



University of Fort Hare

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THE FACULTY OF EDUCATION

A CASE STUDY OF STUDENTS' FIRST ADDITIONAL LANGUAGE READING
AND RESPONSE IN THE FACULTY OF EDUCATION AT THE UNIVERSITY OF
FORT HARE: EASTERN CAPE PROVINCE

BY

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Doctor Philosophiae

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13 May 2015

DECLARATION

I declare that this thesis is my original work where all the sources referred to have been thoroughly recognised and presented in a reference list. This thesis has never been submitted previously in full or partial fulfilment of the requirements of an equivalent at any other university.

Name: KGANEDI M A

Signature:

Date:

Place:

DEDICATION

TO MY FATHER,

For his unconditional love and all the support I got throughout my entire life. He never gave up on me instead he fully believed in me and encouraged me to follow my dream. He always used to tell me that nothing is impossible with God.

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ABSTRACT

Although reading ability alone cannot guarantee academic success, it is highly likely that a lack of reading can function as a key barrier to academic achievement. There are many other factors that are part of the causality. Of these, socio-economic status, teaching methods, parental involvement and lack of exposure to LoLT are probably the most important. Classroom teaching for reading instruction needs to be considered as the critical factor in preventing reading problems and must be the central focus for change. As such, teachers' acquisition of the teaching skills necessary to bring about the development of literate language competency are critical especially in South Africa where many assumptions have been largely unquestioned about how to teach reading and writing, which languages to use and what counts as high quality practice in classrooms (Banda, 2000).

The main aim of the study was to investigate principally reading with the use of English first additional language (FAL) in South African Universities. The objectives included enabling students to successfully learn reading in order to promote their' reading to such a level that they can continue reading to learn and not learning to read. The researcher was particularly interested in exploring broader trends in reading strategies, instructions and training for students with the intention of contributing possible strategies to address the training of students for their role as literacy instructors in English as well as in multilingual education in South Africa.

Methodologically, the study is premised within the interpretivist paradigm based on a qualitative research method. It is a case study design. It is a longitudinal study that covered a total of four years, the duration for a B Ed degree. The population comprises all forth year English teaching methods class and ten lecturers in the programme. The data collection tools included documents, participant observation, journal entry, assessments and focus groups. Interviews were granted to a purposively selected number of students (9) based on their academic performance over the years. There were three weak, three medium and three strong students

that were interviewed. A total of 10 teachers were randomly selected from the Faculty to get their input about students' reading. The ages of the respondents ranged from 18-60.

The study concluded that students prefer to be taught in English although most see it as a barrier to learning. The findings showed that language learning can be easier if it is considered as social practice with academic purpose. The researcher recommends that there is need for a reduction of administrative duties from the lecturers to create more time for consultation. She or he also see a need for tutorials which can help to expose learners even more to interaction in EFAL.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Reading is a way of recognizing letters and words and being able to get meanings from the text. In this regard, Ezc (2006) argues that, when one reads, she/he combines the same letters which can be used to form different words with different meanings in other languages. This means that the recognition of the actual word is not enough on its own to constitute reading. Therefore, the key to reading is for the reader to understand the text and to be able to get relevant meaning out of it even though it might be quite complex to understand without proper exposure. This is what triggered the researcher to investigate students' reading and response in English FAL in order to promote the 'reading to learn' where possible. In this regard, this study therefore views reading as a social practice.

People read for so many reasons. Some read for pleasure whereas others read for a purpose. In view of this, the manner a person may attempt and chose a text to read would revolve around the reason he/she is reading for. The researcher's main focus was on students' reading and response in English FAL to enable these students to read to learn. Therefore, she/he tried to find out whether reading in a foreign/first additional language is different from their first language or mother tongue. The only problem of readers in a foreign language is that, people are not conscious of or aware that even if a text might be written using a different alphabet or characters, it might be written from right to left, or bottom to top, but fundamentally the same processes are going on (Satija, 2002). Otherwise, reading is a skill that each and every individual develops. Based on this, once students see texts that they are unable to decode because they are not able to recognize the words and meaning in a foreign language, they may start to panic and end up finding reading

difficult. Therefore for anyone to become a good reader there is dire need for that person to develop literacy skills.

In this regard, literacy is seen as student's key to master education curriculum. Students can become literate in terms of proficiency and competence only if their teachers are willing to initiate their growth in reading and writing. This can only be possible if teachers can get enough support from higher education in South Africa by being exposed to the reading strategies, programmes, instructions and frequent training. This should be properly monitored and supervised by literacy experts or specialists in order to ascertain that there is progress in teachers. In view of this, Dyers (2003) states that there are numerous challenges in South Africa as a developing country which affect and delay the development of learner's literacy due to specific challenges. She moans about the lack of any promotion for multilingualism, insufficient opportunities for learners to learn in their own language which has resulted to a lack of learners' overall literate language abilities and also a lack of learners' English literacy to the level where they cannot continue to use it as a medium of instruction after the foundation phase.

To understand the proceeding argument properly, the study wishes to look at the language in education policy. The current South African Language-In- Education Policy [LiEP] (DoE, 1997) specifies that all learners must learn to read in their home languages from grades 1 to 3 in schools where English or Afrikaans is not the medium of instruction in the foundation phase, grade 4 signals a shift in the medium of instruction for all learning tasks to English, coinciding with a change in the focus of learning from concrete, basic skills development to progressively more abstract, thinking and learning tasks across a variety of learning areas.

Dyers (2003) highlights that teachers, in certain schools in the country, feel that the current South African LiEP, which calls for the switch to English instruction after grade 3 in the schools where a majority of the learners are English first additional

language speakers is contributing to educational failure amongst learners. Furthermore, Dyers (2003:61) contends that educators are struggling to respond adequately to the increased linguistic diversity found amongst learners in their classrooms. As Heugh (2006) affirms, most learners who have to make the transition to “reading to learn” in grade 4 fall into the gap between learning in the mother tongue and learning through a second language of education, English.

Most teachers do not know how to help their learners successfully to bridge this gap”. Recently, planned alterations to the current LiEP have been announced (Pandor, 2006). Amendments to the policy may lead to the promotion of a further two years of mother tongue education. In effect, this means that the switch to English is now more likely to occur at the beginning of the grade 7 for those learners who have been learning in languages other than English or Afrikaans from the beginning of formal schooling. This shift in policy is in line with a large corpus of research into bilingual education “best practices” (Alidou, Boly, Brock-Utne, Diallo, Heugh and Ekkehard Wolff, 2006). Nonetheless, despite this proposed change to six years of mother tongue education, if learners still have not developed the literacy skills and reading proficiency needed to cope with academic tasks and for academic progress, then there may be little change to learners’ poor academic performance outcomes. In South Africa, reading problems tend to be masked by language proficiency issues.

As sequel to the above, it is assumed that poor academic performance is caused by poor mother tongue proficiency. An associated assumption is that when learners have difficulties with using reading as a tool for learning then their comprehension problems are a product of limited language proficiency. This can then lead to the idea that language proficiency and reading ability are alike (Pretorius, 2002). It must be noted that, although English is used as a main language of teaching instruction in South African schools, poor literacy results cannot be solely attributed to second language/FAL instruction as teachers and learners are struggling with literacy in the African Languages as well as English (Pretorius and Machet, 2004). Improving the language proficiency of learners does not automatically improve their reading

comprehension. Attention to reading improves reading skills and as such, the actual implementation of this policy in various contexts is complicated by socioeconomic, political and social factors that are pushing the drive towards English as a language of instruction (de Wet, 2002).

Although reading ability alone cannot guarantee academic success, it is highly likely that a lack thereof can function as a key barrier to academic achievement (Pretorius, 2002). Alexander (2006) says, "Language medium policy and practice in and of themselves are required but not a sufficient explanation of poor academic performance. There are many other factors that are part of the causality. Of these, socio-economic status, teaching methods and parental involvement are probably the most important". Classroom teaching for reading instruction needs to be considered as a critical factor in preventing reading problems and must be the central focus for change (Moats, 1999). As such, teachers' acquisition of the teaching skills necessary to bring about the development of literate language competency are critical, especially as, in South Africa, many assumptions are largely unquestioned about how to teach reading and writing and which languages to use and what counts as high quality practice in classrooms (Banda, 2009).

As some form of response to the above, Stoller and Grabe (2001) emphasize that the requirements for the development of reading fluency requires that teachers as well as curriculum developers determine what instructional options are available to them and how to go about the optimal pursuit of instructional goals in various contexts. Overall, regardless of the medium of instruction, the accepted assumption in South Africa is that after the foundation phase of schooling, a phase in which to master basic literacy, numeracy and life skills, learners can be prepared to make a change from "learning to read" to "reading to learn" during the Intermediate Phase of schooling using the default language of instruction, which, in many cases, is English (Lessing and de Witt, 2005). As such, the intermediate phase teachers may, as guided by the national curriculum outcome objectives and policies, anticipate that learners entering their classes should be able to read effectively enough to allow for

the mastery of learning area content. However, to the frustration of these teachers, the learners, for various reasons may not be able to read as would be expected.

1.2 PROBLEM STATEMENT

In view of the issues raised in the introduction/background to this study, there is evidence of the lack of comprehension skills, which forbid students from focusing on and retrieving explicitly stated information (Banda, 2009). It is needful on this account to stress that the lack of reading has impacted negatively on learner's ability to make straightforward inferences, interpret and integrate ideas and information as well as to examine and evaluate content using the language of learning and teaching (LoLT). In addition, the students also have difficulties in identifying language and textual elements and the purposes for reading, which include the examination of literary experience and the ability to acquire and use information appropriately. They also face difficulties with reading which has resulted to poor performance and even drop out in their overall academic undertaking.

In view of this, this study aims to explore how students can be trained to develop their literacy skills in LoLT (English) particularly in reading. Graddol (1997) indicates that academic language uses sophisticated words and complex grammatical constructions that can disrupt reading comprehension. That means those who have a negative attitude or who were not fortunate enough to be exposed to English at early age are struggling with reading and writing. In this regard, students seem to be hindered from having access to most information and consequently in retrogressing in their field of study. In view of the above problem, there should be some form of interventions to address these challenges in higher education which this study strives to investigate or explore to enable students to read to learn.

1.3 PURPOSE OF THE STUDY

The rationale underlying this study is to find out the different approaches and strategies used in the classroom towards student's reading skills that are much needed to bring about the development and competency that is critical for reading and writing. The study strives to investigate the many assumptions that have been largely unquestioned about how to teach reading, which languages to use and what counts as high quality practices in classrooms. In this view, the questions below were used in order to guide the study to get the necessary data.

1.4 RESEARCH QUESTIONS

Main Question:

What needs to be done for the students to become competent readers in English FAL in South African Universities?

Sub Questions

- What provisions are provided to enable reading in English FAL?
- What reading strategies and training are available for students in the university?
- How do current teachers' training programmes prepare students for EFAL teaching?
- Which reading instructional strategies are promoted in teacher's training?

1.5 SIGNIFICANCE OF THE STUDY

The study might help to address the challenges faced by students in reading by improving students' programmes and providing the most effective strategies and methods which could be followed in all other South African Universities. Secondly, it might help to improve and broaden students' knowledge in general (reading to learn). It is further anticipated that the findings of the research can assist

universities/colleges into adopting a language policy that can be well developed and implemented properly where English as a medium of instruction is concerned and as the first additional language to students in order to cater for all students as a way of applying diversity and inclusivity.

This can increase student's interest and help them to change their attitude towards English FAL as part of language which is academically needed. Based on the above, the study can improve students' literacy skills and as such put them in a position to respond and interpret texts properly with a better understanding that could lead to a high percentage of students who can read, write and comprehend adequately.

1.6 DELIMITATIONS OF THE STUDY

The study was undertaken in the University of Fort Hare of the Eastern Cape Province, precisely in the Fort Beaufort District in the Faculty of Education. Nine Bed Undergraduate Students were purposively selected according to their academic performance. In addition, ten lecturers were also chosen to contribute to the study. The main focus was on students' education programmes and strategies which could enable them to successfully teach reading. In this regard, this study focused closely in the University community in general and the Faculty of Education in particular.

1.7 DEFINITION OF KEY WORDS

(i) Critical Discourse Analysis: is defined as the use of an ensemble of techniques for the study of textual practice and language use as social and cultural practices Fairclough (1993).

(ii) Language of Learning and Teaching (LoLT): the language used by the teacher and the pupils for learning/teaching activities in the formal classroom. LoLT is also known traditionally as the medium of instruction (Alexander, 1995).

(iii) Indigenous language: A language of African origin and for whom the predominant speakers are native to African countries (Roy-Campbell, 2003). The term 'indigenous' is meant to distinguish the language from foreign languages.

(iv) First Additional language: A language that a person learns in addition to or after his or her first language/s. An additional language is also known as a second language or an L2 but these latter two are not preferred because they give a misleading impression that a person can only speak a maximum of two languages (Dudeney, 2003).

(v) English as International Language: Jenkins (2003) defined English as International Language as a concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.

1.8 ORGANISATION AND OVERVIEW OF THE CHAPTERS OF THE STUDY

Chapter one:

Chapter one is an introduction to the readers which discusses the following aspects; Problem Statement, Aims and Objectives, Purpose of the Study, Research Questions, Significance of the Study, Delimitations of the study, Definitions of the Key Words.

Chapter two:

Chapter two presents a relevant review of literature which examines English as First additional language, students' reading and response issues. It also examines the theoretical framework which is a constructivist approach and identifies its importance to knowledge in this study with reference to some theories of education.

Chapter three:

Chapter three presents and clearly address the research methodology and the designs used in this study for data collection. It is located in the interpretive paradigm based on a case study. The qualitative method is prominent and the tools for data collection are journals, interviews, focus groups and document analysis. Ethical considerations are also adhered to ethical issues.

Chapter Four:

Chapter Four describes how data was collected and analysed with reference to the research questions designed by the researcher. It will also provide a systematic presentation of the findings in line with research objectives.

Chapter five:

Chapter five presents and discusses the findings of the study. It interprets the findings with reference to the research questions along with the underlying epistemology of the study.

Chapter six:

Chapter six concludes the overall research work and discusses the recommendations for the future researches. It further talks about some of the important issues presented from the previous chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a full discussion on English as International Language (EIL) which has been adopted as the Theoretical Framework. The chapter further focuses on concepts like Language Learning as social practice, Critical Discourse Analysis, reading culture and multilingualism. In view of the above, the discussion focuses particularly with special reference and conditions that relate to language context, preference and behaviours of English First Additional Language (EFAL) students with regards to reading and response.

Like school children who are expected to learn English and to become accustomed with using it as a Language of Learning and teaching (LoLT). English first additional language (EFAL) students at the university are faced with the task of acquiring an academic language. This means that the language of teaching in the formal classroom context is not the same as the language of learning. This has resulted to a situation where students are forced to use their own primary languages (Banda, 2009). It is needful to stress that this is exactly what is happening at the university of Fort Hare where the study is based since students come in with different linguistic capitals but are faced with an English medium of instruction without any compromise in the classroom situation.

In view of this, English dominates since it is used as the medium of instruction, therefore, students do not have any other choice but to communicate and interact with each other using English despite the fact that it is FAL to most of them (Foncha and Sivasubramaniam, 2014). This affects more students particularly those who were not fortunate enough to be exposed to English at early age (Banda, 2009). With such a situation they become afraid to express themselves freely and are

therefore struggling with reading which tends to affect poor responses to texts. In this case, the researcher decided to discuss the above mentioned topics as part of the literature with a view to show how language context could influence both language preference and language behaviours on conditions under which languages are learnt and used both in formal and informal contexts (Foncha, 2013). In this study, EFAL students use English only in formal conditions, because it is the lingua franca in the country at large and institution under study in particular.

2.2 THEORETICAL FRAMEWORK

Nunn (2011) and Mete's (2011) English as International Language (EIL) has been adopted in this study to form the theoretical framework. According to McKay (2002) it is not the number of native speakers of English, but the large number of non-native speakers of English who make it "a language of wider communication", thus, an international language. McKay further suggests the four following reasons why English is an international Language:

- English is used as a communicative language both internationally and globally within multilingual societies.
- It is no longer connected to cultures.
- It becomes embedded in the culture of the particular country which it is used.
- Its function is to enable speakers to share their ideas and cultures too.

Jenkins (2003) states that English as International Language is a concept of the English language being seen as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is also referred to as Global English, World English, Common English, Continental English and general English which is regarded as an associate language. These terms refer to the array of varieties of English spoken throughout the world (Jenkins,

2003). It is worthy of note to propose right from this juncture that English plays the role of unifying diversity in South Africa since it is a minority language in terms of the numbers of native speakers as well as standardised above all the other languages. In this regard, English is deemed to be very appropriate for teaching and learning in higher institutions in South Africa.

It is on the above argumentation that Jenkins (2003) further clarifies that sometimes, "international English" and the related terms above refer to a desired standardisation, that is Standard English; however, there is no consensus on the path to this goal. There have been many proposals for making International English more accessible to people from different nationalities. Basic English is an example, but it failed to make progress. More recently, there have been proposals for English as a lingua franca (ELF). It has also been argued that International English is held back by its traditional spelling. There has been slow progress in adopting alternate spellings.

Still on English hegemony, Smith (2003) indicates that the domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Based on the argument proceeding, English is used to develop communication, technology, programming, software, etc. In short, it dominates the web as 70% of all information stored electronically is in English (Smith, 2003). This function of the English language in a way acts as instrumental and or integrated motivation for non-native speakers of English to learn the language.

In contrast, Kamwangamalu (2003) argues that English is also seen as a language that has the potential to diminish the importance of other languages and to impact negatively on other cultures. His argument is in contrast to earlier debates engaged with thus far. Ironically, this situation is paralleled in Africa and South Africa where

English is both welcomed and resisted. Some people think that English is a language of oppression and others think that by acquiring English, they stand the risk of losing their cultures. It is in this regard that in the post-colonial era, many sub-Saharan African countries chose to adopt English as either a national or official language (Jenkins 2003 and Leith, 1997). This can be largely ascribed to the belief that English is a language that offers high status and many benefits. Aziakpono (2008) explains that English's position as the international language of business and its role as a *lingua franca* of some African Countries contributes to this belief. Therefore, to a majority of Africans, English remains an additional language and thus has varieties of being spoken wherever you go. In line with international attitudes, Africans' attitudes toward English range from positive to a dislike for the language (Ominiya 2006 and Schmied, 1995). South African citizens' attitudes toward English seem to echo the beliefs of many other African countries.

Despite all the arguments against it, many citizens aspire to speak English, while others begrudge the use of a non-native language (de Klerk, 2000). Based on this, it is worth mentioning that the widespread use of English has resulted in varieties developing in a continuum. It can be said that the South African political history has resulted in a unique linguistic situation. South Africa is a multilingual country with eleven official languages. Despite the government's call (South Africa 1996) for all official languages to hold equal status, English has emerged as the language of business, law and government. English is a language that dominates in so many fields, it follows that many South Africans choose to learn English as an additional language because it is the language of economy and technology as indicated in the above paragraph. Kachru (1996) explains that this is because distinctive characteristics of one's L1 and one's socio-cultural context would influence the manner in which one acquires an additional language. In light of this, Foncha (2013) argues that English as a first additional language to South Africans come with more benefits since English is the world's *lingua franca*. Thus, English plays the role of unifying the diverse linguistic nature of South Africa.

In line with the above view points, dynamic bilingualism allows the simultaneous coexistence of different languages in communication (Garcia, 2009). He further postulates that dynamic bilingualism also accepts translation as well as supports the development of multiple linguistic identities. Under this model all learners are considered as a whole, their bilingualism continuum is acknowledged and seen as a resource. It is believed that by bringing together learners from different cultural experiences and contexts can lead to both a new and hybrid cultural experiences. In this regard, English FAL comes in as a common language between speakers whose languages are different in order to accommodate everyone and encourage understanding as to enhance and improve the social and economic status.

It is against this background that Garcia (2009) maintains that the dynamic bilingual model supports the education of children to use languages for functional interrelationships. This is relevant to the present situation in which children from various corners of the world can meet in one class because parents are free to move wherever they get employment in the world. This means that children and their parents nowadays need to have some basic knowledge of inter-cultural communication skills to cope wherever they go (Foncha, 2013). South Africa perhaps needs a proper implementation of this model in order to ensure that bilingual education can become a success. Based on this, teachers need intensive training in the use of English as a vehicular language and intercultural experiences to cope with diversities in their classrooms.

In view of this, Language Learning nowadays focuses on a context of meaning unlike in the old days where the major focus was on grammar only. This is based on the fact that Traditional Grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to pre-established standard (Dudeney, 2003). The principal goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language. But the prescriptive rules have to be amended occasionally to reflect not only changes in the language but also research that

proves traditional advice may have been inaccurate (Sivasubramaniam, 2004). The work of linguists is essential for making such calls on the best evidence available (Dudeny, 2003). In view of the above, the current study is more interested on a context rather than prescriptive grammar hence language learning as a social practice becomes the lens through which the study understands language learning and language acquisition.

2.2.1 English as a lingua franca (ELF)

English as a second language (L2) is usually based on the standards of American or British English as well as incorporating foreign terms. This means that English as an international language (EIL) aims to equip students with the linguistic tools to communicate internationally (Nunn, 2011). He further considers different types of competence in relation to the teaching of English as an International Language, arguing that linguistic competence has yet to be adequately addressed in recent considerations of EIL. It is this view that opens the gap for exploration in this research where the researcher is interested to see how reading can lead to competence in an additional language.

Nunn (2011) insists more on universality and flexibility. He further indicates that International English sometimes refers to English as it is actually being used and developed in the world; as a language owned not just by native speakers, but by all those who come to use it. McArthur (2002) maintains that English is commonly used in connection with the acquisition, use, and study as the world's lingua franca. Teaching English as an International Language (TEIL) and especially when the language is considered as a whole in contrast with British English, American English, South African English, and the like. It especially means English words and phrases generally understood throughout the English-speaking world as opposed to localisms.

The importance of non-native English language skills can be recognised behind the long-standing joke that the international language of science and technology is broken English (McArthur, 2002). It is noted at this juncture that the context of communication is vital since the main aim is meaning making and which deviates from traditional grammar where the emphasis is on the correctness of the language. This is in view of the notion that language is easily learnt or acquired when it is seen as social practice where fear and anxiety are taken off from the learner.

From this perspective, Peters (2004) brings in the concept of neutrality. He argues that International English reaches towards cultural neutrality. This means that any regional variety of English has a set of political, social and cultural attachments to it. For example, he claims that teachers and learners in the classroom learn and communicate in English as a second language throughout the lesson. These motivate them and find it interesting since this idea improves their vocabulary which also contributes in their reading skill. According to this viewpoint, International English is a concept of English that minimises the aspects defined by either the colonial imperialism of Victorian Britain or the cultural imperialism of the 20th century United States. This view stresses the learning of English as a social practice.

While British colonialism laid the foundation for English over much of the world, International English is a product of an emerging world culture, very much attributable to the influence of the United States as well, but conceptually based on a far greater degree of cross-talk and linguistic transculturation, which tends to mitigate both U.S. influence and British colonial influence (Peters, 2004). In this regard, the development of International English often centres on academic and scientific communities, where formal English usage is prevalent and the creative use of the language is at a minimum. In view of this, formal International English allows entry into Western culture as a whole and Western cultural values in general where some affects one way or another.

Pursuing the on-going debate, Sharifian (2009) argues that the continued growth of the English language itself is seen as a kind of cultural imperialism whether it is English in one form or English in two slightly different forms. In contrast, Phillipson (1992) argues against the possibility of such neutrality highlighted above. He indicates that learners who wish to use purportedly correct English are in fact faced with the dual standard of American English and British English, and other less known standard Englishes. Edward (1999) argues that the international version of English is only adequate for communicating basic ideas. For complex discussions and business/technical situations, English is not an adequate communication tool for non-native speakers of the language. Phillipson (1992) also asserts that native English-speakers have become "dependent on the language skills of others" by placing their faith in international English. This is meant to suggest the neutrality of English as no man's language and therefore appropriate to play the role of an international language.

Paradoxically, here are also some researchers who reject both linguistic imperialism and the theory of the neutrality of English. They argue that the phenomenon of the global spread of English is better understood in the framework of appropriation (Spichtinger, 2000). He further asserts that English is being used for local purposes around the world. Demonstrators in non-English speaking countries often use signs in English to convey their demands to TV-audiences around the globe (Spichtinger, 2000). In this regard, the researcher argues that in English-language teaching, most countries have moved away from their cultures to the western culture because English is seen as a dominating language. The researcher hastens to suggest that, this is exactly what is happening in South African schools where English is used as a Language of Learning and Teaching. The above seems to conclude that English as first additional is very challenging to students since it is not their native language and most of the students are hardly exposed to English out of their schools.

2.3 LANGUAGE LEARNING AS SOCIAL PRACTICE

In view of the hegemonic nature of English, students should participate actively in class, joining in interactive language learning tasks and becoming autonomous learners in order to promote socialisation among them since they acquire and understand language easily when they socialise with their peers (Foncha and Sivasubramaniam, 2014). This is the reason why the social constructivists see reading, like learning as a social practice. This means that the social context affects when you read, what you read, where you read, who you read with and, of course, why and how you read. This is evidenced by Dudeney (2003) where he observes that Interacting with text can involve practices as diverse as reading instructions, scanning a newspaper, or reading an academic article. It is the same way that responses emerge from the reading of a given text by a diverse classroom. This is meant to propose that, responses to the text are based on the experiential knowledge of the students to come up with interpretations.

He further proposes the following strategies in order to show how the Social Constructivist Theory can be translated into actions for teaching in English First Additional Language (EFAL). Dudeney (2003) states that the constructivists believe that the learner learns best when she/he is actively engaged since the learner is viewed as one who acts on objects and events within his or her environment and in the process gains understanding and derives meaning of those objects and events. This means that, the theory of constructivism looks at the way a learner learns. Moerk (1994) further indicates that educators should know that the best way to learn is by having learners construct their own knowledge instead of having someone construct it for them. This leads to the ecological perspective to language learning that lead to affordances that appear in the proceeding argument. With regard to the constructivist theory, learning is an active process of creating meaning from different experiences (Foncha, 2013). In other words learners learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way. In view of this, the theory is extremely relevant to contemporary educational transformation and to the changes taking place in the institutional practices of South

African Universities. This is evidenced by the state of flux within South African tertiary education.

Based on the above theory, the following models can be used in FAL classroom situation such study skills, academic socialization and academic literacy. These models could assist students to adapt new ways of knowing: understanding, interpreting and organizing knowledge in reading and also to be able to explore and respond appropriately. According to Lea and Street (1998) “study skills are the set of atomised skills which students have to learn and which are transferable to other contexts.” A study skills approach emphasizes grammar, punctuation and spelling in the writing and reading of the students. This approach is very useful to students since once they are aware of grammar, punctuation and spelling, it would be easy for them to carry on with reading without any obstacles because they would be able to know when and how to pause during reading and being able to pronounce words properly due to a proper exposure to spelling activities.

The second approach outlined by Lea and Street (1998) is academic socialisation. Here, the task of the tutor/adviser is to induct students into a new culture, that of the academy. This approach is concerned with the students’ orientation to learning and interpretation of learning tasks through conceptualization. This is exactly what the researcher is practicing with his/her students since she believes that students learn and understand better in small groups and they feel free and comfortable to express themselves in FAL and ask questions and request for the clarity where and when necessary during tutorial sessions.

Lea and Street (1998) favour a third approach which is academic literacy that views literacy as a social practice. It views reading and learning as issues at the level of identities rather than skills or socialization. He further asserts that “academic literacy that practices reading within disciplines constitute a central process through which students learn new subjects and develop their knowledge about new areas of study” (Lea and Street (1998: 158). Moerk (1994) strengthens the above models by highlighting other relevant models such as; asking question which allows learners to ask each other questions which encourage communication and critical thinking and inquiry among themselves.

He further indicates that creating awareness of the author behind the text setting and let them work independently, let them read in areas which interest them like exposing them to sustained silent reading. Using Macro tasks such as producing a web-based magazine for the school; contact an advertising campaign; produce a radio broadcasting on local radio and role play and encourage and promote frequent presentations. These approaches may challenge the traditional belief of EFAL teachers or class since students are drawn into energetic participation in text events, they are entering into active dialogues with texts and their (Moerk, 1994).

In South Africa, numerous interventions have been introduced in different universities including the one the researcher is focussing on in order to provide enough academic support for students from first years in particular, students who are coming from disadvantaged communities who were not fortunate enough to be exposed to English as a language of teaching and learning at the lower level of their studies. One of these interventions is the establishment of reading and writing centres at universities. It provides a one on one consultation sessions to help students to improve their academic reading and writing. It also provides support in terms of information about academic conventions such as referencing. It aims to enhance understanding of reading and writing as a process and encourages critical thinking. It is open to all students.

Archer (2010) supports the above idea by emphasising that that there is need to assist students who come to university inadequately prepared. However, she points out that although these interventions can be used for helping students in academic literacy, it is difficult to ascertain the influence of the centres on students' academic literacy. She further outlines three points that make it difficult to ascertain the exact effectiveness of the interventions' centres because there are many factors affecting students academically. In view of this, students should be advised to visit the centre regularly and maintain a relationship with the centre for their own good in order to match the standard throughout their degree. This can only be done by providing workshops to student tutors as a way of spreading understanding on the importance of the centre where reading and writing are involved. These workshops can help to raise awareness about useful techniques and processes in academic literacy.

However, Leibowitz (2000) acknowledges that such workshops cannot make the participants to be good in a day or a week but rather it is a gradual process. In relation to interventions designed to address improving academic literacy, (reading and writing). Leibowitz (2000) further mentions a slower but more enduring procedure which turns to be support group. In this set up, students get together at regular intervals preferably supported by experienced facilitators. This intervention centre supports students with particular pieces of work. In this case, students are informally grouped and allowed to share ideas on a given piece of work and exchange their work with their colleagues for comments (Leibowitz, 2000). This strategy helps students to relate to each other freely and be able to identify and correct their errors according to their discipline and possibly in the profession they will follow even after graduation. The main focus is to consciously develop students' reading and writing abilities since they both overlap.

Like any other universities in South Africa, the university where the study is based also introduced this intervention centre named Teaching and Learning Centre (TLC). Based on the above strategies, the researcher encouraged her or his students to fully participate and advised them to maintain a good relationship with the centre since they really need that support because they are enrolled to become teachers. It is true that the students study different teaching disciplines, but at first year level, they are all exposed to language and communication module which was designed to assist them to develop the literacies that they need as teachers and to prepare them academically so that they are able to become academically prepared teachers who will be able to teach using the various literacies necessary for teaching. The module aims to develop students:

- Personal literacies
- Culture of reading and writing for pleasure;
- Academic literacy that they need for their own studies;
- Ability to work critically and evaluate a wide range of texts;

- Ability to develop the literacies needed for the different learning areas and subjects in the school curriculum;
- Awareness of multiple literacies such as out of school literacy, academic literacy, digital literacy, visual literacy, environmental literacy etc. (Archer, 2010)

Teaching and Learning Centre is one of the intervention centres in South African Universities and it plays a very significant role in the university where the study is based on. The centre addresses the academic challenges faced by students in their first year of study. This is very operational and successful and on-going since its inception.

2.3.1 Social constructivism

In line with the constructivist theory, social constructivism provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices as indicated above (Mitchell and Myles, 1988). They further emphasize that learning takes place in a socio-cultural environment which views learners as “active constructors of their own learning environment. Differently, human beings learn not as isolated individuals, but as active members of society. What they learn and how they make sense of knowledge depends on where and when and what (social context). It is from this stand point that Vygotsky (1978) claims that leaning occurs through dialogue. Wilson (1999) agrees with the above idea by highlighting that this dialogue takes place between the texts and their readers. Whenever students engage with a text, there is dialogue taking place as the student tries to make meaning not from the reader’s view point but from their reader’s interpretation.

Vygotsky (1978) asserts that students make sense from what is said or written through internal or intramental dialogue. Thus learning is both interactive in the sense that learners must interact with sources of ideas/knowledge in social settings,

as well as in the sense that they must take an active part in reconstructing ideas/knowledge within their own minds. Vygotsky (1979) further points out that learning depend on the purpose or motivation for learning. Lantolf (2000) agrees with this idea and calls it 'activity theory'. The purpose of the activity theory is to help students select to focus on their learning, and how they go about that. For example, students acquire knowledge quite differently if they are preparing for a test on irregular verbs, or if they are reading an email from a pen-pal or a magazine article about their favourite music.

Teachers can play a large part in setting up learning environments which can exploit different learning purposes, but what really counts is how the students themselves view the activity. In view of this, the interest of the language learner is to make sense of the situation in context which the study refers to as interpretation. For students to interpret adequately, they must take the context seriously and also to identify with the text through their experiential knowledge since no knowledge exists without a knower.

Another fundamental concept in social constructivism is the idea of *scaffolding*. In its literal sense, scaffolding is a support structure that is erected around a building under construction. When the building is strong enough, the scaffolding can be removed and the building will remain strong and stable. In the metaphorical sense used by Vygotsky (1978) scaffolding refers to the support provided by others such as parents, peers, teachers or reference sources such as dictionaries which enables students to perform increasingly well. It is essential to note that in the process of scaffolding, there is collaboration and negotiation taking place between the teacher and the students. The teacher under such a situation becomes a facilitator who guides the student until the discovery.

In view of the above, Hammond and Gibbons (2001) interpret scaffolding as high challenge, high support. In other words, teachers need to set up tasks which challenge students to perform beyond their current capacity. To enable students to

achieve these tasks, teachers also need to provide support measures which would make it possible for students to perform at this new level. If the task is not challenging enough, students might be bored and possibly become demotivated; however, if there is not enough support, students can become so frustrated and may give up. Thus, scaffolding enables students to achieve great leaps forward in their learning which in turn assists them to be proficient in the task they are undertaking. The concept of scaffolding is also linked to what Vygotsky calls the learner's Zone of Proximal Development (ZPD). By this he is referring to the range of tasks and activities which the student can achieve with scaffolding, but which may be beyond his current abilities if he is unassisted. In this regard, teachers need great skill in assessing and then exploiting their students' ZPD. One of such skills could be the provocation of the student's experiential knowledge.

2.3.2 Constructive perspective, ecology and affordances

Constructivists perceive ecological notion of affordance as the relationship between properties of the environment and the active learner (Nwabueze, 2011). However, he states that these two important concepts for investigation in an ecological view are perception and action and the relations between them. Gibson (1986) adds on that notion by highlighting that ecology and affordance are when people operate or interact with objects, they recognize their meanings, and connects with certain qualities such as colour, size, or form. However, he states that people do not perceive these qualities, but a request to carry out a certain action. This addresses the so-called "affordance" of an object, the possibility for action it affords to people. In most cases, affordances are defined and understood as the offer of an object or an action request (Jenkins, 2003). This request, directs the attention of a user on the relevant object. In this regard, every object acts as a usage requirement for the person and requests that person to do something.

In addition, what people perceive when looking at objects are their affordances, not their qualities" (Gibson, 1986). This understanding of the concept of affordances as

“perceived affordances” was popularized by Norman (2002) who talks about human interaction with objects and the relationship between properties of the environment. For example, some objects can be manufactured or designed in such a way that the user should know explicitly what s/he deals with, without having read the instructions before (Norman, 2002). Nevertheless, there is always room for interpretation, as the perception of an object and the affordances ascribed to it may be different with every individual user. Hence, affordances are the relation between the perceived surroundings and the interpretations of the users (Chemero, 2003).

In this regard, humans make objects and the objects are thus outcomes of intentional design and manufacturing processes. They are real things, material or abstract, with properties that may have causal potential. These properties may be intended or unintended. These objects become part of the user’s lives since they assist in everyday lives; they are also powerful forces acting to reshape human activities and their meanings” (Gibson, 1986). This means that people make a living by extracting resources from the environment, so do all organisms. This enables humans to describe and investigate the perceived features and values of objects that users interpret, and which consequently should guide their understanding on how different objects function (Gibson, 1986).

Like affordance, ecology is defined as the study of interactions of organisms with their environments and each other (Jenkins, 2003). She further defines ecology as the study of the distribution and abundance of organisms. She compares both ecology and human ecology by defining human ecology as the study of the interactions of humans with their environments. This means that they are more or less the same somehow. In view of this, the constructivist regards ecology and affordance as concussive environments which should provide harmonious atmosphere for students to interact closely with their parents at home and with their teachers and peers in the classroom using texts during the learning process. This notion would improve students’ interest towards learning, particularly towards reading (Jenkins, 2003) applauds the above arguments by commending on the ecological view. She indicates that humans’ perception is necessarily situated within

the ecology since it consists of obtaining information from the active relation between the organism and a surrounded environment. Indeed, it is the process of perception that situates the organism in the environment. Gibson (1986) evidences this by bringing in the definition of environment. He defines the environment as circumstances, objects, or conditions by which one is surrounded.

Chemero (2003) comments on a practical note where he postulates that an ecological approach to language learning avoids a narrow interpretation of language as words that are transmitted through the air, on paper, or along wires from a sender to a receiver. It also avoids seeing learning as something that happens exclusively inside a person's head. Moreover, he asserts that ecological educators see language and learning as relationships among students and between learners and the environment. This does not deny cognitive processes, but it connects those cognitive processes with social processes (Chemero, 2003).

In the same light, Norman (2002) supports the above argument by highlighting that language is also connected with kinesics, prosodic, and other visual and auditory sources of meaning. This has resulted to new ways of practicing and theorizing language education. This means that the ecological perspective thus places a strong emphasis on contextualizing language into other semiotic systems, and into the contextual world as a whole. It also calls for a re-examination of assessment practices that attempt to locate success in the solitary performance of the students and of teaching practices that are cast in the form of instructional delivery systems.

2.4 CRITICAL DISCOURSE ANALYSIS (CDA)

Critical Discourse Analysis (CDA) forms part of this study because it can be used for the teaching of “critical language awareness’ and ‘critical literacy’ to students in South African Universities. This means that students should be taught how to critically analyse the texts of the culture around them as part of literacy. It may help

the study to model how language, texts and discourse figure in the production and reproduction of educational outcomes which are mostly needed in order to understand how educational institutions might make a difference in postmodern economies, nation states and cultures (Fairclough, 2000).

Fairclough (2000) defines CDA as the use of an ensemble of techniques for the study of textual practice and language use as social and cultural practices. He further sees CDA as a contemporary approach to the study of language and discourses in social institutions. Drawing on poststructuralist discourse theory and critical linguistics, it focuses on how social relations, identity, knowledge and power are constructed through written and spoken texts in communities, schools and classroom. It is vital to note that CDA builds from three broad theoretical orientations. First, it draws from poststructuralism, the view that discourse operates laterally across local institutional sites, and that texts have a constructive function in forming up and shaping human identities and actions.

This means that, postructuralism is necessary for describing and interpreting, analysing and critiquing social life as highlighted above (Fairclough, 2000). Secondly, it draws from Bourdieu's assumption that actual textual practices and interactions with texts become "embodied" forms of "cultural capital" with exchange value in particular social fields. Thirdly, it draws from neomarxist, cultural theory the assumption that these discourses are produced and used within political economies, and that they produce and articulate broader ideological interests, social formations and movements within those fields (Fairclough, 2000).

Michael (2002) has pointed to the fact that CDA has become an established academic discipline with the same rituals and institutional practices as all other disciplines. He postulates that CDA is known to improve students' literacy skills and as such can put them in a good position to respond and interpret texts properly with a better understanding therefore becoming academically competent. In view of the

above, work in pragmatics, narratology and speech act theory posit that texts are forms of social action that occur in complex social contexts. Research and theory in systemic functional linguistics show how linguistic forms can be systematically related to social and ideological functions. In this regard, critical discourse analysis uses analytic tools from these fields to address persistent questions about larger, systemic relations of class, gender and culture. In educational research, this work has been turned to the examination of how knowledge and identity are constructed across a range of texts in the institutional "site" of the school (Michael, 2002).

Critical discourse analysis relates to this study since it begins from the assumption that systematic asymmetries of power and resources between speakers and listeners, readers and writers can be linked to their unequal access to linguistic and social resources (Wodak, 2002). This means that personality traits of the student can be seen as determining success or failure in a language learning situation. The following are some of the specific personality factors that are important aspects of human behaviour that affect students' reading in English as language of learning teaching; Self- esteem, Inhibition, Risk-taking and Anxiety.

Self-esteem

Brown (1987) defines Self-esteem as the personal belief and capabilities of an individual. He further postulates that human beings tend to judge themselves, positively or negatively and subsequently convey this judgement to others either in words or actions. As human beings, we are not aware that a positive self-esteem starts with the concept self, and moves to accepting ourselves and then our description and projection of oneself in the way we interact with others. In view of this, the significance of self-esteem in human behaviour is affirmed by Brown (1987) when he states that Self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity

can be carried out without some degree of self-esteem, self-confidence, knowledge of self, and belief in your own capabilities for that activity (Brown, 1987).

In view of this, the researcher would like to argue that teachers should attempt to improve the student self-esteem in order to encourage less fear of making mistakes, rejection by others or by speakers of the target language which is English in the classroom. However, the researcher also believes that even though this is possible, it would require an exceptional effort on the part of the teacher as self-esteem is an inherent part of an individual's personality. The researcher's practical experience in English first additional language class is that there are students who are generally self-confident and 'gifted' that can excel in reading within the language learning situation. On the other hand, there are those who have a very low self-esteem which affects them negatively towards reading when they have to read aloud in the classroom in the presence of the teacher and their colleagues. In this regard, teachers can really have a positive and influential effect on both the linguistic performance and the emotional wellbeing of the student. It is indicative from the above view point that for successful language acquisition one needs to concentrate on this emotive aspect of the student as well as the objectives of the language learning in order for the student to perform well.

Inhibition

This is the result of a set of protective devices around an individual to protect that individual's own pride, interest and the feelings, in other words, the individual's ego (Dulay, 1981). This means that the individual can protect his/herself from unwanted intrusion and thus, inhibition is associated with low self-esteem. In a classroom situation particularly where English is a dominating language, inhibited students are reluctant of taking risks and are always conscious of putting themselves in challenging situations. This is unfavourable in the process of learning. Confident students, as opposed to inhibited students, do not hold back in the same way as inhibited students do.

This behaviour is not advisable because it slows down students' progress or prevents the process. Teachers should encourage and motivate students to feel comfortable to try and make mistakes continuously since they can learn better from their mistakes. In a learning environment with inhibition, students see themselves as being highly vulnerable and this is what affects their performance since they do not believe in themselves. Thus, it is the teacher's responsibility to make use of different methods, approaches and techniques in the classroom whenever reading is taking place to encourage students to be less inhibited and to become relaxed.

Risk-taking

Risk taking is the ability of an individual to venture into the unknown or less unknown world without the fear of being humiliated by the consequences of such acts. Risk taking, however, does not mean just being adventurous; risk taking students use the skills and tools they already have in making well-planned and thought-out, calculated risk (Dulay, 1981). Dulay further asserts that risk taking should be taken into account in second language learning and teaching by both the teacher and the students. In this regard, the teacher should also devise a way of appraising and affirming learners should they make mistakes, That is, a way that should encourage them to take the risk again next time with no fear of intimidation by the teacher or other students during reading lesson especially where English is used as the second language. On the other hand, students and teachers should be aware that risk taking is one of the most positive factors in second language learning.

Anxiety

Anxiety is the concern an individual expresses in his/her mind about an imminent danger, difficulty or complex task on the way. In the same way as self-esteem, inhibition and risk taking, anxiety is also highly connected to, and plays an important role in second language acquisition (Brown, 1987). On the one hand, there are

students who are generally anxious, who always worry, and are generally doubtful of themselves and their abilities to succeed in any situation of learning. These students do not feel free and comfortable to read aloud in the classroom among their colleagues and the teacher.

Based on the argument, anxiety affects students' performance and these students may end up struggling in reading which can lead to loose of interest and becoming demotivated in reading as a whole. Anxiety can be both negative and positive equally in our general lives, and in second language learning. In the context of second language learning and teaching which in this case is English as first additional language to students, the teachers must always take into consideration that there are students with anxiety and they should, therefore, use in their teaching, approaches and techniques that would not worsen the anxiety state of the students as too much or too little of it can be unfavourable to their performance.

Based on the above arguments, the researcher decided to use CDA in the study since it is somehow function ideologically in every day's life and it has a very strong influence in human behaviour which could affect students' reading in English as language of learning teaching. This helped the researcher to identify students' different personalities and be able to cater for all of them during reading lectures in order to accommodate all according to their special needs.

This means that they may be used to make symmetrical relations of power and particular textual portrayals of social and biological worlds appear given, commonsensical and 'natural'. Wodak (2002) evidences this by stating that 'accordingly, the task of critical discourse analysis is both deconstructive and constructive'. He further elaborates more on deconstructive and constructive. He says that CDA in its deconstructive moment aims to disrupt and render problematic the themes and power relations of everyday talk and writing whereas in its constructive moment, it applies to the development of critical literacy curriculum that

aims towards an expansion of students' capacities to critique and analyse discourse and social relations towards a more equitable distribution of discourse resources (Wodak, 2002).

Michael (2002) asserts that the principal unit of analysis for critical discourse analysis is the text. This means that texts are taken to be social actions, meaningful and coherent instances of spoken and written language use. Yet their shape and form is not random or arbitrary. He goes on to say that specific text types or "genres" serve conventional social uses and functions. That is, particular kinds of texts attempt to 'do things' in social institutions with predictable ideational and material effects. These include functional written texts (for example, business letters, forms, policies, textbooks), spoken face-to-face interactions (for example, clinical exchanges, service exchanges, classroom lessons), and multimodal visual, electronic and gestural texts (for example, internet home pages). This view of the critical discourse analysts is meant to suggest that a text is anything we see and from which we can decipher meaning. It can be visual, spoken, written etc. (Michael, 2002).

Taken as historically and culturally specific social actions, genres are dynamic and continually subject to innovation and reinvention. They remain affiliated nonetheless with particular conventionalised discourses. For example, business letters are likely to feature discourses of finance and business; tabloid news reports would be sites for discourses of romance and sexuality. As conventional forms, then, genres and sub-genres thus both constrain and enable meanings and social relations between speakers and listeners, writers and readers.

It is in line with the above argument that students in the class should be allowed to analyse texts in terms of their sequenced structures of propositions, their textual macrostructures before the actual reading takes place. The structures of spoken

and written narratives have identifiable segments, movements or 'chunks'. In the case of students' reading, the sequencing and montage of key actions, portrayals and claims follow an identifiable order. The resultant text structures tend to operate as large scale grammars of actions and events chained together, as expressions of a cultural logic and taken for granted assumptions about historical and human agency, social and natural causality. This strategy helps and improves student reading skills to develop their interests towards reading.

Based on the above arguments, Gutierrez, Larsen and Kreuter (1995) evidence this by highlighting that the turn-taking structure of classroom lessons and other spoken texts can be analysed for its topic and propositional macrostructure, to document patterns of who can speak, when, about what topics and with what officially recognised authority and force. As noted, he also indicates that ethno methodological studies of classroom talk detail many of the typical discourse moves and techniques with which teachers regulate classroom knowledge.

2.4.1 Poststructuralist and postmodern discourse theory

Lee (1996) also contributes to this study by coming up with the history of Poststructuralist and Postmodern discourse theory. He argues that the development of the "new" sociology of education in the early 1970s was a key moment in the application of Western social philosophy and sociology to educational theory and problems. Phenomenological, symbolic interactionist and neo-marxian approaches to the study of identity, knowledge and institutional change in turn led to the development and application of various interpretive methods in educational research. These include action research, literary analysis, revisionist historiography and critical ethnography. Yet these various approaches are often conflated, erroneously, with later poststructuralist and postmodern social theory under the general category of "critical theory" (Lee, 1996).

