appropriate or not.

Q. Do you think it is appropriate for a school to have a reading policy?

From this question the responses I picked from some of the participants were:

4.2.1.5 Data segment 1 from the interview

EB1: *Yes it is, to ensure that reading activities take place, assisting and encouraging learners to love reading without being forced. While*

EB2 said: *learners will be confident to read on their own, this increases the fluency in speaking English as a First Additional Language. This opportunity is also very good as it assist learners to improve vocabulary.*

EA 1: *Yes, that will promote a reading culture for the whole school.*

From the interview responses on the above question, it is evident that the participants appreciate the importance of having a reading policy in schools. This is because the policy would act as a guide for uniformity across the curriculum.

4.2.1.6 Data segment 2 from the focus group discussion

FG.A (L1): All the members of the focus group unanimously agreed to the statement below:

these policies are just put on paper but are not in practice, the Government of the Eastern Cape promised to make Literacy a priority but still we do not have librarians in our schools, all we have is a structure full of old books, not appropriate for the learners reading levels.

FG.B (L2): if we can have a reading policy at our school, where will the books come from?

FG.B (L3): we don't even have a school structure, where is the reading material to be kept.

From the interview responses, it is evident that participants appreciate the importance of having a reading policy in schools, but some struggle to understand how it can materialise in their school environment.

4.2.1.7 Data segment 3 from the observation

(EA.1): The lesson observed was a poetry lesson entitled “An Abandoned Bundle” the researcher noted that, there were few reading text books for the learners, with each group of eight children having to share a text book including that of the teacher; also observed that, some learners were fidgeting with their phones instead of working on the assigned work. The learners did not have dictionaries in this EFAL classroom so they were trying to use their phones instead.

(EA2) getting at this school was when learners were said to be in the study period, where they were supposed to be reading on their own. I made an observation that during that two hour period only a handful of the learners were reading either text books or magazines, and the majority were loitering around the school yard, and others choosing to go here and forth to the toilets. When learners were later asked to write a brief summary of what they had been reading during the two hour period the majority could not write meaningful paragraphs.

The conclusion that the researcher made during the observations were that reading policies at schools are important because they assist learners to effectively utilise their learning opportunities. Although schools valued reading policies, what they lack are resources to effectively nurture learners to utilise reading opportunities.

4.2.1.8 Data segment 4 from document analysis

Findings on document analysis on whether it is appropriate for schools to have a reading policy show the following issues:

The researcher made an analysis of text books and magazines at schools and minutes on reading policy.

DA 1: researcher noted that the school had few old books, most of which did not have stories learners are interested.

DA2: read through their minute record book, where reference was made to the effect that learners had to fully utilise 2 hour reading lessons.

From the document analysis the researcher concluded that schools know that reading policies are very important, but they lack ways to appropriately implement and monitor programmes.

The third question for teachers was focussing on how the school programme is run in schools.

Q. How is reading culture displayed in your school?

From this question the responses the researcher picked from some of the participants were:

4.2.1.9 Data segment 1 from the interview

EB1: The school does not buy new reading materials for reading and it is only when teachers buy a newspaper or a magazine that you see learners browsing the newspaper but they never buy one.

EB2: You seldom see teachers reading a newspaper within our school community, not to mention the learners.

EB1: only one teacher carries a daily newspaper, then you will see others browsing through it.

From the participants' point of view, schools do not have meaningful programmes on how to cater for effective reading programme. The other point raised is the fact that teachers are not role models with regard to instilling a reading culture in secondary school learners. This entails that there is lack of adequate training for the teachers to teach reading and the department of education is not also playing its role of training, development, monitoring and evaluating.

4.2.1.10 Data segment 2 from focus group discussion

The following focus group discussion responses were presented on how schools promote reading culture from

FG.A (L1): Yes, a reading culture is displayed in schools through debates, sometimes learners are given topics to read for and then make discussions or make speech presentations.

FG.A (L2): There is Dramatic Society where story telling is done, here in our school it encourages learners to read, and it find more on what they would have heard from the stories.

FG.B (L3): There should always be activities, sometimes we read and prepare and then we do not participate, our teachers are sometimes busy.

From the responses from focus groups, it was evident that schools have designed different ways of ensuring that learners read. In a way this is inculcating a reading culture in learners. Since learners are hesitant to read, the teacher and if possible parents have to find a way of motivating them to learn because once they are able to learn reading, it would facilitate their reading to learn.

4.2.1.11 Data segment 3 from the observation

The researcher also made observations with the hope of finding out if schools had programmes that promote a reading culture. The following were observations made in the schools.

(EA.1): teacher made provision for learners to study during teaching lessons, as he arranged group work for them to read and to make use of each other by asking what they did not understand. It has been noted that few children were actually reading books as instructed by the teacher, a majority of the learners were making noise and doing different assignments. Furthermore the observation also revealed that some groups of learners were actually communicating in their native language, when actually the teacher had instructed them to read English books.

(EA.2): I also observed that there was a well-articulated programme for two hour study period every week. During this two hour period, learners were supposed to be studying silently in the classrooms. What the researcher observed when she got there was that, learners did not use the two hour period profitably, as some made unnecessary errands to the toilets.

From the conclusion of responses on: How is reading culture displayed in your school? It was noted that schools have scheduled reading programmes where learners should maximise to improve their reading skills. However, these programmes are not well coordinated and monitored.

4.2.1.12 Data segment 4 from document analysis

Findings on document analysis on the question: How reading culture is displayed in school, show the following issues:

DA1: The period on study hour is displayed on the chart on the wall.

DA2: At school, document analysis it was noted that they were receipts on new books which were bought although they are only prescribed books.

