



**University of Fort Hare**  
*Together in Excellence*

**STRATEGIES USED BY TEACHERS TO PROMOTE READING IN GRADE 4: A  
CASE OF ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS**

**By**

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**Submitted in fulfillment of the requirements for the degree of**

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## **ABSTRACT**

The study examines strategies used by teachers to promote reading: A Case of English First Additional Language Learners. The study was located within the constructivism paradigm of reading and used a qualitative research approach that incorporated a case study research design in the collection, analysis and interpretation of the data. The data instruments used were interviews and observations. Data were analyzed using non-statistical procedures. The findings of the study revealed that reading problems are still eminent in Grade Four. It was found that the resources in schools inhibits the progress to promote reading. The educational system is underdeveloped and under resourced with respect to reading materials, and schools are in a bad state due to obsolete facilities. Inadequate infrastructure is also another challenge since most of the participants reported that classes are overcrowded; thus, limiting the space to interact with learners. It was found that primary schools have no libraries; as a result, it was difficult for the teachers to instill the culture of reading. Some participants revealed that technology can be useful to encourage reading, however, their schools have no computer centers and most teachers do not know how to use computers. It emerged from the findings that parents fail to involve themselves in their children's education. In addition, it was found that poor socio-economic backgrounds affect many homes, and this has a negative impact on schools. Most South African parents are found to be unable to support their children at all. There are also challenges interconnected with the English First Additional Language learners, the eccentricities of the English language, the teacher training and continuing professional development of teachers, as it emerged from the findings of this study that most teachers do not understand the reading strategies, skills of teaching reading and learners lack vocabulary, hence their resistance to reading. A comprehensive model of strategies to improve reading in primary schools was developed by the researcher based on the findings of the study and an extensive literature review.

**Key Words:** Reading Strategies, Teachers, Grade 4, English First Additional Language Learners.

## DECLARATION

I, **Liziwe Fesi**, hereby declare this thesis entitled “**Strategies used by teachers to promote reading in Grade 4: A case of English First Additional Language Learner**” is my original work. It has not been presented to any college or institution for any award of a diploma or any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the list of references.

**NAME** : **Liziwe Fesi**

**SIGNATURE:**

A handwritten signature in cursive script, appearing to read 'Liziwe Fesi', written in black ink.

**DATE** : **11 May 2018**

## DECLARATION ON PLAGIARISM

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## DECLARATION ON RESEARCH ETHICS

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## **DEDICATION**

This thesis is dedicated to my Late Dad and Mom who never lived to see this achievement to its conclusive end. To my late parents, Livingstone and Adelaide, Dememe Nkukwana, as we used to call her, your pictures will remain beautiful to my eyes. Khwais, you always wanted this greatest achievement although you did not live to witness it. I did it for you, Ncwebeni, Mgabhisa. You used to remind me “education won’t make you a billionaire however, you will never lack.” Dememe, Dlamini, I am holding on the beautiful memories that have made me to be the person that I am today because of your tremendous sacrifices. You used to knit jerseys so that we can have school uniforms. Here I am today; I have passed those daunting hurdles, enkosi.

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## Table of Contents

|                                                             |       |
|-------------------------------------------------------------|-------|
| ABSTRACT .....                                              | i     |
| DECLARATION.....                                            | ii    |
| DECLARATION ON PLAGIARISM .....                             | iii   |
| DECLARATION ON RESEARCH ETHICS CLEARANCE.....               | iv    |
| DEDICATION .....                                            | v     |
| ACKNOWLEDGEMENTS .....                                      | vi    |
| LIST OF ACRONYMS.....                                       | xvi   |
| LIST OF TABLES .....                                        | xviii |
| LIST OF FIGURES.....                                        | xix   |
| CHAPTER ONE .....                                           | 1     |
| 1.0 Introduction .....                                      | 1     |
| 1.1 Challenges related to reading.....                      | 3     |
| 1.1.1 Importance of Reading and Reading Comprehension ..... | 34    |
| 1.1.2. Characteristics of skilled readers .....             | 38    |
| 1.1.3 The Importance of the Ability to Read .....           | 40    |
| 1.2 Statement of the Research Problem.....                  | 40    |
| 1.3 Research Question .....                                 | 41    |
| 1.3.1 Main research question .....                          | 41    |
| 1.3.2 Sub research questions: .....                         | 41    |
| 1.4 Research Aim .....                                      | 41    |
| 1.5 Research Objectives.....                                | 42    |
| 1.6 Significance of the study.....                          | 42    |
| 1.7 Scope of the study .....                                | 42    |
| 1.8 Operationalisation of the key terms for the study.....  | 42    |
| 1.9 Methodology .....                                       | 44    |
| 1.9.1 Research Paradigm .....                               | 44    |
| 1.9.2 Research Approach .....                               | 44    |

|                                                                                |    |
|--------------------------------------------------------------------------------|----|
| 1.9.3 Research Design.....                                                     | 45 |
| 1.9.4 Sampling Technique .....                                                 | 45 |
| 1.9.5 Research Instrumentation .....                                           | 46 |
| 1.10 Data Analysis.....                                                        | 47 |
| 1.11 Credibility and Trustworthiness.....                                      | 48 |
| 1.12 Ethical Considerations .....                                              | 48 |
| 1.12.1. Voluntary Participation .....                                          | 49 |
| 1.12.2 Informed Consent of the Participants .....                              | 49 |
| 1.12.3 Avoidance of Harm.....                                                  | 49 |
| 1.12.4 Anonymity .....                                                         | 49 |
| 1.13 Chapter Demarcation.....                                                  | 50 |
| 1.14 Summary .....                                                             | 50 |
| CHAPTER TWO.....                                                               | 52 |
| REVIEW OF RELATED LITERATURE .....                                             | 52 |
| 2.0 Introduction .....                                                         | 52 |
| 2.1 Theoretical framework .....                                                | 52 |
| 2.1.1 The concept of constructivism.....                                       | 53 |
| 2.1.2 The concept of scaffolding .....                                         | 54 |
| 2.1.3 The concept of Zone of Proximal Development (ZPD).....                   | 54 |
| 2.2 Literature Review.....                                                     | 55 |
| 2.2.1 Constructivism in Education Theory .....                                 | 55 |
| 2.2.2 Cognitive and Learning Theory .....                                      | 57 |
| 2.2.3 Metacognitive Theory in teaching reading and reading comprehension ..... | 57 |
| 2.2.4 Dual Coding Theory (DCT).....                                            | 60 |
| 2.3 Policies that Impact on Reading .....                                      | 60 |
| 2.3.1 School Language Policy.....                                              | 60 |

|                                                                                                       |     |
|-------------------------------------------------------------------------------------------------------|-----|
| 2.3.2 Curriculum and Assessment Policies of English and Natural Science in South African Schools..... | 61  |
| 2.3.3 Reading on First Additional Language in Grade Four .....                                        | 63  |
| 2.2.4 Duties and responsibilities of Senior Management Teams (SMT) and teachers in schools .....      | 65  |
| 2.4 Models of reading .....                                                                           | 72  |
| 2.4.1 The Bottom-up Model (Text-based Model).....                                                     | 72  |
| 2.4.2 Top down Model.....                                                                             | 72  |
| 2.4.3 Interactive Model.....                                                                          | 73  |
| 2.5 Reading Approach .....                                                                            | 75  |
| 2.5.1 Phonemic Awareness Instruction .....                                                            | 75  |
| 2.5.2 Phonics Instruction.....                                                                        | 78  |
| 2.5.3 Reading Fluency Instruction.....                                                                | 79  |
| 2.5.4 Vocabulary Instruction.....                                                                     | 80  |
| 2.5.5 Text Comprehension Instruction .....                                                            | 81  |
| 2.5.6 Phonological Awareness Instruction .....                                                        | 82  |
| 2.5.7 Sight Word Recognition .....                                                                    | 83  |
| 2.5.8 Whole School Reading.....                                                                       | 84  |
| 2.6 Challenges Influencing Reading: South Africa.....                                                 | 84  |
| 2.6.1 Big Classroom Size .....                                                                        | 84  |
| 2.6.2 Lack of Textbooks and Learning Materials/Lack of Resources .....                                | 88  |
| 2.6.3 Teacher Training .....                                                                          | 89  |
| 2.6.4 Lack of Infrastructure .....                                                                    | 91  |
| 2.6.5 Cultivating Reading Culture.....                                                                | 99  |
| 2.6.6 Role of parents in promoting reading culture.....                                               | 99  |
| 2.6.7 The Teacher.....                                                                                | 100 |
| 2.6.8 Poor-economic background .....                                                                  | 102 |
| 2.7 Strategies to Promote Reading.....                                                                | 103 |

|                                                      |     |
|------------------------------------------------------|-----|
| 2.7.1 Extensive Reading Strategy .....               | 104 |
| 2.7.2 Phrase Drill-Reading Strategy.....             | 104 |
| 2.7.3 Prompting and Error Correction Strategy .....  | 105 |
| 2.7.4 Shaping/Reinforcement Reading Strategy .....   | 105 |
| 2.7.5 Modelling/Demonstration Reading Strategy ..... | 105 |
| 2.7.6 Paired Reading Strategy .....                  | 106 |
| 2.7.7 The Shared Reading Strategy.....               | 107 |
| 2.7.8 Peer Mentoring Strategy .....                  | 108 |
| 2.7.9 Guided Reading Strategy.....                   | 108 |
| 2.7.10 Constant Reading .....                        | 109 |
| 2.7.11 Reading Aloud.....                            | 110 |
| 2.8 Classroom Procedures for Teaching Reading .....  | 113 |
| 2.8.1 Pre-Reading/Before Reading .....               | 113 |
| 2.8.2 During Reading .....                           | 114 |
| 2.8.3 After Reading .....                            | 115 |
| 2.9 Summary .....                                    | 115 |
| CHAPTER THREE .....                                  | 119 |
| RESEARCH METHODOLOGY .....                           | 119 |
| 3.0 Introduction .....                               | 119 |
| 3.1 Research Paradigm .....                          | 119 |
| 3.1.1 Interpretive Paradigm.....                     | 123 |
| 3.2 Research Approach .....                          | 125 |
| 3.2.1 Quantitative Research Approach .....           | 125 |
| 3.2.2 Mixed Method Research Approach .....           | 126 |
| 3.2.3 Qualitative Research Approach.....             | 127 |
| 3.3 Research Design.....                             | 130 |

|                                                      |     |
|------------------------------------------------------|-----|
| 3.3.1 Ethnography Design .....                       | 131 |
| 3.3.2 Case Study Research Design .....               | 132 |
| 3.4 Population, Sample and Sampling Techniques ..... | 135 |
| 3.4.1 Population .....                               | 135 |
| 3.4.2 Sample Size .....                              | 135 |
| 3.4.3 Sampling Techniques .....                      | 136 |
| 3.5 Negotiating entry .....                          | 143 |
| 3.6 Profile of the Research Sites .....              | 144 |
| 3.6.1 Description of the First Site: School A .....  | 144 |
| 3.6.2 Description of the Second Site: School B ..... | 146 |
| 3.6.3. Description of the Third Site: School C ..... | 149 |
| 3.6.4 Description of the Fourth Site: School D ..... | 149 |
| 3.7 Data Collection Procedures and Instruments ..... | 155 |
| 3.7.1 Interviews .....                               | 155 |
| 3.7.2 Observations .....                             | 160 |
| 3.8 Data Processing and Analysis .....               | 161 |
| 3.9 Credibility and Trustworthiness .....            | 162 |
| 3.9.1 Validity .....                                 | 164 |
| 3.9.2 Reliability .....                              | 165 |
| 3.10 Ethical Considerations .....                    | 165 |
| 3.10.1 Confidentiality and Anonymity .....           | 166 |
| 3.10.2 Voluntary Participation .....                 | 167 |
| 3.10.3 Informed Consent of the Participants .....    | 167 |
| 3.10.4 Avoidance of Harm .....                       | 168 |
| 3.11 Limitations and Delimitations .....             | 168 |
| 3.12 Chapter Summary .....                           | 168 |

|                                                                                                            |     |
|------------------------------------------------------------------------------------------------------------|-----|
| CHAPTER FOUR.....                                                                                          | 170 |
| DATA ANALYSIS, PRESENTATION, INTERPRETATION AND FINDINGS.....                                              | 170 |
| 4.0 Introduction .....                                                                                     | 170 |
| 4.2 Biographical Data of the Participants.....                                                             | 173 |
| 4.2.1 Gender of Grade Four English Teachers in the Four Primary Schools .....                              | 173 |
| 4.2.2 Gender of Grade Four Natural Science Teachers in the Four Primaries...                               | 175 |
| 4.2.3 Age Range of Grade Four Natural Science and English Teachers in the Four Primary Schools.....        | 177 |
| 4.2.4 Participants According to Gender, Age and Subject Taught .....                                       | 179 |
| 4.2.5 Years of Experience of Participants across Gender, Age and Subject Taught.....                       | 180 |
| 4.2.6: Age Group and Years of Experience.....                                                              | 183 |
| 4.2.7 Years of Experience of Participants and Subjects Taught .....                                        | 184 |
| 4.2.8 Age and Subject Taught.....                                                                          | 186 |
| 4.3 Academic/Professional Qualifications of Participants .....                                             | 188 |
| 4.3.1 Academic/Professional Qualifications of Participants across Gender .....                             | 188 |
| 4.3.2 Academic/Professional Qualifications of Participants and Subject Taught                              | 190 |
| 4.3.3 Academic/professional Qualifications of Participants, Age, Gender and Subject Taught.....            | 191 |
| 4.4 General Information on promoting reading in Grade Four English First Additional Language Learners..... | 193 |
| 4.4.1 Themes emanating from Interviews with Grade Four English Teachers ...                                | 193 |
| 4.4.2 Themes emancipated from Interviews with Grade Four Natural Science Teachers .....                    | 193 |
| 4.5 Data Analysis Procedures .....                                                                         | 193 |
| 4.5.1 Procedure for Data Analysis from Interviews .....                                                    | 194 |
| 4.5.2 Procedure for Data Analysis from Classroom Observations .....                                        | 194 |
| 4.6 Presentation, Analysis and Interpretation of Data.....                                                 | 194 |

|                                                                                                              |     |
|--------------------------------------------------------------------------------------------------------------|-----|
| 4.6.1 Thematic Analysis and Discussion of Data from the interviews .....                                     | 194 |
| 4.7 Chapter Summary.....                                                                                     | 228 |
| CHAPTER FIVE .....                                                                                           | 230 |
| DISCUSSION OF THE FINDINGS .....                                                                             | 230 |
| 5.0 Introduction.....                                                                                        | 230 |
| 5.1 Information on Strategies used by Teachers to Promote Reading.....                                       | 230 |
| 5.1.1 Promoting Reading to Grade Four English First Additional Language learners.....                        | 231 |
| 5.1.2 Reading Challenges faced by Grade Four English First Additional Language Learners.....                 | 234 |
| 5.1.3 Addressing Learners with Reading Problems to Comprehend a Text.....                                    | 238 |
| 5.1.4 Support Provided to Learners with Reading Challenges.....                                              | 238 |
| 5.1.5 Strategies Recommended for Proficient Reading and Challenges in the Implementation of Strategies ..... | 239 |
| 5.1.6 in the Implementation of Strategies.....                                                               | 240 |
| 5.2 Chapter Summary.....                                                                                     | 241 |
| CHAPTER SIX .....                                                                                            | 244 |
| SUMMARY, CONCLUSION OF THE STUDY AND RECOMMENDATIONS .....                                                   | 244 |
| 6.0 Introduction.....                                                                                        | 244 |
| 6.1 Summary of Research Findings.....                                                                        | 244 |
| 6.2 Information on Strategies used by Teachers in Grade Four English First Additional Language Learners..... | 244 |
| 6.3 Implications for Theory.....                                                                             | 249 |
| 6.4 Justification of using Qualitative Methodology.....                                                      | 251 |
| 6.5 Conclusions .....                                                                                        | 252 |
| 6.6 Recommendations.....                                                                                     | 253 |
| 6.7 Recommended Comprehensive Model for Strategies that to be used by Teachers to Promote Reading.....       | 255 |

|                                                                                         |     |
|-----------------------------------------------------------------------------------------|-----|
| 6.8 Contribution to knowledge .....                                                     | 260 |
| 6.9 Areas for Future Research.....                                                      | 261 |
| REFERENCES.....                                                                         | 263 |
| APPENDIX A.....                                                                         | 297 |
| ETHICAL CLEARANCE .....                                                                 | 297 |
| APPENDIX B: LETTER OF PERMISSION TO THE PROVINCE OF THE EASTERN<br>CAPE EDUCATION ..... | 299 |
| APPENDIX C: INTRODUCTORY LETTER TO SCHOOLS.....                                         | 301 |
| APPENDIX D: INFORMED CONSENT AGREEMENT FORM .....                                       | 301 |
| APPENDIX E: EDITOR'S DECLARATION.....                                                   | 303 |
| APPENDIX F: INTERVIEW GUIDE FOR GRADE FOUR ENGLISH TEACHERS .                           | 304 |
| APPENDIX G: INTERVIEW GUIDE FOR GRADE FOUR NATURAL SCIENCE<br>TEACHERS.....             | 306 |
| APPENDIX H: CLASSROOM OBSERVATION SCHEDULE .....                                        | 308 |



## LIST OF ACRONYMS

|                |                                                                             |
|----------------|-----------------------------------------------------------------------------|
| <b>ANA:</b>    | Annual National Assessment                                                  |
| <b>APA:</b>    | American Psychological Association                                          |
| <b>ACE:</b>    | Advanced Certificate in Education                                           |
| <b>B.Ed.:</b>  | Bachelor of Education                                                       |
| <b>CAPS:</b>   | Curriculum & Assessment Statement                                           |
| <b>CDA:</b>    | Critical Discourse Analysis                                                 |
| <b>DBE:</b>    | Department of Basic Education                                               |
| <b>DCT:</b>    | Dual Coding Theory                                                          |
| <b>DoE:</b>    | Department of Education                                                     |
| <b>EFAL:</b>   | English First additional Language                                           |
| <b>EGRA:</b>   | Early Grade Reading Assessment                                              |
| <b>FAL:</b>    | First Additional Language                                                   |
| <b>FED:</b>    | Further Diploma in Education                                                |
| <b>FFL:</b>    | Foundation for learning Campaigns                                           |
| <b>HOD:</b>    | Heads of Departments                                                        |
| <b>LiEP:</b>   | Language in Education Policy                                                |
| <b>LOI:</b>    | Language of Instruction                                                     |
| <b>LOLT:</b>   | Language of Learning and Teaching                                           |
| <b>NAEP:</b>   | National Centre for Educational Progress                                    |
| <b>NCES:</b>   | National Centre for Educational Statistics                                  |
| <b>NEEDU:</b>  | National Education Evaluation and Development Unit                          |
| <b>NEPI:</b>   | National Education Policy Investigation                                     |
| <b>PED:</b>    | Provincial Education Department                                             |
| <b>PGCE:</b>   | Post Graduate Certificate in Education                                      |
| <b>PIRLS:</b>  | Progress in International Reading Literacy Study                            |
| <b>REC:</b>    | Research Ethics Committee                                                   |
| <b>RSA:</b>    | Republic of South Africa                                                    |
| <b>SACMEQ:</b> | Southern and Eastern Africa Consortium for Measuring<br>Educational Quality |
| <b>SASA:</b>   | South African Schools Act                                                   |
| <b>SGB:</b>    | School Governing Body                                                       |
| <b>SMT:</b>    | School Management Team                                                      |

**UK:**.....United Kingdom

**USA:**.....United States of America

**ZPD:**.....Zone of Proximal Development

## **LIST OF TABLES**

**TABLE 1:** Choices of parents (medium of instruction)

**TABLE 2:** Characteristics of three different approaches to reading instruction

**TABLE 3:** Reading and analysing non-fiction strategy (RAN)

**TABLE 4:** Raising questions and making inferences from a single fact

**TABLE 5:** Codes used for participants

**TABLE 6:** Distribution of Gender of Grade Four English teachers in four primary schools

**TABLE 7:** Distribution of Gender of Grade Four Natural Science teachers in four primary schools

**TABLE 8:** Distribution of Participants by Age Range

**TABLE 9:** Distribution according to Gender, Age and Subject Taught

**TABLE 10:** Distribution of Years of Experience of Participants across Age Group and Subject Taught

**TABLE 11:** Distribution of Age Range, Gender and Experience

**TABLE 12:** Distribution of Years of Experience of Participants and Subject Taught

**TABLE 13:** Distribution of Age Group and Subject Taught

**TABLE 14:** Distribution of Academic/Professional Qualifications across Gender

**TABLE 15:** Distribution of Academic/Professional Qualifications and Subject Taught

**TABLE 16:** Distribution of Academic/Professional Qualifications, Gender, Age and Subject Taught

**TABLE 17:** Recommended Comprehensive Framework for strategies that can be used by teachers to promote reading

## LIST OF FIGURES

- Figure 1:** International results in reading
- Figure 2:** 4<sup>TH</sup> graders who score proficient or better by race or family income
- Figure 3:** Average reading scores on 4<sup>th</sup> grade increased from 2006-2011
- Figure 4:** Interactive Model of reading process
- Figure 5:** Most prominent languages spoken by learners in South African schools
- Figure 6:** Languages of teaching and learning in South African schools in 2007
- Figure 7:** Proportion of Grade Four learners who cannot read for meaning in language of learning and teaching
- Figure 8:** Proportion of Grade 4 learners who are illiterate
- Figure 9:** Overcrowded classrooms in the Eastern Cape
- Figure 10:** Bomini primary school Eastern Cape Education
- Figure 11:** Poor Infrastructure at Mawini high school in the Eastern Cape
- Figure 12:** Shocking state of toilets at Nyangelihle high school Eastern Cape
- Figure 13:** Learner uses toilets in terrible condition at Nyangelihle high school
- Figure 14:** Eastern Cape darkest heart (De Waal, 2013)
- Figure 15:** Forgotten schools of the Eastern Cape left to rot (john 2013) cited in Khumalo and Mji (2014)
- Figure 16:** The relationship between Ontology, Epistemology and Methodology in a research study
- Figure 17:** An expression of a Grade six learner
- Figure 18:** Grade Four English class in school D
- Figure 19:** Grade Four Natural Sciences in school D
- Figure 20:** Teacher at school D using Flash Cards

# **CHAPTER ONE**

## **1.0 Introduction**

South Africa has a rich language heritage with eleven official languages. However, during the first four years of formal education in primary schools, that is, Grade R up to Grade Three, learners need to use one home language of instruction. In the four primary schools selected for this study, the home language for three of the schools is isiXhosa and, in the other school, learners are predominantly Afrikaans speakers. According to the Language in Education Policy Act 27 of 1997, beyond Grade Three, all learners choose one language of teaching and learning (LoLT) and one additional language (DoE, 1997).

Pretorius (2002) states that the transition from foundation phase to intermediate phase marks a period of hardship to most learners, since in Grade Four the LoLT is English taught to non-mother tongue speakers. Pretorius (2002) postulates that the Grade Four learners, at this stage, have not yet mastered reading comprehension skills in the mother tongue, let alone in English, which is a foreign language to them. The introduction of many content subjects taught in English by different teachers exacerbates the problem; hence, the learners are expected to be proficient in English as the language of teaching and learning from Grade Four (Fleisch, 2008).

Researchers such as Donald, Lazarus, Lolwana (2005), cited in a recent study by Van der Merwe (2014), argue that learners are forced to learn in a language that is different from the mother tongue. Most Grade Four learners in South African schools are affected by the transition from Foundation Phase, where they were using their mother tongue. Graddol (2010) states that these learners lack fluency in English and that this leads to English reading barriers. The change of the environment, where these learners were taught by one teacher from Grade R to Grade Three, is another problem. Lessing and Mahabeer (2007) argue that change of environment affects the learners' reading and reading comprehension at this stage. Van der Merwe (2014) posits that the Grade Four learners fear responding to the instruction that requires reading skills because of the language that is unfamiliar to them. Joubert, Bester, Evan and Phatudi (2015, p.101) argue that "reading per se is of little value"

when learners cannot understand what they read. Grade Four learners are struggling to read with understanding; teachers need to use strategies to promote reading and reading comprehension. Klapwijk (2015, p.1) states that reading with understanding relies on the “ability to read effectively from an early age”.

Van der Berg (2016, p.10), cited in Janse van Rensburg (2016), posits that 41% of learners who attended schools in the rural areas where the LoLT is English “read with the speed that is less than 40 words per minute”, while the average readers only reach around 200 words per minute with a typical comprehension of 60%. Subsequently, Van der Berg (2016) cited in Janse van Rensburg (2016) further argues that learners are unable to “read with comprehension hence, they will not be able to remember what they have read by the time they get to the end of the sentence.” Janse van Rensburg (2016) hypothesizes that there is no remedy for this situation; however, collaboration of teachers with parents is encouraged to report on a constant basis about the development of the learners’ reading and reading comprehension.

The 1994 elections in South Africa marked a new era that was meant to heal and move to the new era without dwelling on the past. South African schools, predominantly those in the townships as well as rural areas, are still in a bad state as they show resemblances of the past (Prew, 2010). Taylor (2005) argues that the legacy of apartheid has formed a harmful environment for reading ability attainment and progress in South African schools, since learners in schools use English as the language of learning and teaching (LoLT). English is a language of learning and teaching in South African classrooms to everyone, including non-mother tongue speakers (Graddol, 2010).

The radical changes to education in the democratization of South Africa in 1994 were imperative, for example, the integration of the previously separated education systems both at national and provincial levels came with problems. Several attempts have been made by the South African government to improve reading and reading comprehension, but Grade Four learners are still struggling to read (Le Cordeur, 2010). The inability to read by learners to schools is a big problem that affects teaching and learning of the learner (Foncha and Sivasubramaniam, 2014). A

reading culture should be the utmost significant aspect to the learner's success in education and in the present diverse society, which makes reading the heart of development and progress (Nssien, 2008). The researchers have a task to find the means to support teachers and motivate learners by instilling a reading culture in first additional language (FAL) learners, since reading problems are still prominent. Currently, South Africa introduces English as a learning area in Grade Three to prepare learners to switch to English as LoLT, which is a compulsory subject from Grade Four in the intermediate phase (Revised National Curriculum Statement, 2002, cited in Department of Education , 2005). Researchers such as Mullis, Martin, Foy and O'Dwyer (2013, p.15) argue that "English reading is an educational challenge worldwide" as reflected in the findings regarding countries , for example, South Africa, Canada, England and United Arab Emirates.

### **1.1 Challenges related to reading:**

- **An International Context**

Balfakeh (2009) states that problems in reading are a global phenomena and affects even the developed countries. Blanton (2007) together with Exley (2007) cited in Westwood (2008) submit that, even in the United Kingdom (UK) as well as the United States of America (USA), approximately 30% to 35% of learners have difficulties with reading. The American Federation of Teachers (2010) asserts that reading problems are the cause of the high rate of learners getting out of secondary school, as they cannot cope with the school curriculum in the USA. In their research studies, many scholars such as Denham, Bassett and Zinsser (2012); Raver, Blair and Li Grining (2012) postulate that a good relationship between teachers and learners is vital in children's social, emotional, competence and academic achievement since it has a pronounced inspiration on child development of reading.

- **United States of America**

Temple, Ogle, Crawford and Freppon (2005, p.4) submit that, on the International Educational Achievement study, an “American nine-year-old scored second in the world, exceeded only by children from Finland”, (ibid), “fifteen-year-olds tied for fifth place behind New Zealand, France, Sweden and Finland.” Temple et al. (2005) further reported that 40% of the fourth graders are struggling to read at this stage, even under the supervision of teachers. In America “black fourth graders scored 69%” and Hispanic learners’ results were even worse with 64% “which shows that these learners lacked the basic reading ability” (Temple et al., 2005, p.4).

Echoing the foregoing, Mathes, Torgerson and Mor, cited in Hugo (2005, p.210), added that “40% of children in the United States of America (USA) experience significant problems in becoming competent readers.” They further state that “more than 40% of fourth and eighth graders fail to read at the level considered basic to performing grade-level schoolwork.” Seligman and Csikszentmihalyi (2000) state that about 6,000,000 of the 48,000,000 learners registered in schools in the USA have reading problems.

According to Martin., Martin and Carvalho (2008, p.113), reading problems in America are high; in 2002, the United States Department of Education reported that “2,887,217 school-aged children are receiving services for learning disabilities,” these learners were recognized as learners with reading barriers. The National Assessment of Educational Progress’ results conducted by the National Centre for Education Statistics (2013) reported that in America “33% of Fourth Grade learners are scoring below the basic levels in reading”, this means they are unable to acquire or maintain grade-level reading skills.

The following researchers, Lonigan, Purpura, Wilson, Walker and Menchetti, (2012, p.112), argue that “reading below the grades was the highest in learners from the low-income group.” This causes frustration to teachers teaching Fourth Grade learners. However, researchers such as (Cain and Oakhill, 2011) highlight that vocabulary training has been recommended by the National Reading Panel to



improve reading comprehension to support the 4<sup>th</sup> grade learners, but reading is still reported as a problem in USA.

Carroll (2010) states that there are four factors in building reading ability and they are reflected below:

- Parents who serve as their children's first teachers.
- Access to high-quality preschool.
- Kindergarten programmes that help children catch up if they missed out on preschool.
- Skilled instruction in the first through third grades.

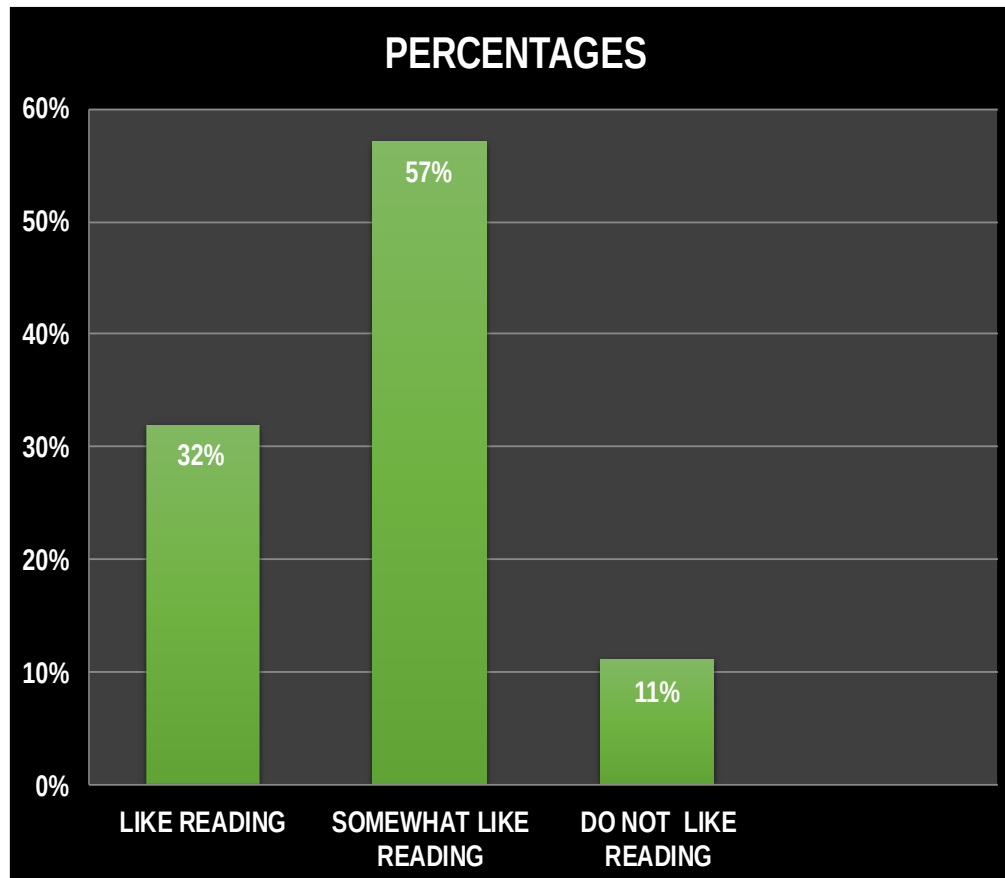
The home is a place that affords modelling and undeviating guidance in reading practices of young learners (Heckman, 2011). Children are good imitators; they always appreciate adults and older children reading, thus resulting in the use of printed materials by them in return. A supportive home environment and an early start are crucial in shaping children's reading literacy. Parents' support in their learner's education with reference to reading plays an important role in a child's education (Heckman, 2011). Learners who are exposed to reading at an early stage are at an advantage in language performance compared to their classmates (Kloostermann, Notten, Tolsma, & Kraaykamp, 2011, cited in Heckman, 2011).

This is reflected in the Progress in International Reading Literacy Study (PIRLS) (2011, p.10) results that reported that the fourth grade had "higher reading achievement if their parents" reported the following:

- They themselves liked reading;
- They often engaged in early literacy activities with their children;
- They had more home resources for learning;
- Their children had attended pre-primary education.

The following shows the statistics in percentages of the learners who like reading internationally.

**STUDENTS WHOSE PARENTS LIKE READING— INTERNATIONAL AVERAGES**

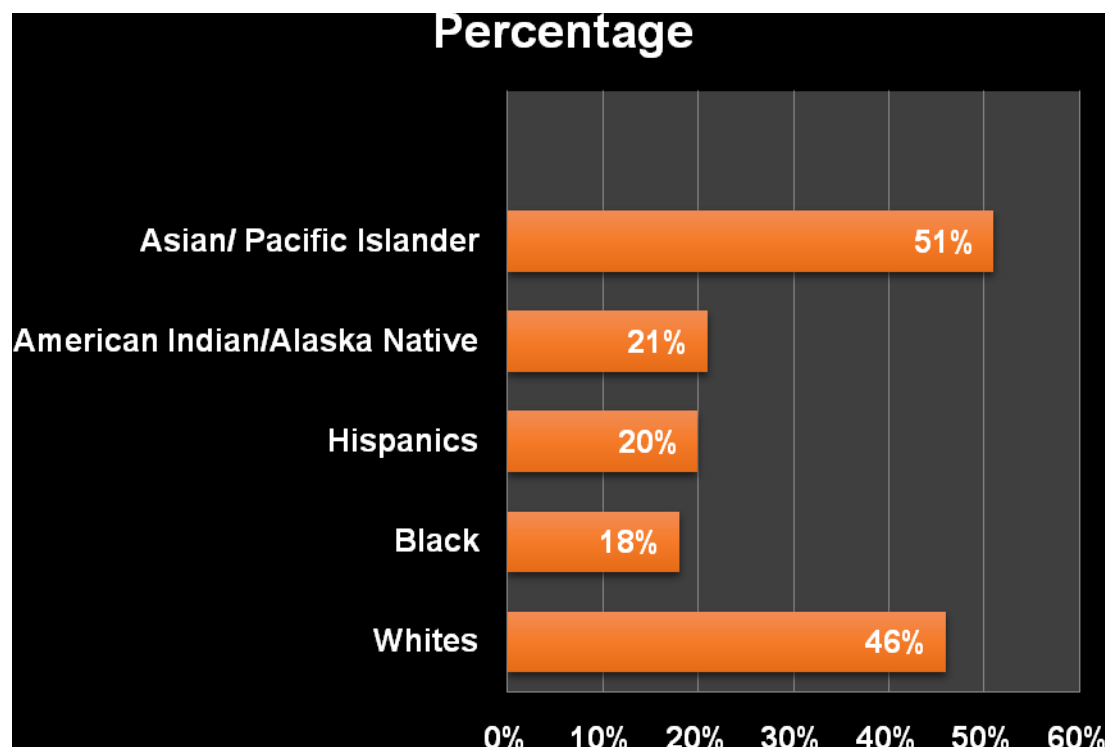


**ADAPTED FROM PIRLS (2011)**

Available at [www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf](http://www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf)

**FIG 1: INTERNATIONAL RESULTS IN READING FOR STUDENTS WHOSE PARENTS LIKE READING— INTERNATIONAL AVERAGES**

Heckman (2011) posits that not all learners are exposed to these advantages listed above due to various reasons: some enter school far behind than their peers, family poverty, parents' illiteracy and lack of commitment and engagement in their learners' school work make the learners to be at a disadvantage when it comes to learning to read. O' Brien (2008) argues that international learners are struggling to read proficiently by the end of the Third Grade, thus causing lot of daunting hurdles when they reach Fourth Grade. Echoing the foregoing, Feister (2013) reiterates that failing to read proficiently by the end of the Third Grade is related to ongoing reading difficulties when learners reach the Fourth Grade. The National Centre for Education Statistics (NCES) (2013) reported that race or ethnicity remains a serious challenge regarding reading proficiency in the Fourth Graders. NCES (2013) further states that it's only 18 percent of Black students and 20 percent of Hispanic students who read at or above the proficient level. This is shown in the chart below:



**ADAPTED FROM NATIONAL CENTER FOR EDUCATIONAL STATISTICS, 2013**  
**FIGURE 2: 4<sup>TH</sup> GRADERS WHO SCORE PROFICIENT OR BETTER BY RACE OR**  
**FAMILY INCOME**

Reading proficiency and family income has an impact on the Grade 4 learners. The National Education Association (2013) further reveals proficiency gaps with regards to learners from moderate and high-income homes and those from low-income homes. The National Centre for Educational Statistics (2013, p.4) highlights that “eighty percent of low-income fourth-graders scored below the proficient reading level, compared to forty nine percent of those from wealthier families.” Feister (2013) posits that the low-income children who struggle with reading are strangely children of colour.

Echoing the foregoing, Hernandez (2011, p.5), adds that “one-third of low-income African-American and Hispanic students who did not read proficiently by the end of third grade failed to graduate, about twice as many as similar white children”. Hernandez continues to point out that “low family income and neighbourhood poverty compounded the situation, as did ethnicity.” This is reflected in the following (adapted from Hernandez, 2011, p.5):

- 26 percent of children who were poor for at least a year and did not read proficiently failed to graduate.
- 32 percent of those children did not graduate if they had spent more than half their childhood in poverty.
- 35 percent failed to graduate if they also lived in poor neighbourhoods.
- 31 percent of low-income African-American students and 33 percent of low-income Hispanic students who did not read proficiently by the end of third grade failed to graduate, about twice as many as similar white children.

Literacy is multi-faceted internationally. In United States of America, White American students are unable to read novels, drama, and other literature. This is revealed by the 2011 Progress in International Reading Literacy Study (PIRLS) which reports that in the USA Fourth Graders rated second on reading literature but fifth in reading for information (Duchouquette, Loschert & Barth, 2014). The parent’s education influence is another factor concerning reading with the Fourth Graders internationally. The National Centre for Education Statistics (2013) reveals that children whose parents were more highly educated earned higher reading scores to

show that parents' education has got a positive impact on their children's reading. The family or community engagement factor also influences reading amongst Fourth Grade learners internationally. Learners are exposed to reading at home and in school libraries, recreational facilities, museums and other community-based organizations (Harvard Family Research Project, 2014). However, schools which have a huge number of poor students and students of colour have little numbers of learners who engaged themselves in these community services (McAlister, 2013).

According to the analysis of reading proficiency reported by the National Centre for Educational Statistics (NCES) (2014) on reading problems of the African-Americans and Hispanics regarding Fourth Graders, the statistics still show poor levels of reading aptitude since the white learners outperformed them by 25 points in reading. The National Assessment of Educational Progress (NAEP, 2015) cited in Phillips, et al, (2016), discovered that reading attainment with fourth graders is still behind with one or more years in reading accomplishment. The National Assessment of Educational Progress (NAEP) (2015), in Phillips and Uccelli (2016), further reports that most middle grade students today are struggling readers. Phillips and Uccelli (2016) submit that over 60% of USA 4th and 8th graders fail to demonstrate reading proficiency on the National Assessment of Educational Progress (NAEP, 2015). They revealed that 79% of 4th graders from low-income homes perform below proficiency on the NAEP reading assessment (NAEP, 2015, cited in Phillips, et al, 2016). Poverty and reading instability affect reading performance of learners. This frustrates the teachers teaching these learners as the fourth graders managed to get only 23% above basic level. The above statistics exposed by NCES (2014) show that it is apparent even in the United States of America that they have a huge number of learners who are still struggling with reading in Grade Four EFAL.

- **Netherlands**

Looking at the Fourth-Grade learners in Netherlands, Gijsberts and Ledema (2012), in their research study, confirmed that the educational attainment of learners from non-Western migrant groups in the Netherlands are lagging with regard to language and reading ability in the Fourth Grades. Herweijer (2009) states that both learners whose parents have a secondary or higher education background and the learners

who are coming from families with a lower education background have difficulty in reading at Fourth Grade level. There is little progress in Netherlands, as most primary schools and public libraries collaborate when it comes to promoting reading. The use of school libraries is supported by many learners and public libraries have become increasingly common to promote reading skills to Fourth Grade learners (Kasperkovitz, van Tits, & von der Fuhr, 2009). The conclusive objective of the collaboration between schools and libraries in Netherlands is meant to enhance the learners' language development at Fourth Grade level (Huysmans, Kleijnen, Broekhof, & van Dalen, 2013). Kasperkovitz et.al (2011) reveal that, despite all these efforts, there are still gaps in reading development in Netherlands.

- **Denmark, Sweden and France**

Recent research findings on reading (PIRLS, 2011) (cited in Mullis, Martin, Foy, and Dwyer, 2013) reveal that reading literacy level in Fourth Graders in Denmark, Sweden and France are influenced by the learners' home, school and resources availability. Stancel-Piatak, Mirazchiyski and Desa (2013) reveal that the socio-economic structures of schools in Denmark, France, and Germany have a positive impact on the learners' reading progress in Fourth Grade. Echoing the foregoing, Caro, Sandoval-Hernández and Lüdtke (2014) also add that the relation between home and school characteristics and reading achievements on Fourth Grade learners need to be considered. (Caro et. al., 2014), submit that the schools' reading culture should be enhanced.

Mullis et al. (2013) postulate that parental book reading and storytelling at home should be encouraged to stimulate a positive contribution to reading accomplishment to learners. In the same vein, Sénéchal (2012) posits that early literacy skills and early literacy practices play an integral part in the reading ability in a child's language development. Sénéchal further explains that parental involvement in their children's education by engaging them in book reading teaches them vocabulary since the interactions during storybook reading involve the discussion of the meaning of print, which, in turn, enhances reading skills to the learners. Araújo and Costa (2015) submit that parental collaboration with the school to assist in improving reading and

reading comprehension by means of teaching learners literacy skills and reading to them regularly have higher reading achievement to Fourth Grade Learners. Conversely, Sénéchal (2012) reports that children whose parents do not involve themselves in their children's reading achieve lower reading scores in PIRLS, 2011.

In the same vein, Araújo and Costa (2015) also add that there is a positive relationship that links the children's ability to distinguish most of the alphabet and frequency of parental book reading with reading achievement to improve reading and reading comprehension to Fourth Graders. They argue that parental involvement and the school collaboration with the child's home and community develop the learner's ability to recognize most of the alphabets, the reading of some words, the reading of sentences, and the writing of letters as well as words before the start of compulsory education, which stimulates the learners' academic progress in early life up until adult stage. Echoing the foregoing, Kalb and van Ours (2014) insist that home book reading promotes the learners' reading achievement in the Fourth Graders.

- **Australia**

In a research conducted in Australia, Kalb and van Ours (2014) reveal that children who read at home regularly are likely to achieve higher scores in literacy and numeracy when they reach Fourth Grade. They go on to argue that these learners will gain high vocabulary skills at the beginning of First Grade up until adult life since they will benefit from implicit classroom instruction on decoding due to prior knowledge. Sénéchal (2012) supports the idea of the parental involvement in the process of learners' reading for pleasure outside of school; hence, children infer the meaning of new words and integrate the information acquired in the process of reading, thereby encouraging learner involvement and participation in the classroom.

Mol and Bus (2011) concur that reading for enjoyment has been found to be meaningfully related to improving reading and reading comprehension from beginning through adulthood. Reading stories and reading books at homes should be encouraged to improve reading skills to Fourth Grade Learners. The European Commission (2012) adds that the school environment that takes reading seriously influences children's motivation in reading. School resources, such as well-equipped

libraries, may also promote interest in reading in the Fourth Grade to bridge the gap of disadvantaged peers due to socio-economic backgrounds (European Commission, 2012).

- **Republic of China**

The online version of *Ethnologue* estimates that there are 845 million native speakers of Mandarin Chinese, with the primary country for the language being the People's Republic of China ([http://www.ethnologue.org/ethno\\_docs/distribution.asp?by=size](http://www.ethnologue.org/ethno_docs/distribution.asp?by=size)).

The pronunciation of Mandarin varies by region. Pavlik (2012, p.5) submits that "Mandarin syllable structure is such that the only consonant sounds that can end a syllable are /n/, /ŋ/, and /ɿ/". Pavlik (2012, p.5), explains further that the result is that "any word in English that ends with a consonant other than these is difficult for native Chinese speakers to pronounce". The Chinese people "commonly pronounce words like *took* as [tʊkhə] instead of [tʊk], inserting a vowel in order to shift the final consonant to the beginning of a new syllable" (Pavlik, 2012, p.5). Consequently, reading in English becomes a problem to Chinese because of the influence of the native language.

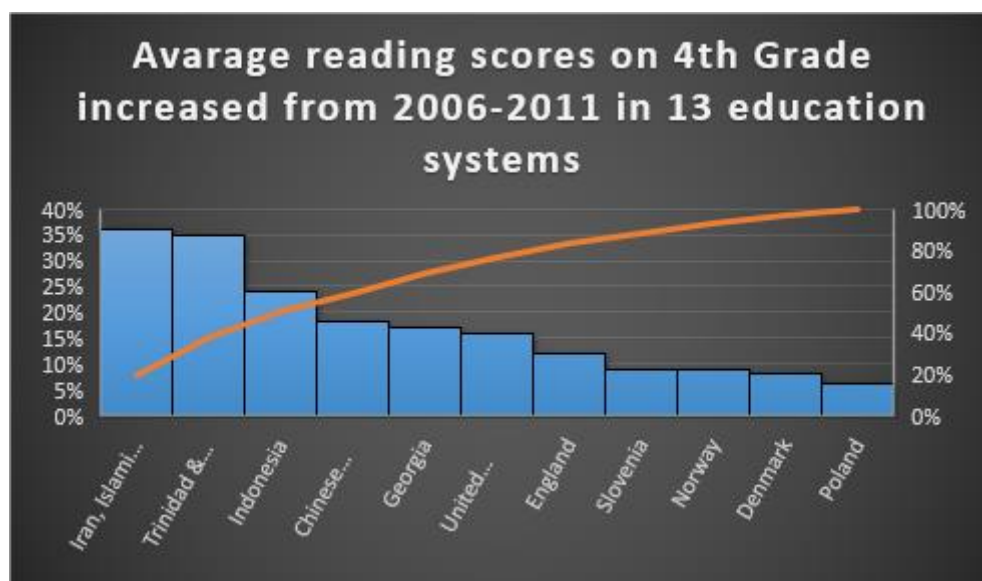
Fu (2003, p.144), states that "learning to read words in groups instead of reading word by word is likely to be difficult." Fu (2003) further explains that there are two phonetic differences between Chinese and English syllables which make the reading of English very difficult. Ho (2003, p. 147) insists that the Chinese find difficulty with distinguishing between "/n/ and /l/" constantly. All these contribute to reading difficulties that are still prevalent in China.

- **United Kingdom**

In United Kingdom learners move up each grade based on their age, not their academic ability, which can be the cause of the reading problems since some



learners might not be ready to move on. “Even in wealthier countries where public education is available for children of all backgrounds, disparate resources can leave great gaps in services available for students with special needs” (Sprenger-Charolles & Siegel 2011, p.4). Consequently, the average reading scores on Fourth Grade Learners from 2006 to 2011 are increased in thirteen (13) education systems as shown below (Average reading score, 2011):



ADAPTED FROM AVERAGE READING SCORE, 2011

FIGURE 3: AVERAGE READING SCORES ON 4<sup>TH</sup> GRADE FROM 2006-2011

Andrejs and Antra (2009, p.76) list the following factors as influencing reading literacy at the primary school level:

- The socio-economic position of a family considerably influences students' reading literacy achievements. Usually, children from families with one or two

children have better achievements in reading literacy; they have comparatively more books and their parents have good education.

- Students' reading literacy is substantially influenced by the collaboration of parents and children at the pre-school age, collaboration at age of 10 is not that important anymore, except regular joint visits to a library or a bookstore.
- The reading of comics in the 4th grade can't be characterized as a factor facilitating reading literacy.
- Better achievements in reading literacy are among the students who read different stories, poetry, parts of fiction books or plays at school at least once a week.
- The 4th grade students' written answers to the questions about what they have read, as well as artistic projects about the read material and reading aloud at school are not the factors promoting reading literacy.
- The authors recommend parents to pay additional attention to the early development of a child's reading literacy during the pre-school age period and teachers to stimulate students' reading full texts of literary works appropriate to the primary school level and pay additional attention to the promotion of reading outside the school.

- **An African Context**

Scholars such Okebukola, Owolabi and Onafowokan (2013, p.1) postulate that "there is little debate amongst researchers, policymakers and educational stakeholders that reading achievement amongst African students is an important issue." Okebukola et al. (2013, p.1) further state that "there is also no contending the fact that the improvement of literacy levels in schools throughout Africa poses a serious challenge requiring urgent intervention." However, Onukaogu (2001), as cited in Okebukola et al. (2013) state that the poor state of literacy in African schools still exists. There are limitations to the reading development of average African primary school children, as stated below (Okebukola et al. 2013):

- Minimal experience of print immersion compared with children in the developed world.
- Lack of collaboration between the home, the community and the school in the provision of reading empowerment of the child.
- The current trend of having untrained and incompetent teachers in the teaching of reading in our schools.

- **Zambia**

Vuzo (2012) argues that even in Zambia, learners use their home language for the first three years of schooling, after that they shift to English as LoLT from Grade Four. Vuzo further states that the transition to Grade Four affects the learners' reading and writing skills; hence they manage to grasp only a few principles of reading and writing in the previous grades, which is grade R to Grade Three. The Southern and Eastern Africa Consortium for Measuring Educational Quality (SACMEQ) (2010) reveals that Zambia is one of the three countries with lower levels of reading (McIntyre, Hulan and Layne, 2011). This situation raised concern with all stakeholders in Zambia, leading them to find the problems that make some children find difficulty in reading (McIntyre et.al, 2011).

Tambulukani and Bus (2011) relate the poor reading skills among the learners in primary schools to multilingualism which affects the teaching of literacy. Tambulukani and Bus also state that the transition to Grade Four, where learners use English as language of learning and teaching (LoLT), affects reading at this level. They also submit that linguistic diversity in Zambia might be the one that is accountable for reading difficulties in primary school learners. Wilson and Peterson (2006) submit that learning to read and write proficiently is the groundwork for success for reading and academic achievement across the curriculum. Subsequently, it is the goal of education that all learners should be proficient in reading and writing. Conversely, a vast number of learners in Zambia are still unable to achieve this goal (Wilson & Peterson, 2006).

