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Building a reading culture among Grade 12 learners in an English First Additional Language classroom: The case of one High School in King William's Town Education District

BY

Mzukisi Howard Kepe

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University of Fort Hare
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Supervisor

DR John W Foncha

Co-Supervisor

Dr M A Linake

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DECLARATION

I, the undersigned, Mzukisi Howard Kepe, hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of quotations or references which are distinctive of their own sources or authors.

This thesis has not been submitted and will not be presented at any other University for an equivalent or any other degree award.

Signature of author

M. Kepe.....

Date

6-04-2017.....



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Dedications

This thesis is dedicated to my wife, parents and brothers: Mhizana Sange Lorraine Kepe, Mandisa Nokwanda Gladys Kepe, Zinkosi Samuel Kepe, Manelisi Curl Kepe, Wandisile Patrick Kepe, Siseko Justice Kepe.



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Abstract

Research in applied linguistics and reading research show a strong correlation between reading proficiency, language competence and academic success at all ages. In light of this, the problem of the learners' poor reading skills in primary schools is usually carried over into secondary schools. This is factored in as many learners have limited vocabulary and tend to misunderstand what they hear and read. As a result, they inadvertently (unintentionally) enter higher education institutions struggling to cope academically (Foncha, 2014). In the same breadth, attention given to reading may improve reading skill, during which language competence may also improve. Paradoxically, students who experience difficulties in reading are retarded in acquiring knowledge and succeeding academically. In this regard, the relationship between reading, language acquisition and academic performance cannot be overstated. In view of this, students' weak reading levels have serious implications. These weak reading levels have serious implications Poor ability to read and to digest course material leading to poor self-esteem. Secondly, their inability to read affects their written instructions that affect performance in examinations. Thirdly, learner's inability to read texts seem to impact negatively on modelling their own— both conceptually, linguistically and structurally.

Against this backdrop, and in maintaining a constructivist perspective, this research assumed that engagement and participation do not only escalate competence in the reading, but it also helps the participants to grow in terms of emotional and critical maturity. This research made use of the qualitative research methodology, revolving around an ethnographic case study research design. Such measures can therefore only be construed from the perspectives of the role-players through their engagements and participation in activities and events in and out of the classrooms. The research population constituted teachers and learners of De Vos Malan High School in King William's Town Education District in the Eastern Cape Province. The five principal tools used for data collection included: the Interviews, Questionnaires, Naturally Occurring data, Participant Observation and journaling. The interviews were both semi structured and together with the Questionnaires, they were all open-ended.

Finally, the findings confirm learning to read is a good way of reading to learn. The study concluded that reading needs to be taught in the form of social practice where no pressure is put on the learners until they are hooked in the act itself. The study has many implications for further studies as well as on the society and the workplace. The study recommends that the readers own the process which is in line with the constructivist perspective.



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I am greatly indebted to my supervisor, Dr J.W. Foncha not only for his inspiring tutelage and guidance, but also for his timely appearance when I almost gave up on my studies. This thesis would not have been a reality without his unremitting care and support. I have come to witness a great deal of growth from his ideas and feedback. Working with him has provided a wonderful and unforgettable opportunity to grow both personally and professionally. His affectionate care and emotional involvement acted both as a stimulus and synergy for me.

I will remain forever grateful to my wife Mhizie Lorraine Kepe, my mother (Nokwanda), Dad (Khwalo) and all my siblings: Sabs, D and Carl Mane.

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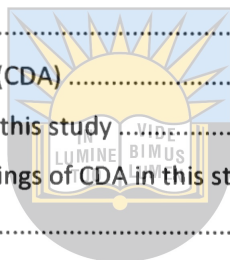
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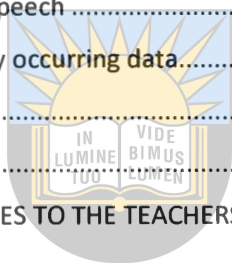
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CHAPTER 1

INTRODUCTION/BACKGROUND

1.1 INTRODUCTION/BACKGROUND

The ever dwindling rate of reading in schools has become a great concern to a number of researchers in South Africa and across the globe. In view of this, learners have limited vocabulary and tend to misunderstand what they hear and read (Foncha 2013). In light of this, the decline of a reading culture in schools seems to hamper learners from acquiring English language forms. In particular, learners who are doing English as an additional language (EFAL) seem to be the most affected. This project therefore sought to imbibe and find new ways in which a culture of reading can be revitalised in schools in a bid to eradicate poor academic performance. The researcher believes that espousing a reading culture is vital to the individual and to the total growth of any nation. In view of this, the researcher is of the opinion that if learners are allowed to choose what they want to read and are guided within their own appropriate reading level there is a good likelihood that their reading ability or reading culture can grow tremendously. Atwell sums this up in the following quotation:

For students of every ability and background, it's the simple, miraculous act of reading a good book that turns them into readers, because even for the least experienced, most reluctant reader, it's the one good book that changes everything. The job of adults who care about reading is to move heaven and earth to put that book into a child's hands (Atwell 2007, p. 27-28).