The conclusion that was reached upon finding all that evidence about the reading culture as revealed in schools was that schools have the enthusiasm of implementing a reading programme.

4.3 Management of the Reading Culture in Schools

The researcher chose the above theme because he/she wanted to explore the personnel responsible to promote the reading culture in schools. The following are the different responses from the interview questions that wanted to find out who exactly is in-charge of the instilling the reading culture in schools.

Q. Who is responsible for managing teaching of reading in your schools?

4.3.1 Data segment 1 interview

The following are some responses to question on strategies used to enhance reading culture in schools.

EB.1, That is the responsibility of language teachers and as one of the them here, *I always make sure I collect news-papers and magazines to bring to class, given that text books are not sufficient which result in learners sharing them*

EB.1 made this contribution: *Language teachers are responsible for the process of instilling a reading culture in learners, according to learners' own understanding on how*

each one of them reads, brings own meaning from a reading material. I personally encourage learners to visit the nearest libraries because I believe the books there are better written than the newspapers and magazines.

EA.1: Basically all educators are supposed to be responsible. However, it has become a blame, blame, game, where other teachers think it is mainly the responsibility of language teachers.

The conclusion which was derived from the above interviewees is that teachers are responsible for the reading culture programme.

4.3.2 Data segment 2 Focus Group Discussion

The learners also had their own say in the strands that follow:

(FG.A L1): had this to say, during EFAL lessons, teachers bring own reading materials that specifically meet objectives of the lesson. In some cases, these reading materials can be print outs or hand outs that are related to the prescribed literature books that are used for examination purposes.

FG.A (L2): states that: for every reading activity language teacher's source reading materials as supplementary reading to what maybe in their classes. They ensure that learners spend time reading the materials at hand.

FG.B (L1): our teachers always make copies for us, in all learning areas we use copies in class and for homework.

The above strands are clearly giving evidence to the fact that teacher's source reading materials, as supplementary to other materials that schools have for learners.

4.3.3 Data segment 3 Observations for management of the reading culture

The researcher observed in order to find out how schools were managing and monitoring reading. The following were observations that I made in some of the schools. The observations were meant to check whether secondary schools had reading materials which could give evidence of a reading culture.

(E.A1): There were piles of newspaper, which had different names written as owners of the newspapers or magazines. When I also asked how the teacher was getting the magazines she smiled and said *it was through sourcing from friends and well-wishers.*

(E.A2): Here I saw clustered newspaper cuttings. I also noted that there were work-cards on the articles of newspapers. When I asked the learners who were making such an effort they all pointed that it was their teacher.

The conclusion made about newspapers as well as the responses from one of the teachers and learners during a reading lesson was that it was indeed the responsibility of language teachers to ensure that a reading culture was instilled in schools.

4.4 Strategies Used to Achieve Reading Culture in Schools

The researcher chose the above theme because he/she wanted to explore methodologies/strategies which schools use to promote a reading culture. The following are the different responses from the interview questions that focused on the strategies that schools use to enhance reading culture.

Q. Which reading strategies do you use; that you think will benefit learners according to their reading levels during EFAL reading lessons in your Grade 10 classes?

4.4.1 Data segment 1 Interviews

EB.1: usually I make sure that when I introduce my lesson all learners have opened a relevant page where I would need them to read. Further to that if my reading lesson should be meaningful, and then each learner should have a text book or a hand out on which to read together with others.

EB .2: with secondary school learners I always ensure that whenever we are about to do a reading lesson, each student should have a dictionary to check for the meaning of the new words. In addition, I encourage children to read silently as this ensures internalisation of what they are reading.

EA.I: on daily basis, in my lesson at least 3 learners are given a chance to read before the lesson ends, which gives me assurance that at least half of the class is given a chance to exercise reading, in a month.

4.4.2 Data Segment 2 Focus Group Discussions

Learners also made the following contributions regarding strategies which educators use to inculcate a reading culture in schools.

FG.A L1: Our teacher prefers to ask us questions that focus on what we will see in the text even before we have started to read about the story itself. This method is encouraging and it makes us wonder what the week's reading lesson would be like. In the same way, another response from the members of the group was: The preparation that the teacher puts into each lesson is intensive and we appreciate that too. She brings in a lot of learning materials which greatly make us appreciate reading.

FG.A L2: Our teacher prefers to read to us first when everyone in the class is listening, after which She let us read in groups, helping each other with pronunciation of words. Every week the teacher asks us to write a page, summarising what we would have read for the week. This keeps us reading and wanting to know more about the books in the library.

FG.B L1: Everyone is to be prepared to read out in our EFAL class, in case your name is being called by chance, because every day our teacher will just call out for a person to read.

From these three strands, it is evident that teachers encourage learners to develop a reading culture in many forms, ranging from preparing their lessons to ensuring that learners are tasked to read

4.5 Support Mechanism in Place

The researcher selected the above theme because she wanted to find out whether schools were being supported by stakeholders in their efforts to implement a reading culture. Below are responses that were got from the participants on how stakeholders support schools to instil a reading culture in learners.

4.5.1 Data segment 1 Interviews

The educators made the following comments on how stakeholders support in implementing a reading culture for their schools.

EB.1: In my class during reading, every learner participates, even those who are shy or lack in ability to read, because I always remind them that oral marks are part of the marks that constitute the overall marks as is required by the examination board.

EB.2: My learners know to read in class is a requirement according to the CAPS Document, which contribute to their final-mark. That is I always ask them to practice and read on their own. As a result I see a lot of improvement in word pronunciation.

EA.1: At least some parents are enlightened and do supply reading material for their children, even helping them with their school work, also some are encouraging them by giving them transport money so they can go to town to visit the nearest library.