- **Zimbabwe and Namibia**

In Zimbabwe, of the 172,698 learners who sat for the “O” level examinations in 2012, only 31,767 (18.4%) passed with at least five subjects and English was amongst the three subjects at the bottom in which the learners did not attain good marks (Gonda, 2013). Makuwa (2004) says that the UNICEF Report (2004) states that, in Namibia, only one child out of fifteen can read before they reach Grade 6 or Grade 8. In Namibia the education system is the same as in South Africa. Learners use their mother tongue from Grade R to Grade Three. They start using English in Grade Four onwards. This transition hinders the progress of reading in Grade Four, causing lot of stress to teachers (Juniors, 2009) cited in Hugo (2010). The Ministry of Education has also introduced mechanisms to improve the education system. These include: (Adapted from Juniors, 2009) cited in Hugo (2010).

- In-service training for unqualified and under-qualified teachers of specific phases such as Grades 1 to 4 and 5 to 7 are required to do the respective courses: Lower Primary Education, Integrated Natural Science, Social Science and Mathematics and English. This is to update their knowledge in bringing changes in classrooms.
- Workshops, conferences and seminars do also take place from time to time. This is to exchange and update ideas.
- Exchange programmes for teachers and learners locally, regionally and internationally take place for more and wider exploration of knowledge and experiences to cope with the needs of modern education.

- **Nigeria**

The ability to read helps learners to be able to have better living as “having the reading and writing skills necessary for everyday living and the workplace is equivalent to eight years of successful formal schooling in the mother tongue or preferred language of learning” (Hoffmann, 2008, p.11). In Nigeria, the following languages English, Hausa, Igbo and Yoruba are the major Nigerian languages that are recognised by the National Policy on Education (Onukaogu, 2006 cited in

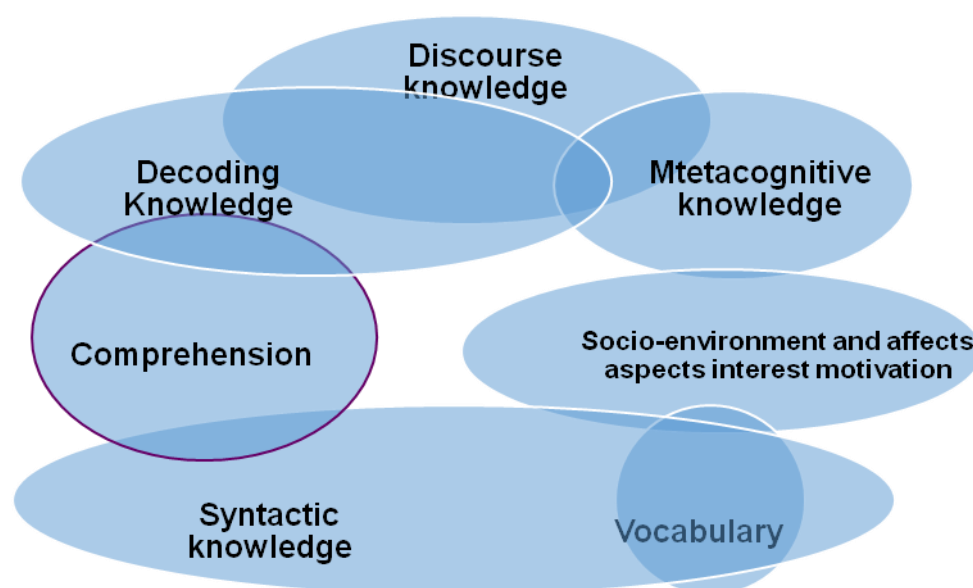
Okebukola, 2012). He explains further that the language policy in Nigeria endorses multilingualism and English is used as the official language in schools. English is taught as a subject in the first three years in the primary schools (primaries 1–3), as stipulated in the policy, and local languages are used as the language of instruction (LOI). Consequently, from primary 4, English becomes the LOI and the local languages are taught as subjects (Okebukola, 2012). Reading problems are still inevitable since Nigerians are lagging about “three years of their counterparts, Britain or America” (Aina, Ogungbeni & Adigun, 2011, p.2011).

McLaughlin (2012) recommends that reading should be made interesting to learners to make them develop an interest to read. McLaughlin states that a holistic approach to the teaching of reading should integrate cognitive aspects and other social aspects of reading. Teachers need to engage learners in reading activities to achieve proficiency in reading with comprehension. He further explains that learners will develop intrinsic motivation to interact with the text if they get motivation from teachers. He also submits that learners make use of cognitive skills to read the text with understanding and they will develop positive attitudes about reading (McLaughlin 2012). He highlights that:

- Meaning is located both within the text and in the meaning that readers bring to the text.
- Reading consists of both translation and expectation.
- Reading proceeds as each knowledge source interacts simultaneously with the print on the page and with other knowledge sources: vocabulary, syntax, discourse and metacognition within a socio-cultural environment.

This is represented in the following diagram

### INTERACTIVE MODEL OF READING PROCESS



ADAPTED FROM MCLAUGHLIN (2012), CITED IN OKEBUKOLA, OWOLABI  
AND ONAFOWOKAN (2013).

FIGURE 4: INTERACTIVE MODEL OF READING PROCES

### Republic of Uganda

Ball (2011, p.6) defines literacy as the “ability to read, write, calculate and otherwise use a language to do whatever is needed in life.” Reading plays an imperative part in a child’s development. “Of all the core competencies recognized to contribute to lifelong learning and sustainable development, none is quite as central as the ability to read and write” (Trudell, Dowd, Piper, & Bloch, 2012, p.8). Learning to read is one of the skills needed for every child to progress in their studies; however, in Uganda this statement is not considered. Nalusiba (2010) states that reading in Uganda was not popular since people were used to oral literature, where stories were narrated and not read. The Uganda National Examinations Board UNEB (2010) and the

Mango Tree Lano Literacy Project (2010) confirm the low levels of literacy acquisition in Primary schools, not only in local languages, but also in English. However, during 1997 Uganda Republic implemented the Universal Primary Education (UPE) scheme that gave access to primary education to children of school-going age (Nalusiba, 2010). Magara and Bukirwa (2005) argue that reading needs to be nurtured due to the background and exposure to be developed. Nalusiba states that an exposure can be through people reading for fun and enjoyment and gaining of knowledge. Library resources, magazines, novels, books at home can be used to develop the reading culture in Grade Four Learners.

Trudell et al. (2012) state that the language policy in Uganda from 2006 and 2007 allowed rural primary schools to choose learners' familiar language as a language of learning and teaching (LoLT) for the first three years of primary schooling. Then, from Primary (P) 4 they use English only through to (P) 7. Heugh (2011, pp.121-122) points out that "at the beginning of fourth year, children are expected to read more fluently as they are exposed to more unfamiliar discourse." It is not the case with children in Uganda as transition to (P) 4, where learners use English as LoLT from this stage, brings more challenges in reading. Almon (2013) states that starting to read in English at this stage puts more pressure on learners and parents.

Bukazi (2000), cited in Nalusiba (2010), reveals that the UPE scheme enrolled all pupils of school-going age from Primary One to Primary Seven with large numbers, where the teacher ratio is 1:100, with lot of unqualified teachers and lack of resources. Wagana (1993), as cited in Nalusiba, insists that in Uganda reading is not part of curriculum. As a result, learners are not expected to do reading at home; so, in Uganda, learners hardly read outside; hence poor reading is eminent in Uganda (Nalusiba 2010). Gitachu (2007) concurs that poor reading impacts negatively on poor results since even libraries have limited books due to lack of positive reading skills as well as reading culture. Gitachu further explains that even at homes there are no reading books since parents have negative attitudes towards reading; even reading for fun or pleasure, parents have never engaged themselves in reading. Reading difficulties will always prevail in a situation like this.

- **Rwanda**

Researchers such as Commeyras and Mazile (2011) reveal in their study that the reading culture in Africa is poor or simply does not exist; in Rwanda there is a pervasiveness of oral communication more than reading of stories. Commeyras and Mazile support this by revealing the culture of reading among primary schools where teachers in Botswana emphasize the rich oral traditions that seem to take over the print culture in African nations. Ndikubwayezu (2009) and Ruterana (2012) concur that lack of a reading culture in Rwanda is prominent.

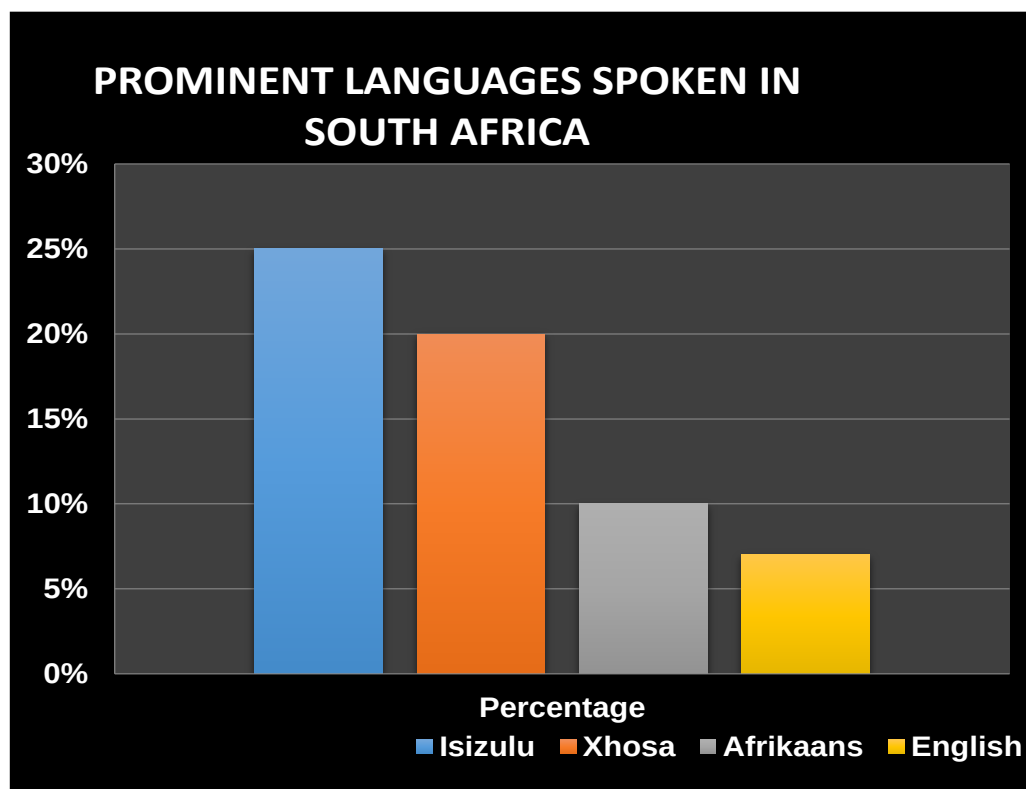
Kenechi (2010) reiterates that Rwandans are not interested in reading because they are not aware of the advantages of reading. Kenechi states that parents are not involved in their children's education. Ruterana (2011) emphasizes that the home and parents are important primary educators. This is not the case in Rwanda and this makes reading difficulties to continue unabated. Researchers see the need for reading. Ndikubwayezu (2009, p.11), for example, confirms that "reading, in all its variety, is vital to our becoming better informed, having a better understanding of ourselves and others, and to our development as thoughtful, constructive contributors to a democratic and cohesive society."

- **The South African Context**

"Education in the apartheid era was used as a weapon to divide society through a construction of different identities amongst learners" (Fru, 2012, p.73). Mohlala (2012) states that the 2006 Progress in International Reading Literacy Study (PIRLS) shows that almost 80% of South African learners in primary schools in Grade Four do not have basic reading skills. The PIRLS (2006) reported that Grade Four learners achieved the lowest mean scores compared to other countries who participated in the reading literacy (Mohlala, 2012). PIRLS (2015), cited in Lumadi (2016), divulges the information that learners are still struggling to read. PIRLS (2015), cited in Lumadi (2016), reveals that learners are unable to construct even a single correct sentence due to vocabulary limitations since reading assist in building



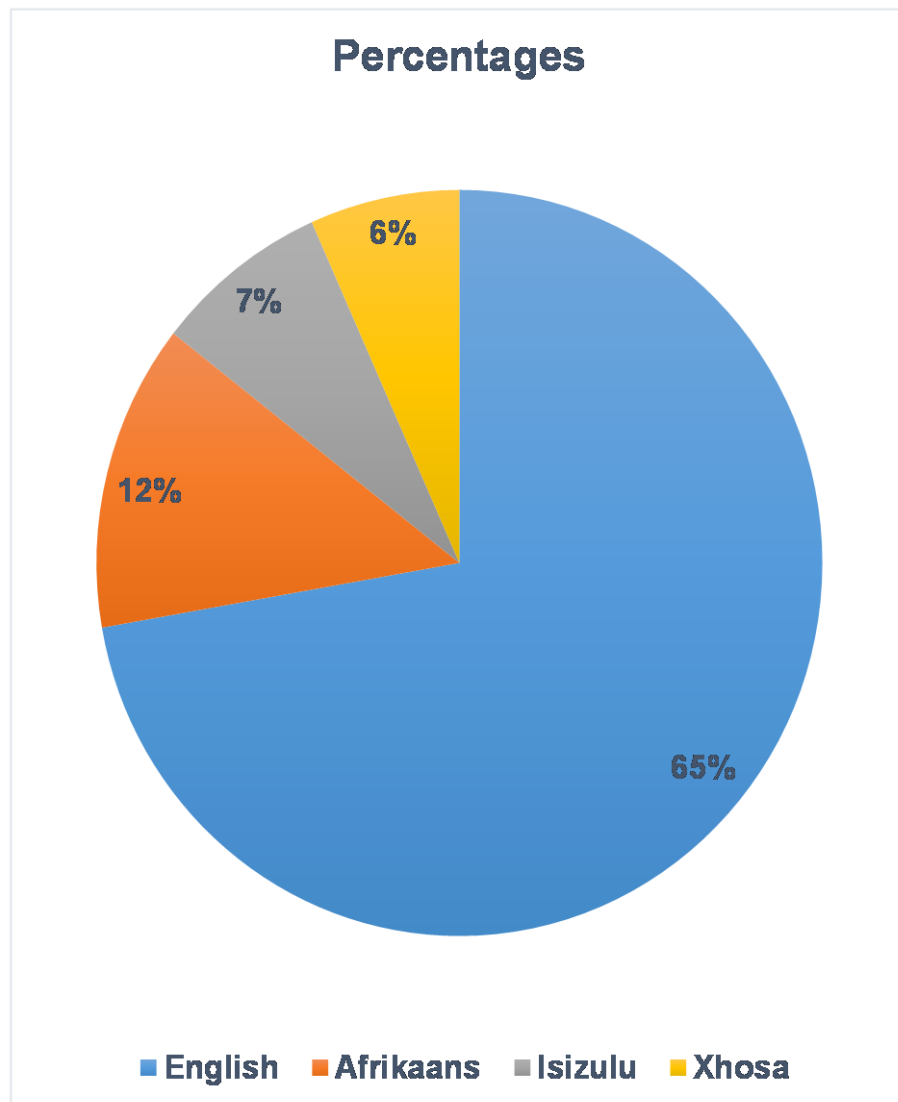
of the vocabulary skills. The findings of the survey that was conducted in 2007, cited in the Department of Basic Education (DBE) (2010, p.21), reveal that IsiZulu, with 25% is shown to be the prominent home language among learners in South Africa. However, it is only 7% of schools who have isiZulu as LoLT. Conversely, 7% of South African learners have English as a home language, but 65% of the schools use English as language of learning and teaching, including the four schools in this current study. This is shown in Figure 5 below that depicts the bulk number of learners in South Africa and Figure 6 shows the languages of learning and teaching in South African schools.



ADAPTED FROM DBE (2010, P. 21)

**FIGURE 5: MOST PROMINENT LANGUAGES SPOKEN BY LEARNERS IN SOUTH AFRICAN SCHOOL**

DBE (2010) further highlights that in the survey conducted in 2007 shows that the home languages in the school system in South African schools were not reflected in the language of learning and teaching (LoLT). This is depicted in the figure below:



ADAPTED FROM DBE (2010, p.21)

**FIGURE 6: LANGUAGES OF TEACHING AND LEARNING IN SOUTH AFRICAN SCHOOLS IN 2007**

Figure 6 shows that the bulk numbers of learners in South African schools do English as LoLT. There are several reasons that led to this. Ntshangase (2011, p.11) states that the issue of the language in South African education system, as detailed in the South African Schools Act (Act 27 of 1996), is the “desire to use a language with international status”, for example, English led parents to choose English as medium of instruction and LoLT in schools. Echoing the foregoing, DBE (2010, p.22) viewed English as most popular, with the following reasons:

- It is a global language;
- It is associated with economic growth;
- It is a common language used in a working environment;
- It is used for future studies; tertiary Education studies are offered in English;
- It is seen as a medium of instruction.

Scholars such as Gules (2005); Kgosana (2006) echo the foregoing that most South African parents are of the view that English is the language of empowerment at school and throughout the child’s adult life. Kgosana (2006) submits that most parents in South Africa want to have their children educated in English regardless of the fact that many learners entering primary schools are not exposed to English at homes and in the environment, they live in; hence, they do not have the necessary background and English proficiency to succeed at school. In the same vein, Desai (2012, p.31) speculates that English as the LoLT was “firmly entrenched in black schooling learners” where it becomes the First Additional Language to non-mother tongue speakers.

Section 6 of the South African Schools Act (SASA) (DoE, 1996), recommends some requirements concerning the purpose of language policy in public schools. SASA together with the Language in Education Policy (LiEP) arrange with school governing bodies (SGBs) to regulate the language policy of a school. LoLT used in a school depends on the choices made by learners or parents.

The LiEP has the following stipulations (DBE, 2010, p.5):

- All learners shall be offered at least one approved language as a subject in Grades 1 and 2.
- From Grade 3 onwards, all learners shall be offered their LoLT and at least one additional approved language as a subject.
- All language subjects shall receive equitable time and resource allocation.
- Learners must choose their LoLT upon application for admission to a school. Where a school uses the LoLT chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner.
- Where no school in a school district offers the desired language as a medium of learning and teaching, the learner may request the provincial education department (PED) to make provision for instruction in his/her chosen language. The PED must make copies of the request and make it available to all schools in the relevant school district.
- The PED must keep a register of requests by learners for teaching in a language or medium that cannot be accommodated by schools.
- It is reasonably practical to provide education in a LoLT if at least 40 learners in Grades 1 to 6 or 35 learners in Grades 7 to 12 request it in a school.

The National Education Policy Investigation (NEPI, 1992) reveals that it is the parents who decided to choose which language of instruction they want for their children's education, they opted for English based on the reasons that are already highlighted. The NEPI (1992, p.81) highlights the structures of the Education and Training Act of 1979 as follows:

- until the end of school year 4, there would be compulsory mother-tongue education;
- the medium of instruction could be chosen thereafter;
- the parents could now choose the medium of instruction, which contrasts with the Education and Training Act of 1953.

Echoing the foregoing, Heugh (2009) also adds that parents chose the medium of instruction for their children, as indicated in the table below:

**TABLE 1: CHOICES OF PARENTS (MEDIUM OF INSTRUCTION)**

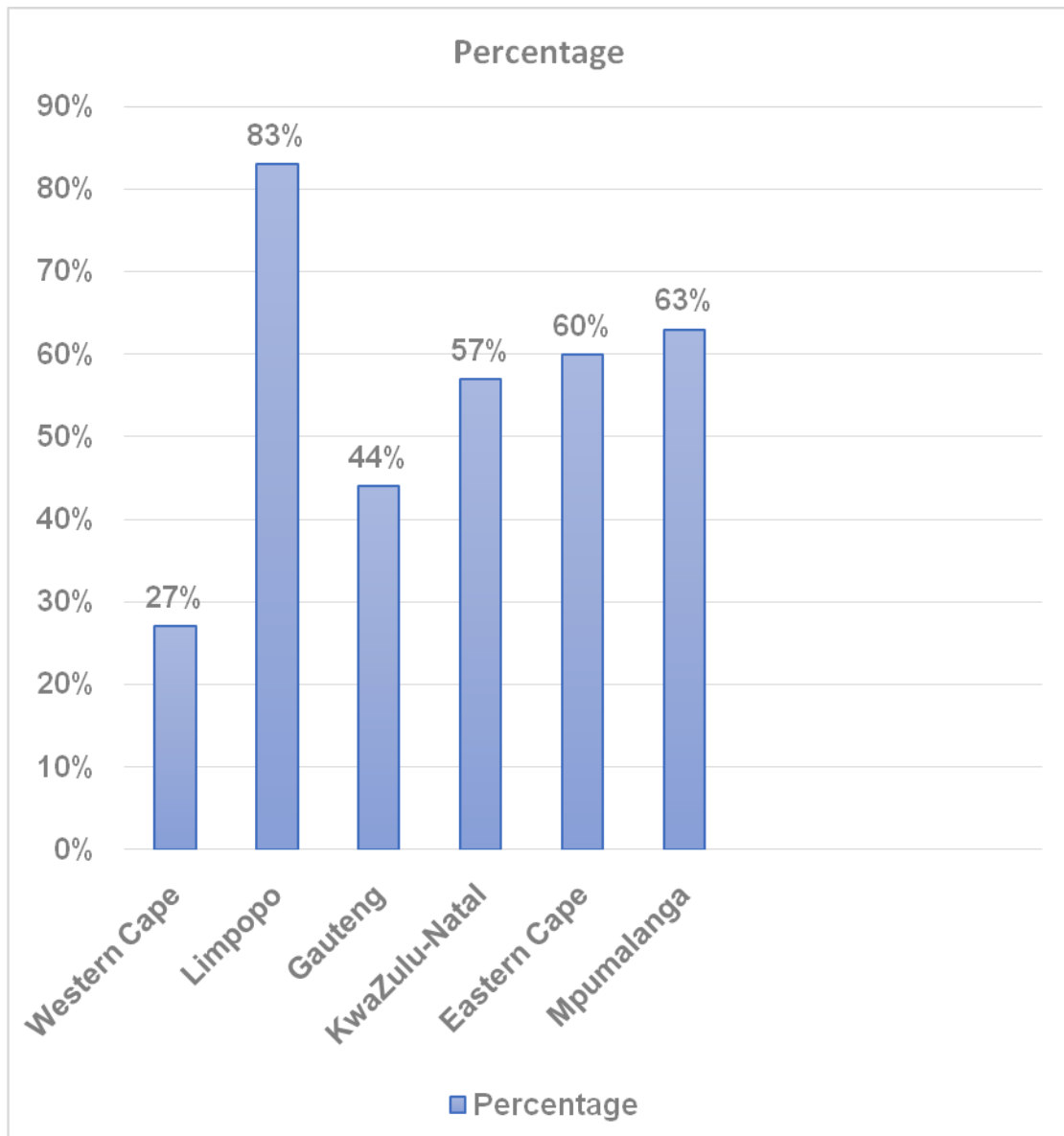
| <b>Column1</b>                           | <b>Column2</b>    |
|------------------------------------------|-------------------|
| <b>LANGUAGES</b>                         | <b>PERCENTAGE</b> |
| <b>RETAINING STATUS QUO</b>              | <b>7,5</b>        |
| <b>SUDDEN TRANSFER TO ENGLISH</b>        | <b>13,4</b>       |
| <b>GRADUAL TRANSFER TO<br/>AFRIKAANS</b> | <b>0,45</b>       |
| <b>GRADUAL TRANSFER TO ENGLISH</b>       | <b>54</b>         |
| <b>STRAIGHT AFRIKAANS</b>                | <b>1,5</b>        |
| <b>STRAIGHT ENGLISH</b>                  | <b>22</b>         |

**Adapted from Heugh (2009)**

According to Joseph and Ramani (2012, p.22), “the struggles of learners for whom English is not the first language (L1) is generally ascribed to the expansion of English-medium teaching.” Learners use English as LoLT, which is foreign to them. Heugh (2000, pp. 4-6), as cited in Makalela (2015), states that “in South Africa the apartheid-born system of Bantu Education, poorly trained teachers and dysfunctional schools have been added as contributing causes” of English reading problems to Grade Four learners in South African schools. Teachers do not know how to teach reading they lack skills and strategies.

The Department of Education confirmed that Grade Three learners in African schools performed poorly in literacy with 39% and Grade Six learners got 35% for language (DoE, 2001). What’s up Teach (2013), concurs that reading difficulties is a national problem in South Africa as a whole. What’s up Teach (2013), claims that learners are unable to read English. Mothibeli (2005) reveals the following statistics of the Southern African Consortium for Monitoring between 14 African countries in 2000 to 2002. Out of 14 countries, South African learners managed to get merely 36.7% in reading at Grade Six. The pre-PIRLS assessment of 2011, which aimed to assess reading literacy in schools, reveals that Grade 4 learners in a nationally representative sample of 341 primary schools still show the reading difficulties, where learners are illiterate, and they read without understanding.

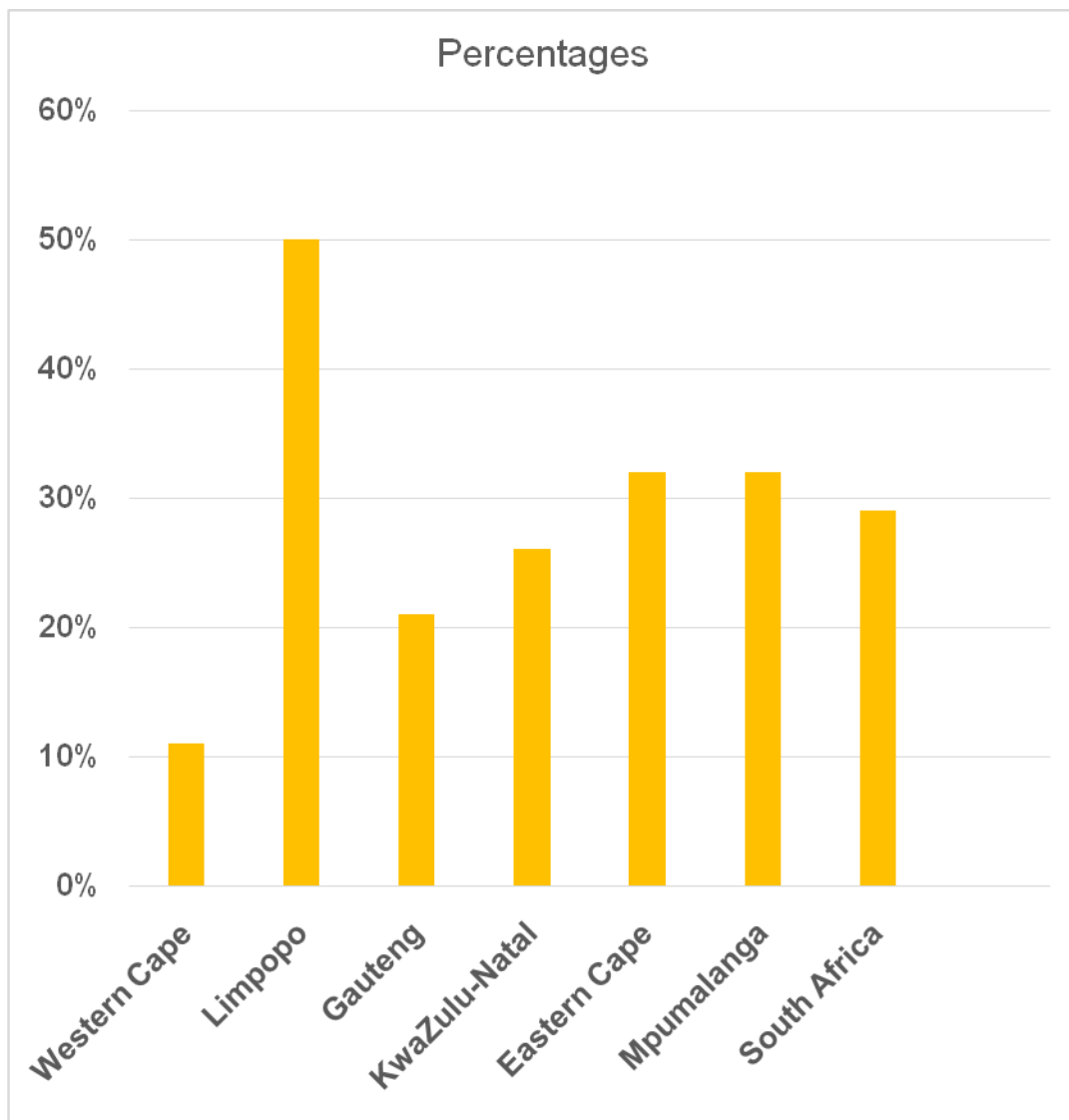
Figure 7 and Figure 8 below show the proportion of Grade Four learners who are illiterate and the proportion of those who cannot read for meaning in Language of Learning and Teaching, Grades one to Grade Three (PIRLS 2011). Western Cape is 27%, Limpopo 83%, Gauteng 44%, KwaZulu-Natal 57%, Eastern Cape, where the study takes place, is 60% and Mpumalanga 63%.



**ADAPTED FROM PIRLS 2011**

Available at [www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf](http://www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf)

**FIGURE 7: PROPORTION OF GRADE FOUR LEARNERS WHO CANNOT READ  
FOR MEANING IN LANGUAGE OF LEARNING AND TEACHING**



**ADAPTED FROM PIRLS 2011**

Available at [www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf](http://www.sde.idaho.gov/site/naep/naep2011/nces-gr4-PIRLS- Brochure Pdf)

**FIGURE 8: PROPORTION OF GRADE 4 LEARNERS WHO ARE ILLITERATE**

According to recent research, Spaul (2016) reveals that 58% of Grade Four learners in South Africa are unable to read with comprehension, while 29% are completely illiterate. The research findings gathered by National Education Evaluation and Development Unit (NEEDU) (2013) confirm that out of 1,772 rural Grade 5 learners, 41% read so slowly that they were considered non-readers in English, while 11% could not read a single English word from the passage used to assess their reading



fluency. The above assertions indicate that English reading is a problem internationally and locally. Hence, the statistics regarding reading in Grade Four at schools are still reflecting reading problems, globally, as well as in South Africa. The Department of Education took an initiative to improve literacy and numeracy, even though the national average performance in Grade Four in English FAL still shows low levels (Department of Education, 2012). The Annual National Assessment (ANA) is one of the initiatives by the Department of Basic Education to improve literacy and numeracy in South African schools.

However, the findings of ANA (2014) show that the progress of the Grade Four EFAL language learners nationally is still unsatisfactory in both literacy and numeracy (Department of Basic Education (DBE), 2014). The poor results of this are attributed to learners' inability to read with comprehension (DBE, 2014). Janse van Rensburg (2016) from Stellenbosch University concurs that the reading problems are still prevalent: the ANA results in Limpopo shows that 83% of learners in Foundation Phase struggle with reading, 44% from Gauteng Province and 33% learners from Western Cape read without comprehension.

Saxton (2010) argues that if learners can master reading skills they can be able to do well in their academic studies. This has led to many initiatives to improve reading proficiency and reading comprehension to learners in South Africa. Naledi Pandor, the former Minister of Education, launched a campaign on the 8<sup>th</sup> March 2008 to improve learner performance in reading of all South African learners (DoE, 2008a). In addition, the National Reading Strategy launched a campaign in 2008 to promote reading across the curriculum, with the intention of instilling a reading culture amongst learners and teachers by a way of providing support and resources, and to promote a nation of lifelong readers (DoE, 2008b).

Angie Motshekga says it is obligatory for learners in the Foundation Phase to acquire appropriate reading skills to be successful for the rest of their school careers (Motshekga, 2010). Modisaotsile (2012) emphasizes that reading is crucial to

achievement in the complex world of today and tomorrow. Thus, reading is regarded as an indispensable tool in modern society. Blunden-Greef (2014, p.141) concurs that reading is a skill that is necessary not only to Grade Four learners but to all the learners across the curriculum; hence, it is a skill that is used “throughout a child’s schooling life into adulthood as it inspires dreams and inventiveness among young minds.” The Minister of Education barred South African schools’ from participating in all surveys for a period of four years from 2008-2011, while looking at the campaigns to alleviate reading problems in South African schools. The following specific campaigns were launched with the aim of eradicating reading problems:

- **Learner Attainment Improvement Plan**

This was announced in 2005 as a plan “to deal with the underperformance of schools and the high failure rate of learners” (DoE, 2010, p.2).

- **Foundation for learning Campaign (FFL)**

According to the DoE (2008, p. 4), the FFL was launched in 2008 as a four-year campaign to improve the reading, writing and numeracy abilities of all South African children. The Government Gazette states that the FFL aims “to improve the rate of literacy and numeracy skills to no less than 50%, which is an improvement of between 15-20%, and culminating at the end of 2011 with a national evaluation to assess the literacy and numeracy levels of Grades 3 and 6 learners in South African Schools.” The FFL campaign recommends that “learners and teachers must be engaged in the exercise of ceasing all other activities and reading for 30 minutes daily in schools” (DoE, 2008, p.1).

- **Quality Improvement Development Support and Upliftment Programme**

This serves as an “affirmative action programme targeting and serving high-poverty school communities in which the quality of education is compromised due to lack of

resources, both human and physical, and improvements are ensured through support and provision of resources” (DoE, 2008, p.1).

- **National Reading Strategy**

The National Reading Strategy was launched in 2008, aiming “to promote reading across the curriculum, to inculcate a reading culture amongst learners and teachers by providing support and resources, and to promote a nation of lifelong readers” (DoE, 2008, p.5).

- **Quality Learning and Teaching Campaign**

This campaign was launched in 2009 to “ensure quality teaching and learning for all learners in the school communities” (DoE, 2008, p.3).

- **Department of Basic Education’s Action Plan for 2014**

This clearly explains the 27 national goals at the heart of a plan which deals with the attainment of better school results (DBE, 2012, p.4). Consequently, the Department of Basic Education’s Action Plan for 2014 described 27 national goals that deal with the attainment of better school results (DBE, 2012). Despite the campaigns that meant to improve reading in South African schools, reading is still a problem, especially in schools where learners start English as a language of learning and teaching in Grade Four.

Probyn, Murray, Botha, Boyta, Brooks and Westphal (2002) submit that many Black South African Grade Four learners face language barriers, since they experience cognitive difficulties in understanding English. The Department of Education (2005) postulates that forcing learners to communicate in a language they do not use at home causes language barriers. African learners predominantly use their mother tongue in their homes and environments since they have little direct contact with English home language speaking people (Probyn et.al., 2002). Owen-Smith (2010)

echoed that learners in Black South African schools are struggling with reading because they use English in the classrooms only.

Owen-Smith (2010) argues that learners in the classroom situation do not perform well, especially in their reading and literacy tasks. Foncha (2013) concurs that those learners who are not familiar with the language of learning and teaching in the classroom scenario (that is English) in South African schools or non-mother tongue learners are unlikely to perform well. Foncha clearly states that the capability to read is imperative for personal, social, and economic well-being. Conversely, Grade Four learners still experience problems in reading. Ehri, Dreyer and Gross (2007, p.419), state that English First Additional Language Learners (EFAL) are “language minority learners” Nel (2009, p.150) states that the Department of Education (DoE) says the term refers to when a “language other than the LoLT is used by learners at home.”

The Grade Four learners in this current study use isiXhosa and Afrikaans at home, so the learners live in the environment where these languages are spoken as their home language. These learners communicate and use English in the classroom only; hence, they find difficulty with reading due to the limitation of the language usage since very few learners can read. Gunning (2010, p.19) argues that even those learners who can read are struggling to comprehend what they have read. Gunning (2010, p.70) puts it nicely that learners are “quick to sail through word lists and read oral passages flawlessly with good expression.” In addition, Dewitz together with Dewitz (2003, p. 422) explain that learners are “able to decode words, but they struggle to comprehend what they have just read.”

Consequently, reading and reading comprehension is still a problem in South African EFAL learners, hence this study is looking at the strategies used by the teachers to improve reading. Several scholars are of the view that reading strategies can enhance reading and reading comprehension, which will lead to better performance tests results academically in learners (Le Cordeur, 2010; Vacca, Vacca & Mraz, 2011). Hugo (2010, p.133) states that in his findings most teachers believed they do not have to “teach” reading but just “facilitate” the process, but learners would teach themselves to read (ibid). Some teachers did not know how to teach reading. The participation of South Africa in an international assessment study of reading literacy

revealed that Grade Four learners are incompetent since they are not capable “reading well at this level nationwide” (Zimmerman, Howie & Smit, 2013, p.218). The (NEEDU) 2016, cited by Spaul (2016), reported that reading problems still exist in the 134 rural schools that were piloted; it was discovered that 87% of teachers do not have effective methods of teaching reading in the primary school. Subsequently, teachers can identify the learners with reading difficulty but lack the skill to assist them. The Reading Advisory Committee was formed to advise teachers on the matters related to reading problems, formulating reading support teams in each province and piloting of Early Grade Reading Assessment (EGRA). Spaul further states that there was no evidence of the assessment results of reading.

In addition, Spaul (2016) reported that the 90% of schools sampled show that the School Management Team (SMT), including the principal, does not monitor reading levels of learners; even the districts did not have the system of monitoring reading levels in schools they have visited. Spaul, states that committees were set to prioritise reading support in the Provincial Education Departments (PED). EGRA was given a task to test the reading fluency to learners. All these initiatives are meant to eradicate reading problems.

The question of mismatch between the mother tongue and LoLT poses a challenge with specific reference to South Africa (Vuzo, 2012). Motala (2013), in his recent research, confirmed that language is one of the obstacles to a learner’s success. Hill (2012) declares that the quality of education in South Africa raises concerns since non-mother tongue learners use English as LoLT in schools.

This research seeks to examine possible strategies to promote reading to EFAL learners at intermediate phase, specifically Grade Four. To address this, the teachers’ knowledge of their learners’ knowledge about reading and reading strategies must be increased (Sheorey & Mokhtari, 2001). Tercanlioglu (2004), posits that the teachers’ knowledge about the reading strategies used by their learners is imperative to promote reading and for making an informed decision about whether to teach reading strategies explicitly or implicitly to develop the learners’ reading comprehension.

### **1.1.1 Importance of Reading and Reading Comprehension**

It is imperative to define the term “reading comprehension” for Grade Four EFAL teachers to understand its meaning. Several researchers come up with definitions. Meniado (2016) defines reading comprehension as an interactive process of finding meanings from a text. In addition, Birsch (2011) defines reading comprehension as the ability to get meaning from what is read. Reading comprehension necessitates diverse reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge for the reader to acquire knowledge from the text.

Tompkins (2011) also defines reading comprehension as the level of comprehending a text. Lephala and Pretorius (2011, pp. 2-3) state that “reading comprehension is described and situated within a socio-cognitive model of literacy, in which reading is viewed as a highly complex phenomenon comprising many cognitive-linguistic skills and component processes that tap into various knowledge bases, all of which are embedded within a social matrix. The act of reading is thus both an individual cognitive-linguistic accomplishment, as well as socially constituted practice.”

Ahmadi, Ismail and Abdullah (2013, p.9) define reading comprehension as “the ability of readers to understand the surface and the hidden meanings of the text using meta-cognitive reading strategies.” Matjila and Pretorius (2004, p. 4), cited in Sivnarain (2013, p.8), states that “Reading is both a cognitive-linguistic ability as well as a socially constructed form of human behaviour. From a cognitive-linguistic point of view, reading utilizes several component knowledge structures and processes that interact rapidly and simultaneously during reading.

Reading is an essential tool needed. However, research shows some of the serious consequences of our literacy crisis (Sisulu, 2010):

- 3 million South African adults are completely illiterate - unable to read the instructions on a medicine bottle or to complete a job application form without assistance.

- There are millions more people (estimates range from 5 to 8 million) who are functionally illiterate – unable to function adequately in the modern world due to under-developed reading and writing skills.
- 10 million South African are “alliterate” (i.e. able to read but not habitual readers). This is the problem of not having a culture of reading; it leads to reading difficulties to learners.

English (2011) says reading is an influential instrument for academic achievement, since it gives learners access to crucial information as it is vital that learners should try their level best to be fluent readers and proficient in reading and reading comprehension. According to Adeniji (2010, p.1), “reading ability determines the learners’ success or failure at school.” There should be collaboration between the teachers and parents to instil a reading culture to learners for the learners to achieve great results in all subjects.

Reading fluency is associated with reading proficiency and reading comprehension which makes learners to attain greater chances of performing well throughout their adult life because of the reading skills they have acquired to promote the acquisition of language skills such as listening, speaking and writing. Adeniji (2010, p.1) says the poor reading problem affects “all categories of readers”. Reading difficulties affect primary and secondary school learners. Adeniji (2010, p.2) further states that the poor achievement in English is caused by a “bad reading attitude”, which makes learners unable to cope with reading. Teachers have the task to motivate learners to engage themselves in pleasure reading, outside their formal study requirements.

Conversely, African society relies on the school to nurture and develop a reading culture (Ofeimum, 2010). The inefficiency of teachers who are not implementing reading strategies to promote reading is another hindrance in reading (Molelo & Cowieson, 2003, cited in Oyetunji, 2013). There is a need in our schools to collaborate with parents and community to instil a culture of reading to learners to encourage skilled readers. Teachers need to be trained to implement the reading strategies correctly as a way of achieving good results. Briquet-Duhazé (2014, p.6) emphasizes the need for “continuing education of teachers from West Africa”, where

French schools in seven countries (Mauritania, Cape Verde, Senegal, Gambia, Mali, Guinea and Burkina Faso), including Dakar and Senegal, took part in a rigorous training reading course the purpose of which was to alleviate reading problems and for the teachers to impart the knowledge they have to others. Echoing the foregoing, Maphosa and Mutopa (2012) also add that teachers need to be empowered to ensure the proper implementation of a meaningful curriculum. Reading comprehension necessitates word reading skills and understanding of the words in the text (Tunmer & Chapman, 2012).

These are metacognitive strategies for teaching reading and reading comprehension: Adapted from Dahl (2011, p.1):

- Think out loud, where good readers monitor their thinking while reading using schema by consciously connecting the text to pre-existing knowledge and experiences and consider how it helps their understanding of the text.
- Readers can also infer which involves the use experience and information from the text to draw conclusions, make connections, predictions, and form opinions.
- Dahl (2011) further explains that teaching reading comprehension enables readers to ask questions about the text before, during, and after reading.
- Make decisions about what is important in the text (elements and themes) and ensure that learners can summarize the main points.
- Teachers also benefit from teaching reading comprehension as it helps them.
- Set a purpose for reading to make it meaningful.
- Monitoring comprehension to make sure students have strategies in place if they find the text too difficult.
- Helping readers visualize what is being read to make brain movies by tuning into the sensory and emotional images of the text to enhance the visualization and making use of this information to help make inferences and draw conclusions.
- Readers are also introduced to synthesizing and retelling, where keeping track of their impressions while reading and identifying the underlying meaning of the text is paramount; here, readers can connect the text to



information from other sources while extending that information beyond the text to form opinions and read critically.

- Dahl (2011) concludes with text structure as the last metacognitive strategy for teaching reading comprehension, which involves the understanding of the elements of a story and how stories are put together to help students analyse and think critically about meaning.

In addition, these are conclusions concerning reading: Adapted from Govender (2011, p.196):

- Reading is crucial, and unless attention is paid to the unequivocal teaching of reading through all levels of schooling, learners will not learn to read effectively, and schooling will continue to be a vehicle for widening inequality in our society rather than the opposite.
- The systemic barriers are the root of these problems that exist in the education system together with the ineffective teaching of reading in the schools which result in learners' "consequent inability to independently learn from reading across the curriculum".
- The National Curriculum Statement (NCS) correctly places literacy development across the curriculum as core to the problems besetting South African education; there is an urgent need for a theoretically informed but practically grounded methodology which can be implemented across the curriculum and throughout all phases of schooling.

#### **1.1.1.2 The reading process**

Bielby (1999, p.1), cited in Sivnarain (2013, p.21), says 'the reading process', refers to the way one makes sense of print, translating the black marks on the page into meaning". He (ibid) further states that the "child's primary years of schooling are the crucial stage where the main components of learning to read are taught." For a child to learn to read successfully in their primary level, "their past interaction with educational activities is essential" Bielby (1999, p.1), cited in Sivnarain (2013, p.21).

Several South African children come from backgrounds that are not exposed to print material since there are no home libraries and families are illiterate. Land and Lyster (2011, p.7), cited in Sivnarain (2013), reveal the poor print exposure to reading of learners who are in the rural areas on the project that was carried out on an Evaluation of the Family Literacy Project (FLP, 2011) on the rural sites in the Southern Drakensburg, which is indicated below: "Poverty, lack of resources, teenage pregnancy, and, as statistics show, AIDS are common features of life in these areas. Many homes do not have electricity, and many are female-headed (often by grandmothers)."

There are very few signs of literacy in the public domain. When the FLP team visited homes, they observed that books and print material were mainly school books and notes, and texts related to church (Land & Lyster, 2011). The learner profiles also reveal that in terms of education, "37% of the adults involved with the 21FLP attended school for 3 years or less, and only 8% reached the last years of senior school" (Land & Lyster, 2011, p. 7). This is the reflection of rural areas and some of the schools where this current study takes place. Without any hesitation, it has to be pointed out that illiteracy and poor exposure to print derail the progress of reading to primary school learners. Duke, Pearson, Strachan, and Strachan (2011) conclude that skilled readers have more advantages compared to less skilled readers.

### **1.1.2. Characteristics of skilled readers**

What Good Readers Do When They Read? Extract from, Duke, Pearson, Strachan and Billman (2011):

- Good readers are active readers.
- From the outset, they have clear goals in mind for their reading.
- They constantly evaluate whether the text, and their reading of it, is meeting their goals.
- Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.

- As they read, good readers frequently make predictions about what is to come.
- They read selectively, continually making decisions about their reading — what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers construct, revise, and question the meanings they make as they read.
- Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
- They draw upon, compare, and integrate their prior knowledge with material in the text.
- They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on.
- They monitor their understanding of the text, adjusting in their reading as necessary.
- They evaluate the text's quality and value and react to the text in a range of ways, both intellectually and emotionally.
- Good readers read different kinds of texts differently.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced or even after the "reading" has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

### **1.1.3 The Importance of the Ability to Read**

Teal and Yokota (2003) postulate that reading is one of the four language skills where learners need to be proficient in their earliest years of informal schooling to prepare for formal learning in school and to thrive well in life. Read Educational Trust (2010) asserts that, in any nation, the preliminary years of primary school are perilous, since it is the time to develop reading. Read Educational Trust (2010 p.15), further states that the “learners are still excited with everything they read which allows them to have a level of literacy and numeracy by the time they start formal schooling.” The capability to read plays a crucial role in all areas of learning in the school curriculum.

Literacy skills do not only define school success but also influence an individual's chances of getting a better job that is satisfying beyond school that will endorse self-assurance with financial stability (Westwood, 2008). The ability to read, which forms the basis of all learning, is an indispensable component in the improvement of countries and their inhabitants during the era of a globalized world (Modisaotsile, 2012). The teaching of reading has been an issue with many researchers.

However, Berninger (2003) came up with a suggestion of explicit and direct teaching of phonic decoding skills for beginning readers to become confident, independent readers. Berninger (2003) argues that the explicit and direct teaching of phonic decoding skills, concurrently with explicit instruction produce the best results especially when teaching low achieving learners. Cekiso (2012) emphasized the need for a reading strategy instruction to promote reading among struggling readers in South Africa to improve the reading performance of the learners at primary, high school and tertiary level.

## **1.2 Statement of the Research Problem**

Reading is an essential component to learning. However, EFAL learners have a problem regarding English reading in Grade Four. Reading strategies are specific actions, behaviours, steps or techniques that learners use to improve their progress

in comprehending, internalising and using a second language. To promote reading proficiency, there is a need to develop programmes related to reading to enhance reading skills with Grade Four EFAL learners.

This has resulted in negative repercussions, in the education quality of countries regarding reading. Despite research in the area and recommendations, the problem remains. Hence, this study seeks to look at strategies used by teachers to promote reading with regards to intermediate phase learners specifically, Grade Four EFAL learners.

### **1.3 Research Question**

#### **1.3.1 Main research question**

What strategies do teachers use to promote reading in Grade Four to English First Additional Language learners?

#### **1.3.2 Sub research questions:**

- How is reading in English as a first additional language taught?
- What reading challenges do Grade Four teachers perceive in Grade Four English First Additional Language learners?
- What kind of support can teachers give to Grade Four English First Additional Language learners with reading difficulties?

### **1.4 Research Aim**

The aim of the study is to determine what strategies should be employed by teachers to promote reading in Grade Four to English First Additional Language learners.

## **1.5 Research Objectives**

- To investigate how reading English as a first additional language is taught to Grade Four English First Additional Language learners.
- To examine the reading challenges Grade Four teachers perceive in Grade Four English First additional learners.
- To establish the kind of support teachers can give to Grade Four English First additional learners with reading difficulties.

## **1.6 Significance of the study**

The child plays a pivotal part in the world and the constitution of South Africa states that every child has the right to education; therefore, the heart of every child's learning has been a major educational attention for a long time (Johnson, 2001). The study will be of significance to curriculum developers, education specialists, English subject advisors, principals, English teachers, parents and decision-making bodies in shaping the education system. This may be of help to Grade Four EFAL learners to instil a culture of reading with comprehension that might help them to develop their language and reading skills, which contribute to the development of critical thinking and observational skills.

## **1.7 Scope of the study**

The study focuses on four primary schools in the East London, Buffalo city district, Eastern Cape Province of the Department of Education. It focuses on Grade Four classes only with reference to twelve (12) teachers.

## **1.8 Operationalisation of key terms for the study**

The following terms are defined as used within the context of the study and are explained according to the applicability of each term to the study:

## **Reading Strategy**

Reading strategy is defined as a series of activities that support reading with comprehension (Arabsolghar & Elkins, 2001). The term “reading strategy” is very important in this study because the whole focus of the study is on the strategies which teachers use in promoting reading in Grade 4.

### **Grade 4**

Grade 4 is a grade where in other schools learners start using English as the Language of Learning and Teaching (LoLT). According to the Language in Education Policy Act 27 of 1997, beyond Grade Three, all learners choose one language of teaching and learning (LoLT) and one additional language (DoE, 1997). These learners used their mother tongue in Grade R to Grade 3 which is Xhosa in this study. Grade 4 is a grade where reading tasks and language of instruction change. This transition marks a critical point in education hence learners were used to be taught in their mother tongue in the previous classes

**English First Additional Language (EFAL):** This is English taught to learners whose first language is not English (Curriculum 2005 Policy Document). First Additional Language refers to the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum (Department of Basic Education, 2011b). The transition to English as the main language of instruction in Grade 4 affords these learners the status of English First Additional Language Learners. The focus of this study is on English First Additional language learners.