Wodak (2002) supports the above argument by emphasising that Poststructuralist discourse theory examines how writing, reading, texts and discourses are constructive phenomena, shaping the identities and practices of human subjects. In his historical studies of asylums, governments, prisons and schools, Wodak (2002) focused on how historical configurations of discourse constructed new kinds of human subjects. He argues that institutionalised discourses consist of categorical "grids of specification" that classify and regulate peoples' identities, bodies, domestic and civil spaces, and social practices in different relations of knowledge and power. These discourses, he goes on to argue, work in the local situations of social institutions in ways that cannot be explained by reference to any individual's or group's roles, intents or motivations.

Indeed, poststructuralist theory questions whether there are essential human subjects, individual agents and social realities independent of their dynamic historical construction in social and cultural discourses. This is meant to suggest that the reading of texts is the most appropriate way of constructing and understanding the world around us through critical thinking and interpretivism. We all have different worldviews and the way we may read and understand a given text is different based on our contextual and historical backgrounds.

By this account, social institutions such as schools and universities are comprised by and through discourses. Discourses make up a dense fabric of spoken, written and symbolic texts of institutional bureaucracies (for example, policies, curriculum documents, forms) and their ubiquitous face-to-face encounters (for example, classroom interaction, and informal talk). Within these institutions, human subjects are defined and constructed both in generic categories (for example, as children and "teachers") and in more specialised and purposive historical categories (for example, as "professionals", "adolescents", "linguistic deficit", "preoperational"). These discourse constructions act both as institutional "technologies of power", implemented and enforced by official authorisation, and they act as "technologies of the self" "internalised" which is a means for the self-discipline of action, practice and

identity (Wodak, 2002). He further posits that these technologies potentially have both productive and negative material, bodily and spatial consequences for human subjects and communities. Based on this, it can be argued that reading is important since it leads to meaning making. Each context has its own discourses that might be misunderstood or misinterpreted in another context. Context becomes very crucial in the understanding of discourses.

Wodak (2002) further argues that the insight of philosophic post-structuralism, then, is that there is no educational truth, practice or phenomena that can be studied outside of discourse. By such an account, educational institutions could be seen as complex sites constructed by and through discourses expressed in various texts: from policy statements and textbooks to face-to-face talk in classrooms. These texts are seen as "heteroglossic" articulations of various historical, class and cultural interests contending for social power and capital. This is exactly what this research's main focus is since students find it very difficult to collect read and interpret texts nor do they know how to analyse and situate their "symbolic power.

2.4.2 Educational applications of discourse analysis

As noted above, Michael (2002) also strengthens the arguments by saying that the heralded "linguistic turn" in the social sciences has a significant impact on educational research in the post-war era. Discourse analysis describes an interdisciplinary family of methodologies and approaches to the study of language and text that draws variously upon linguistics, literary theory and cultural studies, philosophy of language, sociology and psychology. Initially, the term was used to in the 1950s to describe linguistic analysis of semantic structures above the level of the sentence. In the 1960s and 70s, it was applied by English teachers to the systematic analyses of the error patterns of second language learners' spoken and written texts and by educational psychologists to the development of cognitive text processing models (Michael, 2002).

He further argues that American and European psycholinguistics and sociolinguistics in the 1960s focused on the development of linguistic models that describe how people produce and use language. However, interactional sociolinguistics and its various sub-disciplines (for example, ethnography of communication, language planning) have tended to draw extensively from structural functionalist and symbolic interactionist sociological theory. Fairclough (2000) also supports the above idea by stating that the principal focus of discourse analysis in education in the 1970s and 1980s was on instances of face-to-face talk between, for instance, care-givers and children as key moments in language socialisation, and the development of literate competence and cultural to educational texts. He further shows how normative categories of gender, student disability, deficit and disadvantage were constructed in the exchange structures and themes of classroom talk.

At the same time, Fairclough's work provides a framework for describing how educational texts construct children, teachers, students and human subjects in different relations of power and knowledge. Henriques et al. (1984) began to meld poststructuralist and neo-marxist educational analysis to describe the hegemonic power of educational discourses in the construction of gender, cultural identity and child development. A range of studies described the broad development and intellectual history of particular paradigms and networks of ideas as "genealogical" discourses that build institutions of "governmentality" and moral order. These included historical studies of childhood, progressive education, and mental measurement as well as contemporary studies of educational policy and curriculum fields including mathematics, physical education, language and literacy teaching (Ball, 1990).

In view of the above, students cognitive thinking would be highly broadened and sharpened enough to be able to think critically and analyse text accordingly in order to respond appropriately. This exposure could boost students' confidence in reading

and can possibly increase their ability and capability towards the reading culture particularly in English as their FAL. Thus, it can result to high performance since they would have met academic standard required in reading.

2.5 READING CULTURE

As noted earlier in discourse analysis, reading culture can be regarded as the process that contributes and increases learners' positive attitude towards reading over a period of time (Nssien, 2008). This means that for the students to be successful academically, they need a proper exposure and appropriate strategies in reading to build and enhance their foundation which can assist them to acquire other academic skills easily because they can contextualise the concepts from different fields of their studies. In this regard, learners may be able to understand the information and use it as a bridging gap between knowledge and ignorance (Nssien, 2008). Nssien (2008) further emphasises that reading culture is seen as the most important factor of students' success in education and in the modern complex society which imbibes reading as the basis of growth and development.

There is no doubt that learners can develop a positive attitude towards reading only if they could get full support at early stage from the surroundings where they could be possibly exposed to different strategies which would make reading become interesting and part of their lives. In view of the constructivist, ecological perspectives and affordances, a conducive environment and harmonious atmosphere like home, school and peer groups reading could be much effective since students would have been exposed at an early age by their parents, friends and teachers in the classroom. Such an exposure can shape their minds at an early stage and they may be able to acquire basic skills in reading to become independent and competent at later stage. This is evidenced by Nwabueze (2011) who argues that an environment plays a very significant role in the development of reading culture of the learners. This means that the lack of proper exposure and support for

children at an early stage might affect them negatively and could result to bad attitude towards reading later on.

It has been noted that children with positive reading attitudes tend to be willing and may volunteer to read because they enjoy it. This effect can lead to proficient and lifelong readers. On the other hand, children with poor attitudes toward reading may only read when they are forced to since they totally avoid reading and even refuse to read altogether (Satija, 2002). In this regard, the child's attitude toward reading may have a profound impact upon his or her overall academic progress. That is the reason why teachers, parents and peers should take this seriously in assisting to change a child's negative attitude towards reading by giving full support that can make the child to understand the importance of being proficient in reading.

Children should be educated so that they become aware that reading is important for the development of their language skills and acts as a factor which influences the growth of their intellectual and emotional beings. Satija (2002) further observes that if the child is exposed enough to reading, he/she becomes empowered and knowledgeable which could enable him/her to participate freely in the social, religious, cultural and political life. It is within this eavesdrops that this researcher is anxious to find ways of instilling a positive reading attitude in the students. In effect, it can only be achieved through a partnership between parents, teachers and more focused peers to elevate the culture of reading in students.

2.5.1 The role of the parents in promoting positive reading attitude

A child's success in school is highly influenced by how much he/she is exposed by his/her parents to learning. This means that, the home environment plays a very significant role to lay up a solid foundation in children' minds to become competent enough to overcome any challenges they might face throughout their lives. For example, children view their parents as experts and role models in everything they

do. Wood (2004) stand by this view point by arguing that this builds trust, belief and confidence in children and the information and values that parents share with them about the importance of reading can significantly affect the attitudes that children develop.

He further adds that because children (particularly pre-scholars) seek and desire approval from their parents, they tend to develop attitudes and values that parents would praise and reinforce. Ahamefule (2001) states that it is not easy for a child to change drastically from what he/she was introduced to by the parents since they are the first people who receive and take care of the child from birth throughout their childhood. Hence their influence is very strong in the training of a child. Satija (2002) also supports the significant role played by parents in a child since parents can help to promote love for reading in their children at early stage by introducing them to activities like shared reading, reading aloud, and making printing materials available since this approach could promote positive attitudes towards literacy and can eradicate the problems that they are encountering in reading.

In line with the above arguments, children's progress from early childhood through their school years may develop different feelings towards their school subjects. In the situation where children do not get that support from home towards school work, they might become discouraged and thus can develop negative attitudes which might forbid them from becoming successful due to poor performance and hence they may drop out from schools or universities. In view of this, the researcher thinks that children's progress from early childhood through their school years may develop different feelings towards their school subjects. In the situation where children do not get support from home towards school work, they can be discouraged and as a result can develop a negative attitude which can forbid them from becoming successful.

2.5.2 The role of teachers in promoting positive reading attitude

The school environment is regarded as a second home for the child since this is the place where children spend more time with the teachers. In this regard, most children are eager to please their teachers as much as their parents (Ahamfule, 2001). This means that children can be so quick to model the attitude and behaviours they observe in school, particularly from their teachers. This helps them to develop a positive attitude towards reading and can become confident and proficient because teachers teach reading directly and they also employ opportunities to reinforce teaching. This approach can motivate learners who would try to read and continue to do so even if they might be facing any challenges because they have all the support they need from their teachers. Turner (1997) argues that the teacher should also show their students love and care in order to make them feel valid and respected since lack of love and care from the teachers may hinder students from reading. When this happens, students can develop a negative attitude towards reading as well as to all academic programmes. In this regard, it should be seen as promoting an educational climate that facilitates motivation and the desire to read in children.

This is also strengthened by Ezc (2006) who asserts that the role of school is to be responsive to vast and variety needs of each child in the school environment. He further argues that teachers should use techniques in order to promote learners' voluntary reading. For example, they should provide a variety of high interest reading materials of various grade levels in the classroom. This can be accomplished by obtaining magazines, newspapers, books, dictionaries, encyclopaedias, and other reference materials that contain content that matches students' interests. Students' interests can be determined through interviews or a survey (Ezc, 2006).

This would shape children's attitude toward reading by also providing systematic reinforcement (such as praise) when children are engaged in reading activities in the

classroom. Trelease (2006) is of the opinion that the above approaches and techniques create a conducive and harmonious atmosphere and environment of the classroom (ecology and affordances) which can help to nurture the students' intellects, interests and emotional development in the reading culture. In view of this, Pressley (2002) thinks that, this could be done by providing functional libraries as well as educational environments which would also promote and encourage the interaction of literacy with other areas of the curriculum including all aspects of arts, reading, listening, speaking, viewing and writing. In extra ordinary situations where these resources are scarce, particularly in rural areas, it is the teachers' responsibilities to make sure that they improvise. This means that teachers should have adequate skills in order to be creative and know exactly what is best for their students during teaching and learning progress. For example, they should be able to create relevant resources and provide conducive conditions to their students as well a harmonious atmosphere during lessons so that students can feel comfortable and secured where necessary.

2.5.3 The role of peer group in promoting positive reading attitude

Peer group plays a very significant role in a child's life and can influence the child's behaviour in different ways (either negatively or positively). When children move out from home to school or to the community, they meet with other children too from different backgrounds and with different behaviours, interests and perceptions. They begin to create friendships and become attached to their friends gradually through playing together and sharing ideas during socialisation. All these gradually affect other children's academic performance depending on individuals.

On peer collaborative learning, Morrow (1995) and Rodgers (1997) argue that, children learn more with their peers since they are fully and freely in their interactions to share ideas. These make them to acquire knowledge among themselves. Through sharing, peers can suggest good reading materials that some of them have read and give others ideas on where to find them thereby encouraging them to visit

the library regularly. These strategies can make reading more interesting and meaningful and may result to children to become competent, proficient as well as independent in reading.

2.5.4 Reading from a social constructivist point of view

Social constructivists see reading and learning, as social practice. The social context affects when a person reads, what he/she reads, where he/she reads from, who he/she reads with and, of course, why and how of the reading. Interacting with text can involve practices as diverse as reading instructions, scanning a newspaper, or reading an academic article. Thus, when designing curricula for reading in EFL classes, the first thing that should be considered is students' need in order to do it in terms of social practice. Luke and Freebody (2002) define four different reader resources: code breaking, meaning making, text using, and text analysing.

2.5.4.1 Code breaking

Code breaking deals with deciphering text at letter, word, and sentence-level. For many students decoding a text is synonymous to 'reading' because this is the social practice they have been taught in schools. Decoding practices, including both top-down and bottom-up strategies, are usually the main focus of school reading classes. Top-down strategies include guessing meaning from context, predicting, using experiential knowledge, and using text structure (Luke and Freebody, 2002).

They further state that the Bottom-up strategies include looking up unknown vocabulary in a dictionary or glossary, working out sentence grammar, and deciphering reference chains. Classroom reading practices which are based on both top-down and bottom-up strategies may help to scaffold students' development on reading skills. However, if students are not encouraged to go beyond these

strategies, they may learn reading habits which are over-focused on decoding to the detriment of other reading resources.

In the field of teaching English as a foreign language, reading aloud is one commonest classroom reading practice. It supports decoding, but in reality; it has little to do with making meaning from texts and everything to do with decoding the sound-symbol relationship. In this regard, students have to work hard to decode the sound-symbol relationship at the word level, ultimately causing them to lose sight of the bigger picture, decoding the overall meaning of the text. Yet classroom practices of sub-vocalizing or of diligently writing down translation equivalents often remain with students long after they are appropriate. Obviously, there is more to reading than decoding (Luke and Freebody, 2002).

2.5.4.2 Making Meaning

Making meaning is another essential reading resource. This is where dialogue is involved. This means that it is not enough to hear or see the word on the page. The reader should also listen and struggle to make sense in their own brains of what the writer is saying, which is intermental dialogue in Vygotsky's terms. Pani (2004) supports the above idea and adds that in listening to the author's words, students need to construct their own representation of the author's message which is regarded as intramental dialogue highlighted above. He further says that it is very rare for students to understand exactly what the writer had in mind without a full support from the teachers since the individual interpretation is totally different in the absence of clarity. Thus, reading provokes critical thinking and interpretation that might vary from person to person depending on their background. That is to say that text should be seen as ambiguous and can only be meaningful when someone is able to interpret it.

2.5.4.3 Text using and text analysing

In this regard, text using and text analysing can also be seen as a very important reading recourse because without texts there would be no reading taking place. In view of this, there is no perfect way to understand most texts. This means that text could be interpreted differently by the reader reading in a foreign language. It is particularly hard, because the words and grammatical structures, the text conventions, and the cultural context are all less than familiar. Even something as apparently factual as a train timetable can be interpreted through different cultural lenses. In this regard, students need to understand that all readers construct meaning from texts differently, depending on their purpose for reading, their background, and even their state of mind. Pani (2004) again evidences this by stating that there is usually no single, unequivocal meaning in a text. Thus, reading entails constructing meaning from text through intermental and intramental dialogue, which is exactly what triggered the researcher to carry out this study.

2.5.5 Social constructivist theory and foreign language reading class

Wilson (1998) argues that the social constructivist view of reading has many implications for language teachers. Firstly, teachers should help and guide students to extend their capacity to read constructively rather than by simply practicing reading. Secondly, they need to escape from teaching reading through the kind of disembodied texts which are so common in EFL classrooms. He further observes that those disembodied texts have no context, no particular relevance to students, or to their broader learning purposes.

Thirdly, he says teachers need to ensure that, they do not read on behalf of the students in the reading classes. He talks about the pre-reading, during-reading and post-reading exercises which can sometimes provide so much support that the students do not really have to read the text at all. In view of the above argument, the

research thinks that this is exactly the kind of learning that he/she is practising in the classroom during reading slots. Wilson (1998) goes on by proposing the following strategies for teaching reading in an EFL classroom:

2.5.5.1 Providing a context and purpose for reading

Students need to have a clear idea of why they are reading and also to see how the text relates to other aspects of their course. For example, before tackling a reading passage in a course book, teachers should establish the context first by using visual cues, discussion questions, or a link to students' own lives. They should further make sure that students know which reader role are expected to adopt and also look at the text as a model for some other task in order to find out whether the text is meant to be used as a language resource, or meant to stimulate dialogue. Students also need encouragement to move beyond this teacher-textbook controlled situation into reading texts which they themselves have selected for their own purposes.

2.5.5.2 Modelling

A useful form of scaffolding is to model the reading practices teachers want their students to adopt. Teachers can do this by using a modified version of the think-aloud research technique. Pani (2004) asserts that the teacher should stand in front of the class, not reading aloud as much as verbalizing his or her thought processes as he or she reads. This is a good way to model skimming or processes such as relating one text to another, asking questions of the text, and guessing the meaning of difficult words. It can demonstrate that reading is not necessarily a linear process, but involves jumping forwards, linking back, and re-reading sections which are problematic. Students find it very reassuring when the teacher verbalizes thoughts such as "What does that mean? Hang on, better read that bit again." It helps to break down the myth that many students have: "If only I were better at English, I

would understand this perfectly.” Above all, modelling helps students to see what it means to enter into dialogue with the text.

2.5.5.3 Asking question

Asking questions is also helpful since it leads students to engage more interactively with the text which is very tricky. The motivation behind this is to enable students to become independent readers. Wilson (1998) argues that the social constructivist theory emphasizes that teachers need to encourage students to create their own meaning from text rather than to impose interpretation of the meaning upon them. To say this differently, teachers may help as resources to bridge the linguistic and cultural gap that students experience in reading a text since most of the teachers have a tendency of dominating the lesson by telling students the meaning of the text rather than assisting them to create meaning themselves. In this regard, teachers and texts play a very significant role in students reading since that interaction can build a very strong relationship between these three parties. For example, the questions the teachers ask should show a genuine interest in the meanings the students construct rather than insisting on pre-conceived understandings.

In fact, what students need to learn from an EFL reading class is not the content of the reading text: rather they have to strengthen their ability to use the four reader resources below. Above all, teachers should encourage their students to ask such questions for themselves (Wilson, 1997). In view of this, the social constructivist approach to reading offers tools and principles for EFL teachers to draw students into energetic participation in text events, entering into active dialogue with texts and their authors, not as outsiders, but as active participants. This means that this approach may challenge the traditional beliefs of EFL teachers in many ways.

2.5.5.4 Hermeneutics

This perspective in the main is the art of interpretation of texts or the science of understanding in line with the research paradigm for the study. Gadamer (1976) contends that the term 'hermeneutics stems from the Greek verb "hermeneuin" which has three meanings: to make something explicit (to express), to unfold something explicit (to express), to unfold something (to explain) and to translate (to interpret).

Hermeneutics is an attempt to make clear or to make sense of an object of study. This object must be a text which in some way is confused, incomplete, cloudy, seemingly contradictory - in one way or another, unclear. All in all, interpretation aims to bring to light an underlying coherence or sense' from perceptions or views (Taylor, 1976). In view of this, hermeneutic task consists in understanding what a particular text means. This means that it helps a researcher to produce a story that is believable. Who we are is a function of the historical circumstances and community that we find ourselves in, the language we speak and the historically evolving habits and practice we appropriate together with the temporally conditioned choices we make.

Based on the above discussion, hermeneutic circle refers to the dialectic between the understanding of the text as a whole and the interpretation of its parts, in which descriptions are guided by anticipated explanations (Gadamer, 1976). In this regard, hermeneutic circle suggests that we understand a complex whole from preconceptions about the meanings of its parts. Said simply, human understanding is achieved by iterating between the parts and the whole which they form. In view of this, the goal of interpretation is 'to produce a reading of the text that fits all important details into a consistent, coherent message, one that fits coherently into the context (Diesing, 1991).

In the context of this study, hermeneutics suggests that 'prejudice', pre-judgement or prior knowledge (experiential knowledge) plays an important part in our understanding. Our attempt to understand a text always involves some prior knowledge or expectation of what the text is about. In fact we cannot understand a text unless we have some understanding of the language. This is to suggest that understanding always involves interpretation; interpretation means using one's own preconceptions so that the meaning of the object can become clear to us (Gadamer, 1975).

Therefore the critical task of hermeneutics then becomes one of distinguishing between 'true prejudices, by which we understand, from the false ones by which we misunderstand' (Gadamer, 1976). As researchers we need to become aware of how our own views, biases, culture and personal history have a significant impact on how we view the world. The 'text is the medium through which we understand ourselves' (Ricoeur, 1991). Gadamer suggests that meaning does not reside in 'the subjective feelings of the interpreter' nor in 'the intentions of the author'. Rather, meaning emerges from the engagement of reader and text.

2.6 MULTILINGUALISM

It is necessary to provide a working definition for multilingualism because this study looks at language behaviours of EFAL in a previously disadvantaged higher institution which commits itself to provide an environment that encourages unity in diversity in terms of demographics, skills and background to all students. Three different definitions will be provided and illustrated in this study in order to promote and aspire towards multilingualism and try to reinforce the power of EFAL in reading through their carefully crafted policies and unchanged institutional culture. Pluddemaan (2001) defines multilingualism as 'more people using more languages in more registers and in more domains'. This definition could be interpreted to mean that speakers of the many South African languages could over time learn each other's language(s) without fear of marginalisation. Moreover, Pluddemaan (2001)

argues for a multilingual academy. He is of the view that a multilingual academy could be possible if multilingualism is introduced progressively over time rather than full-scale in the short term. The researcher's understanding of Pluddemaan's (2001) argument is that multilingualism is a process that needs to be implemented in phases. It does not need to be done in a sensational manner, but rather over time.

Implications of a definition for this institution where the study is based are that classroom practices are being affected as well as lecturers since everything is taught in English as a medium of instruction. This affects more students since English is their FAL and it's not easy to completely switch from their native language to the L2.

2.7 CONCLUSION

In line with the above discussion on language proficiency in English, one could say that a majority of the students can gradually get there if it is for the first time they are being fully exposed to English. In view this, the fact remains that they are forced by circumstances to communicate in English whether during and after the lectures, learning of the default language indisputable and indispensable. This means that the levels of proficiency in English have to improve in order to improve the students' performance academically though they might still be lacking in common grammatical errors here and there when they communicate and write up. But the standard and attitude have to change due to the different support given to the students as highlighted above by different scholars contributed in this chapter. The discussion shows that English still dominates because it is regarded as LoLT and the lingua franca in tertiary institutions and South Africa.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the selection of the research approaches and methodologies used in the study. The researcher's objective was to investigate principally the use of English, as a First Additional Language reading and response at the University of Fort Hare in Eastern Cape Province: South Africa. The study was premised within the interpretivist paradigm based on a qualitative research method. It is a case study design. It is a longitudinal study that covered a total of four years, the duration for a B Ed degree. The population comprised of all fourth year English teaching methods classes from first year to fourth year students (EDS 111 & 122, EDL 212 & 222, EDL 312 & 322 and then MEN 411 & 412). This means that the researcher detected developments or changes in the characteristics of the target population at both the group and the individual levels since he/she conducted several observations of the subjects over a period of four years. The data collection tools included documents (texts), participant observation, journal entry and writing log books and all the assessments that were done in the classroom. In this regard, nine students were interviewed based on their academic performance over the years and focus groups were also set up as a means of gathering data from first year students

Writing log books were employed in the study for so many reasons; one being because reading and writing skills both overlap, writing enhances reading in the sense that students should always write down their points and questions related to the text read in order to test their understanding. This helped the researcher to check students' understanding of the texts or journals through their response to the reading in both verbal and writing log books by following the instructions given by the researcher and use their own perceptions towards the texts that they read to identify any lesson learnt if possible. This was a very helpful practice in order to detect

student's progress and development in reading and responses. In this chapter, all the steps required for the above mentioned aspects for data collection are presented and thoroughly discussed one by one.

3.1.1 Research questions

The following are research questions which were used during the interviews and the focus groups. These questions managed to guide and gave out **richness and depth of information required by this study**.

3.1.1.1 Main question:

- How can students become competent readers in English (FAL) in South African Universities?

3.1.1.2 Sub questions

- What provisions are provided to enable reading in English (FAL)?
- What reading strategies and training are available for students in the university?
- How do current teachers' training programmes prepare students for FAL teaching?
- Which reading instruction strategies are promoted in teacher's training for Foundation Phase learners?

3.2 RESEARCH PARADIGM

3.2.1 The interpretive paradigm.

The study adopted the interpretivist paradigm which is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Angen, 2000). It further attempts to understand phenomena through the meanings that people assign to them. This means that the “interpretivist” paradigm stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals (Angen, 2000). They use meaning versus measurement oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges (Yanow et al, 2006). This study is based on the interpretive approach, which aims to explain the subjective reasons and meanings that lie behind social action. The interest of interpretivists is not the generation of a new theory, but to judge or evaluate, and refine interpretive theories (Yanow et al., 2006).

In this regard, the students were given the opportunity to interpret different texts and analyse them accordingly and the researcher just accepted what was interpreted by students since students have got all the rights to understand the meaning and try to make sense of the text which may be unclear in one way or another. The main reason and belief is that all human interpret and understand things differently in a social context. This can be achieved by iterating between considering the interdependent meaning of parts and the whole that they form. In this study, the researcher’s approach to students was to give the texts and divide them into groups where they were expected to read, interpret, analyse and share ideas among themselves and then respond.

During this activity, the researcher had all the time to observe students' interaction and participation among themselves and be able to intervene where possible in order to ensure an adequate dialogue between the researcher and students to collaboratively construct a meaningful reality of the text where possible. Thus, what we know is always negotiated within cultures, social settings, and relationship with other people. From this perspective, truth cannot be grounded in an objective reality since this is driven by the individual consciousness and experiences such as judgments, perceptions and emotions.

Creswell (2009) contends that a phenomenological study describes the meaning of the lived experiences for several individuals about a concept or the phenomenon. He further states that in the human sphere, this normally translates into gathering "deep" information and perceptions through inductive qualitative research methods such as interviews and observation, representing this information and these perceptions from the perspective of the research participants. In view of this, the researcher has to understand and interpret students' perspectives on the factors that could impact the successful use of learning and face-to-face instructional approaches in a manner that they complement each other.

Abbott (2010) supports this same idea by stating that reality can be explored, and constructed through human interactions, and meaningful actions to discover how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writings while interacting with others around them by relating to the texts they have been exposed to. He further argues that many social realities exist due to varying human world views, including people's knowledge, views, interpretations and experiences as indicated earlier in this discussion. Events are understood through the mental processes of interpretation that is influenced by interaction with social contexts. Those active in the research process socially construct knowledge by experiencing the real life or natural settings in an interactive process of talking and listening, reading and writing (Abbott, 2010).

In the study, the students were constantly interpreting and defining texts and things as they negotiated meaning through different situations. This means that the

process of interpretation is a dynamic one since it depends on how a person interprets and perceives something. From a symbolic interaction perspective (Taylor, 2011) observes that all cultures and institutions consist of actors (people) who are constantly engaged in processes of interpreting the world around them. Even when they are within the precincts of institution or culture, it is their interpretations and definitions of the situation that determine their actions/reactions. This view reinforces the constructivist, ecological perspectives and affordances which stress the context as being the core of an understanding of any given world view.

3.3 RESEARCH METHODS

The study was carried out through a qualitative research methodology. The qualitative research is one of the three major approaches to research methodology in social sciences. This type of research has different meanings in different fields. In social sciences, qualitative research is often a broad term that describes research that focuses on how individuals and groups view and understand the world and construct meaning out of their experiences (Creswell, 2009). In this regard, the perceptions of the respondents in this study are captured in the form of narratives through the use of thick description since qualitative research relies more on words than on figures and statistics. By the same token, issues of language acquisition and learning can be easily understood through the use of perceptions based on the context of study, rather than on numbers since it cannot be easily replicable and generalised in other contexts. Said differently, this study was based on the subjective views of the respondents and as such, it is context based.

In view of this, the study adopted a qualitative research design because it involves an in-depth understanding of human beings and the reasons that govern human behaviour (Creswell, 2009). This approach was used in this study to collect, analyze, and interpret data by observing what people do and/or say (Creswell, 2009). One should note that undertaking research, the choice of methodological approach is significant. In this notion, this chapter focuses on the selection of the research approaches and methodologies used in the study. The researcher's

objective was to explore broader trends in reading strategies, instructions and training for students in the use of English, as first additional language (FAL) in one South African university in the Eastern Cape Province. Thus, the researcher used the qualitative method, different types of research design techniques and data collection methods in order to get in-depth's information to enlighten the study.

By way of a definition, Kitthananan (2006) states that qualitative research aims to understand and interpret the meaning that participants attribute to their surrounding environments. In attempting to achieve such understanding, qualitative research is concerned with investigating research questions. It follows that it is often subjective in nature, as the interpretation and analysis of data collected from qualitative research might differ from one researcher to the next. Consequently, the analysis of qualitative data is often criticised for being the perception of the researcher. In contrast, quantitative data can be calculated statistically, allowing for greater reliability and credibility (Centre for Programme Evaluation and Research, 2007b). This does not imply that a quantitative analysis is without subjectivity.

Huberty (2000) comments on the potential subjectivity of quantitative analysis to evidence that there is no data that is not soiled by the hands of the researcher somehow. He further raises two significant issues. Firstly, the researcher selects his/her methodological framework. Secondly, he/she selects the data to be analysed. In both instances, it is the researcher who decides the route of the investigation and subjectivity in the analysis is thus inevitable. Neill (2007) states that a quantitative approach is used primarily in the analysis of numerical data. In this view, the data was collected through the above highlighted tools and the results were classified methodically enabling researchers to calculate data objectively and efficiently.

Although a degree of subjectivity is present in quantitative research, it provides a level of reliability and credibility that qualitative research cannot. However, Angen (2000) thinks that the process of quantitative research does not always allow for the contextualisation of the data or for an insight into the data. This is in sharp contrast to the qualitative research method because the quantitative method is robotic and

predictable which is not real in live. On the other hand, qualitative research is multi-dimensional, subjective just like our live processes.

In view of the above, the study employed the qualitative research methodology since it is empirical in nature as well as attempts to get an in-depth opinion from the respondents. This means that the researcher is regarded as the key instrument in this research methodology. Based on the above, the qualitative research method is deemed suitable for this study because it aims to explore student's reading with the rationale of providing the most effective strategies and methods to be used in order to improve and broaden their knowledge and interest in reading and literacy as a whole. This could increase students interest and change their attitudes towards the learning of English as FAL as part of language which is academically needed.

3.4 CASE STUDY DESIGN

This study adopted a case study design in data collection since it is good at bringing an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships (Yin, 2009). Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations to provide the basis for the application of ideas and extension of methods. Yin (2009) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Yin (2009) further states that critics of the case study design believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to the study of the case biases the findings. Some dismiss case study research as useful only as an exploratory tool.

Yet researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues, and problem (Yin, 2009).

In view of this, this study used case study techniques since this played a very significant role in data collection because it offered richness and depth of information that is not usually offered by other methods through observations and interviews. In this case, the researcher typically observed the characteristics of an individual unit such as a student, a lecture room and the community of this university where the research focused on. The purpose of such observation was to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalization about the wider population to which that unit belongs. Therefore, this study looked only at one district at Fortbeaufort in Eastern Cape Province: University of Fort Hare.

3.4.1 Ethnography

Ethnographic technique was also adopted during data collection since this is the study of social interactions, behaviours, and perceptions that occur within groups, teams, organisations, and communities. Creswell (2009) defines ethnography as the study of an intact cultural or social group based primarily on observations over a prolonged period of time spent by the researcher in the field. Therefore, the ethnographer examined the group's observable and learned patterns of the behaviour, customs and way of life, and recorded the voices of informants (Creswell, 2009). The final product of this study is descriptive and interpretive. Robson (2002) postulates that a good ethnography can give one an intimate feel for the way of life observed by the ethnographer. In view of this, the researcher used this technique in order to get rich, holistic insights from participants views and actions, as well as the nature (that is, sights, sounds) of the location they inhabit, through observations and interviews since the aim was to 'get inside' the way each group of participants sees the world. The motivation behind this was to blend it with the case study in the

sense that the strengths of both designs were merged to overcome the weaknesses if only one of them was used.

3.4.2 The province and the surrounds

This University is situated in the fertile Tyhume valley, some 120 km due west of the city of East London. It lies adjacent to the town of Alice, the capital of the new Nkonkobe Municipality. The University and Alice are served by road and rail links. Alice is a small town in a rural setting, lying within the former Ciskei. Nearest population centres are Fort Beaufort (20km), Hogsback (30 km), Middledrift (20 km), Dimbaza (40 km) and King William's Town / Bhisho (60 km). The University has two satellite campuses: one located in Bhisho (Bhisho Campus) and the East London campus, roughly 60 km further east, in the city centre of East London, between Fleet Street and the harbour.

In addition, the University of Fort Hare is situated in the Eastern Cape Province where isiXhosa is the dominant language. Besides isiXhosa, Afrikaans and English are the other official languages. According to Freedman (2013) in the census of 2001, the Eastern Cape Province comprised about 16% of South Africa's total population of about 47 million (Statistics South Africa, 2003). The black population in the Province totals about 87%. About 83% of this number use isiXhosa as their home language. An important point to mention here is that about 77% of all speakers of isiXhosa in South Africa live in the Eastern Cape (Freedman, 2013).

The mission of the university of Fort Hare is to provide high quality education of international standards contributing to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the scientific, technological and social-economic development of the nation and the wider world. This previously disadvantaged university strives towards:

- Commitment to high quality education - to give the students a competitive edge in the labour market.
- Towards achieving international standards - establishing the wider currency of qualifications in the new global economy.
- Offering academic programmes with a strong social and ethic relevance ensuring a critical and constructive contribution to social development.
- Promoting a distinctively developmental perspective in teaching and research.

The university's vision and mission is to focus its programmes such that they address the needs of the rural communities of the Eastern Cape in which it is geographically situated. It has five main faculties in order to accommodate all students from different disciplines which include: Faculty of Education, Faculty of Law (Nelson R. Mandela School of Law), Faculty of Management & Commerce, Faculty of Science & Agriculture and the Faculty of Social Sciences & Humanities (Freedman, 2013). The university has a student population from the SADC region, and other parts of Africa.

This means that there are students speaking different indigenous languages as their native language besides isiXhosa since this university draw its students and staff from all over South Africa and internationally. This is demonstrated by various language and cultural groups on the campus. This motivates why English is the official language of teaching and learning in order to recognise its southern African students and the need to meet the international standards in a non-racial society. It is worthy of note to indicate that English, the language of learning and teaching or

the language of instruction, is additional to most if not all the students involved in the study.

In view of this, most of students are faced with linguistic challenges when they get to this university because they are mother tongue speakers of isiXhosa and other African indigenous languages since they are coming from the surrounding communities where English is seen as foreign language. This means that, isiXhosa is the dominant language in the institution and English is the default LoLT which tend to affect students since it is the first time that they are learning, communicating and interacting in a diverse classrooms. To make matters worse, most of the lecturers are English speaking from other countries. This might account for student's poor performance academically. In view of this, the study focused on one faculty, the Faculty of Education. This Faculty was chosen because it is the only faculty which trains students' teachers in English as LoLT particularly those who are taking English as their teaching subjects so that they become competent and proficient in English whilst they will be teaching in schools.

This faculty was further convenient for the study since the participants are all students on campus so they did not need to travel to attend a focus group meeting with the researcher. In this regards, students of English have been chosen because of the poor performance at first year level which affected them academically since their standard was below the university expectations where reading is concerned.

As far as buildings are concerned, the university already has the following: Stewart Hall, Livingstone Hall, Henderson Hall, Assembly hall, Botanical Plant House, Auditoriums, Computer Labs, library Laboratory, hostel and dining halls. These buildings are divided according to the different courses offered. All the buildings are very old since this university was established in 1916 but the renovations are taking place in order to standardise them. The researcher's main focus is only on Stewart Hall where the faculty of education is located. As mentioned above, the buildings are old but are being extended and renovated, well painted, well-furnished and spacious enough to accommodate all the students enrolled in this faculty.

3.4.3 Classroom seating arrangements

There are several basic desk arrangements which differ according to the number of students per lecture and different teaching methods used by the lecturer involved during the lecture in order to accommodate all students and make sure that the learning becomes active not passive. As indicated earlier, the set up rotates between the following:

- Angled Rows with desks touching
- Modified U (or Horseshoe)
- Groups (or Teams)
- Combination (desks in various positions).

The researcher always make sure that all the students' desks are not separated, as that takes up too much space and is not conducive to the teaching methods used.

3.4.3.1 Angled rows with desks touching

This set up enables the lecturer to see what every student is doing and it gives all students a clear view of the front of the room, it can take up less floor space than other arrangements, it makes it easy for students to work in pairs or move their desks into groups for cooperative work. In contrary, it does not work well with a large number of desks because students will be too far away, less effective in terms of management when more than two rows are used, less suitable for classrooms that use cooperative learning. In this regard, this arrangement is suitable in this department as from second year to fourth year levels since students are already divided into their teaching subjects groups which are very manageable in size. This

helps them to concentrate on the tasks given and makes it easier because the students' desks are touching one another (and not completely separated), enables them to work with partners without having to move their desks around because they are sitting right alongside one another. When it is time for group work, they can easily shift the desks to work together in fours, or sit at tables in the back of the room or on the floor.

In addition, this makes it easier for students to see and cooperate because it leaves space in the front of the room for a rug, open area, overhead projector cart, podium, table, and so on. It is easy for students to move their desks for group work: they easily do partner work with the person next to or behind/in front of them, and then for group work, they move to sit at the tables and rug areas. They absolutely work very well and students love this because it gives them the opportunity to get out of their desks and sit some place different since they do not like to be confined.

3.4.3.2 Modified U (or Horseshoe)

This arrangement allows many desks in a small space and makes group work harder because the space is small and desks cannot be easily moved around. The researcher used this arrangement during first years' lecture since the number was very big and there were no spacious venues in this faculty to accommodate them properly hence he/she had to adopt this arrangement to fit them all. It is not a nice practice at all since it is difficult to vary teaching methods and not easy to see all the students.

3.4.3.3 Groups (or teams)

This set up saves floor space with many desks and it supports cooperative work since students feel free to share ideas. Its disadvantage is that it promotes off-task behavior since many students get distracted easily if they are not strictly monitored.

3.4.3.4 Combination (desks in various positions).

This arrangement provides students' needs and it is extremely flexible though it requires special procedures for passing out and giving out the teaching materials. In this regard, it is very advisable to make use of all these set up in order to identify which one works best for the both lecturer and student in order to enhance learning.

(i) Hostels and dining halls.

The university has different hostels and dining halls which are named after the university founders such as: Beda hostel, Iona Hostel, Wesley Hostel and their dining halls were recently extended and renovated in order to accommodate the university enrolment that has increased and also to improve the students living conditions.

(ii) The library

The library was also extended, renovated and standardized to avoid congestion and accommodates and meets the student's needs academically.

(iii) Laboratories

Laboratories were also extended since there was congestion in the Science laboratories because they were used for different subjects such as: Science, Chemistry, Physics, Psychology, Botany and Zoology. After the extension and

renovations, the laboratories were divided according to different subjects. This was a relief since each subject has its own laboratory in order to avoid distraction during practicals.

(iv) Computer labs

Most of the departments now have computer labs which are attached to after the extensions and renovations of the buildings in order to avoid congestion. These computer labs are very useful because they promote and enhance learning and teaching in the sense that most of the students have access to the labs and are able to do their research and assignments. In these labs, students also do their writings, mathematics, reading, keyboard practice, telecommunications, and creative games during their leisure time. This makes it easier for students to meet their deadlines. In view of this, most students have changed their negative attitudes towards teaching and learning due to the upgrade which was done recently towards buildings and the variety and accessibility of resources. This has helped to increase the number of graduates. Also worth talking about, the university's security is too tight to the university community and to the buildings as a whole for 24 hours because the whole university is well fenced and the security is very tight at the gate as a result no one is allowed to come in and out freely without being checked.

3.5 LONGITUDINAL STUDY

To capture an in-depth of this case and ethnographic study, the researcher made use of a longitudinal study. A longitudinal study, like a cross-sectional one, is observational. So, once again, researchers do not interfere with their subjects (Bless and Higson, 2002). However, in a longitudinal study, the researcher conducted several observations of the same subjects over a period of time, which lasted for four years. In this regard, the researcher was dealing with the past and the current students in order to detect student's progress and development in reading and responses. In view of this, Bless and Higson (2002) assert that the benefit of a

longitudinal study is for the researcher to detect developments or changes in the characteristics of the target population at both the group and the individual levels. The key here is that longitudinal studies extend beyond a single moment in time. As a result, they can establish sequences of events. For example, the researcher looked at students' progress and interest in speaking, reading and discussing in English throughout the lessons. This gradually changed and improved the level of reading skills for academic purposes from the first to the fourth year. In this regard, a longitudinal study is more likely to suggest cause-and-effect relationships than a cross-sectional study by virtue of its scope (Bless and Higson, 2002).

Based on the above argument, the researcher tried to create something which could improve students' progress and interests towards reading in English as their first additional language (FAL). He/she then introduced the system of modelling that he/she learned at the National Teachers Training College (NTTC) in an intercultural communication class back then while he/she was a student. The researcher therefore, created the system of modelling from a framework he/she learned in an Intercultural Communication class during his/her training as indicated above to check if this system could work. The researcher introduced this system to his/her students in order to help them to begin to think critically in an academic setting. This frame is called DIE, which stands for: Description, Interpretation, and Evaluation. This system was introduced at first year level and students carried on with it throughout their four years since it helped them to focus and pay attention in all the activities taking place during the lecture and were also able to respond appropriately.

In the second year that the researcher taught in this manner, he/she continued with this method and had each student practice on how to teach reading to their colleagues and then write an Evaluation along with their Description and Interpretation, rather than covering it only during the lecture in order to recall back on what was happening in the class and then respond appropriately. The researcher evaluated this system and realised that it works wonders to students since they listened and observed others while delivering the reading lessons and then

expressed themselves without any fear of grammatical errors. This boosted their self-esteem to participate in class and improves their reading skills and their vocabulary since reading and writing skills overlap.

The researcher also introduced journaling to his/her students. Dialogue and Media Journals, sustained silent reading and reading cards models/systems were gradually introduced to students at second year because at this level student were already divided into different groups of their teaching subjects. The motivation behind introducing journaling was that the researcher discovered rather earlier during his/her lectures with first years that students displayed a great deal of shame during reading lessons which were associated with their English language ability from accent to grammatical correctness. Most of the students did not understand the texts and even their pronunciations of the new words was a major problem. This made it very difficult to respond accordingly to the texts.

Shame was inflicted from peer to peer through laughter within the classroom while other students were reading aloud but failed to pronounce some of the new words properly. Having discovered this in class, the researcher strongly spoke out against this behaviour. He/she asked students how many of them have been laughed at regarding their reading in English and they all raised their hands. He/she then asked several students at random how they felt when they were laughed at and they shared their experiences. By making this public, students realized that the way they felt was the way they made others feel. The researcher then asked if they were encouraged or discouraged from reading in English through this public humiliation and, of course, they said they were being discouraged. He/she then suggested that they should support each other and work as a team in order to create harmonious learning environment for every one since they are all there to learn not to make fun out of others. This form of shame was unacceptable and the researcher had the authority to change this situation in order to protect other students.

Given this reality, it seemed imperative for the researcher to offer students more chances to develop ownership and pride in their reading in English. They were encouraged to open up in their writings and emphasized fluency over accuracy since that is an important aspect in English. Thus, the researcher decided to introduce dialogue Journals and media Journals systems as well as to a sustained silent reading and reading cards models/systems. Students were asked to read different materials of their choice during their free times and comment through writings and then submit to the researcher. In other occasions, they were allowed to say their own stories by writing freely about any topic they felt comfortable with even to assess news articles etc. and comment freely without exclusive concern for grammar, punctuation, or spelling.

The researcher alternated dialogue Journals with media Journals during the first and second semesters of the second year whereas a sustained silent reading was done every day in ten to fifteen minutes before the lectures. At the third year level, the students dropped Dialogue Journals and Sustained Silent Reading and focused on media Journals and Reading Cards. In view of the above discussion, all the assessment tasks are well presented and described with clear examples below in section 3.7.

3.6 SAMPLING TECHNIQUE

In qualitative research, the results of the study may not be general and use large population because the sample group is small and the subjects are not chosen randomly. Sample can be defined as some part of a large body especially selected to represent the whole (Hay, 2002). This definition concurs with the one of Bless and Higson-Smith (2000) who refers to sampling as a technique by which a group of elements drawn from the population is considered to be representative of the population to be studied in order to acquire some knowledge about the entire population. There are two major categories of different sampling techniques, namely probability and non-probability sampling.

The difference between the two techniques is that the former involves some type of random sampling, in which each member of the population as a whole has the same chance of being selected as other members in the group. For instance, probability sampling involves simple random sampling, systematic sampling, stratified sampling and cluster sampling whereas non-probability, on the other hand, refers to a sample in which units of the population are selected by factors other than random chance. Examples of non-probability sampling are purposeful sampling, convenience sampling, snowball sampling and quota sampling. According to Bless and Higson-Smith (2000) a very important issue in sampling is to determine the most adequate size of the sample.

In addition, Bless and Higson-Smith (2000) note that a large sample is more representative but very costly. They further opine that a small sample on the other hand, is much less accurate but more convenient. The major criterion to use when deciding on sample size is the extent to which the sample is representative of the population. This means that it is not always possible to study the entire population, but what is important is to select a representative and accurate sample of that population.

3.6.1 Sampling methods

Purposeful sampling and random sampling were both adopted by the study. The actual respondents (students) were selected purposively because of their specific characteristics that related to the study. This means that the researcher chose students according to their performances like high, average and then the lowest. In this view, the interviews were granted to nine students who were purposively selected on their academic performance over the years. There were three weak, three medium and three strong students who were interviewed. A total of ten lecturers were randomly selected from the Faculty of Education to get their input about students' reading. The ages of the respondents range from 18-60. This helped the researcher to reduce the population to a manageable and representative size. This criterion helped the study to compare and identify the problem through

students' performances and to be in the position to identify a problem and how that could be addressed in order to close the gap since these were people representing all the measurements of interest to the researcher.

3.7 DATA COLLECTION METHODS AND TOOLS

Different types of data collection methods and tools were employed in the study to provide verifiable support for the answers to the research questions that were explored. Data from the tools such as texts in language classroom, DIE, media Journal, dialogue Journal, sustained silent reading and the reading cards were used for reading-response questionnaires which point to the growing awareness in the students for reading. Below are examples of data collections tools and different types of data collection methods.

3.7.1 DATA COLLECTION TOOLS

The researcher adopted different tools for the data collected in order to enrich the findings of the study. Different tools would be presented below and fully discussed one by one as a way of giving the insight on how the data was derived.

3.7.1.1 Texts in language classroom

Texts can be defined/described differently depending on their functions and purposes. John and Davies (1983) define texts as a linguistic object, a vehicle for information and as a springboard for production which is written especially with a pedagogical purpose in mind and they are authentic texts that the teacher may choose because they contain lots of examples of a particular feature of language. Texts can also help students to understand the overall meaning instead of the finer points of detail. Text can be chosen because they are motivating and fit well with the communicative approach intended (John and Davies, 1983).

In this study, the researcher chose reading texts which were based in education and some related to students lives since they were relevant, interesting and motivating. The researcher combined the different approaches and strategies to expose students to different types of activities in the class in order to understand the information in the texts. Different texts were given to the students during lectures to read, interpret, and analyse in order to respond appropriately either in groups, pairs or individually. Students were guided on how to approach the reading texts. The researcher exposed them to activities such as pre-reading, during and post reading in order to for the students to acquire reading skills and to become successful readers with appropriate knowledge of the world from the reading task. Texts formed part of data in the study since the students were able to select appropriate texts by focussing on the vocabulary and structures. This helped the researcher to identify students' progress and development towards reading. The names of the texts used for data collection are presented below in section: 3.10 under the focus group heading whereas the actual texts with full details and features are presented at 'Appendix H' towards the end of the thesis.