The above strands show that the government supports that secondary school learners should be taught how to improve their reading. At the same time teachers and parents use various methods and strategies to encourage learners to improve their reading.

4.5.2 Data segment 2 Focus Group Discussions

FG.A L1: *Teachers often ask us to take our text books with us home, with the hope that we will be assisted by our parents or siblings. Unfortunately when we get home for some of us, no one is prepared to help us, because of other commitments.*

FG.A (3): Because I stay in a village and have to wait until late afternoon for my transport home ,my parents encourage me to wait at the Library doing my school work and read my books, I sometimes borrow novels from the Library to read on weekend.

FG.A L2: *There is a lot of support that we are expected to get from each other by way of group work, especially when we are at home. However, some of these assumptions are not attainable as, members in one group might not be coming from the same village. In most cases, we come back to school having not done the assignments as we are sometimes to share the prescribed literature books.*

It is clear from the above that there are quite a number of mechanisms in place from stakeholders that are designed to improve the reading culture in learners. However, in spite of these, resources remain as stabling blocks to the launch of effective reading culture in schools.

4.5.3 Data segment 4 Document analyses

In the process of analysing data, on how the government support reading culture I note the following. To sum up, findings on document analysis indicate that teachers should prepare their lessons according to the Curriculum and Assessment Policy Statement for EFAL, Grade 10-12 Document. CAPS (2010:33), places reading under the following:

- Pre-reading: where Prior Knowledge and Prediction is done during listening, reading and discussion of text.
- Reading: where reading is monitored with clarification of words and phrases.
- Post-reading: where questions are asked to summarise a text.

CAPS (2011:7) states that, teachers should identify barriers to learning in the classroom and in order to address these barriers they must make use of various curriculum differentiation strategies. It further states that this can only happen if all teachers have a sound understanding of how to recognize and address barriers to learning, and how to plan for diversity (CAPS, 2011: 4).

4.6 BARRIERS TO READING CULTURE IN SCHOOLS

The researcher chose the above theme because she wanted to find out the nature of problems that are in schools which affect the implementation of the reading culture in schools.

The following are the different responses from the participants on the nature of challenges that are in schools that impact on reading culture. Thus, responses were based on question below:

Q. State the challenges you face when teaching reading to your Grade10 EFAL classes?

4.5.4 Data segment 1 Interviews

The educators made the following comments on the above questions.

EB.1: *It is very much unfair to most secondary school teachers as most of the learners, are unable to read. Thus, one cannot be expected to implement an effective reading programme when the learners cannot read on themselves. Personally I blame their teachers in primary schools. That is where they should have been taught to read.*

EB.2: *As it is, the learners do not have the motivation to read because they lack the confidence to read. In such a situation what else can I do except to make them say words after me, and also to try to model my reading. Furthermore, the other major issue is the lack of the most critical resource-time. Time is not enough for language teachers to effectively drill reading in learners, and yet teachers hardly have any time because of too much paper work.*

EA.2: *I see teaching learners reading as time consuming, as by trying to help the struggling readers during reading lessons, I end up not finishing my intended lesson goals for the day. As a result I only encourage student to visit the library, whenever they are free. However, visiting the library is not a solution again as more often than not these learners do not get an assistance from the library because books are few there. Sometimes when I ask them to go to the library and when I make a follow-up I normally*

do not find them concentrating on reading. It is this lack of monitoring in the library that does not improve reading to these learners.

The conclusion one makes from the above strands is that one of the major challenges that teachers encounter is the quality of secondary school learners who are not capable of reading on their own. The issue of lack or shortage of resources in most schools also attribute to poor implementation of reading culture in schools.

4.5.5 Data Segment 2 Focus Group Discussions

During their discussion, learners make the following contributions with regards to challenges that hinder reading culture in schools.

FG.A L1: It is of no use because we do not have a Librarian, it is only full of old books, and the issue of reading material is also a major challenge because even learner textbooks are never enough.

FG.A L2: The problem is that the books or in our dormant library is old, and one hardly finds textbooks that have stories which are related to what we are learning in our classes.

FG.B L1: there are some of us how are not able to read long passages on their own, and teachers are always busy to help us, because they accuse us of not being serious with our reading programme. In the same vein another student also added that most significantly is the fact that reading books are very scarce as learners have to share the reading books the school have.

Such revelations from learners point to the fact that they are quite a number of problems that affect learner's reading culture in schools, which range from shortage of reading resources to lack of the willpower from teachers to assist learner's reading.

4.5.6 Data segment 3 on Observations

During observations the researcher also wanted to find out challenges that impede the reading in schools. The following were observations that the researcher made in the schools. Observations were meant to check whether secondary schools had reading materials, existence of the library as well as if teachers were committed to assist the learners to achieve a relative reading culture.

EA.1: *Observations were that most schools had libraries which were meant to support learners to improve and nurture the reading culture. However, the researcher also made stunning observations to the fact that the libraries are more of buildings with outdated books, like old Afrikaans books and other books of learning areas that are no more in this schools syllabus.*

EA.2: *In the other school the researcher also made the following observation which he/she attributed as a barrier to reading culture in schools. For instance when he/she got to one school during a 2 hour study period the researcher observed that learners were only reading alone in the class with no one to supervise them, also observed that the majority of the learners were neither reading nor settling down.*

From the two observations which the researcher have given above, he/she noted that one of the libraries is not equipped to assist learners to develop a their reading passion as anticipated because it is never in use and without a librarian. Secondly the

observations also revealed that both teachers and learners lacked the zeal to improve the reading culture in schools.