### **Teachers**

According to Van Schalkwyk (1990, p.30) teachers are “the ones who must teach and instruct.” In this study, teachers are the ones who teach and give instructions to learners. Klapwijk and Van de Walt (2011) reveal in their study that teachers find difficulty with reading instruction, resulting in resistance to its implementation for various reasons. The findings of the study reveal that some learners were unable to understand the instructions given by the teachers.

## **1.9 Methodology**

### **1.9.1 Research Paradigm**

This study is underpinned by the interpretive paradigm as it puts emphasis on the construction of knowledge through observable phenomena. The interpretive paradigm considers how people understand and make meanings of different situations by describing their intentions, beliefs, values and reasons (De Vos, Strydom, Fouche' & Delport, 2013; Creswell, 2015). Interpretive inquiry often implies research methods that occur in natural settings, and it often makes use of unstructured observations, interviews and qualitative research techniques. Informed by the interpretive research paradigm, my main approach to their search has been a qualitative one. The qualitative research method employed for this research corresponds with the interpretive paradigm as they aim at gaining a better understanding of how to investigate strategies to promote the teaching of reading amongst grade four learners.

### **1.9.2 Research Approach**

This study is qualitative in approach. The qualitative approach is suitable for this study as it provides the researcher with the responses to the research questions in this study. The researcher attempts to gain an in-depth understanding of the strategies used by teachers to promote reading to EFAL learners in grade four. According to Marthens (2005), qualitative research is a set of interpretive, material practice that makes the world visible.

This approach encompasses feelings, experiences, social situations, or phenomena as they occur in the real world, and, therefore, the researcher studied them in their natural settings (Wagner, 2012). Concepts such as 'real world' and natural setting are not always as straightforward. Thus, a qualitative research approach was employed in this study to arrive at a more holistic understanding of the phenomenon of promoting reading to grade four learners



### 1.9.3 Research Design

Research Design is a procedure that a researcher employs to collect, analyse, interpret and present data. A research design includes how to collect data, what instruments are employed and the intended means for analysing data collected (Ary, 2010). Research design is defined as constructed plans and strategies developed to seek, employ and discover answers to research questions (Taylor & Medina, 2013).

This study followed a **case study design** as the “method of research which involves an in-depth understanding of the situation and the meaning for those involved” (Creswell 2007, p. 465). According to Welman, Kruger and Mitchell (2005), a case study research design focuses on understanding the uniqueness and idiosyncrasy of a case in all its complexity. De Vos et al. (2013) hold the view that a case study provides insight into a theme or issue with the intention of revealing it. Therefore, the issue in this study is to promote reading to English first additional language learners at the Intermediate Phase (Grade Four) in four primary schools in the East London Buffalo city district, Eastern Cape Department of Education.

### 1.9.4 Sampling Technique

The sample for this study comprised twelve (12) teachers; three from each school made up of two language teachers and one content subject teacher at Grade Four level. The researcher makes use of **purposive sampling**. Purposive sampling is the process of selecting individuals who can offer an authentic account of the phenomenon under study, and who share enough common experiences with others as to represent a group (Yin, 2012). The choice of the language teachers is because this is where reading is taught and, in many schools in South Africa, English becomes LoLT to non-mother tongue speakers in all subject areas from Grade Four (DoE, 2011). The researcher wants to discover what strategies teachers use to promote reading in EFAL learners. The other content teachers are used to establish what challenges they have encountered in their attempt at encouraging learners with proficiency in English.

## **1.9.5 Research Instrumentation**

### **1.9.5.1 Interviews**

- **Semi-structured interviews**

The researcher conducted semi-structured interviews with twelve (12) Grade Four teachers from the four primary schools selected for this study on separate occasions during their lunchtime in their offices to ensure that the participants are comfortable and at ease. The researcher used the same interview protocol with all the teachers. The interviews lasted between 55-60 minutes for each participant. Semi-structured interviews were relevant as they are quite effective for probing and interpretation of answers while classifying emerging lines of inquiry interrelated to the research question.

Maree (2010) submits that expounding probes are intended to acquire the full picture and, generally, request the participants to convey further ideas about certain examples. The researcher made use of voice recorder so that the answers could be later transcribed. The purpose of choosing semi-structured interviews is to help the researcher to recognize the world of the participants while appreciating the severity of teaching reading to Grade Four learners in the four primary schools to provide a constructivist approach to teaching reading.

The semi-structured interviews with educators as well as observations in each of the selected schools were the most suitable instruments to obtain in-depth details of reading challenges the teachers confront in the teaching of reading in Grade Four.

### **1.9.5.2 Observations**

Barbie and Mouton (2012) argue that observation is a systematic data collecting instrument that is used in various research designs where most researchers use their minds to observe people in natural settings or naturally occurring situations. Observations also afford the researcher an opportunity to view behaviour in a naturalistic setting (Leedy & Ormrod, 2013). Observation is a way of gathering data

by watching behaviour, events, or noting physical characteristics in their natural setting (Cohen *et al.*, 2011). According to Merriam (2009), observation is determined by a variety of reasons such as research problem, research questions and the theoretical framework. The observations in this study were used together with interviews and document analysis to substantiate the findings that emerged. The researcher observed what ways teachers use to promote reading. The researcher also observed what learners are doing when learning English. Consequently, the instruments used for data collection were observation schedule. The observation schedule covers aspects such as lesson planning, lesson presentation and classroom management.

### **1.10 Data Analysis**

De Vos *et.al.* (2013), define data analysis as the process of bringing order, structure and meaning to the mass of collected data. This means that data analysis is the process of making sense of the data by consolidating, reducing and interpreting what people have said and what the researcher has seen and read (Merriam, 2009). When analyzing data, McMillan and Schumacher (2010) maintain that qualitative analysis is a relatively systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide an explanation of the single phenomenon of interest. The researcher will analyze data by breaking up the texts into manageable themes, patterns, trends, and relationships (Babbie & Mouton, 2013).

**The study makes use of Critical discourse analysis (CDA).** The use of discourse analysis enables the researcher to observe and critically analyze the data by picking up the common reading difficulties as well as trying to investigate the cause and come up with possible suggestions/strategies to promote reading to Grade Four EFAL learners.

These documentary data are a good source for qualitative case studies because they are grounded with an investigation in the context of the problem being investigated (Merriam, 2009). The researcher identified and analyzed the emerging themes raised from the interviews, using thematic analysis.

### **1.11 Credibility and Trustworthiness**

Nieuwenhuis (2007) further states that, to demonstrate credibility, participants should recognise the reported research findings as their own experiences. Holloway (2005) concurs that, to confirm credibility, the researcher should make sure that s/he accurately acknowledges and defines participants by means of prolonged engagement and reflexivity. This enabled the researcher to have an adequate time to learn the culture of the participants to build trust and become orientated to the situation to achieve certain purposes.

Holloway (2005) states that peer and participants debriefing as well as member checks play a vital part to ensure credibility in a study. Subsequently, this study employed member checking, dependability and conformability procedures to ensure the trustworthiness and credibility of the study. Trustworthiness of the study is considered to have been established when findings reflect as closely as possible the meanings, as described by the participants.

According to Nieuwenhuis (2007), trustworthiness is described as a way of establishing the validity and reliability of qualitative research. The qualitative research is trustworthy when it accurately presents the experiences of the participants. The following four criteria were used to measure the trustworthiness of data: credibility, dependability, transferability and conformability.

### **1.12 Ethical Considerations**

The researcher obtained an ethical clearance from the University of Fort Hare through the GMRDC ethics committee to undertake the research at the two primary schools. The researcher requested permission to undertake the study from the appropriate educational authority, the East London Department of Education, principals, heads of departments and teachers. The request for permission from the East London Department of Education includes a declaration of the research design, and method for data collection standards. All the access to the participants was

through respective gatekeepers at the research sites that is the principal, heads of departments and subject teachers.

#### **1.12.1. Voluntary Participation**

The Grade Four English and Natural Science teachers from the four schools volunteered to participate in the study after they were well informed about the purpose and benefits of the study.

#### **1.12.2 Informed Consent of the Participants**

Consent involves the procedure by which an individual may choose whether to participate in a study. The participant must understand that he or she has the right to withdraw from the study at any time (Orcher, 2005). The researcher's task is to certify that participants understand the purpose and methods to be used in the study, risks involved, if there are any, and the demands the participants will encounter (Best & Kahn, 2006). Consent forms for the teachers of four primary schools were used.

#### **1.12.3 Avoidance of Harm**

According to De Vos et.al. (2013), participants can be harmed in a physical or emotional manner. To avoid harm to the participants, the researcher informed them beforehand about the impact of the investigation and offered them opportunities to withdraw, if they wish to do so, without any prejudice.

#### **1.12.4 Anonymity**

Educators' names and the names of the schools were disclosed for confidentiality purposes and anonymity. Confidentiality means to protect the participant's identity and records. Anonymity means there is no way to trace the data back to the individual participant (Cohen, Manion, & Morrissen, 2011).

### **1.13 Chapter Demarcation**

The study is divided into six chapters. Chapter one presents the background/context to the study, statement of the research problem, research question, research objectives, significance of the study, delimitation of the study, and operational definitions of terms. Chapter two reviews literature while chapter three discusses research methodology and ethical considerations. Data presentation, analysis and findings are done in chapter four. Chapter five deals with the discussion of the findings, while chapter six deals with the summary of the findings, conclusions and recommendations.

### **1.14 Summary**

In summary, socio-economic status plays a vital role in a child's education about reading in Grade Four. The collaboration of learners with family is important. It is important for a parent to be involved in the progress of the child's reading development. Parents are advised to read together with their children for enjoyment to enhance the reading skills. The early exposure of a child to print develops the love of reading. The parents or adults who frequently tell stories to their children inspire the love of books to their children. The child will be curious to read more stories on his or her own. A child who plays with alphabet toys or wordplays is encouraged by the adult to read letters or words and will ultimately improve the reading fluency which leads to reading with comprehension. Parents must develop the habit of doing shopping with their children as they will read what they buy in the shops and this will improve a reading aloud strategy. Parents and teachers should give the learners time to talk about what they have read independently. Peer reviewing is essential to enhance reading with understanding. Parents should take their children to the libraries or bookstore to check books that are age appropriate to develop their reading skills.

Learners should be encouraged to read outside the school as well. Each learner activity learners do, concerning reading, improves learner reading literacy. Parents should read a lot to their learners as a learner who frequently listen to someone while reading aloud, is likely to narrate what was read to the friends or family. Learners need to be encouraged to read comics that are age appropriate as well as magazines and newspapers almost every day. Learners should read quietly during the lesson in the classroom on daily basis. It's encouraging silent reading with comprehension. Teachers should, at least once a week, assign learners to read more at home since learners should be motivated to also do reading at home.

Teachers should ask learners to bring magazines to school. Then, the teachers should encourage learners to read texts from learners' magazines or newspapers. Learners should frequently read literature from different stories every day, read poetry, some parts of fiction books, at least once a week, out of the pieces they have read. Teachers should ask learners to explain what they have read every day. Learners should compare what they have read with their own experiences. Learners should be given a chance to guess what will happen next in the read text. Learners should characterize the style and structure of the read text.

Learners should write about what they have read and be able to create artistic projects about what has been read to promote reading and reading comprehension. Children will thus develop the love of reading. This chapter covered the introduction and the background /context to the study, the problem statement, research questions and the aims and objectives of the study. Also examined in this chapter were the significance and the scope of the study, methodology and research design, ethical considerations, operational definitions of concepts and chapter demarcation. Chapter two will review the related literature.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The previous chapter dealt with the introduction and background/context to the study, the problem statement, the research problem, research question, the aims, objectives, and the significance of the study. The main research aim presented in the chapter was outlined as to what strategies are employed by teachers to promote reading in Grade Four English First Additional Language learners. The chapter also outlined the preliminary literature review, research design and methodology, scope of the study, ethical considerations, operational definitions of concepts and chapter demarcations.

This chapter begins with an overview of the theoretical framework, which informs this research: namely, constructivism, school language policy, the curriculum and the assessment policy of English in South African schools. Literature is then reviewed in seven broad areas, the theories of reading, policies that impact on reading, the models of reading, the reading instruction approach, reading challenges, the strategies suggested for teaching reading as well as classroom procedures for teaching reading.

#### **2.1 Theoretical framework**

McMillan and Schumacher (2010) state that to investigate the indispensable matters in a specific study, the theoretical framework acts as a subsidiary tool established from a prevailing theory or a combination of theories. Consequently, the theoretical framework assists the researchers to detect and define the problem areas related to the research question that need to be addressed with the use of relevant design in conducting the study. Embedded in the concept of theoretical framework is the concept of theory. The theory qualifies the researcher to link the study to the knowledge contributed by other researchers (McMillan & Schumacher, 2010). The



theoretical framework underpinning this study is the **socio-constructivist theory of reading**. McIntyre (2011) viewed socio-constructivist theory of reading as a social process that takes the context of children in and outside school into consideration. Based on Vygotsky's understanding of socio-constructivist theory of reading, researchers have come up to understand that reading structures, social interactions and social relationships affect reading (Gee, 2004; McIntyre, 2011).

### **2.1.1 The concept of constructivism**

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas (Vygotsky, 1978). Brooks (2007) echoes Vygotsky's views that social interaction with others encourages the building of new ideas that stimulates a learner's intellectual advancement in reading and gaining new knowledge. Vygotsky (1978) cited in Lantoff (2000) states that in activity theory teachers should set different learning environments to enhance learners' reading and language skills.

Vygotsky (1978) cited in Taber (2009) states that constructivism is a theory for developing various approaches to pedagogy, curriculum and learning instruction. Vygotsky (1978) cited in Taber (2009) further states that constructivism is a theory that proclaims learning as an activity that is individual to the learner. He further says constructivism surmises that learners will attempt to create logic of all information they recognize. Consequently, learners will be able to construct their own meaning from that information.

The role of the teacher in the social constructivist perspective is that the teacher and the learners are equally involved in acquiring knowledge from one another (Gibson, Eleanor, Pick & Anne, 2000). Kukla (2000) says learning experience should be both subjective and objective and the teachers' 'culture, values and background become an integral part of the interaction between learners and tasks in the shaping of meaning. The learners will be in a position to relate their answers to those of their teachers and peers.'

### **2.1.2 The concept of scaffolding**

Vygotsky (1978) developed the concept of scaffolding in terms of which learners should get support from teachers, parents, peers, dictionaries, magazines, newspapers, or other current sources, for example, internet or encyclopaedias to accomplish good reading and writing skills in English. The tasks set for learners should be challenging so that learners implement their existing capability to be proficient readers (Gibson et al., 2000).

### **2.1.3 The concept of Zone of Proximal Development (ZPD)**

The concept of scaffolding is linked with Zone of Proximal Development (ZPD), which states that learners should go beyond their aptitudes without the help of the teachers; hence, teachers have skills to develop the learners' potential in this regard. According to Vygotsky (1978), this theory (ZPD) states that learning takes place when learners solve problems outside their real developmental level, but then within their level of potential development under the teacher's supervision or in collaboration with further proficient learners. For Grade Four learners to be competent and productive readers, learners' social interaction and effective teaching are desirable to encourage learners' participation in classroom discussions (Mohr & and Mohr, 2007). Cuning and Allington (2007) concur with this when they declare that reading is communicated and cultured within a social context where the school and teachers are central.

Learning theories are indispensable for effective teaching and pedagogically meaningful instructional practices in the classroom as they shed light on diverse aspects of the learning process and pedagogical-content. Yilmaz (2008, p.204) states that "teachers should possess both subject-matter knowledge and skills to be able to effectively accomplish their subject's goals." The teachers need to "understand what philosophical assumptions and theoretical perspectives characterize a given instructional framework, without succumbing to the notion that teachers first and foremost should be concerned with day-to-day practical issues and

problems in the classroom, rather than the theoretical ones that are supposed to concern academics or theorists “(Yilmaz, 2008, p.204).

## **2.2 Literature Review**

Randolf (2009, p.2) states that literature review is the “information analysis and synthesis focusing on findings and not simply bibliographic citations, summarising the substance of the literature and drawing conclusion from it.” Meda (2013) submits that a literature review restricts the problem and allows the researcher to have a profound insight of a specific study area. Alamu (2010, p.10) asserts that literature review is vital since it is a way to “demonstrate how new research connects to the field of study and matches what other researchers have contributed.” Leedy and Ormrod (2013) concur that a literature review describes theoretical perspectives and previous research findings regarding the problem at hand. Okoli (2010) adds to this when he states that a literature review provides an understanding of what existing research must convey on an issue of the study.

Akpo (2006) says the purpose is to provide the context for the research to enable other researchers to look at the work of what has already been done in the subject area. Consequently, literature review, in this case, is a way of exploring the existing literature to establish what has been written and published on methods of promoting the teaching of reading at Grade Four levels. The literature review in this chapter focuses on the theories of reading, policies that impact on reading, models of reading, elements of reading, factors influencing reading, strategies for promoting reading and classroom procedures for teaching reading.

### **2.2.1 Constructivism as an Education Theory**

Embedded in constructivism is the concept of Piagetian and Vygotskian concepts of cognitive and social constructivism. Cognitive constructivism deals with the cognitive development and individual construction of knowledge (Piaget,1970; cited in Kaufman, 2004); while social constructivism, on the other hand, deals with the social

construction of knowledge that reveals learning as a socially constructed process that occurs from social interactions with the environment (Taber, 2009).

Greg (2014) posits that constructivism refers to learning as an active process where learners can create new ideas or concepts that are based upon their current or prior knowledge. Teachers and learners interact action is important since the teachers together with the learners should participate in activity. The teacher should always motivate and encourage learners' participation to discover the principles on their own, guided by prior knowledge and current. The teacher should be there to guide and translate the instruction to the learners. Greg (2014) brings the following principles under Constructivism in Education Theory:

- Instruction must be concerned with the experiences and contexts that make the learner willing and able to learn (readiness);
- Instruction must be structured so that it can be easily grasped by the learner (spiral organization) and;
- Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

Mertens (2010) refers to constructivism when relating to reading as a process where a reader actively engages with the text in a way to construct meaning out of it. Consequently, reading can involve reading events in social contexts, reading as a socio-cognitive process as well as a reading as a cultural activity (Taber, 2009). Mertens (2010) believes that constructivism is based on the principle that people construct their understanding of phenomena by actively interacting with other people and objects in the world around them.

In the same vein, Alison (2014) states that constructivism creates critical thinking; hence, learners can work as individuals as well as working with peers without the involvement of a teacher. The interacting and integration of a child with others develops the child's potential to the fullest. Allison further states that the teachers should be able to cultivate what the learners already know by means of developing

prior knowledge; the teachers should be facilitators. Teachers should be guided by the policies when they teach reading to Grade Four learners.

### **2.2.2 Cognitive and Learning Theory**

Phatudi (2014, p.41) emphasizes that a “learners’ mental or intellectual ability plays a role in language learning.” In cognitive learning theory teaching is tailored according to the learners’ needs (Yilmaz, 2011). Basic characteristics of a classroom instruction based on cognitive theories can be summarized as follows: Adapted from (Yilmaz, 2011, p.208).

- Emphasis on the active involvement of the learner in the learning process (learner control);
- Metacognitive training (e.g., self-planning, monitoring, and revising techniques);
- Use of hierarchical analyses to identify and illustrate prerequisite relationships (cognitive task analysis procedures);
- Emphasis on structuring, organizing, and sequencing information to facilitate optimal processing (use of cognitive strategies such as outlining, summaries, synthesizers, advanced organizers, etc.);
- Creation of learning environments that allow and encourage students to make connections with previously learned material (recall of prerequisite skills; use of relevant examples, analogies).

### **2.2.3 Metacognitive Theory in teaching reading and reading comprehension**

According to Chow, cited in Lang (2012), metacognition is the manner of how a person becomes aware of his or her developed level of understanding.

Joanna et al. (2009, p.6) further state that, in reading, metacognition is knowing:

- what is already known.

- when an understanding of a new material has been accomplished.
- how that understanding was reached.
- why something is not known.

Joanna et al. (2009) refers to metacognition as “higher order thinking which involves active awareness and control over cognitive processes engaged in learning.” Joanna et al. (2009, p.29) further refer to the concept of metacognition of reading as the process of “involving strategic knowledge and action: smooth sailing-comprehension at an automatic level-until comprehension breaks down and conscious attempts to comprehend by means of assisting learners to gather information via e-reading, letting learners to depict what is happening in the text by looking at pictures whilst trying to figure out the meanings of unfamiliar words in the text they are reading.” Joanna et al. add that poor learners’ reading difficulties are the results of lagging behind in metacognition processing.

Joanna et al. (2009, p. 30) argue that the importance of metacognition instruction in reading relies on the “concept of executive functioning which involves the co-ordination of various cognitive processes to accomplish a task that is given to learners” by teachers. Conversely, (Joanna et al., p.30) argue that teachers think that the executive functioning in metacognitive instruction has a “limited capacity hence, most teachers want to master phonological awareness and decoding skills first.”

There are three ways of the teaching of reading using metacognitive theory that involves processes: Adapted from Lovett (2008), cited in Jenkins (2012), below:

- Teaching students that their ability to learning not only changes, but that they can affect how that ability develops,
- Teaching them how to plan for success and set goals, and
- Giving them lots of opportunities to monitor their learning and adapt their own learning strategies.

Benchmark Education (2015, p.4) states that it is imperative “to teach metacognitive reading strategies in the primary years.” Benchmark Education further states that good readers learn how to use cognitive and metacognitive strategies together, with the purpose of cultivating a profound understanding of a content-area topic and to construct knowledge through a variety of different settings. Balcikanli (2011) posits that teachers should be in a position to know their own teaching.

In addition, Robertson (2009, p.4) states that it is essential for “teachers to be aware of different reading strategies to help students make a connection between their first language and English” to enhance the vocabulary development and reading skill. Balcikanli (2011) postulates that the motivating of learners by teachers to read can also alleviate reading problems in Grade Four learners. Metacognitive reading strategy awareness has become one of the current techniques used to teach reading comprehension to English First Additional Language Learners.

Dianne Dahl, cited in Jenkins (2012), highlights some recommendations below regarding the teaching of reading using metacognitive theory:

- **Give goals.** Before a lesson begins, give clear goals for what they will be expected to learn from the experience.
- **Pose questions.** Posing questions before, during and after reading or instruction will help students to focus on the key points they should be learning.
- **Offer opportunities to summarize and retell.** Have students summarize or retell what they have read or heard. As they do this more and more, they will learn how to more effectively identify central ideas.
- **Give self-monitoring strategies.** Give students strategies for being aware of their own learning.
- **Engage the five senses.** As students experience a text – whether they are reading it silently or out loud or it is being read to them – have them imagine using all five of their senses to experience the text. In their mind, what do they see, hear or smell? What does it feel like on their skin?

ACT (2014) recommends metacognition to instil strategies for developmental reading to be competent in decoding and inferring abilities to improve reading to learners with reading difficulties. Ahmadi, Ismail and Abdullah (2013, p.5) point out that “metacognitive reading strategies refers to particular, deliberate, goal-directed mental processes or behaviour, which control and modify the reader’s attempts to understand texts.” A metacognitive reading strategy involves conditional knowledge, declarative knowledge and procedural knowledge.

#### **2.2.4 Dual Coding Theory (DCT)**

Mohlala (2012, p.14) states that DCT is a “theory, which emphasises connection between sound and picture and according to the proponents of this theory, one of its principles is that letters are pictures of sounds.” However, some teachers are not using this approach, they are still opting for a traditional theory of teaching where readers are viewed as passive recipients of information in the text and the teachers use one isolated letter when teaching reading.

This is confirmed by Mohlala (2012, p.14) when quoting a statement that was made by the director of Read for Africa that says, “Most teachers are still spending too much time teaching one isolated letter instead of using an integrated and stimulating approach.” Ramalepe (2013, p.13) states that the DCT is a “theory of general cognition that addresses reading in all its psychological aspects.” In addition, Ramalepe (2013, p.13) further states that DCT “can provide a coherent account of the critical role played by language concreteness in reading comprehension.”

### **2.3 Policies that Impact on Reading**

#### **2.3.1 School Language Policy**

School Language Policy (SLP) focussed on the principles that are significant to the Constitution of the Republic of South Africa as well as the South African Schools Act (SASA, 1996). This recognized the importance of Language in Education Policy (LiEP) and the identification of Curriculum and Assessment Policy Statement (CAPS)



in teaching languages in South African schools. The schools draw their own policies based on their needs (DoE, 1997).

The schools that accommodated learners speaking their mother tongue used English as First Additional language and also as Language of learning and teaching (LoLT). The four primary schools selected for this study used IsiXhosa as their home language. The Curriculum and Assessment Policy (CAPS, 2011) guides the teachers on the skills to be taught in all the subjects in schools. Reading is one of the skills for languages (DBE, 2012). The Department of Basic Education (2011) envisioned that learners should be able to read English fluently by the time they reach Grade Three.

### **2.3.2 Curriculum and Assessment Policy of English and Natural Science in South African Schools**

The Curriculum and Assessment Policy Statement (CAPS) was implemented in January 2012 after the amendment of National Curriculum Statement that replaced Learning Programme Guidelines, Subject Assessment Guidelines and Subject Statements. CAPS were to be introduced from Grade R to Grade 12 in South African schools for all the subjects with the inclusion of English and Natural Science (DBE, 2011a). The CAPS English First Additional Language Intermediate Phase document outlines different language learning contents, time allocation, and assessment and language skills.

Grade Four is the transition from Foundation Phase which is Grade one to Grade Three where learners use English as language of learning and teaching. These are some of the examples of the content of reading in Grade Four English First Additional Language retrieved from Curriculum Assessment Policy Statement English First Additional Language, 2012, p.51 (DBE, 2011b), using Teacher Resource File (TRF)

- Pre-reading: predicts from the title and pictures;
- Uses a range of reading strategies, for example, predicting, using phonic and contextual clues, scanning for specific information;
- Answers and begins to ask more complex questions, e.g. Why? How do you think?
- Interprets and discusses visuals;
- Summarises the text with support, for example, fills in missing words in a written summary;
- Read visual text, e.g. poster or notice or pamphlet. Text from the textbook or Teacher's Resource File (TRF);
- Pre-reading: discusses pictures;
- Discusses what the text is about;
- Identifies specific information;
- Interprets the information.

The outline content of Grade Four English First Additional Language focuses on the following skills on the CAPS document and DBE (2011, p.9) and explains these skills as follows:

- Listening and Speaking Skills - These skills are central to learning in all subjects as learners collect and synthesise information, construct knowledge, solve problems, and express ideas.
- Reading and Viewing Skills - Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual text and become critical and creative thinkers.
- Writing and Presenting Skills – Writing allows learners to construct and communicate thoughts and ideas coherently and enables learners to communicate functionally and creatively.
- Language Structures and Conventions – Learners develop a shared language for talking about language (a metalanguage), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy.

The CAPS Natural Sciences intermediate phase outlines time allocation, assessment and natural science syllabus. The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12 document outlines curriculum frameworks, core syllabuses, education programme, learning standards, examinations and the certification qualifications (DBE, 2011).

The teachers are also being given the National Protocol for Assessment Grades R-12 document: it outlines school assessment management, school assessment records; learner profiles requirements, teacher files, report cards, record sheets and schedules. It also covers assessment policy on School Based Assessment, Practical Assessment Tasks and examinations (DBE, 2011). The teachers are provided with these documents by the head of the school and the head of department is expected to distribute them to their teachers. These documents assist teachers with the facilitation of teaching at schools. There is instructional time per week allocated for Grade Four at schools that excludes breaks, assemblies and extra mural activities.

### **2.3.3 Reading on First Additional Language in Grade Four**

Sidek (2012) defines reading in terms of language proficiency that conveys the effects on reading and writing abilities for academic purposes. Duran (2013) also defines reading as a method of acquiring knowledge or conveying the ideas with others to resolve all doubts. McLaughlin (2012) submits that proficient readers should be able to enrich their understanding of how to develop reading comprehension. Hence, reading is viewed as not just an interpretation of words; it requires understanding of the text you have read (McLaughlin, 2012). According to DBE (2011, p.9), the teacher needs to make sure that “all the learners get the opportunity to read and speak English.” DBE (2010, p7-9) says that by the end of Grade Three learners are expected “to reach a high level of communicative competence and be in a position to read well in English.” This implies that when

learners reach Grade Four they are expected to be proficient and competent in reading EFAL. However, this is not the case in most South African schools.

Many researchers in their research studies confirm that reading is still a problem in South Africa. What's up Teach (2013) argues that reading difficulties is a national problem in South Africa. Learners cannot read and write well (What's up Teach, 2013). This is revealed by ANA (2014) and Progress in International Reading Literacy (PIRLS, 2015) findings reveal that learners are finding it difficult to construct even a single sentence and they cannot spell words correctly since they have not mastered the reading (DBE, 2014).

Seferoglu (2008) concurs that children who have not mastered the task of learning to read in a language perform poorly in the tasks they have been given. Lenyai (2011) argues that learners who cannot communicate well are unable to read efficiently since speaking develops reading skills. Lenyai (2011) further states that learners who have developed reading in English will be able to decode the language of English not only in Grade Four but till their adult life. DBE (2011) states that teachers must be able to acquire good knowledge to develop communicative and reading skills in the first additional language, which is English in this study.

#### **2.3.3.1 Objectives of English First Additional Language in the Curriculum Assessment Policy Statement (adapted from DBE, 2011, p9).**

The DBE (2011, P.9) states the objectives of EFAL as:

- Providing a curriculum that enables learners to meet the standards required in further grades.
- Producing learners who reach a high level of competence in English by the end of Grade 3.
- The cognitive level of the EFAL should be such that it may be used as LoLT;

- Listening, speaking and language usage skills to be further developed and refined in the Intermediate Phase developing the learners' reading and writing skills.

### **2.3.3.2 Objectives of Natural Science in the Curriculum Assessment Policy Statement (adapted from DBE, 2011, p.12).**

The objectives of Natural Sciences are listed below:

- which relates to the knowing of the subject content.
- which relates to doing science or practical work and investigations and to design and make practical solutions to everyday problems.
- which relates to understanding the applications of science and technology in everyday life, as well as understanding the history of scientific discoveries and technological solutions and the relationship.

The teaching of reading in Grade Four English First Additional Language learners should occur in a school setting where there is a Senior Management Team (SMT) and Teachers with their duties and responsibilities facilitate the teaching and learning in schools. The duties and responsibilities are outlined below:

### **2.2.4 Duties and responsibilities of Senior Management Teams (SMT) and teachers in schools**

“Schools are organisations whose function is to attain the goal of effective teaching and learning. Effective teaching and learning is achieved by restructuring schools. This restructuring involves a shift from notions of management that are status related and role specific to ideas of leadership which are interactive, team-focused, collaborative and future oriented” (Bearer, Caldwell & Millikan, 1992, p.75 cited in Sister, 2004). Senior Management Teams include principal, deputy principal and heads of departments. Schools are managed by teams made up of the principal,

deputy principal and heads of departments together with teachers. They have their duties and responsibilities according to their ranks which are shown below:

#### **2.3.4.1 Duties of Principals**

The principal leads the school and he is responsible for the welfare of the teachers and learners in the school. The principals need to share leadership responsibilities with their teachers and other administrators (Nethels, 2010). Many researchers argue that the principals who use their authority to intimidate teachers are likely to make the teachers' fear lead to resentment, which will lead to teachers' decrease of productivity and the quality of work would have been compromised (Nethels, 2010).

These are key responsibilities of Principal in schools (Wallace Foundation, 2000 cited in Mendels, 2012).

- Shaping a vision of academic success for all students, one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn to their utmost.
- Managing people, data and processes to foster school improvement.

Principals are expected to be directly involved in the teaching of reading in schools as instructional leaders. They need to create an environment and atmosphere that is conducive to teaching and learning and leads to effective curriculum delivery in schools. DoE (2008, p17) feels that the principals should have a feel of the classroom to show the teachers what is required in the classroom setting "as it is a positive motivating factor." As a leader, the principal has to develop the English reading programme stipulating the reading goals and strategies, literacy instructional

framework linked to learners' reading achievement and literacy professional development that has to be implemented by the English teachers. The principal should act as a role model to teachers, learners and community. The principal has to be open to other people's ideas that lead to the positive school and classroom practices.

#### **2.3.4.2 Duties and responsibilities of a Deputy Principal**

- To support the senior executive staff such as principal, head of departments as well as teachers and learners with staff efficiency processes and complaints handling procedures related school community issues.
- Assist in administration staffing as well as administration of enrolment.
- Assist in teaching and learning and support with library.
- Assist staff to meet or exceed school plan personalised learning improvement measures for increased learning connections between learners and teachers.
- Managing and support new teachers' induction programmes (Mendels, 2012).

#### **2.3.4.3 Head of Department (HOD)**

Heads of Department are expected to work together with the School educational leadership to ensure high standards of teaching and learning practice and processes while being guided by Education Officers. Nkabinde (2012) specifies that HoDs in schools are responsible for the planning and organisation of their departments to ensure the smooth running of the departments according to the subjects they are heading. Regarding English reading, the HOD for languages has a task to see to it that the formulation of departmental literacy reading policies, availability and utilisation of literacy resources and teacher literacy as well as development of teachers in English reading are in place. The English HOD should issue reading policies, plans and programmes to guide and assist the English teachers. Latest technology such as e-reading should be utilised effectively. Odera (2011, p.239)

emphasizes that the “HoDs should assist and advise teachers on better teaching reading method.”

#### **2.3.4.4 The duties and responsibilities of a Head of Department**

- Performing the duties of Teacher and Head a Department for a subject or group of subjects.
- Actively assisting the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the relative Education Officer, promotes a healthy process of reciprocal informal observation of class teaching practices.
- Advising and contributing to curriculum development at school and system level under the direction and guidance of the respective Education Officer; - Co-ordinating the teaching and learning of the subject/s for which one is responsible.
- Setting examination papers, co-ordinating marking schemes and moderating examinations and assessment processes at one’s school as well as in other schools; - Ensuring timely and adequate provision of textbooks, materials, and equipment required for the effective teaching of the subject across the school.
- Ensuring that the maintenance and upkeep of equipment related to the subject at school is regularly carried out.
- Preparing specifications and budgets for the requirements of the subject specific teaching tools and equipment, including laboratory equipment.
- Mentoring other teachers in the subject/level of their speciality.
- Holding and leading regular departmental meetings and ensuring the keeping of minutes (Mendels, 2012).



#### **2.3.4.5 Duties and Responsibilities of a Teacher**

- To teach and educate learners according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority.
- To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School or Head of the Department.
- To teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority.
- To teach and educate learners according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School or Head of Unit. Main Responsibilities.
- Planning, preparing and delivering lessons to all learners in the class.
- Teaching according to the educational needs, abilities and achievement of the individual learners and groups of learners.
- Adopting and working towards the implementation of the school development plan of the school they are giving service in.
- Assigning work, correcting and marking work carried out by his/her learner.
- Assessing, recording and reporting on the development, progress, attainment and behaviour of one's learners.
- Providing or contributing to oral and written assessments, reports and references relating to individual learners or groups of learners.
- Participating in arrangements within an agreed national framework for the appraisal of learners' performance.
- Promoting the general progress and well-being of individual learners, groups of learners or class entrusted to him/her.
- Providing guidance and advice to learners on educational and social matters and on their further education and future careers; providing information on sources of more expert advice.

- Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of learners.
- Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines.
- Advising and co-operating with the Head of School, Assistant Head, Heads of Department, Education Officers, and other teachers in the preparation and development of courses of study, teaching materials, and teaching programmes, methods of teaching and assessment as well as pastoral care arrangements.
- Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned.
- Participating in In-Service education and training courses as well as in continuing professional development (CPD) opportunities and taking part in action research exercises.
- Maintaining good order and discipline amongst learners under one's care and safeguarding their health and safety always.
- Participating in staff, group or other meetings related to the school curriculum or pastoral care arrangements, for the better organization and administration of the school.
- Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head of School.
- Providing the necessary information and advice to the designated personnel in the school and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her.
- Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance.
- Participating in school assemblies.
- Registering and monitoring the attendance of learners under one's care.

- Sharing in any possible and reasonable way in the effective management, organisation, order and discipline of the school.
- Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners.
- Participating in and contributing to Individual Educational Programme (IEP) conferences and reviews of officially statemented learners and collaborating with parents, school management team (SMT), Inclusion, Coordinators and other professionals/stakeholders working with the learners.
- Together with the Learning Support Assistants (LSA), developing and implementing the Individual Educational Programme (IEP) of learners with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings.
- Ensuring that schemes and forecast of work carried out in class are handed to the LSA in good time so that the necessary adaptations and resources are made for use with learners with individual educational needs in class.
- Regularly discussing, monitoring the work being carried out by the LSA in class;
- In the case learners with severe learning difficulties and with communication problems, ensuring that a Contact Book is daily updated with the necessary information including parents' signature.
- Liaising and collaborating with specialist teacher's/resource persons and other professionals working with statemented learners.
- Making use of audio-visual technological devices/aides (such as radio aids; projectors, smart board) and other adaptations during the delivery of the lessons.
- At the secondary level, teachers shall be expected to teach learners of different levels of achievement. Such teachers will preferably teach not more than two levels unless special circumstances warrant otherwise (Mendels, 2012).

## **2.4 Models of reading**

Ahmadi, Ismail and Abdullah (2013, p.13) argue that “reading comprehension has three important models that should be emphasized in the reading comprehension process.” Ahmadi et.al, further explain that the following models discussed below accelerate reading and reading comprehension and support learners when reading the text.

### **2.4.1 The Bottom-up Model (Text-based Model)**

Moats (2007) says that the bottom-up model is the initial stages of learning how to read. Moats further states that the bottom-up model begins with an awareness of speech sounds and letters and continues through comprehension. Echoing the foregoing, Joubert, Bester and Meyer (2008) add that the bottom-up model is when teaching reading requires the teacher to start with the sounds of letters, thereafter, the teacher should proceed to single letters till the combination of letters that form a word. Norton (2007) expresses the importance of teaching a learner a letter first then proceeding to words when teaching reading in lower grades.

Norton further states that approaching reading from this angle is very abstract since the letter-sound connections makes readers find difficulty in attaching meaning to what they are reading from the start. This model does not focus on prior learners' knowledge; it is concerned with what is in the text (Norton, 2007). Landsberg, Kruger and Nel (2005, p.164) state that teachers who are using this model when teaching reading instruction must make use of the synthetic approach where letters, sounds and syllables are used to build meaning.

### **2.4.2 Top down Model**

Reading forms a “meaningful whole where meaning and sense lie at the foundation” (Joubert et al., 2008, p.88). The main focal point of this model is learners' reading with understanding. It is a reader-based model, as Norton (2007) puts it. Norton posits that this model concerns itself with instilling the culture of reading to learners.

Prior knowledge assists the learners to read with comprehension (Norton, 2007). Landberg et al. (2005) encourage learners to read the whole word so that they can be able to attach meaning to it. Landberg et al. (2005, p.140) argue that learners' starting point is to "identify the whole words and to read sentences without sounding the words", thus making learners to become aware of the phonemes and letter-sound relations while they are reading due to their pre- knowledge.

### 2.4.3 Interactive Model

Ahmadi, Ismail and Abdullah (2013) state that the interactive model is a combination of the bottom-up and top-down models that accentuates the interrelationship between a reader and the text. In addition, Ahmadi et.al, further state that the interactive model refers to an interaction between the bottom-up and top-down processes as they both interact to describe the whole reading process. Ahmadi et. al. (2013) argue that an interactive reading model considers the precarious contributions that are coming from the lower-level processing skill of the word identification and higher-level comprehension and reasoning skills which refer to text interpretation. Below are the characteristics of the three models that are clearly tabulated: Adapted from Swanepoel (2016, p.34)

**TABLE 2: Characteristics of three different approaches to reading instruction**

| Column1                                                                         | Column2                  | Column3                   | Column4                     |
|---------------------------------------------------------------------------------|--------------------------|---------------------------|-----------------------------|
| <b>CHARACTERISTICS OF THE THREE DIFFERENT APPROACHES TO READING INSTRUCTION</b> |                          |                           |                             |
|                                                                                 |                          |                           |                             |
|                                                                                 |                          |                           | <b>Interactive Approach</b> |
| <b>CRITERIA</b>                                                                 | <b>Top Down Approach</b> | <b>Bottom Up Approach</b> |                             |
|                                                                                 |                          |                           |                             |
|                                                                                 |                          |                           |                             |
| Alternative                                                                     | Whole Language           | Phonological              | No Alternative              |

|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
|-----------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                       |                                                                                                           | Processing                                                                                                                     |                                                                                                   |
| Naming                | Approach                                                                                                  | Approach                                                                                                                       | Naming                                                                                            |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
| Aspect being Referred | Learners' prior information or expectations                                                               | Build comprehension from the basics of language                                                                                | Reading process supported by an interaction between the text information and learners' background |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
| Focus                 | The way the text is accessed and understood by the learner                                                | Learning names and shapes of the letters of the alphabet                                                                       | Decoding and integrating background knowledge                                                     |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
| Advantages            | Quicker to foster comprehension, learners can read more text in a shorter period of time                  | Makes learning to read easier by breaking challenging activities into smaller steps and skills                                 | Suitable for all learners                                                                         |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |
| Criticism             | Over dependence on readers background, learners are not taught how to make sense of words unknown to them | Reading goes through a mechanical pattern it can slow the reading process. Lastly, learners rely on short term memory too much | No criticism found yet                                                                            |
|                       |                                                                                                           |                                                                                                                                |                                                                                                   |

**Adapted from Swanepoel (2016, p.34)**

## **2.5 Reading Approach**

Lingualinks (2011, p.1) states that “reading approach” is a way to start teaching beginning readers. Brooks (2007) and Singleton (2009) agree that specialist interventions are necessary to teach learners with reading difficulties in Grade Four. Singleton (2009, p.8), emphasizes the need for implementing “instruction that is systematic and intensive”. Singleton (p.20) defines systematic teaching as the “structured, cumulative and sequential” means of teaching reading.

This section discusses the reading instruction that focuses on basic skills, namely: phonemic awareness instruction, phonics instruction, reading fluency instruction, vocabulary instruction, text comprehension instruction, phonological awareness instruction, sight words recognition and whole school reading (National Institute of Child Health and Human Development, 2000).

### **2.5.1 Phonemic Awareness Instruction**

Robertson (2009, p.1) refers to phonemic awareness instruction as the “ability to hear and manipulate the different sounds in our language.” Brooks (2013) defines phoneme as a distinctive speech sound which makes a difference to the meaning of a word. Brooks (2013) further states that phonemic awareness assists the child to master the alphabetic principle to be able to understand that the visually denoted letters of the alphabet represent the phoneme segments in words, thus making the child the best predictor of early reading skills. The teachers should teach phonemes clearly with an endeavour to enhance the promotion of developing literacy skills.

Adams (1990) believes that lack of phonemic awareness leads to learning difficulties associated with reading and spelling. Center (2005) asserts that one-third of foundation readers show difficulty in reading since they have poor level of phonemic awareness. Reading is a comprehensive assignment; hence, it entails many cognitive abilities in its development.

According to Loui, Kroog, Zuk, Winner, and Schlaug (2011), phonological awareness is the way learners observe, hear and understand how the different patterns and sounds of spoken language and oral language are broken down into patterns to separate sounds and syllables. For example, the word “cat” is made up of three individual sounds or phonemes: /k/ /a/ /t/. The sounds of words help the learners to be able to recognise written words from what the learners know from the spoken form.

Yopp and Yopp (2009) submit that phonological processing is imperative for linguistic purposes and academic success for efficient phonological processing. Learners should be able to use phonological information to process oral language as well as written language at school and beyond school level. They further state that phonological processing is the ability of how learners relate to phonological awareness and phonic developments that are the essential elements to imminent reading and writing accomplishment.

Brummitt (2008) highlights strategies that are relevant when teaching phonemic awareness to young children. The following strategies are adopted from Brummitt (2008):

- **Timing and Grouping:** Phonemic awareness should be a priority in pre-kindergarten, kindergarten and early first grade reading instruction. Brummitt (2008) argues that studies have found that young children benefit the most from short instructional sessions (up to 30 minutes long) offered in small group settings. Teachers working with small groups should focus on between 2 and 3 phonemic awareness skills at a time to help children solidify these important pre-reading abilities.
- **Teaching with or without letters:** While phonemic awareness is not dependent on print, children seem to benefit the most from instruction presented with written words. At its very core, phonemic awareness is a listening and speaking skill rather than a reading skill. Phonemes are, after all, sounds. Still, research shows that teaching phonemic awareness using letters



helps children solidify their skills. Print words allow them to see and apply the connection between sound and letters necessary for reading. Adults working with young readers on developing their phonemic awareness should make explicit connections between sounds and letters by not only including print words in instruction but also drawing the children's attention to sounds by saying and pointing to letters simultaneously.

- **Individualized Approach to Instruction:** Brummitt, (2008) argues that children come to school with different phonemic awareness levels. Some may have a strong understanding of and ability to apply knowledge of how phonemes function in words while others may have little to no phonemic awareness. Just as with phonics instruction, phonemic awareness instruction should be individualized to meet the specific needs of each child in the classroom. Because it is the primary pre-requisite for reading and is such a strong indicator of future reading ability, the greatest attention should be paid to those students with little or no phonemic awareness.
- **Clapping and Tapping** is seen by Brummitt (2008) as one of the easiest ways to help children realize that words are made up of several sounds and syllables and to allow them to “break up” words by clapping or tapping out their syllables. Tapping can be performed with fingers, hands or an object such as a stick. When first introducing this concept, adults should model clapping or tapping. For example, a teacher can show a child that the word “balloon” has two syllables by clapping twice while reciting the word (/ba/ - clap- /loon/ -clap). Once children understand the activity they should be encouraged to perform it independently on a regular basis. This kinaesthetic connection allows children to become actively engaged with words.
- Brummitt (2008) suggests **Keyword Substitution:** as an activity that aids children in developing an understanding of the role that phonemes play in the meaning of words. When a phoneme is changed in a word, more often than not, the meaning changes. Keyword substitution activities use familiar songs as a basis for “playing” with words. Adults can take the lyrics of a familiar song

and create new lyrics that substitute words with small phonemic variations. After singing the song with the new lyrics adults should discuss how changing a phoneme shifted the meaning of the song (Brummitt, 2008).

- **Picture Flashcards:** Brummitt (2008) states that picture flashcards are excellent tools for helping children who do not have strong phonics skills work on their phonemic awareness. Adults should create a series of flashcards featuring pictures that are familiar to the child. When using the flashcards, the adult should ask the child to name the picture featured on each card. After saying the word, the child should be asked to identify the first and second sounds (or phonemes) in the word. This activity helps children realize that words are made up of a series of independent sounds or phonemes.
- **Home-School Connection:** Because phonemic awareness precedes actual text reading, it is most often developed at home. Parents play an important role in their children's phonemic awareness. Research has shown that children exposed to print-rich environments at home prior to entering school show much higher levels of phonemic awareness. A print-rich environment is one where reading and writing are evident and important. Parents can model phonemic awareness by reading aloud to their children and allowing their children to see them reading in authentic ways. They can also give their children opportunities to practice language by talking, singing, reciting nursery rhymes, playing guessing games and engaging in early writing activities. Almost any activity involving spoken or written language that parents engage in with their children benefits their development of phonemic awareness (Brummitt, 2008).

### 2.5.2 Phonics Instruction

According to Reading Horizon (2014), phonics Instruction is the ability to draw relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Torgerson (2003) submits that phonics

teaching uses the sounding-out of words. For reading, this refers to the letters in printed words followed by blending the sounds to produce a spoken word, which the learner should recognise. For example, when sounding out the word *bake* as /b/ and /ake/ rather than /b/ /ā/ /k/. Grade Four learners would have to remember that /a/ sound is long and the /e/ is silent (Hines, 2009).

Ehri (2005) says phonics instruction within a broad literacy curriculum have a statistically significant positive effect on reading accuracy. Eldredge (2005) agrees that learning and using phonic skills as the ability to associate letters with sounds for decoding words in print rely entirely upon good phonemic awareness and good teaching. Teachers should teach phonics thoroughly to enhance reading skills.

### **2.5.3 Reading Fluency Instruction**

According to Reading Horizon (2014), fluency instruction refers to the ability to read a text accurately and quickly, either silently or orally. Basaran (2013) says one of the components of reading is fluency, which is the rate of how a text is read with accuracy and expression. Samuels (2007, p.564) concurs that reading fluency is composed of word identification accuracy, pacing, and prosody to encourage reading comprehension. Paige, Rasinski, Magpuri-Lavell and Smith (2014) submit that fluency has an impact on reading with comprehension of a text. In the same vein, Kuhn, Rasinski and Zimmerman (2014) say irrespective of the best instruction, several Grade Four EFAL learners still have trouble with fluency.

The reading of words in a text with accuracy suggests that the learner is fluent in reading and has the skill of matching letters and blending them correctly to sounds in order to pronounce words. Paige *et.al.* (2014) state that the recognition of fluency in reading can start with accuracy in identifying words, which is the basis for appropriate pacing, and thereafter the reading with comprehension of a text as reflected in prosody. Glavach (2011, p.1) says prosody is the “emotional part of speech,” which includes rhythm, intonation, and patterns of language. Deeney (2010) defines prosody as a reader’s ability to read smoothly, with appropriate

phrasing and expression that entails the elements of tone, rhythm, parsing and inflection. Deeney (2010) further states that appropriate phrasing is the illustration of reading with comprehension. Roll, Lindgren, Alter and Horne (2012) concur that prosody is the putting together of the text into significant phrases to enhance the learner's reading with comprehension. Kuhn, Lindgren, Alter and Horne (2010, p.234) explain prosody as the "art of the development of reading skill". It suggests that the learner is competent enough to gain more knowledge of several words (Page et al, 2014).

Bear, Invernizzi, Templeton and Johnston (2012) claim that learners who are fast readers can remember what they have read. Consequently, learners who have acceptable pace while reading tend to have a good flow while reading. Prosody plays a vital role, hence reading with expression forms the cognitive framework showing that you understand what you read (Raynor, 2012). Paige *et.al.* (2014) assert that learners who make use of applicable prosody are likely to comprehend what they have read.

#### **2.5.4 Vocabulary Instruction**

According to Gove and Cvelich (2010, p.5), vocabulary means "oral and written knowledge of words and their meanings." Gass and Selinker (2008) state that English First Additional Language learners make vocabulary mistakes repeatedly three times more as compared to grammatical errors. Gass and Selinker (2008) further state that the vocabulary errors might lead to the miscommunication of what the learners want to say, as this will lead to semantic interference. Vocabulary errors affect the meaning whilst the grammatical errors have no impact on the meaning. Gass and Selinker came up with an example to show the impact of the vocabulary error.