3.7.1.1.1 Reading activities

3.7.1.1.1.1 Pre-reading activities

Before the students read the passage from the text, they were exposed to activities which prepared them for what they would read about, and build vocabulary and grammatical skills and general knowledge so that the text is accessible to them. Activities like word splash, anticipation guide, and questions for discussion which made themes in the reading relevant to learners' lives and provision of background information on the setting, author, etc., of the reading were practiced during reading lessons in order to guide them towards an understanding of the text and be able to interpret and respond properly in English first additional language.

3.7.1.1.1.2 During-reading activities

A passage was read at least twice, initially, and then studied (read) for particular purposes by the researcher since the first reading should be done by a good reader, often the teacher/lecturer, who may have an idea of how s/he wishes to read it, and the emphases s/he wants to give to certain parts. The second reading was silent reading by the students. The students were then allowed to read the text aloud more than once, looking for information, or support for their views, in response to questions or tasks set by the researcher. The main purpose of during -reading activities were to assist students to explore and understand the meaning of the passage. This helped students to confirm their prediction and guessing after the words splash, anticipation guide etc. to be able to find answers to questions as well as working out the meaning of new words they came across during the reading.

3.7.1.1.1.3 Post-reading activities

Once students had read the passage, they were involved in tasks and activities which enabled them to integrate their own knowledge with what they have read, and took it forward, applied it to their own context, perhaps. This boosted students' self-esteem and improved their vocabulary in English and they developed positive attitude towards English First Additional Language. Students were able to freely involve in speeches, presentations, debates etc.

In this regard, the texts were highly considered in the study since they are representative enough of the development of English Language and English Literature from the 18th century to modern times (Carter and Long, 1991). This means that texts do not only demonstrate the originality of style and substance of the Writers but also alert the readers to the enormous potential they have for improving reading skills and thus also writing and critical thinking skills. The texts have good storylines and are of intrinsic interest to students because once students become familiar with the themes addressed in the texts, they would be able to relate the

themes to their own lives. Carter and Long (1991) further say that all these texts abound in representational language, offering imaginative stimuli, which if carefully employed, can maximize students' capacities for self-awareness and lead them to a broader knowledge of the target language and to greater fluency in it.

3.7.1.2 Description, interpretation, and evaluation (DIE).

This frame is called DIE, which stands for: Description, Interpretation, and Evaluation. Every week in class, the researcher would model a lesson for the class using students as high school students and having them imagine that he/she was their high school teacher. Different topics and activities were covered including reading. The researcher adopted this system mostly when she/he was exposing the students to readings and reading approaches as well as the strategies to be followed in order to improve their reading skills. Students were asked to listen attentively to the researcher and observe in order to put that in practice thereafter when it is their turn to read. They would then write a description and an Interpretation of the model lesson for the next class meeting which is related to the text that was read during the lecture. This helped both parties to identify the progress and efficiency in reading by recalling back on what happened during the lecture and respond by writing down.

The objective behind the model was to have the students reflect and write a detailed summary of the things they observed and experienced during the reading lessons because reading proficiency underlies writing fluency. In this section they were asked to avoid value judgments. In the Interpretation, they were to think about the lesson and come up with the best potential reasoning behind concepts like the sequence of the lesson, the teacher's behaviour/action, the kinds of activities included, etc. The whole class would review what they wrote about and then do an evaluation of the model lesson together or in group. The Evaluation gave them an opportunity to think about how/if they would use the activities in their own teaching in schools, the positives and negatives of the lesson plan components, and to make suggestions for improvement.

This is a sample of DIE that was done by one of the students.

DESCRIBE (SEE):	INTERPRET (THINK):	EVALUATE (FEEL):
Number and describe the sequence of activities and events in the lesson 1. The teacher told the class about what is going to be done on that day which is the story entitled the sister 2. She then requested us to share in our groups the pros and cons of our sisters at home. 3. The teacher then asked us to tell the hardships that our sisters were experiencing and then how did we help them out of those hardships. 4. The teacher then asked us whether	For each activity, state what you think its purpose was 1. She was alarming the learners or introducing what she is going to do for that day with them. 2. The purpose of that she was trying to make the lesson more familiar and fun also trying to connect the story to be done with their life experiences. 3. She was promoting talkativeness in the class so that when she is in the story people can be used in talking. She also wanted to see if we can	Would you use this activity? Why? Why not? What is its value? What have you learned about language teaching? 1. As a practising teacher I would choose to use this activity because it rouses learners' minds. It makes them mostly to remember that they are in the class. 2. As a teacher I can use this activity because it can assist learners to tell pros and cons of their sisters with that of the story and understand the story. 3. Using this activity will be very good because it assist grade 11s to

how far someone would help his sister so we have to talk as groups interesting stories. 5. After that she told the learners about the background of the story “The sister”. She then showed to us the picture of the olden days as the part of the background trying to alert us that the story of olden days. 6. She decided not to tell the names in the story so learners will find them by themselves said. 7. The teacher told us the ways on listening stories, the culture of the story and the point of view. 8. The teacher	help our sisters and if so how far we can help them in hardships. 4. I think the purpose of this was to prove how important we can be to our sisters at home and it promotes creativeness to learners. 5. I think the purpose of this was to grab learner’s concentration and to have the setting of the story and to know when the story took place. The purpose of the pictures was to provide evidence that the story is old. 6. I think the purpose of this is for learners to listen with a purpose so that they can master it.	discuss without doubts. It will assist them to think well and wide up their minds. 4. I can use this because it increases the creativity of learners because it is enjoyable to learners to have their own stories listened. 5. I would use this activity because what I learned from my language methods pictures give interest to learners and promotes the interest of the lesson. This promotes much the memory of the learners. 6. This is a very good thing to be done because it keeps the attention of learners focussed and it discourages
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requested us to answer the questions she distributed before she starts reading the story. 9. After the grade 11s have answered those questions the teacher distributed the story hand outs to them and she said they must read the story as homework and come with the information about characters in the story i.e. (father, mother, Sukey, Marta and Jan) and then she requested the task to be done in groups. 10. On the next day the teacher reminded the learners about the home work that was	7. I think the purpose of this is to help learners to listen knowing what is required for them to know in a story. 8. The teacher wanted us to work together on the story and divide the work to facilitate her teaching and learning. 9. The purpose of this is for the learners to read the story not to depend on what has been said by a teacher in class. 10. She was checking whether learners have managed to do the work or not. This is done by every teacher after giving home work. 11. The purpose was	the act of spoon feeding learners. 7. As the teacher I can use this for learners to grow on analysing or interpreting the literature as a whole. 8. It is good in order to get quick answers from learners and it also saves time for the teacher. 9. It is good because it help them to read well so that they can have facts that are true from the book true their intensive reading. 10. This is done by every teacher for you to see how competent learners can be in doing their work. 11. Promote thinking and the intelligence it is good because learners think in a
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supposed to be done. 11. The teacher gave groups 8 minutes to incorporate ideas about the task and identify at least 4 points and each point to be supported from the story. 12. The teacher wrote on the board while the learners were discussing she wrote as follows : “write a character sketch of one of the characters in the story-it should not be more than a page in length”	to check whether learners have read the story and understand it so the best thing that she has chosen is to give them that task. 12. The purpose is that she didn’t want to write on the board while learners have nothing to do.	quality way I like that type of questioning even if it can be seen as if it above them. 12. It is good because it is not write more especial in these days to leave learners with nothing when you writing on the board it are dangerous.
DESCRIBE (SEE): Number and describe the sequence of activities and events in the lesson	INTERPRET (THINK): For each activity, state what you think its purpose was.	EVALUATE (FEEL): Would you use this activity? Why? Why not? What is its value? What have you learned about language teaching?

The text that the students were responding to in this case was the lesson given by the researcher. It is needful to say that for the researcher to assure that the students read with some degree of understanding there was a need for response to show their level of interpretation. Journals were also used for data collection since they were viewed as an introspective tool, which might offer useful insights into the language learning experiences of the students. If writing is viewed as an act of meaning design (Kern, 2000) then it must trigger an act of immersion for the students to write without any fear of evaluation or judgement as indicated earlier. The entries of self-report were to be a mixture of diary-like accounts of day to- day encounters with texts and intellectual journals, in which students would reflect on readings, class discussions, their own ideas/interpretations and reactions to what they read. All the students right from the stage 1- English 11 (EDL 212 & 222), stage 2-English 111 (EDL 312 & 322) and then stage 3-English – IV, (MEN 411 & 412) participated to this journal activity.

As these journals writing endeavours were to provide a basis for free and expressive writing focused on developing fluency, the journals were marked and the researcher wrote comments thereafter and reading them periodically in order to initiate little dialogues on what he/she enjoyed while reading them by emphasizing immersion as the principal technique (Kern, 2000). The journal was intended to provide explanations for the emotional, intellectual reflective and critical dimensions of the students' language learning experiences. Furthermore, it served to attest to the process of response emerging as a product of the continuing learning process of the students. In this regard, students were then exposed to different journals as follow:

3.7.1.3 Media journals

In media journals, students were requested to choose anything from the different media such as a news story from the internet, a magazine, TV or the radio and then take notes on the story, write a summary, and give their personal reaction to the story. This really improved their reading culture. In this regard, the students were assigned on some projects which were about a media journal. This motivated and

encouraged their reading culture which in a way made them to be able to respond appropriately thereby improving their reading skills and vocabulary in English. This project was given to the students from their second year methods class right up to the fourth year and it became a routine task.

3.7.1.3.1 Project's instructions

Each week students were asked to write a summary and a reaction to something they have listened to, watched or read and then respond in English.

The project was designed to assist students in becoming more proficient readers and fluent writers in English. To get this right, it was important that the students feel comfortable writing in this journal and not to worry about their grammar, spelling, etc. This is the one place where they could write freely in English; take advantage of it.

Here are suggestions of the things students can listen, watch or read. Try to read from a variety of sources over the semester:

- TV programmes: news, soapies, documentaries, etc.
- Radio programmes;
- Songs;
- Newspapers;
- Magazines;
- On-line news;

- Blogs;
- Other internet sources.

Guidelines for completing the assignment:

While listening / watching / reading, take notes in your journal. After making notes, write a summary of what you have read / listened to / watched. Thirdly, write a personal reaction to it (what you think or feel about what you have read / listened to / watched). Include exact source(s) of the information.

Write by hand in the notebook given to you. Each of the three parts should be at least a page long. You will hand in the media journal twice during the course of the semester (See Learning Guide for dates.).

3.7.1.4 Dialogue journal

Dialogue journals are basically a written conversation between the teacher and the student. In this regard, the researcher and the students had a conversation among themselves where students would send their written work to the researcher through e-mails. Students had complete control over the topic and the researcher would respond to them, mirroring the length and depth as well as modelling good writing. The topics that students covered varied greatly. Some stuck to relatively impersonal topics such as one student who wrote exclusively about soccer teams in South Africa as it was after the World Cup that took place in South Africa. The researcher engaged with him about his critiques of the players, coaches, and teams furthering his thoughts and validating his thinking process through questions and commentaries.

Many students shared the difficult lives they experienced daily. They shared stories of HIV/AIDS, discrimination within their family based on shade of skin colour, grief from losing relatives and friends, alcoholic parents, and living without their parents and/or raising their own siblings or being raised by a sibling. One student shared with the researcher his profound journey from that of a criminal to being a student. When his mother died of an AIDS related illness, he went on a downward spiral at first stealing on a small scale which led to taking and selling drugs. A relative told him about the scholarships at the University of Fort Hare and he applied after a rock-bottom sort of experience. Upon receiving the scholarship, he gave up all substances and wound up in the class. This particular student keeps in touch with the researcher and has shared his desire to write a story about his life. Largely due to the experience of journaling and sharing his story with the researcher, he indicated that he realized that others can learn from his journey. Other students chose to write about political, sports, celebrity, movies, and education news stories.

Below is an example of a Dialogue Journal that was written by one of the students.

Sample story of the journals from one of the students;

I was born in the village called KwaNzimakwe in KwaZulu Natal. My life has been good but had some obstacles in a way. I was raised by my mother and my step dad of whom I found out when I was 10 years old that he is not my biological dad. Since the day was told that he is not my real father my life changed completely. Some of the thing made sense because i was having unanswered questions in my mind. My step father was so abusive he hurt me without any reason. He also emphasize on him not being my father since my mom was working 2 days a week.

My mother worked as a domestic worker and my step dad is a manager in an Agricultural company. It was not easy at all for my mother because she was the only one responsible for me and my younger sister. My stepfather had other 2 children not from my mom but he made sure he supports them. He told me one day that I

won't be anything in this world because i am stupid. He save money for education when I was in grade 11 and when I finish my matrix he told my mom that that money belongs to his biological kids not me.

When i was in adolescent stage my mom was not familiar of what was going on, so when he had that i had a boyfriend she threw me away from home. She told me to quit school because she was not going to give me any money any more, i had to go and live relatives. My mom hated me so much that she didn't even greet me when she saw me around. When i passed my grade 11 she told me to come back home because she realised that i was studying seriously. My own mother accused me of having abortion because she didn't approved of me having a boyfriend. Soon after i finish my metric my grandmother decided to show me my biological father's home. I did go there and they welcomed me with comfortable hands my mom didn't approve of that but i stayed the whole year there since there were no funds for me to go to the university. That is when i lost my virginity became pregnant while i was not at home. The father of my baby was so supportive during my pregnancy, but he didn't tell his family because they didn't approve of me. When my son was born he was sick i had to stay in hospital until he was 6 months. When my son was 18 months his dad decided to say this is not his baby i was go look out for the baby father, which was the worst year of my life. The fact that i did love him at the time n i wasn't ready to move on was killing me because of thought he was the one. I was traumatised the whole year because he was very supportive. Then my mom decided that i must come to the University. My first year was good had no challenges enjoying all the way. It was my first time drinking alcohol and i thought i was going to stop but i didn't because every time we and a bash i drink but when i am at home i am an Angel. I am going to church every Sunday and i criticize the alcohol a lot.

My 3rd year in the University, when the year starts the father of my baby denied that he dined my son. My son now is 6 and he going to school. Now his dad wants him and i am still angry with him so i don't want to allow him to c my son.

My life has been a strategy including my son but i think going to the university helped me a lot because i got the bursary so i am able to support my son as well and to

make my mom happy since her responsibility is me and my son then my other siblings.

3.7.1.5 Sustained silent reading

The researcher engaged students in sustained silent reading. Sustained silent reading is a practice which is done every day in ten to fifteen minutes before the lectures commenced. This was the practice which created a reading culture in classroom; it encouraged reading for pleasure and a love of reading through experience of selecting and reading material of students' own choice, reading without pressure to perform, and the modelling of the teacher; giving students exposure to a range of books which could improve language skills, vocabulary and general knowledge. In this practice, students filled in a log book of their reading and commented on the lesson learnt from the reading and then submitted their log books after four weeks. This boosted students reading skills, changed their attitudes towards reading and increased their vocabulary since this practice became part of their life because it is done daily.

3.7.1.6 Reading card

Students were exposed to the reading card practice. This is the practice where students chose the passage which should be suitable for any grade she/he would use a reading card for. The choice should be based on authenticity and relevance and language level of the grade targeted by the students. This passage should be A4 size and mounted on board and should be attractive in order to win learners attention before reading could take place. Students were given this as a project and asked to use the reading in class as part of teaching aids during reading lesson or by choosing any topic especially when teaching language in use (grammar).

The most fascinating part of these systems highlighted above was witnessing the students take control of their voice. In the beginning of the semester, they were reticent to express their own ideas and needed endless assurance that, in fact, the researcher really wanted to know what they thought. By the end, they were expressing themselves more and more with confidence and starting to grasp the necessity for logical arguments in their reactions. Several of the students told the researcher that they learned that they had their own opinions and ideas from this system.

3.8 DATA COLLECTION METHODS

The study used different methods related to the tools mentioned above for data collection in order to get relevant and sufficient information for the study. Therefore, different methods would be presented and thoroughly discussed below one by one.

3.8.1 PARTICIPANT OBSERVATION

Participant's observation is a tool that immerses the researcher in the study of people with common grounds. This is a technique for verifying or nullifying information provided in face to face encounters (Jorgensen, 2010). The researcher used this tool to observe the participant's behaviour during the interviews. This is more reliable since it is possible to see the actual behaviour of the participants. A Jorgensen (2010) state that it is ideal to use this tool since it is a method of data collection done in the qualitative research model. In this regard, the researcher adopted this tool because the data that was gathered was highly reliable in the sense that the analyst was able to see what has been done and the observation was less expensive compared to other techniques since it allowed the systems analyst to do work measurement. This was a reliable tool to adopt in the research although like other tools it has disadvantages too. Jorgensen (2010) states that even though it is reliable, people sometimes feel uncomfortable being watched and they may perform differently when being observed or act temporarily when they perform their job correctly when being observed and.

Bless and Higson-Smith (2000) defines observation as a data collection technique based on the direct observation of participants' behaviour. Three types of observation have been identified for research purposes, namely simple observation, participant observation and laboratory observation. The study adopted participant's observation. Participant observation is a more complex form that requires that the observers hide the real purpose of their presence by becoming participants themselves (Bless and Higson-Smith, 2000). During the participant's observation, the researcher joined the group of students under investigation as one of its members, sharing in all activities. The researcher formed part of participant observation tool since this took place during the lectures the researcher fully interacted with the students as the participants in the study.

During lectures' activities and assessments, the researcher had a chance and all the time to watch the participant's behaviours and their actions on how they said and did things. It was very interesting practice because the participants were the researchers' students. The data collected from this tool described the observed phenomena as they occurred in their natural setting. The researcher used an observation guide to control data. The data was recorded and notes were taken and then captured to the field note.

3.8.2 THE INTERVIEWS

An interview is defined as a face to face exchange of information between two or more people (Robson, 2002). The study adopted semi-structured interviews. This involves a series of open ended questions which provided an opportunity for both interviewer and the interviewee to discuss some topics in more details (Robson, 2002). In this sense, the researcher used cues or prompts to encourage the participants to respond appropriately without any difficulties. This made the participants to feel comfortable and relaxed in order to give out relevant information since the study required an in-depth understanding. The researcher used open-ended interviews since she/he wanted the participants to describe what is meaningful or important to them using their own words rather than being restricted to predetermined categories; thus participants felt more relaxed and candid. This

helped the researcher to get exactly what he/she was looking for through some of the participants who said more than they intended to due to the manner the questions were designed and the way the questions were probed. In addition the participants were the researchers' students and they all felt comfortable during this session since there were familiar with the environment which was conducive enough and harmonious.

Bless and Higson-Smith (2000) also define interview as a method of gathering information directly from participants that involves direct personal contact with the participant who is asked to answer questions relating to the research problem. In addition, they mentioned two types of interviews, namely the scheduled structured interview and the non-scheduled structured interviews. The interviewer may intervene to ask questions for clarification or further explanation, but not necessarily to give directives or to confront the interviewee with probing questions. On the other hand the non-scheduled structured interview is different from the former. Bless and Higson-Smith (2000) maintain that this type of interview is structured in the sense that a list of issues for investigation is drawn up prior to the interview, but it is also a non-scheduled interview in the sense that the interviewer is free to formulate other questions as judged appropriate for a given situation.

These interviews were structured in the form of standardized questions. The interview schedules were set up; some were conducted during free periods with lecturers while with the students they were conducted after school in order to get information in a more relaxed manner. The researcher used an interview guide approach. This approach specifies topics that are to be covered in advance in an outline form with the interviewer deciding on the sequence and wording of the questions through the course of the interview. The strength of this approach was that it increased the comprehensive nature of the data and also made data collection more systematic. Adversely, this method produced different responses and reduced the comparability of the responses.

At the beginning of each interview, participants were informed of the interview procedures. To help the researcher to focus on conducting the interviews, interviewees were asked to grant the researcher permission to record the interviews.

The recording of interviews allowed for data transcription by both interviewers in the process for the purposes of presenting an unbiased view of the interview data. Interviews lasted approximately 30 minutes each. Throughout the interviews, the participant's responses were recorded through the tape recorder and notes were taken as the interview progressed and a fuller report was compiled.

The interview method has its own advantages and disadvantages. According to Bailey (1987) the interviewer can guide the conversation in order to get the information that is needed. In addition, the researcher made follow-ups and probes. This implies that the information that was needed was eliminated as some of the interviewees asked for clarity from the questions which were not clear and the researcher explained further. More details can be seen under the field note.

A total of ten English lecturers teaching different subjects and nine students who are doing English as their teaching subject from the Faculty of Education were interviewed in order to get their input about students' reading and response in English Special arrangements were made according to the individual availabilities. Most lecturers were interviewed in their offices while the selected students were interviewed in the class and others came to the researchers' office. The data collected was recorded and the notes were taken and compiled at the end of the interviews.

3.8.2.1 Students interviews

The interviews were carried out with nine selected students from the class where the programme was used. They were selected on the basis of their course performance and they were grouped into three: High Performers, Average Performers and Low Performers. They formed a representative sample of the entire student batch in this programme. The interview was conducted by the researcher in English as students' which is used as the language of teaching and learning. The researcher chose the structured interview format for this undertaking but ascertained that there was adequate scope for using open-ended questions and open-ended responses. Eight questions were administered by the researcher to students during the interview in

order to get in-depth's information to enlighten the study. The interview was tape-recorded and later compiled as indicated earlier.

3.8.2.1.1 Interview questions to students

1 What skills and knowledge did you gain from your whole course from level one to four?

The researchers' intention was to understand the support students received from the whole programme by their lecturers.

2 What were your initial difficulties and fears about the courses?

The researcher s' intention was to identify the strength and weakness of the course through students responses.

3 You must have had many interesting as well as dull moments during your entire stay in the four courses. Could you recall one or two moments for?

The researcher was checking whether the students enjoyed the manner she/he approached them during the reading lessons.

4 How would you assess the classroom atmosphere? Did you find it encouraging?
In what ways did it help you to better your English?

The researcher's intention was to find out whether the classroom atmosphere' was very relaxing 'and 'not frightening'.

5 Did you find your lecturer friendly and supportive or unfriendly and discouraging?

The researcher wanted to find out the students' attitude towards their lecturer.

6 What is it that really impressed you about your lecturer?

The researcher's intention was to find out whether students were comfortable and free to participate during the reading lessons in the presence of their lecturer.

7 I understand you were asked to write reading response questionnaires, weekly Journals running to 4-6 pages, plus do some assignments in each one of your English courses. How did you manage to do them? How did they help you improve your reading in English?

The researcher wanted to know if the given activity made some positive impact to student's performance and check how serious students honour their work in terms of meeting deadlines.

8 Did this programme help you become a better reader of the world? Did you believe that this programme has given you some ideas of what it means to be a better citizen of the world? Can you explain?

The researcher's intention was to find out whether this programme has helped them to become better readers of the world and whether they are able to see 'cultural' differences in the way ideas are used.

Similar questions were asked to check for validity. All interviews were tape recorded and transcribed. This exercise was helpful to the researcher as all the materials were read several times to identify recurring themes and problems. The disadvantage associated with interviews is that they are time-consuming and expensive to conduct.

3.8.2.2 Lecturer's interview questions

In order for the researcher to understand exactly what was happening in other lecturers' classes where reading and response were involved in English the researcher decided to interview the Lecturers too with the intention to get in-depth's

information to enlighten the study. Below are fifteen questions which were designed and administered by the researcher to other lecturers:

1 **What** strategies and approaches do you adopt during reading lessons particularly in English as their first Additional Language? Mention and explain them.

The researcher's intention was to check whether the lecturer's approaches and strategies relate texts to students' real life and engage them fully to the lesson for a better understanding.

2 How useful are the steps and the procedures in reading programme?

The researcher's intention was to check how relevant steps were towards reading.

3 What support do you give to your students where reading is involved?

The researcher's intention was to find out the lecturer's friendliness and interaction with the students and how much they explained where necessary and encouraged them to work hard during the lesson.

4 What type of tasks and activities do you give to your students to promote reading skill?

The researcher wanted to check whether the activities were relevant to the programme and boosted student's confidence toward reading skill.

5 What types of reading materials do you prepare for your students and how relevant are they to the programme?

The researcher's intention was to know the types of reading materials used by students and their relevance to the programme and how interesting and helpful could they be to improve their reading skill.

6 What support do you give to your remedial students in reading?

The researcher's intention was to check if lecturers have got some special arrangements for the remedial students in order to assist them to be in line with others.

7 What is your general opinion of first year's students' academic reading competencies? Explain.

The researcher's intention was to check whether other lecturers are concerned about their first year's students' performance.

8 Based on your experience, what specific difficulties do your students experienced when reading?

The researcher wanted to check whether student's difficulties were considered.

9 What kinds of strengths and weaknesses have you identified in your students reading?

The researcher's intention was to check whether the lecturers are capable in identified students' strengths and weaknesses in reading.

10 What do you think should be done in general to improve student's English reading skill?

The researcher's intention was to check if lecturers have got a plan B in place which could improve students reading skill in English.

11 In your opinion, what could be missing from students' reading that was not addressed by schooling system?

The researcher's intention was to check whether the lecturers managed to identify their students high schools background and how did this influence their interest towards reading in English as their First additional language in high institution.

12 During reading lessons, how extensively do you comment on students' performance?

The researcher's intention was to find out whether lecturers reinforced students' responses as one of the strategies which could enforce, motivate and encourage students to participate regularly during lessons.

13 Which approach do you follow when giving students' feedback?

The researcher wanted to find out whether students' performance was taken seriously and how to motive and encourage those who did not perform well in order to improve in future.

Ten lecturers were interviewed. Special arrangements were made as indicated earlier since some were still busy in the class and they had to reschedule the interview session. The researcher administered the questions above. Some participants would pose and ask the researcher to rephrase some of the questions

for the clarity. Most of the participants responded very well and honestly while only two of them showed uncertainty in their answers through facial expressions. This gave the researcher the expression that they were trying to hide something. All the answers were recorded and the notes were taken and compiled at the end of the interviews for the analysis.

3.8.3 THE FOCUS GROUP

Focus groups have proven to be a highly insightful research technique for engaging a group of people with a question, product or idea (Barbour, 2008). The researcher brought the groups together to discuss a particular topic. This provided a more natural setting than one-to-one interviews because this allowed participants to share their stories, discussed freely and then the new strands of thought emerged. This technique generated rich data in a less resourced intensive manner than interviews (Kitthananan, 2006). The focus group technique was adopted in the study to allow access to research participants who found one-on-one or face-to-face interaction scary or intimidating. This technique was used in this study to students who have different personalities and were given a chance to express themselves openly and freely in their prospective groups. This worked successfully because the researcher managed to get in-depth information to enlighten the study.

The focus group technique was also done to the students like other instruments used for data collection. The researcher divided them into different groups. During the focus, students were introduced to academic reading through different academic articles or texts such as:

- **‘I speak to the Silent’ by Mtutuzeli Nyoka. (2004)** (appendix I1)

This article articulates the four roles of a reader and was used as a basis for discussion of how students can be engaged in reading in order to improve their reading skill and become proficiency in reading and be able to respond

appropriately. The students read the above texts, discussed and shared ideas and then answered the questions after the class discussion. The questions were based on an extract from the text and they were formulated to test students understanding through their responses since the belief was, if their reading is proficient, it would be easy for them to respond accordingly. Students answered the question in their prospective groups.

1. *What did you read?*
2. *What problems did you have while reading?*
3. *What interested you in the reading?*
4. *What new vocabulary did you learn?*
5. *How would you connect your reading to your life?*

- **New literacy studies by Sivasubramaniam (2004).**

This article situates literacy within socio-cultural contexts. This article was given to students as an introduction to New Literacy Studies. It was used as a basis for discussion of the 'd' and the 'D' in discourses. Then the students were introduced to academic writing in order to identify their understanding and responses towards reading since reading proficiency can be tested by writing fluency. In view of this, the students were asked to write an essay based on the above text where the researcher gave them guidelines before they attempted the essay. Below are the steps which should be considered in order to come up with an acceptable academic essay writing as required by the given essay:

- Writing an introduction to an essay;

- Introducing and presenting arguments in an essay;
- Writing coherent and cohesive paragraphs;
- Make use of topic sentences, supporting details and concluding sentences;
- Quoting and referencing accurately.

3.8.3.1 The first essay assignment

After completing the activities outlined above, students were given an assignment which required them to read an article 'Education as a Necessity of Life' by John Dewey. The emphasis was on the students' own personal interpretations and responses. The students were usually given assignments only after they had finished reading and discussing the article /text in class with the lecturer. This helped and trained students to explore at their pace and have their own perceptions about the text/article. This was mainly intended to provide additional venues for personal expression. This assignment further focused on the development of fluency and automaticity in writing to check if they understood what they have read. The assignment provided opportunities for practising simulations, imaginative writing, reformulating text sequences and writing based on points of view as seen in the texts. The researcher did not penalize the students for grammatical inconsistencies and other accuracy matters related to the productive side of writing. The topic was:

Discuss the validity of the following statement with particular reference to the article mentioned above;

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about

conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world” Nelson Mandela 1978

Instructions

- Write five full typed paragraphs essay;
- Make use of topic sentences, supporting details and concluding sentences;
- Acknowledge all your sources of information to the best of your ability;
- Provide practical examples from your own life;
- Make use of cohesive to gain coherence;
- Proofread and edit your work.

The researcher used the following Rubric below for the assessment for the 5-paragraph essay.

	1 Very Weak	2 Inadequate	3 Adequate	4 Very Good	5 Excellent	Score
Structure	Ideas are incoherent and unconnected.	The thesis statement is inadequate, and other paragraphs not all well linked to it. Writing is	The thesis statement is adequate and introduces the	The thesis statement is good and other paragraphs relate to it. Paragraph	The thesis statement is admirably constructed and other paragraph	/10

		not very cohesive and the conclusion is inadequate or absent.	other paragraphs fairly well. Each paragraph is adequately structured, and there is a conclusion of sorts.	s are well constructed, with some well-used transition markers. The essay is concluded.	s flow from the thesis statement. All paragraphs are coherent and are linked logically and linguistically. There is an effective conclusion.	
Style and Content	The essay is dull and says little. Word choice is very basic. OR copied from sources not acknowledged.	The essay has little of interest to say. OR have relevant information but largely copied and inadequate citation and paraphrasing.	The essay says something of interest, and uses adequate vocabulary. Adequate paraphrasing and citation of	Content is interesting, with some good detail. Word choice is appropriate. Good paraphrasing and citation.	Content is interesting and detail vivid. Word choice is appropriate and original. Sources are well cited.	/10

			sources			
Clarity and accuracy of language	Meaning is not clear, and often masked by grammatical inaccuracies.	Meaning is not very clear and grammatical and other inaccuracies interfere with intelligibility.	Grammar usage, spelling and punctuation has faults which don't interfere with clarity of meaning.	Meaning is clearly conveyed and linguistic usage almost faultless.	The writing attracts the attention through its absolute clarity. Linguistic usage is faultless, including some more complex structures, appropriately used.	/5

In order to help students understand and carry on with the above assignment, special arrangements were made by the researcher where students had to attend tutorial groups. During tutorials, students were exposed to different articles that were read and discussed. This helped the researcher to identify students' progress and development in reading since they were led into a discussion of English and its varieties in South Africa basing on the given articles.

The focus groups tasks seemed to be the most appropriate method to gain relevant data, as they offered several advantages that other methods could not since this is where students feel free and comfortable to share different ideas without fear or anxiety. This resulted in a greater amount of and more varied data collected than would have been if students had been interviewed individually. As interaction in focus groups is generally more natural than in one-on-one interviews, it was hoped that participants would be more likely to share their attitudes because of the group dynamics, they would respond to and build upon others' ideas and opinions (Kitthananan, 2006).

During the focus group interviews, the researcher also employed a semi-structured interviewing technique for a wider discussion and for participants to speak more freely without being constructed by the closed questioning of a structured interview. This approach was chosen with the knowledge that participants might deviate from the core questions and explore other areas relevant to the topic. In line with the semi-structured approach, core questions were prepared. These questions were constructed so as to guide participants towards discussion pertinent to the research question. The following eleven questions were formulated and used.

3.8.3.2 Focus group interview questions

1 In which language (s) do you prefer to be taught in?

The researcher's intention was to know the language commonly used in teaching.

2 How would you assess the classroom atmosphere? Did you find it encouraging?
In what ways did it help you to better your English?

The researcher's intention was to find out whether the classroom atmosphere' was very relaxing 'and 'not frightening', conducive enough for the learning and teaching to take place and whether students benefited anything from the classroom and feel free to express themselves in the presence of their lecturer.

3 Can you comment on your lecturer's style of teaching?

The researcher's intention was to check students attitude towards their lecturer's teaching approach and whether he/she managed to reach out and addressed all the students needs in the classroom.

4 I understand you were exposed to a Media Journal weekly running to 4-6 pages. How did this help you improve your reading in English?

The researcher's intention was to know whether the given activities were useful and in line with the programme to improve their reading skill which is currently regarded as a major problem and whether the time given was enough for the students to meet deadlines.

5 What are your initial difficulties and fears about Language and Communication Module?

The researcher wanted to identify the gap as well as the challenges faced by the students towards the module and be in the position to address them properly.

6 Do you have any problem concerning English as a language of learning and teaching?

The researcher's intention was to check the students attitudes towards English as their First Additional language and the language of learning and teaching too.

7 Do you think the English course you have registered for helped you to do well in other courses?

The researcher's intention was to check whether the English course helped students to understand other courses better and improved their performance.

8 Do you enjoy reading? If Yes, How often do you read? Explain.

The researcher's intention was to check the student's interest and attitude towards reading.

9 What types of books or reading materials do you read?

The researcher's intention wanted to know the types of reading materials used by students and their relevance to the programme and how interesting and helpful could they be to improve their reading skill.

10 Do you think your English improved your reading skill academically?

The researcher's intention was to check whether students benefited from English and how much did this improve their reading and writing skills as well as their vocabulary.

11 Which activities do you think they contributed and improved your reading skill?

The researcher wanted to check whether the activities were relevant to the programme and boosted student's confidence toward reading.

These questions aimed to establish students' attitudes toward English as their first additional language and Teaching and Learning Language that they encountered, both in their daily domain and in the classroom. Focus groups began with participants being thanked for attending the session. An introduction to the focus group and the associated rules and expectations took place.

In the introduction, the researcher outlined his/her research topic stating that it was focused on students' English as first additional language reading and response at the University of Fort Hare in South Africa: Eastern Cape province. The Participants were asked to complete consent forms that indicated a) their willingness to take part in the focus group and b) that they consented to be interviewed and recorded. The introduction was followed by the distribution of questionnaires to the participants. The questionnaires required participants to provide background details such as stating their teaching subjects, the languages that they prefer to be taught in and perceptions and experiences on academic reading. This information was gathered

in order to establish if any of the details completed in the questionnaire might have influenced the participants' attitudes.

The researcher further directed the questions to all the group members and gave them some time to discuss and debate around them before they could answer while he/she was moving from group to group to ensure that everyone was actively taking part. More questions were posed while the researcher was facilitating the interaction between group discussions to draw out those who were not participating. He/she tried to manage those who wanted to dominate the discussions so as to give others who were willing to speak a chance too. The whole session was successful since all the participants were positive and responded to all the questions with no doubt. The rationale for using focus groups was to get different opinions from different people since everyone could feel free to share his/her ideas. The focus groups were recorded and then transcribed. Although this was time-consuming, it certainly provided more accuracy in comparison to other methods such as note-taking and memory (Lankshear and Knobel, 2004).

3.8.4 ASSESSMENTS AND EXAMINATIONS

3.8.4.1 Assessments

The researcher used assessments and examinations in the study for data collection. The researcher interacted with students throughout the lesson and played a very significant role in the teaching and learning process. The researcher's intention was to make assessment part of the teaching and learning process that was used regularly to monitor students' progress. The researcher made sure that all students' results and performances from any assessment during teaching were recorded and contributed to 40% of the overall tasks including examinations since all assessments form a semester mark. This means that, a student with no semester mark does not qualify to write the examination at the end of the semester. These motivated and encouraged students to take their work seriously and they participated fully in any given tasks.

Tennant (2008) defines assessment as the process of making a judgement or forming an opinion, after considering something or someone carefully. He further states that assessment takes many different forms and does not need to be limited to tests and examinations since it should take place at every stage of the learning process and that it should be fairly frequent. Of course, there are many different forms of assessment such as diagnostic, baseline, formative and summative assessments. This means that at the beginning of a course, some form of diagnostic assessments should take place to see how much students know. This can then be used as a form of 'benchmark' later on to see how much progress has been made. Then throughout a course, the researcher used various forms of assessment, from homework, project work, assignments and class activities to more formal tests and then examinations. The researcher used different types of assessments tasks in order to reach out all students since she/he was well aware of their different capacities, abilities and potentialities towards their academic work. The following tasks were introduced and discussed thoroughly in order to accommodate all students. For example, DIE, Dialogue Journal, Media Journal, Sustained silent Reading and the Reading Card which form class exercises. Class tests and examinations also form part of all the assessments as indicated earlier.

The assessments changed students towards academic work in a way that they offered imaginative stimuli, which maximized students' capacities for self-awareness and led them to a broader knowledge of the target language and to greater fluency as they eventually became proficient in reading. These assessments tasks really improved students' progress and interests towards reading in English (FAL). This resulted in a huge progress and development in their performance which influenced the researcher's selection of the nine students who participated in the interviews. Students were selected according to the high, average and low performers in order to identify the gap and the challenges so that the researcher would be able to address them. The researcher introduced remedial lectures after hours to address the problem faced by the remedial students identified.

3.8.4.1.1 Class tests

The tests were used as part of assessments in order to check student's progress academically and to prepare them for the final exam. The researcher decided to use only one test to represent all the other tests from third year level: English Teaching Method (EDL 312 and 322). The researcher allocated marks next to each question as a guide on how much information is needed when responding to the question. This test was categorized according to student's different performances. She/he used the following categories: high, average and low. The test below is the sample of one of the class Tests.

CLASS TEST

AUGUST 2014

.....

Time:	1h 30mins
Subject:	English Teaching Method 3
Code:	EDL 312 & 322
Marks:	50

INSTRUCTIONS

ANSWER ALL THE QUESTIONS

1. Explain Bottom-up and Top-down processing and explain how they work together when people read. (10)

2. Why did Goodman (1967) call reading a 'guessing game'? (5)
3. Reading experts think that 'metacognition' can help us to improve our reading skills. What is metacognition, and how can it help us? (5)
4. Distinguish between pre-reading, during-reading and post-reading tasks, and then give two purposes of each and two examples of activities. (20)
5. How can we help our learners with their reading by choosing suitable texts? (10)

3.8.4.1.2 Comprehensive examinations

The researcher designed a comprehensive examination paper which covered all the topics for the year on the following modules: Language and Communication (EDS 111 & 122), English Teaching Methods (EDL 212 & 222, and EDL 312 & 322 and MEN 411 & 412). She/he wanted to investigate the scale/depth of the subjects' engagement with their texts and their responses to them. Given that most students tend to be overly pragmatic with regard to their high school courses and materials, it would be natural to see many of them forget all the things they had learned during their high school stay. Against a background of rote-learning, passing and forgetting, the comprehensive examination was intended to reinforce an important message: 'If you forget what you learn and appreciate, then you haven't learned anything at all.'

The comprehensive examination might have provoked a re-engagement with the texts read and responded to earlier and might have evoked a more refined response from them. In order to increase the range of coverage and content of the texts read in the three courses prior to fourth year (MEN 411 & 412), the researcher decided to use the principle of 'response preferences' by asking students to select from a variety of four optional responses that might relate to the literary works they have read. In addition, the researcher used mixed question frame-works to test the

students' literary responses by including unseen texts of varying levels of difficulty. The following is the example of one of the examination question papers.

Faculty of Education

MEN 412 and 411 Final Examination, June 2014.

Time: 3 hours

Subject: English Teaching Method

Code: MEN 412 and 411

Marks: 100

This paper consists of 8 pages including the cover page

Instructions

Section A is Compulsory.

Choose between Section B and Section C. Answer only ONE of these two sections.

Detach the lesson plan template from the Question Paper, and use and hand it in for

your lesson plan.

SECTION A: COMPULSORY QUESTIONS

1 Media Journal

1.1 List five skills that can be exercised and developed through the keeping of a Media Journal? (5)

1.2 Can a media journal be used as an exercise to assign to FET Band learners? Support your answer in a well provided paragraph. (5)

2 Language structures

2.1 This semester, you have made some effort at improving your understanding of, and ability to use, correct sentence structure. Reflect on how helpful / unhelpful this has been. (5)

2.2 Discuss by illustration two ways in which language structures can be taught in context integrated with other skills. (8)

3 Critical Language Awareness

3.1 When we promote Critical Language Awareness, we want learners to see how language is used in texts for certain purposes.
Describe three purposes of Critical Language Awareness? (6)

3.2 Explain what is understood by: 'the teaching of Critical Language Awareness has an 'activist' component.' (3)

4 Teaching Literature

4.1 How would you prepare yourself for teaching one of the following:
a poem, a short story, an advertisement, meetings, an interview and business letters? Choose any one from the above mentioned genres and indicate the steps accordingly. (6)

Essay-writing

- 4.2 Give two typical essay types which Grade 12 learners should know in preparation for their matriculation examination, and their characteristic features. (6)
- 4.3 Indicate six stages you would follow in preparing FET learners for any particular type of essay. (6)

5 Language Acquisition and Teaching Approaches

- 5.1 Outline briefly the main features of the Input-Interaction-Output theory of how people learn languages. (4)
- 5.2 Copy and fill in the table below to provide the required details about the two approaches to learning and teaching additional languages: (6)

Approach/Method	Skills receiving focus	Give two typical activities	Focus on grammar? (Yes/No/Some)
Grammar-translation	(1)	(2)	
Communicative Approach	(1)	(2)	

TOTAL SCORE FOR SECTION A :

(60)

SECTION B and SECTION C.

CHOOSE between Section B and Section C. Answer ONLY ONE of these two sections.

Section B

Using the attached lesson plan template, design a unit of lessons for a Grade 11 class on any of the following genres: a short story, an advertisement, meetings, an interview and business letters. Your lesson must be designed for 3 or 4, 45-minute periods.

1. The lesson should:

- **Focus** on TWO skills at most (though others will be touched on); (2)
- Integrate work on all skills (Reading, Writing, Speaking and Listening, viewing and presentation); (2)
- Include at least two appropriate pre-reading; during reading and post-reading activities. (6)
- Clearly outline the Teaching and Learning strategies and activities (of teacher and learners). (4x3=12)
- Indicate written /spoken work produced by learners (including homework. (2)
- Include the relevant Resources used. (2)

2. Design a summative assessment task and provide the memo and a rubric or checklist and a relevant memorandum which will be used to do the assessment.

(10)

3. Fill in All the details of the lesson plan template. (2)

TOTAL SCORE FOR SECTION B: (40)

Section C

Using the attached lesson plan template, design a unit of lessons for a Grade 11 class on **POETRY**. Your lesson must be designed for 3 or 4, 45-minute periods.

4. The lesson should:

- **Focus** on TWO skills at most (though others will be touched on); (2)
- Integrate work on all skills (Reading, Writing, Speaking and Listening, viewing and presentation); (4)
- Include at least two appropriate pre-reading; during reading and post-reading activities. (6)
- Clearly outline the Teaching and Learning strategies and activities (of teacher and learners). (4x3=12)
- Indicate written /spoken work produced by learners (including homework. (2).
- Include the relevant Resources used. (2)

5. Design a summative assessment task and provide the memo and a rubric or checklist and a relevant memorandum which will be used to do the assessment. (10)

6. Fill in All the details of the lesson plan template. (2)

TOTAL SCORE FOR SECTION C: (40)

GRAND TOTAL : 100

End of paper.

3.8.5. DATA TRIANGULATION

The researcher decided to employ triangulation in the study because it tests the consistency of findings obtained through different instruments. The researcher found it suitable since the study used different methods for data collection such as questionnaires, interviews and class observation in order to enhance credibility and trustworthiness so as to counterbalance the limitation of each method. According to Denzin (2003) triangulation is a plan of action that can raise sociologists and other social science researchers above the personal biases that stem from single methodologies. In other words it is a cross-validation of data because each method reveals different aspects of empirical reality. Patton (2002) also argues that no single method ever adequately solves the problem of rival causal factors. Triangulation was used to minimize the effects of the drawbacks of the qualitative research and it helped to make the data trustworthy and reliable.

3.8.6 REFLEXIVITY

In any qualitative research, reflexivity is of paramount importance. This is because it helps the researcher to be objective during data collection, data analysis and discussion of the findings. Reflexivity should be accountable for the usage of diverse designs for data collection (triangulation) during knowledge generation. Geertz (1973) defines reflexivity as “a story they tell themselves by themselves”. In view of this definition, Davies (2008) refers to it as social reflexivity. It could be an explicit and a deliberate conscious reflection of a people about themselves but that could only be reviewed through the interpretative insight of the researcher. However, this form of reflexivity can give a privilege and a non-reflexive position to the researcher (Watson, 1987). In view of the above, social reflexivity and the reflexivity of the individual are combined to give the data produced as a cooperative product. This appears to be convincing because the information that the researcher got from the participants does not only express a surface meaning but also an underlying one about the nature of their society. In this view, the researcher imported his/her own

culture when he/she analysed data. To avert this, he/she decided to call for a local model as there does not seem to be any such thing as universality in the different cultures of the different participants.

Davies (2008) however calls this “simply local mode. One based on the Western cultures of the ethnographers with universal pretensions.” This radical form of reflexivity seems to contend that any society should be part of itself and any statement about culture should be a statement about society” (Crick, 1982) while social research is about itself. When studied the other cultures of the participants, the researcher did that not just to learn about him/her and his/her own culture, but did it because he/she wanted to learn about something outside him/her as well.

Whenever a researcher researches, there is usually an implicit assumption that (s)he is investigating something outside him/herself and what he/she seeks to explore cannot come out of him/herself entirely or through self-introspection. On the other hand, Davies (2008) thinks that the researcher cannot investigate something without having contact with, or completely isolated from it. This connection leads to the question whether the research is not subjectively linked to the researcher’s presence and his/her inevitable influence on the whole research process.

Reflexivity as such appears to be central for social science in particular where the connection between the researcher, the research setting and the social world is clearly much closer. It is also where the research objects could be seen as “conscious and self-aware” through the influences of the researcher on the research process. Reflexivity in qualitative research seems to influence outcomes to be more likely and less predictable (Davies, 2008). Given that this study is a case study investigation, it can be very difficult for the researcher to avoid ambiguities even as an insider. This could be because of the more intimate relationship between the researcher and the researched, long-termed and multi-stranded and the complexities introduced by the objects of research have even greater scope (Davies, 2008).

The relationship between the researcher and the participants were therefore based on a subsequent theory and conclusion that expressed through interaction. Researcher's observation formed part of the data for this study and which ties with Powder maker's (1966) assertion that "participants' observation requires both involvement and detachment achieved by developing the ethnographer's role of stepping in and out of a society." In other words, the researcher is obliged in a sense to design tools that can fully acknowledge and utilize subjective experience and reflection. Thus, the researcher becomes an intrinsic part of the research context, "turning back" (self-examination) of cultural critique that has both moral and political implications (Davies, 2008).

In view of the above argument, the researcher made a lot of effort to do away with his/her influence on the whole research process as much as possible. This was achieved through the use of open-ended questions during the interview sessions to promote and standardize the wordings of the questions and controlling responses from the participants so as to limit researcher's influence on the particular encounters. In the fieldwork, the researcher attempted to make the self-more inconspicuous so as to limit "reactivity" and literally becoming a bystander or make use of a contrary approach by participating as fully as possible in any given event or activity, so as to become almost invisible in the role as researcher. However, the latter needs to be done because "the specificity and individuality of the observer are ever present and need to be acknowledged, explored and put into creative use" (Okely, 1999).