4.6 Conclusion

This chapter brings to surface the qualitative research, generated from interviews from teachers, focus group discussions for learners, school observations and documentation analysis that would lead to a greater understanding of reading interactions among grade10 EFAL teachers in eliciting a reading culture amongst learners. Based on the presentation and analysis, there is justifiable evidence that the learners have a serious handicap for reading. In view of this, there is need for curriculum designers to bring up policies that can be engaging to foster a reading culture. Secondly, parents and content teachers together with language teachers need to put their heads together to see how a reading culture can be built among the learners. Such efforts can lead to learning to read and if achieved then there can be reading to learn.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This study's primary purpose was to explore reading strategies used by English first additional language (EFAL) teachers to elicit a reading culture amongst learners. It also aims at gaining a better understanding of how effective these reading strategies can be in inculcating this culture amongst all learners.

The discussion of the findings in the present study is divided into two sections:

- (a) Teacher perceptions and understandings and
- (b) Learner conceptions.

Built on what is embedded in their answers and the researcher's interpretation from the reading strategies employed by grade 10 EFAL teachers to elicit reading culture amongst learners need to be discussed.

The discussion in each section incorporates and integrates the findings from the focus group interviews, observations and documentary analysis discussed in chapter 4. The following subheadings indicate what the findings presented in relation to themes that emerged from the research objective:

- (a) Reading culture.
- (b) Reading acquisition.
- (c) Reading activity.
- (d) Reading strategies.

5.2 School Reading Policy

The above subheading was chosen because the researcher wanted to find out whether the natural setting (secondary schools) have a reading policy with the intentions to instill a solid reading culture amongst learners. First of all, the findings indicate that some teachers have no knowledge of what a reading policy entails. On the contrary, they are only aware of a language policy supplied to both secondary and high schools by the Department of Education.

From the interviews with the grade 10 EFAL teachers, it can be seen that the teachers are showing interest to know more about how to go about creating a reading policy in order to improve reading skills amongst their learners. According to Kwa Zulu-Natal Department of Education (2010), it is therefore of importance that every department of education adopts a systematic approach to the teaching and encouragement of reading for learners through the adoption of a reading policy.

In general, the findings indicate that although there seem to be no reading policy in these secondary schools, the teachers seem to be excited of the idea of a reading policy, as they see the importance of independent reading for their learners. In view of this, less exposure to reading seem to be of no benefit, as there seem not to be enough time given for reading in the two senior secondary schools. To this effect, Johnson (2005) argues that developing learner's confidence in reading independence and enthusiasm is a challenging task that all people should share.

The findings further indicate that a reading culture is rarely displayed in these two secondary schools. It is only displayed sometimes through debates, discussions of read topics or speech presentations randomly organized by the Department of Education for secondary school learners to compete as schools. The CAPS Document states that opportunities for children to read books on their own also develop fluency (CAPS, 2012).

According to the participants one secondary school has a Drama Society, which encourages learners that are involved to read. This finding supports Johnson (2005) observation that when an individual habitually and regularly read books and other information materials that are not necessarily required to advance their profession or career, is said to have a reading culture.

It can be seen that for managing the teaching of reading in the two secondary schools, language teachers have a responsibility to see to it that they fuse the teaching of reading in during their language lessons, otherwise reading is seldom taught at these two senior secondary schools in the King William's Town District.

The findings from the analysis in chapter 4 also revealed that English first additional language teachers conduct the process of reading according to their own understanding, providing their own reading material to the class and also encouraging learners to visit the nearest libraries.

Teachers are also keen to ensure that reading materials are available during their lessons, as they see the need for extra reading materials in their schools. The results are congruent with previous research confirming that reading is essential for effective learning and efficient living (Akinbola, 2007). The findings under this theme support that teachers have an idea of how great it can be and the importance of reading material in the lives of their learners which motivates why they bring newspapers and magazines to schools to motivate reading.

From the findings participants' comments indicate that there is no culture of reading amongst learners, or in their school community which is a concern amongst the participants. Furthermore, Illegogie (2005) cautions that, development through reading habit is identified as the single most important determinant of a student's success in education and in our modern complex society. Gbadamosi (2007:44) also notes that reading culture is the process of building up positive reading attitude among learners over a period of time.

5.3 Reading Strategies

Through introspection from some teacher's responses during the interviews on reading strategies, the findings revealed that it was not an easy question to answer. In view of this, reading strategies seem to depend on the lesson itself, as the lesson continues, the strategies seem to change.

As a result, the findings resonate with Zimmerman (2008) who argues that as learner's progress, teachers are to have a repertoire of strategies to draw upon and know how to use them in different contexts because struggling learners need explicit teaching of these strategies, to become better readers.

In addition, findings from class observation revealed the use of reading activities employed in EFAL lessons. Starting from pre-reading activities, where a topic is analyzed, allowing room for questions that will give an understanding about the text. Secondly, during-reading activities, the teachers look at whether the questions were clearly understood while they were reading the text. Post-reading activities involve looking back at whether the expected answers were given.

Furthermore, classroom practices reveal that great emphasis is given to scaffolding, which specifically seem to be a reading strategy that teachers use more frequently, as one of the methods with a positive effect, in teaching reading in EFAL classes. According to Thomas (2011), reading has four main components, decoding, comprehension, response and metalinguistic or metacognitive knowledge, and they all influence the reading process. This means that teachers should make reading a more central activity because it needs to be taught well for it to be meaningful to the learners.

Although some participants were not participating in class, the study noticed that some learners' vocabulary skills have improved with the teaching methods being made use of. During EFAL lessons, it can be seen that not all learners were keen to use English in class. Just because learners are forced to stand up and respond to contextual

questions, some responded in their mother tongue, 'Isixhosa' which indicates their lack of understanding.