For example, look at the following sentence from Gass and Selinker (2008), which says, "Can you with me come?" Grammatically the sentence is incorrect, however; the listener is still able to understand what the intention of the speaker is. Again, Gass and Selinker state that the vocabulary error gives the opposite meaning in the

following sentence. Look at the following sentence extracted from Gass and Selinker which says, “I don’t like the silence.” Sirene is substituted by silence, which gives the opposite meaning. Hall, Burns and Edwards (2011) say vocabulary instruction is important to promote reading with comprehension to Grade Four EFAL learners as it involves explaining word meanings to children and enlarging their word knowledge. Gass and Selinker (2008) argue that the lack of knowledge of vocabulary will not only affect reading comprehension but oral comprehension is also affected since it relies on vocabulary knowledge.

Klinger, Vaughn and Boardman (2007) suggest strategies for acquiring knowledge by using vocabulary instruction to promote reading skills in the intermediate phase with reference to Grade Four EFAL learners. These include mnemonic as well as the direct instruction of word meanings. Learners can make use of dictionaries and thesauruses to find the meanings of words. This will enhance their vocabulary since learners will be able to analyse the word parts such as prefixes, suffixes and roots. Hall et.al (2011) concur that the building of vocabulary is essential for learners since they learn new words to promote reading with comprehension. Learners can enhance their vocabulary whilst listening to the others when narrating the stories, they have read from the storybook reading (August & Snow, 2007).

Gooden, Carreker, Hornhill and Malatesha (2015, p.3) state that vocabulary instruction in reading refers to “the instruction in the words necessary for effective communication, which builds a wealth of vocabulary for the learner.” Reading helps in the building of more knowledge of words to enhance reading skill and reading comprehension. Gooden et al. (2015, p.3) add that “vocabulary acquisition has also been found to be a high predictor of reading comprehension”.

### **2.5.5 Text Comprehension Instruction**

Center (2005) submits that the development of reading depends on the effective use of language. Usually, there are three substantial functions of language, namely, telling, thought development, and comprehension. Therefore, the aim of reading

comprehension is to obtain information, relate the information while communicating fruitfully to accomplish academic success (Cain & Oakhill, 2006). Learners need to read with comprehension to be proficient readers and progressive in the society they live (Cain & Oakhill, 2006). Reading comprehension involves inferences, linking ideas coherently, scrutinizing the validity of claims with a critical stance, and sometimes understanding the motives of authors (McNamara, 2011).

Learners learn the skill of reading during the elementary education that affects most of the future learning practices. Subsequently, intermediate phase teachers have a major role to play to enhance reading and comprehension skills to the learners (McNamara, 2011). So, he concurs that to be in a position to read a language with comprehension, learners need to understand the spoken form of the language. Teaching reading comprehension entails discussions in the classroom to improve learners' understanding of what they have read. The teacher needs to ask questions from the text so that the active participation of learners into rich discussion is taken into consideration to improve teaching and learning (McNamara, 2011).

#### **2.5.6 Phonological Awareness Instruction**

Gooden et al. (2015, p.2) postulate that "the lack of phonological sensitivity does hamper reading." They further state that these "factors are evident because children who receive phonological awareness training do not necessarily become fluent readers." Moats and Tolman (2011, p.2) explain that "phonological awareness instruction is critical for learning to read any alphabetic writing system." Moats and Tolman insist that "phonological awareness instruction is important for reading other kinds of writing systems, such as Chinese and Japanese than the usual or ordinary writing systems."

Moats and Tolman (2011) add that phonological awareness instruction assists with phonological skills to teach reading and spelling. Poor readers have shown weaknesses in phonological awareness, they "tend to be poorest spellers" as well (Moats & Tolman, 2011, p.4). Teachers should be able to implement a variety of phonological awareness activities in the classroom instruction to enhance learners'

reading skills and effective teaching and learning of the English reading in Grade Four (Wessels, 2011).

### 2.5.7 Sight Word Recognition

Sullivan, Konrad, Joseph and Luu, (2013) argue that sight word recognition plays an integral part in the reading of the text. Learners who possess word recognition in Grade Four can read fluently throughout their adulthood life (National Reading Panel, 2000). Learners who do not have word recognition skills are most likely to have reading difficulties. According to Akcin (2013), sight word recognition is the manner on how to recognise words in its different shape, to observe the arrangement of the word and how the word sounds without any effort.

Learners who can recognise sight words without any effort are able to read with comprehension since they develop decoding skills (Kaufman, McLaughlin, Derby & Waco, 2011). Teachers can increase sight word recognition and fluency in Grade Four EFAL learners by making use of reading race track, flash cards and drill list in the classroom (Erbey, McLaughlin, & Derby., 2011., Kaufman et al., 2011). Frith (1995, pp.28-29 cited in Phala, 2013) states that readers go through the following set of stages of word recognition.

- **Logographic reading** - learners are not able to read letters in the word but they associate features with the word. They recognise a word. For example, they are likely to recognise the word 'look' by associating the double 'o' with eyes.
- **Transitional alphabetic** - this stage covers the early first grade in which learners begin to read words by their letters. This includes alphabetic produce and early phonemic spelling.
- **Alphabetic reading** - learners start attempting to read the word. They begin sounding the letters of the word even if it is not properly pronounced. For example, the learner might say "fire sta-t-yon" instead of "fire station".

- **Orthographic reading** - learners are now looking at words in terms of spelling patterns, not just one letter to one sound, but rather by familiar patterns, for example -ake, -ight and later -tion.

### **2.5.8 Whole School Reading**

Huber and Muijs (2010) submit that whole school reading should involve everybody in the school to improve reading and reading comprehension among learners at schools. Scott (2010) states that it must not be the duty of English teachers to develop learners' reading in schools; however, it should be everybody's responsibility across the school. Fitzgerald (2010) submits that principals of the schools, heads of department and teachers should work as a team to cultivate a school culture that values reading. Cassidy and Cain (2008) argue that the whole school reading strategy involves the setting up of support structures with the intention of assisting learners who are struggling with reading. The school must have libraries with books that are appropriate to their age in order to promote reading clubs and periods specifically set aside for reading.

## **2.6 Challenges Influencing Reading: South Africa**

South African teachers face many challenges when it comes to teaching and promoting reading in Grade Four. These challenges impact negatively on learners' 'educational progress, including reading competency. These are discussed in this section.

### **2.6.1 Big Classroom Size**

Over-crowdedness of classrooms is not uncommon in South African schools, especially in the rural areas which are also poorly resourced. Motshekga (2012) recommended the ratios for South African schools which are 40:1 in primary schools and 35:1 for secondary schools. However, this is neglected in many schools in South



Africa. KEZI 9 News (2012) concurs that these ratios are not used in most of the schools in South Africa; hence, when it comes to class size in education, more is the opposite of better. Venktess (2011, p.3) explain what is happening in “South African schools in 2011”, one school had 150 Grade One learners congested in one classroom.” The same school “in Grade Two class had 78 learners, the Grade Three class had 57 learners and the Grade Four class had 70 learners “(Venktess, 2011, p.3).

John (2013) cited in Khumalo and Mji (2014) support the idea that Eastern Cape schools squeeze learners, and this affects the teaching of reading in Grade Four since more than 130 learners were overcrowded into one classroom, thus forcing teachers to present their lessons with their backs pressed up against the blackboard. It's difficult to get production in an environment that is not conducive to teaching and learning. Opoku-Asare., Agbenatoe and DeGraft-Johnson (2014, p.128) support that environment plays a pivotal part in the classroom since it creates a big challenge for a teacher to be effective in a situation of that nature. The above assertions reflect what is happening in schools and confirm that the ratios the Minister Angie Motshekga in 2012 recommended were not followed by the schools in the Eastern Cape region where this study took place.

Teaching and learning are affected in situations where learners are cramped in one classroom; hence the teacher will not be able to reach out to those who are struggling or having difficulty with reading. Mustafa, Mahmoud, Assaf, Al-Hamadi and Abdulhamid (2014, p.178) concur that “large numbers of learners in one classroom are an obstruction to classroom management in general, and classroom discipline specifically.”As a result of the large number of learners, the most common teaching method used by most teachers whilst teaching reading is chorus reading, where learners do reading simultaneously (Kewaza, 2013).

Subsequently, this has a negative impact on the learners' reading development. The lesson becomes social rather than academic learning in purpose. The teacher is not able to identify learners who cannot read as they read at the same time (Gibbons, 2006 as cited in Marshall 2015). The questions a teacher asks in a chorus group are a set of “yes “or “no” questions which signal the participation of a learner without

understanding. The teacher will raise the tone when asking the question, which emphasizes the accented syllable. The learners will complete the stressed syllable of the given word. For example, if the answer to the question is the word “complete”. The teacher will raise his/her tone by saying (com-) to the learners who will chorus the rest of the word (Chick, 1996 as cited in Marshall, 2015).

The teaching and learning process in overcrowded classrooms in the lower classes impact negatively on reading as big classes are not conducive to teaching and learning. According to Chingos (2013), learners learn more in smaller classes and perform better than in big classes. Modisaotsile (2012), in March 2013, in a document entitled Policy Brief, asked teachers to come with the challenges they encounter due to overcrowded classes. Cortes, Moussa and Weinstein (2012, p.25) state that big classrooms have a negative impact on learner’s performance; class size affects student performance due to misbehaviour and other disciplinary problems in large classes.

Teachers are unable to apply individualization to assist those learners who are struggling with reading, thus limiting the learner–teacher interaction as well as pupil-pupil interaction. Learners tend to be disruptive and disrespectful to teachers in big classes, teachers spend more time on discipline rather than on teaching (Mustafa, et. al., 2014). Undoubtedly, reading is vital for enhancing effective language learning to expand one’s proficiency to acquire new skills and knowledge. However, this is difficult to achieve in a big classroom setting, as the teacher is limited in terms of providing individual motivation and monitoring of learners’ attendance and helpful feedback to individual learner’s needs.

Look at this situation where the classroom is full to the brim. Learners are sharing desks. Teachers will never be able to apply individualisation no matter what. DBE (2014) states that the learner teacher ratio for public schools in South African schools is 30:1. The DBE (2014) also submits that when the learner teacher ratio is exceeded this results in overcrowded classrooms. This is shown below:



**FIGURE 9: overcrowded classrooms in the Eastern Cape**

<https://twitter.com/zakesmda>

Onwu and Stoffels (2005) assert that the following are the problems caused by an overcrowded classroom which impacts on teachers.

- Lack of physical space for movement around the classroom.
- Diminished opportunities for all learners to participate actively in the learning process.
- The impersonalising of teaching.
- Excessive workload for teachers.

- Limited opportunities to meet individual learner needs for self-activity, inquiry, motivation, discipline, safety and socialization.

Kieffer (2012) submits that English First Additional Language learners need to gain more vocabulary to be proficient readers. Blunden-Greef (2014, p.120) concurs that for learners to be proficient readers they “need to practice speech in the classroom which requires added attention.” Subsequently, in overcrowded classrooms, this is impossible in a challenging environment where other learners will be disruptive. Mtika (2010) states that large class sizes encourage teachers to use “convenient” teaching method that requires learners to be mainly passive recipients of knowledge during lessons. Ali, Naz, Maqbool and Rana (2011) submit that overcrowded classrooms can be an impediment to teachers’ success

### **2.6.2 Lack of Textbooks and Learning Materials/Lack of Resources**

As indicated previously, South African schools, especially in rural areas, lack resources. This contributes to the difficulty in improvement of reading in schools. Goldenberg (2008), as cited by Spaul (2013a), confirms that lack of resources can hinder the development of reading. The Centre for Development Enterprise (CDE) (2013, 3) cited in Spaul (2013b) as cited by Spaul (2013b), concurs that South African learners lack improvement in reading, including in Grade Four, stating that the “South African education system is grossly inefficient, severely underperforming and egregiously unfair.”

In a National School Effectiveness Study (NSES, 2007) for Grade 3-5, as cited by Taylor (2011), the mean scores for Grade Four EFAL learners in English were 27%. Perry (2008) confirmed that in some schools in rural areas teachers experience challenges in gaining access to books on time, and, at times, they are not enough. Perry further asserts that the limitation of books causes the learners to have less opportunity to read for enjoyment. Pretorius and Currin (2010) concur with Perry (2008) that South African schools are still lacking in resources, especially storybooks and classroom readers.

Kewaza (2013) says that Grade Four teachers usually use the traditional learning materials in the classes since they normally use chalkboards and wall charts. Many schools also do not have modern technology, which may assist in alleviating the problem. Nash (2009) states that a teacher needs to use the visual materials and technology to equip learners with reading skills. Frey and Fisher (2008, p.132) argue that “pictures and other visual information are valuable resources for developing understanding in all grades.” The failure of delivery of textbooks to schools was identified in the PIRLS (2011), observing that Grade Four EFAL learners in rural schools lagged far behind as compared to those learners schooling in urban areas, where books are mostly delivered on time. Howie (2012) echoed that learners who are in the rural areas lag in their reading competence as compared to children in township schools which are situated in urban areas.

Researchers such as Pretorius and Mapuru (2007) confirm that most schools in South Africa have no libraries; some are not well resourced while others remain white elephants since they are not in use. These suggest that learners are not exposed to print; if they lack the opportunity to read they will not perform to the expected level. Echoing the foregoing, Makoe (2007) attest to the claims that South African schools lack resources, lack libraries and the learners’ ability to read is deprived. The “schools with neither library nor print-rich environments will make reading a difficult task for learners” (DoE, 2008, p.9). Oyentuji (2011) says the libraries should be equipped with appropriate, diverse and adequate reading materials to motivate reading rather than text books.

### **2.6.3 Teacher Training**

Lacina and Silva (2011) submit that teachers need to equip themselves with new strategies of teaching reading to meet the learner academic demands, linguistics as well as social needs. Teacher training is a concern in South African schools. Reading is crucial for all subjects at schools. Teachers in South African schools lack knowledge of how to teach reading. The “teachers ‘negative attitude towards inclusive education, parental recognition and involvement, resistance to curriculum innovation and moral degeneration” exacerbates the problem since learners’ reading

difficulties are still prevalent (DoE, 2008, p.28). The teachers teaching English EFAL learners need constant support and training with regard teaching of reading in EFAL learners. Blunden-Greef (2014, p. 141) asserts:

- Reading is necessary as it develops the learners' imagination and creativity.
- Reading allows learners to have big dreams about their future and they need to be given a good start on the road to viewing reading as a long-life source of enjoyment.
- Reading is essential for survival in the world of school, academics as well as in adult life.
- Proficient reading can easily be translated into proficient reading.

Hugo (2010) argues that teaching reading is a difficult thing due to learners' background. The learners in this study are coming from disadvantaged backgrounds. Klapwijk (2012) states that teachers teaching English EFAL lack the knowledge of second language teaching, which warrants teacher development and training in a language teaching on continuous basis. Teachers need support on how to implement CAPS (Manther & Land, 2014). Bantwini (2011) argues that the engagement of South African government in various education changes with the intention to redress the social justices of the past has impacted negatively on the teachers.

Bantwini (2011) argues that this started in the era of Outcome Based Curriculum (OBE), which was adopted from countries such as Canada, USA, New Zealand and Australia where the focus was on the integration of the syllabi to a single core syllabus. In March 1997, Curriculum 2005 (C2005) was launched. In 2000, C005 was reviewed and changed to Revised National Curriculum Statement (RNCS) in 2002" (Bantwini, 2011, p.6). The National Curriculum Statement (NCS) was later implemented after the amendment of RNCS. The CAPS document was introduced as an extension of NCS "to determine minimum outcomes and standards as well as the processes and procedures for the assessment of learner achievement applicable to public and independent schools" (DoE, 2011, p.2).

The above declarations caused confusion and uncertainty amongst most teachers and aggravated “low reading levels which may lead to reading difficulties amongst South African learners” (DoE, 2011, p.2)

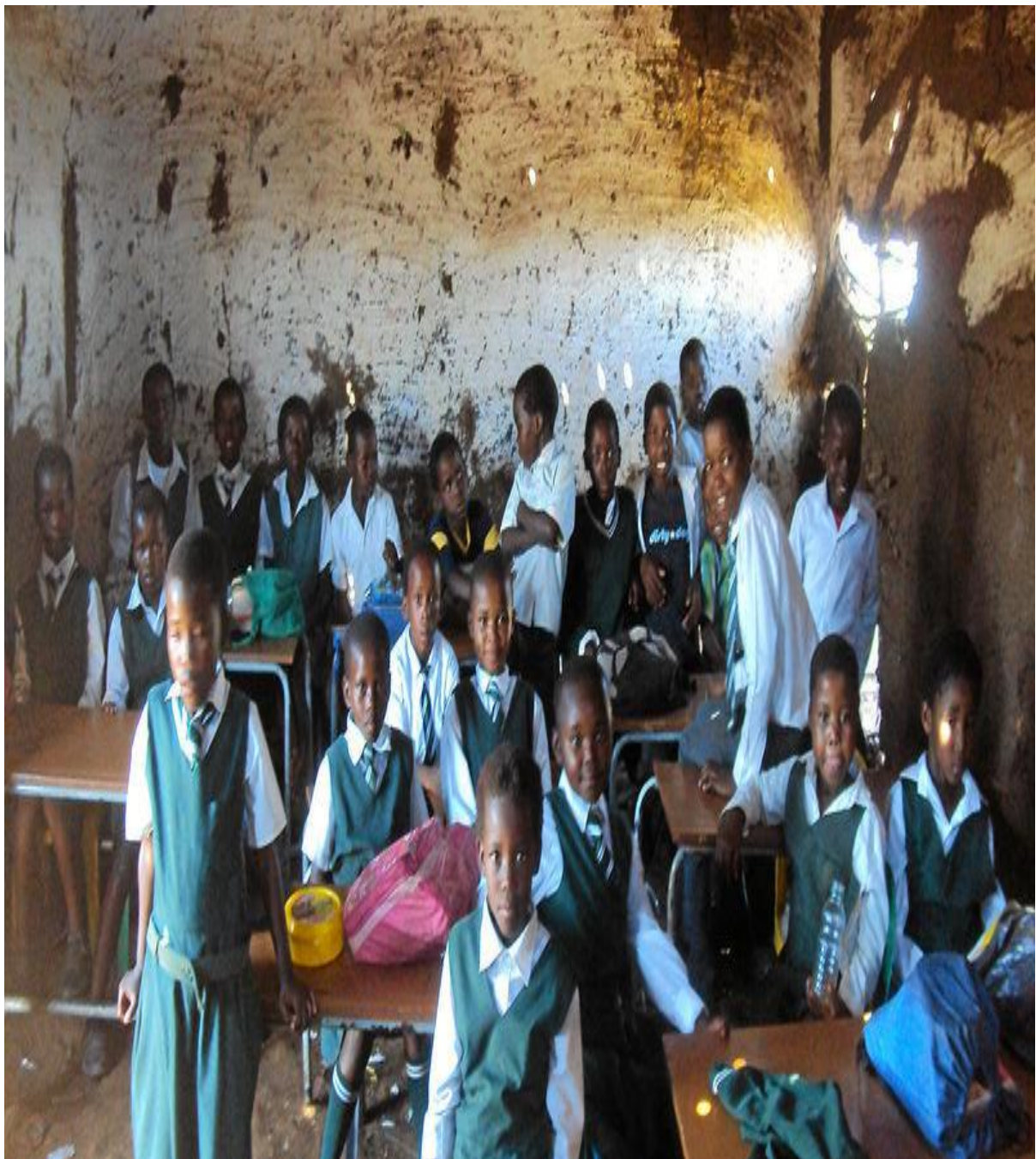
#### **2.6.4 Lack of Infrastructure**

The lack of infrastructure impacts not only on reading in English, but on education in general. Without adequate learning infrastructure, the teaching of English in general and of reading and writing can be very difficult. In some areas, classrooms are in a state of dilapidation. Classrooms are made of pre-fabricated materials, rather than bricks and mortar. These classrooms are therefore cold during the winter and very hot in summer. This environment is not conducive to teaching and learning. According to the latest national education infrastructure management study released by the department of basic education in 2011, there are 24 793 ordinary public schools. It further showed that:

- 3 544 schools have no electricity supply and 804 an unreliable electricity supply;
- 2 402 schools have no water supply and 2 611 an unreliable one; 913 schools do not have any ablution facilities, and 11 450 still use pit-latrines toilets;
- 2 703 schools have no fencing;
- 79% are without any library and only 7% have stocked libraries;
- 85% have no laboratory and only 5% have stocked laboratories;
- 77% are without any computer centres and only 10% have stocked computer centres; and
- 17% of schools lack any sporting facilities.

These are some examples of the schools that have poor infrastructures: “Rich school, poor school - the great divide persists” Faranaz Veriava: Comment 28 September 2012. These are some of the schools that are shown in this paper from Eastern Cape Below: (online at [mg.co.za/educationrights](http://mg.co.za/educationrights)). Pseudonyms of the schools are used for confidentiality purposes.





**ADAPTED FROM FARANAZ VERIAVA (2012)**

**FIGURE10: BOMINI PRIMARY SCHOOL EASTERN CAPE EDUCATION**

Look at this dilapidated classroom in Figure 10, the walls are in a terrible state everything is a mess. These kinds of environments are not conducive to teaching and learning. There are no desks.





Online at [mg.co.za/educationrights](http://mg.co.za/educationrights)

ADAPTED FROM FARANAZ VERIAVA (2012)

**FIGURE11: POOR INFRASTRUCTURE AT MAWINI HIGH SCHOOL IN THE  
EASTERN CAPE.**

In Figure 11 the walls are made of cardboards and sticks. These conditions are not healthy. There is no furniture for the learners. The classroom accommodates

everything, even firewood is kept here. Learners are wearing nice school uniform ready to be taught but unfortunately, they are experiencing traumatic environment.



<https://www.dailymaverick.co.za/article/2013-04-30-517f08545f703/#.WeMj31uCzIU>

**FIGURE 12: SHOCKING STATE OF TOILETS AT NYANGELIHLE HIGH SCHOOL**

### **Eastern Cape SCHOOLS**

“Sindiwe Magona broke down after seeing the toilets at Nyangelihle Senior Secondary School in Mthatha, and hearing and seeing girl learners at the school

expose the pimples on their skin they have as a result of using the broken pit latrine toilets smeared with faeces” (Zakes Mda). This is the situation with the infrastructure in most schools in the Eastern Cape Province. Most learners are subjected to this misery and shame.



<https://www.dailymaverick.co.za/article/2013-04-30-517f08545f703/#.WeMj31uCzIU>

**FIGURE13: LEARNER USES TOILETS IN TERRIBLE CONDITION AT  
NYANGELIHLE HIGH SCHOOL**

Makgoba and Sisulu were joined on the tour by Sindiwe Magona. The solidarity visits were organised by activist movement Equal Education and included education

academics Nic Spaull (University of Stellenbosch) and Kim Porteus (Nelson Mandela Institute). “These toilets are disgusting. No human being should use them, let alone a child,” author Mda said after visiting the Nyangelihle High School toilet block. “It’s a very unhealthy situation. You can see even after using these toilets there is no place where they can wash their hands. It’s quite shocking. It’s something that makes me very angry.”

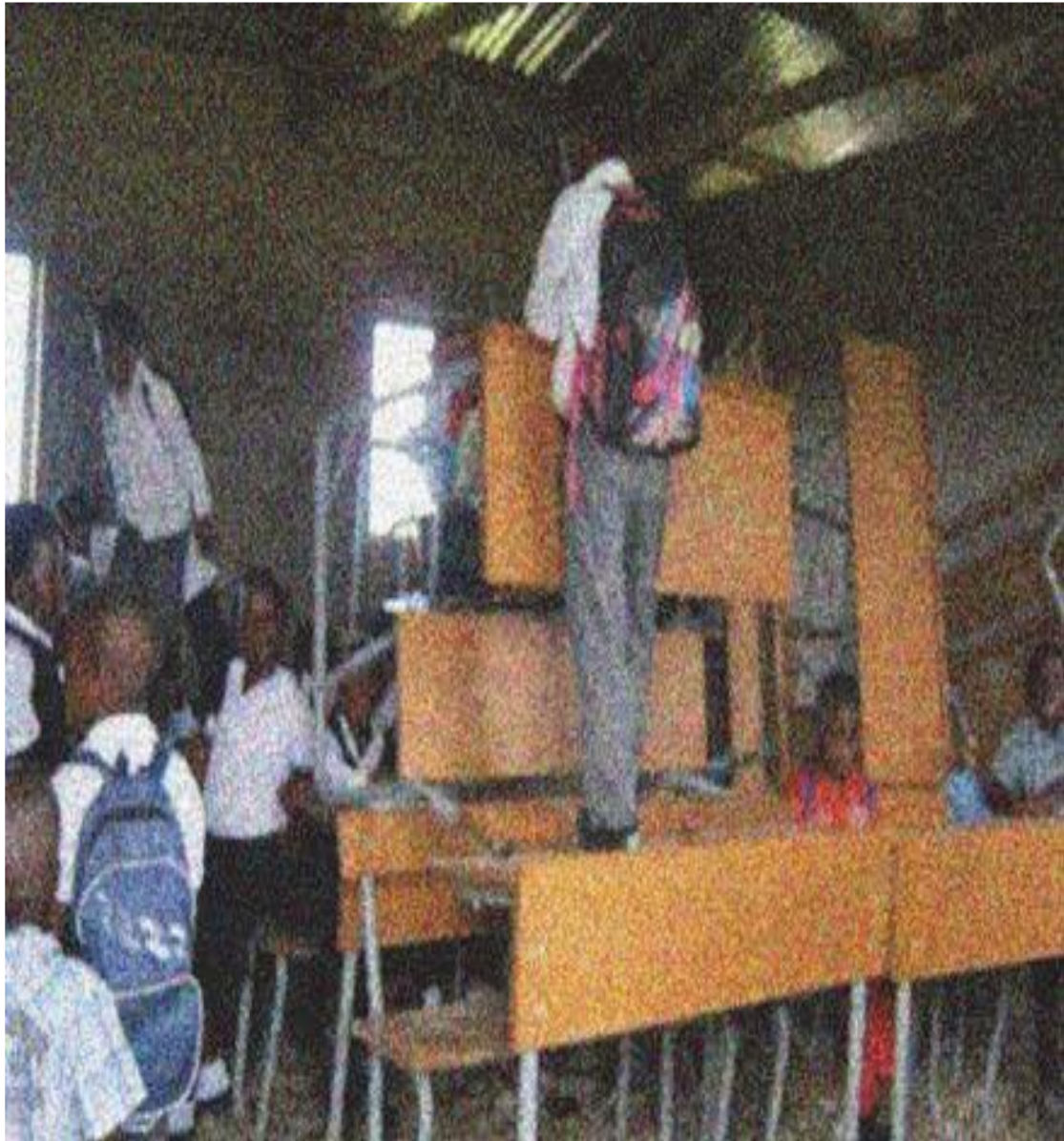
These conditions are shocking, and the teaching will never be effective in environments like these. These conditions frustrate the teachers and torment the learners. The people’s rights are violated. Respect and human dignity are not considered. Learners cannot learn in environments that are unhealthy. These conditions are hazardous to health. Even teachers’ professions are disrespected. Teachers can easily lose their effectiveness in the classroom because of these horrible teaching conditions. Ali, Naz, Maqbool and Rana (2011) argue that there is no dynamic of teaching that is possible without a dynamic teacher. Teachers will never be self-motivated in teaching environments of this nature.

While children in former Model C schools enjoy the privilege of excellent facilities, there are places of learning in rural areas without access to water, where pupils share grossly overcrowded classrooms, and where conditions essentially violate basic human rights. During a recent tour of these schools in the Eastern Cape, rights activists, academics and authors were completely shocked by what they saw. This is a comment that was made by Mandy De Waal when seeing this situation (Khumalo & Mji, 2014).

The report made by John (2013) cited in Khumalo and Mji (2014) is alarming as he reports that, in some schools in the Eastern Cape, learners are sitting three or four on a desk that is meant to sit two learners. John (2013) cited in Khumalo and Mji (2014) reports of a school in the Eastern Cape that has a roll of 1,300 learners with only 24 teachers. The following statistics about Eastern Cape schools is adapted from John’s (2013) report, cited in Khumalo and Mji (2014) where he reported that a school in the Eastern Cape had 165 learners in Grade Three class and 140 learners in Grade Two class. We are not concerned about the faces that are not clear. Poor



classroom infrastructure is shown in the following Figures below. Infrastructure contributes to the quality of the learning and teaching physical environment.



**ADAPTED FROM BUNGULA INCUBATOR (2013)**

**FIGURE14: EASTERN CAPE DARKEST HEART (Khumalo & Mji, 2014)**

Doi:10.5901/mjss.2014.v5n20p1



**ADAPTED FROM BUNGULA INCUBATOR (2013)**

**FIG 15: FORGOTTEN SCHOOLS OF THE EASTERN CAPE LEFT TO ROT**

(Khumalo & Mji, 2014) Doi:[10.5901/mjss.2014.v5n20p152](https://doi.org/10.5901/mjss.2014.v5n20p152)

The pictures depict the conditions of infrastructure in some rural schools. Singh (2009) traces the problems that are shown in these pictures back to the apartheid regime. DoE (2004) concurs that South African people are denied an access to gain information, knowledge and promotion of reading. “It will take me long time to recover from the heart-wrenching experience of Solidarity Visit. Until something is done, I must not recover,” tweeted Mda, who flew out from the US, where he teaches creative writing at Ohio University. De Vos, the Claude Leon Foundation Chair in Constitutional Governance at the University of Cape Town, drew attention to the problem of overcrowding in one of his tweets” <https://twitter.com/zakesmda>

### **2.6.5 Cultivating Reading Culture**

Reading underpins other academic skills (Nssien, 2008). It equips learners with understanding, balanced information and knowledge. The environment plays a role in the learners' reading development, therefore, home or school, peers, parents and classrooms are persons and places influencing the development of a child's reading culture (Nwabueze & Iwekpeazu, 2011). The cultivation of a reading culture in schools necessitates learners' identification as readers who are capable and prepared to involve themselves in reading beyond school-enforced readings, thus going an extra mile on their own.

Studies have shown that there is a relationship between leisure reading and reading achievement (Samuels, 2007). Subsequently, Nwabueze and Iwekpeazu (2011) concur that, despite the cultural backgrounds and situation, different learners need to enjoy reading for pleasure, thus enhancing their reading skills. Learners will be able to motivate themselves without the intervention of teachers. A reading culture should be cultivated amongst Grade Four learners so that they will become better-educated citizens.

### **2.6.6 Role of parents in promoting reading culture**

As previously indicated, learners need to be encouraged to develop a reading culture, as part of their reading development. Parents have been identified as an influence in this regard (Mohlala, 2012). Pretorius and Machet (2004), cited in Singh (2009, p.103), concur "Reading bedtime stories to children enables them to develop an interest in reading." Parents have the task of instilling the culture of pre-reading in their children at home by reading stories. Home is a place where primary education takes place. Subsequently, children will learn sharing of reading amongst peers at home and at school (Mohlala, 2012). Echoing the foregoing, the Progress of International Achievement Study, S.A. (2011) submits that home environment and achievement of learners cannot be overemphasized. Howie, Staden, Tshele, Dowse and Zimmerman (2011, p.55), submit that there are "strong positive relationships that have been found between the home experiences fostering early literacy

development and reading achievement.” Mohlala says learners will develop the love for reading if parents expose them to reading at an early age. Children who develop a culture of reading books for fun and pleasure become enthusiastic readers. Mohlala (2012) suggests that parents should have home libraries to enhance their children’s reading skills. However, there is a lack of parental involvement in their children’s education due to many factors. Illiteracy, especially in poorer and rural areas, and long and exhausting work hours are two such factors. Children are often left in the care of grandparents or others.

### **2.6.7 The Teacher**

In addition to the child’s home, the school environment is the second home for the child. Therefore, teachers are instrumental in the life and developmental stages of the child. The school must provide a climate that is conducive to teaching and learning to promote reading to Grade Four EFAL learners. Teachers must encourage learners to read by motivating them, hence, the duty of the teachers is to promote love and instil the culture of reading to overcome the challenges and obstacles that learners could encounter in the process (Trelease, 2006).

Westwood (2008) says each school has the duty to ensure high standards and implement effective teaching methods with relevant resources. The classroom environment must cultivate a climate of providing room for promoting reading. Nel and Muller (2010) say, if the knowledge from the teacher’s side is incomprehensible due to the limitation of English proficiency, this can hamper the progress of learning to read. Lemmer and Manyike (2012) suggest strategies to improve English language proficiency. The reading tasks given to learners need to be carefully selected by the teachers. The tasks need to be age appropriate as they can have a negative impact on the learner’s ability. Du Toit (2009) hypothesizes that the nature of the tasks set for the learners can influence their reading achievement. Teachers need to see to it that the contents of the tasks given to the learners match the learners to promote the teaching of reading. Du Toit (2009) says teaching should involve the activation of relevant ideas already known to learners to assist them to construct new knowledge. Brock (2007) concurs that teaching relies on the current



knowledge and ideas learners have already acquired. Consequently, the teachers must detect the way learners think to channel their thinking towards the objective knowledge accessible in the curriculum. If the teacher fails to channel the thinking of the learner towards the target knowledge, a variety of things can go wrong (Du Toit, 2009). Taber (2009) posits that when teachers are dealing with abstract concepts they should devise means to assist learners to make connections that could be relevant to the lesson by using simulations, correlations and metaphors.

Subsequently, effective constructivist teaching will take place by focusing on how knowledge building takes place in the mind of the learner whilst the teacher guides and supports the learner through knowledge construction process. Vygotsky (1978) states that meaningful learning takes place when teaching is inclined beyond the knowledge that is currently known and understood, but within the reach of existing knowledge and understanding for the learners to be able to learn new material in their lives. Vygotsky (1978) argues that in each class teachers should consider different existing levels of development and different capabilities

Klapwijk and Van de Walt (2011) reveal in their study that teachers find difficulty with reading instruction, resulting in resistance to its implementation for various reasons. According to Botha, Bizos, Gains, Moris, Place and Puwani, 2008, p.2), “most teachers who are teaching beyond Foundation Phase are not trained to teach basic reading”, thus resulting in poor reading competency in Grade Four learners. Botha et al (2008) further argue that reading problems are inevitable because teachers are unqualified in the primary schools and there are no libraries in the rural schools to enhance the reading skills to learners. Botha et al. (2008) further state that the poor socio-economic background in print exposure is another impediment to reading. Most parents are illiterate and are unable to assist their children at home. Confirming the assertion that parents are illiterate, the Monitoring Learning Achievement team (MLA) that was delegated to conduct the 1999 surveys cited in Botha et al. (2008, p.9) in South Africa’s primary schools established that about “40% of the parents interviewed had not completed primary education.” The good educational background of parents has a strong influence on their children’s reading and achievement in schools. “Uneducated parents, or parents with little education, find it

difficult to help their children if they themselves do not understand the tasks that their children are doing” (Botha et al., 2008, p.9).

### **2.6.8 Poor-economic background**

Van Staden (2011, p.12) states that poor socio-economic background is related to the following factors, “prior knowledge and skills; impoverished language experiences both at home and at school; lack of resources such as libraries, reading material and newspapers; lack of essential support of parents/caregivers at home; parents’ low English literacy levels.” Julius (2014, p.18) says “home is the first socialising agent; the home background of a learner to a very large extent plays a crucial role on a child’s latter development and school development.” The school and home of a child are inseparable Home is where a child gets primary education; it serves as the first school of a child. Parents are expected to develop the child’s “proper reading culture”, however, a “home where both parents are illiterate would not enhance “positive reading” (Julius, *ibid*). Parents will not be able to read stories to their children to instil reading culture, resulting in a child lagging behind at school.

Home is a place that is meant to cater for the needs of a child. Subsequently, homes with poor socio-economic backgrounds found difficulty in providing basic needs. Involvement of parents in reading activities can alleviate the poor reading difficulties learners encounter in Grade Four. Uchenna-Obieke (2013) reveals that single parenthood influences the achievement of reading of a child. In the process, reading and reading comprehension is hampered in the process. Ukaobasi (2012), posits out that in poverty-stricken homes parents found difficulty with buying books for their children since the priority is to put food on the table. Uchenna-Obeke (2013) concurs that reading problems in schools are associated with poverty at homes since single parents cannot afford to buy reading materials for their learners as their priority is to provide necessities such as food and clothes. Barajas (2011) echoes the fact that single parenthood has a daunting effect on the reading achievement. Alike and Edosa (2012) also concur that single parenthood is the cause of poverty in most homes. Rowell (2012) reiterates that involvement of parents with reading activities at home can make their children better readers. South African families have both

advantaged and disadvantaged economic backgrounds that contribute to the difficulty in the progress of promoting a reading culture in the home. These homes also lack resources such as home libraries. Many researchers in their studies such as Onyile and Owalowu (2011), Robert (2011) echo the foregoing, that poverty impedes effective reading because parents cannot afford to have library shelves at homes.

As previously indicated, some homes have illiterate or semiliterate backgrounds where parents are unable to read to their children. Children from more advantaged economic backgrounds perform better at school, especially regarding English reading (Howie, 2012). Howe is of the view that learners from a more advantaged economic background find it easier to read as they are exposed to the reading of books at an earlier age. Pretorius and Machet (2004) concur that learners who are from well-resourced backgrounds are liable to attain better reading skills than learners who are coming from homes with high levels of poverty.

## **2.7 Strategies to Promote Reading**

Lai (2013) states that reading strategies are methods of finding the meanings of a text. Caps document emphasized many new reading strategies to be implemented to assist Foundation Phase and Grade Four learners with reading (DoE, 2012). There is a positive relationship between learners' reading strategies and their reading comprehension skill. Ahmadi and Pourhossein (2012) argue that a reading strategy has a significant impact on the readers' reading comprehension skill and can make better the reading skill of proficient and less proficient readers.

Ahmadi and Pourhossein (2012) further state that teachers and learners will know the reason of why they must apply reading comprehension strategies in their reading comprehension process. Ahmadi and Pourhossein continued by pointing out that reading strategies equip the learners on how to make use of a paragraph, explain unfamiliar words, or sentences, and abridge their reading. Strategies assist readers to solve their difficulties when reading texts (Scott, 2010). Studies have been conducted by Scott (2010) on how word knowledge impacted reading

comprehension to readers with reading difficulties. Many researchers in their research studies reveal that the reading strategies will enhance reading skills to improve fluency and proficiency in reading and reading comprehension (Maphumulo, 2010, Nkosi, 2010 & Ngema, 2008). The researcher has added to this the following strategies to improve the pedagogy of teaching reading in Grade Four.

### **2.7.1 Extensive Reading Strategy**

Learners need to understand the meaning of words to realise how the letters and sounds fit together. The learners must acquire both appreciation and literacy skills, which are essential to learning how to read so that they will be able to understand the connection between letters, words and print. Extensive reading encourages learners to read at their own pace. Extensive reading allows learners to do reading even outside the school to enhance their reading skills (Noltemeyer, Joseph & Kunesh, 2013).

Reading outside school helps the learners to keep contact with English whilst they are not at school. An English reading programme that is tailored to suit the learners' individual needs should reinforce learners' intensive reading (Noltemeyer et.al, 2013). Extensive reading should be supported by the whole school to get proficient readers.

### **2.7.2 Phrase Drill-Reading Strategy**

Phrase drill allows the teacher to do an error- correction in a way that will not offend the learner (Noltemeyer et al, 2013). The teacher must repeat the reading so that the learner can be able to repeat the reading of the relevant text correctly. An error-correction procedure should be deployed when reading is repeated. The teacher should listen to learners while reading a passage aloud, thereafter, look for the words pronounced incorrectly by the learners while reading (Noltemeyer et al, 2013).

The teacher should correct the pronunciation of the words and allow the learner to repeat the correct word three times. Subsequently, the teacher should allow all the learners to repeat the whole reading passage once they have mastered the pronunciation of the word. Noltemeyer, Joseph and Kunesh (2013) postulate that phrase drill is effective and efficient with learners who find difficulty in word recognition; hence, it will help them to learn more words in less time.

### **2.7.3 Prompting and Error Correction Strategy**

Teachers should use verbal prompts to assist learners to read words accurately. Verbal prompts afford the opportunity of scaffolding. Learners will be able to correct the errors until they become proficient readers. Learners will apply the prompt and error correction strategy up until they are able to read and comprehend what they are reading (Carnine, Silbert, Kame'enui, & Tarver, 2004).

### **2.7.4 Shaping/Reinforcement Reading Strategy**

To strengthen the right behaviours teachers, need to reinforce it; therefore, teachers should reinforce reading behaviours so that learners can become proficient readers (Carmine, *et. al.*, 2004). For the Grade Four learners to learn how to read with comprehension, the teacher should provide them with reinforces so that learners should be able to make accurate responses so that they will finish the tasks correctly (Carmine, *et. al.*, 2004). Teachers should explain clearly the correct aspect of the response so that learners may focus their attention on the aspect.

### **2.7.5 Modelling/Demonstration Reading Strategy**

Teachers need to model appropriate reading to the learners. Learners are good at observing; teachers must read first so that the learners can imitate the reading behaviour. Teachers should try making one-to-one letter–sound correspondences while modelling reading the words that are difficult. For example, the word “run” is made up of three individual sounds or phonemes: /r/ /u/ /n/. (Ahmadi, 2013).

### **2.7.6 Paired Reading Strategy**

Brooks (2013) states that, reading is an effective way to improve a learner's reading and reading capabilities when an adult is engaged in the reading process. Brooks (2013) posits that pairing a learner who is having difficulty in reading with a talented reader motivates learners to read with friends hence they can talk about the book as they take turns. Teachers should "allow learners to choose easy and interesting materials that are age appropriate so that they will examine the book together and guess what the book is likely about just by looking at the pictures" (DoE, 2008, p.27). Learners must read the books during the shared reading session guided by the teacher. The teacher must make a follow up on the readings in a form of dialogue, discussions and follow up question to check if the learners understood the story. Joubert, Bester and Meyer (2008) argue that the classroom environment plays a big role. The library corner should be created by the teacher to encourage and motivate learners to read.

The reading corner can contain fiction and non-fiction story books and the following (Joubert, et.al, 2008, p.112):

- Colourful picture books
- Children's magazines
- Word and language games
- Scrapbooks made by the teacher or other learners from previous years
- Reading cards with a variety of jokes, comics, poems, recipes and rhymes
- Picture books made by learners from higher classes
- Reading and picture games
- Books made by learners (with the help of the teacher / parents /siblings).

This strategy boosts the ego and confidence of learners whilst, on the other hand, it instils the culture of reading and promoting fluency in reading together (Joubert, et. al., 2008).

### **2.7.7 The Shared Reading Strategy**

Grade Four learners should sit up close to the teacher, on a mat, where they can all be able to see the Big Book or poster text (Siyave, 2011). According to Siyave, the teacher reads the story aloud to the class two times, using methods to involve learners in an active way to encourage classroom participation and integration, such as pointing to pictures and asking questions in a way to interact with learners engaging them in a lesson. In shared reading, the teacher reads together with a group of learners.

Smith (cited in Siyave, 2011) believes that shared reading is a non-threatening way to learners and it enhances the language skills of those who are having reading problems. It is the duty of the teacher to read the story to the learner whilst they both look at a book together. The same applies to parents at home when they read the storybook to their children (Paez, Paratore, Pizzo, 2011). The teacher should use pre reading just to check prior knowledge. Subsequently, the teacher models the reading. Caps (2011) states that for Language construction the teacher should, during reading, read:

- for the first reading, try to read through the story, with few stops, to let learners get a sense of the whole story.
- read the story again. While you are reading, run your finger or a pointer under the words.

In Post reading, the teacher should:

- stop to ask questions, point out pictures or other elements.

Wessel (2007) recommends that it is the teacher who makes school reading lessons interesting and exciting. Teachers need to motivate learners to do more reading by rewarding the ones who are progressing well. The learners will develop the love of reading and ultimately, they will read for enjoyment whilst developing fluency in reading and enhancing vocabulary at the same time. Msimango (2012) concurs that

shared reading makes learners to become confident and believe in themselves. Msimango (2012) further states that learners become highly motivated as they learn more words.

### **2.7.8 Peer Mentoring Strategy**

The peer group plays a major role in supporting the culture of reading (Foncha, 2014). Learners become comfortable when they relate to other peers, hence, they develop friendship with others once they come to school so that they have a sense of attachment and belonging (Foncha, 2014). Grade Four learners can develop a reading club to enhance reading amongst them where they exchange books among themselves in a way to acquire knowledge through their interactions and language usage (Foncha, 2014).

Peers can develop the habit of bringing books from their home libraries to school so that everybody can have access to reading and relate the stories they have read to their peers. Paired reading is encouraged; hence it is a well-evaluated method recommended to improve reading skills (Brooks, 2013). Proficient reading will occur that later develop to dependent reading (Foncha & Sivasubramaniam, 2014).

### **2.7.9 Guided Reading Strategy**

In guided reading the teacher groups the class according to capabilities and abilities. Blunden Greef (2014, p. 129, cited in Caddy, 2015) highlights the following steps in guided reading that must be followed when using this strategy:

STEP ONE: Before Reading

The teacher's duty is:

- To introduce vocabulary from the text;

Then predict; and

Establish prior knowledge.



#### STEP TWO: During Reading

- Model good reading;
- Allow illustrations to guide understanding while reading;
- Engage learners in discussions and questioning.

#### STEP THREE: After Reading

- Praise learners;
- Improve comprehension skills;
- Ask questions about the read text;
- Texts should always be available to improve fluency.

Echoing the foregoing, DBE (2011, p.13-14, cited in Caddy, 2015) also adds the following steps for guided reading:

- Selection: The teacher selects an appropriate text according to the ability of the group.
- Introduction: The topic is discussed for learners to create a connection to their personal life experiences, then referring to the book for 2 -3minutes.
- Picture talk or browsing for 2-3 minutes.
- First Reading: Learners read the text individually and the teacher listens to each learner, then the teacher reads a section of the text.
- Discussion: This improves comprehension.
- Second and subsequent readings: Learners reread the text individually or in pairs to improve reading fluency.

The factors listed above align with the current study because they highlight the steps to be followed in guided reading to promote reading in Grade Four learners.

#### **2.7.10 Constant Reading**

Good reading habits assist learner to get meaningful and required knowledge to use at school. Bashir and Mattoo (2012) state that good reading habits area strong weapon that every learner needs to get in life. Echoing the foregoing, Palani (2012)

adds that a child who reads constantly builds a literate society in this world, since good reading habits develop proper thinking methods that create new ideas Palani (2012) further states that good reading habits encourages effective reading, which is an essential tool for every learner to develop reading with comprehension. Hinkel (2005) says learners who read constantly acquire new reading skills in their lives as they learn new vocabulary to be able to use complex grammatical structures. Krashen cited in Hinkel (2005), states that learners who read a lot become fluent readers as they acquire and develop linguistic structures.

### **2.7.11 Reading Aloud**

Minisckoff (2005) says reading aloud helps to improve reading comprehension whilst assisting learners to explore new strategies. Reading aloud is a common practice among primary schools; hence, there is a need for the learners to read at an early stage in their lives (Little & Hines, 2006). The Grade Four learners need to spend time with their teachers and peers so that they can read stories aloud in the classroom. Trelease (2006) says teachers in the classroom should model reading and support learners while they are reading aloud together. Trelease (2006) further states that teachers should model reading for enjoyment, fun, more of an entertainment and arouse learner's curiosity in the process in a way to inspire learners. Learners will, therefore, be eager and be motivated to read on their own. Ada, Ryan and Yee (2014) assert that reading aloud motivates learners by stimulating their emotions to read for enjoyment.

Ada et.al. (2014) further state that reading aloud encourages reading with comprehension whilst developing the learner's vocabulary. Stead (2014) postulates that non-fiction literature should be implemented to enhance vocabulary acquisition to Grade Four learners, hence, it stimulates the learners' minds as it triggers prior knowledge about what is read. However, Stead (2014, p. 488) is concerned that "non-fiction literature is still in the backseat even now". He adds that most teachers do not know how to use reading aloud frequently in their classrooms. For this he recommended a Reading and Analysing Notification Strategy (RAN) that is very

useful in reading aloud non-fiction which has got five categories that are shown in the table below:

**TABLE 3: READING AND ANALYSING NON-FICTION STRATEGY (RAN)**

| Column1                                                             | Column2                                    | Column3                                     | Column4                                                                | Column5                                                    |
|---------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| READING AND ANALYSING NON-FICTION STRATEGY (RAN)                    |                                            |                                             |                                                                        |                                                            |
|                                                                     |                                            |                                             |                                                                        |                                                            |
| <b>What I Think</b>                                                 | <b>Confirmed</b>                           | <b>We Don't Think</b>                       | <b>Exciting New</b>                                                    | <b>Wonderings</b>                                          |
| <b>I Know</b>                                                       |                                            | <b>This Anymore</b>                         | <b>Information</b>                                                     |                                                            |
|                                                                     |                                            |                                             |                                                                        |                                                            |
| Children state information they think to be correct about the topic | Children listen to confirm prior knowledge | Children listen to re-think prior knowledge | Children listen to locate additional information they find interesting | Children raise questions based on new information gathered |
|                                                                     |                                            |                                             |                                                                        |                                                            |
|                                                                     |                                            |                                             |                                                                        |                                                            |

**Adapted from The Reading Teacher VOL.67 Issue 7 /2014 (Stead, 2014, p.492)**

The five categories above underscore the centrality of reading aloud that promotes reading and reading comprehension to Grade Four learners. Stead (2014, p.493) argues that reading aloud encourages learners to “ask questions, infer and actively seek out new information.” The following table was adapted from Stead when he conducted a lesson with Fourth Grade learners applying RAN to encourage the learners to hypothesize the answers on what they have read aloud in the non-fiction literature. Ultimately, learners were able to (1) retell what they had read, and (2) answer a series of why-questions.

**TABLE 4: RAISING QUESTIONS AND MAKING INFERENCES FROM A SINGLE FACT**

| Column1                 | Column2                  | Column3           |
|-------------------------|--------------------------|-------------------|
|                         |                          |                   |
| <b>Whales:<br/>Fact</b> | <b>People hunted and</b> | <b>Hypothesis</b> |
|                         | <b>kill them</b>         |                   |
|                         |                          |                   |
| Who                     | Who hunted them?         | Men               |
|                         |                          |                   |
| Why                     | Why were they hunted?    | Food              |
| When                    | When were they hunted?   | Early morning     |
| How                     | How were they hunted?    | Spears            |
| Where                   | Where in the world were  | Cold areas        |
|                         | they hunted?             |                   |
| Did                     | Did people die when they |                   |
|                         | hunted them?             | Probably          |

**(ADAPTED FROM STEAD, 2014, p.4)**

The table above shows that during the reading aloud session the Fourth-Grade learners were collecting informational literacy to raise and answer questions from what they heard while the teacher was reading aloud in the classroom (Stead, 2014).