3.8.6.1 Insider's role

This researcher is an insider since she/he regards her/himself as one of the participants as they were his/her students. This means that the researcher as an insider was able to engage research participants more easily to use their shared experiences to gather a richer set of data through participant observation (Section 8.1.1). However, during the interaction, there were some differences here and there between the researcher and the participants since both parties had their personal

experiences different from each other but they had to work it out and try to meet each other half way since the researcher is uniquely positioned to understand the experiences of groups of which they are members (Dwyer and Jennifer, 2009).

3.8.6.2 Outsider's role

Outsider researchers are frequently valued for their objectivity and emotional distance from a situation, but may find it difficult to gain access to research participants (Chawla-Duggan, 2007). However, there are very few cases, as scholars have noted, in which someone can be characterized as a complete insider or a complete outsider (Dwyer and Jennifer, 2009). In practice, researchers' identities are often relative, and can sometimes even change, based on where and when the research is conducted, the personalities of the researcher and individual research participants, and the topic of the research (Mercer, 2007).

He further states that some characteristics, like race and gender might likely remain the same throughout researchers' lives, the significance of those characteristics can change, depending on the research situation. In this regard, the researcher became an outsider of the study during the interviews and the focus groups. The researcher was just observing the participants behaviours and their social moral, team work spirit and their interaction during the discussion before they could respond to the questions which were administered by the researcher. These are fully described earlier in sections 3. 8.2 and 3. 8.3.

3.9 ETHICAL CONSIDERATIONS

The researcher assured all the participants their rights to privacy that their identities would remain anonymous. They were further assured that they would be protected from harm be indemnified against any physical and emotional harm. Thus the study made use of consent forms which the participants filled in and signed before interviews and focus group were conducted. This was done in order to obtain the necessary permission from the participants. The researcher stressed that ensuring

the confidentiality of the data collected was of utmost importance and that their names would not appear in the write up of the thesis. Instead, pseudonyms would be used that would not link the participants to the research and, no one, other than the researcher and the supervisor, would have access to or make use of the data.

Welman, Kruger and Mitchell (2010) argue that this can only happen after participants are thoroughly and truthfully informed about the purpose of the interviews and the (investigation) research. Further, they were assured that they could withdraw from the research at any stage. Permission was granted by the university ethics committee and the Head of School of Further and Continuing Education, Faculty of Education to use the School as the research site and the materials like reading resources and examination statistics which formed part of the data. Furthermore, permission was also granted to conduct a one-on-one interview with staff members and students. The researcher was guided by the University's code of conduct pertaining to research, in so doing the researcher was guarded against manipulating participants or treating them as objects or numbers rather than individual human beings.

3.10 DATA ANALYSIS

Scholars maintain that the process of data analysis is an on-going process throughout one's studies (Hammersley and Atkinson, 1995). Nieuwenhuis (2007) rightly points out that 'during the data collection period, ideas about analysis arise and that can be seen as the beginning of analysis like the field notes. Based on the above, the researcher classified features, transcribed, counted, analysed each recorded interview and data from interview and focus groups to construct themes and patterns that were used to describe the phenomenon being studied in an attempt to explain what was observed during data collection. In this regard, findings were generalised to a larger population where only nine students from the fourth year English teaching methods class and ten lecturers formed the participants in the interviews and focus groups.

The data were analysed using inductive analysis. This means that in order to make decisions regarding the data collected and to identify emerging themes and recurring patterns in the middle of the process, interim analysis were employed and the key information were coded, identified and classified according to the main themes that emerged as indicated earlier. The themes were placed into appropriate categories and were logically labelled according to the data collected. The researcher suggests returning to this in the next chapters.

3.11 CONCLUSION

This chapter outlined the research paradigm, research methodologies, and design used in the study, including procedures, participants, data collection tools, data collection and analysis methods, and data credibility issues. The research design for this study was interpretive case study that was analysed largely through qualitative methods. Further it also briefly described the several stages involved in the design and development processes of the research in this study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents and analyses the data of the research conducted at the University of Fort Hare in the Eastern Cape Province of South Africa. The main issue that is being investigated in this study is Students' reading and response. The data that was collected is more about response and reading processes from small numbers of detailed reactions than from large numbers of one- word judgments. In this way, the process of teaching the development of detailed subjective response is simultaneously research into the nature of the response processes (Sivasubramaniam, 2004). These data was collected through the following instruments; questionnaires, interviews, focus groups, participant observation, class assignments, class tests, class exercises, journals, documents analyses (texts) and comprehensive exams.

Based on this view, the researcher decided to use selected strands of the data that relate to the particular stages of the programme such as journals and assignments in order to get a better picture of the students' development in reading and response over time. These strands are as follow: first entry, second entry and third entry. In the first entry, students submitted their first attempt to the journal and the researcher would read them and make relevant comments before returning the journals to students for corrections. When the students are done with their corrections, they are then required to submit again as the second entry. The motivation behind this was to create a written conversation between the researcher and the students. This approach really worked since the researcher and the students had a conversation among themselves throughout the written work and then the researcher commented on their pieces of work they have produced. In this activity, students had a complete control over the topic and the researcher would respond to them, mirroring the length and depth as well as modelling good writing for them in order to assist them to

improve their understanding in whatever they read, watch and then listen to. This improves students reading and responds towards any text they have attempted to read and interpret. The researcher was fully engaged with them about the different topics that they chose to write about.

In the second entry, the students submitted the corrected work from the researcher's comments and they also shared the difficult lives they experienced daily. This keeps the student in touch with the researcher since she/he read, commented and then returned the journal for corrections again. At this second entry, most students must have improved a lot in writing in English, their first additional language and they seemed to enjoy this journaling more than what they experienced of journaling and sharing their stories with the researcher. The third entry was the final entry where the researcher awarded marks according to the assessment criteria.

At this final entry, the researcher realized that most of the students learnt a lot from this approach. They were in control and managed to take care of the grammar mistakes since they were very few. The researcher was also impressed with the way they presented issues in a very logical manner. This showed a very huge improvement in both reading and respond through writing since students managed to mirror the length and depth as well as to model good writing as indicated earlier in this discussion. This was proven by student's ideas which were flowing all over since at this point of the entry they chose to write about different topics such as politics, sports, celebrities, movies, education news stories etc.

For the purpose of analysis and interpretations, the researcher decided to adopt the word "response" as one that is synonymous with 'engagement' and 'participation'. In this sense the word 'response' relates fundamentally to the educational and social issues that are central to the study. It should be noted that views reminiscent of this have been expressed and examined in the preceding chapter. Therefore, the data strands and categories presented in the analysis should be viewed as 'illustrative stretches' (Willett, 1995) of discourse the students produced in their reading-

response questionnaire, journal, class assignments, focus group, interview, exams, tests and the classroom activities.

4.2 METHODOLOGY CONSIDERATION

For interviews, the researcher decided to categorize students according to their academic performance over four years of their study. She/he used the following categories: high, average and low to categorise the students based on their class performance. In view of the above categorisation, a total of nine students were interviewed since the researcher only chose three students from each category highlighted above to represent all the students.

The focus group was also used to collect data and students were divided into different groups in order to manage them properly because they were many. Secondly, it would have been difficult to get objective views from the students because of the power relation between them and the researcher. In a qualitative sense, the low performers' students seemed not to push themselves hard enough like the 'average ones to succeed or improve their performance. Their sense of engagement with the texts, classroom procedures and generally with their peers and teacher(s) was low. However, this does not presuppose that these students were demotivated or disoriented. They stayed on and managed to pass the courses beginning with English (EDS 111, 122, EDL 212 and 222, EDL 312 and 322 and then MEN 411). All the data that was collected would be presented and analysed as indicated earlier according to the three categories of students in order to provide a representative sampling and transparency of what happened in the programme.

Given the enormous quantity of data collected and the justification for their rigorous selection, it is not possible to present the data of all the students in the programme. Based on the above discussion, the data to be presented in this chapter would be analysed with reference to the strands and categories described above. The data was categorised in order to give a thick description which is required by qualitative

research which is the methodology adopted by this study. In this connection, the data should be viewed as a cumulative educational process over a period of four years. The researcher would present and analyse data according to the following categories as indicated earlier in this discussion: High, average and low performers' of students. This means that for each question, the researcher would present each strand and then analyse all the three strands' responses thereafter. In this view, the researcher would present and analyse data from students' journals below according to the following categories: high, average and then low.

4.3 JOURNALS

The researcher here is trying to narrate and construct stories of the students reading and writing which led her/him to view the students' journals as evolving accounts of literary engagement and response in English as their First Additional language. This refers to student's absorption, involvement, commitment and enjoyment in the reading process. Such an engagement nurtures readers' intuitive responses to literary interpretation and aesthetic judgement which might serve as contrast to the intellectualized literary analyses modelled on critical dogma which this research holds in disdain (Rosenblatt, 1978). In view of this, the researcher was particularly interested in understanding his/her students' journals as a space where multiple interpretations might exist in tentativeness subject to scrutiny and re-examination from multiple perspectives. Based on the points raised so far, the researcher would therefore, present and analyse students' journals in three stages as follow:

- Stage 1
- Stage 2
- Stage 3.

Stage 1 focuses on journal entries related to English Teaching Methods (EDL 212 & 222), Stage 2 to (EDL 312 & 322), and then Stage 3 would focus on journal entries

related to English Teaching Methods for fourth year level (MEN 411 & 412). In stage 1, the researcher introduced the students to journals' procedures and an advantage which would improve students' reading and response in English as their First Additional Language. At this stage, the researcher wanted to check students' feelings of insecurity and frustrations towards the classroom where English is involved and see to it on how to assist them to improve their attitudes towards English. The researcher further tried to check the students' adjustability towards the fear of being laughed at for not knowing something and for not expressing themselves freely and appropriately in English during the classroom discussion.

In stage 2, the researcher gradually checked students improvement towards their previous mistakes highlighted from stage 1. At this stage, the researcher wanted to identify a growing awareness in students, which encouraged them to think about aspects of human existence that they shared with their equals in other cultures. In addition, the researcher sought to check whether the students could relate the text to their own emotions and relationships.

In stage 3, the researcher wanted to see if the journaling would make them to feel that their own use of English was more than a mere academic task but to open up pathways for them into the imaginable area of experiences.

4.3.1 Stage 1

The students were advised to keep journals and record their reading and language learning experiences. This endeavour aimed at exploring the students' reactions to classroom proceedings so as to determine what they thought was important about what happened in and out of the classroom. This should be viewed as a tool which might offer useful insights into the language learning experiences of the students that seemingly could improve their writing and reading skill. In view of this, the researcher communicated firstly with students on how she/he would assess their journals.

She/he told them that their journals would be read, marked and some relevant comments would be made where necessary and then returned to them for corrections so that they should not repeat the same mistakes at stage 2 in their second entries. They were told that their secrets would not be disclosed to the others. Students became motivated to write their journals in earnest since they knew that it was confidential and that their peers were not going to have any access to see the kind of mistakes that they made in the writing.

All of them came forward to discuss their journal entries in classroom discussions. This prompted them to believe that their journal writing work was valued as a contribution to course evaluation. Initially, their mixed responses and reactions to classroom proceedings indicated a mild degree of involvement in the course. They were gradually trying to develop the schema of their classmates. Many students shared the difficult lives they experienced daily. They shared stories of HIV/AIDS, discrimination within their family based on shade of skin colour, grief from losing relatives and friends, alcoholic parents, and living without their parents and/or raising their own siblings or being raised by a sibling. Some shared their feelings of insecurity and frustrations at not being able to carry out journal activity the way they believed they should be done since it was for the first time they were introduced to this type of activity.

The data from journals would be presented and analysed according to the above mentioned themes. Student's performances from journals would be categorised according to the following as indicated earlier in this discussion:

High,

Average and then

Low

This means that the researcher checked the student's journals during their different entries. She/he read and marked them and then she/he was able to judge their strengths and weaknesses thereafter and then allocated marks accordingly. In view

of this, only nine students journals' entries would be presented and analysed below since they were purposively selected based on their academic performance as indicated above for three years starting from their second year English Teaching Methods right through to the fourth year level (EDL 212 & 222, EDL 312 & 322 & MEN 411 & MEN 412).

The stage 1 journal entries focused on one of the themes highlighted above which are the students' feelings of insecurity and frustrations at not being able to carry out journal activity the way they believed they should. The following data indicate their feelings of inadequacy and insecurity. Each category would be presented by three strands of data. The following data would be presented by the following category and strands.

The following extracts are from the journals written by the students concerning the students' feelings of inadequacy and insecurity.

High 1:

'English on its own is very difficult since it is our second language. It's a bit challenging to read and respond appropriately in writing without changing the text meaning'.

High 2:

'My vocabulary is very poor in English. I can't read and understand the text properly and then respond by writing without having so many grammatical errors and the spelling'.

.

High 3:

'When I read any reading materials alone at home or listening to anything in English it is not clear. I need someone to explain more before responding by writing'.

The three responses seem to echo that the difficulty in writing is as a result of the use of FAL.

The excerpts below are from journals presented by students from the average performance but with the same theme of feelings of inadequacy and insecurity.

Average 1:

'Many texts are very difficult because we are expected to read the one written in English and then respond in English too'.

Average 2:

'I wish our lecturer can give grammar exercise in each text and explain before we expected to respond'.

Average 3:

'We were told to choose any reading materials or watch any programme with our interest, read or listen and then write our views. I don't know many difficult words and ideas. How can I read all of them and respond in English properly?'.

The three responses above seem to tally with those of the High above where FAL appears to be their main concern.

The following data are from the journals written by the students from the low performance on the same theme as indicated by both categories presented above.

Low 1:

'We are expected to reflect on readings, class discussions, our own ideas/interpretations and reactions to what we have read or watched or listened to. In my case I don't do it correctly though I always try because it is not that easy since I am not confident enough with my English. It is terribly poor'.

Low 2:

‘My lecturer on her comments doesn’t tell correct answers. She/he always want me to read more and more and then discuss’.

Low 3:

‘The lecturer wants me to read and apply mind, but I don’t do it as expected. I always get it wrong’.

At stage 1, all the students’ responses indicated the challenges that they encountered when dealing with the journaling since they had to read listen and watch everything before responding in the form of writing in English as their FAL.

4.3.2 Stage 2

At this stage, most of the journal entries revealed references to people and places featured from different stories taken from different media attempted by students. Other journal entries focused on different challenges some of the students encountered in their families, people’s behaviour, habits, and attitudes. It was interesting and motivating to realise that most of the students had begun to view their lecturer as an amiable facilitator rather than a traditional pedagogue. The following data support this observation and the researcher would present and analyse data according to the students different performances from their journals as indicated earlier. The researcher therefore, categorised them according to the following performance and strands: High, Average and Low.

The researcher would present the following data below from the students’ journals concerning their growing awareness which encouraged them to think about aspects of human existence that they shared with their equals in other cultures as indicated earlier in this discussion (appendix F 1, 2 and 3).

High 1:

'My lecturer advised me not to be afraid even if the story or any reading I have chosen is difficult. He/she advised me to continue reading and try to vary them by choosing some simple and interesting ones and it will be easy after sometimes. So I do not panic anymore'.

High 2:

'If I don't understand I must wait and try another time and the other ones'.

High3:

'I failed to get the message properly from what I have read. But no problem I will read it again'.

The above responses seem to bring out the difficulties in understanding and responding in FAL though they would not want to give up as they were advised by their lecturer to keep trying.

The responses below are from journals presented by students from the average performance on the theme of their awareness which encouraged them to think about aspects of human existence that they shared with their equals in other cultures as indicated earlier in this discussion.

Average1:

'If I get a problem my lecturer always tells me not stop but keep on trying. This really encouraged and motivated me very much since I have discovered that the more I keep on reading and writing in English, the more I have managed to understand things better and be able to respond as expected". This gradually boosted my self-esteem since my English is improving gradually'.

Average 2:

'I have taken my lecturer's advice from the comments on stage 1 entries. I am not afraid to make mistakes when writing my view in my journal since that is the learning curve'.

Average 3:

'My lecturer gave me confidence to make mistakes since I am learning from them. I always re-read my views and edit them before submission'.

The responses above seem to portray student's courage and confidence towards FAL due to their lecturer's positive attitude. Their lecturer always encouraged and motivated them to carry on with their work and not to be discouraged by the minor mistake they made when writing ups since that is a learning curve. In view of this, the lecturer made reading and writing to be seen as a social practice where meaning is contextual as there cannot be any meaning to any reading without a context.

The data below are from the journals written by the students from the low performance on the same theme as indicated on both categories presented above. The following category and strands would be presented below.

Low 1:

'She/he told us to look for the difficult words we come across while reading in the dictionary since this improves our vocabulary in English. She/he advised us that more words means more knowledge'.

Low 2:

'I am now able to write stories about my life and challenges am facing with confidence through the journal experience'.

Low 3:

'I can feel that my reading and writing skills have improved a bit. But I still make grammatical mistakes when trying to review my reading in writing'.

The journal entries presented above indicate that the students have made a definite attempt to live with their social anxieties and also to find out ways to resolve them.

4.3.3 Stage 3

At this stage, the students had enough exposure to media journal which developed their reading skills and improved their interest towards a reading culture since they have managed to understand and respond properly in their writings from the lecturer's relevant comments towards different stories they have read, listened to and watched. This extended their repertoire and they were therefore progressively able to enjoy a wider range and variety of texts which made different demands on them just like to read and analyse them thoroughly and then respond appropriately. At this stage, students showed their proficiency in reading and fluent writers in English as their first Additional Language.

The following data support the afore-mentioned points. At this level, the researcher expected the students to make a very crucial attempt as a sign of their strand of thought towards journals and to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement in order to show their full participation and experience. The researcher therefore, categorised them according to the following performance as High, Average and Low.

The data below would be presented by the researcher through the student's responses which are based on theme of proficiency in reading and fluency in writing English FAL. The following responses would be presented under the following category of High, average and low.

High 1:

'I read the story from one of the magazines. The writer was trying to expose the readers to transformation of nature and time. He described the different perceptions in different time at the same place by using very powerful words to show his feeling. I now understand the implied meanings largely'.

High 2:

'I read the story from the internet source which was about a youth couple. For my opinion I think their love was on the wrong way. They were not ready to marry each other. This resulted to conflicts almost every day. The couple was not happy at all. This is very sad situation and not healthily for any human being at all'.

High 3:

'I listened and watched the programme from TV on how to encourage children to obey and follow their culture. This showed the importance of being obedient and the consequences of disobedient children. I see the dilemma in the in the programme, if you obey and respect your culture, you will always be safe and get support from the elders. But if you don't obey and respect the culture, you will end up lost and become a wonderer with no belongings. To me I have learned how influential and powerful cultures could be to people's life. It is good for one to know and follow his/her culture'.

The above data appear to have gradually led students to understanding FAL since they were now able to analyse the texts that they read and the programmes that they watched on television and being able to come up with the relevant meanings.

The responses below are from journals presented by students from the average performance on the theme of proficiency in reading and fluency in writing English FAL. The following data would be presented by the following category under Average students:

Average 1:

'I listened to a very story from the radio about one family. The story was about the mother and the daughter who loved and trusted each other. But when time goes by, the daughter betrayed her mother's love and trust and she completely lost it. The daughter tired and worked hard to win her mother's love and trust back again but that was late because the mother died because of heart attached. She was left alone and helpless. I learned that in life, children should respect and acknowledge the love and trust from their parents and learn that they always want what is best for them'.

Average 2:

'I have listened to a sad song about family. The father did not have a communication skill at all. This created a huge gap and mistrust between the family. I thought this is one of the sad songs since this destroyed the family relationship because the father spend more time at work thinking about money an aware that he was neglecting his family'.

Average 3:

'I read the text Sons and Lovers. There is an angry father. Children fear him. I feel pity for Paul. He doesn't want to tell his father about his prize because he is so afraid'.

The responses from the average performers above appear to portray a gradual understanding of FAL since they have managed to understand the meaning of the text they read and also got the meaning of the sad song they listened to.

In the same light, the excerpts below are from journals presented by students from the low performance on the following theme: The proficiency in reading and fluent in writing in English as FAL. The following category and strands would be presented below.

Low 1:

‘I have realised that my English is highly improved since I can be able to read any text or book in English and be able to analyse it accordingly with confidence compare to the previous years’.

Low 2:

‘At this level, we are in the position to get the meaning properly from the figurative language of any sort of literature and this has encouraged us to attempt ‘image-evoking conceptualizations’ in order to experience our personal constructs at a subjective and emotional level’.

Low 3:

‘We have drastically changed our negative attitude we had towards reading before we were exposed to journal’s activity since this really improved our reading skill in English’.

Summing up the analysis of Journal entries

In view of this, the journal entries have acted as stimuli to the students in regulating their behaviour and participation towards FAL instead of being controlled by the existing stimuli. In using the space provided by the journal to regulate them, the students made a crucial attempt to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement.

4.4 READING RESPONSE QUESTIONNAIRE

The researcher used the reading response questionnaire to provoke responses from students and to lay the groundwork for building a positive attitude towards reading. This was used as an instrument for nurturing students’ awareness of reading thereby developing a keen aptitude for reading. The researcher used these questions to

develop a critical approach in their thinking and to encourage its use in their interpretative skills. The researcher further wanted to reinforce and develop reading skills and procedure used when attempting to analyse a text before, during and after reading. In this regard, the students read all texts before class and focused on their personal responses to the situations encountered in the texts in order to demonstrate their reading proficiency and their critical thinking ability before the class discussion. This approach developed cognitive, affective or evaluative and actional dimensions in the students' reading (Sivasubramaniam, 2004).

In view of this, the researcher used this approach careful. However, students were divided into groups and given enough time in class to discuss, share ideas, debate and then answer the questions on a regular basis so as to improve their thinking and understanding of what they read in the texts.

On the contrary, the researcher decided to analyse one text only "I speak to the Silent" by Mtutuzeli Nyoka, 2004 (Appendix H 1) and by using the following questions for first years' Language and Communication Module (EDS 111& EDS 122) students (different groups' responses were analysed). The researcher analysed data from the group's responses since she/he was aware that if she/he focused on the individual student as the principal unit of analysis in this investigation, it would only produce an incomplete and an unrepresentative classroom story. That is the major reason she/he had to adopt grouping.

The text mentioned above focuses on politics during the apartheid era. It is about a Xhosa man called Hambile Kondile. He lived during the apartheid era together with his family. He had only one child called 'Sindiswa' who was a political activist. She was so attached to the revolution and this made her parents very nervous because she was involved in illegal struggle activities. She supported the idea of a revolution and this got her into serious trouble with the authorities. Her parents tried to protect her by encouraging her to concentrate on her schooling. But she could not listen to them but continued to fight for political freedom in South Africa. The police discovered a lot of banned materials in her house and she decided to escape into

exile. After five years in exile, her parents received sad news that their daughter passed on and they were so devastated. That marked the end of 'Sindiswa' the revolutionist. The family was left with an emotional scare that forced the father to turn to drinking as a form of escapism.

This summary provides an interesting reference point for analysing the text (appendix H 1) of time content. The expressions of sadness and suffering of the whole family used in the text proved to be particularly engaging to the students. The students were given a chance to read the text on their own, individuals and then in groups of seven. The lecturer thereafter read it in class and discussed certain parts of the text for clarity before the students were asked to analyse the text and respond to the questions that were given to them.

Below are the questions that elicited the students' ability to analyse and interpret the above mentioned text based on their prior knowledge. In view of this, the student's responses per question would be presented into three different groups to capture similar ideas as follow:

Group 1,

Group 2 and then

Group 3

1 What did you learn and identify when reading this text: 'I speak to the Silent'?

This question motivated the study in a way that the researcher wanted to check whether students could interpret the text and respond appropriately in FAL by getting the exact meaning of the text. .

The data presented below was provoked by the above question which is formulated from the aforementioned text. The responses would be presented by the following under group 1, group 2 and then group 3.

Group 1:

'We identified the time the book was written and the hardship lives led by black people during the Apartheid era.'

Group 2:

'We learn about Sandiswa's interest in politics and her bad experience thereafter'.

Group 3:

We learnt how dangerous was to be involved in politics and activities which were illegal during the Apartheid era'. 'We further learnt how hero Sindiswa was since she fought for black people's freedom. We can compare her with Nelson Mandela who suffered for blacks' freedom too for so many years in a Robben Island Prison'.

The three groups above seem to have understood the meaning of the text properly since they managed to relate the text to what was happening in South Africa during the apartheid era where they talked about Nelson Mandela. This really shows the improvement in students' FAL.

This question below strives to achieve student's ability in reading in FAL and their feelings towards the text.

2 What problems did you encounter while reading?

Group 1:

'We couldn't control our feelings. It was very hard to believe on what was going during the apartheid era'.

Group 2:

'We became very emotionally on Sindiswa's death'.

Group 3:

'It was very sad and touchy situation'. 'We have learnt that apartheid is not yet over between blacks and White people'.

The above responses indicate that the students were able to identify with the text as they are able to deduce the cruel nature of the apartheid regime as well as the window dressing nature of the democratic government

The next question elicited students' anxiousness towards the text and the lesson they have learnt from Sindiswa's character.

3 What interested you in the reading?

Group 1:

'We were interested in Sindiswa's character. She was bold, brave, powerful, outspoken and passionate about her beliefs'. We really want to be like her in order to fight for our freedom too'.

Group 2:

'We found Sindiwa's behaviour very inspiring to all South African youth since it's rear for young people to become political activist and persuasive, in particular females'.

Group 3:

'We were more proud since Sindiswa is a Xhosa and we are also Xhosa's tribe'. We were so interested and very excited to realise that South Africans' freedom depends on Xhosa's hands since Nelson Mandela was also a Xhosa man who fought for South Africans and liberated them from oppression. We are so proud of

our Xhosa people' who were very determined to their people's happiness and freedom'.

The responses seem to portray a sense of revolution in the students. They see Sindiswa as their hero as she is responsible for them being born-frees today in South Africa. This again brings out a sense of participation and engagement with the text from the part of the students as well as an improvement in FAL.

The following question tried to check student's improvement in FAL where grammar is concerned.

4 What new vocabulary did you learn?

Group 1:

'We were moved by words and phrases in the text such as 'Stunned, Sublime and Riveting. But we managed to understand them eventually since our lecturer assisted to explain them'.

Group 2:

'We had problems on grasping the assertive statements in the text while reading on our own before the lecturer read and discussed it in the class and explained those unfamiliar words we came across with while reading'.

Group 3:

'We failed to figure out the meaning of the following words: Futility, a sequel and without reservation'.

The three groups seem to echo vocabulary challenges they came across in FAL while reading and interpreting the text especially where grammar is concerned.

However, they were able to interpret in context which is the rationale for this study. In view of this, their sense of grammar was improved upon.

The question below strives to check the students' power of an 'open mind-set' and how it could empower their reading and their wisdom to analyse and respond to different text.

5 How would you connect this text to your life?

The responses below elicit a sense of engagement and participation of the text. That is to say that context plays a vital role in meaning making.

Group 1:

"We felt that we should make use of the present time, the existing opportunities of the bursaries to focus on our studies and become more successful in future as Nelson Mandela used to say that education is a key to one's success".

Group 2:

'We want to make Nelson Mandela proud by contributing to our communities like what he did to all South African. We also want to avoid those conflicts shown in the text and focus on the present and for our future too'.

Group 3:

'We related the text to our growing needs for information and ideas. We realized that reading mattered more in our lives than anything else, as we were able to see how and understood Sindiswa's commitment to politics in order to change the way things were done back then during the Apartheid era. If it was not because of reading and understanding properly, we couldn't have gained this type of information about Sindiswa's bravery'.

The data presented above indicate the beginnings of an engagement with the literary texts used in the study. This is justifiable evidence for the growth of the students in English FAL.

4.5 ASSESSMENTS

Different assessments were used in the study during data collection as seen in chapter 3. In view of this, the researcher would therefore present and analyse the following assessments one by one below under:

- I. Class Exercises;(appendix E 1, 2 and 3)
- II. Assignments; (appendix I 1, 2 and 3)
- III. Tests; and then (appendix G 1, 2 and 3)
- IV. Examinations. (appendix H 1, 2 and 3)

The researcher therefore, decided to choose only one assessment from different assessments mentioned above to represent others during data presentation and analysis. This was done according to different levels, for example: Class Exercises was represented by only one activity from second year level which is English Teaching Method (EDL 212 & 222) such as sustained silent reading; the assignments was represented by only one task from first year level which is Language and Communication module (ESD111 & 122); the test was taken from third year level which is English Teaching Method (EDL 312 & 322); and then the examinations from fourth year level which is English Teaching Method (MEN 411 & 412). The use of representations from the different levels was meant to make sure that the progress of the research participants was monitored not only by the researcher but also by the readers.

4.5.1 Class exercise

Different types of class exercises were used during lectures for the continuous assessment purpose in order to monitor the student's performance and progress towards reading skill. These class exercises were very useful for both the lecturer and the students in order to trace and identify the student's weakness and mistakes and be able to assist where possible by providing the correct and relevant information. These class exercises helped students to realise their mistakes and correct them well ahead of time in order to avoid confusion during the final examinations by not repeating the same mistake again.

In this regard, the researcher decided to choose only one exercise presented below (Sustained silent reading) for data presentation and analysis since this exercise played a very significant role to students' academic performance by improving and developing their attitudes towards reading in English as their FAL. This type of exercise was chosen among others since it was administered daily to students in ten to fifteen minutes before the lectures commenced in order to activate the students' schema and keep their mind alert where reading is concerned.

4.5.1.1 Sustained silent reading

The researcher decided to choose Sustained Silent Reading to represent other class exercises during data presentation and analysis because it carries more weight in the sense that it was done every day in ten to fifteen minutes before the lectures commenced. This exercise promoted the reading culture among students.

This is the exercise where students were engaged in daily before the commencement of the actual lesson of the day (3.7.1.5). The researcher would present and analyse data below from the students' responses on a sustained silent reading. The researcher wanted the students to comment on their experiences from sustained silent reading as one of the class exercises where they practiced regularly

at second year level which is English Teaching Method (EDL 212 & 222). The student's responses would be presented according to three different groupings which would represent all the students responses since they gave similar ideas towards the two questions asked below.

1 Describe the purposes of sustained silent reading.

This question strives to check whether this practice boosted students reading skill, changed their attitudes towards reading and increased their vocabulary since this practice became part of their life because it was done daily.

The data below would be presented and analysed by the researcher through the following groupings, Group 1, Group 2 and Group 3.

Group 1:

'This exercise created a reading culture in the classroom because it encouraged us to read for pleasure and a love of reading through experience of selecting and reading material of our own choice'.

Group 2:

'We really enjoyed this class exercise since we were allowed to read without pressure to perform, and the modelling of the lecturer by exposing us to a range of books which improved our language skills, vocabulary, general knowledge; and broadens horizons'.

Group 3:

'This exercise did not only improve our reading skill but also the writing skill too. We were expected to fill in a log book of whatever we have read about and then comment on the lesson learnt from the reading and then submit our log books after four weeks'.

The three responses above indicate that the students seem to have enjoyed and learnt a lot from this class exercise.

The question that follows tried to find out the merits and demerits of this exercise which relates to the local context where students are likely to find themselves teaching in future after the completion of their degree.

2 Is this something you would want to do with your learners when you become a teacher? Would there be practical obstacles in the way of you doing this? Describe these and give strategies for overcoming them, if you think it worthwhile.

Group 1:

'Of course we would love to implement it in our classrooms. This is really a good practice where English is used as LoLT'.

Group 2:

'it is a very exciting practice since people learn without any pressure and once more they could bring their own interesting reading materials to class and read them and then analyse'.

Group 3:

It is very challenging for the first time due to English as FAL. But we shall monitor our classroom especially on both reading and writing in their log books regularly for a better performance'.

The above responses seem to be keen to implement the sustained silent reading activity in their classroom.

4.5.2 Assignments

Students in this study used their class assignments to tell their stories of reading different texts and responding back in writing. These written assignments were expressions of their personal engagement with ideas from the literary texts provided to them with exercises in meaning exploration. The researcher indicated that he/she used class assignments to anchor language development and knowledge in personal experience and expressive writing. For data presentation and analysis, the researcher chose only one assignment from first year level (EDS 111 & 122) to represent students' performance from other assignments as indicated earlier in this discussion. The actual assignment is displayed in 3.8 3.1. These assignments were meant to guide students along a continuum of increasing responsiveness. Based on the above argument, the researcher used the rubric or assessment criteria for the assignment of a 5-paragraph essay (3.8.3.1).

The researcher used the rubrics mentioned above to make sure that all students were fairly assessed and they all had transparency on how their work was marked. The researcher categorised the students' performance as high, average and low performers. The High performers' revealed the following characteristics, which correspond approximately with a holistic 5-point scoring scale on the rubric:

- 1 The thesis statement is admirably constructed and other paragraphs flow from the thesis statement.
- 2 All paragraphs are coherent and are linked logically and linguistically.
- 3 *There is an effective conclusion most parts of the task are effectively addressed with some exceptions.*
- 4 *Content is interesting and detail vivid. Word choice is appropriate and original. Sources are well cited.*
- 5 *The writing attracts the attention through its absolute clarity. Linguistic usage is faultless, including some more complex structures, appropriately used.*

The researcher therefore equated 5 on the scale to an A minus or an A grade. Based on this The High performers'' students were awarded either an A minus or an A. The assessment of the assignments done by the Average Performers' Students revealed the following characteristics, which correspond approximately with a holistic score of 4:

- 1 The thesis statement is good and other paragraphs relate to it.
- 2 Paragraphs are well constructed, with some well-used transition markers. The essay is concluded.
- 3 Content is interesting, with some good detail.
- 4 Word choice is appropriate. Good paraphrasing and citation.
- 5 Meaning is clearly conveyed and linguistic usage almost faultless.

The researcher also equated 4 on the scale to a B or a B plus grade. Based on this, the average performers' students were awarded either a B or a B plus.

The assessment of The Low Performer students' assignments revealed the following characteristics, which correspond approximately with a holistic score of 3:

1. *The thesis statement is adequate and introduces the other paragraphs fairly well.*
2. *Each paragraph is adequately structured, and there is a conclusion of sorts.*
3. *The essay says something of interest, and uses adequate vocabulary. Adequate paraphrasing and citation of sources.*
4. *Grammar usage, spelling and punctuation have faults which don't interfere with clarity of meaning.*

The researcher equated a score of 3 with a C or a C plus grade. Based on this, the Lowest Performers' Students were awarded either C or C plus.

The High Performers' Students were able to address the topic using sufficient details and some sentence variety and vocabulary. The Average Performers' students were able to address the topic but they had some problems developing their ideas. The use of language revealed some let-downs and a weak focus on details whereas, the Low Performers' Students did make an attempt to address the topic but their lack of organization and support details hindered them in their writing. This indicates that the expressive writing can spot and foster response potential in students.

4.5.3 Class tests

The tests were used as part of assessments in order to check the student's progress academically to prepare them for the final examination. The researcher decided to present and analyse the scores for only one test to represent other tests from third

year level: English Teaching Method (EDL 312 & 322). The researcher allocated marks next to each question as a guide on how much information is needed when responding to the question. The results from the students' performance vary since half of the class scored high marks; others got average and the rest few scored lower marks. The class test consisted of five questions only (Addendum C: 3) which required the students to answer carefully by expressing their knowledge and understanding and to provide examples where necessary.

The High performers' scores ranged between 75 – 80%, the Average scores ranged between 65- 70 % and then the Low scores ranged between 50 -55%. The overall performance symbolised student's commitments and determination towards their academic work since none of them failed the test.

4.5.4 Comprehensive exams

The researcher presented the examination structure and the scope before data presentation for transparency purpose for English Teaching Method forth year exam (MEN 411 & 412) which included everything that was done from first year to fourth year level. The examination was divided into two sections. Section A and B (Appendix H) Section A consisted of questions 1 and 2 whereas Section B contained only Question 3. Section A required students to express their knowledge and understanding by elaborating on the questions and giving examples where needed. The marks were allocated next to each question as a guide on how much information is needed when responding to the question. Section B was a lesson plan. The proper instructions were given to guide them. In this section, students were required to use the attached lesson plan template to design a plan for a Grade 8 reading lesson based on a given passage refer to (3.8.4.1.2).

These were meant to provide insights into the language generating potential of the literary texts and the classroom methodology that activated it (Duff, 2002). Prior to administering the exam, the researcher hypothesized that the High performers might be able to score in the range of 80-90 points, the Average Performers 70-75 points and the Low performers 60-65 points in Section A. Likewise, the researcher

hypothesized that in Section B that the High Performers might score between a high of 75 and a low of 70, the Average Performers between a high of 65 and a low of 60, and the Low Performers between a high of 55 and a low of 50. Contrary to my hypothesis, the High Performers scores ranged between a high of 80 and a low of 75 points; the Average scores ranged between a high of 65 and a low of 60 points, and the score of the Low between a high of 50 and a low 45 points. In like manner in section B, The High Performers scored between a high of 65 and a low of 60, The Average between a high of 60 and a low of 55, and The Low between a high of 50 and a low of 40. In all, the average overall performance of The High Performers was 73%, the Average Performers 63% and the Low 55%. The result indicated that even though students' performance differed, they all managed to pass the exam paper.

4.6 FOCUS GROUP

During the focus group, the researcher divided the students into different groups in order to manage them since they were many as indicated earlier in the previous chapter. The researcher then administered the following questions to different groups in order to check their involvement and experiences in the classroom where reading and response in English as their first additional language are concerned refer to (3.8.3.2).

During the focus group, the researcher managed to get the relevant information for the study because students responded freely without any fear since they were given enough time to discuss and to share ideas among themselves in their respective groups. In this regard, the researcher would then present students' responses according to the different groups;

Group 1,

Group 2, and then

Group 3

These groups were chosen because their responses had similar ideas to the questions' requirements in order to get the in depth information required by the study as a way of addressing the problem since the researcher managed to get different opinions from different students' per group. During the focus group interviews, the researcher also managed to identify students' attitudes and behaviour towards some of the questions asked. The researcher therefore, directed the following questions to different groups of students and data was collected and analysed thereafter.

The question below strives to achieve student's attitude towards English as LoLT which is their FAL.

4.6.1 Focus group questions

1 In which language (s) do you prefer to be taught in?

Group 1:

'We prefer to be taught in English because that is the only way to achieve academic and economic success through the use of English rather than our own African languages'.

Group 2:

'It is better if there could be a combination of English and our mother in order to understand better'.

Group 3:

'We prefer to be taught in our home language only because English makes thing worse since some of us did not have access to be tough in English from High schools. Our English is very poor and we cannot even express ourselves freely in public'.

The responses from group 1 above seem to suggest that they feel comfortable and willing to be taught in English whereas group 2 and group 3 seem to prefer their own home language or else the combination of two.

The proceeding question tried to identify the type of relationships and interactions which the students have with their lecturer during the lessons.

2 How would you assess the classroom atmosphere? Did you find it encouraging and helpful to acquire reading skill in English?

Group 1:

'Very relaxing and highly motivating since all of us were given a chance to express ourselves without any fear since our lecturer always guides us. Our lecturer always gives us a chance to discuss and share ideas and then respond according to our understanding before she/he could unpack the reading and explained more'.

Group 2:

'Not frightening' but very conducive for the learning and teaching to take place. This helped us a lot since we really benefited a lot in reading in English and we were confident to analyse readings and respond back properly'.

Group 3:

Sometimes exciting depending on what type of reading we were dealing with and also the approaches and strategies used for that lesson by our lecturer. We used to face some challenges here and there during reading the text especially for the first time'.

The three groups appear to have enjoyed the friendly classroom atmosphere created by their lecturer.

The next question elicited students' interest and attitude towards the lecturer approaches during reading lessons.

3 Can you comment on your lecturer's style of teaching? How did this improve your reading skill and response?

Group 1:

'Sometimes we found our lecturer's style a little bit strange because she/he does not tell what we should do exactly when reading the text. But we eventually got used to the style and liked it later since she/he always wanted us to discover some of the things by our self while reading and learning'.

Group 2:

At first we found it very tough and strict but later on we realized that she/he since we were exposed to a tentative approach to texts so that we can be independent and become very competent in reading'.

Group 3:

'We really enjoyed his/her style of teaching since we were exposed to different reading activities such as: pre-reading, during and post reading activities. We were trained to apply them before we approached to any text and they were very effective and make us to understand and analyse any text easy and enjoy reading more'.

The responses above is indicative of some challenges here and there though at the end the learners managed to follow the trap and benefitted a lot from it.

The question below strives to archive students' discipline towards their academic work and how much they could prioritise for their achievements.

4 I understand you were exposed to a Media Journal weekly running to 4-6 pages. How did this help you improve your reading in English?

Group 1:

'It was a bit challenging for us to do Media Journals though it was so interesting since we had so many assignments and expected to meet deadlines. The time frame was a major problem since we felt tension whenever we failed to meet deadlines'.

Group 2:

'We needed more time for assignments since sometimes we did them in a hurry in order to meet deadlines'.

Group 3:

'It will be nice if assignments are reduced and give more time for a Media journal because it really improved our reading skill and changed the negative attitude we had towards reading in English as our FAL'.

The three groups above seem to bring out the difficulty in managing their time properly towards their academic work.

5 Do you enjoy reading? If yes, how often do you read?

This question tried to identify student's interest towards reading.

Group 1:

'Not exactly but we were forced to read in class since we were told that there is no way that we can be competent academically and we cannot know what is happening around us without been good readers. So we gradually develop interest in reading and ended up enjoying it when time goes by'.

Group 2:

'That depends on what type of reading we were exposed to as well as approaches and strategies used in order to attract us towards reading'.

Group 3:

'We really enjoy reading and we do it quite often after we were exposed to different reading activities. We further realised that is the only way to improve our English and vocabulary'.

The above responses seem to have made a definite attempt towards reading and finding out ways to resolve their challenges.

The question that follows strives to get the relevance and usefulness of reading materials towards the outcomes of the module.

6 What types of books or reading materials do you read?

Group 1:

'During the lectures we read different texts and books which are mostly talk about education and our own experiences. We found them very interesting and motivating since they talked about things we are familiar with. This really improved our reading skill'.

Group 2:

'Most of the time we read books of our own choices in order to improve our reading skill while not in the class as we were trained in a media journal'.

Group 3:

'We normally read our notes and materials given by the lecturer more often. During our free time, we like to read newspapers and magazines to improve our vocabulary as we were advised by our lecturer'.

The above responses showed a huge interest towards reading in FAL which resulted to a positive performance academically.

The question below tried to check the student's consciousness, commitment and determination towards their academic work.

6 Which activities do you think they contributed more and improved your reading skill?

Group 1:

'Most of the time we were given different types of reading materials and texts to analyse, summarise, and formulate notes and then write the assignments and projects by referring back to the given materials either in groups, pairs or individuals'.

Group 2:

'Our lecturer exposed us to interesting activities such as: DIE, Media Journals, Dialogue Journals, Sustained Silent Reading and Reading Cards. These really improved our reading skill and boosted our self-esteem and developed the positive attitude towards reading'.

Group 3:

'We were exposed to activities such as pre, during and post reading activities where we were given procedures to follow before we attempt to the actual reading in order to active the reader's schema'.

The responses showed a definite attempt of participation and engagement towards all the activities that they were given and a very positive mind set in their achievements.

4.7 STUDENTS' INTERVIEW

The researcher presented and analysed data collected from the students' interview in order to get a deep sense of involvement and engagement with their programme

along with a deep sense of personal enrichment accruing from it. The data from the interview was analysed according to student's performances such as high, average and then low since only nine students were selected to represent the entire students' batch in this programme. The interview consisted of eight questions which were administered in a semi-structure format refer to **section 3.8.2.1** and appendix B 1, 2 and 3. In view of this, the researcher presented the interviews data questions below wisely and with reference to the ability groups discussed at the outset of this chapter.

4.7.1 Students' interview questions

The researcher posed these questions below in order to check if the students received the necessary academic support from the staff members. The data below would be presented and analysed by the researcher through the following: High Average and Low.

1 What skills and knowledge did you gain from your whole course from level one to four?

This question intended to check the skills and the knowledge the students acquired from their entire programme.

High 1:

'We felt that the course focused on understanding texts, learning to think rather than memorize, and then implement what we have learnt through many presentations we were exposed to during our lectures'. We were well groomed to face the world out there'.

High 2:

This provided plenty of opportunities to speak in English as our FAL'. We now feel very confident and independent to face any challenge where FAL is involved'.

High 3:

'We have acquired so many skills during the interaction with the lecturer and our colleagues. This forced us to read and prepare before the class so that we could be ready for the presentations'.

These responses above seem to show very positive attitude and confidence about the skills and knowledge acquired by the students from the entire programme.

The responses below are from the same question above by the average performance student.

Average 1:

'we thought we have to learn a lot about procedures to be followed before attempt to reading such as pre-reading activities, during and the post reading activities in order develop the interest towards reading'.

Average 2:

'We were exposed to different approaches, strategies as well as relevant teaching activities and resources to make a lesson active not passive so that it could be exciting and interesting'.

Average 3:

'At the beginning, it was very challenging since there was too much to do during the classroom'. But eventually, we got the ideas and managed to carry on as expected'.

The above responses from the students show the dedication and determination towards their academic work. They have managed to grasp all the opportunities that came along their way.

The excerpts below are from the above question that was answered by students from the low performance.

Low 1:

'We felt that the course is not the same as many others since it focuses more on a methodology part'. It was very challenging'.

Low 2:

'Though it was not easy at the begging, the programme really helped us to impart the skill and knowledge we have acquired to the learners during fieldwork (School Experience)'.

Low 3:

'The training and guidance we received were very sufficient and we are so proud to become future competent teachers'.

These responses show that the students appreciate the guidance they got in times of challenges from the programme even though there were some hiccups here and there but their lecturers were always there.

The next question strives to achieve student's weakness and strengths towards FAL.

2 What were your initial difficulties and fears about this programme?

High 1:

'At first, the courses were very challenging and difficult since everything was done in English which is our FAL'.

High 2:

'We thought that we would fail the course since most of us were not competent in English which is used as LOLT, and as the FAL.

High 3:

'The courses were very challenging at first, but gradually, we have learnt that classroom talk and the support from our lecturer helped us to improve our English'.

The three groups above echo the difficulties and challenges they experienced in English as their FAL.

The responses below were from the average performance students as answers to the same question stated above.

Average 1:

'We had so many problems at the beginning especial in FAL but through 'group working 'and 'lecturer's contact', we have managed to overcome any challenge we came across '.

Average 2:

'We were not able to read and understand anything in English, but towards the end of our final year, we were able to read English texts and understood them better and then respond appropriately'.

Average 3:

'We felt like dropping out at first, but with our lecturer's support, we are still here and at final year now since he/she did not want us to feel like we are rejected'.

The three groups expressed their fears and the tough times that they have gone through in this programme.

The responses below were on the above question presented by students with the low performance.

Low 1:

'Most of us were worried to fail 'exams' and 'assignments'.

Low 2:

'we realized that our fears vanished due to the support we got from the lecturer and colleagues since we were encouraged to work in groups and pairs in order to promote a good relation and learn from each other'.

Low 3:

'We couldn't express ourselves in FAL due to our poor exposure from high school'.

All the respondents from these groups expressed their fears which were caused by different factors.

This following question tries to identify the factors which influence students' mixed feelings and moods towards the entire programme.

3 You must have had many interesting moments as well as dull moments during your entire stay in the four courses. Could you recall and share one or two moments?

High 1:

“Of course we had dull and interesting moments. We used to have presentations in class where other students would come up with nasty and silly comments and laugh at us’.

High 2:

‘We enjoyed the presentation because our lecturer would made a point that we are all protected from those silly comments done by other students though it was not that easy at first’.

High 3:

‘The support we got from our lecturer during the class presentation encouraged us and improved our reading skill in English as our FAL’.

It should be noted that all three responses above expressed the challenges they have experienced during their presentation sessions.