Through classroom observation, it was found that not every child can read or have the confidence to read aloud in class. When this happens, the teacher would simply pass that struggling learner asking another learner to read. Secondary school teachers have a hard time teaching reading and so they need to be trained for them to know and be sure of what they do. Participants appear to feel guilty for not being able to know how to help their learners to read especially those learners who come to secondary unable to read. It seems there are those unfortunate learners who proceed to higher grades due to the automatic policy find themselves being stuck when they have to read.

Looking at the duration of each period, which is an hour per period, the findings show that there is inadequate time for teachers to help struggling learners unless both teachers and learners can sacrifice time for extra reading classes.

In addition to the above, the observations are also concurred with the learners' perceptions that the time given for each lesson was not enough for the teaching of reading. Another serious problem is the numbers of learners in class who are not opportune to read in class. Extra time is to be given for reading, and reading is to be taken seriously just like any other practical lesson at school.

According to Zimmerman (2008), teachers' acquisitions of teaching skills necessary to bring about the development of literate language competency are critical, especially in South Africa. Many assumptions have been largely unquestioned about how to teach reading in secondary schools. Lamentably, the researcher's observation on the management of textbooks in class shows that textbooks are not well catered for as most of them are not even covered. This shows that class teachers are not managing the books well, and that if they don't value the books they cannot be valuable also to learners.

It can be seen from the data analysis that the issue of the availability of reading material emerges as a problem. In this regard, while there are some teachers who make efforts to bring reading material to school such as magazines and newspapers these are not considered to be enriching materials. Thus, teachers may use them for teaching how to read and write articles as required by the syllabus as well as for skimming and scanning for current affairs and environmental awareness.

It is justifiably evident that teachers never allow learners to read comprehensively and thoughtfully. Considering attention that was drawn from the responses as to how large numbers of children in South African schools are poorly performing on standardized literacy tests (RASA, 2010). It renders the researcher to question if senior secondary schools have enough reading material and reading programs. Access to books at home and libraries is for self-directed progress towards reading proficiency (Newman, 2008).

During observation, it was found that there were magazines as the days reading material, and that the lesson was based on how to write an article, where learners were each to choose an article to read, so they may present what the article is about and why they think it deserved to be published. While learners needed to scrutinise the elements of the article later, they could not do it since at the end of the period the learners had to hand over the magazines to the teacher for use in the next class.

5.4 Reading Acquisition

The classroom practices that were presented and analyzed in the previous chapter indicate that teachers are trying to make learners to get reading material to use at home. They are also giving learners tasks that can ensure learners read as they are to give feed -back on what they read in class. The findings further indicated that teachers usually guide the interaction of readers and text during reading. In view of this, reading visually is active learning with positive effect on building both long and short term memory (Coetzee, 2008).

The findings of the study suggest that there is no justice done to these learners as they are not given enough time to read in class. From the interviews with the learners, it was found that they only read for Curriculum Assessment marks and in such cases, they are forced to read aloud or they will not be given marks. In view of the fact that very little time was spent on reading instruction, the teachers are more focused on the duration of periods and assessment, without giving attention to reading problems.

This is suggestive that reading aloud is a problem to some learners, for one has to be fluent in EFAL to be bold enough to read aloud in class. Fluency in reading encompasses automaticity of word recognition, familiarity with text structure and topic, awareness of various reading strategies and conscious use and control of these strategies in processing a text (Coetzee, 2008:1).

Based on the above, the participants were delved on their reading habits. In view of this, some learners made it clear that they never thought of reading as fun since they only read for tests and information. Although it might be argued that some learners do read, the problem might be the type of material they read. In terms of the type of reading, the interviews indicate that learner's perceptions on the developmental nature of reading is focused on increasing their knowledge, but some of the learners appear to understand that the reading is the most enriching type of exercise for knowledge acquisition. Through classroom observations, the researcher found that some learners were fiddling with their phones to find answers since there were no dictionaries as the teachers claim which appeared very strange to the researcher.

5.5 Reading Activity

In view of the reading activities, the findings show that teachers encourage learners to visit nearby libraries since the two secondary schools do not have libraries to cater for reading. Most fortunately for these learners, there seem to be two nearby Libraries for them to visit. According to the learner participants, these learners only visit the Libraries

to do homework, information, research purposes and assignments because their textbooks and prescribed literature books are only available at the libraries.

Through classroom observation, the study found that for teachers to ensure that their learners read copies of texts were given to each learner to read at home for the next day's task, which usually focused on discussion of contextual questions on the text given before the writing of essays. The findings of this study indicates that there are two types of learners in these two schools when it comes to reading; learners who love to read, this category of learners are also confident to show off their reading skills in class, as they stand up with pride to read aloud. There is a second category of those who are shy but are forced to struggle to read aloud in class.

From the interviews with learners on the genres they like reading, that the findings portrayed that those who have access to reading material at home, together with the ones that visit the library regularly, have been exposed to different genres like poetry, short-stories, drama books and novels. Ironically, they seem to voice their frustration that novels are boring.

5.6 Reading Guidelines

The findings from Document Analysis indicate that teachers are to prepare their EFAL lessons according to CAPS document supplied by the Department of Education for guidelines (CAPS 2012:33). In view of this, CAPS places reading under the following:

- Pre-reading: where Prior Knowledge and Prediction is done during listening, reading and discussion of text.
- Reading: where reading is monitored with clarification of words and phrases.
- Post-reading: where questions are asked to summarize a text.

CAPS (2012:7) states that teachers should identify barriers to learning in the classroom and in order to address these barriers make use of various curriculum differentiation strategies. It further states that this can only happen if all teachers have a sound understanding of how to recognize and address barriers to learning, and how to plan for diversity (CAPS, 2012: 4). According to Cohen et al. (2006: 7), teachers should be asking themselves, what they are doing, what they need to improve in their lessons, and how they should improve their reading lessons.