In addition, Oczkus (2009) states that reading aloud every day to your learners promotes critical thinking and creates a sense of community in your classroom. He states that reading aloud every day to your learners is confirmed by other researchers as a proven way to motivate your learners to read on their own; however, if the teacher can model good reading to them. Stevens (2012) concurs that reading aloud of learners increases the child's reading level, since it models fluent reading to the child to become proficient in reading. Stevens (2012) adds that when a teacher reads to the learners they follow along and see how the teacher accentuates different words, stops at commas and periods, and the manner the teacher pronounces difficult words to increase their own reading fluency. Mandeville in Stevens' blog added that reading aloud to learners creates more interaction with the text because learners will be able to question and infer to the text, thus showing that learners are participants because they are much more involved, which is more steps to greater comprehension. Stacey in Stevens' blog recommended the use of reading along or supported reading as well. Stacey postulates that reading along increases word recognition, vocabulary, and long-term comprehension. Stacey further states that reading along assists learners with difficulties to read because they are supported to access the text.

## **2.8 Classroom Procedures for Teaching Reading**

### **2.8.1 Pre-Reading/Before Reading**

Moreillon (2007) says in pre-reading it is where learners activate prior knowledge to be able to predict what is going to come in a text. Therefore, learners need to identify the type of text. Gee (2005) states that socio-cultural context can influence the reader in the classroom. A child who is coming from a community where reading is not their culture becomes a problem as the child will show poor reading skills. The school should take the responsibility of instilling a reading culture to the child. Pre-reading tasks often aims to raise the readers' knowledge of what they are about to read. The teacher must group the learners in pairs after reading the text. Suggestions:

- Tell your partner what you know about the topic.
- Do a quiz in pairs to find out what you know about the topic.
- Look at some pictures related to the topic.
- Skimming the first paragraph for gist and then predicting.

When the teacher gives learners a book to read, these are some examples of what expectations can be based upon:

- A title;
- Visuals;
- Knowledge of the author;
- A skim of the first paragraph;
- A set of keywords from the text;
- Reading the end, predicting the beginning;
- Reading the middle, predicting the beginning and the end.

Retrieved online from:

<https://www.teachingenglish.org.uk/article/making-reading-communicative>

### **2.8.2 During Reading**

During reading learners should make inferences of what they read. Learners should guess meanings of the words while reading from the text. During reading learners should identify the main and supporting idea in a paragraph. Monitoring of reading should take place, where a teacher should guide the learners and peer mentoring should take place. Retrieved Online from:

<https://www.teachingenglish.org.uk/article/making-reading-communicative>

Slashed / Cut up texts:

- Photocopy a suitable text and cut it diagonally into four.
- Seat students in fours. Give a piece of the text to each student. They mustn't show their piece to the others.

- Give each group a set of questions.
- The group must work collaboratively to answer the questions since no one has the whole of the text.
- Groups can compare answers when they have finished.

Retrieved Online from:

<https://www.teachingenglish.org.uk/article/making-reading-communicative>

### **2.8.3 After Reading**

After reading, the teacher should clarify the missing points and the words the learners did not understand during reading. The time for questions from both teachers and learners should be set aside. Thereafter learners should summarise what they have read from the texts to indicate that they have read the text with comprehension. After reading the text, the teacher should engage the learners in the tasks that involve the following:

- Discussions about the text;
- Summarising text;
- Reviewing text;
- Using a 'follow-up' speaking task related to the topic;
- Looking at the language of the text.

Retrieved Online from:

<https://www.teachingenglish.org.uk/article/making-reading-communicative>

## **2.9 Summary**

The aforesaid literature reiterates that reading is one of the important skills a child can acquire in order to achieve academically. This study has focused on the challenges that teachers and learners are faced with in the context of South Africa. The implementation of Policy to facilitate transitioning from Home language to

English First Additional Language in Grade Four is a challenge to both learners and teachers, given the context as outlined. Although various reading approaches on promoting the teaching of reading are presented, literature reflects the existence of poor levels of English first additional language reading comprehension amongst Grade Four learners globally as well as in South Africa.

There is still a pervasiveness of English First Additional Language learners who are not proficient in English and this has an effect on the reading ability of a child. For teaching and learning of English reading in Grade Four to be successful and for learners to become proficient readers, learners need to be able to read well in EFAL as it is the LoLT for most learning areas in South African schools. Reading is viewed as an important aspect to the acquisition of knowledge and for successful integration into a technology-enhanced society. Reading is viewed as the most important aspect as it is the most chosen instrument to acquire knowledge (Modisaotsile, 2012). However, due to some challenges as outlined in paragraph 2.6, reading proficiency is hindered. Very long sentences and complex words are the main problems in reading with comprehension. Another challenge is the fact that, if a reader lacks prior knowledge of the text, the possibility is that he will not understand what he is reading. The reader must use the knowledge he has in order to integrate it to the text (Du Toit, 2009).

Nssien (2008) states that reading culture poses a positive attitude, as it is the building up process that will have a constructive impact to readers over a period. However, this is still a challenge since some learners in Grade Four lack an enabling environment since at most homes there are no home libraries. Most South African learners must cope with poor backgrounds; parental involvement in their children's education due to various factors is a big challenge, dilapidated schools, lack of libraries and overcrowded classrooms. These aspects pose a threat on reading and academic achievement in general. Teachers, parents and peers should be able to cultivate a culture of reading by establishing reading clubs, motivate and encourage leisure hours for reading for fun and enjoyment in order for learners to sharpen their intellect so that Grade Four learners will reach a point where they will be able to analyse, synthesize and have critical thinking skills. Reading at home is encouraged



in the development of the culture of reading. This calls for interventions at home levels to implement a culture of reading. Parents are the best teachers and need to practice early reading stories to their children. This study recognizes this challenge, though it does not directly address it. Teachers at schools should promote an environment that is conducive to teaching and learning so that reading should take place. Teachers should be adequately trained to employ teaching strategies to enhance reading skills to learners.

Schools need to be resourced, inclusive of school libraries, to provide functional educational environments to facilitate teaching and learning. This speaks to government intervention in the enhancement of school environments. Peer mentoring is very important. Teachers should be trained to encourage and facilitate peer-mentoring, so that learners form reading groups, where they will be able to discuss what they have read and, ultimately, once exchange reading material amongst themselves. The transitioning of learners and the promotion of reading in English cannot be adequately addressed without interventions, some of which are addressed in this study.

In South African schools, with reference to Eastern Cape Province, where this study takes place, an overcrowded classroom is a challenging problem that raises concern to teachers as well as learners. Hugo (2010, p.41) explains that “overcrowded classrooms are an added challenge faced by teachers and learners.” Teachers are unable to pay necessary attention and individualisation to learners who need support with reading.

Teachers find difficulty with implementing variations of activities due to the cramped classroom. The overcrowded classroom encourages ill-discipline as the teachers are unable apply classroom management. In the same trend of thought, Beukes, Moyo and van Rensburg (2010), submit that overcrowded classrooms limit the interaction of activities and this is a challenge to teachers since learners will not be managed.

Chapter Two offered theories that informed this study. This study was informed by Vygotsky's theory of social constructivism and the theoretical framework for viewing reading was provided. Constructivism theory of reading was ideal for this study as it seeks to examine the strategies employed by teachers to promote reading in Grade Four English First Additional Language learners. Also, in this chapter, a constructivism in education approach, school language policy and curriculum assessment policy in English in South African schools as well as models of reading and theories of reading were discussed. Different approaches related to reading and reading challenges were highlighted. Classroom procedures for teaching reading were explained in a broader sense. The next chapter will present the research methodology employed when conducting the study and a descriptive qualitative research instruments used for gathering data.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The previous chapter highlighted the literature review relevant to the research questions in this study as well as information accessible by other researchers on the strategies used by teachers teaching reading in Grade Four EFAL learners. This chapter outlines a clear and methodically accountable description of the research design and methodology employed in the study. Firstly, the study outlines the research paradigm followed by the research approach. The presentation and description of sampling is then clearly discussed. The instruments used in collecting data were interviews and observations. The researcher illustrated how the sample was drawn, data collection techniques applied, and data analysis procedure followed. The trustworthiness, credibility and ethical issues, limitations and delimitations conclude this chapter.

Antwi and Hamza (2015) argue that the research methodology the researcher employs relies on the paradigm that guides the research study. The ontology, epistemology and methodology approach used in this study are discussed followed by the description of the design that makes the study a qualitative interpretive case study design. This research is a case study of four schools with the aim of looking at the strategies used by teachers to promote reading in Grade Four EFAL learners. The intention was to observe how English reading is taught in Grade Four, and what kind of support teachers give to these learners.

#### **3.1 Research Paradigm**

Mertens (2012) asserts that paradigms are frameworks of philosophical assumptions that guide researchers. A paradigm is thus a “basic set of beliefs that guide action” (Creswell, 2007, p.9). Creswell (2015) states that a paradigm is the systematic way of unifying the principles and practices to delineate the nature of the investigation for

the researcher by means of ontology, epistemology and methodology. Maree (2010) concurs that paradigms outline the nature of the researchers' enquiry through ontology, epistemology and methodology. There are a vast number of paradigms a researcher can use for a research study, such as positivist, post-positivist, constructivist, interpretivism, transformative, emancipator, critical, pragmatism and deconstructivist paradigm. The paradigms used in the study were guided by ontology, epistemology and methodology.

- **Ontology**

Ontology is defined as the "study of being" since it gives direction on the nature of reality of the research study (Crotty, 2003, p.10). Scholars such as Ritchie, Lewis, Nicholls and Ormston (2013) concur that ontology is concerned with the nature of reality, what the world entails. Ontology cannot generalise the events/actions, as they are distinctive and viewed as individual experiences (Ritchie *et.al*, 2013).

Each situation relies on the view of an individual since ontology is not static. Interpretation of someone's viewpoint depends on the person's experience. Cohen *et.al*. (2007) support the idea that the worldviews interpretation relies on the individual's experiences. Ontology's main concern is why knowledge is the requirement for the researcher as well as epistemology that will support the methods to be used in the study (Cohen *et.al*, 2007).

- **Epistemology**

Epistemology is concerned with finding out how the researcher knows the knowledge he claims to have. Wills (2007) defines epistemology as a theory of knowledge. Chamaz (2006) argues that epistemology is concerned with how reality can be made known as well as the relationship between the knower and what is known. Chamaz (2006) further states that epistemology deals with the characteristics, the principles and the assumptions that guide the process of knowing and how to arrive at the

findings in the study. Ontology is concerned about the nature of reality; it basically informs the methodology about the nature of reality. The epistemology will guide the researcher on what type of methodology to be used and on how to acquire knowledge needed (Tubey, Kotech & Bengat, 2015). The epistemological stance of my study was that of constructivism of reading and interpretivism.

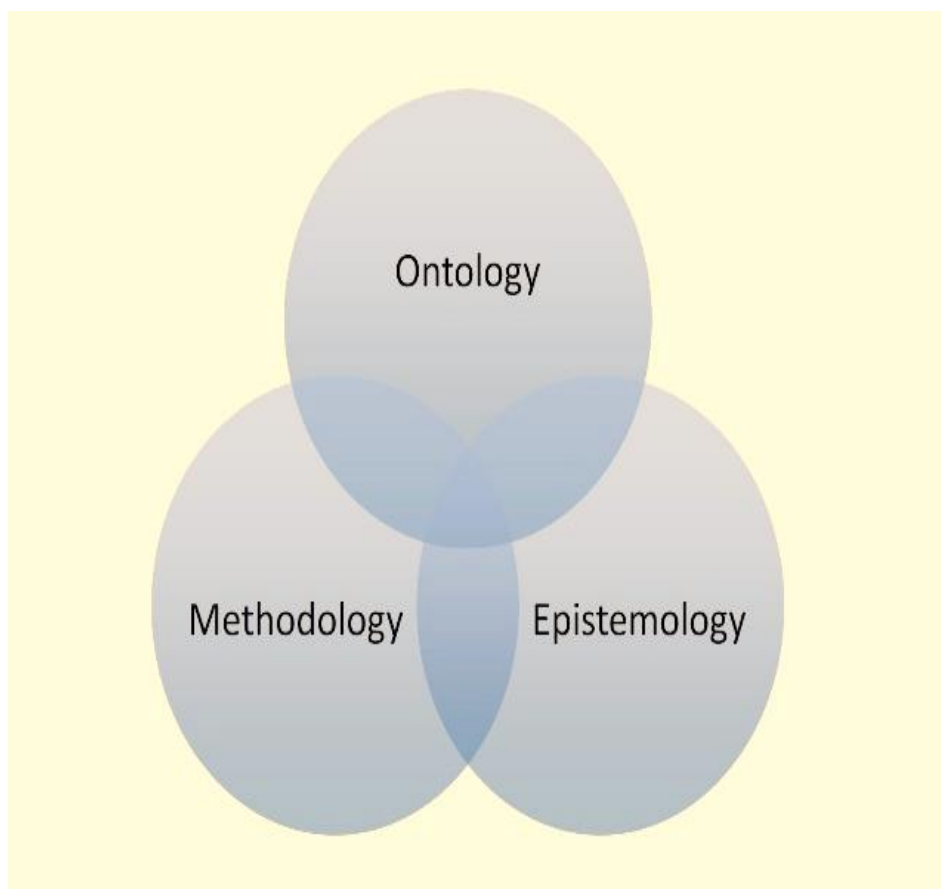
- **Methodology**

According to Barbie and Mouton (2012), research methodology is the application of the research process, tools, procedures, and data collection methods to be used by the researcher. Rodolo (2008, p.15) concurs that research methodology is a “study of a research process in all its broadness and complexity.” Ontology and epistemology are able to influence the researcher’s type of methodology he chooses. This study was informed by a qualitative methodology that is underpinned by the Interpretivism epistemology and the constructivism ontology.

Petty (2017) argues that the rationale of selecting a research paradigm is to help the researcher with the modalities of how to approach a research problem and how it should be solved. Petty (2017) further states that a paradigm should be built on the following aspects:

- The manner in which the researcher entails the alignment of ontology; epistemology and methodology;
- The technical writing skills of the researcher;
- How researchers understand the rules and procedures for research and the direction of the study;
- Nature of the research problem; and
- The audience for the study.

Tubey, Kotech and Bengat (2015) argue that ontology and epistemology influence the type of research methodology the researcher chooses in a research study. Tubey et al. (2015) further state that ontology informs the methodology about the nature of reality. Subsequently, epistemology informs the methodology about where knowledge is to be sought. Tuli (2010), as cited in Anderson (2015), states that ontology, epistemology and methodology merged within a research paradigm in order to give the researcher the shape and definition within a research study. Tuli (2010), cited in Anderson (2015), shows this integration of ontology, epistemology and methodology in the illustration below:



**Adapted from: Anderson (2013, p.5).**

**Figure 16: The relationship between Ontology, Epistemology and Methodology  
in a research paradigm**

The paradigm that guided this study was chosen based on the problem being investigated by the researcher, as the main objective was to look at the strategies teachers used to promote reading in Grade Four English First Additional Language learners. This study followed an interpretive paradigm.

### **3.1.1 Interpretive Paradigm**

Maree (2010, p.102) states that an interpretive paradigm is a “social science that involves an empathetic, detailed study of peoples’ everyday lived experiences in their specific, natural settings in order to elicit understandings and interpretations of how they create and maintain their social worlds.” Yin (2012) defines an interpretive paradigm as ways of understanding the phenomena. The interpretive paradigm considered how people understood and made meanings of different situations by describing their intentions, beliefs, values and reasons (De Vos, Strydom, Fouche' & Delport, 2013; Creswell, 2015). Ebersohn and Eloff (2004, p. 356) have pointed out that an interpretive paradigm “allowed the researcher to have access to the participants’ experiences.” Therefore, an interpretive paradigm is useful in probing daily experiences (Yin, 2012).

This study was underpinned by the interpretive paradigm as it puts emphasis on the construction of knowledge through observable phenomena (Yin, 2012). The observable phenomena in this study were the strategies used by the teachers when teaching reading in Grade Four EFAL learners. Cohen, Manion and Morrison (2010) argued that the interpretive paradigm is a way of seeking to understand and interpret the world in terms of its actors. The interpretive paradigm helped the researcher to know more about what the Grade Four teachers experience when teaching Grade Four EFAL learners. The researcher understood the participant's perceptions and lived experiences through the approach used. Interviews and observations were used as an effective means of collecting data from Grade Four EFAL teachers and Grade Four Natural Science teachers. Maree (2010) says that the interpretivism paradigm emphasises the need to put analysis in context.

Maree (2010) further argues that the interpretive paradigm is concerned with the understanding of the world from the subjective experiences of individuals. Consequently, the interpretive paradigms make use of methodologies, for example, interviews and observations that rely on a subjective relationship between the researcher and subjects. The use of interviews helped the researcher to understand the teaching methods used by Grade Four teachers when teaching Grade Four EFAL learners to encourage reading in the classroom. Observations assisted the researcher to scrutinize the implementation of the teaching strategies used by the teachers to promote reading in Grade Four. Informed by the interpretive research paradigm, the main approach to this research study was a qualitative one. The qualitative research method employed for the purpose of this research corresponded with the interpretive paradigm as they aimed at gaining a better understanding of how to investigate strategies to promote the teaching of reading amongst Grade Four learners.

### **3.1.1.1 Advantages of an Interpretive Paradigm**

- Interpretivism does not work as a single entity it consists of diverse paradigms such as hermeneutics and phenomenology which is the philosophical base for interpretive research (Creswell, 2014)
- Hermeneutics gives suggestions of understanding meaning and deducing sense from data which maybe unclear (Taylor and Medina, 2013).
- Phenomenology is the lived experiences of individuals about a certain concept (Creswell, (2014).
- There is participation, collaboration and engagement within the research process when using interpretive paradigm (Petty, 2017).

The interpretive paradigm was adopted for this study. This paradigm assisted the researcher to source rich and in-depth detailed data of the participants in the study (Taylor & Medina, 2013). The interpretive paradigm was relevant because it gave the researcher the capability to give reliable and inspiring meaning to examine the strategies used by teachers in Grade Four to enhance reading skills to EFAL learners



## **3.2 Research Approach**

Barbie (2013) says a research approach is the way to understand a practical situation. Merriam (2009, p.13) argues that a “research approach covers interpretive techniques that describe, decode, translate and give meaning of the phenomenon in the social context.” Echoing the foregoing, MacMillan and Schumacher (2010) also state that the research approach is interactive since the researcher gathers the information by interacting with participants in a natural setting. Barbie (2013) also submits that a research approach is a way of studying a phenomenon in its natural setting and the researcher is the primary instrument of data collection and data analysis. Creswell (2007) says a research approach can either be qualitative, quantitative or a mixed methods approach. Each research approach is discussed briefly below:

### **3.2.1 Quantitative Research Approach**

Maree (2007) defines a quantitative research approach as a method that is systematic and objective in the findings of the population that is being studied since it uses numerical data from a selected sub-group of a population. Ary, Jacobs, Razavieh and Sorensen (2006) argue that a quantitative research approach employs experimental methods and quantitative measures to test hypothetical generalisations. Ary et.al. (2006) further state that the information is in the form of numbers that can be quantified and summarised. A quantitative research approach tests the objective theories when examining the relationship among variables using statistical procedures when analysing data (Ary et.al, 2006).

Quantitative research approach is fast, and it is less time consuming as the data can be analysed using statistical procedures (Creswell, 2007). The disadvantage of a quantitative research approach is its ineffectiveness in looking at individual cases in detailed form since the data repeatedly fails to provide specific answers, reasons, explanations or examples (Ryan, 2006).

### **3.2.2 Mixed Method Research Approach**

Mixed method research approach is defined as the “research in which more than one paradigmatic or methodological approach, method of data collection, and/or type of analysis strategy is integrated during the course of undertaking the research, regardless of how those approaches or methods might individually be classified, and with a common purpose that goes beyond that which could be achieved with either method alone” (Bazeley & Kemp, 2012, p. 55). Johnson and Christensen (2011, p.17) define mixed methods research as the “class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.”Echoing the foregoing, Creswell (2007) also says a mixed method research approach is a combination of qualitative approach and quantitative approach in the study.

In the same line of thought, Tashakkori and Creswell (2007) state that a mixed methods research is an attempt to legitimize the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices. Researchers incorporate both qualitative and quantitative approaches in the process of collecting and analysis of data, integrating the findings and drawing inferences within a single study (Tashakkori, 2009). The incorporation of both qualitative and quantitative research approach produces a more holistic picture of the phenomenon under investigation (Creswell & Plano Clark, 2007; Descombe, 2008).

Tashakkori and Teddlie (2003, p. 296) highlight the characteristics of the mixed methods approach that involves its use of:

- quantitative and qualitative methods within the same research study;
- a research design that clearly specifies the sequencing and priority that is given to the study and elements of data collection and analysis;

- an explicit account of the way the quantitative and qualitative aspects of the research relate to each other, with heightened emphasis on the manner in which triangulation is used; and
- pragmatism as the philosophical underpinning for the research.

### **3.2.3 Qualitative Research Approach**

Marthens (2005) defines the qualitative research approach as a set of interpretive, material practices that make the world visible. A qualitative research approach is characterised by its aims that relate to the understanding of certain aspects of social life, and its methods to create words, rather than numbers when analysing the data. This study is qualitative in approach. Adeyemi (2008, p.47) states that a qualitative research approach is an “inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings.” Denzin and Lincoln (2005) concur that qualitative researchers study things in their natural settings to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

The researcher interacted with the Grade Four EFAL teachers and Grade Four Natural Science teachers by interviewing them in their offices and observing their teaching in the classroom setting to gain an in-depth understanding about the strategies teachers used to promote reading in Grade Four EFAL learners. Echoing the foregoing, Lichtman (2010) also states that verbal descriptions portray the richness and complexities of events that occur in natural settings from the participants’ perspectives provided. Wagner (2012) argues that the qualitative research approach encompasses feelings, experiences, social situations or phenomena as they occur in the real world and studied them in their real settings. Concepts such as ‘real world’ and ‘natural setting’ were not always as straightforward.

Researchers such as Kumar, (2011, p.13-20,104-105), Marguerite, Dean, and Katherine (2006, p. 21) bring up the following:

## **Characteristics of qualitative research approach**

- Studies are carried out in a naturalistic setting.
- Researchers ask broad research questions designed to explore, interpret, or understand the social context.
- Participants are selected through non-random methods based on whether the individuals have information vital to the questions being asked.
- Data collection techniques involve observation and interviews that bring the researcher in close contact with the participants.
- The researcher is likely to take an interactive role where she or he gets to know the participants and the social context in which they live.
- Hypotheses are formed after the researcher begins data collection and are modified throughout the study as new data are collected and analysed.
- The study reports data in narrative form. The extensive use of descriptive data. Qualitative researchers are likely to describe a phenomenon with words, rather than with numbers.
- The emphasis is on process rather than on product.
- It is often based on inductive logic: going from the specific to the general.
- The search for meaning is often evident. The search for meaning focuses on qualitative research, on how people try to make sense of their lives. How it is may be nearly as important in a qualitative study as how the participants think it is.

In addition, the characteristics of qualitative research approach by Merriam (2009, p. 21) are as follows:

- The researcher strives to understand the meaning people have constructed about their world and experiences. The researcher uses different methods to get rich information from the participants about their view and opinions on the study being conducted by the researcher. The means of getting information may include: interview, observation, focus group discussion.

- The researcher is a primary instrument for data collection and data analysis. The researcher is the main person to conduct the interview for the participants and the participants' responsibilities are to give their view on the phenomenon under study.
- The product of a qualitative inquiry is richly expressive. The researcher uses words and pictures, instead of numbers to report the information he or she gets from the participants about the studied phenomenon. There are likely to be descriptions of the context, the participants involved, and the activities of interest. In addition, data in the form of quotes from documents, field notes, and participant interviews, excerpts from video tapes, electronic communication or a combination are always included in support of the findings of the study.

Qualitative research approach is criticised by many scholars since the researcher plays an interactive role. Anderson (2013) argues that the researcher can have a biased impact on the quality of research as it depends on the personal skills of the researcher. Cohen, Manion and Morrison (2011) echo the foregoing, that the involvement of the researcher in a qualitative research might end up manipulating the study. In Bouma and Ling (2010) argue the same vein, that the researcher might be biased, compromising the data collection. Bracketing is found to "involve placing one's own thoughts about the topic in suspense or out of question" (Lichtman, 2010, p.80). To avoid the above bias, the researcher applied the plans according to the procedures and ethos of how to conduct research.

Lavrake and Roller (2015, p.5) argue that the qualitative research method places the researcher "at the centre of data-gathering phase" in which the researcher "is the instrument by which information is collected." To satisfy the above requirements, the researcher spent two months in four different schools, after getting the ethical clearance, studying the participants on their natural settings. The researcher spent time interviewing Grade Four English FAL teachers and Grade Four Natural Science teachers and observing their lessons, workbooks, learners' responses while the teacher is rendering the lesson with the intention to gain first-hand information on the strategies used when teaching Grade Four EFAL learners. Themes of this research

came from all sources of data used. Relying on the above definitions of qualitative research approach, consequently, a qualitative research approach was chosen in this study as the most appropriate research approach to determine the strategies teachers used to promote reading to Grade Four EFAL learners.

The aim of the qualitative research approach was to discover the issues related to the problem at hand (Domegan & Fleming, 2007). The aim of the qualitative research is not to generalise the information but to explain the experiences or understanding of others. The aim in this study is also to elucidate the challenges experienced by teachers when teaching Grade Four EFAL learners. The issue was to arrive at a more holistic understanding of the phenomena of teaching reading to Grade Four EFAL learners.

The Grade Four EFAL teachers utilized detailed strategies in their classrooms in order for the learners to attain their full reading potential. Lichtman (2010) argues that the qualitative research approach allowed the researcher to research about the problem at hand holistically, taking into considerations a number of variables involved by using data collection techniques to uncover information definite to a specific situation. Qualitative data techniques included were interviews and observations.

### **3.3 Research Design**

Research design is a procedure that a researcher employs to collect, analyse, interpret and present data. Babbie (2013) defines research design as involving a series of decisions regarding the topic, the research methods, the population and the purpose. A research design includes how to collect data, what instruments were employed and the intended means for analysing data collected (Ary, 2010). In addition, research design is defined as constructed plans and strategies developed to seek, employ and discover answers to research questions (Taylor & Medina, 2013).

Echoing the foregoing, De Vos, et al. (2013) also add that a research design is a constructed plan or strategy that deals with the underlying philosophical assumptions in a way to select the specific participants, data gathering techniques to be used and the data analysis to be employed to seek the answers to research questions. Tereebance, Durkhuim and Parter, 2007 and Howells, Fitzallen and Adam (2016) also highlight that a research design is a strategic structure that acts as a catalyst on how to implement the research questions in the research study. There are various designs used in a qualitative study research such as survey, case study and ethnography designs; however, a case study design was adopted for this study. The various research designs are discussed below:

### **3.3.1 Ethnography Design**

Denzin and Lincoln (2011) and Berry (2011) state that ethnography is a qualitative methodology that deals with the beliefs, social interactions, and behaviours of small societies, comprising of participation and observation and the interpretation of the data collected. As Angrosino puts it (cited in Sangasubana, 2009, p.537), ethnography is the full engagement of the researcher in the day-to-day lives or culture of those under study.

**Characteristics of ethnography design** (Sangasubana, 2009, p.538).

- It is conducted on-site or in a naturalistic setting in which real people live.
- It is personalized since you as the researcher are both observer and participant in the lives of those people.
- Ethnography also collects data in multiple ways for triangulation over an extended period.
- The process is inductive, holistic and requires a long-term commitment from you.
- Finally, ethnography is dialogic since conclusions and interpretations formed through it can be given comments or feedback from those who are under study.

Angrosino (2007) (cited in Sangasubana, 2009, 568) comes up with the modes of data collection in ethnography which are explained below:

- *Observation*: Participant observation is unique in that it combines the researcher's participation in the lives of the people under study. According to Angrosino (2007, P568), observation is the "act of perceiving the activities and interrelationships of people in the field setting."
- *Interviewing*: Interviewing is the process of "directing a conversation to collect Information" (Angrosino, 2007, P.568).
- *Archival research*: This is the "analysis of existing materials stored for research, service or other purposes officially and unofficially" (Angrosino, 2007, p.568).

### **3.3.2 Case Study Research Design**

Lapan, Quartaroli, Riemer (2012, p.243) define "a case study research design as an investigative approach used to explain phenomena in order to discover new and detailed understanding of the phenomena." Yin (2012) postulates that a case study research design investigates a phenomenon in a detailed manner to uproot the boundaries that are not evident between phenomenon and context. Lee and Brennenstuhl (2010) argue that a case study provides an in-depth description, exploration or explanation of a study. The research problems, research questions, paradigm and the research approach also determine the research design to be used (Ritchie, Lewis, Nicholls & Ormston, 2013).

Thus, a case study answers specific research questions investigated from a variety of diverse evidences from the case settings. Case study research design acts as a bridge between research questions and the manner they will be implemented (Teree-blance, Durkhuim & Parter, 2007). Researchers bring up the following characteristics of a case study design (Thomas, 2010).



## Characteristics of a case study design

- One should not manipulate the behaviour of those involved in the study.
- One should cover contextual conditions because they are relevant to the research problem.
- Cases are studied in their real-life context.
- The boundaries are not clear between the phenomenon and the study context.
- Thomas (2010) argues that case study research designs are: descriptive, heuristic, inductive and particularistic.
- Thomas (2010) added that case study research designs are heuristic; consequently, they advance the understanding of the phenomenon, while the inductive refers to the concepts that surface from the data.
- Use of multiple sources of data such as interviews, observations, document analysis,
- In-depth study of a small number of cases frequently longitudinally studied prospectively or retrospectively.

According to Welman, Kruger, Mitchell (2005), a case study research design focuses on understanding the uniqueness and idiosyncrasy of a case in all its complexity. Lastly, De Massis and Kotlari, (2014) state that a case study is the most powerful methodology that is precise, and creative to give the researcher the exactness about how teachers promote reading in Grade Four EFAL learners. These are some advantages of using a case study design, as tabulated below  
(Adapted from Rose, Spinks & Canhoto, 2015):

- Adaptability to different types of research questions and to different research settings.
- Case studies' format makes the research accessible to wider academics compared to some other designs.
- Case studies give an opportunity for innovations.

- Case studies are a good method to challenge theoretical assumptions.
- Case studies offer a better method to study rare phenomena in detail and in context.
- Case studies are a good source of ideas about behaviour.

Thomas, (2010); Yin (2012); Tsanga, (2013) and Rose, *et al.*, (2015) highlight the following disadvantages of a case study research design:

- The data may lead to different interpretation that leads to possible biased views since a single person gathers and analyses the information.
- Hard to generalise from a single case
- Researchers can sometimes influence the direction of the findings and conclusions leading to biased views.
- Case studies may be relatively expensive and take too long as they are very demanding to carry out.
- Case studies may be too demanding to carry out due to the need for in-depth access to case sites.
- Case studies need the researcher to deal with the complexity of field research, especially when dealing with multiple data collection methods.
- Case studies may result in massive and unreadable documents.
- They lack rigor and objectivity, as they are hard to draw definite cause-effect conclusions.
- They lack details of how the study is framed and how analysis is conducted.
- Information through interviews may not be accurately presented.

This study followed case study design as the method of research involved an in-depth understanding of the situation as it supports a clear explanation of how the researcher progresses from the data to the findings of the study to establish high quality of the study (De Massis and Kotlari, 2014). This study incorporates five components, namely (Creswell, 2015):

- the research question,
- its proponents,
- its unit of analysis,
- a determination of how data are linked to the propositions, and
- criteria to interpret the findings.

De Vos *et.al.* (2013) hold the view that case studies provided insight into a theme or issue with the intention of revealing it. The issue in this study was to promote reading to English first additional language learners at the Intermediate Phase (Grade Four) in four primary schools in the East London (Buffalo City district). The focus is to examine strategies teachers employ to promote reading in Grade Four English and Natural Science classes where the children are EFAL speakers.

### **3.4 Population, Sample and Sampling Techniques**

#### **3.4.1 Population**

Lapan *et. al.* (2012, p.83) define population as “a group of individuals on which a study focuses” with the inclusion of schools. Ellenwood (2007, p.44) concurs that “population is the entire group of persons or set of objects and events the researcher wants to study.” Robinson (2014) says the population can be termed a sample universe. According to 2017 Post Provision of Eastern Cape Department of Education, in East London Education of the Buffalo City district there are one hundred and seventy-five (175) primary schools in East London Buffalo city district.

#### **3.4.2 Sample Size**

Sampling is fundamental to the practice of qualitative methods because it helps to clearly define the participants and why they will be included in a study. Barbie (2013) defines a sample as a proportion of a population. Maree (2010) posits that a

research study cannot entail the entire population. Creswell (2014) echoes that you need a sample since you cannot include all the participants in each population. De Vos *e.t.al.* (2013) define a sample as a section of units of a population that represents the total population. Govender (2009) concurs that sampling is the process of selecting a portion of the population for study. Involved in the sampling decisions are the settings, incidents, events and activities that need to be collected for data (Maphumulo, 2010).

Patton (2015) argues that sampling is not just a matter of a representative option in the study; it goes beyond that as it enriches the information. Emmel (2013) concurs that sampling in a study enhances its rigour. The sample for this study comprised of four schools out of all the primary schools in East London Education Buffalo city district, twelve teachers, three from each school made up of two language teachers and one content subject teacher at Grade Four level.

The choice of the language teachers is because this is where reading is taught and in many schools in South Africa English becomes LoLT to non-mother tongue speakers in all subject areas from Grade Four (DoE, 2011). The researcher wanted to discover what strategies teachers use to promote reading in EFAL learners. The Natural Science teachers were used to establish what challenges they have in encouraging learners with English reading. The study, therefore, adopted purposive sampling.

### **3.4.3 Sampling Techniques**

There are different types of sampling techniques that are discussed below:

#### **3.4.3.1 Probability Sampling/Random Sampling**

Probability sampling is a method in which each unit of the population has a known and non-zero chance of being included in the sample. This is the most utilized method by researchers. Probability sampling is the complete objective method of

sampling a population. This sampling method also is very less error prone and is more accurate.

**Types of Probability sampling are:**

- **Simple Random Sampling.**

According to McMillan (2008, p.113), simple random sampling is a “very well-known method of probability sampling that gives a population an equal chance of being selected.” Macmillan (2008) submits that the selection of population elements is done at the same time, independent of each other and without replacement through the assistance of random number tables. This method reduced subjective bias.

- **Systematic Random Sampling.**

Babbie (2013) submits that systematic random sampling is considered of value when compared to simple random sampling. In this sampling method, all elements of a population are not given equal chance of selection. “Every ninth person is chosen from a target population list after the first unit is selected at random” (McMillan, 2008, p.114). Systematic sampling is helpful in cases where you do not require face-to-face contact when collecting your data (McMillan, 2008).

- **Stratified Random Sampling**

McMillan (2008, p.144) defines stratified sampling as a “modification of either simple random or systematic sampling where population is firstly divided into homogeneous subgroups, whereas when they are in clusters they become heterogeneous.” MacMillan (2008) further states that population in a stratified sampling is divided into strata on one or more variables.

Stratifying a random sample means allowing equal allocation from each population class stratum to the sample, thus giving a chance of equal probability of selection (McMillan, 2008). In order to get a proportionally stratified random sample, the procedure to create that will require information about proportions within specific population (McMillan, 2008).

- **Cluster Sampling.**

McMillan (2008, p.117) argues that cluster sampling comprises of the random selection of naturally occurring groups or areas where the selected individual elements will be from the chosen groups or areas. This method is used when groupings are natural in the population. The total population is divided into clusters chosen randomly and within these clusters every unit is sampled (Macmillan, 2008).

- **Multistage Sampling.**

In this method cluster sampling and stratified sampling are combined (Macmillan, 2008).

### **3.4.3.2 Non-Probability sampling/Non-Probability sampling**

Non-probability sampling is the second most common method of sampling. Here the elements of a population do not have an equal chance of selection with the sample. This is based on the personal judgment of the researcher in the selection process. Types of non-probability sampling are:

- **Convenience or accidental sampling**

For Baker, Brick, Bates, Battaglia, Couper, Dever, Gile and Tourangeau (2013) convenience sampling is a form of non-probability sampling in which potential participants can be located. Convenience sampling uses people who are most conveniently available. A convenience sample is useful in obtaining many completed

questionnaires quickly and is economical. Convenience sampling has advantages and disadvantages discussed below: (Adapted from Baker et al, 2013).

### **Advantages of convenience sampling**

- Convenience sampling is very easy to carry out with few rules governing how the sample should be collected.
- The relative cost and time required to carry out a convenience sample are small. This enables you to achieve the sample size you want in a relatively fast and inexpensive way.
- The convenience sample may help you gathering useful data and information that would not have been possible using probability sampling techniques which require more formal access to lists of population.

### **Disadvantages of convenience sampling**

- The convenience sample often suffers from several biases. Since the sampling frame is not known, and the sample is not chosen at random, the inherent bias in convenience sampling means that the sample is unlikely to be representative of the population being studied. This undermines your ability to make generalisations from your sample to the population you are studying.

This is the most widely used type of non-probability sampling. Sample elements are selected according to a certain characteristic (e.g. age, gender, social class, etc.) as the proportion of the elements with the characteristic in the population (Baker et.al, 2013). Quota sampling can give a better representation of certain groups within the population, without over-representing them. Using the quota sample makes the comparison of these groups easy (Baker et al., 2013). Criticism of a quota sampling, according to Baker et al, is that a quota sample is unable to detect an impending sampling error, since the sample is not chosen via random selection.

- **Snowball sampling**

Snowball sampling method is often implemented when it is hard to get elements of the targeted population. This works like word of mouth, the contact gives the names of other contacts here to get suitable samples (Yin, 2012). Crossman (2017) cited in Mason (2017) states that snowball sampling refers to a non-probability sampling technique in cases where the researcher when conducting the study begins with a small population of known individuals and increases the sample by asking those preliminary participants to detect others that should participate in the study. That means searcher will start with a small sample which "snowballs" into a larger sample through the course of the research (Crossman, 2017 cited in Mason, 2017).

- **Purposive sampling**

This study adopted purposive sampling. Cohen, Manion and Morrison (2011) submit that purposive sampling is a strategy of selecting participants which are representative of the population under investigation. Purposive sampling is the process of selecting individuals who can offer an authentic account of the phenomenon under study. Yin(2012) explains that purposive sampling is the process of selecting individuals who share enough common experiences with others as to represent a group. Purposive sampling assisted the researcher to "choose information rich cases, as it demands that the researcher looks for information-rich informants, groups, places or events of the study "(Silverman, 2013, p.148).

Saunders (2012) argues that purposive sampling is cost effective and time effective management. Saunders (2012) goes on to state that purposive sampling is flexible and meets multiple needs and interests as it enables researchers to select a sample built on the determination of the study and knowledge of a population. Researchers select subjects because of certain characteristics and the researcher can reach a targeted sample quickly. It is easy to get a sample of subjects with specific characteristics (Saunders, 2012). Additionally, Saunders submits that researchers can draw on a wide range of qualitative research design. He also posits that



purposive sampling in qualitative research designs encompasses multiple phases that necessitate different types of sampling techniques at every phase. Saunders (2012, p.288) further comes up with the disadvantages concerning purposive sampling below:

### **Disadvantages of purposive sampling**

- Vulnerability to errors in judgement by researcher.
- Low level of reliability.
- Inability to generalize research findings.

Black (2010) highlights type of cases purposive sampling can be divided to:

### **Types of purposive sampling**

- **Typical case:** These explain cases that are average and normal. It is a type of purposive sampling which is useful when a researcher wants to study a phenomenon or trend as it relates to what are considered "typical" or "average" members of the effected population. If a researcher wants to study how a type of educational curriculum affects the average student, then he or she chooses to focus on average members of a student population.
- **Extreme or deviant case:** These cases are perceived as unusual or rare. It is used when a researcher wants to study the outliers that diverge from the norm about a phenomena, issue, or trend. By studying the deviant cases, researchers can often gain a better understanding of the more regular patterns of behaviour. If a researcher wanted to understand the relationship between study habits and high academic achievement, he or she should purposively sample students considered high achievers.

- **Critical case:** The sampling focuses on the cases that are dramatic or very important. Critical case sampling is a type of purposive sampling in which just one case is chosen for study because the researcher expects that studying it will reveal insights that can be applied to other like cases.
- **Heterogonous or maximum variation sampling:** These cases rely on researcher's judgement to select participants with diverse characteristics. The researcher does this to ensure the presence of maximum variability within the primary data. A maximum variation/heterogeneous purposive sample is one which is selected to provide a diverse range of cases relevant to a phenomena or event. The purpose of this kind of sample design is to provide as much insight as possible into the event or phenomenon under examination.
- **Homogenous sampling:** It focuses on a subgroup in which all the sample members are similar, such as an occupation or level in an organization's hierarchy.
- **Theoretical sampling:** is a special case of purposive sampling that is based on Inducted method of Grounded Theory.
- **Expert sampling** is a form of purposive sampling used when research requires one to capture knowledge rooted in a form of expertise. It is common to use this form of purposive sampling technique in the early stages of a research process, when the researcher is seeking to become better informed about the topic at hand before embarking on a study. Doing this kind of early-stage expert-based research can shape research questions and research design in important ways.

The researcher purposely selects participants that have characteristics that make them relevant for the data needed for the study. Maree (2007) argues that the sampling decision has the purpose to arrive at the richest possible source of information to answer the research questions formulated. The twelve Grade Four

teachers from four schools in the East London Education of the Buffalo city district were selected as the participants for the study using purposive sampling. This was done by going through the data of the primary schools in the East London Education Buffalo city district.

The participants were purposively selected with the help of the Department of Basic Education, the principals of various schools, the departmental heads and the subject teachers volunteered to be included based on their experience and knowledge about the phenomenon that was being examined. This study utilised a non-probability sampling, which is purposive sampling, out of the five non-probability-sampling methods discussed above. Purposive sampling was the best sampling for the study as the researcher felt it is spontaneous and it is going to be easy to reach decisions concerning empirical findings and theoretical developments that emerged in the study.

### **3.5 Negotiating entry**

Chereni (2014) states that authentic cooperation between participants and the researcher is essential for the collection of ethically sound and trustworthy data that is not biased. The researcher applied for ethical clearance from the Faculty Research Ethic Committee before the commencement of data collection (GMRDC). The researcher completed all the necessary forms that were in line with the rules and regulations spelt out in the University of Fort Hare Faculty of Education Handbook to enter primary schools. The researcher had to abide by the research code of ethics that were stipulated in the Faculty of Education Handbook.

The researcher obtained an ethical clearance from the University of Fort Hare through GMRDC ethics committee to undertake the research at the four primary schools in the East London Buffalo city district, Eastern Cape Province, South Africa. The researcher received an introductory letter from the Faculty of Education, University of Fort Hare. The letter granted the researcher permission to carry the research study in the primary schools in the East London Education, Buffalo city

district. After receiving the introductory letter from the Faculty of Education, at University of Fort Hare, the researcher applied to the district director requesting permission to conduct the research at the primary schools around the area.

The introductory letter from the Faculty of Education was attached. After the researcher received the permission to undertake the study from the appropriate educational authority, the district director in the East London Department, the permission was attached to the request letters from the Faculty, which were addressed to the principals, head of departments and teachers of the specific primary schools.

The request for permission from the East London Department of Education includes a declaration of the research design, and method for data collection standards. The school principal gave the approval. All the access to the participants was through respective gatekeepers at the research sites that is principal, heads of department and subject teachers. The researcher was able to conduct semi-structured interviews and observations in the selected four primary schools in the East London Buffalo city district, Eastern Cape Province, of Department of Education South Africa.

### **3.6 Profile of the Research Sites**

The study took place in four primary schools in the East London Education Buffalo city district. These schools were chosen using purposive sampling. The researcher wanted to examine the strategies used by teachers in Grade Four EFAL learners. In the schools chosen for the study, three schools learners are predominantly IsiXhosa speakers the other one is Afrikaans. There is a vast difference in terms of performance with schools that were former Model C in East London. Both these schools are in black townships where English is spoken in the classroom only.

#### **3.6.1 Description of the First Site: School A.**

The first school referred to in this study is a mainstream primary school in the East London Education of Buffalo City district situated about 40 km from East London. The name of the school is withheld for confidentiality purposes. The school is referred as school A. The learners reside in semi-rural areas with squatter camps and a few Reconstruction and Development Programme (RDP) houses surrounding the school. The school is made of pre-fabs. There are 780 learners in the school, catering for learners from Grade One to Grade Seven. There is a principal, a deputy, heads of departments and educators of various subjects. The principal has been in the school for about five years now. She is working hard to make sure the school is a fully-fledged primary school, with most essential resources as the number of learners are increasing. The neighbouring primary school has closed, and the learners have been taken to this school. The principal has adopted a positive attitude that in three to four years most difficulties will be eradicated, and the school will be functioning properly. The community members are relying on the principal to make sure that their children learn and succeed in life. There is a big playground close to the school and the school utilises it when they have sports.

There are new additional toilets that are newly built. The school does not have enough resources. The principal of the school is under pressure to make sure that besides the infrastructure, there are many issues that need his attention. The school is disadvantaged. Most parents are illiterate. The School Governing Body is dependent on the principal for effective participation of learners and teachers. Almost the whole section where the school is situated has parents who belong to a lower income group.

The school is in an isiXhosa speaking community and the learners are only exposed to English as the LoLT in the classroom. The Area is affected by adverse conditions that are prevalent in other rural areas in South Africa. Most parents are illiterate, and they are dependent on, social grants. Most learners are orphans, vulnerable and child headed (OVCs) families due to HIV/AIDS. Most learners live with grandparents due to this epidemic whilst some parents have gone to towns and cities to look for domestic and cleaning jobs. There are three high schools that are within reach. There are also two more primary schools in this community, a clinic and a spazza shop. The school is comprised of teachers who have been working in the school for

many years. Apparently, there is some misunderstanding on how the school should be run. The community believes that the new principal will bring change that is vital for their children. Most teachers are of the idea that the school does not need any change which poses a big challenge.

- **The Grade Four Classroom in School A.**

There were two classes for English and one class for Natural Science. The teacher was allocated Grade Four A for English and Natural Science that vary in sizes of fifty-five to sixty learners. There was not enough space, as a result, the classroom was overcrowded. The Grade Four classroom was clean, swept and chairs were nicely packed the corner in the morning. There were few charts in the walls for English spelling, present tense, past tense and nothing for Natural Science. Learners were sharing tables with their own chairs. Some learners did not have textbooks for both English and Natural Science.

There was a clean green blackboard and a chalk. The teacher had a table and a desk. The Natural Science teacher improvised, as there were limited resources to do investigations. Some few windows were broken, and this made the classroom to be cold, thereby making the room not conducive to teaching and learning. Some learners did not have the books and pens to use. They kept on asking for a break to relieve themselves. You could pick up that they were not used to normal teaching at all, as the classroom was noisy and very disruptive because of the going in and out of the learners. Learners were not paying attention to the teacher.

### **3.6.2 Description of the Second Site: School B.**

The second school is situated in a township. The school is referred to as school B. The school is 25km from the other school. The other part of the area where the second school is situated is a suburb area where elite people live. However, this school is situated in a township where the houses are predominantly shacks. The school is a mainstream primary school. It caters for learners from Grade One to

Grade Seven. The buildings of the school are in a good state. There is a neighbouring secondary school close by. The principal is responsible for the secondary and the primary school, deputy, head for foundation and intermediate phase and educators of various subjects.

The whole school has two grade R classes, three grade ones, two grade twos, one grade three and three grade four teachers; in Grade Four there are three Grade Four teachers where the study takes place. In a Grade Four class there is three times the number of learners expected. It is problematic to teach under such a situation. The principal is planning to build more classrooms with the help of the sponsors to eradicate the problem of overcrowding in the classrooms, especially for Grade Four learners. The school is supposed to have three teachers per grade.

The community has profound levels of poverty, single parenting is common, the unemployment rate is high, and violence and crime is part of the every-day experience of learners as well as parents. Learners always make use of inappropriate language in the school grounds. Lack of a strong education on the part of parents is also another factor affecting this township. HIV/AIDS has hit this area badly since children as young as the age of ten years live alone in their parent's shacks; parents who have died because of this epidemic. It is easy to find a ten-year-old taking care of a two-year-old. Most children are OVCs whilst others live with their grandparents who are not good role models to their grandchildren.

Most of the community members are illiterate and are unable to assist their children with homework. Most children indulge in drugs and sex at an early stage. It is easy to hear young children talking about their sex experience since living in a shack alone encourages all these things. The rate of pregnancy is high, and the abuse of drugs is the order of the day in the school grounds. Both schools are situated in an IsiXhosa speaking community, however; learners are exposed to English since most parents are domestic workers in the suburb that is close to the township. On Fridays, learners know that they are going clubbing where they will abuse alcohol and end up sleeping around, exposing themselves to health risks with unprotected sex. On Monday, they will narrate their weekend experiences with pride. There are lot of taverns in this community, three shops and a clinic.

- **The Grade Four Classroom in School B.**

There were five Grade Four classes in school B that varied in sizes between fifty and fifty-five learners per class with enough space for the teachers and learners to move around. There was Grade Four A, Grade Four B, Grade Four C and Grade Four D. The researcher was allocated Grade Four C for English and Grade Four A for Natural Science. Walls were decorated with educational charts, posters, pictures from newspapers, and mostly original teaching aids created by the teacher, columns of words in present and past tense, male / female gender, single and plurals. At the back, there are beautiful coloured charts of poems and a chart of spelling words.

There was a table corner with different English workbooks and readers. In the English classroom, the chairs were stacked along the wall. The Grade Four English teacher had a television and a DVD player, which she used for some lessons. All the Grade Four English Learners had both textbooks and readers. In the Natural Science class, there were beautiful charts, posters in the walls as well as the charts created by the teacher. There was a secure storage with burglar proofs where they kept the Natural Science tools, apparatus and materials to do experiments and investigations. In both classes, learners have a chair and a table. There was a large green blackboard and a box of chalk in each Grade Four classroom.

The blackboard was not clean. Learners wrote inappropriate things that were not related to their schoolwork. However, the teacher reprimanded them, and one learner cleaned it. In each Grade Four classroom, there was a fixed pull-down projector that was installed in front of the classroom. Windows were secured with burglar bars and they were not broken. The doors were intact. The classrooms were clean nicely swept. The grounds in School B were neatly kept with flowers. There were toilets for learners and teachers. The teacher had a big table and a chair. Learners had enough workspace that was provided for them. All the Grade Four learners had textbooks. The school starts in the morning from 8h00 until 14h30 in the afternoon. The school has two breaks. The short break is at 10h30 and 10h40 minutes. The long break starts at 12h30 until 13h00. The school caters for the



feeding scheme period, as there is a nutrition programme in both schools. The whole school assembles in the assembly for the morning prayers. After the assembly, the learners go straight to their respective classrooms. The teachers will engage the learners, taking the attendance register, thereafter focus on the core business and well-being of learners in the classroom. Most learners in these schools do not rush to the classroom, instead, some they start by going to the toilets first.