The responses below were from the average performance students. The following data is representative of this group.

Average 1:

‘We were scared at first to participate in any classroom discussion, but unfortunately we were forced to take part’.

Average 2:

‘We eventually found the discussions interesting and funny since our lecturer would also participate as if she/he was one of us the way she/he interacted with us during the lesson’.

Average 3:

‘Our lecturers always make us feel that we are part of the lesson since she/he does not like a division among the students. This really showed inclusivity and diversity’.

The group’s responses above seem to show confidence to their lecturer’s support towards their academic work.

The responses below are from the above question from the students with the low performance.

Low 1:

‘Sometimes we felt that there were interesting times when the lecturer showed us how to relate the texts to our real lives’.

Low 2:

‘There were dull moments when the lecturer would not explain some ‘ideas completely’ and would want us try first or else go and research about those ideas’.

Low 3:

‘Sometimes we got lost and felt like we are not competent at all’. We thought that it is the end of the world’.

The three groups above seem to have experienced tough times during their programme.

The following question was meant to check whether the classroom environment was conducive enough to encourage teaching and learning in FAL.

4 How would you assess the classroom atmosphere during teaching and learning?

High 1:

'We found the classroom atmosphere' very relaxing since we managed to interact with our colleagues and lecturer freely'.

High 2:

'It has always been exciting since we got all the academic support needed from our lecturer'.

High 3:

'We found it interesting and motivating due to variety of approaches and activities we were exposed to'.

The three responses above seem very satisfied and highly motivated by the environment of the classroom which acted as a motivating force to their learning.

The data below comes from the average students' responses to the above question.

Average 1:

"It was not that bad because we were allowed to work in groups and peers when necessary'.

Average 2:

We used to work in groups and this helped some of us to ease the tension during the discussions'.

Average 3:

'The lecturer tried to create harmonious atmosphere by exposing us to group work. This strategy was very useful since we had a chance to participate fully by freely sharing ideas among ourselves.'

The three groups above seem to echo their gains from group work where they benefited a lot academically out of that.

The data below presented below is from the low performance students based on the question above:

Low 1:

'At first it was 'frightening' due to English as FAL since most of us are coming from rural schools where we were taught in our mother tongue'.

Low 2:

'Our lecturer tried to support us by applying different approaches and strategies in order to accommodate all of us during the reading lessons'.

Low 3:

'It was good though sometimes we felt like not participating due to our poor grammar compare to our colleagues'.

All the responses indicate that they have experienced some challenges here and there in FAL but which did not in any way hinder them from benefitting from involvement and participation.

The question that comes below strives to achieve the lecturer's personality and patience during teaching and learning.

5 Did you find your lecturer friendly and supportive or unfriendly and discouraging?

High 1:

'Our lecturer was very friendly and supportive at all the time during the reading lessons'.

High 2:

'He/she never discouraged any student; instead she/he would tell us to keep on trying because learning is a process which has got so many challenges'.

High 3:

'She/he always tells us the disadvantages of the mismanagement of time and the absenteeism from the lectures. This really motivated us to manage our time properly and to regular our attendances so that we could meet dead lines'.

The answers above expressed a positive view towards their lecturer which aided learning to take place.

The responses below are from the average performance students based on the question above.

Average 1:

'Not only friendly and supportive' but also 'knowledgeable' and 'fluent towards his/her course'.

Average 2:

'They support we got during the reading lessons from the lecturer as well as colleagues kept some of us going even if our performance was not that pleasing at times'.

Average 3:

‘Our lecturer acted like a parent to all of us. We were free to share our personal issues at times because she/he makes us feel comfortable and secured’, we really trusted her/him because she/he was a good listener and always create time for us’.

The three groups show their appreciation and acknowledge their lecturer’s support throughout the entire programme.

The responses below are for the above question presented by students from the low performance.

Low 1:

‘we were regarded as remedial students due to our low performance, but this did not demotivated us because our lecturer worked hard with us and explained ‘point’ very well whenever we got stuck’.

Low 2:

‘Sometimes our lecturer would look a bit ‘serious’ for those who do not take their work seriously and not meet deadlines’.

Low 3:

‘She/he hates students who keep the work for tomorrow and come up with excuses. This really kept us and conscious about our work and we managed to go through successfully’.

The students above show admiration for their lecturer’s effort towards their academic work.

This question that comes below strives to achieve the freedom and the relationship the students have with their lecturer during the lectures.

6 How did your lecturer help you to learn English as well as develop reading skills for this language that is first additional?

High 1:

'We found the lecturer's style of 'interaction' with us very impressive'.

High 2:

His/her presence in class was 'motivating' since this made us all to take our work serious and participated fully'.

High 3:

'Our lecturer equipped us with different approaches to become competent future teachers who could be used as resources by the learners'.

The responses above appear to suggest that the students are fond of their lecturer's style of teaching.

Below are some responses from the average performing students presented and analysed by the researcher.

Average 1:

'Our lecturer knows our entire name and always calls us by them during the lesson.

Average 2:

'Our lecturer makes us feel so special and very happy to realise that she/he knows all of us'.

Average 3:

'We feel free to discuss our personal problems face to face or through a dialogue Journal especially for those who were shy to talk to her/him face to face'.

In view of all three responses, the students express deep feeling of security and trust towards their lecturer.

The low performers on their part had the following to say in response to the above question:

Low 1:

The lecturer never 'criticized 'or talked' lowly' of us. We felt very comfortable and free to participate in his/her class.

Low 2:

'What we liked mostly was, whenever one students caused a problem or disrupted the class or did not perform well, the lecturer would not shout publicly, but rather call that particular student to his/her office to discuss and solve the matter'.

Low 3:

'We really felt her/his presence in our entire lives since she/he acted like a parent to all of us'.

The responses are indicative that the students have trust in their lecturer for their future and entire lives since she/he always defends them in order to avoid divisions among the students.

This question tried to check if students could properly manage their time and prioritise towards their academic work.

7 I understand you were asked to write weekly journals running to 4-6 pages, and do some assignments in each one of your English courses. How did you manage to do them?

High 1:

'Sometime we found it challenging due to so many courses we enrolled on'.

High 2:

'We have tried to manage our time towards our academic work though it was a bit challenging'.

High 3:

'Our lecturer guided us on how to manage the time and prioritise towards the academic work and always tell us to meet delaines'.

The three groups above seem to find it very challenging to manage their academic work per se but they seem not to have given up.

The following data below come from the average students' responses helps to bring out the views of the average learners.

Average 1:

Sometimes we failed to meet deadlines but our lecturer was very understanding and would extent submission day'.

Average 2:

Writing and reading a lot helped to get ideas and improved our English as well as vocabulary though it not east to meet deadlines'.

Average 3:

'We always try our best to follow our lecturer's advises concerning deadlines'.

The responses above show how these students tried hard to adhere to deadlines.

The data below brings to the fore the views of the low performers.

Low 1:

'The work was too much within a short period of time'.

Low 2:

'We felt we needed additional time for the written word'.

Low 3:

'We wanted the writing load to be reduced, as we also had to spare time for other courses. Ti was very hard to meet deadlines'.

The three responses above echoed difficulties in meeting deadlines.

This question tried to check whether students would benefit from the entire programme.

8 Did this programme help you become a better reader of the world? Do you believe that this programme has given you some ideas of what it means to be a better citizen of the world?

High 1:

'Of course it did. We are now able to see 'cultural' differences in the way ideas are used of which at the beginning we could not'.

High 2:

'The programme opened our eyes widely since we are now conscious about what is happening not only around us but international too'.

High 3:

'Our reading skill has highly developed and improved ever since we have been in this programme'.

The three groups above show the skills and the knowledge they have acquired from this programme'.

The following data comes from the average performance's students.

Average 1:

'We are capable to read newspapers and magazines in order to improve our reading skill and be familiar with the current news and worldwide'.

Average 2:

'This programme really sharpened our mind to the extent that we are interested to know about how and why things are happening in the world'.

Average 3:

'We have gain self-esteem in reading ever since we have been exposed to this programme'.

The above groups shared their positive achievements in reading in their on-going programme.

The researcher would present data below coming from the low performers concerning their programme:

Low 1:

‘Most of us could not read and understand English at all as FAL in the beginning’.

Low 2:

This programme had benefited us for all these four years since it has drastically change the way we used to read and understood things before. It has brought a huge impact in our lives since we are now confident enough to read and speak in English as FAL in public’.

Low 3:

‘We are very competent and more ‘alert’ and ‘watchful’ where reading is involved and we now consider ourselves as resources which can be used by the learners out there in schools’.

It is hoped that the data presented above have provided useful insights to the study

4.8 LECTURERS’ INTERVIEW

The lecturers were interviewed and their responses would be presented and carefully analysed below. In view of this, eleven questions were administered to the lecturers by the researcher and which would be presented below. The responses would give transparency and an idea on how other lecturers exposed and handled their students towards FAL in reading and response.

The ten lecturers responded to all the questions below and the researcher would only use representative strands to capture similar ideas. The ten lecturers are therefore named as Lecturer 1 to Lecturer 10.

This question that comes below strives to check how relevant the approaches used towards the students' reading in EFAL.

The data is presented and analysed according to the representative strands as discussed earlier in order to capture similar ideas. The lecturers numbering would differ per question according to their different perspectives.

4.8.1 Lecturers' interview questions

1 What approaches do you adopt during English reading lessons?

Lecturer 1:

'We always expose the students to pre-reading, during and post reading activities during reading lectures in order to activate students' schema to develop interest towards reading in English. Students found it easy to grasp and understand the texts better since these activities check their prior knowledge and then relate the texts to their real life. These activities guide students to analyse the text, identify the meaning and respond appropriately in English'.

Lecturer 8:

'We felt that it is wise to expose students to different approaches as a proper guide to before they attempt to the actual text for a better understanding'.

Lecturer 10:

'we started by explaining pre-reading, during reading and then post reading activities to students and encouraged them to follow those activities in order to find reading funny and enjoyable. These really helped them since most of them improved and developed interest towards reading texts in English as FAL'.

The above responses reveal the lecturers' commitments and determinations in assisting their students to develop interest in reading.

The questions that follows below intends to check whether the approaches used benefitted students to grasp reading and response as expected academically'.

2 How useful are the approaches used in improving students' reading skills?

Lecturer 2:

'They really helped our students since they managed to establish the purpose of the reading which varies from one situation to another'. These approaches are very useful because they make it easier for the students to relate the reading to their own life and clear away obstacles to understanding, for example, key words and concepts which the reader may not be familiar with'.

Lecturer 3:

'They are very effective in preparing the students to read accurately and successfully. This makes them to enjoy reading and become experienced because they can be able to understand the meaning of the text and respond properly at the end'.

Lecturer 5:

'These activities activated the student's scheme and they become alert to relate the topic and extend background knowledge which is helpful for a full understanding of

the passage'. They arouse interest and curiosity about the reading and let the to guess and anticipate what the reading is about so that during reading they may explore whether guesses were correct or incorrect while interacting with the actual text'.

The above responses seem to be certain about the effectiveness of the approaches used for students' success in their reading culture'.

The motivation behind the following question is to see whether students were defended in order to avoid any division during the lecturers through their lecturer's guidance where necessary.

3 What support do you give to your students where reading is involved?

The following data comes as responses to question 3 above.

Lecturer 4:

'We always try to create friendly and positive atmosphere and has rapport with the class before students could be exposed to pre-reading activities first before they read the actual text'.

Lecturer 6:

'We usually read the text first while students are instructed to read silently by looking for specific information and identifying unusual words in order to guess meaning of

words from context. This boost students' confidence in reading and they become competent since they feel free to read in public'

Lecturer 7:

'We give students a chance to read aloud in their groups after we read the text twice so that they could be able to pronounce new words after we have properly read and pronounced them. This really boosted their confidence to realise that they can also pronounce new words than they thought'. We further encourage them to read the text for a purpose so that they could relate what has been read to their own experiences through discussing and then answer questions in groups or individuals as a way of unpacking the text and try to understand the meaning better'.

It is suggestive that all the responses above echoed the effort and the determinations the lecturers have during reading lessons.

The responses to the question below strive to identify whether the activities and tasks given to students are in line with the actual programme's policy.

4 What type of tasks and activities do you give to your students to promote reading skill?

Lecturer 1:

'We always expose students to different types of activities and tasks such as; reading cards, dialogue journals, media journal, sustained silent reading and free writing. These were very helpful because the students linked between the items and they related new discoveries to their old knowledge in order to improve their reading

skill. We also make sure that they integrated well in teaching and help to achieve aims/skills/concepts of the lesson”.

Lecturer 5:

‘We exposed our students to role-play and let them do more of it during the lesson after they have read any text in order to better their understanding and develop more interest towards reading in English. We even encouraged them to act out interviews and the meetings and act out their own radio talk shows and then report-back in order to understand them better and be able to implement them in future’.

Lecturer 9:

‘We sometimes encourage them to read current newspapers, magazines and then discuss and share answers to questions in groups. We found these working since they cover all English’s skills’.

The responses expressed satisfaction on how the activities and tasks corresponded to the lessons outcomes.

This question that ensues strives to archive the significant role played by those materials towards the student’s performance in reading.

5 What types of reading materials do you prepare for your students and how relevant are they to the programme?

Lecturer 2:

'We give them reading materials that are prescribed by the curriculum designers'.

Lecturer 3:

'We always try to expose the students to materials which are relevant to education and those that are related to their real experiences in life in order to promote their interest and attitude towards reading'.

Lecturer 7:

We normally make sure that the resources are relevant, sufficient and used effectively to enhance teaching and learning'.

The responses above seem to show confidence of the types of materials given to the students since they use the prescribed ones from the curriculum.

6 What support do you give to your remedial students to acquire reading skill?

This question checks the lecturers' consciousness and consideration towards their students' success in reading in FAL.

Lecturer 5:

'It is our departmental norm to arrange for extra classes after hours or during students' free slots if possible in order to assist remedial students'.

Lecturer 9:

Our department also supported this by providing tutorial classes which are compulsory to all students in order to reach out all the students and assist those who did not perform well from any given tasks.

Lecturer 10:

'We try to give them some special tasks in order to encourage and boost their confidence'.

The responses above show how much they care about their students and also how prepared they are to work some extra miles in order to assist the students to improve academically.

This question 7 tried to elicit the lecturer's commitments and willingness to know their students' weakness and strengths academically.

7 What is your general opinion of first years students' academic reading competencies?

Lecturer 1:

'We found it very hard and frustrating at the beginning of the year because most of the students could not read properly in English.

Lecturer 4:

'We identified that the major problem was English since most of them claimed not to have been tough in English from their high schools. When asking the questions, majority would respond in their own mother tongue. It was very tough and

challenging situation especially to some of us who cannot even understand their own language'.

Lecturer 9:

'Students' reading had improved a lot in the second semester because of the approaches we used during the class together with the relevant reading materials and different activities. These, gradually shaped their minds to a better future, we really see a huge improvement and this is really motivating and encouraging'.

The above responses expressed the challenges and problems encountered with first year students academically.

This question tried to identify the lecturer's awareness towards students' shortfalls in reading.

8 Based on your experience, what specific difficulties do your students experienced when reading at first year?

Lecturer 1:

'English was our students' major problem because it is their FAL and most of them have never been taught in English from their previous schools'.

Lecturer 4:

'Most of the students found it difficult to pronounce the simplest English words properly' when reading'.

Lecturer 9:

'They couldn't comprehend. They just read without understanding the text message and the meaning. This resulted to improper response to the text's questions.'

The responses above expressed their students' difficulties towards reading at first year.

The ninth that comes below question strives to identify crisis in education at high school level.

'9 In your opinion, what could be missing from students' reading that was not addressed by schooling system?

Lecturer 2:

'We have noticed that a lot was missing. The models of teaching and learning from their previous schools are not efficient and effective at all to prepare learners to high institution learning.'

Lecturer 3:

'Everything seem strange and difficult to the students during the lesson'.

Lecturer 6:

'Inadequate skills and knowledge from the high school teachers'.

The responses above seem to agree on the education crisis learners are facing in high schools.

This question checks the lecturer's sensitivity towards the students' performance.

10 During reading lessons, how extensively do you comment on students' performance?

Lecturer 7:

'We always make sure that students participate effectively during the lesson by taking turns in reading and their responses are reinforced and well managed in order to motivate and encourage them to participate more and more and freely'.

Lecturer 8:

'Instead of using lecturer's assessment every time, we sometimes adopt different styles whereby we allow self-assessment, peer and group assessment for the transparency and fairness'.

Lecturer 10:

'We usually discuss the instructions together and check if everyone managed to follow them properly'.

The responses above show the different approaches used when commenting to the students' performance in order to avoid biasness but to employ transparency.

This question tries to identify the lecturer's consciousness to accommodate the students' different personalities.

11 Which approach do you follow when giving students' feedback?

Lecturer 5:

'We always write the relevant comments on student's scripts when marking in order to make them aware of their mistake and avoid repeating the same mistakes again'.

Lecturer 9:

'We revise the task with the whole class by providing the correct answers and let them correct their mistake'.

Lecturer 10:

'For those who need exceptional assistance, we usually create more time and call them to our offices for the clarity purpose and try to identify their problems and let them correct them. We even gave them make up task'.

The responses above showed the lecturer's concern and protection towards the students when giving feedback. They try by all means to avoid humiliation which might cause a division among students. This portrayed a good degree of professionalisms among the lectures where students are concerned.

4.9 CONCLUSION

The data analysis presented as a narrative in this chapter underlies the researcher's attempts to walk in the students' shoes and see things from their points of view. The analysis so far does not only encompass the phenomenon called 'students' response' but also lays the groundwork for interpreting the stories of reading and writing that have developed along a continuum of time and responsiveness in the narrative (Sivasubramaniam,2004). As such the conclusive phase of the researcher's description, which he/she intends to present in the next chapter, might provide a more definitive finishing touch to the bricolage.

The three ability groups appear to share assumptions, goals and knowledge with regard to their reading and writing as a meaningful enterprise. This might be likened to Fish's (1980) 'interpretive communities' in which students share opportunities to respond and explore meanings more especially when they were dealing with journals. This contrasts with the EFAL classrooms where an authoritative teacher characterizes a lack of community and opportunity for response among the students. The students who featured in this study not only displayed a sense of community but

also an increasing capacity for responses and expressiveness. As the data illustrate, the students have used the non-threatening atmosphere of the classroom to convert it into a response-based classroom so as to strengthen their engagement with the different reading materials.

The data indicated a deepening of response, in other words, maturity in terms of reading performance as the ability groups moved along the continuum of increased responsiveness. It is apparent from the data that the students have spoken at many points along the continuum about the possibilities of living other lives, of being in places that they have never been, and of going through experiences unthinkable to them by virtue of the access that the texts has provided them. In all these reactions and responses to texts they have been able to develop a way of thinking that characterizes their capacity to interpret as maturing readers.

The data point to a development of rhetorical maturity with reference to the writing done by the students through journal. By doing so, it throws up a definite need to redefine rhetorical maturity in the scheme of things in this research. Writing theorists often tend to discount the merits of expressive writing by alluding to its egocentric credentials and are also sceptical of its efficacy to foster maturity of thought and objectivity in writing.

If expressive writing is dismissed for the sake of promoting cognitive and thought maturity, then it might result in a kind of writing that is devoid of human emotions and feelings. The researcher inclined to view cognitive development as one in which the affective and actional dimensions have a role to play. This might serve to suggest that cognitive maturity in writing needs to factor in egocentric writing as a basis for promoting alternate views of reality and knowledge without which cognitive development might come to mean uniformity of thought rather than a maturity of thought characteristic of the diversity and liberty that every educated human being seeks to express (Freedman, Pringle and Yalden, 1983).

CHAPTER 5

DISCUSSION

5.1 INTRODUCTION

Chapter 4 set out to capture, analyse and present data from respondents in a bid to come up with relevant findings. The main focus in chapter 5 is to discuss the overall findings of the study where English First Additional Language is concerned. This discussion would focus on different aspects which will be highlighted below and thoroughly discussed in order to evaluate the different stories from Students' English first additional language reading and response at the University of Fort Hare in Eastern Cape Province of South Africa. This simply mean that the chapter would construct the students' stories, one in which the narrative would be seen as an interpretation of interpretations.

In order to accomplish this, the study needs to reinforce the researcher's philosophical beliefs underlying this research and to interpret the findings in terms of a lived-through experience in this longitudinal study. Therefore, instead of framing the research questions independent of context, the researcher used the research methods to contextualize and recontextualize the questions of this investigation (Toulmin, 1990).

In this regard, the researcher presents the interpreted issues and discusses them below as indicated earlier. This would help to address the research questions and represent the conclusive phase of the narratives. With the help of description, the researcher would be able to produce a set of discussion as well as conclusions and recommendations in the following chapter as a way of ending this inquiry. Below are different issues to be discussed in order to reinforce the research perspective. The issues and insights examined in the preceding chapters have necessitated the use of

a hermeneutical framework (refer to chapter 2) in this investigation where literary reading has no fixed or final meaning. The epistemological underpinnings of this investigation support a transactional and dialogic approach to reading and watching different media and writing about them (Rosenblatt, 1995). By the same token, engagement with different texts is an engagement with its language and its dynamic and discursive meaning possibilities. Therefore, when the students read literary texts, there is no need for them to work out the correct meaning or accept the received meanings from the teacher. On the contrary, they need to experience the text through their imaginative responses created by the affordances of the text (Lantolf, 2000 and Brumfit, 2001).

5.1.1 Reinforcing constructivist research

The researcher presented and analysed data in the previous chapter with the help of a constructivist paradigm since it is the framework adopted in this research. The data was presented in the form of narrative of emerging designs and understandings, through which socially constructed realities, local generalizations, interpretive resources, knowledge, intersubjectivity and reasoning assumed substance and prominence (Denzin and Lincoln, 1998). This simply means that the researcher was more accountable with sharing his/her experiences and insights more fully with the readers (students). Therefore, the researcher has located this investigation within the process and context of human experience. At the same time he/she was aware that locating meaning between language and experience might produce an imperfect fit. However, as a case study, the researcher wishes to provide an account that might communicate to the reader the truth about the setting and situation as it came to be understood.

5.1.2 Constructivist paradigm orientation

In a constructivist orientation, things are placed differently. The constructivist orientation does not envisage teachers providing the structure for discussions, initiating beginnings, conclusions, and topic shifts (Denzin and Lincoln, 1998). In

this respect, it is “antithetical to the transmission model, informed by a factualist orientation” (Sivasubramaniam, 2004). Consequently, students were allowed to bring their own knowledge and language to bear on the information and tasks used during lectures. The meaning constructed from the texts and tasks reflects the students’ characteristics, which is empowering to them. In view of this, the students understood the purpose to be fully engaged in activities and tasks and took their work very serious. The ‘how’ and ‘why’ part influenced them into adopting an ‘achievement orientation’ (Breen, 1987: 26). Based on this discussion, all the participants in this research whether in group forms or individuals were beneficiaries of the “achievement orientation”. In general, this was attested by the interview data, focus groups, journal entries, class assignment, texts analyses and response questionnaires, class exercise, class test and then the comprehensive examination performance.

From the issues highlighted above, the researcher convinced the students that there was no need for them to espouse “near native competence” in their use of English, it was not that difficult to strengthen their motivation for reading and nurturing their proficiency in reading along with fluency in writing with the help of activities and tasks highlighted earlier though they had some challenges here and there (Sivasubramaniam, 2004). This was evidenced by the student’s responses from different techniques used when collecting data (see chapter 3). This provided the space and encouraged them to construct and explore meanings. Given that students have been mostly viewed as consumers of methods and materials coming to them as products of the FAL economy, the students in this study functioned not as consumers but as circulators of readings, meanings and interpretations. In a process sense, the data analysed in the previous section can neither be commoditized nor consumed.

They can only be “produced, reproduced and circulated along a continuum of increasing responsiveness” (Sivasubramaniam, 2004). In view of this, Chopra (2000) states that for students to become co-creators of reality, they should have shunned objective methods of reading in their search for meaning and have also learnt to view reading as an instrument of empowerment. He further confirms that

this type of exposure trained and groomed them to apply new information to their own lives in order to relate meanings to experience.

In addition, the students' exposure to reading helped them to translate new information into new conceptions while their elaborative processing helped them to conceptualize their encounters with the different reading materials that they have attempted to use (Sivasubramaniam, 2004). It has also served to promote relaxed concentration in language use. It is evident from the data referred to here that the students were not affected by the pressure and stress of one right reading since they got a proper guidance on time management and learnt to prioritise.

This guidance contributed heavily on students' reading proficiency because the students are now able to attempt to any reading material, analyse it and respond properly and with reference to a philosophy of education that articulates experience as a way of understanding both the unpredictable problems of a society and the harmonious relationships with its people. Rosenblatt (1995) also agrees with this statement by showing that irrespective of the form in which it appears, reading helps its user to understand the numerous ways in which human beings encounter many possibilities that life throws up. Rosenblatt further shows that in the compulsive atmosphere of the average school and college today, there is a tremendous pressure on students to fulfil requirements and to meet standards especially at the tertiary level. The study used constructivist paradigm to help students personalized their encounters with reading and to use their encounters as a means for promoting reading proficiency (see 2.3.1 and 2.5.5).

This paradigm played a very significant role in students reading since it boosted their self-esteem as they learnt to interact with each other during reading classes (Foncha, 2013). This exercise improved and developed their reading skills and they became active constructors of their own learning environment (Sivasubramaniam, 2004). Thus, human beings learn not as isolated individuals, but as active members of society because the way they acquire knowledge and skills is influenced highly by the social context (Foncha, 2013). In this view, Vygotsky (1978) claims that leaning occurs through dialogue as indicated earlier in previous chapters.

For learning to be successful, different parties have to be involved and they should give all the support needed by the students. For example, parents, peers, teachers as well as relevant sources should be part of learning all the times (Foncha and Abongdia, 2014). Hammond and Gibbons (2001) agree with this argument by calling this process or interaction between different parties 'a scaffolding'. They further state that if the students do not get the support they need, they can become so frustrated and may give up and become drop out from schools. In order to avoid this, teachers should be strategic during the class since reading has many implications for language teachers. In light of this, the study tried to avoid this by exposing the students to different types of approaches and techniques with relevant activities and resources in order to enhance and empower reading during the lessons.

5.1.3 Students' interpretation and response in reading and writing

The following discussion would focus on individual interpretation and response from students' journals. The literary experience indicated from the students' responses as shown in the data stresses a view of language which is socially evolved (Sivasubramaniam, 2004) even though its use is characterized by the histories of particular individuals (see 4.2.1, 4.2.2, and 4.2.3). This implies that there are hundreds of thousands of individual readers who engage themselves with hundreds of thousands of individual literary works. So, individual interpretation and response render reading as a social event, which has educational implications. The imaginative experience "signals a deeper sense of engagement with reading and an increasing sense of involvement with the text" (Sivasubramaniam, 2004). This was evidenced in the journal entries of the students analysed in Appendix A. These entries offered verifiable support for the following as suggested by Sivasubramaniam (2004):

- Involvement with different reading materials, watching and listening to different programmes in English provided a basis for the students to consider what is happening worldwide;

- This alerted the students to the possibilities within people and places featured from different stories;
- It developed and increased the students' ability, potential and capacity to see things differently towards challenges some of the students encountered in their families, people's behaviour, habits, and attitude;
- This extended students' repertoire to progressively enjoy a wider range and variety of texts which made different demands on them just like to read and analyse them thoroughly and then respond appropriately (Sivasubramaniam, 2004).

The findings discussed above, are relevant to what Nell (1994) expresses it in the following lines:

These are the paired wonders of reading; the world creating power of books and the readers' effortless absorption that allows the books' fragile world, all air and thought to maintain itself for a while, a bamboo and paper house among earthquakes, within it readers acquire peace, become more powerful, feel braver and wiser in the ways of the world (Nell, 1994).

Kern (2000) seems to support the above discussion by pointing out and honouring the democratic potentialities of the reader in acts of individual interpretation. He further believes that, as a text is capable of multiple interpretations, a single act of reading as proposed by the advocates of 'one right reading' might not fully explore the countless meanings and possibilities that a text abounds. Furthermore, by over-emphasizing correct comprehension, it might promote debilitating anxiety and reticence much to the detriment of reading in FAL classroom (Kern, 2000).

It is evident from the data that the students have given in this study which have made significant attempts at interpreting reading and they did not allow the pressures of accepted judgment or right interpretation to come in their way of reading (see 4.3). It can then be argued that it is only through tentative understanding of a text and writing about it to form a personal sense that can promote the love for reading and writing. Based on the findings, the journal entries

and the class assignments (see sections 4.2.1, 4.2.2, and 4.2.3 and 4.5.2) represent the students' bold attempts to read interpretively to create meanings tentatively. In this regard, the students have become an interpretive community in their own right and their writing. Rosenblatt (1995) and Langer (1992) strengthen this argument by indicating that the findings point to a relaxed mind-set which supports the attempts at interpretive reading, rather than a mind-set focused on passing exams and pleasing the teacher. Thus, in upholding the need for interpretation, "there is need to de-accentuate, if not remove the pragmatic need to score in reading tests" (Sivasubramaniam, 2004).

5.1.3.1 Literary engagement

The study views literary engagement as a continuous process of reading development. Therefore, the researcher needs to underline the belief in literary engagement as evidenced in the reading process of the students in this study. The students and lecturers' interview data (4.6.1 and 4.7.1) along with the journal entries (see 4.2.1, 4.2.2, and 4.2.3), class assignments and comprehensive exam scores, test and class exercises (see 4.4.1.1, 4.4.2, 4.4.3 and 4.4.4) all point to the involvement, commitment and enjoyment in the students' reading. This suggests that "intuitive and aesthetic responses seen through the data lay the groundwork for a continuous development and of reading for the love of reading and writing" (Sivasubramaniam, 2004). At this juncture it is difficult for the study to ignore the "liberating ambivalence of reading and response", which underlies the students' sense of engagement with it. The data from the journals, class assignments and comprehensive examination point to an avoidance of closure, meaning, a noticeable preference for 'tentativeness' in interpretation. The following quotation from Bogdan (1990) provides an insight into the role of tentativeness in interpretation:

To engage with' is to render natural, transparent and unself-conscious. To be ambivalent is to speak for and against this engagement. To be ambivalent is to engage with language reflectively without having to repress or kill what is signified. To be ambivalent is to be at once accepting and critical. It is to embrace otherness without self-abnegation. To be ambivalent is to attempt transcendence without appropriation, to disengage from the spontaneous overflow of powerful

feeling long enough to recognize absence in progress, difference in oneness (Bogdan, 1990).

In line with the above quotation, the researcher wishes to state that all the students in this research gave themselves over trustingly to a process and person they did not know in order to nurture the reader in them. Having vouched for a transactional approach to reading, the researcher inclined to view the data from the reading text and response questionnaire (see 4.3) as expressions of a continuous involvement with literature. Hayhoe and Parker (1990) observe that they are 'cumulative annotations, imaging, speculations, anticipations, interrogations, revisiting, and simple relishing of the process of reading. This is evident from the data presented (see sections 4.2.1, 4.2.2, and 4.2.3 and then 4.4.2). This shows that the students used the journal and the class assignments as a space for understanding the objective, subjective and inter-subjective features of evolving texts.

In an experiential sense, they tried to become a multiple-reading voice. From a dialogical point of view (Bakhtin, 1981), 'what the students did in the journals and class assignments might offer some explanation for the notion of polyglossia in the classroom and its outcomes such as freedom to handle uncertainties and a tolerance of difference, as a way of understanding oneness in otherness'. It is believed that the notion of polyglossia, that is, the multi-voiced talk of the students in the classroom, might not only promote a notion of experiential learning but also have a contributory effect on the individual reader and his reading.

5.1.4 Triangulation of data

The data collected from the students responses through the different techniques have provided verifiable support for the researcher's answers to the research questions explored in this study. The comprehensive discussion of the findings would be presented below for each technique used during data collection from the previous chapter. Techniques are as follow: journal, text, class assignment, comprehensive exam and the interviews. Data from the journal has served to legitimate the meaning constructions and personal responses from the students.

The data explains the effectiveness of the space provided by the journal for the students to democratize their reading of different reading materials in order to find a basis for their intellectual, emotional and critical growth. The avoidance of closure evident in the students' journals is a point worth debating with reference to the efficacy of the interpretive practice pointed out earlier in this chapter.

5.1.4.1 Students' abilities to read and write in EFAL (journal entries)

(a) Stage 1

The initial journal entries frequently tended towards plot summaries. This does not mean that there is no value to retelling the plot; there is no denying that an understanding of the plot is essential (Sivasubramaniam, 2004). However, the researcher noticed that students are reluctant to step outside the security cover that the re-telling of the plot provided by any story they read/watched/listened (see section 4.2.1). At stage 1, it was also difficult for the researcher to convince them that they had opinions and ideas that were worth sharing or that their personal utterances would be accepted if they attempted to share them. What impressed the researcher was that the students never gave up, they kept on reading, watching and listening and responding by writing in their log books and did not miss their journal entries date lines. They were all committed and took this activity very seriously since they were very motivated and encouraged by their lecturer's comments. This is what kept them moving on daily.

The journal entries presented in section 4.2.1 assume remarkable relevance and prominence when looked at in the light of the English context discussed in the introduction. It was pointed out there that the students would consider loss of face as a shameful let-down, which damaged their self-esteem and self-respect where English is concerned as their first additional language. In light of this, even attempts by them to voice an inability to do something would be looked upon as a failure and humiliation.

On the contrary, the students in this study chose to voice their difficulties in the journal entries because they believed that voicing their feelings of insecurity and inadequacy were acts of self-investment in their attempts to learn English as their FAL. In this respect, they found the space provided by the journal engaging, inviting and non-threatening to voice their fears and self-descriptions (Foncha, 2013). The fact that the students chose to voice their fears indicates their growing sense of trust in their lecturer and the affective features of their text-based language programme. In light of the issues and insights discussed in the Introduction above and Chapter 2, the researcher wishes to emphasize that talking about personal fears and misgivings are an essential component of the students' storied accounts of learning (Sivasubramaniam, 2004).

Sivasubramaniam (2004) further states that such expressions of inadequacy and insecurity involve the students in the learning process as whole persons, promote a deep sense of experiential learning in the students. In addition, He states that these aspects also encourage them to continue with their narrated accounts of failures and successes as worthwhile self-investments. Based on this, the researcher wishes to argue that learning can become authentic only when the methodology used to realize it affords safe space to students to explore their 'autobiographical consciousness' (Kohonen et al, 2001). In this way, they can develop their beliefs, conception of life, interpretations of actions/relationships and possibilities that constitute their self-identity. In this regard, these journal entries should be viewed as indications of an autobiographical consciousness that was beginning to develop in the live through relationship between them and the literary texts.

b) Stage 2

Having realized that voicing anxieties and fears cannot in any way result in negative assessment, they started by expressing themselves in different ways which are related to their sociocultural backgrounds. The entries shown above indicate a sense of tolerance for ambiguity that began to develop in the students. These entries appear to suggest that the perceived problems of the students did not in any way allow them to 'freeze up' or be swayed by their inhibition completely (Arnold, 1999). On the contrary, these entries evidence students' growing sense of risk-

taking in their attempts to engage with the literary texts and a realization that their delicate self-image(s) might not suffer any damage or humiliation if they tried hard to find solutions to their problems of understanding.

Based on this observation, the researcher wishes to argue that these journal entries not only signal a positive emotional change but also affirm the belief in the efficacy of positive reinforcement that factors the study used in its deployment of text. This leads the researcher to stress that emotions are no less important than cognition and therefore, understanding human thought without any reference to the 'affective-volitional web that embeds it' (Vygotsky, 1986) will be detrimental to our educational and social practices. Archer (2010) also supports this by saying that when students attempt personal constructions and explorations of meaning, they somehow get to use the room their journals provide them for recording responses. This shows a huge improvement from students as compared to the first entry and it strengthens the fact that the exposure of students to journals expands their capacity to think about different aspects and interpret them differently.

The journal entries in stage 2 (section: 4.2.2) gradually began to reveal a feeling of students' adjustability, that is, most of them were beginning to realize that they had to put up with incompleteness and learn to stay with some of their learning problems (Sivasubramaniam, 2004). The journal entries recorded at this stage showed how well students must have realized that completeness with regard to learning and understanding is a matter of time, effort and hope. This led the researcher to believe that they were beginning to address the fear of being laughed at for not knowing something at a given point of time as indicated in Chapter 3.

(c) Stage 3

It is evident from these journal entries stage 3 that reading, listening and watching media laid the groundwork for the experience for reflecting in an atmosphere free without any fear where FAL is concerned which was regarded a major problem to students before. So, it is unlikely that such an experience of exposure to media could either be diminished or superseded by a demand for public interpretation.

Hayhoe and Parker (1990) opine that an explanation not only attests to what the analysis has pointed out but also demonstrates the power of the living-through that was experienced by the students. Sivasubramaniam (2004) goes further to state that the 'lived-through' aesthetic experience is not "short-circuited by the academic application of a formulaic approach to the derivation of meaning and value". For students to 'cast their own strand of thought and text into this network', those strands of thought and texts must be derived from an authentic encounter with the text, not simply an encounter with the teacher's (or some other adult's text about, around, upon, against, outside) the text, he claimed.

In this regard, meaning construction becomes a social event which this researcher is a devotee. The journal entries pointed to a growing awareness in students, which encouraged them to think about aspects of human existence that they shared with their equals in other cultures. It gratifies the researcher to note that the students made a definite attempt to relate the text to their own emotions and relationships. The element of self-referentiality evidenced in their curiosity and concern about the 'other' increased their urge to communicate it in speech and writing. It is apparent that they were beginning to feel that their own use of English was more than a mere academic task.

It is also evident from these journal entries that reading, listening and watching different media and writing about them opens up pathways for learners into 'the imaginal area of experience'. Arnold (1999) argues that the powerful images evidenced in the journal entries represent the affective side of the students and its influence in their abilities to visualize. The non-judgemental space of the journal plus the need to self-invest has prompted the students to use their emotional involvement with the target language (McRae, 1991) to see the unseen and hear the unheard through writing these entries. Furthermore, the entries indicate how the students' encounter with the figurative language has encouraged them to attempt 'image-evoking conceptualizations' (Gibbs, 1994) in order to experience their personal constructs at a subjective and emotional level.

Most importantly, the first person narratives seen in the entries indicate and support the efficacy of 'ideational content' (Byrnes, 1998) in prompting an experiential

learning of English. Sivasubramaniam (2004) highlights that in a traditional approach to Second language acquisition (SLA) such entries would have been unthinkable because the mainstays of that approach will centre on a psycholinguistic analysis of cognitive deficit and cognitive deposit. Such a position, viewed in the light of what this investigation has done, is harmful to the current educational and social practices which this study detests.

The journal entries of students in this stage signalled a deeper sense of engagement with different media and their challenges in life. They made a definitive attempt to draw on their experiences as their sense of involvement with different media had been strengthened. In view of this, the students learned different characters from the different media they attempted. This made them aware of what is going on in life as a whole and helped them to know how to protect themselves from different challenges that life throws at them. They took this as an adventure which guided them to establish links between their own lives and other people and events of the different stories they have read, watched and listened from different media.

The journal entries analysed so far emphasized that meaning is not to be extricated out of the text or put together with the help of textual clues. Bakhtin, (1981, 1986) and Rosenblatt (1978, 1995) say that it is to be constructed through a transactional/dialogic process that takes place between the reader and the text. Therefore, imposing the belief on students that interpretation is an outcome of 'one right is reading' focused on the determinate meaning of the text can be likened to the excesses of a tyrant.

5.1.4.2 Students effectiveness and involvement with text in EFAL

Data from the reading texts' response questionnaire in section 4.3 point to the growing awareness in the students for reading. By laying the groundwork for cognitive, affective and actional dimensions in the process of reading, it helped the students to develop an aptitude for reading. In this regard, the data from the text

signalled the difficulties people had during the apartheid era. The suffering of black South African people moved the students emotions badly since most of them were victims of what happened to their elderly people from their different communities. These emotions were evidenced by the students' responses from question 2 in section 4.3.

The text indicated the danger black people were faced once they became political activists during the apartheid era. As mentioned in chapter 4, the text focused on a young girl called Sindiswa who was a political activist back then and ended up being killed by white people while in exile. This tragic death made the students to personalise the whole situation and became very emotional as indicated above. Questions 2, 3 and 5 in 4.3 showed the students involvement with the text through a foreign language which is English as their FAL. Their responses should be interpreted as the students' appraisals of pleasantness or appealingness of agents, activities or objects in the language-learning situation (Arnold, 1999).

Furthermore, when these responses are assessed with reference to the motivational issues discussed in Chapter 2, they indicated the beginnings of a positive reinforcement in the students' attempts to learn and change their attitudes towards English as their FAL. The findings showed a clear understanding of students in reading especially where this text is involved because they have managed to read, analyse and respond to the text properly as indicated earlier. The responses to questions 4 in 4.3, where they were moved by words and phrases in the text which were difficult to understand, they were not alarmed about their inability to work out the meanings. The fact that they managed to respond to other questions with an understanding and able to express their feelings and emotions can be viewed as their tolerance of ambiguity and anxiety.

The researcher attributed this to the affective environment of the classroom and the non-judgmental interactions that took place in it. Class and group discussion helped the students to feel that their concerns, fears, and inabilities were shared by many others in the class. The social atmosphere of the class appeared to have provided an incentive to seek solutions for their linguistic difficulties and devise different means to work out meanings. In this sense, the difficulties indicated by the students

in their interactions are not merely an attempt to learn, but learning, in an ecological sense (Lantolf, 2000). In this regard, the students began to experience a 'living through' (Rosenblatt, 1995) with language as afforded by the text(s).

5.1.4.3 Significant roles played by the class assignment in students' reading skills

Data from the class assignments in section 4.4.2 provided a huge improvement of students in reading through experimenting with a personal engagement with text and building up confidence for meaning construction. The assignment appeared to have played a role in fostering language awareness. This means that the students gained a sense of involvement for reading and writing by doing different assignments during their English lectures. In this regard, the indications point out that the students engagement in the process of writing the assignments motivated and boosted their self-esteem towards reading in English as FAL.

Their preoccupations were centred on generating a casual understanding of cognition which they believed was the most important component of learning English as FAL. Given these preoccupations, it was but natural for them to assess writing as a cognitive product showing either a cognitive deposit or a cognitive deficit (Sivasubramaniam, 2004). In this sense, writing that was emotive, expressive and personalized was looked down upon as an inedible product for a rationalist/scientific analysis. In view of this, the students were encouraged to construct personal meanings. In this respect, the writing done by the students in the study is situated writing which was primarily intended to provoke self-expression in the use of a foreign language (Kern, 2000 and Kohonen et al, 2001).

Although the students' writing is non-linear and non-grammatical, it illustrates the students' social and personal involvement that accrued in the writing activity. Viewed from a hermeneutic perspective, the students have used their writing to question their own social identity. This means that they have attempted to develop conceptual ways of thinking about themselves, the world around them and the 'others' in it, which are all new to them (Byram and Fleming, 1998). In view of this,

the students have not only attempted to relate their awareness to something or someone outside of their frames of reference but have also used their engagement with English as FAL to develop a capacity for expressing open-ended meanings. Based on this, Kern (2000) sees the researcher as someone who views the students' writing not as 'objective' linguistic productions but as cultural productions, which by virtue of being dynamic and discursive that can continue to grow. This shows the students improvement and ability towards reading skills since they had to read the texts first, analyse it and then respond to reading by writing (Kern, 2000). This means that when students read a text and then write about it, they are able to identify contexts not only to analyse but also to appreciate the quality and most importantly, to relate it to their own lives.

5.1.4.4 Students' potential and performance in comprehensive examination

Data from the exams in section 4.4.4 suggest that the students were able to match their performance with the criteria of assessment used in the examination. Their performance in the different sections of the examination points to their increasing motivation and their decreasing anxieties regarding passing or failing. The data affirm the efficiency of the students' response to different questions and far-reaching pedagogic implications for the FAL teacher. The data indicate the positive side seen from students' initial in the programme. The students appear to have identified themselves with a greater capacity to read into the lines as opposed to reading the lines.

This revealed that students managed to acquire the reading skill needed through different approaches and styles of their lecturer during the lessons which communicated properly with the activities they were exposed to. This simply means the resources were relevant to the teaching methods and activities selected and they were properly used during different lectures where reading of texts was involved. This is evidenced by the students' scores from the exam since they all passed. It shows the students determinations by investing their time and energies in building up impressions of the texts they have read. This serves to suggest that their reading attempts signal a wandering view point that characterizes their understanding that is

unique to their reading of the texts that they were exposed to. In light of this discussion, the students' performance in the comprehensive examination signals a wandering viewpoint of reading and response.

5.1.4.5 Students' interpretation

Data from the interviews in section 4.6 provided the required attitudinal flavour to the inquiry in that it brought to light the students' account of 'the lived through experience' of the programme. The data also testified to a growing sense of 'achievement orientation' in the students. All in all, the data collected from the study helped the researcher to understand the inter-connectivities that came into being in the investigation of the response phenomenon. The different types of data used in this research provided useful explanations for a classroom-based research that was centred on the tentative reading and responses of the students. They also emphasize how, by following a constructivist paradigm where learning is learner-centred which promoted language pedagogies.

The data in section 4.6 further points to a constructive influence which might have come as an outcome of group talk in a sense of relaxed concentration arising out of a confident engagement with the text. This influence might have led the students to internalize the views and voices of their peers. The scope for alternative interpretations might have come about as a result of an absence of authoritative discourse. In other words, the students have perceived the researcher to be one of them rather than 'a power figure' that uses language to signal social distance (Foncha, 2013). As pointed out in the Methods chapter, attempts to redress hierarchical values in the classroom must have been perceived favourably by the students.

They were not only happy to be on a first name basis with the researcher but were also happy to develop their voice without fear. It is evident that the freedom of response gained as a result of being able to use their voices freely meant that the students were able to understand the moral and social dimensions of their reading and writing process. Such a consequence is uncharacteristic of classrooms where

an authoritative discourse determines the dynamics of learning. The results further revealed that the students learnt a lot from the programme, in particular, from their lecturer's style of teaching and different approaches and strategies they were exposed to during the overall programme.

This made them to become competent future teachers who would definitely make some impacts in learner's education where English is concerned which is regarded as a barrier in their future. The students are willing to act as resources' in future after the completion of their degrees which would always be available to the learners in schools in order to improve and encourage learners' reading skills by exposing them to different reading strategies and materials.

They admitted that the programme gave those tough times since there was a lot to do within a short period of time and sometimes they even failed to meet deadline though they all managed to pass. There has been an unknown fear towards the course at the beginning but the support they got from their lecturer boosted their self-esteem. The finding revealed that this support encouraged them to regular attendance and managed their time properly since they liked the way they interacted with their lecturer during the class as indicated earlier in this chapter.

5.1.4.6 The notion of language preference in learning and teaching

It is surprising that none of the respondents indicated that home language can also be the LoLT. Those respondents who are in favour of English feel that English should start earlier in Grade 1 as LoLT. They feel that the earlier the children start with English, the better for them when they come to the upper primary level. Furthermore, respondents believe that they should go for English because it is an international and official language and that most importantly it enables one to find jobs locally and abroad. Their general feeling is that studying English provides one with opportunities in almost all areas of life. The respondents who prefer a combination of home language and English state that it is important for learners to master their own language and develop concepts in it from an early age as well as

the reading and writing skills before they transfer the acquired knowledge and skills to English.

These findings are also supported by a number of studies on the LiEP in Namibia which also established that speakers of African languages generally prefer English as the LoLT and have a lower regard for bilingual or vernacular education (Cluver, 2000). Similar findings are reported by Holmarsdottir (2000) who confirms that there is a lack of interest in mother-tongue. The results of this study, therefore, serve to confirm that learners, teachers and parents in the circuit investigated believe that they can only achieve academic and economic success through the use of English rather than using their mother- tongue or any other African Language.