5.7 Similarities from Both Lessons

It was revealed that teachers from both schools used English, but would rephrase their questions in their home language when learners seem not to understand, or when learners are not responding to the questions. Secondly, code switching practices are currently a feature of many South African classrooms where teachers and learners share a common home language, while the language of learning and teaching is English (Probyn, 2009). According to Willis (2007), teachers need to take advantage of multilingualism in their classrooms and to use it to the advancement of student learning.

In some instances, the study shows that not all learners in group work were interacting, whilst others were loud, some were quiet and only writing. Thomas (2011) state that Cooperative Learning can be a powerful tool toward several transformative goals including building communal bonds, learning to consider others' needs and learning to be active in a team. Learners mostly interacted in their home language in their groups.

5.8 Conclusion

In the above discussion of the findings, an attempt was made to address the research questions on which the study was based. Highlighting the reading strategies used by EFAL teachers to elicit a reading culture amongst learners.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter sums up the entire study. It begins with a recap of the research questions. The conclusion of the study follows. Later, it gives the limitations followed by recommendations and finally with recommended areas for future research. This study has attempted to answer the research questions using a case study design within the qualitative approach. The study used multiple methods for data collection: interview, observation and document.

The main research question for this study was:

The following research questions guided the researcher to come up with conclusions to the study as a whole:

How efficient are the strategies employed by grade 10 language teachers to elicit reading culture among learners in public secondary school?

In order to answer this question, the following sub-questions were asked:

- 1** What strategies are used by grade10 language teachers to inspire a reading culture among public secondary school learners?
- 2** How are the strategies used to inspire the culture of reading?
- 3** Do learners see any practical benefits from these strategies?

6.2 Conclusions

This chapter is the final conclusions, based on the findings of the analyses undertaken in addressing the research questions. The findings of this study without forgetting its limitations seem to provide evidence in favour of the idea of reading strategies used to elicit a reading culture amongst learners in EFAL classrooms.

According to the research findings and considering the questions, the following conclusions came to the surface.

6.3 Strategies employed by Grade 10 EFAL teachers to elicit a reading culture

Reading is the building block upon which all learning takes place (Department of Education, 2008:19) each school is in need of a reading policy which ensures that reading takes place in schools. A reading policy consists of a reading - programme guidelines, which should be aligned to the (CAPS) curriculum Learning Outcomes and Assessment Standards and be of guiding principle to the teachers.

The findings revealed that teachers plan their lessons according to the Curriculum and Assessment Policy Statement for EFAL, Grade 10 -12 Document (CAPS, 2012: 33) consists of the following reading strategies.

- Pre-reading: where the text is introduced.
- Reading: where reading is monitored with clarification of words and phrases.
- Post-reading: where questions are asked to summarize a text.

However, teachers need to assist poor readers through a well-planned programme of reading instruction; an effective programme must meet the needs of pupils individually (CAPS, 2012). Therefore, an extra effort is needed from someone who knows how to assist learners with reading. In view of this, there is absolute need for a trained person or a Librarian for each school. However, the findings revealed that teachers need to know how to help struggling readers, and enough time must be provided for reading instruction. That means an adequate and proper training has to be provided to teachers, to ensure that they are confident enough to handle the needs of learners on reading skills, making reading in their class a success.

Willis (2007) brings out the importance of reading in four ways, namely; functional literacy, work-place literacy, personal information and recreation. Thomas (2011) argues that both reading for pleasure and functional reading are important to acquire reading skills because only a competent reader who has mastered all the cognitive and mechanical processes of reading might be able to enjoy reading.

Existing research suggests that activities in which learners engage, the interactions they have with peers and adults, and the physical characteristics of their learning environments all contribute to their motivation to learn and their desire to engage. The researcher's suggestion is the need for literacy activities to be supported in order for the current generation to be able to articulate and contribute to national development as they integrate in society.

It has been established that libraries in general, and school libraries in particular play a critical role in promoting reading and supplementing the school curriculum to enhance literacy to bring about a reading culture. This justifies the need to establish the library as a strategic place in the two schools.

In view of this, Siege (2006) note that adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires learners and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development.

Based on the above, the observation of the 2 schools revealed that the most frequently used library information sources by secondary learners are prescribed text books, short story, drama and novels. Moreover, other library information resources, such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by learners hence those sources were not satisfactory to meet their information needs.

There is enough evidence that the 2 secondary schools lack school facilities that can help to effectively run teaching and learning activities. This in turn have a negative impact on teaching and learning activities, teacher and student's motivation and managerial ineffectiveness. Secondary school education is the stepping ladder for the child's learning and future career. In view of this importance, school facilities and instructional materials need to be fulfilled to address the objectives of education in general and the improvement of the school in particular. It is also possible to conclude that the inadequacy of school resources and instructional materials highly affect the teaching and learning process with the desire for quality education.

The study concludes that for effective use of reading strategies by the secondary school teachers, there is need for current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary education in the country. However, the study recommends that adequate provision of fund is necessary for the provision of current and up to date information resources and also for the employment of qualified teacher- librarians.

Cohen et al. (2012) argue that school library helps to support the school curriculum by providing up-dated information to keep teachers and learners abreast of new development. The library also promotes the development of reading skills and as well as encourages long term planning habits through reading, listening to and viewing a range of learning materials.

Effective school libraries provide additional reading opportunities for learners, which in turn improves reading skills, knowledge, and writing and clarity of expression, which has a bearing on performance in all other curriculum subjects. Perhaps one of the most important implications of the findings in this study for a reading programme is that school- wide holistic change is needed for a programme to be successful.