### **3.6.3. Description of the Third Site: School C**

The site selected is a public primary school in East London in one of the biggest locations called Mdantsane. The school starts from Grade One to Grade Four. The school has two blocks with 10 teachers. There is a principal with no deputy because of the number of learners. There are two Grade Four classes with forty-five learners in each class. The grounds were not well maintained at the time I visited the school. The grass was very long with no flowers like other schools I have visited. Learners have got toilets as well as teachers. The school has electricity. The school grounds are a bit neglected. The Learners have two breaks, the short and the long break. There is a nutrition programme at the school and the community members assist in the preparation of the meals. During the long break community members feed the learners under the supervision of teachers. They are still using a multi grade system.

- **The Grade Four Classroom in School C**

The Grade Four class was very untidy. The classroom was swept half way and thus an indication that there was no supervision. The chairs were not packed. The learners had to finish sweeping and it was mainly girls who were cooperative. There was a green blackboard that was not cleaned. When the learners saw us coming they greeted us “good morning teacher”. The other learner cleaned the teacher’s chair and table. There was a reading corner with reading books and magazines. Learners had books in front of them.

### **3.6.4 Description of the Fourth Site: School D**

This school is known for the best results as a result their learners found it easy to be accepted in the former Model C schools in town. The school is in a coloured area and learners are predominantly Afrikaans speakers. The school starts from Grade R to Grade Seven. The school is nicely built. You can detect from the grounds that teaching and learning is effective. The grounds are maintained with green grass surrounded by beautiful flowers. The school employed a caretaker to look after the maintenance of the school. There is a school vegetable garden.

The school has electricity and water as well as toilets for learners and teachers. There are two Grade Four classes. The other classroom has thirty-six learners and the other one forty learners. There is a nutrition programme, however, most learners still believe in carrying their lunch boxes. There is a principal and a deputy principal, head of departments and teachers. There is a school library which is operative, with a lady from the community who is in charge and the school gives her a stipend. The computer laboratory is functional.

The Grade Four English teacher is using it for e-learning. Parents are paying R50 towards their children's tuition for computer learning. The school has employed a lady to teach learners computer skills so that teachers can be able to teach reading programmes through the computer use. Parents get information via emails. Computers are used extensively in this school. Teachers are using their laptops to design their lesson programmes and class teachers take the learners' roll call to see who are present and absent by means of computers.

Learners are assisted by two volunteers who are paid by the parents for computer lessons. Learners attend a school assembly at 8h00 in the mornings every day. Teachers are the ones who led and the assembly. They start by singing choruses led by the teacher. Every day after the assembly meeting the principal announces the procedure for the day. Learners quietly go to the respective classrooms attended by the teachers for the lessons. After taking a tour in the school, the researcher discovered that there was a room in the school where women from the community make the school uniforms and made them available for learners.

There are different sporting activities to develop the child holistically. Learners are involved in music, dance, boxing and karate. Learners have morning classes three

days a week starting from Grade Four to Grade seven. During this time the Grade Four learners are engaged in lots of reading activities before they even start the tuition period. Then on Wednesdays they put aside the afternoon for sporting activities, reading of newspapers, magazines and debate practices. The school is involved in debating society competitions with other schools. They enter competitions with various schools to encourage reading extensively. Learners get incentives if they have won these competitions in the form of a certificate to motivate and encourage others. The school has an Art room full of unbelievable work made by learners. Look at this one below:



**FIGURE 17: AN EXPRESSION OF A GRADE SIX LEARNER**

This is a beautiful piece of work. Unfortunately, the owner was not available to interpret his work. He passed Grade seven. However, some few Grade Four learners that were called by the teacher were able to interpret this art in various ways, which is part of reading called picture reading. Some were relating it to the stories they have read using the art picture. The Grade Four English classroom is shown below:



**FIGURE 18: GRADE FOUR ENGLISH CLASS IN SCHOOL D**

- **The Grade Four Classroom in School D**

Both the Natural Science and English classes were in good state. In both classes there was a green board, an overhead projector, a table and a chair. There were posters for spelling, vocabulary and figures of speech in the walls. Besides the use of the library and computer centre, the reading corner was there with magazines, flash cards and reading books. Learners in this school use Afrikaans and English when they communicate to each other. There are some individuals who are



somewhat overage in the classroom because they have reading difficulties, according to the report from the teacher.



**FIGURE 19: GRADE FOUR NATURAL SCIENCE IN SCHOOL D**

This school is well resourced as each learner has got a book available in front of them. However, due to the overcrowded classroom the teacher has used this sitting arrangement. We cannot run away from the fact that it is difficult for the teacher to move around in this classroom. Learners must turn their heads, which is very exhausting and backbreaking to do for the whole tuition period. The classroom wall and notice boards are full of information giving an accolade to the teacher.



**FIGURE 20: TEACHER AT SCHOOL D USING THE FLASH CARDS.**

The teacher improvised using the space she has by putting aside the desks and chairs along the wall so that she can utilise the space effectively. While giving other learners some task to do, she was busy with a small number of learners using the flash cards to enhance literacy and numeracy to Grade Four Learners.

This school is well resourced, and the teachers are using posters to enhance reading skills for learning purposes. Effective teaching and learning take place irrespective of the fact that the school has a squatter camp close by. However, there are still some parents who take alcohol as their priority instead of their children's school education. Some learners in this school are child headed due to the parents' death because of this epidemic called HIV/AIDS. There are structures in place as there is a Learner support team (LST desk) in the school co-ordinated by the Grade Four English teacher. Teachers also complained of shortage of teachers as the Department drags its legs to fulfil the spaces of teachers who have resigned and dead. They claim to be overloaded, as a result stress is taking its toll on teachers

### **3.7 Data Collection Procedures and Instruments**

Mlalazi (2015) says that data collection is the best way to gather relevant information. The researcher has to carefully select the method to be used in the study in order to achieve the research objectives of the study. The research instruments that were used for this study were semi-structured interviews, face to face interviews and observations. The interviews were the primary source of data collection in this study.

#### **3.7.1 Interviews**

Creswell (2014) argues that an interview is a way of gathering information which is a two-way communication relating to the interviewee and interviewer. An interview is a method of data collection that involves oral verbal stimuli presentation and the response will be oral verbal responses. Maree (2007) submits that there are different types of interviews such as face to face interviews open ended or unstructured interviews, structured interviews and semi-structured interviews.

##### **3.7.1.1 Open ended or Unstructured Interviews**

Maree (2007) highlights that there are no predetermined patterns or themes followed in this type of an interview. The interviewer only addresses the issues as they emerge in the interview. Preece, Rogers and Sharp (2002) are of the view that this kind of interview makes it difficult to standardise the interview across different interviewees, since each interview takes on its own format.

### **3.7.1.2 Structured Interviews**

Maree (2007) says that in structured interviews the researcher develops detailed questions for the participants. In a structured interview, the interviewer uses predetermined closed, short and clearly worded questions. That requires precise answers. The questions are read out or presented by the interviewer. Preece, Rogers and Sharp (2002) submit that the structured interviews are appropriate when the objectives of the study are clearly understood.

### **3.7.1.3 Focus Group Interviews**

Kambrerelis and Dimitriadis (2013) define focus group interviews as an informal dialogue during a group of carefully selected respondents to partake in an explicit topic. Creswell (2014) argues that focus group interviews can produce effective information in a research. Creswell also adds that the advantage of using focus group interviews is because they operate as a catalytic instrument to understand collective experiences and social norms. Creswell (2014) states that the disadvantage of a focus group is that the researcher has less control of the group as compared to face-to-face interviews.

### **3.7.1.4 Face-to-Face Interviews**



The face-to-face interview method necessitates that the interviewer asks questions in a face-to-face contact to the interviewee to get pragmatic information on the study. This current study employed face to face interviews and the researcher personally conducted it with the Grade Four English First Additional Language teachers and Grade Four Natural Science teachers who were asked predetermined questions. This enabled the researcher to get expedient information on strategies to promote reading in Grade Four EFAL learners.

There are some criticisms concerning the face to face interviews. Patton (2015) is of the view that this type of interview has an element of bias as the interviewees' emotional state and level of awareness can prejudice the interview. A face-to-face interview is time consuming and expensive as the interviewer must foot the transport costs to cater for the travelling costs, especially if the sample is large and widely spread geographically.

However, irrespective of the above criticism the interviewer made use of the face to face interview as a method of data collection in this study. To counteract the above criticisms, the researcher checked the questions thoroughly with the supervisor if they were in line with research question. The participants were reassured of confidentiality of the information, as it would be strictly used for research purposes of this study. The researcher reduced bias in this study through the adoption of other research instruments such as semi-structured interviews and observations.

### **3.7.1.5 Semi-Structured interviews**

Maree (2007) says semi-structured interviews are the most common interviews used by the researchers to support data emerging from other data collection methods. It entails the features of structured and unstructured interviews since they can use both closed and open questions. Creswell (2008) submits that a semi-structured interview allows the respondents to answer a set of predetermined questions that outline the line of inquiry in the study. This study used semi-structured interviews to allow room

for probing and clarification of answers (Creswell, 2008). According to Maree (2010), expounding probes are intended to acquire the full picture and generally request the participant to convey further ideas about certain examples. After seeking consent from the participants, the researcher made use of a voice recorder so that the answers could be later transcribed with also the help of note taking. The recording of interviews assists the researcher to check if all the answers have been answered, to provide backup in case of malfunctioning of the tape recorder and in case of the malfunctioning of the interviewer (Rubin & Rubin, 2012).

Brinkmann and Kvale (2015) state that semi-structured interviews assist the researcher to utilise the interview guide, which is imperative to show the structure of the interview process. The use of an interview schedule was used to help the researcher to steer the conversation. In addition, Raburu (2015) says the semi-structured interview gave the researcher the opportunity to expand areas of interest that could arise during data collection and allowed for in-depth expression of feelings.

Clarification about the research was quantified to the prospective principals of the four primary schools. Babbie (2013) and Bryman (2015) state that prior appointments of the interviews play an important part as this can heighten the chances of collecting solid data since you have noticed the participants in advance. The researcher made appointments with the principals of respective schools to coordinate with the Head of Department of the Intermediate phase and Grade Four English and Natural Science teachers.

The researcher made another appointment to meet the Departmental Heads with the teachers involved. The research was explicitly explained, and the teachers were given a chance to volunteer to partake part in the research study. Interviews were pre-arranged, and the interview schedule was prepared so that the teachers could be able to see what they are entering. The researcher worked together with the teachers to nominate a place and time that was suitable for them. The teachers were interviewed on different dates and times that were unanimously agreed on. The semi-structured interviews were conducted with twelve Grade Four teachers from the four primary schools selected for this study on separate occasions during their

lunchtime in their offices to ensure that the participants were comfortable and at ease. The researcher used the same interview protocol with all the teachers. The interviews lasted between 55-60 minutes for each participant. Semi-structured interviews were relevant as they allow for probing to elucidate the interpretation of answers while classifying emerging lines of inquiry interrelated to the research question (Nieuwenhuis, 2007).

Researchers such as Brinkmann and Kvale (2015) argue that semi structured interviews as data collection tools in a qualitative research study have some limitations, they do not test hypothesis. Patton (2015) highlights that there are travelling expenses involved when collecting data, the data might be distorted through recall blunder, discerning perceptions which may lead to inaccurate findings. In addition, Kothari (2004) says using interviews as a data collection tool can delay the study since the process can be longer than expected due to the participant's unwillingness to cooperate.

To counteract the accusations by the above researchers, the researcher made a point that the methodology to be used tallies with the data collection tools. Cross checking the participants' responses by asking the same question from a different perspective will assist the researcher. In addition to this, prior arrangement with prospective participants when negotiating entry to the research sites, as explained above, made the process of collecting data in the schools less time consuming.

Choosing a semi-structured interview puts the researcher at a better position since this type of interview has got features of both structured and unstructured interviews and, therefore, uses both closed and open questions. Choosing semi-structured interviews was meant to help facilitate the researcher's recognition of the world of the participants while appreciating the severity of teaching reading to Grade Four learners in the four primary schools to provide a constructivist approach to teaching reading. The semi-structured interviews and face to face interviews in each of the selected schools were the most suitable instruments to obtain in-depth details of reading challenges the teachers confront in the teaching of reading in Grade Four. In the study an interview schedule was used to steer the study.

### **3.7.2 Observations**

According to Johnson and Christensen (2012, p. 206), observation is the “watching of behavioural patterns of specific situations of collecting an information regarding the phenomenon of interest.” Echoing the foregoing, Barbie and Mouton (2012) also add that observation is a systematic data collecting instrument that was used in various research designs where most researchers use their minds to observe people in natural settings or naturally occurring situations.

For this study, observation was a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (Cohen et al, 2011). According to Merriam (2009), observations were determined by a variety of reasons such as research problem, research questions and the theoretical framework. Observations in this study were used together with interviews to substantiate the findings that emerged. The researcher observed the teachers while recording the natural occurrences whilst they interact with learners in a classroom scenario to strengthen the validity of the study as this information will be used in data analysis.

The researcher observed the challenges teachers experience while rendering the lessons in Grade Four EFAL learners. Data was collected by observing these lessons. Observation is a strategy for collecting explorative data as it allows direct observation of behaviour and the researcher interacted face-to-face with teachers in natural setting. Observations afforded the researcher an opportunity to view behaviour in a naturalistic setting (Leedy & Ormrod, 2013). The researcher was able to observe things that might be unconsciously missed during the interview session.

Subsequently, the researcher observed the challenges faced by learners who were used to their Home language instruction from Grade R to Grade 3, which is isiXhosa and Afrikaans in this case. The transition from Foundation to intermediate phase marks a period of hardship to most learners since in Grade Four English is the Language of learning and teaching to non-mother tongue. In the Natural Science classroom, the interest of the researcher was to observe the strategies employed by

the teacher while explaining the scientific concepts in English to Grade Four EFAL learners.

The researchers' interest was to observe the response of Grade Four EFAL learners when responding to English as language of instruction in Natural Science with a different teacher. The researcher observed what strategies were used to promote reading in English EFAL and Natural Science. The researcher also observed what strategies the Natural Science teachers use to enhance reading as learners are using English reading in Natural Science Content. Consequently, the instrument used for data collection was an observation schedule. The observation schedule covered aspects such as what reading strategies the teacher used to teach Natural Science.

The researcher summarised and organised the data based on the emerging themes, general ideas and related features of interviewees' responses. Deductive and inductive data analysing approaches were used and the data from the interviews was transcribed and concepts that emerged were identified and coded to be grouped together to form themes using thematic analysis. The notes that were taken during the interviews were also merged with the transcripts from the interviews for data analysis (Nieuwenhuis, 2007; Creswell, 2014) to assist in the empirical findings and theoretical development. The data from the observations in the classroom setting were merged together to come up with the findings of the study to enable the researcher to establish the strategies used by teachers to promote reading in Grade Four.

### **3.8 Data Processing and Analysis**

Qualitative raw data collected was processed and analysed. De Vos et al. (2013) define data analysis as the process of bringing order, structure and meaning to the mass of collected data. This means that data analysis is the process of making sense of the data by consolidating, reducing and interpreting what people have said and what the researcher had seen and read (Patton, 2015). Kothari (2004) concurs that after the data has been collected, processing takes place which involves editing,

coding, classification and tabulation of collected data so that it can be used for data analysis.

Echoing the foregoing, data McMillan and Schumacher (2010) also add that data processing qualitative analysis is a relatively systematic process of selecting, categorizing, comparing, synthesizing and interpreting data to provide an explanation of the single phenomenon of interest. It was clear that the researcher analyzed the data by breaking up the texts into manageable themes, patterns, trends, and relationships (Babbie & Mouton, 2012).

The researcher listened to the recordings to correlate what was written in the transcript, checking if there is anything that could be omitted. The notes that were taken from observations and recordings were checked for any omissions and errors. The study used Critical discourse analysis (CDA) with the intention to “determine how language, social structures, and interactions between people were related to one another” (Fairclough, 2001 p.4).

The researcher arranged the data into groups according to the common characteristics. This is confirmed by Kothari (2004) that the data should be classified and arranged in groups, looking for common characteristics. The data was arranged coded, and the researcher assigned coded words to each question that was asked in interviews. The coded words emerged to themes. Thereafter, the researcher identified and analyzed the emerging themes raised from the interviews using thematic analysis.

### **3.9 Credibility and Trustworthiness**

Maswanganye (2010, p.12) states that to “ensure credibility, the researcher should reflect on his/her actions during the interview.” For any research study to be recognised by the other academics in the contribution of knowledge, the study will have to be credible and trustworthy (Loh, 2013). In the same vein, Dunlevy (2003)

adds that for the study's contribution to the body of knowledge, the researcher needs to justify the credibility and trustworthiness of the study.

Creswell (2014) argues that the trustworthiness of a study depends on credibility, transferability, dependability and confirmability. The following four criteria were used to measure the trustworthiness of data: trustworthiness, credibility, transferability, dependability and confirmability were considered in this study. The trustworthiness of the study was established when findings reflect as closely as possible the meanings as described by the participants.

According to Nieuwenhuis (2007), trustworthiness is described as a way of establishing the validity and reliability of qualitative research. Nieuwenhuis (2007) states that for a qualitative research there is a need to know the credibility and trustworthiness of the data. A qualitative research is trustworthy when it accurately represents the experiences of the participants. Member checking, peer checking, and auditing are imported to show that the study is not biased (Maree, 2010).

Credibility in a qualitative research study refers to the extent of the validity and trustworthiness of the data. The researcher is the one who gathers the data in a research; therefore, the researcher is a data-gathering instrument. Credibility in a research study leads to findings in the research study that are valid. Thus, credibility is parallel to internal validity in the research study. The research must include member checking into the findings to improve the quality of the study. Creswell (2014) says the participant should get the feedback of the findings as they were given the interview transcripts to verify if the findings are not biased. Maxwell (2013) states that transferability is the extent to which the findings of the study can be generalised. The researcher made telephone follow-ups to establish the patterns on the findings made.

The researcher ensured transferability in this study by giving transferability an extensive description of the research methods and justification of how these methods are used, the underlying assumptions of the study and its settings on the strategies used by teachers to promote reading in Grade Four EFAL learners. Other researchers should be able to confirm the findings of the research study (Maree,

2010). The data collected should be kept in the archives as evidence if there are any matters arising (Creswell, 2014).

Transferability was achieved by carefully selecting the sample that relates to the study. The researcher depends on the supervisor for progress of the study. It is vital that the researcher should constantly interact with the supervisor as the researcher progresses from stage to stage. Member checking, peer checking, and auditing may improve dependability of the study (Creswell, 2014). To allow peer review of the methodology and implementation of the methodology can improve the dependability of the study (Merriam, 2009). Confirmability is a manner of verifying the research findings in a study by other scholars. The researcher must keep all the data collected for confirmability purposes.

Thomas (2010) states that Dependability in a research study determines the manner to note the consistence of the same findings under the similar circumstances. The research design, data collection and a reflective appraisal of the research study assisted researcher in this study (Shenton, 2004). To institute and heighten the credibility and trustworthiness in a qualitative research study the findings, steps, measures and considerations will be considered during the study by means of validity and reliability.

### **3.9.1 Validity**

De Vos et al. (2013) argue that the valid instruments should measure what they intended to measure to give the true reflection of the variable being measured. In this study, the researcher has utilised multi-methods such as interviews and observations to enhance the validity and trustworthiness. In the same vein, Singleton and Straits (2000, p.381) and Punch (2005, p.85) are also of the opinion that “the use of multiple methods that do not share the same inherent weaknesses, enhances the chances of solving the problem.” Punch (2005, p.86) further states that “the strength of qualitative research depends in validity that uproot the problem.” Validity in this study is also determined using capturing the participants’ response with the use of audio and video recording to make sure that the information is not distorted and also to



verify the mistakes that have occurred. The notes from the observation tool were verified if they match with video recordings.

### **3.9.2 Reliability**

Cresswell (2015) says reliability means when someone was to repeat the study the results are supposed to be the same. Reliability must answer to the procedures; the questionnaire; the sample; the data capture method; the interviewer and others (De Vos et al, 2013). McMillan and Schumacher (2010) argue that reliability in qualitative research is to regulate the errors in measures. In addition, McMillan and Schumacher (2010) highlight that reliability in qualitative research suggests how the researcher records, analyses and interprets the data collected from the respondents. The researcher makes use of interviews and observation information received to be reported in an accurate and proper manner.

### **3.10 Ethical Considerations**

American Psychological Association (APA) (2010) states that the main responsibility of Research Ethics Committees (REC) in South Africa is to ensure the protection of, and respect the rights, safety and well-being of participants involved in a research.

APA (2010) highlights the goals of ethical principles:

- to ensure the accuracy of scientific knowledge,
- to protect the rights and welfare of research participants, and
- to protect intellectual property rights.

De Vos et al. (2013) support the idea that say every research study should be grounded on ethical considerations, especially if it involves other individuals. Creswell (2015) posits that every researcher planning to conduct a research study must adhere to certain standards to meet all the ethical standards to protect the welfare of the participants that are going to partake in the project. In the same vein, Zikhali and Maphosa (2012); Creswell (2015) concur that it is imperative when a

researcher plans to conduct a research as well as reporting the research findings to fulfil several obligations to meet all the ethical standards

De Vos et al. (2013) and Creswell (2015) postulate that the building of trust amongst the participants in a research project is vital hence confidentiality and anonymity are essential components of a research study. Zikhali and Maphosa (2012) concur that the ethical considerations in any research study are crucial to protect and ensure the dignity and the welfare of all the participants. This study was guided by the following ethical principles:

### **3.10.1 Confidentiality and Anonymity**

Creswell (2014) states that it is the duty of the researcher to assure the participants that the information from them will not be revealed. In the presentation of the data, pseudonyms pertaining to the schools and the participants were used. The pseudonyms were used to hide the schools as well as the participants' identity. Educators' names and the names of the schools were withheld for confidentiality purposes and anonymity. Confidentiality means to protect the participant's identity and records. For confidentiality purposes, the researcher needs not to reveal the information from the participants. Lancaster (2016) states that the data obtained should be kept on a password-protected computer using special software for confidentiality purposes.

In addition to this, a recent study by Largent (2016) indicates that video and audio recordings conducted in a study should be destroyed or archived for further references. The researcher assured the participants that the information will be used for this study only and thereafter the audio and video recordings will be destroyed. Anonymity means there is no way to trace the data back to the individual participant (Cohen, Manion, & Morrissen, 2011). The researcher coded face to face interviews instead of using the participants' real names (Trochim, 2006).

### **3.10.2 Voluntary Participation**

Creswell (2014) states that voluntary participation is when a researcher gets the consent from the participants that are keen to partake in the study. Participating in this study is completely voluntary. It is the duty of the researcher to explain the study to the participants before they sign the consent so that they are aware that they are going to be used as a sample. If the participants decide to withdraw from the study before the completion they are free to do so without any prejudice. In this study, the researcher informed the participants and respondents that this research study is on strategies used by teachers to promote reading in EFAL learners. The use of the consent form by the researcher showed that participation in this study was voluntary.

### **3.10.3 Informed Consent of the Participants**

Rebels et al. (2016) state that it is the duty of any researcher embarking on a research study to get informed consent from the participants. Haralambos and Holborn (2008) state that informed consent is when participants after getting an explanation from the researcher and understand what the study entails decide to volunteer to participate. Creswell (2014) states that the prospective participants should be given information about the study prior to inclusion in the study.

To protect the dignity of the potential participant a private area should be used. Largent (2016) argues that informed consent is vital in the research study as it reveals the researchers' level of respect of the participants that are going to partake in the research study by giving them the choice to participate. The researcher should explain thoroughly to the participants what the study is about, its purpose as well as the benefits of the study. If there are any risks involved the participants should be told before they append a signature to the consent forms. The consent form should be written in the language that is understandable to the participants (Shahnazarain, Hagermann, Burton and Rose, 2015).

The participants should be told that they can opt out any time if they want without any prejudice. The participants should be given time for questions throughout the

discussion and the questions should be adequately addressed. After getting consent from the participants, the researcher gave the participants the consent forms to fill in and sign to confirm that they voluntarily agree to be participants in the study (Gray, 2005).

#### **3.10.4 Avoidance of Harm**

To protect the participants and respondents in a research study, the researcher avoided disclosing any information that would harm them. Similarly, Flick et al. (2004) note that the researcher must be conscious and make sure that his or her research study should not cause harm or damage on those involved in the study. Flick et al. (2004) further state that it will be harmful for the participants and respondents if the researcher used the information for publication purposes in a way that can harm them. Thus, in this study, the researcher protected all the participants as the information for the study remained confidential and anonymous.

#### **3.11 Limitations and Delimitations**

This study focused on four selected Primary Schools which were all public government schools in East London (Buffalo city district) of the Eastern Cape Department of Education. The research focused on Grade Four classes from the four selected schools in the East London (Buffalo city district) of the Eastern Cape Department of Education.

#### **3.12 Chapter Summary**

In this chapter, the methodological framework for the study was provided. Research approaches were also examined. The research approach that guided this study was a qualitative approach. The study was situated within the interpretive paradigm that aligns with the qualitative approach and this was discussed extensively, with the researcher justifying why it was ideal for the phenomenon under study. Interpretive paradigm was discussed extensively and justified. Furthermore, research design that entailed a case study design was discussed at length with its characteristics and,

under the relevant section, an in-depth explanation was given why it was chosen, including its advantages and disadvantages.

This chapter also entailed the description of the research sites as well as profile of Grade Four classrooms. It discussed population, sample and sampling techniques used in this study. Purposive sampling was discussed. Furthermore, data collection procedures and instruments were discussed in detail. Data collection methods that include face-to-face interviews, semi structured interviews and observations were discussed explicitly.

The data processing analysis was discussed at length, and within this chapter, issues of how data would be analysed were also identified, and these include trustworthiness, credibility, transferability, dependability and confirmability. Lastly, as a way of maintaining good relations between the researcher, the participants and the four primary schools under study, all ethical considerations were duly observed. Limitation and delimitations were also considered in this chapter. The chapter that follows presents analyses and interprets the collected data on the strategies used by teachers to promote reading in Grade Four English First Additional Language learners, in the four selected Primary Schools which were all public government schools in East London (Buffalo city district) of the Eastern Cape Department of Education. The discussion of the findings would be discussed in the following chapter as well.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND FINDINGS**

#### **4.0 Introduction**

The previous chapter focused on the detailed description of research methodology relating to the strategies used by teachers to promote reading in Grade Four English First Additional Language learners. It covered the following aspects: research data, collection procedures and instruments, population, sample and sampling techniques, data processing and analysis, interpretation, credibility and trustworthiness, ethical considerations, limitations, delimitation and chapter summary. Data presentation, interpretation and analysis in this chapter emanates from the data that was collected from the main research question that informed the study

This chapter reflects on how sense was made of the data collected from Grade Four English First Additional Language teachers and Grade Four Natural Science teachers from schools around East London Buffalo City district in the Eastern Cape. The attention was on the teachers' understanding and implementation of reading strategies in their classes.

The data was analysed using qualitative approaches. According to Bala (2005), data analysis procedures assist researchers to arrive at the data analysis. Theme patterns were elicited from the data gathered and discussed. Data presentation was collected from four schools in the East London (Buffalo City district) of the Eastern Cape Department of Education. Data was collected from twelve teachers teaching Grade Four, two English teachers and one Natural Science teacher in each school. Semi-structured interviews, face to face interviews and observations were used to gather information. Data was collected in both note form and the tape recorder. The researcher played back the recorded data to the respondents to confirm its correctness. Later, the recorded information was transcribed into a written text. The

presentation for this section is in the form of raw data. The following research questions guided the data analysis of this study:

1. How is reading in Grade Four English First Additional Language Learners taught?

What the question sought to establish: Reading strategies employed by Grade Four teachers who teach English and Natural Science to EFAL learners.

2. What reading challenges do Grade Four teachers perceive in Grade Four English First Additional Language learners?

What the question sought to establish: The English First Additional Language teachers and Natural Science needed to identify the challenges and the gaps in the reading ability of the Grade Four EFAL learners.

3. What kind of support can teachers give to Grade Four English First Additional Language Learners with reading difficulties?

What the question sought to establish: How the Grade Four English First Additional Language teachers and Natural Sciences deal with learners who find difficulty in reading.

With its focus on the strategies employed by teachers to promote reading in Grade Four EFAL learners, this chapter also presents the findings and discussion thereof. Chapter four findings are explained based on the alignment with the literature review discussed in chapter two.

Codes were used for the respondents and they are presented in the following table.

#### 4.1 PARTICIPANTS IN THE STUDY

**TABLE 5: Codes used for Participants in the study**

| <b>CODES</b> | <b>PARTICIPANTS</b>                        |
|--------------|--------------------------------------------|
| <b>ES1A</b>  | <b>English teacher 1 in school A</b>       |
|              |                                            |
| <b>ES2A</b>  | <b>English teacher 2 in school A</b>       |
|              |                                            |
| <b>NSTA</b>  | <b>Natural Science teacher in school A</b> |
|              |                                            |
| <b>ES1B</b>  | <b>English teacher 1 in school B</b>       |
|              |                                            |
| <b>ES2B</b>  | <b>English teacher 2 in school B</b>       |
|              |                                            |
| <b>NSTB</b>  | <b>Natural Science teacher in school B</b> |
|              |                                            |
| <b>ES1C</b>  | <b>English teacher 1 in school C</b>       |
|              |                                            |
| <b>ES2C</b>  | <b>English teacher 2 in school C</b>       |
|              |                                            |
| <b>NSTC</b>  | <b>Natural Science teacher in school C</b> |
|              |                                            |
| <b>ES1D</b>  | <b>English teacher 1 in school D</b>       |
|              |                                            |
| <b>ES2D</b>  | <b>English teacher 2 in school D</b>       |
|              |                                            |
| <b>NSTD</b>  | <b>English teacher 1 in school D</b>       |
|              |                                            |



## **Section A**

### **4.2 Biographical Data of the Participants**

Section A of this chapter will look at the biographical data of the participants. It places the biographical data of the participants in four primary schools under study in relation to the issues of English reading problems in Grade Four EFAL learners. A detailed record of all the participants showing their gender, age, academic/professional qualifications and years of experience are provided. This biographical information of participants assisted the researcher with significant information on strategies used by teachers to promote reading in Grade Four EFAL learners. The biographic information of participants also facilitated a clearer picture on all the participants.

The academic qualifications of the participants, age and gender show their level of understanding in promoting reading to Grade Four English First Additional Language learners. Furthermore, views from scholars show that gender and age have a bearing on how events are interpreted. The involvement of both male and female participants in this study ensured diverse opinions across gender are represented. Consequently, there is a need to delineate the gender and age of the participants, subjects taught as well as working experience. This section presents the biographical information of the participants.

#### **4.2.1 Gender of Grade Four English Teachers in the Four Primary Schools**

To establish the gender composition, the English teachers who participated in the study were requested to state their gender in the sample that was studied from the four selected Primary Schools in East London, Buffalo city district of the Eastern Cape Department of Education. It is represented in the table below:

**TABLE 6: Distribution of Gender of Grade Four English Teachers  
In the Four Primary Schools**

| Column1                                      | Column2      | Column3       |
|----------------------------------------------|--------------|---------------|
| <b>GENDER OF GRADE FOUR ENGLISH TEACHERS</b> |              |               |
|                                              |              |               |
| <b>CODES</b>                                 | <b>MALES</b> | <b>FEMALE</b> |
| <b>ETS1A</b>                                 | <b>1</b>     |               |
| <b>ETS2A</b>                                 |              | <b>1</b>      |
| <b>ETS1B</b>                                 |              |               |
| <b>ETS2B</b>                                 | <b>1</b>     |               |
| <b>ETS1C</b>                                 |              | <b>1</b>      |
| <b>ETS2C</b>                                 |              | <b>1</b>      |
| <b>ETS1D</b>                                 |              | <b>1</b>      |

|       |   |   |
|-------|---|---|
| ETS2D |   | 1 |
|       |   |   |
| TOTAL | 2 | 6 |

According to Table 6 there is no equal distribution of males and females who are teaching English in the four primary schools in East London, Buffalo City district of the Eastern Cape Department of Education. There are two males and six females. Table 6 above shows the gender distribution of the participants. It shows that most teacher participants were females hence six teachers were teaching English to Grade Four EFAL learners while there were only two males who taught English.

The highest participants were females. The number of teachers in the table above shows that within the primary schools in East London Buffalo City district, where this study took place, there were more female teachers in the selected primary schools. This might be attributed to the fact that more female teachers were trained to teach in the primary schools. Also, it can be established that there are more female teachers than male in most of the primary schools sampled for this study.

#### **4.2.2 Gender of Grade Four Natural Science Teachers in the Four Primaries.**

To establish the gender composition, the Natural Science teachers who participated in the study were also asked to state their gender in the sample as part of data collection procedure that was studied from the four selected Primary Schools in East London, Buffalo City district of the Eastern Cape Department of Education.

Participation of both male and female participants in this study ensured that an assortment of opinions across gender is presented. The gender distribution of the participants is presented in Table 7 below:

**TABLE 7: Distribution of Gender for Natural Science Teachers in  
The Four Primary Schools**

| COLUMN1 | COLUMN 2 | COLUMN 3 |
|---------|----------|----------|
| CODES   | MALES    | FEMALE   |
| NSTA    | 1        |          |
| NSTB    | 1        |          |
| NSTC    | 1        |          |
| NSTD    |          | 1        |

Table 7 illuminates the gender composition of the Grade Four Natural Science Teachers in the Four Primary Schools. The findings in Table 7 above showed that there is distribution of three males and one female who are teaching Natural Science in the four primary schools in East London, Buffalo City district of the Eastern Cape Department of Education.

#### **4.2.3 Age Range of Grade Four Natural Science and English Teachers in the Four Primary Schools.**

The research also sought to find out the Age Range of Grade Four Natural Science and English Teachers in the Four Primary Schools. The participants from Four Primary schools in this study were requested to indicate their age range as part of the research sample. The participants' age range is tabulated in the following table for both English and Natural Science teachers. Age plays an integral part in the teaching fraternity as it determines how keen the teachers are. Matured teachers are assumed to be more experienced and patient with young children as compared to young inexperienced teachers. In most South African schools, the entry level in the primary school in Grade One is seven years which is followed by nine years of compulsory education known as General Education and Training that is for both primary and junior schooling and further two years of high schooling known as Further Education and Training. To qualify to be a teacher you need to do four years of Teachers' education programme that is done at the higher education institutions. Teachers can be sponsored by Funza Lushaka bursary scheme and you immediately get a placement after completion. Teachers can either qualify for Bachelor of Education (B.Ed.) degree or a one-year Post Graduate Certificate in Education (PGCE) after any three-year undergraduate degree. All these qualifications are obtained at the higher education institutions. The teacher can be able to get a qualification at the age of twenty-two years. The distribution of the participants by age range is presented in the table below:

**TABLE 8: Distribution of Participants by Age Range**

| COLUMN 1                  |  | COLUMN 2     |  |
|---------------------------|--|--------------|--|
| DISTRIBUTION BY AGE RANGE |  | PARTICIPANTS |  |
| 21-30 YEARS               |  | 2            |  |
| 31-40 YEARS               |  | 1            |  |
| 41-50 YEARS               |  | 7            |  |
| 51-65                     |  | 2            |  |

The table 8 above shows that many teachers are between the age ranges of forty-one to fifty. The table above shows that most teachers are matured. The information that was gathered shows that there were two young teachers between the ages of twenty-one to thirty. There was a male teacher who was twenty-two years old and taught English in Grade Four and the other one was a twenty-nine-year-old female teacher also teaching English in Grade Four.

We had only one teacher who fell in the bracket of thirty-one to forty years who was also teaching English in Grade Four. Most females were in the bracket of forty-one to

fifty years. There were two old males between the ages of fifty-one to sixty. The English Department had young and old teachers, whilst Natural Sciences were all matured teachers.

#### 4.2.4 Participants According to Gender, Age and Subject Taught

Participants according to gender, age and subjects taught are presented in the table below:

**TABLE 9 Distribution According to Gender, Age and Subject Taught**

| Column1 | Column2  | Column3         |
|---------|----------|-----------------|
| GENDER  | AGE      | SUBJECTS TAUGHT |
| MALE    | 57 YEARS | NATURAL SCIENCE |
| MALE    | 45 YEARS | NATURAL SCIENCE |
| FEMALE  | 47 YEARS | NATURAL SCIENCE |
| MALE    | 45 YEARS | NATURAL SCIENCE |
| FEMALE  | 29YEARS  | ENGLISH         |
| MALE    | 22YEARS  | ENGLISH         |
| FEMALE  | 42YEARS  | ENGLISH         |
| FEMALE  | 42YEARS  | ENGLISH         |
| FEMALE  | 49YEARS  | ENGLISH         |

|               |                |                |
|---------------|----------------|----------------|
| <b>FEMALE</b> | <b>38YEARS</b> | <b>ENGLISH</b> |
|---------------|----------------|----------------|

In the Science Department we have all matured teachers and an old one, their ages range between forty-five years and fifty-seven years old. We have one female whose age is forty-seven, three males ranging from age forty-five and fifty-seven. The Sciences are dominated by males. We have two young teachers in the English Department; the one who is straight from university is twenty-two years and a female whose age is twenty-nine. On the other hand, we have a thirty-eight-year-old female teacher also teaching English in Grade Four. There are matured females whose ages range between forty-two and forty-nine.

On the other hand, there is also a male whose age is fifty-eight years and he is the Principal of the school. The Science Department has got matured teachers who are supposed to be experts in the field; we expect them to collaborate with other teachers and the Department if they encounter reading problems. They have also undergone lot of training as well as workshops and courses in their field. If the assumption that old matured teachers are experts in teaching, this is expected from these teachers. There is only one inexperienced English female teacher with two years' experience at the age of twenty-nine and a male who is at the age of twenty-two who is expected to come up with fresh ideas.

#### **4.2.5 Years of Experience of Participants across Gender, Age and Subject Taught.**

Years of Experience of Participants across Gender, age and subject taught are presented in the table below:



**TABLE 10: Distribution of Years of Experience of Participants across Gender, Age Group and Subject Taught**

| <b>GENDER</b> | <b>AGE</b>      | <b>SUBJECTS TAUGHT</b> | <b>EXPERIENCE</b>     |
|---------------|-----------------|------------------------|-----------------------|
| <b>MALE</b>   | <b>57 YEARS</b> | <b>NATURAL SCIENCE</b> | <b>28YEARS</b>        |
| <b>MALE</b>   | <b>45 YEARS</b> | <b>NATURAL SCIENCE</b> | <b>16YEARS</b>        |
| <b>FEMALE</b> | <b>47 YEARS</b> | <b>NATURAL SCIENCE</b> | <b>18 YEARS</b>       |
| <b>MALE</b>   | <b>45 YEARS</b> | <b>NATURAL SCIENCE</b> | <b>19 YEARS</b>       |
| <b>MALE</b>   | <b>58YEARS</b>  | <b>ENGLISH</b>         | <b>30 YEARS</b>       |
| <b>FEMALE</b> | <b>29YEARS</b>  | <b>ENGLISH</b>         | <b>1 YEARS</b>        |
| <b>MALE</b>   | <b>22YEARS</b>  | <b>ENGLISH</b>         | <b>LESS THAN YEAR</b> |
| <b>FEMALE</b> | <b>42YEARS</b>  | <b>ENGLISH</b>         | <b>15 YEARS</b>       |
| <b>FEMALE</b> | <b>42YEARS</b>  | <b>ENGLISH</b>         | <b>12 YEARS</b>       |
| <b>FEMALE</b> | <b>49YEARS</b>  | <b>ENGLISH</b>         | <b>12 YEARS</b>       |
| <b>FEMALE</b> | <b>49YEARS</b>  | <b>ENGLISH</b>         | <b>11 YEARS</b>       |
| <b>FEMALE</b> | <b>38YEARS</b>  | <b>ENGLISH</b>         | <b>21 YEARS</b>       |

Table 10 above reveals that we have five male teachers sampled for this study, ranging from age twenty-two to age fifty-eight. The youngest male teacher was twenty-two years old, teaching English with less than a year's experience. He started working in the school in July. This young man will assist the Department with the

new knowledge especially technology as the fresh teachers from the university are champions for change and the use of technology in schools. This will help the English Department as e-reading contributes a lot to enhancing reading skills in learners.

We have an old seasoned teacher, an expert in the English Department due to the advanced knowledge he has, with thirty years' experience in teaching English at Grade Four at the age of fifty-eight. New teachers will learn a lot from this teacher with the collaboration involving both young and old teachers' ideas and knowledge. There are three matured male teachers in the Science Department teaching Natural Science in Grade Four. There are two male teachers that share the same age with different years of working experience. The years of experience of the forty-five male teachers is sixteen whilst the other male teacher has taught Natural Science in this grade for nineteen years.

The Science Department is dominated by male matured teachers as we have only one female teacher whose age is forty years with eighteen years' experience. Most females who are teaching English range in their forties. We had a female teacher whose age is thirty-eight years with twenty-one years' experience. There are two female teachers teaching English who are both forty-two years old, with twelve and fifteen years' work experience. In addition, we have two forty-nine-year-old females whose teaching experience differs, the first one has eleven years old teaching this subject whilst the latter has twelve years old teaching experience in this subject. Most English female teachers are matured teachers across the schools that were sampled for this study. From the information gathered on the age of all the participants from the sampled schools for this study, it shows that there was a highest number of older male participants (above fifty years) than female participants, while, on the other hand, the youngest male participants were between the age range of twenty one to thirty years.

#### 4.2.6: Age Group and Years of Experience

The age groups and years of experience of participants are important to know if the age groups of participants are interrelated to the years of experience. This information is presented in Table 11 below.

**TABLE 11: Distribution of Age Range, Gender and Experience**

| AGE GROUP | YEARS OF EXPERIENCE |
|-----------|---------------------|
|           |                     |
| 57 YEARS  | 28YEARS             |
| 45 YEARS  | 16YEARS             |
| 47 YEARS  | 18 YEARS            |
| 45 YEARS  | 19 YEARS            |
| 58YEARS   | 30 YEARS            |
| 29YEARS   | 2 YEARS             |
| 22YEARS   | LESS THAN YEAR      |
| 42YEARS   | 15 YEARS            |
| 42YEARS   | 12 YEARS            |
| 49YEARS   | 12 YEARS            |
| 49YEARS   | 11 YEARS            |
| 38YEARS   | 21 YEARS            |

Table 11 above reveals that there is a young teacher who has just started teaching at the age of twenty-two years with less than one year's experience, and there is a female teacher who is also young with two years' experience at the age of twenty-nine years. There are teachers who are in the bracket of forty to forty-nine years and their years of working experience differ. Some teachers started with different jobs then ended up changing their careers for teaching. Some claimed they were in financial dire straight and could, therefore, not go straight to university. There are some who started at the right age. The table above shows that there is a link between age and years of working experience.

We had a teacher whose age is thirty-eight years with twenty-one years' experience. There are two teachers who are both forty-two years old, with fifteen and twelve years' work experience, respectively. In addition, we have two forty-nine-year-old teachers whose teaching experience differ, the first one has twelve years old teaching this subject whilst the latter has been teaching the subject for eleven years. We have two males, the other one is fifty-seven years old with twenty-eight years' experience. On the other hand, we had a fifty-eight-year-old teacher with thirty years' teaching experience.

Table 11 above indicates that there is a link between age and years of experience, though most of the young teachers had more years of experience, at the same time, old teachers' years of experience is also high, except for two teachers the one with one year and two years. This implies that the young teachers might combine their new knowledge and experience which they can share with old teachers so that they can work together towards a common goal.

#### **4.2.7 Years of Experience of Participants and Subjects Taught**

It is assumed that the number of years of experience of teachers can influence the subject taught; it is also assumed that the teacher is an expert in the subject. The teacher will be able to master challenging areas concerned due to training, workshops and courses attended on his or her subject area. The question required

the participants to state the number of years teaching the subject and the responses are tabled in Table 12 below:

**TABLE 12: Distribution of Years of Experience of Participants and Subjects Taught**

| <b>SUBJECTS TAUGHT</b> | <b>YEARS OF EXPERIENCE</b> |
|------------------------|----------------------------|
|                        |                            |
| <b>NATURAL SCIENCE</b> | <b>28YEARS</b>             |
| <b>NATURAL SCIENCE</b> | <b>16YEARS</b>             |
| <b>NATURAL SCIENCE</b> | <b>18 YEARS</b>            |
| <b>NATURAL SCIENCE</b> | <b>19 YEARS</b>            |
| <b>ENGLISH</b>         | <b>30 YEARS</b>            |
| <b>ENGLISH</b>         | <b>2YEARS</b>              |
| <b>ENGLISH</b>         | <b>LESS THAN YEAR</b>      |
|                        |                            |
| <b>ENGLISH</b>         | <b>15 YEARS</b>            |
| <b>ENGLISH</b>         | <b>12 YEARS</b>            |
| <b>ENGLISH</b>         | <b>12 YEARS</b>            |
| <b>ENGLISH</b>         | <b>11 YEARS</b>            |
| <b>ENGLISH</b>         | <b>21 YEARS</b>            |

In Table 12 above we are looking at the years of experience and subjects taught by the participants. All the participants were experienced teachers in the subjects they taught, apart from two English teachers who have less than three years' experience teaching the subject. The English teacher taught English for less than a year as he joined the school in July since he was coming straight from the university. The other English teacher had two years' experience. Years of experience of the Natural Science teachers range between sixteen years and twenty-eight years, whilst English teachers fell in the bracket of less than one year to thirty years' teaching experience.

The table indicates further that most participants that taught languages had fifteen to thirty years teaching experience, while the least respondents had two years and above teaching experience. The participants who taught Natural Science subjects had a majority with eighteen to twenty-eight years' teaching experience while one had 16 years of teaching experience.

It can be deduced from the information that most of the participants are matured in all the schools sampled, with lot of teaching experience in English and Natural Sciences. This might help the learners to read with comprehension as most teachers are well trained and equipped in the workshops, that is, if one is assuming that these teachers would use their expertise and experience well to impart the knowledge they have to the learners using strategies to improve learner reading skills.

#### **4.2.8 Age and Subject Taught**

The teaching profession needs people who are matured enough to recognize the learners' needs and institute what entails good practice in teaching and learning activities. As a result, age is a crucial aspect that determines a teacher's devotion to the teaching fraternity. There is an assumption that older teachers tend to be settled and more experienced than younger teachers who are straight from the universities. The age and subjects taught by teachers is presented in the table below:

**TABLE 13: Distribution of Age Groups and the Subject Taught**

| <b>AGE</b>      | <b>SUBJECTS TAUGHT</b> |
|-----------------|------------------------|
|                 |                        |
| <b>57 YEARS</b> | <b>NATURAL SCIENCE</b> |
| <b>45 YEARS</b> | <b>NATURAL SCIENCE</b> |
| <b>47 YEARS</b> | <b>NATURAL SCIENCE</b> |
| <b>45 YEARS</b> | <b>NATURAL SCIENCE</b> |
| <b>58YEARS</b>  | <b>ENGLISH</b>         |
| <b>29YEARS</b>  | <b>ENGLISH</b>         |
| <b>22YEARS</b>  | <b>ENGLISH</b>         |
| <b>42YEARS</b>  | <b>ENGLISH</b>         |
| <b>42YEARS</b>  | <b>ENGLISH</b>         |
| <b>49YEARS</b>  | <b>ENGLISH</b>         |
| <b>49YEARS</b>  | <b>ENGLISH</b>         |
| <b>38YEARS</b>  | <b>ENGLISH</b>         |

Table 13 reveals that Science teachers in all the schools sampled in this study in relation to their age appeared to be mature and older because they fell within the age bracket of forty-five and fifty-seven years of age. Their age range implies that they are matured people who are also experienced in the field and are therefore

likely to give concrete answers on how to promote reading to Grade Four EFAL learners. English teachers vary from twenty-two years to fifty-eight years. The experienced teachers will hopefully share the knowledge with youngsters who will be coming with new ideas fresh from university.

### **4.3 Academic/Professional Qualifications of Participants**

In this study, the academic qualification was seen to be significant as the researcher wanted to find out the strategies used by teachers to promote reading to English First additional Language learners. The career trajectory of an individual in a school set-up is also dependent on their academic qualifications. Table 14 below shows academic/professional qualifications of the participants. In South Africa, a teacher is professionally qualified by possessing either University Education Diploma (UE.d) which is a one year diploma after any degree, Higher Education Diploma (H.Ed.), Advanced Certificate in Education (ACE) or a Diploma in Education according to the requirements of the South African Council of Educators (SACE) and the Norms and Standard for Educators (DoE, 2000). These are done at University Institutions.

Teachers took teaching practice in the subjects they are interested to teach after finishing their studies. Conversely, since January 2011, the minimum requirement for a qualified teacher is a four-year Bachelor of Education degree (B.Ed.) or a one-year Post Graduate Certificate in Education (PGCE) after a three-year undergraduate degree. There is a Further Diploma in Education (F.Ed.), a one-year course done after a three-year degree. In this study, the academic qualification was seen to be important as the researcher wanted to find out the academic and professional qualifications of teachers, to know if they were properly qualified for the subjects they taught. Table 14 below shows academic/professional qualifications of the participants across gender

#### **4.3.1 Academic/Professional Qualifications of Participants across Gender**

The Academic/Professional Qualifications across gender information are presented in Table 14 below:



**Table 14: Distribution of Academic/Professional Qualifications across Gender**

| <b>GENDER</b> | <b>QUALIFICATIONS</b> |
|---------------|-----------------------|
| <b>MALE</b>   | <b>HED</b>            |
| <b>MALE</b>   | <b>B.Ed.</b>          |
| <b>FEMALE</b> | <b>F.Ed</b>           |
| <b>MALE</b>   | <b>HED</b>            |
| <b>MALE</b>   | <b>B.Ed.</b>          |
| <b>FEMALE</b> | <b>PGCE</b>           |
| <b>MALE</b>   | <b>B.Ed.</b>          |
| <b>FEMALE</b> | <b>B.Ed.</b>          |
| <b>FEMALE</b> | <b>HONS</b>           |
| <b>FEMALE</b> | <b>B.Ed.</b>          |
| <b>FEMALE</b> | <b>HED</b>            |
| <b>FEMALE</b> | <b>B.Ed.</b>          |

The table 14 above shows that all the participants have a teaching qualification. Three males have B.Ed. degree while two possess Diploma in Education. It was evident, as depicted in Table 14, that most females have B.Ed. degree and one who specialised with Honours while some few have Diplomas in Education.