In general the results indicated that a majority of African language speakers have a strong preference for English as LoLT. There are a small percentage of respondents that prefer a combination of home language and English LoLT. It is surprising that none of the respondents indicate that home language can also be the LoLT (Cluver, 2000). One of the findings of this study is the attitude of students towards English as their first additional language as well as the LoLTs since they highlighted that they cannot understand it very well because their English is not good at all. But they are willing to learn with hope that it will definitely improve with the different types of reading materials or texts they were exposed to and requested to analyse, summarise, and how to formulate notes and then write the assignments and projects. Those respondents also have faith in their lecturer's style of teaching and the inclusivity and diversity shown in the class during learning.

The respondents who are in favour of English feel that English should start earlier in Grade 1 as LoLT in order avoid the obstacles when they approach the tertiary level. These findings are also supported by a number of studies on the LiEP in Namibia which also established that speakers of African languages generally prefer English as the LoLT and have a lower regard for bilingual or vernacular education. The results of this study, therefore, serve to confirm that students believe that they can only achieve academic and economic success through the use of English rather than their own African languages. These factors, together with the support given to English by the black elite and the negative perception of mother-tongue education

because of its past history, when the LiEP was used for divide and rule principle by the South African apartheid regime in South Africa, are the main causes of the negative attitudes of mother-tongue education in South Africa (Cluver, 2000). Even though students have got difficulties in English here and there since it is their First Additional Language which is still affecting their reading skills and academic performance, they still prefer it as LoLT.

Consequently, this gives a negative image of the languages that build on the negative attitudes that they have. This is due to benefits attached to the knowledge of English and the fact that it is the mostly preferred as the medium of instructions. Students believe that in order to get a good job one should have the knowledge of English. The scenario is true because almost all job interviews are conducted in English even if candidates are not fluent in English. In addition, the reading materials and question papers are all written in English. This means that students had no choice hence to change their attitudes towards English for them to be successful. These findings tend to replicate the results of studies by Legère (2000) who contend that a majority of the respondents preferred to be taught in English and similar reasons as above are given.

5.1.4.7 Language proficiency

The findings in this study indicated that students and lecturers had difficulties at the beginning with English as FAL, but gradually the parties got along due to different strategies and activities students were exposed to during reading lectures. Majority of students lack a good command of English in communication at first since they demonstrated some problems concerning orthography especially with regards to word divisions.

There is a huge difference between students who come from rural schools and those who come from urban schools concerning proficiency in English as LoLT. Students from urban schools are most likely to be exposed to English because in towns there are people from different language backgrounds and there are various reading materials as opposed to those in rural areas. Practising to speak English and

reading materials in English increases the proficiency of English learners. On the other hand the lack of reading proficiency and writing skills could negatively affect the cognitive or affective educational development. Cummins (2000) warns that proficiency in LoLT (English) is imperative, but does not guarantee success in the sense that learners who are proficient in spoken English often perform poorly because they do not obey key conventions of academic discourse.

5.1.4.8 LACK OF TRANSITION FROM MOTHER-TONGUE TO ENGLISH AS LoLT

As much as students preferred English as LoLT, a majority found it difficult to drastically shift from their mother tongue to English at the tertiary level. The major challenge is that they have never been taught in English at their high school level to prepare them for the tertiary level (Cummins, 2000). This means that there was no provision for the English as LoLT at lower grades which is a foundation phase. It is true that the South African Language policy (LiEP) states that learners should be taught in their mother-tongue from grades 1- 4, but seemingly, the school teachers continued to use the mother-tongue in the class up to grade 12 especially the ones from rural schools. This practice impacted negatively on the students at the tertiary level since everything is done in English as LoLT.

This means that the transition from grade 4 upwards was not well received in some schools by the teachers because of the fact that learners were abruptly shifting from home language as LoLT to English as LoLT. This transitional period was going to be very useful to the learners to be competent in English as LoLT when they reach the tertiary level (Garcia, 2009). He further states that the period like this implies that South Africa LiEP is a subtractive bilingualism which does not support the development of home languages up to a higher level of study in schools. But the school teachers did not see it in that way hence they failed to implement what the policy required them to at the relevant grades.

According to Garcia (2009) additive bilingualism is seen as enrichment and not as a problem. In the additive-bilingualism approach the learner gains competence in the second language while maintaining the first language. Garcia (2009) further

maintains that this has positive social and cognitive benefits. Meaning that one continues to communicate effectively in society in mother tongue and also acquire skills in L1 that can be used to learn L2. Early exit is detrimental because it does not give children an opportunity to bridge the gap between the home and the school to assist children to overcome initial social adjustment problems in school.

In addition, it does not give learners the needed exposure in the L1 to make them balanced bilinguals so that they can develop cognitively and academically and transfer the language skills acquired in the L1 to L2 (Skutnabb-Kangas,1977; Cummins, 2000). Cummins assertion supports the prolongitivity of L1 use in schools in order to enhance learning of the L2. Snow and Hoefnagel-Hohle (1978) concur with Cummins (1979) that the older the age of the learner, the better they learn the second language because they have achieved a high level of cognitive maturity in the L1.

Despite Cummin's support for the extension of the transition period, majority of parents and teachers in this study call for English to start as early as grade 1. This implies that from Grade 4 learners can already start to use English as LoLT with L1 being taught as a subject. However, apart from learning the languages for the number of years proposed, it is still important that learners should be given quality education by highly competent teachers with adequate education materials if CALP is to be achieved. According to first year's students' performance where English is used as LoLT at the university, the results showed that the teachers are not highly trained and ignorant and that there is a severe paucity of educational materials to stimulate teaching and learning.

5.1.4.9 THE CLASSROOM TALKS AS A PRIMARY MEDIUM WITH THE LECTURERS

The lecturers also practiced a lot of classroom talk which they discovered that it shapes and reshapes the student's knowledge, subjectivity, legitimate social relations as well as textual practices. In view of this, classroom talk is regarded as a

primary medium through which lecturer and students construct reading of textbooks in effect reshaping text structures, features and knowledge into authoritative interpretations.

In this regard, the lecturers agreed with the above strategies and approaches since they administered them on regular basis in their classes in order to promote a reading culture. They always encouraged group work where students could share what they have read in different forms such as role play, dramatizing, debating, speaking, writing as well as drawing. They even exposed the students to the audio visuals activities where students watched, listened and then read the relevant passage thereafter before discussing among themselves. These strategies made things easier since students learnt different skills at the same time and they even learnt how to pronounce unfamiliar words and their meanings too.

Lecturers further encouraged students to practice those techniques regularly in order to promote voluntary reading. For example, they used to provide a variety of high interest reading materials of various grade levels in the classroom in order to prepare the students for school experience programme. These were accomplished by obtaining magazines, newspapers, books, dictionaries, encyclopaedias, and other references which were relevant to the programme.

The above mentioned techniques were also enforced and supported by the intervention centre named teaching and learning centre (TLC) in the university of Fort Hare where the study is based on. Like any other universities in South Africa, Fort Hare also introduced this intervention centre. The lecturers worked closely with this centre for the student's encouragement and advised them to participate fully and maintain a good relationship with the centre since they really needed that support.

The findings showed that English becomes a major problem where reading is concerned. Students do not appear to be prepared to cope with English as a

medium of instructions because they believe that they do not understand English since they lack basic literacy skills and are not prepared cognitively to cope in an English medium at the tertiary level. This can be very frustrating to both students and the lecturers as it turns to affect student's performance academically at the high institutions because everything is done in English, (see question 7 in section 4.7). This means that students who fail to progress in reading do not approach texts or any reading material as expected because they lack the proper skills and knowledge on how to attempt reading.

The skills which they have tried to carry out have not brought order to the complexity of the text and they have often become passive and may end up being confused, thus, a failing to identify the meaning of the texts and to respond accordingly. This confusion involves losing track of what they read, which usually can result in three things - regression, vocalisation and faulty fixations. But with the involvement of the TLC, the students slowly began to take ownership over the English as FAL through the support they got. These improved their reading skills and boosted their self-esteem to read aloud in class and even in public since they are now familiar with many English words and can pronounce them correctly and freely. This resulted to students expressing themselves more and more with confidence and starting to grasp the necessity for logical arguments in their reactions.

The lecturers practical experience in English as FAL was that there were students who were generally self-confident and 'gifted', that excelled in reading within the language learning situation, and those who have got a very low self-esteem and this affects them negatively towards reading when they had to read aloud in the classroom in the presence of their lecturer and their colleagues. This experience made the lecturer to have a very positive and influential effect on both the linguistic performance and the emotional wellbeing of the students. It is suggestive from the above that for successful language acquisition, one needs to concentrate on this emotive aspect of the student as well as the objectives of the language learning in order for the student to perform well.

5.2 CONCLUSION

All in all, the data analysed in the previous chapter supports the conceptualization of learning in English as FAL and is regarded as an 'open dialogue' in which the students attempted to learn English as a lived-through experience. In doing this, they found it motivating, non-threatening, rewarding and educating to engage with the 'ideational content' (Byrnes, 1998) of a foreign language text to reconstruct their world and their 'selves'. Their bold attempts to read different materials in English and write about them evidences their endeavour to learn English by actualizing the 'affordances' (Lantolf, 2000) and the 'semiotic resources' (Lantolf, 2000) afforded by the literary texts and their affective learning environment.

In light of this, their endeavour conferred agency and subject hood on them. Most importantly, they helped them to appreciate and believe the immediacy and primacy of the meanings and the knowledge that they created through the use of their English (Sivasubramaniam, 2004). In this respect their English has not only become 'their own' or 'authentic' but it has also become a valuable creation in the context of this study as it is 'eminently aesthetic' by virtue of its being plausible and permeable.

The study further identified various factors that need to be taken into consideration in the usage of English as LoLT in order to reach out and prepare all the learners from different geographical to be ready for tertiary level. All the students under investigation speak their own mother tongue and were taught in it throughout all the grades regardless of what the LiEP said. Surprise, the study shows that a majority of the students have strong preference for English because they feel that English offers more opportunities compared with their home language. The findings replicate the studies of other scholars (Maho, 1998; Homarsdottir, 2000; Pütz, 1991 and Cluver, 2000) who maintain that blacks developed negative attitudes towards their own languages mainly for social, political and economic reasons.

Concerning language proficiency in English, one could say that a majority of the students were gradually getting there. This is because it was the first time that students were fully exposed to English and were forced by circumstances to

communicate in English whether during or after lectures. This means that the levels of proficiency in English have improved which in turn improved students' performance academically although they may still be identifiable common grammatical errors here and there when they communicate and write up. But the standard and attitude have drastically improved.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The study aimed at evaluating students' English first additional language reading and response in the University of Fort Hare in the Eastern Cape Province. It provided a theoretical background and discussed the research methodology with specific reference to data collection, presentation and analysis. The findings of the study were recorded, transcribed and then summarised.

The summary of the study was discussed in the previous chapter in relation to the research questions used during data collection from chapter 3. The findings revealed that majority of the students preferred English as LoLT though they have difficulties in mastering the language due to the poor exposure. In other words, the situation regarding English FAL and LoLT complicated their lives at tertiary level especially at first year level. It is a completely challenging situation because if students were exposed to English at earlier grades as indicated in the previous chapter, they would have started to communicate freely and with confidence at the tertiary level during the lectures and when they come across with their colleagues who were fortunate enough to have been exposed to English earlier. The difficulties that students experienced were that it was not easy for them to read and respond in English.

6.2 TRANSFORMATION FROM MOTHER-TONGUE TO ENGLISH

Most students indicate that the transition period was problematic and they suggested that English should start from Grade 1 as LoLT in order for learners from the lower grades to be able to master English by the time they come to the upper primary phase. The same view was shared by a majority of the lecturers who also felt that if learners can start learning in English from Grade 1 as LoLT there would not be any

code-switching in schools. However Banda (2009) observes that parents demanded that English medium is introduced as LoLT. The main reason why code-switching takes place in schools is because English is not a lingua franca, so people communicate in their own mother tongue and this might be going on for many years to come if something is not done.

The process of investigation discussed in this study is a longitudinal study which was initiated by the researcher at the Students' English First Additional Language reading and response in the University of Fort Hare in the Eastern Cape Province. The investigation was mainly intended to observe and describe the dynamics and ramifications of an additional language phenomenon set off by the deployment of reading and respond in the language classroom. Most importantly, the investigation aimed to demonstrate the educational and social values of reading and respond in the language classroom against a backdrop of illiteracy.

The constructivist paradigm of the researcher and the attitude and beliefs underlying it necessitated a search for ideas and views that are consistent with such paradigm. Based on this, the researcher reviewed the literature which identified theoretical and practical issues that supported a constructivist approach to this investigation. The review of reading led the study to identify the role of self-discovery and empowerment in the acts of reading and writing. In this view, the study decided to use expressivity models of reading and writing to foster response to reading.

The deployment of reading and response in a classroom context required the literature review to visit the different approaches to reading and response teaching and the criteria for texts selection. In keeping with the constructivist approach of this research, the researcher decided to use a combination of personal-response and reader-response approaches to reading and response in an FAL setting. The decision to use theme-based texts was believed to support the choice of approach to the use of text in this study (Carter and Long, 1991; McRae, 1991; Rosenblatt, 1995).

In order to emphasize the inter-connections of the theoretical issues discussed in the review of literature and in order to relate them to an educational value system that is

consistent with the study, a sequel to the literature review was presented. This examined three predominant educational value-systems: classical humanism, reconstructionism and progressivism. Pointing out the detrimental aspects of classical humanism and reconstructionism, the study upheld progressivism as a basis for proposing a constructivist approach to foreign language education. This necessitated a focus on the Freirian approach to learning and literacy, which stressed the urgency for response pedagogy in which reading and response are the mainstay (Sivasubramaniam , 2004). To this end, the researcher examined the 'why' of this research. Pointing out the gaps in the understanding of reading and response's role in education and the need for empowering students through reflective practice, the researcher resolved upon carrying out this investigation.

The choice of research design and methodology used in this investigation were meant to capture the essence of the 'response' phenomenon in its fitting details. This was believed to provide a fuller explanation of it. Given that quantitative methodologies often fail to provide a fuller account of the phenomenon in focus, the methodology used in this study attempted to overcome that drawback. The research questions facilitated a research design that allowed for multiple-source data collection procedures. In this respect, the procedures reflected the core of the classroom story that the investigation has presented in the two previous chapters.

The data triangulation demonstrated the benefits of promoting subjectivity as an instrument of educational inquiry with students. In addition, the triangulation reinforced the overall educational ideology of the researcher. The multiple readings and provisional interpretations of texts featured in the reading-response questionnaires used for the interviews, journals, class assignments, class exercises, tests and the comprehensive examinations which all support the perspective of aesthetic reading which (Rosenblatt, 1995) is the principal objective of text analysis in educational practice. In this connection, the findings point to the influence of affective, attitudinal and experiential influences of reading and response, which determine the willingness and ability of students to read different materials written in English in order to acquire reading skills. The interview data not only attested to this but also served to point out the motivational benefits of reading and response seen through the reading achievements of the students.

The pedagogic objectives laid down by a constructivist epistemology supporting a subjective view of the use of text helped to overcome the limitations of the students in reading major prose works in the target language. The findings evidenced the students' definite attempts to read different materials and respond rather than study them. The criteria of length, the degree of complexity of lexis, syntactic and concepts, the general presence of clues to meaning and the general transferability of the language of the theme-based texts to other situations synchronized with the constructivist approach directed towards developing the students' interpretative potential.

The theme-based texts used in the study were well suited to foster reading competence which is the skills and strategies that students could acquire as a result of an awareness-raising process. The findings further kick against the transmission model of teaching and learning which projects the teacher as a knowledgeable person conveying information to empty passive learners (Freire, 1972, 1973). This reinforced the researcher's belief that involvement with a text could accrue only through a personalization of the text attempted by the students. In this respect, the use of personal response and reader response approaches to text have demonstrated their efficacy in fostering emotional involvement in the students and facilitating their response to text.

The discussion of findings presented in the previous chapter illustrated the effectiveness of the texts in developing knowledge of the target language at the levels of vocabulary and textual organization. The reading scores in the comprehensive examinations supported this observation. The researcher used the texts in the study to contribute to the language development of the students in order to offer a wider exposure to English as FAL than the more limited materials of a general course book. This is evident from the findings that a sense of self-esteem and achievement has dominated the students' attempts to read and respond either verbally or writing. In terms of classroom practice, this meant that the students said what they wanted to say without any fear of being laughed at. As the findings point out, the incrementally arranged learning and assessment objectives must have encouraged the students to view English as something relevant/meaningful to their lives

Based on the low performers' students, it could be said that the texts have provided them with the stimulus to read, write, explore and develop meanings and ideas for communication. By exploring and developing ideas, the students might discover how their use of the target language goes beyond identification and reference, and how it could become ideational and move into abstract realms. Aarsleff 1(982) agrees with the above argument by saying, 'A language does not consist exclusively of words; it consists of groups of words and phrases. It is not the word that forms a distinct unity for our mind: it is the idea.' Thus any text, which encourages or initiates an engagement with the world of ideas and subsequently with the world of imaginative language, is a text that affirms and maximizes the readers' capacity to read the world.

The researcher believed that the explanations which would be discussed below would give a clear conclusion of the study. In this view, the following explanations should be regarded as confirmations which support the relevance of 'context to human behaviour of the respondents, and the centrality of the subjective belief systems of those who involved in research to the process and outcomes of research' (Nunan, 199). In view of this, the researcher's conclusions are context-dependent, context-based confirmations of constructivist knowledge proposed through a chain of narratives representing the students' experiential learning of FAL (Freire, 1987 and Vygotsky, 1986).

6.3 READING PROFICIENCY AND THROUGH THE FLUENCY IN WRITING

The researcher provided a conducive learning and teaching classroom environment which encouraged the students to be free, relaxed and alert where reading in English is concerned. In this regard, the students' voices as seen recorded in the data illustrates their attempts at input generation, meaning negotiation and the motivational benefits coming as a result of their reading and writing endeavours in a non-threatening atmosphere. The reading response questionnaire, journal and class assignments became avenues for exploring meaning. The elaborative processing pointed out in Chapter 5 illustrated how the students learnt to apply new information to their own lives as a way of relating meanings to their experiences.

The relaxed situation of the classroom environment provided more concentration on reading and responses in English FAL towards any reading materials students were involved with. This helped them to conceptualize their experience with any reading materials they have attempted to. This means that their elaborative processing and relaxed concentration underlay their reading proficiency. Therefore, reading proficiency cannot and should not assume the nature of a finished product or the status of pre-set scales that satisfy the tidy rationalist ideal of an all-knowing, all-seeing scientific researcher (Clark, 1987).

In this regard, the students used their journal entries and class assignments to express their affective and emotive use of language through writing. This is the outcomes of too much involvement in reading which helped the students to acquire reading skills. The motivating force of fluency came about as a natural outcome through their attempts to read and respond in writing and this helped them to overcome the challenges they used to face at the beginning of the programme. The holistic scoring scales that is the writing assessment guidelines presented and discussed in previous chapters (4 and 5) used in the test and examinations and the quantum of progress made by the students with reference to the essay question in English 1 (EDS 111 and 122) has been seen as a reliable indicator of their writing fluency centred on personal constructions of meaning.

The data presented and analysed in Chapter 4 attest to the writing fluency of the students. Furthermore, the elaborative processing evidenced in the journal entries points out how the absence of tension associated with linearity and conventional structures of discourse can account for the meaning potential evident in the writing fluency of the students. The students' motivation to read and write, were sustained by the support from their lecturers who exposed them to different strategies and activities as indicated earlier in the previous chapter. The support they got promoted their proficiency and fluency in this investigation.

6.4 STUDENT READING, UNDERSTANDING AND RESPONSE

The study adopted the constructivist perspective in order to assist students to read and respond with no fear. In this respect, the reading response questionnaire provided all the confidence and support to the students to move away from received meanings and knowledge. In doing that, the students realized that there was no need to memorize a particular meaning or a version of handed-down knowledge (Sivasubramaniam, 2004). Their response to the different questions in the reading response questionnaire indicates how the absence of the rote learning has played a definite role in enlisting their diverse responses to reading a text. In this sense, all their responses were seen as attempts to personalize their reading of the texts and writing about them as indicated earlier.

The multiple readings and interpretations evidenced in the reading response questionnaire are not merely entries but they are indicators of the students' capacity to feel, think and operate in English FAL. The entire data collected in this study exemplifies the responsiveness and expressiveness of the students' engagement with different reading materials. Based on the above argument, the study has found out that use of different reading materials in this study has helped the students to understand and response appropriately.

6.5 STUDENTS' CAPACITY FOR INTERPRETATION AND CRITICAL READINGS

The experiences and skills acquired by the students from this programme are shown from the data collected. The students' responses revealed an understanding towards reading texts in English the way they have managed to interpret different texts and responded appropriately from the questions asked in their class test and examinations. Students showed their ability and capacity in the way they used English as FAL and related it to their reading experience. This was confirmed by their interpretations of the different reading texts they were exposed to during the lectures and this exposure helped them to become sociable both in and outside the lecture rooms. All these successes of students in FAL were featured and evidenced in their journal entries.

This achievement was also influenced by student's involvement with reading different materials and their adherence to the instructions and guidance from their lecturers during the entire programme. In this regard, students have shown their boldness and confidence in the manner they have interpreted reading materials and responded meaningfully. This means that the programme has strengthened their capacity to interpret through multiple reading. Fish (1980) supported this exposure when he says, 'by reading interpretatively, and by creating meanings tentatively and intersubjectively, the students became an interpretive community in their own right'.

6.6 FACTORS WHICH INFLUENCED STUDENTS' INTEREST AND LOVE FOR READING

During reading lessons, students were exposed to different strategies and activities to support the reading culture. It is true that reading takes time to manifest itself but with the types of activities and strategies as well as the support students got from their lecturers, the data pointed out that the students developed interest and love towards reading at early stage of the programme. Data from the journal entries, the reading response questionnaire, class assignments, class exercises, class tests and comprehensive examinations illustrate students' attempts to internalize the views of the texts and those of their peers (Sivasubramaniam, 2004). Based on this, a love of reading and interest identified from students responses are seen as an attempt to internalize views and voices that accrued through an involvement with different reading materials they were exposed to. Their different responses to different questions in the reading response questionnaire showed their bold attempts to personalize texts through multiple reading and expressive writing.

Therefore, the researcher believed that all of these happened only because of the interest and love developed by or from the students in a way because if they did not love and developed interest in reading, why did they try this hard especial reading in FAL? This was the sign of commitment since they risked regardless of what the outcomes might be like because they managed to share their experiences and their stories of their reading because they were keen on what they read and therefore they loved to write about it.

This boosted the students to feel that they have gained ownership and freedom in reading and writing since they have the chance to use their voices. These were illustrated by the students' focus group data along with the journal entries, class assignments and comprehension examinations scores. Their responses emphasised the involvement, commitment and enjoyment in reading and writing. In this view, the students became better readers of the world now that they are capable of reading in English FAL and are willing to be used as resources where necessary.

6.7 HOW DID READING PROMOTE LANGUAGE AWARENESS IN STUDENTS

The students' attempt to reading and involvement and engagement contributed a lot to language because reading revolves around language. This was confirmed by data which showed the quality of English they used which proved handwork and determination from both parties, that is, 'students and the lecturers involved in the programme. This illustrated students' consciousness that resulted to language awareness in general and particularly EFAL. This simply means that, it was necessary to expose students to reading materials that were both non-linear and non-grammatically sequenced for the language purpose. Based on the above argument, Krashen (1981, 1982, 1985, and 1993), Collie and Slater (1987), Duff (2002) and Maley (2001) seem to support the theoretical possibilities.

In contrary, the study did not focus only on language awareness which based on literal meanings but also employed figurative language where students were encouraged to have alternatives and explore where language is concerned. That is, the researcher felt that an emphasis of literal meanings at the expense of de-emphasizing figurative meanings was inconsistent with the educational value system of the researcher. This is in line with the data generated from this study which showed a simultaneous use of literal and figurative languages. The different readings and the tentative interpretations of the students voiced in the data, represent a view of language awareness which capture both literal and figurative meanings depending on the type of texts students were exposed to. This brought

flexibility in language awareness in the sense that students' attempts were bold enough to make sense of what they were trying to say and also referring to the world around them.

6.8 STUDENTS' EMPOWERMENT IN TEACHING AND LEARNING

The researcher perceived teaching and learning as an empowering tool to both lecturers and students. This is where both parties get to know each other better through daily interaction. It was the researcher's responsibility to create a conducive environment which was friendly with positive atmosphere in order to accommodate students of diverse background. This was featured and evidenced by data presented in chapter 4. This strengthened the researcher to resolve to use teaching as an instrument of empowerment to the students since lecturers of English language have a critical role to play in students' performance throughout all the courses in tertiary institutions.

This is very critical in the sense that students' growth of the capacity for personally meaningful and self-critical literary experience depend solely on those lecturers hands as a way of laying up a proper foundation by setting up good standards so that the students can become successful academically and competent in future. The educational process that achieves this aim effectively can serve a broader purpose in the nurturing of men and women capable of building a fully democratic society (Sivasubramaniam, 2004). In this respect, the researcher managed to develop a critical self-awareness to his/her students in order to be resourceful so that their communities would benefit a lot from them. In this regard, the study focused on a narrative of students' language development in reading and response in English FAL. The researcher's narrative empowered students to feel free to voice out and share their ideas without being scared of criticisms. This helped the students to derive a fuller understanding of English as FAL.

6.9 RECOMMENDATIONS

The researcher would present and discuss some of the aspects which the study did not address and would make some suggestions for future researchers. From the discussion above, it is apparent that the findings of the study are neither conclusive nor definitive. In respect of this, the researcher would like to make the following suggestions in line with reading and response in English FAL.

- There should be language effective models in higher institutions in South Africa which would cater for all students of diverse background especially where English is FAL and LoLT. These models should be effective and efficient enough to empower both lecturers and students. None of these recipients should feel neglected or somehow challenged where English is LoLT. These models are expected to empower students in teaching and learning in a way based on a clear and fluent usage of LoLT in order to avoid the negative outcome of language as a barrier to students. The researcher further recommends that administrative issues should be taken care of since this becomes a constraint to the lecturers because they spend more time dealing with administrative issues rather than spending more time in consultation with the students.
- The researcher also suggests that time allocation per module should be considered and increased if possible. The main reason is the that time factor is a major problem since it limits students opportunities to meet their lecturers on a daily basis to learn and acquire more knowledge and skills needed where English FAL is involved. This would have also provided time for a deeper understanding of students' reading and so can create more time for different activities in class based on language and even promote co-curricular interests such as debates, dramas, poetry recitation and creative writing pursuits in order to support the students to improve their English.
- The researcher proposed that a longitudinal study should be launched in order to find out how important EFAL is to students' career in a way they use English to achieve their career goals. This could probably be done by designing EFAL as

LoLT programme which would focus on reading. This programme can be piloted for two to four years with proper monitoring to assess its effectiveness and efficacy before the official implementation.

- The researcher also suggests that students' attitude towards FAL should be managed in a way since this affects their performance in reading as well as in the other courses they have registered for in the programme. This campaign would probably alert students to be conscious where FAL is involved in order to avoid the implications it might cause for their career. Moreover, a frequent educational practice of reading and response in English FAL could empower students to change their negative attitude and hence develop interest in reading to become successful academically. Students should be educated and made aware that English as LoLT is used only to eradicate the culture of illiteracy not as a threat to destroy their societies where their native languages are concerned as majority think. They should be assured that English cannot be acquired at the expense of the indigenous languages.
- It is also needful to develop a reading culture in the learners from high schools as a way of building a proper foundation in reading before the students come to higher institutions. This would increase learners' positive attitude towards reading and they would be able to master it and become competent and successful not only in language but also in other academic fields of their studies since they would have acquired the necessary skills. This means that parents should also be involved in their children's education by working closely with the teachers in order to support their children so that they can realise the importance of reading and take it seriously. Parents' involvements in children's education can play a very significant role because literacy is crucial for children and that the path to strong reading and writing skills begins from home.

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APPENDICES

Appendix A: Permission letter



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: FOC131SKGA01

Project title: **A case study of Students' English First Additional Language reading and response in one South African University: Eastern Cape Province.**

Nature of Project: PhD

Principal Researcher: Manthekelenga Kganedi

Supervisor: Dr JW Foncha

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

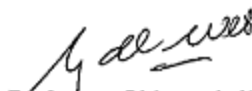
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

18 November 2014

Appendix B: Students interviews

	UNIVERSITY OF FORT HARE	Name:
	Class Test Answer Book	Course:
		Date:/...../..... No:
INTERVIEW QUESTIONS TO STUDENT		
Q	1. What skills and knowledge you gain from your whole course from level one to four?	
	High I	
A	"We felt that the course focused on understanding texts, learning to think rather than memorise and then implement what we have learnt through many presentations, We were exposed to during our lectures. We were well groomed to face the world out there"	
Q	2. What were your initial difficulties and fears about this programme?	
	High I	
A	At first, the courses were very challenging and difficult since everything was done in English which is our FAL.	
Q	3. You must have had many interesting moments as well as dull moments during your entire stay in the four courses. Could you recall and share one or two moments?	

High I:

A "Of Course We had dull and interesting moments. We used to have presentations in class where other students would come up with silly comments and laugh at us."

Q 4. How would you assess the classroom atmosphere during and learning?

High I:

A "We found the classroom atmosphere, very relaxing since we managed to interact with our colleagues and lectures freely."

Q 5. Did you find your lecturer friendly and supportive or unfriendly and discouraging?

High I:

A "Our lecturer was very friendly and supportive at all the time during the reading lessons."

Q 6. How did your lecturer help you to learn English as well as developing reading skills for this language that is fundamental?

High I

A: "We found the lecturer's style of interaction with us very impressive".

Q 7. I understand you were asked to write weekly journals running to 4 to 6 pages, and do some assignments in each one of your English courses. How did you manage to do them?

High I

A "Sometimes we found it challenging due to so many courses we enrolled on"

Q 8. Did the programme help you become a better reader of the world? Do you believe that this programme has given you some ideas of what it means to be a better citizen of the world?

High I

A "Of course it did. We are now able to see cultural differences in the way ideas are used of which at the beginning we could not

INTERVIEW QUESTIONS TO Students

- Q 1. What Skills and Knowledge did you gain from your whole course from level one to four

AVERAGE

- A "We thought that we have learnt a lot about procedures to be followed before attempting to, reading such as pre-reading activities, during and the post reading activities in order to develop the interest towards reading"

- Q 2. What were your initial difficulties and fears about this programme?

AVERAGE

- A "We had so many problems at the beginning especially in FAH, but through group working and lecturer's contact, we have managed to overcome any challenge we come across."

- Q 3. You must have had many interesting moments as well as dull moments during your entire stay in the four courses. Could you recall and share one or two moments.

AVERAGE I

A "We were scared at first to participate in any classroom discussion, but unfortunately we were forced to take part".

Q 4. How would you assess the Classroom atmosphere during teaching and learning?

Average I

A "It was not that bad because we were allowed to work in groups and pairs necessary".

Q 5. Did you find your lecturer friendly or unfriendly and supportive or discouraging?

AVERAGE I

A "Not only friendly and supportive but also knowledgeable and fluent towards her course".

Q 6. How did your lecturer keep you to learn English as well as developing reading skills for this language that is first additional?

AVERAGE

A "Our lecturer knows our names and always call us by them during the lesson"

Q 7. I understand you were asked to write Weekly Journals to 4 to 6 pages and do some assignments in each one of your English Courses, How did you manage to do them?

AVERAGE

A "Sometimes we failed to meet meet deadlines but our lecturer was very understanding and would extend submission days"

Q 8. Did this programme help you become a better reader of the world? Do you believe that this programme has given you some ideas of what it means to be a better citizen of the world?

AVERAGE

A "We are now capable to read newspapers and magazines in order to improve our reading skills and be familiar with the current news and worldwide top stories"



INTERVIEW QUESTIONS TO STUDENT

Q

1. What skills and knowledge you gain from your whole course from level one to four?

LOW I

A

We felt that the course is not the same as many others since it focuses more on a methodology part. It was very challenging.

Q

2. What were your initial difficulties and fears about this programme?

LOW I

A

Most of us were worried to fail exams and assignments.

Q

3. You must have had many interesting moments as well as dull moments during your intake stay in the four courses. Could you recall and share one or two moments?

LOW I

A

Sometimes we felt that there were interesting times when the lecturer showed us how to relate

	the texts to our real lives.
Q	4. How would you assess the classroom atmosphere during teaching and learning?
	Low I
A	At first it was frightening due to English as EAL since most of us are coming from rural schools where we were taught in our mother tongue.
Q	5. Did you find your lecturer friendly and supportive or unfriendly and discouraging?
	Low I
A	We were regarded as remedial students due to our low performance, but this did not demotivate us because our lecturer worked hard with us and explained points very well whenever we got stuck.
Q	6. How did your lecturer help you to learn English as well as develop reading skills for this language that is first additional?
	Low I
A	The lecturer never criticized or talked loudly of us. We felt very comfortable and free to participate in his/her class.

Q I understand you were asked to write weekly journals running to 4-6 pages, and do some assignments in each one of your English courses. How did you manage to do them?

Low I

A The work was too much within a short period of time.

Q Did this Programme help you become a better reader of the world? Do you believe that this Programme has given you some ideas of what it means to be a better citizen of the world?

Low I

A Most of us could not read and understand English at all as FAL in the beginning.

Appendix C1: Interviews with Lecturer 1

Lecturers' Interview Questions

1 What approaches do you adopt during English reading lessons?

Lecturer 1:

'We always expose the students to pre-reading, during and post reading activities during reading lectures in order to activate students' schema to develop interest towards reading in English. Students found it easy to grasp and understand the texts better since these activities check their prior knowledge and then relate the texts to their real life. These activities guide students to analyse the text, indentify the meaning and respond appropriately in English'.

2. How useful are the approaches used in improving students' reading skills?

Lecturer 1:

'They really helped our students since they managed to establish the purpose of the reading which varies from one situation to another'. These approaches are very useful because they make it easier for the students to relate the reading to their own life and clear away obstacles to understanding, for example, key words and concepts which the reader may not be familiar with'.

3 What support do you give to your students where reading is involved?

Lecturer 1 :

'We always try to create friendly and positive atmosphere and has rapport with the class before students could be exposed to pre-reading activities first before they read the actual text'.

4 What type of tasks and activities do you give to your students to promote reading skill?

Lecturer 1:

'We always expose students to different types of activities and tasks such as; reading cards, dialogue journals, media journal, sustained silent reading and free writing. These were very helpful because the students linked between the items and they related new discoveries to their old knowledge in order to improve their reading skill. We also make sure that they integrated well in teaching and help to achieve aims/skills/concepts of the lesson'.

5 What types of reading materials do you prepare for your students and how relevant are they to the programme?

Lecturer 1:

'We give them reading materials that are prescribed by the curriculum designers'.

6. What support do you give to your remedial students to acquire reading skill?

Lecturer 1:

'It is our departmental norm to arrange for an extra classes after hours or during students' free slots if possible in order to assist remedial students'.

7 What is your general opinion of first years students' academic reading competencies?

Lecturer 1:

'We found it very hard and frustrating at the beginning of the year because most of the students could not read properly in English.'

8 Based on your experience, what specific difficulties do your students experienced when reading at first year?

Lecturer 1:

'English was our students' major problem because it is their FAL and most of them have never been taught in English from their previous schools'.

9 In your opinion, what could be missing from students' reading that was not addressed by schooling system?

Lecturer 1:

'We have noticed that a lot was missing. The models of teaching and learning from their previous schools are not efficient and effective at all to prepare learners to high institution learning'.

10 During reading lessons, how extensively do you comment on students' performance?

Lecturer 1:

'We always make sure that students participate effectively during the lesson by taking turns in reading and their responses are reinforced and well managed in order to motivate and encourage them to participate more and more and freely'.

11 Which approach do you follow when giving students' feedback?

Lecturer 1:

'We always write the relevant comments on student's scripts when marking in order to make them aware of their mistake and avoid repeating the same mistakes again'.

Appendix C2: Interviews with Lecturer 2

Lecturers' Interview Questions

1 What approaches do you adopt during English reading lessons?

Lecturer 2:

'We felt that it is wise to expose students to different approaches as a proper guide to before they attempt to the actual text for a better understanding'.

2. How useful are the approaches used in improving students' reading skills?

Lecturer 2:

'They are very effective in preparing the students to read accurately and successfully. This makes them to enjoy reading and become experienced because they can be able to understand the meaning of the text and respond properly at the end'.

3 What support do you give to your students where reading is involved?

Lecturer 2:

'We usually read the text first while students are instructed to read silently by looking for specific information and indentifying unusual words in order to guess meaning of words from context. This boost students' confidence in reading and they become competent since they feel free to read in public'.

4 What type of tasks and activities do you give to your students to promote reading skill?

Lecturer 2:

'We exposed our students to role-play and let them do more of it during the lesson after they have read any text in order to better their understanding and develop more interest towards reading in English. We even encouraged them to act out interviews and the meetings and act out their own radio talk shows and then report-back in order to understand them better and be able to implement them in future'.

5 What types of reading materials do you prepare for your students and how relevant are they to the programme?

Lecturer 2:

'We always try to expose the students to materials which are relevant to education and those that are related to their real experiences in life in order to promote their interest and attitude towards reading'.

6 What support do you give to your remedial students to acquire reading skill?

Lecturer 2:

'Our department also supported this by providing tutorial classes which are compulsory to all students in order to reach out all the students and assist those who did not perform well from any given tasks.'

7 What is your general opinion of first years students' academic reading competencies?

Lecturer 2:

'We identified that the major problem was English since most of them claimed not to have been tough in English from their high schools. When asking the questions, majority would respond in their own mother tongue. It was very tough and challenging situation especially to some of us who cannot even understand their own language'.

8 Based on your experience, what specific difficulties do your students experienced when reading at first year?

Lecturer 2:

'Most of the students found it difficult to pronounce the simplest English words properly' when reading'.

9 In your opinion, what could be missing from students' reading that was not addressed by schooling system?

Lecturer 2:

'Everything seem strange and difficult to the students during the lesson'.

10 During reading lessons, how extensively do you comment on students' performance?

Lecturer 2

'Instead of using lecturer's assessment every time, we sometimes adopt different styles whereby we allow self assessment, peer and group assessment for the transparency and fairness'.

11 Which approach do you follow when giving students' feedback?

Lecturer 2:

'We revise the task with the whole class by providing the correct answers and let them correct their mistake'.

Appendix C3: Interviews with Lecturer 3

Lecturers' Interview Questions

1 What approaches do you adopt during English reading lessons?

Lecturer 3:

'we started by explaining pre-reading, during reading and then post reading activities to students and encouraged them to follow those activities in order to find reading funny and enjoyable. These really helped them since most of them improved and developed interest towards reading texts in English as FAL'.

2 How useful are the approaches used in improving students' reading skills?

Lecturer 3:

'These activities activated the student's scheme and they become alert to relate the topic and extend background knowledge which is helpful for a full understanding of the passage'. They arouse interest and curiosity about the reading and let the to guess and anticipate what the reading is about so that during reading they may explore whether guesses were correct or incorrect while interacting with the actual text'.

3 What support do you give to your students where reading is involved?

Lecturer 3:

'We give students a chance to read aloud in their groups after we read the text twice so that they could be able to pronounce new words after we have properly read and pronounced them. This really boosted their confidence to realise that they can also pronounce new words than they thought'. We further encourage them to read the

text for a purpose so that they could relate what has been read to their own experiences through discussing and then answer questions in groups or individuals as a way of unpacking the text and try to understand the meaning better'.

4 What type of tasks and activities do you give to your students to promote reading skill?

Lecturer 3:

'We sometimes encourage them to read current news papers, magazines and then discuss and share answers to questions in groups. We found these working since they cover all English's skills'.

5 What types of reading materials do you prepare for your students and how relevant are they to the programme?

Lecturer 3:

We normally make sure that the resources are relevant, sufficient and used effectively to enhance teaching and learning'.

6. What support do you give to your remedial students to acquire reading skill?

Lecturer 3:

'We try to give them some special tasks in order to encourage and boost their confidence'.

7 What is your general opinion of first years students' academic reading competencies?

Lecturer 3:

'Students' reading had improved a lot in the second semester because of the approaches we used during the class together with the relevant reading materials and different activities. These, gradually shaped their minds to a better future, we really see a huge improvement and this is really motivating and encouraging'.

8 Based on your experience, what specific difficulties do your students experienced when reading at first year?

Lecturer 3:

'They couldn't comprehend. They just read without understanding the text message and the meaning. This resulted to improper response to the text's questions.

9 In your opinion, what could be missing from students' reading that was not addressed by schooling system?

Lecturer 3:

'Inadequate skills and knowledge from the high school teachers'.

10 During reading lessons, how extensively do you comment on students' performance?

Lecturer 3:

'We usually discuss the instructions together and check if everyone managed to follow them properly'.

11 Which approach do you follow when giving students' feedback?

Lecturer 3:

'For those who need exceptional assistance, we usually create more time and call them to our offices for the clarity purpose and try to identify their problems and let them correct them. We even gave them make up task'.

Appendix D1: Focus group interviews (Group 1)



Class Test Answer Book

Course:

Date:/...../..... No:

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FOCUS GROUP QUESTIONS.

Q 1. In which language (s) do you prefer to be taught in?

A Group I:

"we prefer to be taught in English because that is the only way to achieve academic and economic success through the use of English rather our own African languages!"

Q 2. How would you assess the classroom atmosphere? Did you find it encouraging and helpful to acquire reading skills in English?

Group I:

A "Very relaxing and highly motivating. Since all of us were given a chance to express ourselves without any fear since our lecturer guides us always. Our lecturer always give us a chance to discuss and share ideas and then respond according to our understanding before she could up pick the reading and explained more!"

Q 3. Can you comment on your lecturer's style of teaching? How did this improve your reading skills and responses?

Group 1:

A "Sometimes we found our lecturer's style a little bit strange because she does not tell what we should do exactly when reading a text. But we eventually got used to the style and liked it later since she always wanted us to discover some of the things by ourself while reading and learning."

Q 4. I understand you were exposed to a media journal weekly running to 4-6 pages. How did this help you improve your reading in English?

A "It was a bit challenging for us to do media journals though it was so interesting since we had so many assignments and expected to meet deadlines. The time frame was a major problem since we felt tension whenever we failed to meet deadlines."

Q 5. Do you enjoy reading? If yes, how often do you read?

Group I:

A "Not exactly but we were forced to read in class since ^{we} were told that there is no way that we be competent academically and we cannot know what is happening around us without been good readers. So we gradually developed interest in reading and we ended up enjoying it."

Q 6. What types of books or reading materials do you read?

Group I:

A "During the lectures we read different texts and books which are mostly talking about education and our experiences. We found them very interesting and motivating."

Q 7. Which activities do you think they contributed more and improved your reading skill?

Group I

A "Most of the time we given different types of reading materials and texts to analyse, summarise, and formulate notes and then write the assignments and projects by referring back to the given materials either in groups, pairs or individuals".

Appendix D2: Focus group interviews (Group 2)

	UNIVERSITY OF FORT HARE	Name:										
Class Test Answer Book	Course:	Date: No: <table border="1" data-bbox="1123 416 1321 456"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>										
Focus Group Questions												
Q 1	"In which language(s) do you prefer to be taught?"											
Group 2												
A	"It is better if there could be a combination of English and our mother in order to understand better."											
Q 2	"How would you assess the classroom atmosphere? Did you find it encouraging and helpful to acquire reading skill in English?"											
A	Group 2 "Not frightening but very conducive for the learning and teaching to take place. This helped us a lot since we really benefited a lot in reading in English and we were confident to analyse readings and respond back properly."											
Q 3	"Can you comment on your lecturer's style of teaching? How did this improve your reading skill and response?"											

Group 2

A "At first we found it very tough and strict but later on we realized that their style was helpful since we were exposed to a tentative approach to texts so that we can be independent and become competent in reading."

Q4 I understand you were exposed to a Media Journal weekly running to 4-6 pages.

Group 2

A "We needed more time for assignments since sometimes we did them in a hurry in order to meet deadlines."

Q5. What types of books or reading materials do you read?

Group 2

A "Most of the time we read books of our own choices in order to improve our reading skill while that in class we were trained in a media journal."

Q6 What activities do you think contributed more and improved your reading skill?

Group 2

A Our lecturer exposed us to interesting activities

such as: PIE, Media journals, Dialogue journals,
Sustained Silent Reading and Reading
Circles. These really improved our reading
skill and boosted our self esteem and
developed the positive attitude towards
reading.

Appendix D3: Focus group interviews (Group 3)

Focus Group Questions

Q1. In which language(s) do you prefer to be taught in?

Group 3

A "We prefer to be taught in our home language only because English makes things worse since some of us did not have access to be taught in English from high schools. Our English is very poor and we cannot even express ourselves freely in public."

Q2. How would you assess the classroom atmosphere? Did you find it encouraging and helpful to acquire reading skill in English?

Group 3

A "Sometimes exciting depending on what type of reading we were dealing with and also the approaches and strategies used for that lesson by our lecturer. We used to face some challenges here and there during reading the text especially for the first time."

Q3. Can you comment on your lecturer's style of teaching? How did this improve your reading skill and response?

Group 3

A. "We really enjoyed her style of teaching since we were exposed to different reading activities such as: pre-reading during and post reading activities. We were trained to apply them before we approached to any text and they were very effective and make us understand and analyse any text and enjoy reading more.

Q4. I understand you were exposed to a Media Journal though it was so interesting since we had so many assignments and expected to meet deadlines. The time frame was a major problem since we felt tension whenever we failed to meet deadlines.

Group 3

A. It will be nice if assignments are reduced and give more for a Media Journal because it really improved our reading skill and changed the negative attitude we had towards reading in English as our EAL.

Q5 Do you enjoy reading? If yes, how often do you read?

Group 3

A "We really enjoy reading and we do it quite often after we were exposed to different reading activities. We further realised that it's the only way to improve our English and vocabulary."

Q6 What types of books or reading materials do you read?

Group 3

A "We normally read our notes and materials given by the lecturer more often. During our free time, we like to read newspapers and magazines to improve our vocabulary as we were advised by our lecturer."

Q7 Which activities do you think contributed more and improved your reading skill?

Group 3

A "We were exposed to activities such as pre-reading and post-reading activities where we were given procedures to follow before we attempt to the

actual reading in order to achieve the
reader's achievement."