6.4 How are the Reading Strategies Used

Over the past two decades there has been much written in the literature about the importance of reading and the importance of teaching learners different reading strategies to improve their reading comprehension (Probyn, 2009). This study attempted to make visible the teaching and learning process as it moves from learner interaction to the teaching practice during reading lessons.

Reading is one of the most important academic tasks encountered by learners. In fact, reading is the essence of all formal education as “literacy in academic settings exists within the context of a massive amount of print information” (Probyn, 2009: 389). Once this is realized, learners access this information primarily through reading.

The study leads to the notion that no justice is done to these learners in their EFAL lessons if they are not given enough time to read. This is based on the findings that very little time is spent on reading instruction as teachers are focused on the duration of periods and assessment, without giving attention to reading problems. Therefore, it may be suggested that low frequency of time on task when it comes to reading instruction is relative to low quality associated with reading activities which is of concern.

At secondary school level, learners should start to be confronted with a large number of texts and textbooks that they have to read independently. Reading at this level requires much more than just the ability to be able to identify written words in a text (that is, decoding information). While many learners may have the ability to decode texts easily they are not able to understand what they have decoded, i.e. they lack comprehension skills. Comprehension is critical to learners because it fosters analysis, critique, evaluation and synthesis of information from various sources.

Based on the above, a lack of comprehension can negatively affect academic performance. While learners report that their teacher usually read out a text to the class, the nature of this activity does not allow for learners to become independent readers. Zimmerman (2008) believes that teachers' acquisition of teaching skills necessary to bring about the development of literate language competency, are critical in South Africa. It can be concluded that teacher conceptions of their role, together with their failure to understand what reading skills entail, leads them to grab the learner's role, taking it upon themselves to read for and to the class.

It was interesting to note that teachers use a variety of strategies during EFAL lesson. Most of these strategies can be termed "good practices". These included direct group teaching where learners were divided into ability groups where learners are given work that suit their level of mastery. To make the work easier for these groups, question and answer techniques were used to encourage learners to participate in the lessons as well as to check their attention.

Some children remained excluded from the acquisition of reading skills due to the fact that they only read for assessment in class. If all teachers could implement the good practices effectively, most children would acquire the reading skills (McIntyre et al., 2011). The study seems to argue that struggling readers are also not given enough time or chance to prove themselves or improve in their reading. Based on this, teacher's attitudes, effectiveness and competence are of concern. There is correlation between teacher beliefs (self-perception) and teacher performance.

Teachers that feel adequately trained may perform relatively better than those who despise their competence (Thomas, 2011). Furthermore Thomas (2011) argues that attributes that teachers have about themselves, impact on how they teach. Literacy teachers need to have adequate knowledge in the teaching of reading and literacy. Willis (2007) contends for the need to improve the quality of instruction in order to increase student achievement in reading.

Thomas (2011) equally adds that in spite of having many factors responsible for reading gains among children, there is agreement among researchers that one of these factors is teacher effectiveness which is influenced by the support the teacher receives during and after training. Research indicates that as long as teachers have difficulties understanding reading development, their teaching of reading may not be effective.

6.5 Practical Benefits of Reading to Learners

Some learners enter secondary school, able to read thanks to their elementary school teachers and caring parents, they can decode familiar words, attack unfamiliar words, and read aloud. But being able to read does not mean being willing to read or being skilled at reading. Reluctance to read is not uncommon among these learners because some did not even attempt to read until the lessons were over.

One notable finding was that some learners view reading as a forced activity. When teachers approached reading as a “must-do” activity, it becomes less motivating to learners and can impede learning.

The study also seems to have enlightened the fact that as learners progress to diminish their resistance to reading by visiting nearby libraries; it's all through motivation from the teachers; from giving learners choices about what to read by providing them with a variety of relevant reading material textbooks, newspapers, and magazines. The findings highlight that the teachers who motivate learners to read independently, are

those who read themselves because they bring to class reading material from their homes. They also proactively talk with learners about the need to read.

The study also suggested that learners often know when they are struggling with reading, but have few chances to talk about it. In terms of reading performance, three aspects are a major influence: the home, the school, and the pupils themselves (Daniels, 2010). Children who become successful readers have exposure to adults who involve them in purposeful literacy experiences during their early childhood. A review of the motivation and reading engagement literature points to a variety of conditions that either foster or inhibit learners' desire to read; learners with access of reading material at home, display more confidence in showing off their reading skills to their peers in class.

Many pieces of research support the effectiveness of cooperative learning in EFL classes (Willis, 2007). The findings of the study support the use of cooperative learning activities to reduce language anxiety by providing a nonthreatening, supportive environment that can easily lead to language development. The results revealed that the learners' learning anxiety was reduced and their language proficiency improved significantly after the group discussions; they were able to respond to the questions and summarize the texts orally.

To support its effectiveness in terms of language use through interaction with their peers they were able to understand the context. The low proficient learners were also contributing although some of their responses were in first language (Xhosa), some knew that even though they did not speak, their partner would; however, they shared the final answer.

In view of the above, the study suggests that knowledge level may be increased with mobile phone use; because there are no dictionaries available. Although cell phones are not permitted in schools because learners turn to abuse this powerful tool, it is indeed needful. According to Thomas (2011) learners often use cell phones to cheat at schools and cheating can be a very severe act.

6.6 Recommendations

- The government should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian.
- The government in collaboration with other stakeholders should build new school libraries in different secondary school in the country and equip them with all necessary library facilities.
- There is a need for collective action by individuals, Non-Governmental Organizations, and government to rescue the development of school libraries in the country.