### 4.3.2 Academic/Professional Qualifications of Participants and Subject Taught

Information on participants' academic/professional qualifications and subject taught is presented in Table 15 below:

**TABLE 15 Distribution of Participants' according to Academic/Professional Qualifications and Subject Taught**

| QUALIFICATIONS | SUBJECTS TAUGHT |
|----------------|-----------------|
|                |                 |
| HED            | NATURAL SCIENCE |
| B.Ed.          | NATURAL SCIENCE |
| F.Ed           | NATURAL SCIENCE |
| HED            | NATURAL SCIENCE |
| B.Ed.          | ENGLISH         |
| PGCE           | ENGLISH         |
| B.Ed.          | ENGLISH         |
| B.Ed.          | ENGLISH         |
| HONS           | ENGLISH         |
| B.Ed.          | ENGLISH         |
| HED            | ENGLISH         |

|              |                |
|--------------|----------------|
| <b>B.Ed.</b> | <b>ENGLISH</b> |
|--------------|----------------|

The above Table reveals that most teachers who taught Natural Science have Diplomas. English teachers most have B.Ed., Diplomas and only one teacher who has specialised in English with Honours in Linguistics. There are no teachers who possess Masters or Doctoral degrees.

#### **4.3.3 Academic/professional Qualifications of Participants, Age, Gender and Subject Taught**

The participants were requested to indicate their Academic/professional, age, gender and subjects taught that are presented below:

**TABLE16: Distribution of Academic/Professional Qualifications of Participants, age, gender and Subject Taught**

| <b>GENDER</b> | <b>AGE</b>      | <b>QUALIFICATION</b> | <b>SUBJECTS TAUGHT</b> |
|---------------|-----------------|----------------------|------------------------|
| <b>MALE</b>   | <b>57 YEARS</b> | <b>HED</b>           | <b>NATURAL SCIENCE</b> |
| <b>MALE</b>   | <b>45 YEARS</b> | <b>B.Ed.</b>         | <b>NATURAL SCIENCE</b> |
| <b>FEMALE</b> | <b>47 YEARS</b> | <b>F.Ed</b>          | <b>NATURAL SCIENCE</b> |
| <b>MALE</b>   | <b>45 YEARS</b> | <b>HED</b>           | <b>NATURAL SCIENCE</b> |
| <b>MALE</b>   | <b>58YEARS</b>  | <b>B.Ed.</b>         | <b>ENGLISH</b>         |
| <b>FEMALE</b> | <b>29YEARS</b>  | <b>PGCE</b>          | <b>ENGLISH</b>         |
| <b>MALE</b>   | <b>22YEARS</b>  | <b>B.Ed.</b>         | <b>ENGLISH</b>         |

|               |                |              |                |
|---------------|----------------|--------------|----------------|
| <b>FEMALE</b> | <b>42YEARS</b> | <b>B.Ed.</b> | <b>ENGLISH</b> |
| <b>FEMALE</b> | <b>42YEARS</b> | <b>HONS</b>  | <b>ENGLISH</b> |
| <b>FEMALE</b> | <b>49YEARS</b> | <b>B.Ed.</b> | <b>ENGLISH</b> |
| <b>FEMALE</b> | <b>49YEARS</b> | <b>HED</b>   | <b>ENGLISH</b> |
| <b>FEMALE</b> | <b>38YEARS</b> | <b>B.Ed.</b> | <b>ENGLISH</b> |

The last Table above shows that even young teachers have degrees, for example, the male teacher who is twenty-two years old teaching English has a B.Ed. degree. The fifty-seven-year-old male teaching Natural Sciences still got a Diploma. Teachers, who are in the Science Department, have Diplomas, apart from a forty-five-year-old male who has a B.Ed. degree. Most female teachers have B.Ed. and Honours degrees with their age ranging from age thirty-eight to age forty-nine. The female teachers who have Diplomas are between the age twenty-nine and age forty-seven. The implication was that there were lot of teachers who have studied further to get degrees.

On the other hand, the results of the study show that most of the participants have been working within the education system for over 10 years. Yet, most of them were having diplomas, and they have never had zeal to progress. These emerging results should be used by the Department of Education to look at ways of motivating their employees to proceed and attain their degrees within a given period. Education is an investment since you advance yourself with knowledge and nothing will tamper with your intellectual property.

#### **4.4 General Information on promoting reading in Grade Four English First Additional Language Learners**

The following section presents responses of the participants regarding the strategies used by teachers to promote reading to English First Additional Language Learners. The responses from the participants were voice recorded and hand written. The responses of the participants are coming from semi-structured interviews, face-to-face interviews, observations, and data that were analysed manually according to the themes that are presented below:

##### **4.4.1 Themes emanating from Interviews with Grade Four English Teachers**

1. Promoting reading to Grade Four English First Additional Language learners.
2. Reading challenges faced by Grade Four English First Additional Language Learners.
3. Addressing Learners with Reading Problems to comprehend a text
4. Support provided to learners with reading challenges.
5. Strategies recommended for proficient reading.
6. Challenges in the implementation of strategies.

##### **4.4.2 Themes emancipated from Interviews with Grade Four Natural Science Teachers**

1. Promoting reading in Natural Sciences.
2. Reading challenges faced by Grade Four English First Additional Language Learners.
3. Addressing Learners with Reading Problems to comprehend a text
4. Support provided to learners with reading challenges

#### **4.5 Data Analysis Procedures**

Two main procedures were followed in the analysis of data in this study. They included the procedures for analysis of interview data and observation data.

#### **4.5.1 Procedure for Data Analysis from Interviews**

Thematic analysis was chosen as a suitable data analysis method for this study. According Braun and Clarke (2006, p.79), thematic analysis is, “a qualitative method for identifying, analysing and reporting themes within data.” During the analysis of interview data, the researcher first presented all the findings by writing down each question, followed by responses from all participating groups at all the two selected schools. Once the data were generated, they were then organised according to the themes that emerged between and within data, respectively. The data were then coded, categorised and put together for the researcher to interpret and draw meaning from the extracted data.

#### **4.5.2 Procedure for Data Analysis from Classroom Observations**

The researcher analysed the data derived from observations by studying all the notes that were taken during classroom observations. The researcher presented the observation data observed during classroom observation from the twelve Grade Four English and Natural Science teachers into five categories. Observations derived were written under each category where similarities and differences on how English reading strategies are employed by teachers to English First Additional Language Learners.

Eventually, the extracted data gathered from the notes written during observations was discussed under each category reflected on the classroom observation schedule that guided the researcher. Bloomberg and Volpe (2012, p.175) explain that “literature reveals that the data analysis strategies in qualitative case study research involve using analytic categories to establish patterns.” In this research, categories were used to identify common areas and differences in a classroom.

### **4.6 Presentation, Analysis and Interpretation of Data**

#### **4.6.1 Thematic Analysis and Discussion of Data from the interviews**

Teachers were interviewed during break time in their offices to be free to answer the interview questions. They were given 50-55 minutes to answer interviews and follow up questions that would come out from the discussions. The teachers had a time table for the interviews suggested by them, including time and venues for our meetings.

The following questions were asked during the interview in pursuing the objectives of the study:

#### **4.6.1.1 Interview Questions for English Teach**

- 1 How do you promote reading to Grade Four English First Additional Language learners?
- 2 What reading challenges do you think your Grade Four English First Additional Language learners encounter in reading?
- 3 How do you deal with the reading challenges encountered by Grade Four English First Additional Language learners?
- 4 What support do you provide to your English First Additional Language learners who have reading difficulties?
- 5 What strategies (besides the one you are using) would you recommend promoting reading to Grade Four English First Additional Language learners?
- 6 If there are any (as in Question 5), what are the challenges in implementing these strategies?

#### **4.6.1.2 Interview Questions for Natural Science Teachers**

1. How do you promote the teaching of reading in your content subject to Grade Four English First Additional Language Learners?
2. What challenges do you think your learners encounter when you teach reading to Grade Four English First Additional Language Learners?
3. How do you deal with the challenges?
4. What support do you give learners with reading difficulties?

Data emerging from the interviews were presented and analysed according to themes as follows:

#### **4.6.1.3 In-depth Interviews with Grade Four English Teachers and Natural Science Teachers**

The eight Grade Four English Teachers and Four Natural Sciences from school A, B, C and D were assigned codes to protect schools and teachers' identity for confidentiality purposes as ETS1 A, EST2 A, NST A, ETS1 B, ETS2 B, NST B, ETS1 C, ETS 2 C, NST C, ETS1 D, and ETS2 DAND NST D.

##### **1. Theme 1: Promoting reading to Grade Four English First Additional Language learners.**

The main question raised here was to establish how teachers promote reading to Grade Four English First Additional Language learners.

##### **Teachers' response: On promoting reading to Grade Four English First Additional Language Learners.**

##### **School A**

EST1 A responded:

*I allow learners to bring magazines and newspapers and set Fridays aside as the time to practice reading. Learners read aloud to the classroom then I ask questions to find out if they understand what they read. I request them to summarise what they have read in groups and I nominate two learners from each group to read in the classroom with follow up questions and answers from the whole class.*

EST2 A said:

*By giving learners more reading lessons in the class for them to be used to reading. English is a language of learning and teaching in Grade Four.*



*Learners find difficulty to cope since they were using their mother tongue from Grade R to Grade 3 What I normally do I use code switching to promote reading. I interpret what I read in English in Xhosa so that they can understand.*

NST A commented:

*In Natural Science we do not concentrate much on reading. Reading is for Language Teachers. However, I assist my learners with pronunciation of words, spelling and vocabulary by giving means of words they do not understand.*

## **School B**

EST1 B pointed out:

*I promote reading to Grade Four EFAL Learners through group work, peer work and individual assistance to learners with reading difficulties.*

EST2 B stated:

*Encourage learners to read whatever they see written in English even if it is a piece of paper they find on the streets. They need to read it and narrate the story to the class. Peer reading is encouraged where the learners are grouped to read aloud a story from the newspapers, magazines, readers then the questions will be asked by the teacher the peers in the group will answer the questions to check if they read with comprehension. However, there are no workshops that I have attended on reading. It would be better if the Department of Education can train us on how to promote reading. Even at the Tertiary I do not remember any training specifically on reading.*

NST B affirmed:

*We do not have time for reading in Natural Sciences. Even if they pronounced words incorrectly that is not our focal point at all.*

## School C

EST1 C revealed:

*I encourage learners to do reading during their spare time as reading especially takes you to lot of places. I promote the love for reading by giving learners different material to read. I sometimes improvise cut pieces of extracts from the magazine and newspapers and give them extra work to read at home to develop love for reading. However, it is still difficult with the other learners as they do not care.*

EST2 C stated:

*I use READ method to enhance reading skills to learners. I give them homework to read at home. You need to be patient with struggling learners. Encourage them to read more books that are not easy and let the parents assist.*

NST C replied:

*I do not concentrate on reading. I do reading and explain in their mother tongue hence they do not understand English. Learners use a foreign language which makes our lives difficult. We are not concerned much about that it is the duty of language teachers to that as they are trained to enhance reading to the learners.*

## School D

EST1 D replied:

*We sat aside Fridays as special time for reading in all the classes. We meet in a certain class designed for this purpose and learners read and speak. Learners are encouraged to bring English reading books and share the stories they have read with their peers. I make sure that every day there is oral work reading, speaking and writing done by the learners which is recorded on the mark record sheet as evidence.*

*I give them extra homework of reading extracts so to let the parents assist them. However, some parents are not involved in their children education. We encourage learners to join the reading club. They make use of library at school and outside school. Computer room works much handy as there are lot of programs designed for Grade Four to enhance the reading skill.*

EST2 D commented:

*I check difficult words in the text and explain to the learner after letting them to predict what is in the text. I get a chance to establish prior knowledge. I model reading to my learners and allow following after me while I am reading the text. I ask questions after I have explained the text or extract to them. I praise the learners. We have a reading club in our school. Learners join the club to instil a culture of reading. Learners must finish one book in two weeks' time, come with a summary in the classroom and it is read aloud with questions and answers involved. We always allow learners from Grade Four to make use of the library to get books that are age appropriate to read them in the library. We instil the culture of reading for fun and enjoyment. Reading a lot equips learners with vocabulary, spelling and ultimately, they become fluent readers. If you can read with understanding you outclass your peers in the classroom.*

*I encourage my learners to read the cover page first in the book, headings of the poems and guess by looking at the pictures of what the book is all about before they even start reading. During reading I refer to prior knowledge they have. I encourage shared reading; I let my learners bring the books to read in the classroom. They read the stories or extracts in groups or pairs then after finishing I do follow up questions to check if they read with comprehension. I let one of them to summarise what they read.*

*They exchange books to encourage more reading. After that I let them summarise what they have read in writing. I do photocopies of edited summaries and put them in the reading corner for future use. We make use of library and I do e-reading a lot as there are lot of programs in the computers to equip building of vocabulary spelling quiz and pronunciation at this stage. I encourage reading outside school a lot. I encourage the parents to let their*

*children read the shopping list for them. Even when cooking they must write down the recipes and let them read. Reading bedside stories motivates learners to develop the love of reading.*

NST D stated:

*Reading in content subjects is very important. The language of teaching and learning is English in most South African schools. As we are teaching diverse learners in our school, Afrikaans and isiXhosa we felt as a school to enhance reading. This is a whole school approach. I promote reading by giving them extra work to read. They read in groups as I organised them in groups. Sometimes I use guided reading following those steps. I normally ask them to read the text in Natural Sciences and ask them to explain what they have read, and we use dictionaries for the words they do not understand accompanied with meanings. They keep those words in the vocabulary bank at the back of their notes so that they can refer. This assists in building their vocabulary and enhancing the language skills. This also helps them when they are writing their projects as they are used to read in the class and at home.*

*I allow my learners skim; predict what is going to happen. Even the pictures in Natural Sciences I let them guess what is happening in that chapter. I start with the topic we analyse and explain it there after I gave them a chance to predict what it is all about. I let them compare what we have read with their own experiences. For instance, we were teaching about energy. I let them use prior knowledge before I go deep in my lesson. I ask them to read first.*

*I prefer silent reading, and then allow an individual to reread for the class. Sometimes I model reading to them. I ask questions just to check if they read with understanding. Surprisingly due to my follow up they will be the ones who drive my topic before I even explain to them. I encourage them to go to the library as our school is fully resourced with library, computer lab and Science lab. I let them read lot of Science books for fun just to enhance reading skills and promote reading for fun and enjoyment.*

It was established from the findings of the study that most teachers promote reading by encouraging their learners to read and they noted that they give learners extra work to be done at home with parents. Some pointed out that they find difficulty with other learners since parents do not engage themselves in their children's school work. Some teachers encouraged the use of libraries to read for fun and enjoyment. Some teachers revealed that they set aside Fridays for reading where learners bring magazines, newspapers and reading books to school. One teacher has pointed out that there are no workshops for reading. Reading is an essential skill that is needed to learners. If the teachers have a limitation, reading will always be an issue.

Some teacher stated that she uses the READ programme to enhance reading skills to her learners. Most teachers use group reading, shared reading, paired reading and guided reading strategies to promote reading. There is one teacher who encourages Before Reading strategy, During Reading and After Reading. Another teacher mentioned that every day she does oral work that is recorded as evidence as a means of promoting reading to EFAL learners. The study revealed that some teachers encouraged parents to read stories to their learners.

It is pity that most schools providing training in Natural Science do not see any need to enhance reading. However, one school makes use of reading clubs, shared reading, paired reading and group reading to instil the culture of reading. Reading is not only for language teachers; it is a whole school approach. The library, computer lab and Science lab is used effectively to equip learners with reading skills. Parental involvement is mentioned to assist the learners with reading. Reading to learners at an early age is vital, those bedside stories are important to instil the love of reading books. Reading for fun and enjoyment is done by one school. Some teachers reveal that they use steps in Guided Reading lesson.

## **Theme 2: Reading challenges faced by Grade Four English First Additional Language Learners.**

The study sought to find out the challenges Grade Four EFAL learners encounter with reference to reading.

**These are Teachers' responses on challenges Grade Four EFAL learners face regarding reading.**

#### **School A**

EST1 A disclosed:

*Lack of resources such as reading materials limit the learners understanding of English. Due to the illiteracy of their parents and siblings they have no one to assist them after school. A big classroom is a problem. You cannot practise discipline. Poverty is also another barrier. Parents are unable to organise magazine or Daily Dispatch for their learners to read. Buying reading books or reading toys is out of questions.*

*Libraries or book shelf at home is a dream since they are affected by poverty. Parents do not involve themselves in their children's education. They do not help them with any homework's. They are illiterate even siblings are unable to read. There is literary no infrastructure. Toilets, school, human resources are a big challenge. Reading cannot be instilled if there are no resources. There is no library, no computer room.*

EST2 A said:

*The transition to Grade Four is a challenge. Learners were used to be taught in their mother tongue from Grade R to Grade Three. Secondly the introduction of many teachers confuses them. There is no support from home due to illiteracy. English is done at school only. The classrooms are overcrowded. Learners share the desks which is a big problem when it comes to classroom management.*

NST A commented:

*The challenge we have is that learners are unable to read. In Grade Four we must switch from isiXhosa to English. There are learners who are unable to read and that are even unable to write. They write something you will not be able to understand. Some learners mix English with their mother tongue when*

*answering the question after they have read the extract. We do not mind that in Natural if the answer is correct. We even encourage writing the mother tongue in brackets if they have forgot the word in English.*

*We find difficulty sometimes to use the time allocated for reading because of big classes. We have the computer room which was full of computers, but it was vandalised, and the computers were stolen. There is no security in our school. We had a so-called library that is nothing else but a white elephant. This is a challenge as the community is not working hand in hand with the school. The challenge is that the parents do not attend meetings. This is a big challenge.*

## **School B**

EST1 B stated:

*Since they encounter English for the first time they find difficulty to read English words and their meanings. There is lack of reading materials. They do not have textbooks they use workbooks which are not enough. Lack of infrastructure and human resource (educators) hinders the learners understanding of the language. There is no parental involvement. Learners are child headed and OVCs they are left to grow on their own in those shacks. Learners are not disciplined at all.*

*Classrooms are overcrowded. They engage themselves in drugs and alcohol. Parents have left to find work while others died because of HIV and AIDS. There is no one to guide and motivate them to do the home works. Most learners are gangsters while others come to school for nutrition purposes and to steal from teachers and sell drugs in the school premises, some are running away from the policeman so that they cannot go to jail with the pretext that they are at school. Our learners are old. Most of them are cohabiting in those shacks.*

EST2 B pointed out:

*The transition to Grade Four is a big challenge. Our learners are unable to read. They are used to the system of being taught in Xhosa by one teacher. When they come to Grade Four they become confused and expect us to teach English reading in isiXhosa. We explain every sentence in their mother tongue. They can speak English because of the exposure but they find difficulty in reading.*

*Even the ones who can read it is just the interpretation of the print they don't read with understanding. Parents are not there to guide them. Some are child headed and most of them are not disciplined. They do not have time to read outside school they are busy with alcohol and we teach learners who are not being parented. They do all sorts of things. Classrooms are overcrowded, and it is difficult to give them individual attention.*

NST B replied:

*Learners are unable to read. Some have difficulty to pronounce words correctly. Classes are too big to concentrate on reading in Natural Sciences. I do reading most of the time otherwise I will not finish the syllabus. These learners are lazy to read. I do not want to make myself smart to you English reading in my class I do not focus on it at all. These learners have barriers if you ask them to read they will take the whole period without uttering a single sentence correct.*

### **School C**

EST1 C commented:

*Learners are not reading fluently. The time allocated for reading is too little. Some learners are child headed they find difficulty to finish the homework you have given. They do not practise reading at home since there is no one to monitor them as most parents are busy with their lives. Some parents are doing live INS as they are working as domestic workers. Some are single young parents who are not interested in their child development.*



EST2 C remarked:

*Grade Four learners are unable to read, in our school we have learners who cannot read at all. The ones who can read when you do follow up questions you find that they did not read with understanding. You must interpret what they have read in isiXhosa. The transition to Grade Four is a big problem. These learners were used to be taught in their mother tongue now they use English in all the subjects.*

*This English they will use it in the classroom only. We are facing a big problem. Our learners are not disciplined in the first place. When you give them, some work to do they literally do not do it because they know that the teachers will not use corporal punishment nor shout at them. Most parents do not come to school even if you request them. These learners are aware that their parents do not care.*

*Some learners are under the supervision of their guardians who are not interested in their welfare. The only thing they want is the grant they get. Some learners are child headed there is no one to monitor the home works. The ones who did the homework are criticised as these learners have developed a do down approach. The other thing we have no libraries in our schools. Even the computer rooms are not there.*

NST C affirmed:

*The challenge we have is big classrooms. The multi-grade system is also another challenge. Lack of infrastructure and resources is a problem. I am teaching Sciences in this school, but we do not have a laboratory. It is worse we are talking about reading if the school does not have a library how do we enhance reading? Technology to day plays a big role in education.*

*We would be able to instil reading culture if there were programs in the computers as the learners would be reading the instruction while doing Natural Science task. If there was a library learners would be in a position to go and do reading in the library during their spare time using books that are age*

*appropriate of Natural Science. Lastly, we were not trained in reading or get workshops on that. This is a challenge as we do not know how to do this reading in Natural Sciences.*

## **School D**

EST1 D reported:

*We have learners who are special needs due to inclusive education. These learners are slow to read and comprehend. It would be advisable to get Remedial teachers who are trained for these children. Overcrowded classes are also a challenge. Multi-grade system is a challenge due to the lack of human resources. Our school is in a coloured background and there are squatters close by. Some learners who stay in those shacks are a little bit ill-disciplined sometimes.*

*The learners who are child headed are the ones who are problematic. For example, if you give them homework to read, they do not do it. We encounter problems on Fridays since parents would be paid some of them. Learners will not be assisted in home works as parents will be concentrating on liquor. They fail to encourage or monitor their children to read. However, I decided to set Fridays aside for reading although it would be appropriate if they do reading outside the school as well. Most learners do their homework and read well. It would be nice if all of them get involved.*

EST2 D stated:

*We still have learners who are old due to various reasons. These learners are very cheeky they do not take orders. They are the ones who are involved in smoking in the school premises. They lag in their school work with reference to reading. They do not take orders. For example, if you give them an extract to read in the classroom sometimes they will not do that. This behaviour makes the teachers to ignore them. If you ask them a question they become difficult. Learners like these spoil the class attitude. You drag your legs when you go a class like this. They do not know how to read fluently; their vocabulary is limited. They cannot pronounce words perfectly.*

NST D pointed out:

*My problem is those learners when you request them to read they will just stand up look at you without complying. Sometimes you can feel that they are testing your patience since you cannot beat them. These kinds of learners refuse to read even if you ask them to read after you they just become cheeky. It is really a challenge because you will find that even if you ask the parents to come to school they will not give the parent the note.*

It emerged in the interviews held with the participants that most of them view the overcrowded classrooms as big challenge since teachers have difficulties in managing the classrooms. The findings of the study revealed that some homes are not able to provide the ideal cultural and linguistic background for their children. These families are primarily poor Africans who do not put their children's education as priority. There are old learners in the classroom who are problematic. They do not want to be disciplined by teachers and they do not want to read. Teachers attested to the fact that learners still have trouble with reading. Learners with barriers are found to be slow with reading and they read without comprehension. The multi-grade system was mentioned as a challenge as well. Parents are not involved in their children's school activities.

The inadequate infrastructure and resources is a challenge; hence the mention of libraries and computer centres as well as laboratories. The transition to Grade Four from Grade R-Grade 3 where they were using mother tongue is a big challenge. Learners expect to use the mother tongue as a result some teachers find themselves teaching English and Natural Sciences in their mother tongue. In addition, English as a language of learning and teaching is a challenge. Teachers feel overloaded as there are shortages of teachers. The socio-economic factor is also seen as a challenge. It is confirmed by many teachers that most of these learners are unable to read or write.

### **Theme 3: Addressing Learners with Reading Problems to comprehend text**

The researcher sought further to establish how the teachers deal with learners who have reading difficulties to comprehend a text.

**These are the responses of teachers on how to address learners with Reading difficulties to comprehend text.**

#### **School A**

EST1 A stated:

*I use group reading and cut out some text from for example; pictures, magazines, so that other learners can assist them. I give them extra tasks to assist each other. I use individualisation sometimes try to use a text for example; pictures, magazines and let them predict what is happening in the text.*

EST2 A pointed out:

*I normally use different strategies to facilitate reading to learners who find difficulty to read with comprehension. I also give them work to take home so that the learner can get assistance and try to practice the text given. I ask them questions to check their understanding.*

NST A commented:

*I am trying to take them one by one but there are those who refuse to read. The Department has intervened and has put our school for a program that deal with learners with barriers. I explain difficult words the learners come across after letting them first to give the meanings of those words. I allow learners to use dictionaries to check the meanings especially the ones who can use the dictionaries.*

## **School B**

EST1 B remarked:

*I compile difficult words in the text and ask learners to guess their meanings. I model reading so that learners can read after me. I read aloud for learners to imitate what I am doing. I give them extra work as homework and I ask questions the following day on the text I have given them.*

EST2 B stated:

*I allow them to bring simple books and magazines so that they can get used to reading. I group them so that they can do shared reading with peers. I let them summarize what they have read after asking questions to check if they understand what they have read.*

NST B said:

*I read the extract from the Natural Science book. I group them in pairs. I ask the learners to take turns in reading and explain the story without looking at the book and try to remember every detail. I make summary of the story in flash cards. I give them as homework so that they can read outside school to be assisted by adults. I ask them to reread the story the following day then make follow up questions. It is not easy as we deal with learners who cannot read fluently.*

## **School C**

EST1 C replied:

*I apply individualisation. I give them homework.*

EST2 C pointed out:

*I normally straddle the grades give them grade two or three work. I sometimes give them simple books to read and be assisted by the ones who are good.*

NST C said:

*I let them use dictionary. I let them guess the meanings. If they do not get the answer correct I explain the meanings of words. I explain it in their mother tongue so that they can understand.*

## **School D**

EST1 D commented:

*If there are learners who encounter reading what I normally do I organize an afternoon reading lessons from 14h00 to 15h00. However, I noticed that some will be tired, and they will want to write the home works while I want to conduct the reading lessons. Some will have divided attention.*

EST2 D remarked:

*I give learners who find difficulty in reading homework but there is a challenge sometimes when parents do not pay attention to that. It makes my life very difficult but to those learners who respond positively it makes a change to the learners' lives and they become excited as they will be confident enough to read.*

NST D disclosed:

*I give them extra work to do and let the peers in the group assist them. I explain on my own if the peers do not know the answers.*

It was clear from the information gathered from the participants interviewed that Grade Four learners have reading difficulties. Most teachers make use of group reading, shared reading and paired reading to alleviate reading difficulties. Some teachers give the learners extra work as homework. Some teachers organise afternoon classes to practise reading lessons. Some straddle the grades to try to give simple readings of the previous grades. Natural Sciences allow them to use dictionaries to find meanings. Science teachers use their mother tongue if they do not understand.

#### **Theme 4: Support provided to learners with reading challenges.**

The researcher was interested in establishing if the teachers support learners with difficulties.

**These are the responses of teachers on the support they provide to Grade Four learners with reading challenges.**

##### **School A**

EST1 A stated:

*I bring more reading articles that are age appropriate. I sometimes give them Foundation Phase reading books and homework to.*

EST2 A remarked:

*I give them more reading extracts to be taken home so that they can practice reading. I give them extracts on things they do in everyday life that are interesting to them. For example, when his or her mother is cooking samp at home she will read to her the recipe. I will also allow them to cut the adverts and pictures that are in those magazines for cooking which we normally get them on everyday basis. I will assist them as I will bring them and let them cut that piece of paper and I will compile simple sentences.*

NST A commented:

*The support that I am giving them is that when a child tries I reward them with stars. Whenever they get these stars they become motivated. With those who cannot read it is not easy I do not want to lie as they are unable to write as well. At least we got the Science kit as it helps with reading in Natural Sciences as these Science kits have names, labels, concepts which they can to read.*

## **School B**

EST1 B pointed out:

*I bring extra reading materials such as newspapers, magazines and cartoons to the classrooms.*

EST2 B said:

*I give them individual attention although it is so difficult due to the big classes. Sometimes I let them do individual reading and let them be assisted by their peers. If the peers fail I intervene as a teacher.*

NST B stated:

*I assist with the pronunciation of words and give them the meanings of the words. I also give them tasks as extra homework.*

## **School C**

EST1 C replied:

*I support them by providing newspapers and magazines for extra reading.*

EST2 C disclosed:

*I develop summaries after every reading we have done in the classroom. I assist with homework and building of vocabularies. I think it would be appropriate if we can get Remedial teachers in our schools as we have no idea on how to deal with the learners who are unable to read. This is a big problem in almost all the schools.*

NST C revealed:

*I do whatever I can, but reading is prevalent in our schools. Parents are lazy they think school is a dumping place. Poverty in Black people also makes reading a problem. The schools that have neither resources nor infrastructure I do not want to talk about that. I support them with extra material to read.*



## School D

EST1 D pointed out:

*I support my learners by using different strategies for the same lesson. I assist my learners with the building of new vocabulary, give the meanings to the new words and let them use the new words in the sentences. I ask my learners to read the story after I have modelled it to them. I let them re-tell the story and I assist and support them if they get stuck. I let them summarize everything and I give necessary support on how to write summaries. I make it a point that my classroom has a space for small groups' arrangement so that I will be able to apply individualisation. Technology assists us a lot as I just sent my learners to the computer laboratory to be given a support with e-reading program.*

EST2 D noted:

*I normally organise the mobile library and assist on how to get cards for them to borrow book so that they can be able to read for fun and enjoyment and be assisted by parents and siblings at home. I let them read the story books where I will generate discussion before reading. We start by analysing the title of the book. We look at the pictures of the extract and support them when predicting what is in the story. We use pointers. I create a climate that promotes interest in the reading text. I continually assess my learners pre-reading discussion and try to support them by making some adjustments.*

*I prepare a space in my classroom where learners are encouraged to read. I encourage them to go and get books in the school library every week preparing for Fridays that are set aside for reading discussions. I support them when identifying the purpose of reading and when reviewing the text, making predictions, reading of a title and analysing it. I give them a good support when we discuss the content of the text. Lastly, I let them go to the computer room to use the programs that are in the computers.*

NST D remarked:

*I make it a point that many different types of reading materials are available for use to my learners. Walls are filled with literacy materials, pictures and media.*

It was evident from the findings of the study that some efforts are made to support learners with challenges by most teachers in schools. Even those teachers who do not have libraries improvise with teaching friendly materials. Some teachers decided to make summary notes of every story to simplify it so that the learners with reading difficulties will benefit. Some utilise the space and group learners according to their abilities and let their peers assist them, that is, those who can read fluently and with understanding. Technology is utilised in the schools to the advantage of the learners. Pre-reading, during reading and after reading strategies are used extensively in some schools.

#### **Theme 5: Strategies recommended for proficient reading.**

Teachers were requested to come up with the recommendation of reading strategies to promote reading.

**These are the responses of teachers regarded the recommended strategies to promote reading:**

##### **School A**

EST1A commented:

*I use pre-reading strategy, during reading and after reading strategy.*

EST2 A remarked:

*I recommend phonics instruction strategy and phonemic strategies.*

## **School B**

EST1B stated:

*If we can be provided with libraries, technological teaching, resources and provision of more educators to rural areas we can use shared reading, paired reading, individual reading etc.*

EST2 B disclosed

*Phonics and use of sight words would be recommended.*

## **School C**

EST1C: revealed

*Phonics and Phonemic awareness strategies would be recommended.*

EST2 C: pointed out

*The use of vocabulary and explanation of meanings would be recommended.*

## **School D**

EST1D: said

*Uses of phonics strategies, phonemic strategies, and whole language approach are recommended.*

EST2 D: noted

The use vocabulary instruction approaches together with phonics instructions are recommended. *Before-reading strategy: to include activating prior knowledge, predicting or guessing, skimming and scanning of the text. During reading strategy: close reading of the text supported by the teacher, inference, language use, imagery or formulating mental pictures, focus on word choice, Identifying the most important ideas and restating them on their own. After reading strategy: This refers to interpreting the text using strategy*

*for example, summarizing, comparing, inference, drawing conclusions and expressing opinions.*

Information was solicited from the participants to find out strategies to be recommended for proficient reading. Phonics instruction and sight words were recommended by most teachers. Some teachers further recommend the before reading, during reading and after reading strategies to promote reading in Grade Four English First Additional Language Learners. Summarizing, comparing and contrasting, inference, drawing conclusions and expressing opinions were strategies that were recommended for to improve proficiency in learners.

The other teacher recommends the use of close reading of the text supported by the teacher, inference, language use, imagery or formulating mental pictures, focus on word choice, Identifying the most important ideas and restating them on their own. Prior knowledge and prediction of the text was also recommended. Lastly, it was clear that most teachers need more intervention on the knowledge of reading strategies.

#### **Theme 6: Challenges in the implementation of strategies.**

The researcher wanted to establish challenges experienced by teachers in implementing these strategies.

**These are the responses from the teachers concerning the challenges experienced by the teachers in implementing these strategies.**

##### **School A**

EST1 A disclosed:

*Lack of resources is the big challenge that we are experiencing in our school. We do not have readers, library and computer room. This is a frustration as I cannot achieve what I expect to achieve during a lesson I don't have enough resources.*

EST2 A stated:

*We do not have resources. We are in the rural areas and our schools are neglected this makes our lives difficult since we are unable to implement some strategies. Our learners are unable to read and there are no parents to assist them. We are overloaded, and stress is an order of the day. I am passionate about teaching but now I have lost interest and motivation. Sometimes I just feel like abandoning this profession.*

## **School B**

EST1B remarked:

*Learners who are not interested in education at all are a challenge as they cannot read or write. They literally do not care. Even the parenting is not there. This situation is very frustrating as despondent learners are badly behaved and they do not care.*

EST2 B stated:

*Learners who are not monitored because of lack of parental support are a challenge. Violence, theft, sexual behaviour and determined defiance are common. Learners do not follow schools code of conduct. Bullying, swearing language and verbal abuse to other learners is a big challenge.*

## **School C**

EST1C noted:

*Overcrowded classroom is a challenge. I am unable to use the classroom to have a reading corner or fantasy corner. During summer time it is a nightmare. Due to lack of space classrooms become extremely hot and uncomfortable causing learners to become restless and they sometimes faint due to too much heat. We have no resources in our school. In a situation like that we have neither fans nor air conditioners.*

EST2 C disclosed:

*Facilities, resources and infrastructure are a big challenge. Inadequate classroom space is another challenge. Learners are many and there is not enough moving space in the classroom. Desks are tightly packed. Children are sitting and can barely move between tables. Some are cramped in one desk and this atmosphere is not conducive to teaching and learning. There is limited space for learners to sit. For instance, instead of 2 per a desk, 4 to 5 learners are forced to share. Learners have to sit on the floor as well.*

## **School D**

EST1D revealed:

*Overcrowded classroom is a barrier in implementing reading strategies. Multi-grading poses a big challenge. Our learners are unable to read we are trying our level best.*

EST2 D affirmed:

*Ill-discipline because of big classes makes life difficult to the teachers. Parents who do not care about their children's education have a negative impact in implementing some strategies. Socio-economic background plays a role as well. There are too many children in one classroom. The space in the class is insufficient for the no of learners in the classroom. Movement is minimized resulting to minimal learner and teacher interaction.*

According to the responses from the teachers, lack of resources and overcrowded classrooms pose a challenge. Learners who are not manageable due to big classrooms are a big challenge. Teachers live a stressful life due to the situations they found themselves in. The responses from the interviews revealed that teachers are stressed to a point where they are considering leaving the teaching profession. The socio-economic background is another factor mentioned by most teachers as a challenge that hinders the implementation of strategies to Grade Four English First Additional Language Learners. Schools in rural areas are neglected. Lack of parental involvement in their children's education is also a challenge that was revealed by most teachers.

## **Section B**

### **4.6.1.4 Presentation, Analysis and Findings of Observation Data**

The question the collection of the observation data sought to address is:

- How teachers promote reading in Grade Four English First Additional Language Learners.

What is presented here is the data collected during the observation of four schools intended to study how teachers promote reading in Grade Four English First Additional Language Learners. Codes were used for participants. The researcher gave attention to the following:

#### **1. Presentation**

The researcher observed lesson introduction, interaction with learners and logical progression of the lesson; reading intervention strategies used, resources and question techniques.

#### **2. Classroom management**

The researcher observed the furniture and sitting management wall display and reading corner.

## **School A**

ESTI A:

Learners were seated at the desks. The teacher distributed pieces of paper. These pieces of paper were compiled by the teacher and were handwritten. The topic that was written was "Reading." It was written as follows:

## Reading: by Attwell

*The more you read, the better you will be able to read. The better you can read the more things you will be able to do. You will be able to find information about things that interest you on internet, magazines and newspapers. You will be able to write emails on a computer and receive and send text messages on a cell phone. You will be able to write songs, poems and stories.*

The teacher asked the class to give him the title.

Learner 1 responded:

*Yes or no*

Learner 2 replied:

*Title*

Learner 3 said:

*Reading*

The teacher decided to move with the learners who understand as there was a bit of a disruption in the classroom. Learners were cramped in this classroom. The teacher modelled reading to learners and the learners followed the teacher. Some were not even listening to the teacher. I noticed the teacher is nervous. The teacher asked one learner in their mother tongue to read the same topic. Few learners were concentrating some were playing with those pieces of papers. The teacher asked questions. The teacher explained the question in isiXhosa then the learners tried to guess the answers. They were mixing isiXhosa and English. I could pick up that they are used to be taught English in isiXhosa. The classroom walls were clean and there was no space for a reading corner.



EST2 A:

The teacher grouped the learners into four big groups. The desks were against the wall and the learners were seated down in those groups. While the learners were trying to organise the seating arrangement the noise they caused alarmed the teacher who was using the next-door class. He came to discipline them. They simply laughed at the teacher.

The teacher distributed eight books to be shared amongst the learners, some found it difficult to have access to the books, and, as a result, these learners were not attentive at all. They were instructed to read any story silently. This was very awkward. Some learners remained passive throughout the period. The teacher asked the learners to share stories. It was only one group who tried to relate the story. Other groups asked for extra time.

NSTA:

The teacher was doing a lesson on energy. She instructed the learners to take out their textbooks. She requested the learners to do skimming to identify difficult words. She wrote those words on the blackboard. The teacher read the words one by one and explained each of the words. The teacher explained the lesson using code switching. There were Science pictures that were in the walls and there was a notice board as well. During the observation, the researcher also noticed that there were many learners in a classroom. The lesson would be more effective if the teacher was using practical examples; however, due to lack of resources the teacher was somewhat restricted. There was a bit of noise in this class.

According to the findings, learners are struggling to read. They were defensive and decided to be rebellious in other classes. I picked up that they are used to their lessons explained in their mother tongue. There were Science pictures on the walls. The lack of resources was an impediment to promote reading in Grade Four. Large numbers of learners caused other learners not to concentrate.

## **School B**

### **EST1 B:**

In this class learners were doing the reading in the class following the teacher. After they finished reading, the teacher asked one learner reread the passage aloud in the classroom. The teacher asked the learners to identify difficult words. The teacher was writing the words on the blackboard. After that the learners tried to give the meanings of the words using the two dictionaries that were on the teacher's table.

The teacher asked the learners to write the meanings of the words in their books as class work. As homework, the teacher requested the learners to write two sentences on each word. I observed that the learners are not cooperative at all. Some were playing with calculators assuming that they were doing mathematics. There was no reading corner as the class was full. Some learners were not even focussing on the lesson. The resources were limited. There was nothing on the walls.

### **EST2 B:**

The teacher split the class according to their abilities into four groups and gave them some work to read from their text books. The learners were seated in their desks sharing the books. Some were not even looking at those books. There was a group who was not doing anything, the teacher attended those learners. I noticed that the teacher gave those learners pieces of papers to read aloud in the classroom whilst the rest of the classes were doing silent reading. The piece of paper was written, "I am doing grade four." These learners struggled to read until the bell rang. Some learners were giggling, and the class was chaotic. There was some little information on the wall on some figures of speech.

### **NST B:**

The teacher was teaching about "matter" and started about explaining the concepts to the learners. The teacher asked the learners to answer the questions as class work.

The Findings revealed that the learners were inattentive and de-motivated. The teacher was unable to control the classroom, it was very chaotic. Some learners were not concentrating. Reading problems are prevalent in this school. Discipline is not there. Big numbers are a problem. Resources are also another factor as the lesson was boring. The teacher has a monotonous voice. This might have emanated from the chaotic classroom as the learners refused to listen. It was after break, maybe they were tired. Some learners in the other class were trying; they were reading and listening to the instruction from the teacher. There was a science kit; however, there was no laboratory. There were concepts and Natural Science information in the notice board.

### **School C**

#### **EST1 C:**

The learners were given a picture to interpret. They were trying to use English and the teacher was correcting them here and there. The teacher was assisting the learners to answer in full.

#### **EST2 C:**

Learners were seated on their desks. The teacher instructed them to take out their note books and the researcher assumed that they did note taking. The learners were reading and repeating the sight words found in their notes. After that the teacher asked the learners to take out the Flash Cards they were given by the teacher the previous day which had sight words and phonics. The teacher asked the class to read these sight words. Some learners read fluently while others remained quiet.

#### **NST C:**

The teacher instructed the learners to put the desks against the wall and they did book reading while seated in groups of six on the floor. Competition was held, and the learners were instructed to build sight words in groups using learners' text books. It was a challenge since the books were limited. There are not enough resources, especially when you need to conduct experiments for natural science.

The findings revealed that there is no laboratory or Science Kit material. When Natural Science projects are done, learners are unable to buy materials since most of them are coming from poor backgrounds and the school is unable to provide materials for learners due to budget constraints. This makes teaching very difficult and your lesson ineffective. For instance, one time I wanted to do an activity on “water cycle.” We did not have simple things such as bowls, stopwatch, ice etc.

The information gathered revealed that the teachers are limited by lack of resources, thus making the teaching of reading challenging to them. They have big numbers; that makes it difficult even to have a library resource which is a reading corner in the classroom because of space. The teachers employed a variety of reading strategies. Walls were clean.

## **School D**

ESTI D:

Before reading takes place the teacher asked the following question: *“What different animals do you know about that helps each other?”*

*Learner 1 responded:*

*Chicken: It builds a nest for her children.*

*Learner 2 said:*

*Dog: It fights for her puppies if someone takes them.*

The teacher told the learners that some animals make friends with each other in the bush so that they can help one another. The teacher made an example of a Porcupine and a warthogs. One learner asked the teacher how the warthog look like. The teacher after this introduction asked the learners to turn to page 40 of their reader Top class First Additional Language Grade 4. The topic of the story was “Funny animal friendship.” The teacher instructed them to look at the pictures and

there were animals. Learners were able to skim the page with the teachers' instruction. They were requested to seat in pairs. The teacher read, and the learners followed the teacher. The teacher asked one learner to read and a second one to reread the same extract. The teacher asked the learners some questions:

Which animals share with one another in this extract?

*Learner 1 responded:*

*Porcupines and Warthops*

*Learner 2 said:*

*Oxpeckers and Buffalos*

*There was a follow up question from the teacher:*

*What did a Porcupine and warthogs share?*

*Learner 1 answered:*

*Burrow*

The teacher said thank you and answered for the class in a full sentence.

The teacher gave the learners the same extract as homework to read and answer some questions. The teacher used an overhead projector. The learners wrote the questions.

## **Reflections**

- 1. What do you share with other people?*
- 2. Can you think of people who helped each other by giving different things?*

*I observed that there were some resources in the classroom such as radio, television, DVD, and various reading books. There were pictures, cartoons in the walls with information. There was a reading corner.*

EST2 D:

The class was split according to their abilities and were seated in those groups. The teacher requested the learner to turn to page 25 of Shuters English Grade Four book. The teacher read the extract on “Dry deserts.” The learners followed the teacher. Once they finished the teacher used an overhead projector with the following four frequency words from the extract as follows:

*“Desert, drought, oasis and irrigation”*

The learners took out the dictionaries from the teachers’ cupboard and shared them among themselves. They looked for the meanings thereafter wrote the sentences using the words. The teacher reminded the learners that they need to show the meaning of the word. The teacher gave them examples of sentences as follows:

1. *“I live in the desert.”* (Wrong)
2. *“The Kalahari Desert is very dry and gets hardly any rain.”* (Right-gives characteristics of a desert).

The games were played using these words. The learners read the sentences. They were taking turns in giving the meanings of words and using them in sentences with the help of a dictionary. The teacher was interacting with learners, applying individualisations and giving them, some help in finding words alphabetically and in understanding the dictionary definitions. I observed co-operation from both sides. The walls were full of English information.

NST D:

The lesson was about “weather.” Apparently, the teacher gave the learners a task to ask the traditional ways of predicting weather from the elders in the community. The

teacher asked the learners how old people predict weather. The teacher gave them the meaning of “predict” on the whiteboard using a marker. Learners were reading their responses:

Learner 1:

*When the “Morning Glory” flowers close tightly, the rain is coming.*

Learner 2 stated:

*I feel aches and pains in my body when cold weather is coming.*

Learner 3 said:

*My operation becomes painful if it is going to rain.*

Learner 4 responded:

*I tell the weather from the wind and looking at the clouds.*

The learners were writing what was written on the whiteboard. The teacher asked them to read as homework.

The Findings revealed that the reading lessons that the researcher observed provide insight into teaching strategies the teachers use to promote reading to Grade Four English first Additional Language Learners. Displays on the walls included class time-table, opposites, singular and plural forms, letters of the alphabet, parts of speech such as nouns, adjectives, articles, pronouns, verbs, adverbs, conjunctions, prepositions and interjections. The reading corner had English books, such as readers, flash cards, game cards, magazines and newspapers. Some walls had rules on how to look after books and classrooms. Learners were using desks and sat in groups. The school has resources, and this makes the teaching of reading effective. The teachers can use a variety of strategies in the classroom.

## 4.7 Chapter Summary

This chapter was meant to present information gathered through data collection. The data for this study were collected through semi-structured interviews, face-to-face interviews and observations. The data presentation was in two sections, which is section A and section B. Section A presented data collected from interviews and in section B it was data collected from observations. The data presentation has shown clearly what takes place in terms of strategies used by teachers to promote reading to Grade Four EFAL learners East London (Buffalo City district) of the Eastern Cape Department of Education.

It was revealed that there is a link between the ages of all the participants with the minimum age requirement a teacher is qualified to teach in primary schools in South Africa. Furthermore, all the participants in this study have renowned academic/professional qualifications which make them qualified as professional teachers in primary schools in South Africa. The youngest teacher was twenty-two years and the eldest was fifty-eight years old. The qualifications ranged from Diplomas to degrees.

Most strategies used by teachers in Grade Four enhanced reading. Emerging from the findings of the study is the fact that there are teachers who need professional development in reading strategies to be effective in the classroom. Some were unable to give their best due to the challenges they have encountered. Most teachers complained about overcrowded classrooms, and, during the observations, there were big numbers in most classrooms that led to an ineffective implementation of strategies. The participants affirmed that classroom discipline is difficult to practise in big classes.

The socio-economic background was also another challenge. These schools cater for learners from previously disadvantaged backgrounds. Parents are less fortunate and illiterate. Some parents are totally not involved in the development of their children's education. On the other hand, the participants indicated that single parents are the most poverty stricken. They are unable to buy reading books at home as their priority is food and clothes. Infrastructure was revealed in the findings as the



challenge. The chapter revealed that most schools have no libraries and computer centres. The Natural Science teachers stated that the laboratories to do experiments are not there. The culture of reading is difficult to instil in these situations. The findings revealed that most schools have no resources. Reading books were limited. Teachers have difficulty encouraging the learners to do activities.

The findings revealed that reading difficulties are still rife. Grade Four EFAL learners are struggling to read with understanding. Lastly, most teachers pointed out that the transition from Grade Three to Grade Four is the problem since learners were using mother tongue. This was confirmed by most teachers as they felt comfortable in explaining predominantly in isiXhosa. The following chapter will discuss the discussion of the findings, summary, conclusions and recommendations.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

The objective of the study was to determine what strategies should be employed by teachers to promote reading to Grade Four English First Additional Language learners. The study further seeks:

- To investigate how reading English as a first additional language is taught to Grade Four English First Additional Language learners.
- To examine the reading challenges Grade Four teachers perceive in Grade Four English First additional learners.
- To establish the kind of support teachers can give to Grade Four English First additional learners with reading difficulties.

The objectives were confirmed from the investigations made on the current study. Reading strategies are meant to assist teachers to eliminate reading problems to Grade Four English First Additional Language Learners. Following the data analysis and presentation in preceding chapter, this chapter discusses the information based on the data that has been presented. The main themes on which the discussions are based are drawn from the research questions and they include the data collected during the observation of four schools to study how teachers promote reading to Grade Four English First Additional Language Learners. A discussion on each theme is presented below:

#### **5.1 Information on Strategies used by Teachers to Promote Reading**

This section discusses the findings on how teachers promote reading in English and Natural Sciences.

### **5.1.1 Promoting Reading to Grade Four English First Additional Language learners.**

The study also sought to find out from the participants how the teachers promote reading to Grade Four English First Additional Learners. According to Pretorius (2002), the transition from foundation phase to intermediate phase marks a period of hardship to most learners since in Grade Four the LoLT is English taught to non-mother tongue speakers. The findings of the study showed that learners are struggling to read in Grade Four since they are taught in their mother tongue in Grade R to Grade 3. Teachers normally interpret what the learners read in English into isiXhosa for the learners to understand. The findings in this study matched those of Van der Merwe (2014), which indicated that learners are forced to learn in a language that is different from the mother tongue.

Reading forms a “meaningful whole where meaning and sense lie at the foundation” (Joubert et al. 2008, p.88). Some teachers used a bottom down model where the focal point was on the understanding of reading. They gave learners some extra work to read and report in the classroom to check if they read with understanding. Reading comprehension involved inferences, linking ideas coherently, scrutinizing the validity of claims with a critical stance, and sometimes understanding the motives of authors (McNamara, 2011). The findings of the study showed that some teachers gave learners magazines and newspapers to read at home and scrutinize the following day in the classroom by asking them to relate the stories in the classroom to their peers. Paired reading was encouraged by most teachers in this study. Accordingly, Broks (2013) pointed out that pairing a learner who is having difficulty in reading with a talented reader motivates learners to read with friends, hence they can talk about the book as they take turns.

Furthermore, it emerged from some of the participants that they allow their learners to relate to the text given to get meaning out of it. Teachers allowed learners to bring magazines and newspapers on Fridays to practise reading and respond to follow up questions to check if they can relate to the text and be able to get meaning out of it. The outcomes of the study demonstrated a link with what Mertens (2010) referred to as constructivism when relating to reading as a process where a reader actively

involves with the text to extract meaning out of it. An English reading programme that is tailored to suit the learners' individual needs should reinforce learners' intensive reading (Noltemeyer et al, 2013). A few teachers encouraged learners to work on their own by promoting the use of libraries outside school. Learners will come and report in the classroom to their peers without the involvement of the teacher as paired reading is encouraged. The findings of the study are consistent with Allison's (2014) constructivism theory, as Allison notes that paired reading promotes critical thinking, hence learners can work on their own as well as working with peers without the involvement of a teacher.