Appendix E1: Class exercise (DIE 1)

DESCRIBE (SEE): Number and describe the sequence of activities and events in the lesson	INTERPRET (THINK): For each activity, state what you think its purpose was (You can refer to CAPS Doc.)	EVALUATE (FEEL): Would you use this activity? Why? Why not? What is its value? What have you learned about language teaching?
- Mrs. Kganedi in class said we are going to do the story and the title of the story is "The sister". She further then said we must share stories about our sisters. - She asked us to tell or identify the pros and cons of our sisters. - In addition to pros and cons she asked us to tell the difficulties our sisters were in and what we have done to help them out. - She said how far we would go to support our sisters in a trouble condition and we have to discuss this as a group and share the interesting story out of our stories. - After shared the interesting stories she told us the background of the story "The sister". She further had shown to us the picture of the olden days as the part of the background to show us that the story is old. - She said when she is reading she is not going to tell us the names in the story we have to find them.	- I think she done this to attract our attention and by sharing stories about our sisters she was proving if we have relate stories to that of the narrator or the exact stories to that of the narrator. If someone experiences a related story how she or he resolved the condition? - I think she wanted to know the strengths and weaknesses about our sisters and if do they can be able to face the challenges they come across with as Sukey does in the story. - Here Mrs Kganedi was proving if we can help our sisters and if so how far we can help them in difficult conditions. - I think the purpose of this was to prove how helpful we are to our sisters and it helps us to be creative. - I think the purpose of this was to attract our attention and to have the background view of the story and to know when the story took place. The purpose of the pictures	- Yes I would use this activity because it stimulates learners' minds in the sense that they see that they are in the class when the teacher state the topic of the day. Sharing stories among other learners build ones vocabulary and confidence so I can also apply this in my class. - I would use this because it can help learners to relate pros and cons of their sisters with that of the story and be able to understand the story easily. - I would use this because it can help learners to discuss without fears even if they lie. This can help them to increase their thinking ability because they have to say something about helping their sisters. - I can use this because it increases the creativity of learners because learners can want their stories to be shared in class, this can create a competition among learners. - I would use this activity because it

7. She told us the way of listening, the culture of the story and the point of view. 8. She instructed us that while she is reading we must try to answer the questions she distributed to us before she started to read the story. 9. After we have answered those questions she distributed the story hand outs to us and she said we must read the story that night and come with information about the characters in that story (father, mother, Sukey, Marta and Jan) and she divided the task according to groups. 10. In the following class she asked each group to present what it had done and she used to write the big words she received from the groups on the board and ask the explanation from that particular learner or group and she would further explain the word if required. 11. She gave us a task to do as a home work and she explained how we are going to do it.	was to add more evidence that the story is old. 6. I think the purpose of this is for us to pay much attention on what she was reading so that we can know it. 7. I think the purpose of this is to help learners to not just listen but to have many ways of listening 8. I think the purpose of this was to make us listen and divide the task among us so that we can get all the answers. 9. The purpose of this is for us to read the story not to depend on what the teacher had read in class. 10. I think the purpose of this is for us to be familiar with presentations and be able to explain words more not to leave learners with words that they do not understand. 11. I think explaining work for learners make it easy for them to attempt that task easy because the task is made easy by the teacher.	attracts learners as the teacher read through. Its value is that learners cannot lose the memory of the story because something seen is not easy to lose. 6. I can use this because it helps the teacher to get learners' attention and learners can also benefit on this because they listen attentively. 7. I can use this for my learners be able to not just listen but to have so many ways of listening in different types of text because it learners should have ways of listening and interpreting. 8. This is valuable because it is easy for learners to rich the final answer without waste of time so I can apply it to my learners.
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Impressive!!!

Appendix E2: Class exercise (DIE 2)

DIE: _____	DESCRIBE (SEE): Number and describe the sequence of activities and events in the lesson	INTERPRET (THINK): For each activity, state what you think it's purpose was (You can refer to NCS.)	EVALUATE (FEEL): Would you use this activity? Why? Why not? What is its value? What have you learned about language teaching?
At the beginning, teacher did a recap of the previous lesson. She then asked the learners to do a DLE and class activity which was about dancing in the class. Teacher proceeded by going through the questions of the previous lesson's reading material. The questions caused a debate in class. Teacher went further by instructing the class to do question 7 in groups. She gave the class 7 minutes to do the 3 discussion questions. Teacher asked from class if who wanted to volunteer in giving their answers. The first question stimulated a debate as required the learners to find main characters in the reading. The class then, did the survey collection activity. Learners were instructed to survey one another. The teacher then asked if there is any who thinks that he/she interviewed everyone and if yes forward the information. The time was up before we did other things.	She was doing to activate the learners' schema. Also she wants to be sure that they are adding information on what is already there by reminding that there is something. She wanted to see if there is common understanding of information of the questions in the reading. Had they first time to something about it, or why the teacher elicited the debate to make the final say on who was most correct. She wanted to see if they were able to work with other people. Also, aims to teach learners that information from the people is also important instead of relying only on self information. She gave time so that everyone is aware that we do not have the whole day. She is doing this to test the confidence of the learners on the task. She wanted learners to do it because it functions on the grounds of L2 because it enables them to read and view. It was based on informing the learners on the process of collecting data for survey. It was based on team-building and allowing learners to understand what exactly happens during a survey. This aim was to use the most collected information and also to demonstrate to the class that they need to use context or most collected data for such things.	I would definitely use this one as well because there is more interaction (amongst learners) and that is what makes learning fun. Also, it is wise that learners feel the presence of the teacher so that they would be guided as to what they should or should not do or say. I would also use this one as well because it is one of the tools for helping learners understand the importance of primary secondary and other external sources of information. And teaches them to respect time. This is more or less teaching them to read with understanding and also to be able to defend their views. So I would use it in my classes. This is based on activating their schema on data collection and surveying. So such activities are vital for my classes as well in the future. I would also do for team-building activities in my classes because it stimulates progress and success. I am not sure if I would use the same activity because of its concentration but I like the idea though.	11/15

Appendix E3: Class exercise (DIE 3)

be done in groups. 10. On the next day the teacher reminded the learners about the home work that was supposed to be done. 11. The teacher gave groups 8 minutes to incorporate ideas about the task and identify at least 4 points and each point to be supported from the story. 12. The teacher wrote on the board while the learners were discussing she wrote as follows : "write a character sketch of one of the characters in the story-it should not be more than a page in length"	10. She was checking whether learners have managed to do the work or not. This is done by every teacher after giving home work. 11. The purpose was to check whether learners have read the story and understand it so the best thing that she has chosen is to give them that task. 12. The purpose is that she didn't want to write on the board while learners have nothing to do.	from the book true their intensive reading. 10. This is done by every teacher for you to see how competent learners can be in doing their work. 11. Promote thinking and the intelligence it is good because learners think in a quality way I like that type of questioning even if it can be seen as if it above them. 12. It is good because it is not write more especial in these days to leave learners with nothing when you writing on the board it are dangerous.
DESCRIBE (SEE): Number and describe the sequence of activities and events in the lesson	INTERPRET (THINK): For each activity, state what you think its purpose was (You can refer to NCS.)	EVALUATE (FEEL): Would you use this activity? Why? Why not? What is its value? What have you learned about language teaching?

v. good attempt !!

Appendix F1: Journal 1

CLASS JOURNAL 1 : DIALOGUE JOURNAL

Sample of the conversation between the lecturer and one of the student's story through dialogue journal.

LIFE AFTER MATRIC

I was once a high school learner who was living happily with big dreams, like any other high school learner. At that time everything was normal and fun as I was fully depending on my parents. School was not that much important to me, even though I had a dream of becoming one successful man.

2005 is the year that I matriculated and decided to stay at home the next year. My mother was totally against the notion of staying at home so she sent to Durban to further my studies in 2006. I had no choice but to do as my mother wishes even though I was not interested. Due to circumstances I left for Durban towards the end of February. This gave me hardship in obtaining a place for studying in higher learning institutions. I almost visited all the institutions around Durban except FET colleges and I failed to secure a place. I only managed to get a place of study on March at UNISA.

By the time I got admitted at UNISA, I had friends that are not studying at all and had no intentions of improving their lives by any means. I adopted a totally new and different life style from the one I was living at home. I started drinking alcohol day in and day out. I was residing in a semi-suburb area with my elders so I could not do as I wish, as a result we did not get along well. I decided to drop out of University and move to a township around Durban, to stay with my friends.

My condition went from bad to worse while in the township (Lamontville). I managed to get a job in a furniture manufacturing company called UKD Marketing. The money I made there was all spent on things that are not important at all or rather destructive things (alcohol and Girls). We were drinking like nobody's business. At work there was high rate of exploitation of labour as we worked very hard and wages were very low. Those who could not communicate with the management were exposed to severe exploitation, unlike very few of us who managed to communicate in English. Fortunately I could express my feelings to my bosses so I was a little advantageous than others. It was almost four years living a life of hopelessness. In 2009 I was blessed with a very beautiful important gift in my life, baby girl. Her mother named her Amahle.

Amahle is really an angel and a blessing from God. I say these words because the day I knew that there is a person by the name Amahle who is on her way to life, is the day change came to my life. I did not sleep the whole night thinking about the future of my child. I came to the conclusion that I must go back to school so to

brighten the future of Amahle. I eventually resigned at work and applied for a place to study at University of Fort Hare and luckily I was admitted. Everything seemed to be working out well, except the conflict between me and Amahle's mother. Amahle's mother argues that, how I can resign work when the money is needed more than any time ever. I decided to stick on my plan because I looked at the bigger picture.

Lecturer's response

Although it is not my aim in this exercise to correct or assess your writing, I feel I must say that your story is well written; you have structured it well and it has a good flow. It is also a very interesting and encouraging story. I can understand why your parents didn't want you to have a year doing nothing, because you clearly have talents, which is shown by the fact that you were accepted at UNISA, and that you were able to communicate well with the management at your place of work.

It is clear that what you were short of was something – or, more accurately, someone – to give meaning to your life, someone who was special to you and for whom you could be responsible. It is so wonderful to hear that Amahle became this 'blessing from God' for you, and that your life is now driven by your love for her, and your need to provide for her a stable home, a responsible father, and financial stability as well.

It is a pity that your decision to come to Fort Hare has resulted in tension with Amahle's mother. I hope that you are able to help them a bit, perhaps from your bursary, because your relationship with the mother will be key to maintaining a happy home for Amahle. I do hope that she will be able to understand your 'bigger picture' and that in the end you will be able to demonstrate to her that the decision was a good one.

Family does play such an important role in stabilizing society. I was a single person for many years and there were advantages to that; it gave me a lot of freedom and flexibility, and chances to explore things and places which interested me. But in the end it was important for me to have a committed relationship, and since I've been married, my life has become much more stable and secure.

Fathers also are so important, and can play a really important role in their daughters' lives. My father was everything to me; I thought he could do no wrong, that he knew everything, and could fix anything! Of course the time came when I discovered that he was also human, but he has given me so much that is valuable in my life. I am sure that you can be that father to Amahle as well.

I see that a lot of your life took place in Durban. Are you from KZN?

I look forward to hearing more about how life is going for you now, that you are at Fort Hare.

Sincerely,

Student's response

I am actually from Eastern Cape, Bizana. I used to visit my cousins during school holidays while I was still at school, and then I went there after matric. I also like the place (Durban) because of its weather and beauty. I have never been to Ixopo, but I have been the same to Kokstad, Harding and UMzimkhulu which I believe are close to Ixopo.

It is not an easy thing to be a father and a student at the same time. I sometimes receive phone calls from Amahle's mother requesting some financial assistance or telling about Amahle's sickness. Such phone calls are always disturbing, especially when I cannot help. If I am busy with some school work, I lose concentration when I receive such calls.

Even though I am not working, I sometimes provide financial assistance when I have some money. My mother also helps me out in raising my child even though she is not working. It is a bit better now that Amahle will be turning three soon; she is not financially demanding like before. Her mother and her grandmother are doing very well in raising up my child.

Although Amahle's mother was not happy about the fact that I was going back to school, she had to accept it and find ways of surviving. She now understands why I left for school and we are in good terms. During the December holidays I was with Amahle throughout. They did let me take her with me even though I did not pay for her as expected. When Amahle's Mother was pregnant I was told to pay and I was promised that that I will never see my child if I did not pay. However, all that did not happen as I see her whenever I want.

I have a dream that one day I will be a good father to my child. I am planning to build a home for my child or children. I want to make sure that my child grows next to both her parents. I strongly believe that a child grows very well when she gets both mother's and father's love. I only want the best for my child. I experienced hardship in growing up as I grew up in a poor family that is why I do not want Amahle to experience the same. Although I want the best for her, I do not want to spoil her.

Lecturer's response

I am glad to hear that things are positive between you and Amahle's mother and with Amahle herself. It is wonderful that you spend time with her in the holidays, and that the parents have accepted you even though you have not managed to pay the lobola, or the damages – whatever. Your plans for the future sound very sensible and I do hope and pray that you manage to build a good secure environment for your children; I believe you can and will.

How do you feel about being a teacher, and the challenges that will face you in the classroom and in the schools? Do you think that you will be able to exert a positive influence on the young people, having had the experiences that you have had? I look forward to hearing more.

Sincerely,

Appendix F2: Journal 2

CLASS JOURNAL 2 : DIALOGUE JOURNAL

Sample of the conversation between the lecturer and one of the student's story through dialogue journal.

The Dialogue journal

What inspired me to be a teacher in this era?

I am a male adult born in a society that is not a well off. I grew in the family that depends solemnly on being employed in order to be able to put bread and cheese on the table. My father and my mother have always encouraged me to pursue my studies but unfortunately they were not earning much to afford paying my fees. I always had a wish that I will never give up my wish to obtain a degree. Whereas time went by and it was not always on my side, I told myself to wait for the right time.

The situation in South Africa changed when the country got democracy for the first time in history. There happened to be a huge demand for the highly skilled people to help to reconstruct the nation that will match the global family requirements. I felt that I am the person that will be able to meet such requirements. To do the duty of teaching means I must commit myself to accomplishing the needs for being trained as a teacher.

Lecturer's response

I am glad to hear from you, and also very glad that the time has come when you can be sponsored to come to university and train to be a teacher. I see that you have always had this encouragement from your family, and that is so important. I, too, have grown up in a family which really values education, and that set me on a really good path. But where we differ is that I was able to get that education without much difficulty, and my family was not depending on me to help put food on the table.

I do agree that South Africa needs skilled people to reconstruct the nation. At the moment, that need is greater than ever before, and I am sure that you have the kind of courage and commitment which is needed to help steer young people in the right direction, and to inspire them also to value education, and master the kinds of knowledge and skills which can build the nation into a self-sustaining one. I do wish you everything of the best, and look forward to hearing more about your life and your day-to-day experiences as you study here at Fort Hare and still carry other responsibilities, I am sure.

Appendix F3: Journal 3

CLASS JOURNAL 3 : DIALOGUE

Sample of the conversation between the lecturer and one of the student's story through dialogue journal.

Dear miss

I would like to share with you another story of mine. 2008 I was doing my grade 12 at mvenyane senior secondary school. I was very glad to see myself doing grade 12. Therefore I was having the vision about my future, because I saw my future shining like a star. Now the results for June were very bad, but I did not lose hope, because my mother was always recommend me even if I did bad. Therefore on September 2008 I did better than before. Then I had a hope that at the end of the year I will pass with exemption. I wrote the examinations and I thought I wrote well. I waited for my results. Then came my results with supplementary I did not even appear in the paper. It hurts me. Then I phoned my parents and they said it is not the end of life I can re-try and make it. The teachers in my school they were all love me and they advised me to re-do grade 12. I said to them yes I will do grade 12 only if I failed supplementary 12. I worked very hard in order for me to pass supplementary. Then when the dates came for me to write I did not write, because the car was broken along the way. Therefore I failed supplementary. I did grade 12 again, I worked very hard and at the end of the year I got exemption. I came here at Fort Hare and I got Funza Lushaka sponsor. Now I am doing my third year. I thank god for that. God knew that if I passed on 2008 I would not get the exemption. And without exemption there is no sponsor. Thank you miss.

Lecturer's response

It is wonderful how life works out for good if you are faithful. Even when things are very dark and it feels that you encounter nothing but obstacles, something happens in the end which makes you understand. But what is also wonderful is that you worked so hard after all your disappointments. I think that many people who have to

repeat again and again lose interest and begin to despair. So your hard work and perseverance were rewarded with an exemption pass, and a bursary. And now you know that all the delays were part of God's plan for you.

And now you have learned some important lessons: to be patient and persevering and trust that your path in life will become plain for you.

All the very best – you know that it is in store for you

Appendix G1: Class test (Low performance)

Question 1

1

The bottom up processing is called a decoding process. whereby when a person reads he/she sees letters, words and sentences. After that the reader converts the symbols into sounds then into meaning. In order for the reader to do this he/she must understand the letter-sound correspondences, word-meaning correspondences and the structure of the language.

Then the Top down processing is whereby a reader starts to use the knowledge that he or she already know. (insufficient)

The bottom up and top down processing work together when the reader reads the passage or text. Then after reading the reader may come across to some words that s/he already know.

2. The reason why Goodman (1967) called reading a "guessing game". It is because the reader reads the text or passage, the s/he starts to make predictions or guessing. These guesses are about the context and the meaning of the text. Which are later on confirmed or rejected as the reader reads on.

3.

Metacognition means to 'think about thinking' or to 'think about one's mental process'.

Metacognition can help us to know the purpose of reading which is to improve our reading skills and vocabulary. To know the type of text whether it is going to be a letter or a poem. To know about the structure of that type of text eg introduction and statement. To also help us maintain our continuous predictions to next text.

Check your notes on this please

4.

PRE-READING

In pre-reading you do what we call previewing which includes skimming, scanning and looking for main ideas. You should explain what is

The purposes of pre-reading are to ^{happening here} arouse

interest and ~~are~~ curiosity about the reading.

To also prepare the reader for a successful and enjoyable reading experience.

Examples of pre-reading activities include previewing (skimming and scanning), Wordsearch. Also to think about their purpose (learners) for reading the passage you have given them.

DURING READING

It involves two ^(explain) reading, whereby the first one is done by the teacher usually. Then the second

one is done by the learners silently and this is called silent reading. After that the learners may again want to read the passage so that they can be able to tackle any question asked by the teacher.

⑥ The purposes of during-reading include looking for specific information in the passage you are given. Also responding personally to what the writer says.

⑦ Examples of during activities are include making note and summaries when the teacher is talking. Also giving the learners multiple choice question for discussion (but the answers must not be easy to be chosen).

check this from your notes

POST-READING

It is whereby the learner reads and understand the passage. After that the teacher give them a task whether it's written or orally.

⑧ The purposes of post-reading include using the knowledge that the learner has gained in a new situation. Also helping them to relate or apply what they have read in to their own lives.

⑨ Example of post-reading activities include
Creative writing
Paragraph or essay writing
Speech and debate.

5.

i) The learner needs to read the article first.

ii) Try to understand what it is talking about.

iii) Try to preview the article.

iv) Try to ask him/herself questions about it.

v) Then lastly be able to relate it to his/her own life.
If you did not answer the question

Appendix G2: Class test (Average performance)



UNIVERSITY OF FORT HARE

Class Test Answer Book

Name: _____

Course: ED

312 / 322

Date: 15.08.14

No: _____

Question 1

Bottom-up processing refers to the process of decoding that takes place when a reader first sees the text, meaning lettering, symbols, pictures, etc and turns these into sound and then assigns meaning to the text. The meaning is already in the text. Word processing, sound, etc all takes place at this stage. Top down processing is active and interactive reading. The meaning of the text is assigned to it by the reader, unlike bottom-up where the reader must recognise the meaning in the text and then absorb it.

Insufficient expression!!

Question 2

The reader predicts and makes assumption as to what direction the text will follow. As they carry on reading their assumptions are either confirmed or rejected. They 'guess' how the 'story' will end.

Question 3

It is the process of 'thinking about thinking'. The reader is conscious of their mental processes. This helps us in that we understand the purpose of reading the text and at the same time we assimilate the information and knowledge we already know with what we are now reading, namely, new information and knowledge.

Question 4

110
93

Pre-Reading → this is when the reader is prepared for the upcoming text. Skills like grammatical and vocabulary are honed to make the text accessible. Pre-reading creates curiosity and interest in the text. It also gives the reader an idea or at least lets them predict what the text is about. Skimming and scanning are activities that we do for pre-reading; word splash and the anticipation guide as well.

During-Reading → During reading, the reader learns to understand the text. This is the process of knowledge assimilation where the reader's schema is reconciled to what is being read. The reader then summarizes the text and ~~the~~ puts the words they ~~not exactly~~ learned during pre-reading into context.
Check your notes for Activities include confirming or rejecting prior predictions made during the pre-reading phase and the text is also read twice, first by someone knowledgeable like a teacher and the second time by the reader himself, preferably in silence.

Post-reading → Post-reading takes place after the text has been read. In this task the reader takes what they have just learned and their schema and puts that knowledge

into real-life contexts. In this way the knowledge is made relevant to their lives. Activities that assist us in this regard are presentations, research and questions posed for debating by groups or the class.

Question 5

- We must choose a text that has the level of language [English] that the learners understand.
- The theme of the article must be relevant to the learners' lives.
- The text must arouse interest and curiosity.
- It must be bright coloured and have words and ideas they can comprehend including the fonts.
- The purpose of the card/text must be clear and the learners should be able to learn what the teacher is trying to put across without it being complicated. Complicated texts take up too much time and other learners get left behind.

Appendix G3: Class test (High performance)



UNIVERSITY OF FORT HARE

Class Test Answer Book

Name:

Course: EDL 312 8.322

Date: 15/08/14 No: 111111

Question 1

- Bottom-up process (decoding)

18. When people read they notice letters, words and sentences then they need to convert these first into sounds then into meaning. While one is reading they need to understand sound correspondence, word meaning correspondence and the language used in the text, by doing this, one will be able to fully understand the text. The reader will see that the meaning is in the text. The reader needs to recognize this and take it in.

- Top-down process (integrating new knowledge to knowledge that is already there)

4. Top-down process is the opposite of bottom-up because the meaning is brought to the text by the reader. According to this process reading is both an active and interactive process. Goodman's theory applies to this process because he states that reading is like a guessing game, the reader makes guesses/predictions and while they are reading they adjust and.

are either confirmed or rejected. There is also a term called schema, this means an organized knowledge of the world that an individual thinks in his/her mind. It is basically like a filtering system. Another theory by Gunning and Kitao is applicable in this process. They say that while reading, a person uses their schema and what they have learned in the passage. These two must be interacted. In order to be a successful reader, one must decode and interpret at the same time. The reader should also use appropriate knowledge of the world and bring it to the text.

Question 2.

3/5

- Goodman calls reading a guessing game because a reader must continuously make guesses and predictions while they are reading the passage. This will enable them to either confirm or reject their guesses as they read the text and gain new knowledge.

Question 3

- metacognition can be defined as thinking about thinking or else thinking of ones mental processes. metacognition improves reading skills because there are some things that one must do while they are reading, in order to help them read and understand.

- a reader must know the purpose of the passage they are reading

- a reader must know the type of reading it is eg. poem, letter, essay:

- a reader must know the appropriate style of reading eg. skim or scan.

- a reader must remember their prior knowledge

- a reader must be able to assimilate new knowledge from the passage with prior knowledge

- a reader must continually summarize the meaning of the text.

Question 4

- Pre-reading

- purposes.

- to realize the purpose of the text, why the author wrote it.

124
20

.. TO arouse interest and curiosity

• pre-reading activities

.. a word search

.. questions for discussions or debates.

• The reason for pre-reading is to prepare the learner for the text they are about to read. It helps with full understanding of the text.

- during-reading

• purposes

.. TO answer questions that had been asked

.. TO understand and look for specific details.

• during-reading activities

.. notes and summaries

.. self-assessment of comprehension guide

• during reading is important because the student needs to see if their pre-reading activities were confirmed or not. The teacher can also see during this part if students understand. The reading should be read preferably twice. First by a good

recorder as the teacher, and secondly by the students individually and silently

- Post-reading

- purposes
- .. This helps the student understand the language in which the text ~~has~~ been written in
- .. This also helps the student to express themselves in either speech or writing, the teacher can see by this if they understand the text.

• Post-reading activities

.. creative writing

.. researches: a survey.

Question 5

• A teacher should choose a text that is relevant to the learners lives

• A text that is suitable for learners should be chosen

• The language in the text should not be too hard or too difficult for the learners.

• The text should teach the learners new information that was previously not known.

- A teacher should choose a text that is attractive to the students. It should have pictures, bold and colourful headings and not too much small text.

Appendix H1: Comprehensive examination (Low performance)



UNIVERSITY OF FORT HARE

EXAMINATION ANSWER BOOK

University of Fort Hare
Together in Excellence



THIS BOOK CONTAINS 12 PAGES & CANDIDATES MUST USE BOTH SIDES OF THE PAPER, KEEPING WITHIN THE TWO MARGINS.

The numbers of the questions answered must be ticked here. ☺

QUESTION NUMBER	MARKS AWARDED	
	EXAMINER 1	EXAMINER 2
1	✓ 06	
2	✓ 04	
3	✓ 04	
4	✓ 04	
5	✓ 06	
6	✓ 02	
7	17	
8		
9		
10		
11		
12		
13		
14		
15		
TOTAL EXAMINERS' INITIALS		43 M.A

1. STUDENT NUMBER

2. TITLE OF STUDENT (MR/MRS/M)

3. INITIALS OF

4. SURNAME

5. STATE WHICH DEGREE DIPLOMA AND YEAR LEVEL
P.G.C.E
Eg. B.A. 1; B.Sc 2; B Comm 3; etc

6. SUBJECT AND YEAR LEVEL
English Method 4
Eg. Psychology 1; Mathematics 2; etc

7. SUBJECT CODE MEN412

8. PAPER NUMBER 1

9. EXAMINATION CENTRE (Mark By X)
☒ MAIN CAMPUS
 ☐ BISHO CAMPUS
 ☐ EAST LONDON CAMPUS

10. NUMBER OF ANSWER BOOKS HANDED IN 1

11. NUMBER OF THIS BOOK 1

12. DATE OF EXAMINATION 26 05 2014

SIGNATURE OF CANDIDATE S. Mollet

NO CELLPHONES ALLOWED

www.ufh.ac.za

TOTAL 1+2

AVERAGE 1+2

FINAL AVERAGE

NO CELLPHONES ALLOWED

www.ufh.ac.za

Section A

1.

1.1 - Listening skills

- Reading skills

- Writing skills

cf

- Interpretation skills

- Understanding skills

6
15

notefaking skills,
visualising speed of
summary taking skill

1.2 A media journal can be used as an exercise to assign to FET Band because the skills that one acquires when doing a media journal are skills that are necessary for students and

also will be help to them when they are in the work place

24
13

2.

2.1 Education and information on using the correct sentence structure has been very useful in the sense that now one understands that a sentence is not about quantity but it is about quality.

2

2.2 The first way is Meaningful drill. This basically means giving learners work to do again and again using the same structure but in different context. The more their sentences make sense to them, the more likely they are to remember.

The second way is bilingual. This basically means comparison of what you are teaching

your students and comparing it to their home language. Making them understand it better from the work based on their home language.

3.

3.1

Persuasive language - this is mostly used by politicians to gain followers and have votes.

Attractive language - language mostly used in advertisement to attract buyers/viewers to a certain product.

3

Protective language - language used mostly by journalists to protect a specific public figure who has paid to do so.

4.1

A poem.

- Firstly make sure that I do my own research and have enough information about the poem, the author and the message so that any question I might come across from the learners I can be able to assist.

- Secondly have relevant teaching aids for example a poem about sunrise, I can get sunrise pictures to capture the attention of all the learners.

- Also, compare the poem with a movie or a short video clip that has the same content.

with the poem and will assist in the understanding of the poem.

3.2. An activist is someone who actively stands to inform about what they believe in and what they know. Critical language awareness is therefore seen as having such a component because it aims to inform, change view and make right.

5.

5.1 Narrative Essay

- re-telling of a story
- has a message or lesson learnt
- must take reader to feel like they were there

6/12

to be taught
Refect

Discursive Essay

- Concrete facts
- Fair representation of both sides
- Must have a question of particular topic that will be for and against.

expression

5.2 - Educate the learners first about how to write an essay, introductory paragraph, body and concluding paragraph.

- For a narrative essay have a
- plot / setting
 - Theme
 - Narrative type of language
 - Emotional, educative purposes

b.

6.1 - Hearing ✓
 1 - Understanding

$\frac{2}{10}$

6.2

Approach / Method	Skills receiving focus	Give two typical activities	Focus on grammar (yes/no/some)
1 Grammar - translation	Writing $\frac{1}{2}$	- Free writing - Journal writing	- Yes <u>some</u>
Communicative approach	Communication $\frac{1}{2}$ Speaking ✓	- Speech delivery - Presentations	- Yes

Did not attempt to Q2
 of SECTION B, 1,

0

Name and student number: MIDLETON S. 20105294

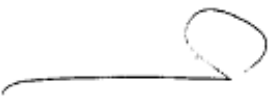
ENGLISH FALL LESSON PLAN: TERM 2 GRADE 10 DATES & DURATION: 26-May-2016 45 minutes

Topic: Language Structure Sub-topic: Advertisement types

Skills focused on in the lesson (s) Writing and Creative Skills

Content/Outcomes/Aims: Learners to be able to write in a persuasive, effective manner
Also be able to present in front of the class.

Teaching and learning strategies and activities (of teacher and learners)	Resources used	Written /Spoken work produced by learners (including homework)
- The teacher enters the class, greet the learners and ask them how they are. - The teacher plays a radio advertisement and then asks the learners what they think they just heard. - Listen to all the answers they will give and write on the board. Ask the learners what from what they have heard what do they think the topic of today will be. - From the topic now circulate different kinds of advertisement for advertisement, food advertisement and how advertisement so that they are able to tell the difference provided the logos, messages and also the pictures used.	- Radio - Pictures - Choice board	- A poster, creating any product of their choice. - Presenting the advertisement in class.

Teaching and learning strategies and activities (of teacher and learners)	Resources used	Written /Spoken work produced by learners (including homework)
- Pick learners to read what is written on the page and also have a learner who will tell the class why they think that type of language is used. - Have a summary of the important purpose of an advertisement. - For assessment, ask the learner to make points (advertisement) selecting anything of their choice. The advertisement will be marked as follows: - the neatness - the attractiveness (should be checked) - type of language used, is it persuasive? - does the advertisement have a logo? - is it relevant?		

Appendix H2: Comprehensive examination (Average performance)



University of Fort Hare
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UNIVERSITY OF FORT HARE

EXAMINATION ANSWER BOOK

THIS BOOK CONTAINS 12 PAGES & CANDIDATES MUST USE BOTH SIDES OF THE PAPER, KEEPING WITHIN THE TWO MARGINS.

1. STUDENT NUMBER

2. TITLE OF S (MR/MRS/M)

3. INITIALS OF

4. SURNAME

5. STATE WHICH DEGREE DIPLOMA AND YEAR LEVEL

6. SUBJECT AND YEAR LEVEL

7. SUBJECT CODE

8. PAPER NUMBER

9. EXAMINATION CENTRE (Mark By X)

10. NUMBER OF ANSWER BOOKS HANDED IN

11. NUMBER OF THIS BOOK

12. DATE OF EXAMINATION

SIGNATURE OF CANDIDATE

The numbers of the questions answered must be ticked here. ①

QUESTION NUMBER	MARKS AWARDED	
	EXAMINER 1	EXAMINER 2
1	✓ 08	
2	✓ 08	
3	✓ 06	
4	✓ 05	
5	✓ 09	
6	✓ 05	
7	28	
8		
9		
10		
11		
12		
13		
14		
15		
TOTAL EXAMINERS' INITIALS		69 M.A.

TOTAL
1+2

AVERAGE
1+2

FINAL AVERAGE

.....%

NO CELLPHONES ALLOWED

generated by 120 575 51525

Section A

~~Question 1~~

Question 1

1.1. Writing skills

- Reading skills

- Thinking skills

- Visual skills

- Listening skills

8
10

1.2. Yes, because the media journal exercise will help to improve learners vocabulary. It will enhance the acquisition of second language. It will improve learners reading and writing skills. Also increases learners social awareness in terms of knowing the current affairs.

Question 2

8
13

2.1 This has been helpful to me as prospective teacher, because I have learnt that, when a language structure is being taught, it should be taught in some context. This context can be in a written or read or even both of a passage. Also the structure of the lesson should involve three stages namely: the presentation, practice and use stage.

2. The presentation stage involves the description and explanation of the particular structure, its function (what does it do in a sentence)

The practice stage, this where the teacher issue out small exercises to the learners. These exercises must be repetitive in short paragraphs. This is to further familiarise with the particular structure.

The use stage, this where the teacher issue an assessment that will allow learners to use this particular structure in a more natural context.

e.g. language structure can be taught in two ways that is by reading or writing of a passage.

Reading a passage - The teacher will distribute articles among learners. The article will be read by one of the learners and the teacher will read for the second time. While the teacher is reading the learners will be listening. This improves their listening skill. The learners will be required to identify and describe the words that are highlighted within the articles. This will improve their thinking skills and reading skills. Then the teacher will build the lesson based on learners

2 understanding of this particular structure being focused on for the day.

Writing a passage - The learners will be required to write a passage or paragraph. The teacher will focus on the learners ability to use the particular structure. For example the language structure might be sentence construction. The teacher will take one or two paragraph from the learners

2 and use them as a demonstration as s/he builds the lesson. After the lesson learners will be required to make correction on their paragraphs, focusing on

sentence construction.

Question 3

(6/9)

3.1- It is to raise learners awareness on how language is used. Language is used in ~~at~~ different ways to accomodate different categories of people. For example doctors have a particular language that is used in medicine, so learners need to be aware about these varieties in the English language.

- It is to help learners to understand particular language and respect diversity in language. Learners need to know language rules and respect that languages are different.

2- It is to help learners to be aware of all the varieties of languages. Learners need to be aware that languages are different.

3.2 A language is not taught in a vacuum. There are many factors that may hinder the effectiveness of language acquisition. These factor may include learners attitudes towards the language itself. The attitudes may be caused by social injustices, power and inequalities in human relationships.

Question 4

(5/6)

4.1 I would prepare myself before teaching a short story by making a thorough preparation. Meaning I would read the story with understanding. I would ~~can~~ consult the book written in relation to the

One I am preparing to teach. I would look at previous examination question papers, to identify what the learners need to know for examinations. University or town libraries I will use them for further inquiries. When reading the story, I would analyse it by looking at! -

• background of the story

• Plot (where the story took place)

• The point of view (who is the narrator)

• The theme

• Tone

• Mood - (sadness, happiness, hatred)

• Characters (who is the main character and subcharacters)

Question 5

9
12

~~Writer~~

1. Narrative essay - This is an essay that ~~tells~~ tells a story of event or incidents. The essay should be well detailed with information in relation to what the events are about.

2. Past tense is used

- It makes use of 1st and 3rd person when narrating.

Descriptive essay - This is an essay that paints a picture with words. One might be asked to describe people, events, situation and even feelings.

- It uses present tense to create the feeling of immediacy

- Focus is on detail, suitable vocabulary and creativity.

- Literal language is used.

5.2 - Planning stage - involves brainstorming and mindmaps

- Orientation of the topic - This promotes logical progression of thoughts and actions

- Introduction - A brief explanation of the topic, setting and timing of the story. Introduction of main characters.

- Body - It is made up of several paragraphs that portray the development of the story leading to the climax of the story.

- Conclusion - Summarising of the story. Highlighting the important part and making recommendations

Question 6.

5/10

6.1 - The learner is seen as an individual processor of a language

- Language is seen as a product

- Monolingualism is seen as a norm

- Language is seen as a linguistic system.

6.2

Approach/method	Skills receiving focus	Give two typical activities	Focus on grammar (Yes/No/some)
Grammar-translation	Reading and writing skills	Reading of a passage Writing of an essay	Yes 2/3
Communicative Approach	Listening and speaking skills	Oral presentation Debate ✓	Yes ✓

Section C
Grade 11
Class activity

Question 1

Instructions

1. ~~Answer~~ Answer all questions
2. Use the poem to answer the questions
3. This is an individual work.

1. What is literal language? Give an example

2. What is a figurative language

3. From the poem given: provide a sentence where a simile is used

4. How can you identify a simile?

5. From the poem given: provide a sentence where a metaphor is used.

6. What is personification?

Memorandum.

Question 1.

1. A literal language is a language that means exactly what it says. There is no hidden meaning

2. A figurative language has a hidden meaning, it does not mean what it says.

3. "Her beauty is like a mid-summer day"

4. By the use of like, is

5. "Her heart is white as a snow"

6. It is when a non-living element is given a

humanistic characteristics.

Grade 11

Checklist

Circle of focus

1. Can learner differentiate between literal and figurative language?

Yes

No

✓

2. Does the learner know what is a simile?

✓

3. Does the learner know what is a metaphor?

✓

4. Can the learner identify the figures of speech?

✓

5. Can they identify a poem from other genres?

✓

ENGLISH FALL LESSON PLAN:

TERM 2

GRADE 11

DATES & DURATION: 45 minutes / 1 date

Topic: Literature 'Poetry'

Sub-topic: Poem

Skills focused on in the lesson (s) Reading and writing skill

Content/Outcomes/Aims: Identify and describe types of language figures of speech in the passage

Teaching and learning strategies and activities (of teacher and learners)

1. The teacher greets the learners.
2. The learners respond by greeting back.
3. The teacher divides the learners into groups of six learner per group by instructing learners to count from one up to three, they must move and seat according to their numbers.
4. Learner arrange themselves according to their numbers and form groups.
5. The teacher distributes different types of texts, e.g. letter, poem, agenda, the groups are to differentiate the texts and one member must present their findings.
6. Learners present what they have discussed in their groups.

Resources used

letter, poem, agenda

Written /Spoken work produced by learners (including homework)

presentation.

Teaching and learning strategies and activities (of teacher and learners)	Resources used	Written /Spoken work produced by learners (including homework)
7. The teacher chose one text type to focus on, which is the poem, and EFL learners to differentiate between literal and figurative language in their groups 8. Learner discuss in their groups 9. The teacher explains that literal language means exactly what it says, whereas figurative language is written to mean something else, writing on chalkboard explains what are figures of speech e.g similes, metaphors and personification 11. Learners in their group identify the figures of speech in the poem given to them and write them in their exercise books. 12. The teacher makes corrections based on learners answers & writes on the chalkboard 13. The teacher summarise the lesson by writing the important part concerning the poem.	Poem Chalkboard Chalk bucket	group discussion group discussion

Appendix H3: Comprehensive examination (High performance)



UNIVERSITY OF FORT HARE
EXAMINATION ANSWER BOOK

Be clear

University of Fort Hare
Together in Excellence

THIS BOOK CONTAINS 12 PAGES & CANDIDATES MUST USE BOTH SIDES OF THE PAPER, KEEPING WITHIN THE TWO MARGINS.

The numbers of the questions answered must be ticked here. ☺

QUESTION NUMBER	MARKS AWARDED	
	EXAMINER 1	EXAMINER 2
1 ✓	09	
2 ✓	90	
3 ✓	08	
4 ✓	05	
5 ✓	90	
6 ✓	08	
7 Section B	33	
8		
9		
10		
11		
12		
13		
14		
15		
TOTAL EXAMINERS' INITIALS	80	M.A

1. STUDENT NUMBER

2. TITLE OF S (MR/MRS/M)

3. INITIALS OF

4. SURNAME

5. STATE WHICH DEGREE DIPLOMA AND YEAR LEVEL
B. Ed (H&SS) 4
Eg. B.A. 1; B.Sc 2; B Comm 3; etc

6. SUBJECT AND YEAR LEVEL
MEN 411
Eg. Psychology 1; Mathematics 2; etc

7. SUBJECT CODE MEN411 8. PAPER NUMBER

9. EXAMINATION CENTRE (Mark By X)

~~MAIN CAMPUS~~

BISHO CAMPUS

EAST LONDON CAMPUS

10. NUMBER OF ANSWER BOOKS HANDED IN 1

11. NUMBER OF THIS BOOK 1 of 1

12. DATE OF EXAMINATION 26 05 2014

SIGNATURE OF CANDIDATE LLB M

TOTAL
1+2

AVERAGE
1+2

FINAL
AVERAGE

%

NO CELLPHONES ALLOWED

genprint 94702 0756 (9/09)

Section A

1
1.1

- Writing skills ✓
 - listening skills ✓
 - Visual skills ✓
 - Reading skills ✓
 - Summarizing skills ✓
- note taking skill

9
10

1.2 Yes it can be used.

A media journal helps a teacher to check whether learners have acquired the key competencies from previous grades. The teacher is able to check the level of learner writing, interpretative, comprehension skills etc.

Also, it helps to improve the vocabulary and further language acquisition and usage of the languages. Lastly, learners are able to express themselves freely and frequently in the target language.

2.

90

2.1

13

The activities based on the use of correct sentence structure were helpful because I managed to learn that the English language uses an SVO sentence structure. Also, I learnt more English grammar rules e.g. how

why a verb cannot follow another.
Also, I am now able to interact
and use concepts like degrees of
comparison in my sentence construction.
2. ~~lastly~~, we did an exercise on
punctuation and I was able to
acquire the skill to punctuate appropriately.

2.2

a language structures can be taught
in the context of what has been
read by learners. This can be done
by using text that learners can
comprehend and ~~for~~ these text
should be eye catching and grab
the attention of the learners, so that
learners are able to take in ^{even} the
finest detail of a language structure.
for example, a teacher can give
learners an unpunctuated text
3. to read. When learners read, they
can realize that there are no ~~pauses~~
in the text i.e this requires full stop.
Also, they can realize that the author
has listed nouns i.e this will not
make sense without commas. Therefore
learners will put commas between
the listed nouns.

Language structures can be taught in the context of what has been written by learners. In this process learners are given an opportunity to write on topics that are relevant to them. Learners write a first draft and the teacher with the help of the students makes corrections so that the work is improved until the final draft is submitted. Therefore, there is a progression in the quality of work.

3.

3.1

- To influence behavior i.e. persuasive.
- To enhance the financial and political power of that individual.
- To push a certain ideology or point of view

3.2

This means learners are able to read a text in an active and reflective manner in order to understand how power, inequality etc influences the world, relates to society. Also, when one is aware they are able to see the power in society to change their own situation.

4. Short story

4.1

- I would first learn about the background of the author.
- Then I would discuss the content of the short story.
- I would ^{analyze} interpret, and evaluate the short story.
- I would also look at the analysis of others.
- 5 - I would then look at previous question papers and examinations.
- 6 - Then I would give my own analysis.

5.

5.1

descriptive essay

- present tense
- 2 - It uses adjectives.
- It uses imagery
- sensory

Narrative essay

- It is in past tense
- 2 - It is written in a chronological order
- It draws conclusions and resolution

5.2

- Gathering of information
- Planning

90
12

~~100~~

- drafting
- views of peers, teachers etc
- Revising
- Editing
- Publication of final version (?)



6.

6.1

- language is seen as a product
- It involves interaction with comprehensible input
- factors like motivation, moods and other affective factors influence the level of acquisition
- Mono-lingualism is seen as the norm
- language is seen as a linguistic system

6.2

Approach/Method	Skills: receiving focus	Give two typical activities	Focus on grammar
Grammar-translation	reading and writing	Writing of a list of names in the target language - Translating of words from one language to another	Yes
Communicative approach	All four skills, reading, writing, speaking and listening	learners acquire language in context by practising lang. in real life situations - learners are encouraged to discuss and write what is relevant to their lives	Some

Section B

advertisement lesson

2.

Summative assessment

task: Design a classified and a display advertisement, informing the public about the upcoming gala dinner for grade 12 learners.

Instructions:

- The adverts should be designed in an A4 paper.
- The work should be handwritten.
- The adverts should show the different features of a classified and Display adverts discussed in class.
- Creativity and originality will be rewarded.
- The task will contribute 10% of your continuous assessment.
- When designing these tasks, the relevant rubric should be followed.
- Mark allocation should be adhered to.

Rubric for display advertisement

Assessed component	(0-2) Poorly done	(3-4) fair	(5) excellent
15 The advert is attractive?			
15 There is a slogan?			
Informative			
grammar			
relevant features			
Total			
Grand total			

9
10

Rubric for classified advertisement

Assessed component	(0-2) Poorly done	(3-4) fair	(5) Excellent
Telegram language			
Choice of words			
Information			
Space Utilization			
Creativity			
Total			
Grand total			

325
40

25
40

ENGLISH FALL LESSON PLAN: 1

TERM 2

GRADE 11

DATES & DURATION:

26, 27, 28 May 2024 31.5 minutes

Topic: Genres

Sub-topic:

Advertising (Display Advertising)

Skills focused on in the lesson (s) Interpreting, Visual and critical analysis skills

Content/Outcomes/Aims: The learner will be able to differentiate between a display and classified advertisement

Teaching and learning strategies and activities (of teacher and learners)	Resources used	Written /Spoken work produced by learners (including homework)
<u>Pre-activities</u> 1. The teacher greets the learners 2. The teacher regroups learners using pieces of paper in 11's 3. The teacher takes out two pieces of paper one with a display advert and one with a classified advert, and pastes them on the chalkboard 4. The teachers ask learners in groups to identify the products on the pieces of paper and write on the chalkboard why they know about the product.	   1. paper (11's) 2. Chalkboard, pencils and paper	1. The learners greet back. 2. learners move to new groups. 3. The learners (discuss and send representatives to the chalkboard to write responses that were discussed.

Teaching and learning strategies and activities (of teacher and learners)	Resources used	Written /Spoken work produced by learners (including homework)
<u>During activities</u> 1. The teacher asks learners in groups to discuss the differences between the two papers pasted on the chalk board and give answers by sending a representative to the chalkboard. 2. The teacher ask learners what they think what is contained in the pieces of paper is called. 3. The teacher tells learners that the topic of the lesson is on classified and display advertising and gives notes. 4. Also, the teacher tells the learners the purpose and features of advertising by asking for learner responses and also by the teacher himself giving learners notes on features and purposes.	1. Chalk and Chalkboard 3. Chalk and Chalk board. - books and pens. 4. Chalk, chalkboard, pens and paper.	1. learners discuss in groups and send representatives to write responses on the chalkboard. 2. learners raise their hands and give responses 3. The learners take down notes 4. The learners raise their hands to give responses and take down notes
<u>Post-activities</u> 1. The teacher asks learners to reflect on the lesson by commenting on asking questions 2. The teacher asks learners to summarize the lesson by giving out a summative assignment 3. The teacher gives out a summative assignment	pens and paper	1. learners give make comments and ask questions. 2. learners listen attentively 3. learners write down instructions on the summative assignment.

Appendix I1: Selected text 1 for reading

from John Dewey.
Education & Democracy.
(New York: Free Press.
1916).

ONE

Education as a Necessity of Life

1. **Renewal of Life by Transmission.** The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word

1

"control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

In all the higher forms this process cannot be kept up indefinitely. After a while they succumb; they die. The creature is not equal to the task of indefinite self-renewal. But continuity of the life process is not dependent upon the prolongation of the existence of any one individual. Reproduction of other forms of life goes on in continuous sequence. And though, as the geological record shows, not merely individuals but also species die out, the life process continues in increasingly complex forms. As some species die out, forms better adapted to utilize the obstacles against which they struggled in vain come into being. Continuity of life means continual readaptation of the environment to the needs of living organisms.

We have been speaking of life in its lowest terms—as a physical thing. But we use the word "life" to denote the whole range of experience, individual and racial. When we see a book called *The Life of Lincoln* we do not expect to find within its covers a treatise on physiology. We look for an account of social antecedents; a description of early surroundings, of the conditions and occupation of the family; of the chief episodes in the development of character; of signal struggles and achievements; of the individual's hopes, tasks, joys and sufferings. In precisely similar fashion we speak of the life of a savage tribe, of the Athenian people, of the American nation. "Life" covers customs, institutions, beliefs, victories and defeats, recreations and occupations.

We employ the word "experience" in the same pregnant sense. And to it, as well as to life in the bare physiological sense, the principle of continuity through renewal applies. With the renewal of physical existence goes, in the case of human beings, the re-creation of beliefs, ideals, hopes, happiness, misery, and practices. The continuity of any experience, through renewing of the social group, is a literal fact. Education, in its broadest sense, is the means of this social continuity of life. Every one of the constituent elements of a social group, in a modern city as in a savage tribe, is born immature, helpless, without language, beliefs, ideas, or social standards. Each individual, each unit who is the carrier of the life-experience of his group, in time passes away. Yet the life of the group goes on.

||

The primary ineluctable facts of the birth and death of each one of the constituent members in a social group determine the necessity of education. On one hand, there is the contrast between the immaturity of the new-born members of the group—its future sole representatives—and the maturity of the adult members who possess the knowledge and customs of the group. On the other hand, there is the necessity that these immature members be not merely physically preserved in adequate numbers, but that they be initiated into the interests, purposes, information, skill, and practices of the mature members: otherwise the group will cease its characteristic life. Even in a savage tribe, the achievements of adults are far beyond what the immature members would be capable of if left to themselves. With the growth of civilization, the gap between the original capacities of the immature and the standards and customs of the elders increases. Mere physical growing up, mere mastery of the bare necessities of subsistence will not suffice to reproduce the life of the group. Deliberate effort and the taking of thoughtful pains are required. Beings who are born not only unaware of, but quite indifferent to, the aims and habits of the social group have to be rendered cognizant of them and actively interested. Education, and education alone, spans the gap.