Promotion of reading should cover all members of the community, regardless of disability, income or gender, with a love for reading being fostered among all members of the school community; teachers and parents in particular, should be encouraged to read so they can act as role models for the learners.

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APPENDICES

Appendix A

TEACHER INTERVIEW QUESTIONS

1.1 Is there a reading policy in your school?

1.2 Briefly explain if such a policy is appropriate for any school to have?

1.3 State if there is any reading culture in your school and how it is displayed?

1.4 If not, what are the plans of the school regarding that?

1.5 Who is responsible for managing the teaching of reading in your school?

1.6 Briefly state how it is managed?

2.1 Which Reading Strategies do you use in your EFAL lessons that you think can benefit students of all reading levels in class?

2.2 What challenges do you often come across with, when employing these reading strategies in your EFAL lesson?

2.3 Which reading materials have been most helpful, and easily accessible for you to use in your lessons?

2.4 What challenges does the school as a whole also face when it comes to reading?

3.1 Do you think your teaching methods have resulted in improved reading by your learners?

3.2 How does that show during Grade 10 EFAL lessons?

3.3 How frequent do you use the school library or the nearest library with your learners?

3.4 for what specific purposes do you use the Library?

3.5 How do you encourage your learners and ensure that they read after school hours? Briefly explain.

Appendix B

EARNER INTERVIEW QUESTIONS (GRADE 10)

1.1 Does your school have a Media Centre or a Library?

1.2 If not, do you get any reading material from your English First Additional Language teacher to carry home for further reading?

1.3 For what purpose are you given the material to read at home?

1.4 How often is reading done in English First Additional Language classes?

1.5 For what purposes is reading usually done in EFAL classes?

1.6 Are there any reading activities at your school, like a reading club or a reading programme?

2.1 What guidance do your teachers give you when reading in EFAL class? Briefly explain.

2.2 Which reading materials are used in class during EFAL lessons?

2.3 Briefly explain how the reading material is used in class ?

2.4 Do you like reading?

2.5 If yes, which genre do you like to read?

2.6 How do you feel about reading aloud in your EFAL class?

3.1 Do you have access to any reading material in your community or at home, like reading books, magazines, and newspapers?

3.2 Are you able to read on your own, and for what purpose do you usually read?

3.3 Do you visit your nearest Library and how often?

3.4 If yes, mention one book that you enjoyed most, just state what the book was about.

Appendix C

Observation

GRADE 10 EFAL CLASSROOM OBSERVATIONS/REFLECTIONS ON SCHOOL A

Classroom: seem conducive for teaching and learning, of standard at least. There is a desk for each learner; a chalk-board is visible.

Reading material: only newspapers and magazines are visible.

Lesson plan: the lesson seems to be well planned, instructions on the lessons are clearly written on the chalk-board.

Classroom management: the teacher instruct learners to sit in groups of four, learners moves swiftly as instructed, although it is clear that they are moving to their favored groups or friends.

The lesson: firstly the teacher gives out a magazine or newspaper to each group, and reads the instructions written on the chalk-board to the learners:

Step 1: learners are to choose an article and read as a group.

Step 2: the groups are to interact with the texts and state whether the one they have chosen is news-worthy.

Step 3: each group to affirm why their article is news worthy, with valid points.

Step 4: groups to briefly summarise the text for presentation.

Co-operative learning: learners start to choose their articles there seem to be a bit of commotion/noise during this exercise, some claiming that their articles are too long.

Reading and discussions are then done by the groups, in discussions first language (isiXhosa) is commonly used and the teacher keeps reminding them that they are in a EFAL class. Some learners are using cell phones for dictionary purposes; this causes the other learners to move up and down interrupting other groups as they are also in need of dictionaries.

One group approaches their teacher, this caused her to re-read the instructions also translating them in their home language (isiXhosa), moving around monitoring the groups.

Learner Presentations: each learner is given a chance to participate as learners were instructed that for each step one learner is to present but not all groups were able to present. The main factors for this delay are the duration of periods which is 80 minutes per period, not enough for a reading lesson, the number of learners in class does not allow for all to present in one day.

On documentation analysis, only the CAPS document and CASS moderation tools are at hand, CASS record sheets where learners marks for term tasks are entered as evidence for the work done. In analysing these recording sheets it is clear for orals reading is one of the CASS requirements, learners are to read aloud, read for comprehension, for writing and for presentation.

REFLECTIONS ON SCHOOL B, GRADE 10 EFAL CLASSROOM OBSERVATIONS

School environment not conducive for learning, classrooms are in form of shacks that are not maintained, full of holes big enough for learners inside to see what happens

outside, which can easily distract them during the process of teaching and learning. The Grade 10 EFAL classroom is packed with learners trying to share a few desks. There is no room to enable the teacher to move around but at least there is a movable chalk-board in front of the class. The researcher is to write notes standing because there is no space for a table and a chair to sit on.

Reading material available: The teacher has one poetry textbook and copies of the poem which also has contextual questions for each learner.

Lesson plan: The teacher gives out the copies to the learners, and firstly read out the title to the class asking the learners to define the two words making up the title “Abandoned Bundle”. After the struggle by the learners to answer, he later clarifies the two words to the class. He then asks the learners to predict what the poem is about before reading out the contextual questions also translating them in first language (isiXhosa).

The teacher first model reading to the learners, as he reads out to the class before he calls them out randomly to read. But struggling readers were not given enough chance to read because the teacher will pass the learner and call out for the next one to read without having helped the struggling readers.

The teacher ended up reading the poem to the class, it was clear that his main objective was to analyse the poem to the learners. Because learners were instructed to read at home and answer the questions in form of writing. In this Grade 10 EFAL class reading is mainly done by the teacher as the teacher seem to be rushing to wrap up the lesson before the period ends.