Paired reading is encouraged; hence it is a well-evaluated method recommended to improve reading skills (Brooks, 2013). The findings of the study showed that the paired reading strategy was used by most teachers to promote reading. Some teachers encouraged their learners by pairing them to read aloud from the magazines and newspapers. Questions were asked to check reading with comprehension in the class and the paired groups answered the questions.

Furthermore, the teachers read the text aloud to model fluent reading to their learners. This has also been supported and emphasized by Stevens (2012) who feels that reading aloud to the learner's increases the child's reading level, since it models fluent reading to the child to become proficient in reading. This is in line with what Ada et al. (2014) found in their study that reading aloud motivates learners by stimulating their emotions to read for enjoyment.

Some teachers allowed their learners to do silent reading to develop fluency in reading. As Reading Horizon (2014) pointed out, fluency instruction refers to the ability to read text accurately and quickly, either silently or orally. Proficient reading will occur, which later develops to independent reading (Foncha & Sivasubramaniam, 2014). Group reading was used by most of the teachers in this study to promote fluency in reading. At a later stage, teachers allowed individual reading in the classroom. Some learners showed proficiency in reading and were able to read with comprehension. According to Paige et al. (2014), fluency has an impact on reading with comprehension. The findings of this study revealed that some teachers used picture flashcards to promote reading to their learners. The findings of

this study are also in line with what Brummitt (2008) pointed out, namely, that picture flashcards are excellent tools for helping children who do not have strong phonics skills work. The findings of this study are in line with Gove and Cvelich (2010, p.5) according to whom vocabulary means “oral and written knowledge of words and their meanings.” Echoing the foregoing, Hall, Burns and Edward (2011) add that the building of vocabulary is essential for learners since they learn new words to promote reading with comprehension. Most teachers assisted their learners with pronunciation, spelling and vocabulary by explaining the meanings of the words they did not understand, thereby building their vocabulary skills. The findings of this study are in line with Gooden (2015, p.3), who also pointed out that “vocabulary acquisition has also been found to be a high predictor of reading comprehension.” Vocabulary is essential for improving proficiency in reading.

Another important fact that was identified from the study was extensive reading. Some teachers encouraged learners to exchange reading books so that they can read extensively outside school and in a weeks' time they can relate the stories to the peers. Some encouraged their learners to frequently visit the school library and borrow books to read at home. Extensive reading allows learners to do reading even outside the school to enhance their reading skills (Noltemeyer et al, 2013).

Some teachers make use of pre-reading, activating the learners' prior knowledge. Some teachers would identify difficult words in a text and allow the learners to guess the meanings so that they may gain more vocabulary skills to be proficient readers. This is in line with what Moreillon (2007) found out in his study, that in pre-reading it is where learners activate prior knowledge to be able to predict what is going to come in a text. Kieffer (2012) adds that English First Additional Language learners need to gain more vocabulary to be proficient readers. During reading and after reading was also encouraged by most teachers.

Some teachers picked up vocabulary from the text and introduced it to learners. The teacher allowed the learners to predict the meanings without using the dictionary as a way of establishing their prior knowledge. The teacher assisted the learners with the explanation of the meanings of the words using dictionary. The teacher modelled reading to learners and the learners followed the teacher. The discussion of the story

was done in the classroom, allowing the learners to interact with others. Questions were asked, and the learners answered them with the help of the teacher to improve reading with comprehension. This is also in line with Blunden Greef (2014, p. 129, cited in Caddy, 2015), who highlighted steps in guided reading.

In some schools, reading is done by the whole school. Almost all the teachers teach reading in their classroom. Reading is not the duty of language teachers it involves every subject in schools. The findings of this study are also in line with what Huber and Muijs (2010) pointed out, that whole school reading should involve everybody in the school to improve reading and reading comprehension among learners at schools. Lastly, the findings in this study revealed that some learners still struggle with the language, thereby leading to reading difficulties. They do not understand English. Accordingly, Motala (2013) pointed out in his recent research that language is one of the obstacles to a learner's success. During observation, the teachers still need to be equipped with new strategies to promote reading in Grade Four English First Additional Language Learners.

### **5.1.2 Reading Challenges faced by Grade Four English First Additional Language Learners**

Information gathered from this study revealed that the English as a language of teaching and learning in Grade Four poses a big challenge. Hitherto, learners were used to be taught in their mother tongue in the previous grades. Now, this transition to English as LoLT is a big challenge to some learners. Some teachers decided to explain their lessons in the learners' mother tongue. Natural Science teachers voiced out that they are not concerned about the language the learners use. The change of the environment, in terms of which these learners were used to being taught by one teacher from Grade R to Grade Three, is another challenge. The findings of this study are also in line with what Lessing and Mahabeer (2007) who pointed out that change of environment affects the learners' reading and reading comprehension at this stage. The current study also found that lack of infrastructure is another challenge. Most teachers complained about big numbers that resulted in overcrowded classrooms. Teachers revealed that it is difficult to practise discipline in big classrooms since learners are uncontrollable. The classroom is noisy and not

conducive to teaching and learning. The finding of this study is also in support of what John (2013) cited in Khumalo and Mji (2014) found, that the Eastern Cape schools squeeze learners and this affects the teaching of reading in Grade Four. In some schools the learners are over fifty, making teaching of reading ineffective. The findings of this study are in line with Cortes et al. (2012, p.25), who pointed out that big classrooms have a negative impact on learner's performance; class size affects student performance due to misbehaviour and other disciplinary problems in large classes. Accordingly, DBE (2014) pointed out that the learner teacher ratio for public schools in South African schools is 30:1. The DBE (2014) also submits that when the learner teacher ratio is exceeded, this results in overcrowded classrooms.

Due to the large numbers in the classrooms, most teachers used chorus reading. The findings of this study are in line with Kewaza (2013), who pointed out that, because of the large number of learners, the most common teaching method used by most teachers whilst teaching reading is chorus reading, where learners read simultaneously. Some teachers, because of the big numbers, opted to move with the ones who are interested to read and forget about those who remain passive in the classroom. The findings of this study are in accordance with what Mtika (2010) pointed out, that large class sizes encourage teachers to use a "convenient" teaching method that requires learners to be mainly passive recipients of knowledge during lessons. Some teachers also noted that overcrowded classrooms do not allow them to have a reading corner due to the unavailability of space.

Notwithstanding the challenges encountered, it was evident that teachers still make use of the available space and group their learners and give them constant extra work to read at school and at home. The findings are consistent with Bashir and Mattoo (2012), who found that good reading habits are a strong weapon that every learner needs to get in life. Echoing the foregoing, Palani (2012) also adds that a child who reads constantly builds a literate society in this world, since good reading habits develop proper thinking methods that create new ideas. The study also established that, due to the lack of resources, the teachers found difficulties with the implementation strategies that promote reading due to the limited reading material, story books, textbooks, workbooks and readers. The shortage of these resources has a negative impact on the development of reading. The findings in this study are

in accordance what Goldenberg (2008), as cited by Spaul (2013a), pointed out, that lack of resources can hinder the development of reading. The teachers complained that there are no overhead projectors to facilitate teaching and learning. Some teachers cited the issue of computers that are given to teachers who are in town, forgetting about the rural areas. The findings in the study are in line with what Kewaza (2013) pointed out, that Grade Four teachers usually use the traditional learning materials in the classes since they normally use chalkboards and wall charts and many schools also do not have modern technology, which may assist in alleviating the problem. The other teachers stated that these computers will teach learners e-reading, spelling, vocabulary quiz to enhance vocabulary skills and the pronunciation of words. Some teachers said they can easily communicate with parents via e-mails. Some teachers revealed that the whiteboards would make their lives easy instead of the blackboards. This is in line with what Pretorius and Currin (2010) found in their study, namely, that South African schools are still lacking in resources, especially storybooks and classroom readers.

Information gathered from this study revealed that there is lack of infrastructure in most schools. Some schools have no libraries at home and at school. The computer centre was not there, while in other schools the Science laboratory was not available. Most teachers find difficulty in instilling a reading culture; hence, they cannot to send learners neither to the library nor to the computer centre for reading programmes. Some teachers complained about the conditions of the classrooms and toilets that are in a bad state. These horrible environments made teachers to lose their effectiveness and dynamism in the classroom. Agreeing with the findings of the study, Ali et al. (2011) pointed out that there is no dynamic of teaching that is possible without a dynamic teacher. Teachers will never be self-motivated in teaching environments of this nature. The findings in this study are in accordance with what the latest national education infrastructure management study released by the department of basic education in 2011 said, that there are 24 793 ordinary public schools. It showed that:

- 3 544 schools have no electricity supply and 804 an unreliable electricity supply;



- 2 402 schools have no water supply and 2 611 an unreliable one; 913 schools do not have any ablution facilities, and 11 450 still use pit-latrines toilets;
- 2 703 schools have no fencing;
- 79% are without any library and only 7% have stocked libraries;
- 85% have no laboratory and only 5% have stocked laboratories;
- 77% are without any computer centres and only 10% have stocked computer centres; and
- 17% of schools lack any sporting facilities.

The current study also revealed that some teachers encountered some challenges with parental involvement. Some parents are illiterate; hence, they do not involve themselves in their children's development and education. Some parents do not even attend the meetings on their children's progress. Supporting these sentiments, Julius (2014, p.18) postulates that parents are expected to develop the child's "proper reading culture", however, a "home where both parents are illiterate would not enhance "positive reading." Some teachers have noted that some learners are child headed families due to the epidemic HIV/AIDS. There are no parents to either represent them or monitor their studies. They are just growing without any guidance from parents. Most teachers revealed that parents have no time to read bedside stories since they do not have home libraries. These home libraries would develop the love to read for fun and enjoyment, enhancing reading skills to learners. Mohlala (2012) suggests that parents should have home libraries to enhance their children's reading skills.

Another important issue that emerged from the findings of the study was poor-economic background. Parents are unable to provide for their children's needs. They cannot afford buying reading books. Single parents have a big challenge since there is no other person to support the child. The findings in this study supported what Uchenna-Obieke (2013) pointed out, that single parenthood influences the achievement of reading of a child. Some teachers revealed that the multi-grade system is a challenge due to the lack of human resources. During observations

these reading challenges cited above by the participants were also noted by the researcher.

### **5.1.3 Addressing Learners with Reading Problems to Comprehend a Text**

Grade Four learners have been identified by most teachers as learners who are unable to read. Supporting these sentiments, Spaul (2016) revealed that 58% of Grade Four learners in South Africa are unable to read with comprehension. Teachers need to devise means to assist learners to acquire reading skills irrespective of the fact that they are struggling to cope with reading. Some teachers have used group reading. They group their learners and allow the peers to assist those who do not understand with the help of the teacher. Some teachers used modelling. They model reading and allow learners to follow them. The others used individualisation and give extra work to be done at home. The findings in the study are in accordance with what Heckman (2011) pointed out, that the home is a place that affords modelling and undeviating guidance in reading practices of young learners. The consistence in the findings of the study in both interviews and observations versus the literature reviewed is indicative that reading is still eminent in Grade Four learners.

### **5.1.4 Support Provided to Learners with Reading Challenges.**

The findings in this study revealed that most teachers indicated that they bring extra reading materials to support learners with reading. Some teachers said they let the learners summarise what they have read. Some teachers revealed that they compile difficult words and let their learners predict the meanings. Some teachers used dictionaries to explain the meanings of the words to the learners while others assisted them on how to use a dictionary alphabetically. Some teachers split their class according to the learners' capabilities so that they will be able to concentrate on those who are lagging. The information gathered from this study revealed that the few numbers of teachers said they use visual arts and technology to support learners with reading. The findings noted by Nash (2009) also indicate that a teacher

needs to use the visual materials and technology to equip learners with reading skills.

The findings of the study revealed that teachers lack training in reading strategies. Most of them are unable to support their learners due to insufficient knowledge. Teacher training is a concern in South African schools. The findings of the study are in line with what Lacina and Silva (2011) pointed out, namely, that teachers need to equip themselves with new strategies of teaching reading to meet the learner academic demands, linguistics as well as social needs. During observation some teachers failed to support the learners who are struggling with reading. Some teachers simply ignored them, while others were trying to apply individualisation, but, due to large numbers in the classrooms, it was not easy at all.

#### **5.1.5 Strategies Recommended for Proficient Reading and Challenges in the Implementation of Strategies**

The findings of the study showed that phonics instruction has a broad and literacy curriculum that have a positive effect on reading accuracy (Ehri, 2005). Supporting these sentiments, Reading Horizon (2014) revealed that phonics instruction is the ability to draw relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Some teachers used phonemic awareness and whole language strategies to promote reading. This study is in line with what Brummit (2008) pointed out that teachers working with small groups should focus on between 2 and 3 phonemic awareness skills at a time to help children solidify these important pre-reading abilities.

The results of the study show that some of the participants used pre-reading, during reading and after reading strategies. The findings of the study also noted that vocabulary instruction is extensively used by teachers. This is in line with what Gooden et al. (2015, p.3) pointed out, that vocabulary instruction in reading refers to “the instruction in the words necessary for effective communication, which builds a wealth of vocabulary for the learner.”

The results of the study show that some of the participants felt that skimming and summarizing is an effective strategy to promote reading. Some teachers use extensive reading by giving their learners extra work. Some teachers encouraged learners to use libraries to do rigorous reading for fun and enjoyment. In support of the extensive reading strategy, Noltemeyer et al. (2013) allowed learners to do reading even outside the school to enhance their reading skills. Various strategies were implemented by teachers. The findings of the study revealed that some teachers used picture flash cards to promote reading. These findings are in line with Frey and Fisher's argument (2008, p.132) that "pictures and other visual information are valuable resources for developing understanding in all grades." This implies that the participants were responsive and were cognisant of the fact that the existence of reading problems needs various strategies to alleviate the problem. During observation it transpired that these teachers are really struggling to implement the strategies while some showed lack of strategies.

#### **5.1.6 in the Implementation of Strategies**

Regarding the implementation of strategies, the participants in the study stated that most teachers complained of the overcrowded classes that limit them from introducing various strategies in the classroom. Most teachers used group reading, paired reading, peer mentoring strategy and reading aloud. Some teachers used vocabulary instruction, pre-reading, during reading and after reading strategies. Some teachers complained that there is neither space to create a reading corner nor to put posters on the walls. Irrespective of the recommendations made by Motshekga, the ratios are still big. Motshekga (2012) recommended the ratios for South African schools which are 40:1 in primary schools and 35:1 for secondary schools. The findings of this study are in accordance with KEZI 9 News (2012) pointed out: these ratios are not used in most of the schools in South Africa hence, when it comes to class size in education, more is the opposite of better. Learners tend to be disruptive and disrespectful to teachers in big classes, teachers spend more time on discipline rather than on teaching (Mustafa, et.al, 2014). During observations all these challenges were seen by the researcher.

Emerging from the findings of the study was the lack of resources which hinders the implementation of the strategies. Some schools lack the reading materials, computers, science kits and equipment to do experiments are not available and the schools are a bit short on human resources. Teachers complained of overload and vented their frustration around these challenges. Teachers are complaining that they are unable to accomplish what they expected to achieve. The findings of this study are in line with what the DoE (2008, p.9) "pointed out that schools with neither library nor print-rich environments will make reading a difficult task for learners." Echoing the foregoing, Makoe (2007) attest to the claims that South African schools lack resources, lack libraries and, as a result, the learners' ability to read is deprived.

It further emerged from the study that there is lack of infrastructure in their schools. These inhibit the progress in the implementation of various strategies. The teachers stated that there are no laboratories in most schools. Teachers are unable to do experiments. The teaching of Science is done theoretically; the practical side is not there. The participants complained that there are no computer rooms. Even those schools that have computers and libraries are not in use; they are just white elephants.

The findings in this study are in with Pretorius and Mapuru's assertion (2007) that most schools in South Africa have no libraries; some are not well resourced, while others remain white elephants since they are not in use. Teachers stated that if the schools had computer rooms, learners would be able to read and write with more vocabulary gained. The participants said classes are limited and learners are cramped in classes, leading to ill-discipline. Therefore, the similarity between this study and reviewed literature indicates that these challenges may delay the implementation of reading strategies.

## **5.2 Chapter Summary**

There were significant findings discussed in the chapter based on the strategies established by teachers to promote reading in Grade Four English First Additional Language Learners in four primary schools in the East London (Buffalo City district)

that were presented in this chapter. The discussions were based on the following themes:

- Promoting reading to Grade Four English First Additional Language learners.
- Reading challenges faced by Grade Four English First Additional Language Learners.
- Addressing learners with reading problems to comprehend a text.
- Support provided to learners with reading challenges.
- Strategies recommended for proficient reading.
- Challenges in the implementation of strategies.

The major findings show that most primary schools have overcrowded classrooms. Learners are not disciplined since the teacher is not able to apply classroom management. Teaching is not effective since some learners are not focussing on the teaching. The teachers found difficulty with putting posters on the walls as the space was limited. There was no space for the reading corner to instil the culture of reading. Some schools have no reading materials, reading games, flash cards, reading books, magazines and newspapers.

It was difficult to cultivate the culture reading for fun and enjoyment. There were no libraries, laboratories and computer rooms. Even in the case of some schools which had the libraries and computers that were donated by the companies, these were not in use. These were squeezed in a small room that accommodates everything. There was no class for teaching learners computers and the books were on the floor. Most teachers are still lacking computer skills.

The study also found that there is no collaboration between the parents and the schools. This makes the teaching of reading very difficult. There is no parental involvement and learners do not have people to assist them at home. Some of the reasons are the illiteracy from parents. Some homes or families are also child headed families due to various reasons. Some parents died and left no one to take care of their children because of HIV/AIDS. Some parents just decide to be irresponsible and choose alcohol instead of their children. While other parents are

domestic workers who stay where they are working, leaving their children with absolutely no one to take care of them. Poor economic background is also a challenge. Some parents are single parents. They struggle to cope with the needs of the school. Their priority is food and clothes for their children. They feel like buying books to read for their children is just waste of little money they have. Some children are coming from disadvantaged backgrounds.

The next chapter provides a summary of the findings, conclusions of the study and recommendations. An inclusive outline of reading strategies that can be put in place to promote reading in primary schools which can be adopted by policy makers, curriculum developers, education specialists, English subject advisors, principals, English teachers, parents and decision-making bodies in shaping the education system will also be suggested in this next chapter, which will serve as the researcher's contribution to the body of knowledge in this field.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION OF THE STUDY AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter summarizes the research and the main findings on the strategies used by teachers to promote reading in Grade Four English First Additional Language Learners. It provides a summary of the research findings based on research questions and objectives of the study. The justification of the theoretical framework employed in this study, namely, the socio-constructivism theory of reading is also provided. The qualitative research methodology was adopted in this study, with a broad rationalization of why it was used, is also given. The chapter concludes with recommendations that are based on the findings for further study.

#### **6.1 Summary of Research Findings**

The aim of the study was to determine what strategies should be employed by teachers to promote reading to Grade Four English First Additional Language learners in the four primary schools in East London (Buffalo City district) of Eastern Cape Department of Education.

#### **6.2 Information on Strategies used by Teachers to Grade Four English First Additional Language Learners.**

##### **6.2.1 Promoting Reading to Grade Four English First Additional Language learners**

The study established that learners are struggling to read at this stage. The transition from Grade 3 to Grade Four marked a period of hardship for these learners. The learners, hitherto, used to be taught in their mother tongue; as a result, some teachers use code switching or explain the lesson in the mother tongue. It was revealed from the findings that few teachers brought some reading material such as



magazines and newspapers and set aside Fridays as a day to practise reading to instil the reading culture. They allow the learners to follow while modelling reading to learners. The teachers pick up difficult words from the text and allow learners to predict the meanings using dictionaries, which are scarce. The teacher will interact with learners, trying to assist those who are unable to use dictionaries. The teacher will then explain the meanings of the words and allow learners to write them down. The teacher will ask the class to silently re-read the text and summarise it orally in the class before they write summaries in the book as homework.

It emerged from the findings that some teachers noted that giving learners extra work as homework is more useful; however, parents are not involved in their children's education due to several reasons discussed in previous chapters. Some Natural Science teachers felt it is the duty of the language teachers to teach reading. Some Natural Science teachers used a few strategies such as vocabulary instruction and reading aloud.

The findings in this study indicated that some participants used programmes to enhance reading such as READ. It was also established that most participants used group reading, chorus reading, shared reading, and peer mentoring strategies to promote reading in Grade Four English First Additional Language Learners.

Some participants were of the view that encouraging learners to use the library at school and outside school would promote reading. The participants formed reading clubs. Learners would take out the books from the library and share what they have read with others. This promoted reading for fun and enjoyment and instilled a reading culture. However, some participants were constrained by the fact that there were no libraries at school and the learners are de-motivated to do reading outside school.

It also emerged from the findings that there are a few primary schools that are using technology in their schools. However, the school that has a computer centre utilised it effectively. Learners were able to do e-reading, spelling bee; reading stories and texts that are age appropriate from the computers and game reading was also found

suitable for them. Learners were able to gain new words to put them in their vocabulary bank for use.

### **6.2.2 Reading Challenges faced by Grade Four English First Additional Language Learners**

It was established from the findings that lack of resources at schools de-motivates learners as well as teachers. Teachers are experiencing big numbers in their classes. Learners lose focus since other learners will be disruptive. Teachers find difficulty in managing the classrooms and they resort to chorus reading. Some teachers decide to focus on the ones who are participating in the classroom. These classrooms are too hot in summer and make teaching ineffective, since there are no fans or air conditioners. Teachers are unable to assist learners who are struggling with reading due to overcrowded classrooms. They are unable to apply individualisation as the space in the classroom is limited. Teachers are overloaded because of the limited number of teachers.

It was indicated by the teachers that learners are unable to read. The Language of learning and teaching which is English is a big challenge. Learners are used to being taught in the mother tongue in the previous grades. As a result, they have difficulty coping with the language and many teachers exacerbate the problems, hence they were taught by one teacher from Grade R to Grade three. These learners are coming from disadvantaged backgrounds and are exposed to English only in the classroom.

It emerged from the findings of this study that lack of infrastructure is a barrier to most teachers. Most schools have no libraries, laboratories and computer centres. The ones that are there are just white elephants as they are not in use. Even some of the teachers have limitations when it comes to technology. The study also found out time allocated for reading is not enough. It was established from the findings that parents are not involved in their children's education. Poor economic status has made them to put their children's education last, with their priorities being food and clothes. Despite the challenges stated above, some teachers tried their level best.

They devised means to enhance reading skills. They would put aside Fridays for reading and bring reading materials from home to encourage reading. They motivated their learners by sometimes giving them incentives in the form of stars and awards. They instilled a culture of reading by sending the learners to the library and forming reading clubs. Reading corners or classroom library was encouraged.

### **6.2.3 Addressing Learners with Reading Problems to Comprehend a Text**

The findings of the study indicated that some teachers used group reading to assist learners with reading difficulties. The teachers bring reading materials such as magazines and newspapers to school to counteract the lack of resources. The teachers asked the learners to cut pieces of pictures and let the learners interpret the picture orally in English in groups in the class. In the case of learners who are struggling with reading, the teachers apply individualisation, although they complain that it is difficult due to large numbers.

It emerged from the findings of this study that most teachers give learners extra work to do at home and let them report the following day. Some teachers complained that this is not working as parental guidance is lacking in most homes due to various reasons we have noted before.

The study revealed that some teachers straddle the grades and give the learners who are struggling Foundation Phase books to read with the assistance of the teacher. The teachers model reading to the learners who will follow by reading after the teacher.

### **6.2.4 Support Provided to Learners with Reading Challenges**

The study revealed that, due to lack of reading materials, teachers bring reading materials that are age appropriate to school to encourage learners to read. The learners share the stories in the classroom; with the help of the teacher they are asked questions. It was established from the findings of the study that teachers assist learners with pronunciation of words when reading the text, give meanings to

difficult words and ask learners to provide sentences orally and construct sentences at home as homework. The findings revealed that some learners do not do homework, and this frustrates the teachers.

It emerged from the findings of this study that some teachers make summaries out of the stories read in the classroom and use them in the class for constant reading. The other summaries will be used as homework. However, it was revealed that some parents are lazy to monitor the reading of their children and they regard school as a dumping place.

The findings of the study indicated that technology is used to support learners' reading. Various strategies are used by some teachers.

#### **6.2.5 Strategies Recommended for Proficient Reading and Challenges in the Implementation of Strategies**

It was established from the findings of this study that pre-reading, during reading and after reading strategies were recommended by some teachers in their classes. It also became clear that some teachers recommended phonics instruction, phonemic awareness, and vocabulary instruction as strategies for promoting reading.

#### **6.2.6 Challenges in the Implementation of Strategies**

It was established from the findings of this study that lack of resources in schools was a big challenge in the implementation of strategies. It emerged that the absence of libraries, laboratories and computer centres hinder the progress of promoting reading to Grade Four English First Additional Language Learners. Teachers struggle to make experiments and foster reading, and this frustrates teachers; hence they cannot achieve their goals. It was revealed by most teachers that an overcrowded classroom is a barrier to the implementation of the strategies. Teachers are unable to move. Learners have no desks. Some are not concentrating on the

lesson rendered and they are disturbing the ones who are still interested. Most teachers resort to chorus reading.

## **6.3 Implications for Theory**

### **6.3.1 Socio-Constructivism Theory of Reading**

#### **6.3.1.1 The Concept of Constructivism**

According to Vygotsky (1978) cited in Taber (2009), constructivism is a theory for developing various approaches to pedagogy, curriculum and learning instruction. It was revealed that the strategies used by teachers to promote reading in Grade Four English First Additional Language Learners were in line with Vygotsky's views. Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas (Vygotsky, 1978). Brooks (2004) echoes Vygotsky's views that social interaction with others encourages the building of new ideas that stimulate the learner's intellectual advancement in reading and gaining new knowledge.

The key focus of this theory is interacting with others, encouraging advancement in reading and gaining new knowledge. The situations in the sampled schools were partly satisfactory; hence it was two schools who met this demand. Some school teachers failed to interact with learners and some teachers could not impart the knowledge they have to the learners. It was established from the findings that most teachers need training in the teaching of reading. The findings of this study are in line with what The National Reading Strategy, which was launched in 2008, is aiming to do, which is "to promote reading across the curriculum, to inculcate a reading culture amongst learners and teachers by providing support and resources, and to promote a nation of lifelong readers" (DoE, 2008, p.5).

### **6.3.1.2 The concept of Scaffolding**

It was established that some teachers employed scaffolding to their learners when teaching reading. They gave learners extra work to read and be assisted by peers, parents at school and at home. Dictionaries, magazines, newspapers as well as internet were utilised by some teachers. This is accordance with what Vygotsky (1978) recommended when he developed the concept of scaffolding, namely, that learners should get support from teachers, parents, peers, dictionaries, magazines, newspapers, or other current sources, for example internet or encyclopaedias to accomplish good reading and writing skills in English.

### **6.3.1.3 The concept of Zone of Proximal Development (ZPD)**

It emerged from the findings that a few teachers managed to develop the reading skills of their learners as they showed proficiency in reading. They instilled the culture of reading by making use of libraries, reading corners, flash cards, game reading and requested the learners to read for fun and enjoyment. They asked the learners to do summaries after reading the story; subsequently, they had to report on those summaries orally and in writing. This was done under the supervision of teachers.

The findings showed that this is in line with what Vygotsky pointed out in the concept of scaffolding, which is linked with the Zone of Proximal Development (ZPD), where learners should go beyond their aptitudes without the help of the teachers; hence, teachers have skills to develop the learners' potential in this regard. According to Vygotsky (1978), this theory (ZPD), states that learning takes place when learners solve problems outside their real developmental level but then within their level of potential development under the teacher's supervision or in collaboration with further proficient learners.

#### **6.3.1.4. Dual Coding Theory (DCT)**

It was established from the findings of this study that some teachers used picture reading to promote reading to Grade Four learners. Some teachers brought magazines and newspapers and allowed their learners to cut pictures to teach them. The findings of this study are in line with what Mohlala (2012, p.14), who pointed out that DCT is a “theory, which emphasis connection between sound and picture and according to the proponents of this theory, one of its principles is that letters are pictures of sounds.” Echoing the foregoing, Ramalepe (2013, p.13) maintained that the DCT is a “theory of general cognition that addresses reading in all its psychological aspects.” In addition, Ramalepe (ibid) further states that DCT “can provide a coherent account of the critical role played by language concreteness in reading comprehension.”

#### **6.4 Justification of using Qualitative Methodology**

The study used the qualitative method to determine strategies used by teachers in the four primary schools in East London Buffalo City district of Eastern Cape Department of Education. The qualitative method enabled the researcher to seek data from Grade Four English teachers and Grade Four Natural Science teachers. The aim of this study was to elucidate the challenges experienced by teachers when teaching Grade Four EFAL learners. The issue was to arrive at a more holistic understanding of the phenomena of teaching reading to Grade Four EFAL learners.

The researcher used multiple strategies, approaches and methods to gather information through interviews and observations as instruments in this study. Face to face interviews and semi-structured interviews as well as observations were used to obtain data from twelve teachers teaching Grade Four in four primary schools sampled for this study, two English teachers and one Natural Science teacher from each school. The case study design helped the researcher to complete the study effectively within the given period.

## 6.5 Conclusions

The current study sought to determine strategies employed by teachers to promote reading in Grade Four English First Additional Language Learners In the four primary schools in East London Buffalo City district.

The study revealed that reading problems are still prevalent in primary schools. English is the language of learning and teaching from Grade Four and it was established that this poses a big problem; hence learners were used to be taught in their mother tongue. They expect to use their mother tongue even in Grade Four as some learners resist answering questions in English and expect teachers to translate from English into isiXhosa. According to DBE (2011, p9), the teacher needs to make sure that “all the learners get the opportunity to read and speak English.” DBE (2010, p7-9) says by the end of Grade Three learners are expected “to reach a high level of communicative competence and be in a position to read well in English.”

The learners are expected to be proficient and competent in reading EFAL. However, this is not the case in most South African schools with reference to the four primary schools sampled for this study. Learners are still unable to read well in English. The findings of this study are in line with what Joseph and Ramani (2012, p.22), pointed out that “the struggles of learners for whom English is not the first language (L1) is generally ascribed to both the expansion of English-medium teaching.”

The study revealed that reading is a global problem; even in international countries they still experience reading difficulties with Grade Four learners. Irrespective of several programmes in South Africa that were designed to alleviate reading, the ANA results in 2014 revealed that reading problems are still prominent.

It emerged that there are challenges encountered by teachers such as overcrowded classrooms, lack of resources, inadequate infrastructure, poor socio-economic backgrounds that inhibit the progress of promoting strategies to Grade Four learners. However, despite the challenges encountered by teachers in the four schools sampled for this study they are trying their level best to teach reading in those poor



conditions. It is apparent that Grade Four English First Additional Language teachers from the four observed schools still need more intervention on the knowledge of reading strategies in general.

## **6.6 Recommendations**

Based on the research findings, the study makes the following recommendations:

- Based on the findings of this study, Eastern Cape schools have no libraries. The Department of Education should ensure that all the schools have libraries with books that are age appropriate. Those libraries should be monitored, and language teachers should be responsible for them so that they can be able to account. Likewise, the Department of Education should be making sure that those libraries are in use. In the meantime, the government could even try mobile libraries to start with and alternate among certain schools. Oyentuji (2011) states that the libraries should be equipped with appropriate, diverse and adequate reading materials to motivate reading rather than text books.
- Teachers should be equipped with computer skills and computers so that they can use technology extensively in their schools while the Department is trying to put up computer centres for learners at schools.
- Teachers need intensive training and workshops on how to teach reading using different strategies. There is a need for teachers to advance their knowledge; hence, they were not confident enough during the interviews and observations on how to implement reading strategies. Collaboration with other language teachers and experts in the language to gain more knowledge about teaching reading in schools is also important.
- School heads, principals and district officials should go on regular class visits to monitor and support teachers to check if they are implementing what they have learnt in the workshops to improve the reading of learners.
- The Department of Education should make it a point that they employ

qualified teachers to avoid the problem that has transpired in this study; and continuous intervention should be made with the challenged teachers who were still struggling with the implementation of reading strategies.

- Schools are overcrowded, with big numbers in each classroom and teachers are overloaded. The Department of Education should employ teachers. Teachers are nervous wrecks, classes are overcrowded, and they are unable to implement reading strategies; as a result, they resort to chorus reading and passive teaching.
- Some schools are dilapidated. An environment which is not conducive to teaching has a negative impact on the implementation of strategies. Pre-fabs should be added in the schools whilst the government is trying to build more schools.
- It emerged from this study that fresh teachers from schools are inexperienced in the classroom. Teachers, who are coming straight from schools, even if they are candidates for change, still need guidance and support from experienced teachers on the subject. The HODs should do their jobs thoroughly. It is their duty to see to it that fresh teachers are on the same par with the other teachers. It is their duty to fill the gap. The Principals should frequently monitor the Departmental Heads.
- Constant regular on-site support should be provided to teachers by the subject advisors, with follow-up sessions as a process of supporting and monitoring the implementation of reading strategies by English teachers.
- The findings revealed that learners are lazy to read and de-motivated and they are unable to implement reading strategies in such an environment. During interviews and observations teachers were not motivated and confident enough to implement the reading strategies. Some Natural Sciences teachers voiced it out that reading is meant for language teachers, they do not focus much on it, whilst English teachers were also adamant in their use of different strategies. Learners are good imitators; if teachers are not motivated they also

do the same. I recommend that teachers should come out and acknowledge that they need intensive training on how to teach reading so that they can be supported and equipped with knowledge.

## 6.7 Recommended Comprehensive Model for Strategies that to be used by Teachers to Promote Reading

**Table 17: Recommended comprehensive model for strategies that can be used by teachers to promote reading**

| <b><i>Strategies used to promote reading (identified from literature)</i></b>                                                                                                                                                                                                   | <b><i>Strategies used to promote reading (as used in Buffalo city district)</i></b>                                                                                                                                                                                                                                                                                                                                                                                  | <b><i>Comprehensive Model for implementation of strategies to promote reading</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Promoting reading to Grade Four English First Additional Language learners.</b></p> <p><b>Mertens (2010), referred to constructivism when relating to reading as a process where a reader actively engages with the text in a way to construct meaning out of it.</b></p> | <p>Some learners in these schools were not actively involved with the text. Teachers were using chorus reading. Some teachers modelled reading to their learners, expecting them to read after them. Some learners were not concentrating and focusing on the lesson. Some lessons were even boring, and some teachers were de-motivated and lacked confidence in the strategies they used. Learners were mainly passive recipients of knowledge during lessons.</p> | <p>Teachers should make their teaching interesting. They need to involve the learners in a lesson. Prior knowledge is important so that learners can bring what they know to what they are reading.</p> <p>Encourage learners to read the title, subheadings before they read or the teacher reads the story, so that they do not become passive recipients, this will lead them to boredom. Skimming the text is another important strategy. Let the learners skim the text. These are principles that might help the teachers.</p> <p>Greg (2014). Instruction must be concerned with the experiences and contexts that make the learner willing and able to learn</p> |

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|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Benchmark Education (2015, p.4), states that it is imperative “to teach metacognitive reading strategies in the primary years”.</b></p> | <p>Most teachers used group work. There are also other strategies to be used to promote reading; however, one school utilized some strategies.</p> | <p>(readiness).</p> <p>Instruction must be structured so that it can be easily grasped by the learner (spiral organization).</p> <p>Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).</p> <p>Teachers should also make use of cognitive and metacognitive strategies to promote reading.</p> <p><b>Give goals.</b> Before a lesson begins, give clear indication of the goals;</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                          |                                                                                        | <p>what they will be expected to learn from the experience.</p> <p><b>Pose questions.</b> Posing questions before, during and after reading or instruction will help students to focus on the key points they should be learning.</p> <p><b>Offer opportunities to summarize and retell.</b> Have students summarize or retell what they have read or heard. As they do this more and more, they will learn how to more effectively identify central ideas.</p> <p><b>Give self-monitoring strategies.</b> Give students strategies for being aware of their own learning.</p> <p><b>Engage the five senses.</b> As students experience a text – whether they are reading it silently or out loud or it is being read to them – have them imagine using all five of their senses to experience the text. In their mind, what do they see, hear or smell? What does it feel like on their skin?</p> |
| <b>Reading challenges faced by Grade Four English First Additional Language Learners</b> | Most teachers complained of big numbers that make it possible to implement strategies. | Teachers can improvise they can take their learners outside so that they are not cramped in the class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Mustafa et al. (2014, p.178) submit that “large numbers of learners in one classroom are an obstruction to classroom management in general, and classroom discipline specifically.”</p> <p>Goldenberg (2008), as cited by Spaul (2013a), confirms that lack of resources can hinder the development of reading.</p> | <p>Most teachers complained of lack of reading materials or readers that make them lag.</p>                                                                                                                                                                                                                        | <p>Teachers can bring magazines, newspapers. They can cut pieces of paper and use computers or free hand to write stories so that learners can be able to read. The teachers’ children are in these former model C schools, you can take your child’s book and check stories they have done. Read the stories and make summaries for your learners and put it in the reading corner or classroom library so that they can be able to read for fun and enjoyment.</p> |
| <p><b>Addressing Learners with reading problems to comprehend a text,</b></p> <p><b>Spaul (2016) revealed that 58% of Grade Four learners in South Africa are unable to read with comprehension.</b></p>                                                                                                               | <p>Most teachers are complaining that learners are unable to read. Some teachers use picture reading, magazines, and learners to guess meanings of words, learners were also given work to take home and practice the text given in the classroom, some teachers asked questions to check their understanding.</p> | <p>Suggesting an intensive training programme on how to deal with learners who are struggling to read. Teachers need to refer these learners for professional help. AAC specialist should be able to assist learners who are having difficulty with reading. Extra teachers are needed; however; teachers must follow the procedure after they have identified them.</p>                                                                                             |
| <p><b>Support provided to</b></p>                                                                                                                                                                                                                                                                                      | <p>Most teachers brought</p>                                                                                                                                                                                                                                                                                       | <p>Teachers should use</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>learners with reading challenges.</p> <p>The findings noted by Nash (2009) also claim that a teacher needs to use the visual materials and technology to equip learners with reading skills.</p>                                                                                                                                     | <p>magazines and newspapers for extra reading materials. One school equipped learners with technology.</p>                                                                                                                                              | <p>visual materials and technology extensively to enhance reading skills.</p>                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Strategies recommended for proficient reading and challenges in the implementation of strategies</b></p> <p>Ahmadi and Pourhossein (2012) argue that a reading strategy has a significant impact on the readers' reading comprehension skill and can make better the reading skill of proficient and less proficient readers.</p> | <p>The findings of this study that pre-reading, during reading and after reading were recommended by some teachers in their classes. It emerged that some teachers recommended phonics instruction, phonemic awareness, and vocabulary instruction.</p> | <p>Teachers should be willing to implement new strategies such as fluency instruction, which refers to the ability to read a text accurately and quickly, either silently or orally. There are lot of strategies in this study; the Department of Education can make use of them to assist teachers.</p> <p>The researcher is also available to do presentations to assist teachers and equip them with new strategies.</p> |
| <p><b>Challenges in the implementation of strategies</b></p> <p>Extensive reading strategy Noltemeyer et al. (2013), allowed learners to do reading even outside the school to enhance their reading skills. Teachers implemented various strategies.</p> <p>Learners tend to be disruptive and disrespectful to</p>                    | <p>Most teachers gave learners extra work as homework, but the challenge was parents who lack interest in their children's education.</p> <p>Most teachers complained about big numbers that makes</p>                                                  | <p>There should be a parents' meeting where the Department of Education would come to explain the importance of their involvement in their children's education.</p> <p>Parents need to know that illiteracy is not a challenge; they need to monitor and observe if their children are doing home works.</p> <p>Government intervention is needed. Schools should be assisted with Pre-fabs.</p>                           |

|                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>teachers in big classes, teachers spend more time on discipline rather than on teaching (Mustafa, et.al. 2014).</b></p> <p><b>The (NEEDU) 2016, cited by Spaul (2016), reported that reading problems still exist in the 134 rural schools that were piloted and discovered that 87% of teachers do not have a method of teaching reading in the primary school.</b></p> | <p>learners to be disruptive hence teachers are unable to control the class.</p> <p>Most teachers complained that they find difficulty in implementing strategies due to learners' reading problems.</p> | <p>The Reading Advisory Committee was formed to advise teachers on the matters related to reading problems, formulating reading support teams in each province and piloting of Early Grade Reading Assessment (EGRA). The District officials must monitor the reading levels in schools they have visited.</p> <p>EGRA to be used to test reading fluency.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 6.8 Contribution to knowledge

This study determined what strategies teachers use in Grade Four English First Additional Language learners in East London (Buffalo City district) of the Eastern Cape Department of Education. The researcher established that reading in schools is still a big problem. The researcher proposed a recommended comprehensive framework for reading strategies that can be used by teachers to promote reading in the Buffalo City district in Table 17. Teachers will benefit from the study findings and will, hopefully, be equipped with knowledge and methods of how to teach reading strategies. The teachers' understanding of reading strategies will have a positive impact on learners' performance. This study will benefit the curriculum developers, education specialists, English subject advisors, principals, English teachers, parents and decision-making bodies in shaping the education system.



## 6.9 Areas for Future Research

Based on the research findings, the study makes the following recommendations:

- This study focuses on the strategies used by teachers to promote reading in Grade Four English First Additional Language Learners in East London (Buffalo City district) only. Consequently, the results of this study are conclusively generalizable to strategies used by teachers in four primary schools in the East London (Buffalo City district). There is a need for a study that will cover the whole Eastern Cape Province as well as other countries so that the study is not confined to the Eastern Cape Province only, but it is also done nationally as reading problems are national and global. This can reveal the diverse strategies teachers use in primary schools to promote reading skills. This can easily influence the education policy around the reading strategies as this will be a holistic approach.
- Another study using the same methodology as in this study should be undertaken; however, this should focus on high schools, which will help to complete what the researcher has started to curb the reading problems that still exist.
- Based on the recommended Model for reading strategies that has been developed from the findings of this study, an action research that will embrace the recommended Model aspects would be appropriate to eradicate reading problems.
- A comparative study would also be recommended with the Eastern Cape Province and Free State Province selected because of the latter province's better performance in Grade 12 results to check the reading strategies the teachers used to promote reading.
- Based on the findings of this study, future research on the training programmes and workshops for English teachers on reading strategies that can be used are essential.

- Based on the findings of this study, there is no conclusive recommendation on the role that could be played by parents in assisting their children with reading. The researchers should focus on future research which could focus on initiating the role parents should play on their children's reading activities.
- Further research studies to be conducted to research about the effectiveness of Early Grade of Reading Assessment (EGRA).

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## APPENDIX A ETHICAL CLEARANCE



**University of Fort Hare**  
*Together in Excellence*

### ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MOO041SFES01

Project title: **Strategies used by teachers to promote reading in Grade 4: A case of English First Additional Language learners**

Nature of Project: PhD in Education

Principal Researcher: Liziwe Fesi

Supervisor: Prof A.L Moodly

Co-supervisor: N/A

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:

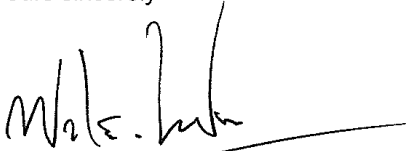
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders 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 Wilson Akpan**  
**Acting Dean of Research**

28 November 2016

## APPENDIX B: LETTER OF PERMISSION TO THE PROVINCE OF THE EASTERN CAPE EDUCATION



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES  
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape  
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA  
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

Enquiries: NY Kanjana

Email: [nykanjana@live.co.za](mailto:nykanjana@live.co.za)

Date: 23 October 2017

Ms. L Fesi  
2 Wolmarans  
Harmony  
6140

Dear Ms. Fesi

### PERMISSION TO UNDERTAKE A DOCTORATE THESIS: STRATEGIES USED BY TEACHERS TO PROMOTE READING IN GRADE 4. CASE OF ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research at four selected Primary Schools in East London (Buffalo city District) of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
  - a. there will be no financial implications for the Department;
  - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
  - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
  - d. you will make all the arrangements concerning your research;
  - e. the research may not be conducted during official contact time;
  - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;



- g. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
  - h. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
  - i. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
  - j. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
  - k. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
  - l. you comply with your ethical undertaking (commitment form).
  - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
  4. The Department will publish the completed Research on its website.
  5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email [nykanjana@live.co.za](mailto:nykanjana@live.co.za) should you need any assistance.



**NY KANJANA**  
**DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES**  
**FOR SUPERINTENDENT-GENERAL**



## APPENDIX C: INTRODUCTORY LETTER TO SCHOOLS

19 October 2017

Dear Sir/Madam

RE: Permission to collect data: Ms L. Fesi (Student no. 7905380)

This is to confirm that Ms L. Fesi is pursuing PhD degree at the University of Fort Hare. Her research title is Strategies to promote reading in Grade 4: A case of English First Additional Language Learners.” She is supposed to collect data from your school. I would also be grateful if you can provide her with the documents that may assist with information regarding the areas of her study.

I would like to assure you that any information that will be collected will remain confidential and no names will be disclosed. The student will ensure that she does not disrupt ongoing activities during this period she will be collecting data.  
Thank you.

Professor Emmanuel Adu

***PhD SUPERVISOR/HIGHER DEGREES COORDINATOR***

## APPENDIX D: INFORMED CONSENT AGREEMENT FORM

### **INFORMED CONSENT**

I hereby agree to participate in research regarding strategies used by teachers to promote reading in Grade 4: A Case of English First Additional Language Learners. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the interview, and that my answers will remain confidential.

I understand that if possible, feedback will be given to my community on the results of the completed research.

.....

**Signature of participant**

**Date**

I hereby agree to the tape recording of my participation in the study

.....

**Signature of participant**

**Date**

## APPENDIX E: EDITOR'S DECLARATION

### EDITING/PROOFREADING CERTIFICATE

To whom it may concern

This serves to certify that I, Jabulani Mkhize, have proofread and/or edited Ms. L. Fesi's doctoral thesis to ensure that the language, grammar, punctuation and spelling are academically sound and appropriate, by rectifying errors, wherever these have been identified, and rephrasing sentences that would possibly make one lose sight of the flow of the argument.

Title of the Dissertation: "Strategies used by teachers to promote reading in Grade 4: a case of English First Additional Language Learners."

Editor's Name: Jabulani Mkhize

Signature : 

Date : 7 January 2018

Contact Details: [jmkhize@ufh.ac.za](mailto:jmkhize@ufh.ac.za)

Qualifications: PhD (English)

## APPENDIX F: INTERVIEW GUIDE FOR GRADE FOUR ENGLISH TEACHERS

### Introduction

Good day! My name is Liziwe Fesi, a PhD degree student from the University of Fort Hare, School of Further and Continuing Education, Faculty of Education, East London, Eastern Cape Province in South Africa. I am conducting a research on **Strategies Used by teachers to promote reading in Grade Four: A case of English First Additional Language Learners**. I would appreciate your participation in this research study by participating in this interview schedule. I have some questions to ask you in line with my research. The interview will not take much of your time. Your participation is voluntary, but **insufficient** answers are **not useful**. The information you will provide is **anonymous and confidential**. This will be put together with many other responses to be used at a highly aggregated level. Thank you for your anticipated cooperation.

### SECTION A: BIOGRAPHIC INFORMATION

1. Gender:      Female ( )    Male ( )
2. Age Range: Below 20years ( ) 21-30years ( ) 31-40years ( ) 41-50years ( )  
Above 50years ( )
3. Highest Qualification: FET-College Diploma ( ) B.Ed. /BA ( ) Honours ( )  
M.Ed. /MA ( ) other (please specify) .....
4. Years of Experience: Below 1 year ( ) 1-5years ( ) 6-10 years ( ) 10years and  
above ( ).....

## **SECTION B: INTERVIEW SCHEDULE FOR GRADE FOUR ENGLISH TEACHERS**

1. How do you promote reading to Grade Four English First Additional Language learners?
2. What reading challenges do you think your Grade Four English First Additional Language learners encounter in reading?
3. How do you deal with the reading challenges encountered by Grade Four English First Additional Language learners?
4. What support do you provide to your English First Additional Language learners who have reading difficulties?
5. What strategies (besides the one you are using) would you recommend promoting reading to Grade Four English First Additional Language learners?
6. If there are any (as in Question 5), what are the challenges in implementing these strategies?

**Thank you very much for your time. We have come to the end of the interview.  
If I have any follow up issues, I will contact you.**

## APPENDIX G: INTERVIEW GUIDE FOR GRADE FOUR NATURAL SCIENCE TEACHERS

### Introduction

Good day! My name is Liziwe Fesi, a PhD degree student from the University of Fort Hare, School of Further and Continuing Education, Faculty of Education, East London, Eastern Cape Province in South Africa. I am conducting a research on **Strategies Used by teachers to promote reading in Grade Four: A Case of English First Additional Language Learners**. I would appreciate your participation in this research study by participating in this interview schedule. I have some questions to ask you in line with my research. The interview will not take much of your time. Your participation is voluntary, but **insufficient** answers are **not useful**. The information you will provide is **anonymous and confidential**. This will be put together with many other responses to be used at a highly aggregated level. Thank you for your anticipated cooperation.

### SECTION A: BIOGRAPHIC INFORMATION

1. Gender:      Female ( )    Male( )
2. Age Range: Below 20years ( ) 21-30years ( ) 31-40years ( ) 41-50years ( )  
Above 50years ( )
3. Highest Qualification: FET-College Diploma ( ) B.Ed. /BA ( ) Honours ( )  
M.Ed. /MA ( ) others (please specify) .....
4. Years of Experience: Below 1 year ( ) 1-5years ( ) 6-10 years ( ) 10years and  
above ( ).....

## **SECTION B: INTERVIEW SCHEDULE FOR GRADE FOUR NATURAL SCIENCE TEACHERS**

1. How do you promote the teaching of reading in your content subject to Grade Four English First Additional Language Learners?
2. What challenges do you think your learners encounter when you teach reading to Grade Four English First Additional Language Learners?
3. How do you deal with the challenges?
4. What support do you give learners with reading difficulties?

**Thank you very much for your time. We have come to the end of the interview. If I have any follow up issues, I will contact you.**

## **APPENDIX H: CLASSROOM OBSERVATION SCHEDULE**

### **FOR ENGLISH AND NATURAL SCIENCE**

**SCHOOL: TEACHER:**  
**GRADE 4: SUBJECT:**  
**TOPIC: DATE OF OBSERVATION**

#### **1. PRESENTATION**

- LESSON INTRODUCTION
- INTERACTION WITH LEARNERS
- LOGICAL PROGRESSION OF THE LESSON
- RESOURCES
- QUESTION TECHNIQUES
- READING INTERVENTION STRATEGIES USED

#### **2. CLASSROOM MANAGEMENT**

- FURNITURE AND SITTING MANAGEMENT
- WALL DISPLAY
- READING CORNER