Society exists through a process of transmission quite as much as biological life. This transmission occurs by means of communication of habits of doing, thinking, and feeling from the older to the younger. Without this communication of ideals, hopes, expectations, standards, opinions, from those members of society who are passing out of the group life to those who are coming into it, social life could not survive. If the members who compose a society lived on continuously, they might educate the new-born members, but it would be a task directed by personal interest rather than social need. Now it is a work of necessity.

If a plague carried off the members of a society all at once, it is obvious that the group would be permanently done for. Yet the death of each of its constituent members is as certain as if an epidemic took them all at once. But the graded difference in age, the fact that some are born as some die, makes possible through transmission of ideas and practices the constant reweaving of the social fabric. Yet this renewal is not automatic. Unless pains are taken to see that genuine and thorough transmission takes place, the most

oup will relapse into barbarism and then into savagery. human young are so immature that if they were left to without the guidance and succor of others, they could the rudimentary abilities necessary for physical existence, if human beings compare so poorly in original efficiency, ing of many of the lower animals, that even the powers physical sustentation have to be acquired under tuition. more, then, is this the case with respect to all the tech- tistic, scientific, and moral achievements of humanity? leaching and learning for the continued existence of a we may seem to be dwelling unduly on a truism. But s found in the fact that such emphasis is a means of way from an unduly scholastic and formal notion of hools are, indeed, one important method of the trans- i forms the dispositions of the immature; but it is only id, compared with other agencies, a relatively super- Only as we have grasped the necessity of more funda- sistent modes of tuition can we make sure of placing methods in their true context.

only continues to exist by transmission, by communi- may fairly be said to exist in transmission, in communi- is more than a verbal tie between the words common, id communication. Men live in a community in things which they have in common; and community in ay in which they come to possess things in common. t have in common in order to form a community-or s, beliefs, aspirations, knowledge—a community-or mindedness as the sociologists say. Such things can- id as persons would share a pie by dividing it; they The communication which insures participation in rstanding is one which secures similar emotional dispositions—like ways of responding to expecta- ments.

it became a society by living in physical proximity, man ceases to be socially influenced by being so les removed from others. A book or a letter may

Education as a Necessity of Life

institute a more intimate association between human beings sep- arated thousands of miles from each other than exists between dwellers under the same roof. Individuals do not even compose a social group because they all work for a common end. The parts of a machine work with a maximum of cooperativeness for a com- mon result, but they do not form a community. If, however, they were all cognizant of the common end and all interested in it so that they regulated their specific activity in view of it, then they would form a community. But this would involve communication. Each would have to know what the other was about and would have to have some way of keeping the other informed as to his own pur- pose and progress. Consensus demands communication.

We are thus compelled to recognize that within even the most social group there are many relations which are not as yet social. A large number of human relationships in any social group are still upon the machine-like plane. Individuals use one another so as to get desired results, without reference to the emotional and intel- lectual disposition and consent of those used. Such uses express physical superiority, or superiority of position, skill, technical ability, and command of tools, mechanical or fiscal. So far as the relations of parent and child, teacher and pupil, employer and employee, governor and governed, remain upon this level, they form no true social group, no matter how closely their respective activities touch one another. Giving and taking of orders modifies action and results, but does not of itself effect a sharing of purposes, a communication of interests. *—Robert M. Hutchins, W.C. Garrison, Vol. 1*

Not only is social life identical with communication, but all communication (and hence all genuine social life) is educative. To be a recipient of a communication is to have an enlarged and changed experience. One shares in what another has thought and felt and in so far, meagerly or amply, has his own attitude modified. Nor is the one who communicates left unaffected. Try the experi- ment of communicating, with fullness and accuracy, some experi- ence to another, especially if it be somewhat complicated, and you will find your own attitude toward your experience changing; other- wise you resort to expletives and ejaculations. The experience has to be formulated in order to be communicated. To formulate re- quires getting outside of it, seeing it as another would see it, con-

6 Democracy and Education

considering what points of contact it has with the life of another so that it may be got into such form that he can appreciate its meaning. Except in dealing with commonplaces and catch phrases one has to assimilate, imaginatively, something of another's experience in order to tell him intelligently of one's own experience. All communication is like art. It may fairly be said, therefore, that any social arrangement that remains vitally social, or vitally shared, is educative to those who participate in it. Only when it becomes cast in a mold and runs in a routine way does it lose its educative power.

In final account, then, not only does social life demand teaching and learning for its own permanence, but the very process of living together educates. It enlarges and enlightens experience; it stimulates and enriches imagination; it creates responsibility for accuracy and vividness of statement and thought. A man really living alone (alone mentally as well as physically) would have little or no occasion to reflect upon his past experience to extract its not meaning. The inequality of achievement between the mature and the immature not only necessitates teaching the young, but the necessity of this teaching gives an immense stimulus to reducing experience to that order and form which will render it most easily communicable and hence most usable.

3. The Place of Formal Education. There is, accordingly, a marked difference between the education which every one gets from living with others, as long as he really lives instead of just continuing to subsist, and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. While it may be said, without exaggeration, that the measure of the worth of any social institution, economic, domestic, political, legal, religious, is its effect in enlarging and improving experience; yet this effect is not a part of its original motive, which is limited and more immediately practical. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. Only gradually was the by-product of the institution, its effect upon the quality and extent of conscious life, noted, and only more gradually still was this effect considered as a directive factor in the

7 Education as a Necessity of Life

conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. While it is easy to ignore in our contact with them the effect of our acts upon their disposition, or to subordinate that educative effect to some external and tangible result, it is not so easy as in dealing with adults. The need of training is too evident; the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. Since our chief business with them is to enable them to share in a common life we cannot help considering whether or no we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect—its effect upon conscious experience—we may well believe that this lesson has been learned largely through dealings with the young.

We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education—that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. Savage groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group. They have no special devices, material, or institutions for teaching save in connection with initiation ceremonies by which the youth are inducted into full social membership. For the most part, they depend upon children learning the customs of the adults, acquiring their emotional set and stock of ideas, by sharing in what the adults are doing. In part, this sharing is direct, taking part in the occupations of adults and thus serving an apprenticeship; in part, it is indirect, through the dramatic plays in which children reproduce the actions of grown-ups and thus learn to know what they are like. To savages it would seem preposterous to seek out a place where nothing but learning was going on in order that one might learn.

But as civilization advances, the gap between the capacities of one might learn.

Democracy and Education

the young and the concerns of adults widens. Learning by direct sharing in the pursuits of grown-ups becomes increasingly difficult except in the case of the less advanced occupations. Much of what adults do is so remote in space and in meaning that playful imitation is less and less adequate to reproduce its spirit. Ability to share effectively in adult activities thus depends upon a prior training given with this end in view. Intentional agencies—schools—and explicit material—studies—are devised. The task of teaching certain things is delegated to a special group of persons.

Without such formal education, it is not possible to transmit all the resources and achievements of a complex society. It also opens a way to a kind of experience which would not be accessible to the young, if they were left to pick up their training in informal association with others, since books and the symbols of knowledge are mastered.

But there are conspicuous dangers attendant upon the transition from indirect to formal education. Sharing in actual pursuit, whether directly or vicariously in play, is at least personal and vital. These qualities compensate, in some measure, for the narrowness of available opportunities. Formal instruction, on the contrary, easily becomes remote and dead—abstract and bookish, to use the ordinary words of depreciation. What accumulated knowledge exists in low grade societies is at least put into practice; it is transmuted into character; it exists with the depth of meaning that attaches to its coming within urgent daily interests.

But in an advanced culture much which has to be learned is stored in symbols. It is far from translation into familiar acts and objects. Such material is relatively technical and superficial. Taking the ordinary standard of reality as a measure, it is artificial. Taking measure is connection with practical concerns. Such material exists in a world by itself, unassimilated to ordinary customs of thought and expression. There is the standing danger that the material of formal instruction will be merely the subject matter of the schools, isolated from the subject matter of life-experience. The permanent social interests are likely to be lost from view. Those which have not been carried over into the structure of social life, but which remain largely matters of technical information expressed in symbols, are made conspicuous in schools. Thus we reach the ordinary notion of education.

Education as a Necessity of Life

its identity with all human association that affects conscious life and which identifies it with imparting information about remote matters and the conveying of learning through verbal signs: the acquisition of literacy.

Hence one of the weightiest problems with which the philosophy of education has to cope is the method of keeping a proper balance between the informal and the formal, the incidental and the intentional, modes of education. When the acquiring of information and of technical intellectual skill do not influence the formation of a social disposition, ordinary vital experience fails to gain in meaning, while schooling, in so far, creates only "sharps" in learning—that is, egoistic specialists. To avoid a split between what men consciously know because they are aware of having learned it by a specific job of learning, and what they unconsciously know because they have absorbed it in the formation of their characters by intercourse with others, becomes an increasingly delicate task with every development of special schooling.

Summary. It is the very nature of life to strive to continue in being. Since this continuance can be secured only by constant renewals life is a self-renewing process. What nutrition and reproduction are to physiological life, education is to social life. This education consists primarily in transmission through communication. Communication is a process of sharing experience till it becomes a common possession. It modifies the disposition of both the parties who partake in it. That the ulterior significance of every mode of human association lies in the contribution which it makes to the improvement of the quality of experience is a fact most easily recognized in dealing with the immature. That is to say, while every social arrangement is educative in effect, the educative effect first becomes an important part of the purpose of the association in connection with the association of the older with the younger. As societies become more complex in structure and resources, the need of formal or intentional teaching and learning increases. As formal teaching and training grow in extent, there is the danger of creating an undesirable split between the experience gained in more direct associations and what is acquired in school. This danger was never greater than at the present time, on account of the rapid growth in

Body Ritual among the Nacirema

HORACE MINER
University of Michigan

THE anthropologist has become so familiar with the diversity of ways in which different peoples behave in similar situations that he is not apt to be surprised by even the most exotic customs. In fact, if all of the logically possible combinations of behavior have not been found somewhere in the world, he is apt to suspect that they must be present in some yet undescribed tribe. This point has, in fact, been expressed with respect to clan organization by Murdock (1949:71). In this light, the magical beliefs and practices of the Nacirema present such unusual aspects that it seems desirable to describe them as an example of the extremes to which human behavior can go.

Professor Linton first brought the ritual of the Nacirema to the attention of anthropologists twenty years ago (1936:326), but the culture of this people is still very poorly understood. They are a North American group living in the territory between the Canadian Cree, the Yaqui and Tarahumara of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the east. According to Nacirema mythology, their nation was originated by a culture hero, Neigishaw, who is otherwise known for two great feats of strength—the throwing of a piece of waspum across the river Pa-To-Mac and the chopping down of a cherry tree in which the Spirit of Truth resided.

Nacirema culture is characterized by a highly developed market economy which has evolved in a rich natural habitat. While much of the people's time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day are spent in ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern in the ethos of the people. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to debility and disease. Incorporated in such a body, man's only hope is to avert these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, the shrine of a house is often referred to in terms of the number of such ritual centers it possesses. Most houses are of wattle and daub construction, but the shrine rooms of the more wealthy are walled with stone. Poorer families imitate the rich by applying pottery plaques to their shrine walls.

While each family has at least one such shrine, the rituals associated with it are not family ceremonies but are private and secret. The rites are normally only discussed with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to establish sufficient

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A - M - E - R - I - C - A - N
A N T H R O P O L O G I C A L
A S S O C I A T I O N

Body Ritual among the Nacirema

Author(s): Horace Miner

Reviewed work(s)

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② we also believe in
beautifying our bodies
③ we look up in
heaven and wonder
how to get
better

report with the natives to examine these shrines and to have the rituals described to me.

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charms.

The charm is not disposed of after it has served its purpose, but is placed in the charm-box of the household shrine. As these magical materials are specific for certain illnesses, and the real or imagined maladies of the people are many, the charm-box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea in retaining all the old magical materials is that their presence in the charm-box, before which the body rituals are conducted, will in some way protect the worshipper.

Beneath the charm-box is a small font. Each day every member of the family, in succession, enters the shrine room, bows his head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a brief rite of ablution. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige, are specialists whose designation is best translated "holy-mouth-men." The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. When it is not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to improve their moral fiber.

The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, this rite involves a practice which strikes the uninitiated as disgusting. It was reported to me that the ritual consists of inserting a small bundle of bog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures.

In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of

these objects in the exorcism of the evils of the mouth involves almost unbearable ritual torture of the client. The holy-mouth-man opens the client's mouth and, using the above mentioned tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are no naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substance can be applied. In the client's view, the purpose of these ministrations is to arrest decay and to draw friends. The extremely sacred and traditional character of the rite is evident in the fact that the natives return to the holy-mouth-man year after year, despite the fact that their teeth continue to decay.

It is to be hoped that, when a thorough study of the Nacirema is made, there will be careful inquiry into the personality structure of these people. One has but to watch the gleam in the eye of a holy-mouth-man, as he jabs an awl into an exposed nerve, to suspect that a certain amount of sadism is involved. If this can be established, a very interesting pattern emerges, for most of the population shows definite masochistic tendencies. It was to these that Professor Linton referred in discussing a distinctive part of the daily body ritual which is performed only by men. This part of the rite involves scraping and lacrimating the surface of the face with a sharp instrument. Special women's rites are performed only four times during each lunar month, but what they lack in frequency is made up in barbarity. As part of this ceremony, women bask their heads in small ovens for about an hour. The theoretically interesting point is that what seems to be a preponderantly masochistic people have developed sadistic specialists.

The medicine men have no imposing temple, or *latjiso*, in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed at this temple. These ceremonies involve not only the dramatization but a permanent group of vestal maidens who move sedately about the temple chambers in distinctive costume and besedres.

The *latjiso* ceremonies are so harsh that it is phenomenal that a fair proportion of the really sick natives who enter the temple ever recover. Small children whose indoctrination is still incomplete have been known to resist attempts to take them to the temple because "that is where you go to die." Despite this fact, sick adults are not only willing but eager to undergo the protracted ritual purification, if they can afford to do so. No matter how ill the supplicant or how grave the emergency, the guardians of many temples will not admit a client if he cannot give a rich gift to the custodian. Even after one has gained admission and survived the ceremonies, the guardians will not permit the neophyte to leave until he makes still another gift.

The supplicant entering the temple is first stripped of all his or her clothes. In every-day life the Nacirema avoids exposure of his body and its natural functions. Bathing and excretory acts are performed only in the secrecy of the household shrine, where they are ritualized as part of the body-rites. Psychological shock results from the fact that body secrecy is suddenly lost upon entry into the *latjiso*. A man, whose own wife has never seen him in an extre-

Handwritten notes:
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tory act, suddenly finds himself naked and assisted by a vestal maiden while he performs his natural functions into a sacred vessel. This sort of ceremonial treatment is necessitated by the fact that the excreta are used by a diviner to ascertain the course and nature of the client's sickness. Female clients, on the other hand, find their naked bodies are subjected to the scrutiny, manipulation and prodding of the medicine men.

Few supplicants in the temple are well enough to do anything but lie on their hard beds. The daily ceremonies, like the rites of the body-mouth-men, involve discomfort and torture. With ritual precision, the vestals awaken their miserable charges each dawn and roll them about on their beds of pain while performing ablutions, in the formal movements of which the maidens are highly trained. At other times they insert magic wands in the supplicant's mouth or force him to eat substances which are supposed to be healing. From time to time the medicine men come to their clients and jab magically treated needles into their flesh. The fact that these temple ceremonies may not cure, and may even kill the neophyte, in no way decreases the people's faith in the medicine men.

There remains one other kind of practitioner, known as a "listener." This witch-doctor has the power to exorcise the devils that lodge in the heads of people who have been bewitched. The Nacirema believe that parents bewitch their own children. Mothers are particularly suspected of putting a curse on children while teaching them the secret body rituals. The counter-magic of the witch-doctor is unusual in its lack of ritual. The patient simply tells the "listener" all his troubles and fears, beginning with the earliest difficulties he can remember. The memory displayed by the Nacirema in these exorcism sessions is truly remarkable. It is not uncommon for the patient to recount the rejection he felt upon being weaned as a babe, and a few individuals even see their troubles going back to the traumatic effects of their own birth.

In conclusion, mention must be made of certain practices which have their base in native esthetics but which depend upon the pervasive aversion to the natural body and its functions. There are ritual fasts to make fat people thin and ceremonial feasts to make thin people fat. Still other rites are used to make women's breasts larger if they are small, and smaller if they are large. General dissatisfaction with breast shape is symbolized in the fact that the ideal form is virtually outside the range of human variation. A few women afflicted with almost inhuman hypermammary development are so idolized that they make a handsome living by simply going from village to village and permitting the natives to stare at them for a fee.

Reference has already been made to the fact that excretory functions are ritualized, routinized, and relegated to secrecy. Natural reproductive functions are similarly distorted. Intercourse is taboo as a topic and scheduled as an act. Efforts are made to avoid pregnancy by the use of magical materials or by limiting intercourse to certain phases of the moon. Conception is actually very infrequent. When pregnant, women dress so as to hide their condition. Parturi-

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tion takes place in secret, without friends or relatives to assist, and the majority of women do not nurse their infants.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves. But even such exotic customs as these take on real meaning when they are viewed with the insight provided by Malinowski when he wrote (1948:70):

Looking from far and above, from our high places of safety in the developed civilization, it is easy to see all the crudity and irrelevance of magic. But without its power and guidance early man could not have mastered his practical difficulties as he has done, nor could man have advanced to the higher stages of civilization.

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I SPEAK TO THE SILENT

I SPEAK TO THE SILENT

Mtutuzeli Nyoka

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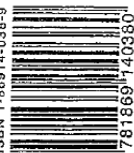
Walter Hambile Kondile is 'a simple man, a Xhosa and an African, whose life is of no significance to the world'. He is the typical 'good native' of his generation, poorly educated and subservient, brought up to know his place and believe that 'it was God's design for the white man to rule over me'. But this unquestioning obedience is called into rebellion when his beloved daughter, Sindiswa, a committed young struggle activist, goes missing in exile. Kondile's search leads him to Lesotho and grim discoveries of betrayal that shatter forever his own 'complicity of silence', committing him to an irrevocable path of no return.

I Speak to the Silent is an exciting first novel by a powerful storyteller who tells his history as he sees it.

'This book tells the stories so many of us are familiar with but the veracity of which is bound to be doubted by younger generations. The author tells it with simplicity of diction and poetic beauty. And yet it is a captivating "insider's" tale that has many lessons for us in contemporary democratic South Africa.'

Bairrey Pitsoana

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*To my children:
my son uSiyolo and my beautiful daughter uNonceba,
with all my love.*

I

On a rainy day in my fifth year in prison, I received a note from a Mr John Smith. He wanted to meet with me. I could see the ocean, dark and brooding. The waves undulated as if excited by the falling rain and the clouds hung low and menacing. I was deep in thought, my mind swirling with sad memories. I had received similar requests before. At first they would send a sudden gust, a ripple of excitement, through my body. Later, they became a source of annoyance and irritation.

A young coloured warder brought the note to me. He was very polite. He must have been new. Politeness was rare in prison. The warders mostly believed that to handle animals effectively you must be one yourself. I was consequently terrified of them. Their moods ranged from indifferent to callous, and their behaviour, from strange to downright wicked. The prison jungle that was our home could pollute the mind and soul of even the most decent human being. Some of the warders enjoyed using their batons. Indeed, much of their authority lay in their willingness to use these weapons. Sometimes they used other prisoners, the most violent, to do their dirty work. The collusion between the prisoners and officials made prison life not only unsafe but also unpredictable.

'This is yours, meneer,' the young warder said demurely, as he handed me the neat blue envelope. Like all the mail we prisoners received, it had been opened. Even though my long stay in prison had earned me certain privileges, privacy was not one of them. I read the letter from John Smith with absolute indifference. I did

not realise that it marked the beginning of one of the most intimate relationships of my life.

Perhaps, I thought, it was from one of those lazy reporters looking to rehash an old story for tomorrow's headline. Or was it a student from the university, seeking to impress his professor with an assignment teeming with ghoulish details? Or some idiot simply curious to know what I looked like?

Prisoners have a lot of time on their hands. Often, they welcome visits, even from fools, just to break the monotony. However, I was fortunate and had received many visitors during my prison stay. I was, after all, the famous prisoner – or rather, the infamous murderer of Raymond Mbete; 'Comrade Ray', as many called him.

Comrade Ray had been strangled to death. Someone strong – and I am strong – had put his hands around Mbete's scrawny neck, firmly and long enough to squeeze the life from it. When the police arrived, they found him dead with his face submerged in his own vomit. Like most people who die in this fashion his pants were urine-soaked and soiled.

A fitting finale for a monster. A man as devoid of scruples as of morals.

Mbete was, however, the people's hero. Blind idolatry was the curse of my people.

I remember the day of the judgement. It was a hot summer day. Not that this meant anything to me, because it was the day on which my fate was decided. I had slept poorly for several days and felt tired, almost indifferent to the scene around me. There was not a single empty seat inside the courtroom, the crowd a mixture of political activists with slogans branded on their shirts, and the merely curious. People even sat on the floor. The heat inside the courtroom was intense, though all the windows were open.

Outside was a surging, chanting mass of humanity, angry and animated in their quest for justice – or was it lust for blood? 'Intambo – the noose!' The call rang out repeatedly.

My people were begging for my blood, in a manner similar to the Roman crowds in the Colosseum of old. They were begging Caesar to raise his hand and give the signal for my execution. Caesar, in my case, was the Judge Boschoff. He passed the sentence without sympathy.

'You have been tried before this court and found guilty of premeditated murder. You have been charged and convicted of the cold-blooded murder of an innocent man, a father as well as a husband. What goes on in the hearts and minds of men like you, I cannot divine. You are a viper in human clothing. Your vile deeds are a black stain on our community. I therefore sentence you to spend the rest of your life in prison.'

The judge's face was an angry, quivering red. I heard every one of his words and felt their full force. He rose from his bench looking self-satisfied and left the court with a flourish. The show had come to an end. It was concluded by a judge, Judge Boschoff, whom I knew to have no respect for either justice or human life. The same judge, in this very courtroom, had set a white man free for killing a native whose mongrel dog had mated with his alsatian. It was this very judge who disparaged a black woman who had been raped by a farmer and his four sons. The same judge who set free a white man for burning an old native woman who had failed to pay rent. To the native, Judge Boschoff was a cruel and unsympathetic scourge.

I was disgusted by his hypocrisy. I felt like emptying my bladder on the bald patch on top of his head. However, the judge was the hero on that day. I could hear my wife, Nomsa, crying in the background, her sobs all but drowned out by the jubilant chants from the public gallery. Turning my head, I witnessed a scene of unfolding madness. Seldom had I seen so much passion and joy from my people before.

'Intambo!' Some of the crowd were still clamouring for the ultimate sentence.

Hirschberg, my lawyer, put his chubby hand on my shoulder

and said: 'It's not over yet.' He had a strange accent and I always struggled to make out what he was saying. I was quickly surrounded by the police and taken away. For the second time in my life I was going to prison, and this time around for a very long spell.

In prison I lived for a long while surrounded by hatred. I lost count of the number of times I was spat on. The smell and taste of spit were my constant companions. Other prisoners seldom spoke to me. When they did, it was frequently with invective. Despite the profusion of threats I was never physically molested. Even more significantly, I was not sexually molested. I remember musing over this and wondering how I had escaped this fate. It happened to so many around me. The threat was made often but, thankfully, never carried out.

They called me 'old chick' or 'ou pussy' but never went further than that. Perhaps, I thought, even prison perverts have their own vile standards to uphold. They probably had no wish to defile themselves with an old traitor like me. Over time I had inured myself to hatred and hostility. I even came to appreciate these reactions for the space and solitude they provided. The bullies got tired of spitting at me. The perverts turned their attention to other prison 'maidens'.

My fortunes had indeed changed. I was no longer the master of my own house but prisoner KL128467. I was told when to sleep, when to wake and when to eat. My daily dress was a green shirt and long green pants. This was standard prison uniform. I was no longer surrounded by loving relatives but by rabble; robbers, rapists, murderers and a miscellany of other scoundrels. Prison was teeming with psychopaths of all kinds. In such an environment, you find yourself prey to all manner of anxieties.

Contraband found a ready market here. There was a thriving trade in dagga and alcohol. Some of the warders were the major benefactors of this. They had to be paid for everything, even for bringing us our mail. In return, they turned a blind eye to the

illicit goings-on. There were even male prostitutes who brazenly peddled their wares.

'Do you want a jolt?' was their trademark opener.

A refusal was often received with profound vulgarity. Strangely, I am grateful to these male harlots. Perhaps without them I would not have escaped the lustful attentions of the gang leaders. These savages were, unfortunately, the law in prison. They raped at random, not only to satisfy a basic need, but also to humiliate and punish. The best course was to stay out of their way as much as possible.

Gang rapes were common and terrifying. Once, I was made to watch a youth being raped by one of these prison gangs. What crime he had committed I do not know. They only stopped the torture when blood started spurting out his anus. Even this was greeted with cries of satisfaction from these men. There were unfortunately many children in our overcrowded prisons - plenty of game for these human predators.

In prison I thought a great deal about the trial and the events preceding it. I relived the various scenes in my mind: the taunts, threats and curses from the crowd, the urine-soaked body of Raymond Mbete, the piercing screams of his wife, and that sanctimonious man, Judge Boschhoff. Not once did I regret my defence, which was to offer no defence at all. The case was open and shut, the situation hopeless. Arthur Hirschberg, the young lawyer hired for me by Simon Blithedale, my employer, was annoyed. Trying to defend a man who had no will to save himself was a frustrating task.

He cajoled me like a football coach. 'Defend yourself! What about your family? At least tell them what you know,' he would reproach me incessantly.

I would not budge in my intractable silence, however. I was doomed from the very beginning. I felt like one of the animals we hunted in my youth with my father, cornered and defeated. I had murdered a hero and had to pay. The case had created a political

crisis and the only solution was for me to be punished – severely. The truth was known – no other truth was necessary or desired. The traitor's version of the truth could not be the truth. Perhaps his truth was too painful. Perhaps it showed us all to be human – black and white. That we were all of us fallible, and no race had a monopoly over righteousness.

On realising the utter hopelessness of my situation I retreated deep into my shell. I recoiled in both anger and fear. Now Mr John Smith wanted me to come out. He wanted me to wake up the dead and resurrect my pain. Little did he realise that this, for me, was not simply some story I happened to know, but the memory of terrible events that shattered my family and nearly destroyed my own life.

My silence had long belied the desperation and anguish that I felt. For many years my mind had been tormented by recurrent flashes of recollection. Time had, unfortunately, not worn out my memory. Throughout my years in prison, those fateful events that preceded them and the memory of my daughter, Sindiswa, stayed vivid in my mind. But until now all of it had remained hidden and in the past.

John Smith was persistent. As I later found out, he had been hired by Simon Blithedale to record the story of my life and perhaps write a book on it. Simon Blithedale had put him in touch with me in the belief that mine was a story that should be heard.

Mr Simon Blithedale and I have known each other practically all our lives. We literally grew up together. My father worked for his father for most of his adult life. When my father died I took over his job and have worked for the Blithedale family for over four decades.

I have always called Simon Blithedale 'Mr Blithedale', ever since childhood. Certain things were made clear to me from an early age: he was the master's son and I was the servant's. I was senior to him by two years and he was senior to me in everything else.

'You must talk to him, Hamble,' Simon Blithedale appealed on John Smith's behalf during one of his many visits to me. 'Your daughter's story must be told. It must be heard,' he continued.

'Certain things are best left alone, sir,' I said respectfully.

I was grateful for his concern but slightly irritated by his intrusion.

'I have known you for a long time, old chap. You are not a scoundrel.' Coming from a white man this could easily be interpreted as, 'you are not a scoundrel like other natives'. Much as I was aware of these subtleties of the white man's language, I had long ago taught myself to ignore them. It served no useful purpose to respond.

'Make at least some effort to save yourself. You have been in prison for long enough. If you will not speak out for yourself, then do so for your daughter's memory.' His voice betrayed more than a hint of frustration.

His comment hit home. Indeed, I had a daughter called Sindiswa. For many years I had not had the slightest wish to talk about her or my case. This was a chapter of my life far too painful and unpleasant to re-open. However, with the many appeals from family and friends, the resolve to remain silent had gradually weakened. In its place was now a strong wish to talk. To talk about Sindiswa's life and death. About the misery she suffered in her short but remarkable existence.

John Smith had responded to my initial refusal to speak to him with another short note:

Dear Mr Kondile

I apologise in advance for my persistent appeals to have an audience with you. As a father myself, I empathise with your pain. However, I wish to state strongly that your continued silence is regrettable. It will certainly not lessen the pain that you now suffer.

John Smith

What cheek!

Still his letters kept coming. They were forceful. They were reasoned. They were persuasive. His letters rained down on me like hailstones in a storm. I could not escape them nor could I hide from them. I felt at times like a reluctant maiden being wooed by a stubborn suitor. Gradually but steadily, the yearning to speak strengthened. It was a desire to speak to the silent.

To awaken them to the simple but salient fact that inquiry is not only the work of the evil among us, but also a product of the silence of those who bear witness to it. My story, I hope, will clearly show the immense difference that simple folk, ordinary beings, can make when supported by implacable courage, and demonstrate the power of uncorrupted virtue and the truth. It will also show that sometimes evil does come with a hero's face.

This is a story with a strong bias. It is a story with a lot of anger. When I refer to whites there will be a distinct harshness of tone. This is a product of many years of misery, an anguish of the soul that cannot be easily healed. When I refer to the native there will be affinity, warmth and sympathy. By native I refer to 'the African', 'the Bantu', 'the kaffir'.

Another letter came from John Smith, and this was perhaps the one that finally broke my rapidly waning resolve:

Dear Mr Kondile

I am of course disappointed that you will not be opening my letters anymore. But please permit me to say that your stubborn silence is no different from a lie. Lying is not merely saying what isn't true, but silence about what you know. This is no different from the silence and lies of those who witnessed your daughter's suffering.

Respectfully yours,

John Smith

My daughter's story does not make life simple. It demonstrates conclusively that evil is generic to humankind, that it is suffered

by all nations and practised by all nations. It thrives where indifference prevails. I have no material gifts to give to my granddaughter, Vuyelwa, since my entire life has been one of poverty and hard labour. I have neither wisdom nor knowledge to impart to her. But my story, I hope, will be a gift to her, a monument in words to her mother, my daughter. For it was words that her mother loved. I offer my story as testimony to the fact that the best societies on earth are built on courage and truth. These are virtues my daughter had in abundance. She stood up to the evil of her time and she stood up to the evil of her own people. In the end she perished. For in the fight between good and evil, only one can survive. Never both.

John Smith was a Professor of Journalism from Rhodes University in Grahamstown. He was a tall, slender man with grey, luminous eyes and a deeply lined face, his forehead grooved with a permanent frown that gave him a melancholy look. His manner was deliberate and unhurried, and he carried about him the assurance of one accustomed to authority and control. I had found the disguised nervousness of previous interviewers vexing and irritating. John Smith, by contrast, was calmness itself, seemingly oblivious to the fact that I was a convicted murderer.

'My name is Walter Hambile Kondile.' I spoke directly into John Smith's tape recorder. 'I am a simple man, a Xhosa and an African, whose life is of no significance to the world.'

The recorder was an old flat black machine, a piece of crackling antiquity of the sort I imagined a university professor would have. It resembled a large black cigarette packet. The sceptical look on my face when I first saw it prompted John Smith to assure me that the recorder really worked.

'I was born in the Eastern Cape town of Alice, seventy years ago. I lived there all my life before I came to prison. My father's name was Makhankata – but the white people called him Jameson. We were all given white names, sometimes called Christian names, as our native names were often too hard for

white tongues. My mother was called Rhoda . . . ' I paused, checking his old black box for signs of life. John Smith's impatient nod urged me to continue.

'Our lives were irrevocably changed when we received a letter from our daughter, Sindiswa, telling us that she had escaped into exile.'

That simple word 'exile' makes me break out in a cold sweat even today. For me, it will always be a word that is synonymous with loss and death.

With the first of our interviews began a long and fulfilling corroboration between John Smith and me. He was determined that a book was to be the final product of these interviews. In the early days of our interactions, it was to be his book. Later, as the story took over and my compulsion to tell it grew, it became mine.

The first of our interview sessions flew by very quickly, overshooting the single hour we had been allocated. The story just poured out, like water after a dam's sluice gates have been opened. The warder kept moving in and out to warn us that our time was up. As I recounted the events of my life, I was surprised to realise the extent to which women had influenced it. Like many men of my generation, I had never set much stock by them; after all, it is men who fought the wars and ruled our clans. All the conquests that I know of and all the great deeds that I can recall were accomplished by men.

Yet, as I told my tale, I realised that it is the women who have held much sway in my life. In this entire story they preponderate, both the ordinary and the truly extraordinary. It was, after all, my mother who held our family together after my father's death. It was my wife who, throughout the turmoil and trials we've endured, showed rare insight and unfaltering courage. Then there was my daughter Sindiswa who, like a warrior on horseback in ancient times, with colourful banners flying above her, chased and harried the enemy with stones and fire.

That night I lay sleepless in my cell for many hours, mulling

over the events of the day and memories of the past. It was then that the realisation came: only I could write my story. Only I could fully know and understand the torment I had suffered. I got up and opened one of the exercise books John Smith had left with me. Once I put my pen to the paper, I found it difficult to stop. Mountain, my deranged cellmate, cast the occasional sorrowful glance at me. It was obvious that many questions swirled within his tormented mind. This flurried writing by candlelight, which was now to take up most of my evenings, was a novel feature in my life and his.

I sat for a long time looking through the window bars, at the sky, the dark and distant horizon, the flickering stars. I could hear the waves from the nearby ocean crashing against the cement boulders stacked along the shoreline and, further off, the sirens of ships about to dock. I felt oddly alive, in a way I had not felt for a very long time. Now, I thought, the time had come to tell all I knew about my daughter's death. The reluctance to talk had, like a crushing weight, been lifted off my shoulders, and the memories that for so many years I had kept hidden in the depths of my soul had suddenly begun to stir to life.

I left school in Standard Seven after the death of my father. I was the first in my family to read. I was also the first to go to Lovedale College, the premier institution for native education in Alice. The death of my father signalled the end of my formal education. I never stopped reading, however. Knowledge remained an obsession with me and I devoured every book I could get my hands on. Many of them were books that the Blithedales passed onto me, material that not only helped me to master the English language but which also imprinted on my mind the doctrine of my people's supposed inferiority and primitiveness. I am the kind of native often referred to by white people as a *good native*. The kind that some of my own people would label an 'Uncle Tom' – grinning, submissive and subservient.

That white people liked me was a source of great pride to me. I knew my place in society and believed it was God's design for the white man to rule over me. My father showed the same unquestioning acceptance. I saw him toil and labour without protest or resistance all his life.

To the white folk, we were like livestock. We quietly obliged, quietly lived, and quietly died. That was our life and we accepted it as our lot. Expendable conveniences – that was what we were. After all, where would we be if the Blithedales of the world did not provide us with jobs? To me it hardly mattered that in all the time I knew them, an entire lifetime of devoted service, I only ever entered their home, like any servant, through the back door.

My father toiled like a slave for his master and died like one. He died very poor and his old blanket served as his coffin.

There were, however, natives in our town, like Sam Tonjeni and the Reverend Siwisa, who stubbornly refused to accept the supremacy of the white man. These were natives who refused to submit to tyranny. It was for this reason that whites referred to them as 'skelms', 'communists', 'mischievous makers' and other such derogatory epithets that were part of apartheid's odious lexicography. They represented a venerable group of natives whose energy and forcefulness inspired many others to speak out and refuse to comply with the white man's law.

These were ordinary beings who showed that men and women of courage can and do make a difference. Their only wish was to live as free men on this earth, but trying to make this wish come true brought upon them relentless terror and persecution.

'Did you know any of the troublemakers of our village?' I asked John Smith on one of his first visits. He shook his head.

'Have you heard of the Reverend Siwisa?'

'No,' he said.

'Don't you remember the big political trial in Alice a few years ago?'

He continued to shake his head.

I tried to hide my disappointment. John Smith was a good man but, like so many whites, though he shared the same town and country as Africans, he was ignorant of native life and its troubles.

I have, on several occasions, witnessed white students from Rhodes University coming to Lovedale College to mingle and fraternise with black students, talking about the struggle and the suffering of the African. I often wondered – and still do – how many of them really knew what they were talking about; I suspect none. They couldn't know, because they never had the harsh native experience.

This is the experience that brought about the intensity and passions that were the source of our revolution, that incited the

temper of our epoch. If these white students had looked more closely at the native, they would have seen the wound in his or her soul, many times more excruciating than any they had seen before. If they had looked more closely, studied the native more carefully, their yelping would have been supplanted by instant silence and shame.

None of them knew what it was to live a life devoid of hope and meaning, to be part of a society where your inferiority, both moral and intellectual, is assumed. To live an existence so burdened with the weight of shattered dreams and innumerable disappointments that many of our young people lose all faith in God and rebel not just against the government, but religion too.

'Before I talk about the troublemakers let me first tell you about my daughter,' I said to John Smith. 'Let me show you the letter she wrote to us when she left the country.' I gave him Sindiswa's note, which I had always kept with me as a reminder, as sustenance through the ordeal. I knew its words by heart.

'... As we made our journey in the night, the moon and the stars, the dark sky above seemed to be travelling with us and guiding us. I do not know what awaits us ahead. Whether it is the bright light of the stars and the moon, or the darkness of the night.'

That was my daughter's special gift – writing. She was our brightest light, a shining star who enthralled and dazzled us throughout her life and even after her death. She was our only child and we lavished all our affection and concern on her. She had her mother's physical and personal beauty. From the day of her birth, her light had illuminated the gloomy surroundings of our home.

As a good native I believed in the superiority of the white man and the inferiority of women. My daughter's intelligence led me to set aside my beliefs. I was determined to give her an education. Educated native women were rare in my generation. Indeed, it was considered a colossal waste of time and money to educate them. But when a child can read and write by the age of five, and

shows a degree of intelligence that no one else in her family has demonstrated, your conscience, as a parent, enjoins you to see to her education.

This, Sindiswa avidly imbibed and delightfully devoured. Through a miscellany of books she travelled widely in the white man's world. Most subjects engaged her interest. Books lit up her soul, and the glow grew stronger with time. She asked a lot of questions that we could not answer. Even when we could, we preferred not to.

'Tata – can't you see that the relationship between you and Simon Blithedale is the same as that between a dog and its master?' she blurted out to me one day, making me both angry and embarrassed.

What she said was right, of course, and I've always known it. These were hard truths to accept, however. For as soon as you accepted them as facts, you had to act.

In contrast to the mental and emotional equanimity that my limited education gave me, Sindiswa was tormented by hers. Education tortured the very innards of her soul. She never stopped asking questions – or should I say, interrogating her helpless parents. She had a dexterity with words that made me feel like a dying mouse being toyed with by a skilful cat. I had often heard it said that intelligent parents breed intelligent children. So it was a mystery to me how plain parents like us could produce a child with such singular intellectual gifts. I cannot say with any certainty how or when the rebel in her was born. When it emerged, it not only questioned but rejected everything.

'This education is designed to turn us into an obedient race. It means to turn us into lambs, accepting all the white man's laws without question,' she once said.

'I'd rather you were an educated lamb than an uneducated one,' was her mother's response.

Giving our daughter an education was our cherished goal. My

father did not even know when he was born. He only knew it was after the great cattle-killing of uNongquase – another tragic chapter in the lives of Africans. Dates held no significance for my father's generation. Events served to mark other events.

My daughter's flight into exile shocked us. Her letter left us stunned. In my country one quickly gets used to the tears and pain of natives – the early deaths of many native children, the poverty, sickness and persecution. After a while numbness sets in and you stop caring, you stop asking. When tragedy befalls your own child, however, the reaction is different. The pain is more intense. Exile was, to us, synonymous with death. Too many people had gone into exile, and I knew none who had made it back. I often looked up at the stars and the moon that my daughter wrote about in her letter, and despaired. Sometimes though, the sight of these gleaming creations made me feel close to her.

Africa is a continent of sublime natural beauty. It's a beauty that brooks few comparisons, that makes the heart pound and heave: an endless labyrinth of velvety green hills, the riveting sight of wild animals living cheek by jowl with humans, the scorching sun that rises and sets with the most golden of glows. And people with the sunniest of dispositions. I often thought that this was the land that God created; the one of pain and suffering that I lived in every day was created by humans.

"Why can't you leave the revolution to others? Your mother and I want you to concentrate on your schooling. That is the only way you can liberate yourself and your own people."

Scolding Sindiswa was an exercise in futility. She had caught the political bug early in her life and there was nothing that I or anybody else could do to rid her of it. Reference to the coming revolution was common in our household. This kind of talk made my wife and I intensely nervous.

"What kind of citizens are you?" our daughter would challenge us.

'I am not a citizen. I am your father.'

'But tata, don't you want to do just one important thing in your life?'

'That is why I sent you to school,' I would retort.

'But aren't you concerned about the politics of this country? Wouldn't you like to live in a house like Mr Blithedale's one day? Don't you want to see one of your own people some day become the leader of this country?'

A black Verwoerd – impossible!

This kind of confrontation went on every day. Sindiswa with her neck veins protruding and her neck muscles taut. I often look back on those times with fondness. We argued not because we necessarily disagreed with her, but because we feared for her. Whatever she undertook, she threw herself into it without reservation, and we were afraid that she would throw herself totally at the authorities as well.

Aside from the word 'revolution' there was another word that filled me with equal dread, and that was the word 'banned'. 'Banned', in my understanding, meant not acceptable to the white man. There was a lot of banned material in my house, as I discovered to my surprise the day the police searched it. This was a sequel to my daughter's escape into exile.

There were banned books, banned tapes, banned pamphlets. Practically every piece of literature my daughter had, except for her school books and the Bible, was banned. This was an extremely painful time in our history.

After that one brief note we heard nothing more from Sindiswa. It was as if she had vanished into thin air. All our attempts to find out further news were fruitless. Then, five years after her disappearance, another letter arrived for us. This one contained news that was far more devastating. Sindiswa was dead. 'A hero fallen in the course of the struggle,' the letter informed us. This was all it said. Nothing about how or where our daughter had died.

A parent's worst fear was realised. A native's life was, indeed, a sea of trouble.

The word 'depression' was not one that had been part of my vocabulary. I knew about sadness; this was a common affliction in our village, and prayer often dealt with it. The only forms of mental illness that we knew of were those manifested by the lunatics who filled the Tower Hospital in Fort Beaufort. Here in prison, the word depression crops up often. One prisoner after another goes to the nearby hospital suffering from depression.

Looking back now, I know that the darkness and sadness that permeated my life after hearing the news of my daughter's death, the thick mist that encompassed my mind, was depression. I lost all interest in living. I became familiar with most of the drinking dens in our village. Our home was no longer a haven of warmth and hospitality. Our friends consequently deserted us. Instead, we were treated to nocturnal visits from the police. They were the feared 'Special Branch', the government's most vicious police division. They called us a threat to the state – a sad old couple like ourselves. During all the long years of Sindiswa's exile, they conducted an ongoing campaign of harassment against us. What its purpose was, what they hoped to achieve by it, I never understood. But it continued even after her death.

The sadness did not lessen with time but got worse and the depression took hold more deeply. I was not the only one affected. Nomasa was transformed into a sad reflection of her former self, an irritable and lethargic stranger. Her eyes lost all their radiance and the dimpled smile that I loved so much was seldom to be seen.

With my drinking bouts came physical abuse. I, who had never raised a hand to my wife in my life, now hit her frequently. Sometimes it was with an open hand, sometimes I used a stick. Each time I hit her, remorse descended on me and, with the remorse, came renewed bouts of drinking and abuse. The day that Nomasa left me, I had broken a window with her head. She went to live with her relatives, and I was left to wallow alone in my self-loathing and my shebeens.

Shebeen owners love to sell drink to the remorseful. They certainly loved me. The stuff we drank in our shebeens was a lethal brew. It consisted of a thick and noxious liquid base, mixed with old peelings of a variety of fruits and vegetables. To make it stronger and tastier, vinegar would sometimes be added. On weekends, to give it an extra fillip, car-battery fluid was used. The brew looked rich and frothy but its smell required a strong nose. It was potent, cheap and very toxic.

This is the legendary *Qhiliika*. Those who drank it, over time, began to show the effects. They became emaciated and very lethargic, their skin paper-thin and ashen. Strangely, while it made men lose their hair, it made women more hairy. The doctors will tell you that each sip of this wonderful brew poisons both mind and liver. But from the sounds of agony a person makes while drinking, I was convinced that each sip was also corrosive to the soul.

This poison is what I lived on for several months after receiving the news of my daughter's death. It is what many of the fathers and mothers of our village lived on. As soon as they were freed from their degrading duties of servitude, instead of going to their homes, they would descend on the shebeens for a weekend of drunkenness. The lucky ones would be fetched home by their spouses or, sometimes, their children. This task had to be accomplished with such timing as to prevent the drunk one from spending his or her entire wages in the shebeen – an all too common occurrence. The sight of children searching the gloom of these drinking dens for a wayward parent was a shaming and frequent one. Tragically, these children absorbed all they saw and heard in such places. The first-hand tuition they received in the ways of dissolution ensured that history would inevitably repeat itself; with such role models, and given the degrading circumstances of their lives, is it any wonder that the majority of our children were doomed to lives of hopeless failure?

Qhiliika destroyed the native as much as the white man's laws

did. It stripped men and women of their dignity, made them no better than children in their outlook, often reduced them to something less than human.

It was in this same brutish, permanently intoxicated state that I dwelled in the weeks following my wife's departure until, on a particular evening, fate intercepted my path. I was staggering home as usual with my brain soaked in alcohol when I heard something – some soft sound – coming from the bushes beside the track. It was a stealthy sound, not loud at all, but it penetrated through the fog of my inebriation. It could have been a twig breaking, or the crunching of gravel under a man's foot. Whatever it was, my hunter's ear picked it up, and my hunter's senses warned me of impending danger.

The sight of two strapping boys bearing down on you with sticks in their hands is enough to destroy the nerve of any man. Perhaps it was the alcohol that gave me my bravado, or perhaps it was true courage, but I stood my ground. I did not possess the skills of the more acclaimed stick fighters in our village, but as an experienced hunter, my blows were heavy and accurate. I have, on more than one occasion, killed a wild boar with a single blow to the head.

The larger of the two boys bore the full brunt of my assault. Each time I hit him with my stick, I heard the cracking of his skull bones. This rapidly depleted him of his dark intentions and whatever courage he – and his companion – may have had. As quickly as the two boys had emerged from the darkness of the night they melted back into it. It was at that triumphant instant that a vision appeared before me. It was a vision of my daughter, sitting on a cloud, smiling and beckoning at me.

Was it a drunkard's hallucination or a supernatural happening? At that moment, with my spirit soaked in liquor, I could not tell. Whatever it was, it shook me to the core and sobered me instantly. From that moment on, I stopped drinking completely. I humbly made peace with my wife. A beast was slain by my family

to symbolise this. My experience on the path continued to haunt me. It was that, the vision of Sindiswa, which impelled me to lift myself up out of the abyss and go in search of the truth.