The above quotation attests to the perception that learners seem to be limited to reading one prescribed textbook or novel which fundamentally does not really assist them towards gaining language structures. This is worrisome because this approach does not seem to inspire them to read joyfully as they seem to lack interest, enthusiasm and passion. This is contrary to the reading enthusiasts such as Sisulu (2004) who believes that reading is one of the ultimate building blocks to learning. Similarly, Osundare (2009) emphatically remarks that a country's level of development is a function of its level of mental and cultural evolution as well as the state of its educational advancement which is embedded on building a high level of

literacy in all facets of the population. In view of this, Davis believes that the reading programmes put in place should be “without the pressures of testing or marks (Davies, 1995, p. 329)”. This is precisely what this project aspires to achieve by trying to refrain from textbook only approach by exploring new ways in which reading can be fun where learners should rather read for pleasure and enjoyment. Thus, the researcher believes that learners should read because they want to and not because there is an upcoming test or examination. In this regard, the predisposition by the South African Department of Basic Education (DBE) for prioritizing reading for examinations and marks seems to be very mischievous and does not appear to help in the building of a culture of reading in school. In light of this, Waring and Nation (2004) state that for reading to be pleasurable and adequately comprehended, at least 90% of the vocabulary in a text must be known. They further claim that:

If a text contains too many unknown words, the reader must process the text intensively and slowly, this changes the reading into a study activity rather than a fluency building one (Waring and Nation 2004, p. 13).

In view of the above quotation, Waring and Nation uphold that if reading for pleasure is aimed at language acquisition, then 95% to 98% of the words in the text should already be known to the reader. However, if it is aimed at improving reading fluency, between 99% to 100 per cent of the vocabulary should be familiar. Over and above that, the researcher is of the view that it is not enough for learners to simply remember new vocabulary temporarily. However, they have to retain it if their language and reading ability has to grow. For this reason, this investigation is determined to seek and imbibe new ways which a reading culture can be resuscitated in schools

The basis of academic achievement and the underpinning for success across the curriculum is learning to read and write proficiently (Wilson & Trainin, 2007, p. 257). Contrary to this view, many countries throughout the globe seem to battle with literacy. To this effect, problems of literacy are of global concern. According to Westwood (2008) the failure of learners to cope with the demands of reading and writing has an extremely detrimental effect on their self-esteem, confidence, attitude, motivation, and their ability to learn across the curriculum. Rose (2006) observes that without the ability to communicate and learn effectively through reading and writing,

individuals are severely disadvantaged for life. By the same token, Moats (1999, p. 5) remarks that:

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

On the other hand, while some authorities contest the idea that there is a serious problem with literacy standards, McQuillan (1998); Sawyer and Watson (1997) assert that there is profuse evidence to the contrary. According to an OECD (2008) report, almost one-third of students in countries like the United Kingdom, the United States of America, France and Germany have significant difficulty when it comes to everyday reading tasks such as understanding a bus timetable or comprehending directions on a food packet or medicine label. The Australian Bureau of Statistics (ABS, 2007) provides data revealing that in 2006 approximately 46% of the population had some difficulties with 'prose reading' (narrative texts, newspapers, brochures) and 47% had difficulties with 'document reading' (forms, schedules, tables).

The above figures represent approximately 7 million Australians who experience problems with everyday literacy (Westwood 2008). Of these weak readers, approximately 18% perform at an extremely low level of competence (ABS, 2007). Similar statistics from countries such as the United Kingdom and the United States of America suggest that at least 30%-35% of school students have difficulties with reading and writing (Blanton et al., 2007; Exley, 2007; National Council on Teacher Quality, 2006). It is also reported that a large number of students drop out of high school, in large part because they lack the literacy skills to cope with the secondary school curriculum (American Federation of Teachers, 2007). The section of individuals with literacy problems seem to rise as students get older. In disadvantaged secondary schools in the United Kingdom for example, it is reported that the number of students with reading comprehension difficulties can be as high as 58% (Myers & Botting, 2008).

Similarly, in some secondary schools in the United States of America, 70% of older readers require some form of remediation or additional support when dealing with expository texts (Biancrosa & Snow, 2006). In addition, universities and colleges

report that many undergraduates have difficulties coping with the literacy demands of their courses (Lietz, 1996; Perin, 2006). The Australian *National School English Literacy Survey* found that 27% of students in Year 3, and 29% of students in Year 5 do not reach the required standard in writing, spelling and reading (Masters & Forster, 1997a). In Australia as a whole, students in the top 10% of reading achievement in Years 3 and 5 are working about 5 years ahead of the weakest 10% (Masters & Forster, 1997b). Some indication of the number of students with the most severe literacy difficulties can be seen in the data from the regular Australian literacy benchmark assessments (Westwood 2008). The testing in 2006 revealed that some 12% of students in Year 5 and 13% in Year 7, failed to achieve even the minimum standard required in reading (MCEETYA, 2008).

The above situation has not changed much over a decade since the benchmark assessments were first introduced, despite a high level of public concern and much activity and intervention on the part of policy makers between 1996 and 2008 (Westwood 2008). Similarly, about 48% of Canadian adults cannot read well enough to cope in modern society, 1-25% of English speaking kindergarten students are at risk of failing to learn to read (Abraham & Gram 2009). In this regard, Atwell (2007) observes that:

A child sitting in a quiet room with a good book isn't a flashy or, more significantly, marketable teaching method. It just happens to be the only way anyone ever grew up to become a reader (2007, p. 12).

In the United States of America, Atwell (2007) bemoans primary and high school teachers for failing to create what she calls "authentic pleasures" of the reading life. Atwell believes that for every child to become a skilled, passionate, habitual, critical reader, teachers should help children to choose books, develop and refine their literary criteria, and carve out identities for themselves as readers (Atwell 2007). However, she laments that the opposite is happening on the indoors of an American elementary classroom during reading time, or a high school English class where if you open their doors in search of the "authentic pleasures of reading life" (2007, p. 15), you are likely to find: "teachers talking and children listening, making notes, filling in blanks, discussing in groups, writing reports, studying vocabulary—everything but reading a good book (Atwell 2007, p. 15-16)". It is with this in mind when she propounds that, "it is reading that makes readers" (Atwell 2007, p. 18).

In view of this,

Davies sees a reading culture as having to read for pleasure, but not for idleness, for entertainment but not to kill time; to seek and find delight and enlargement of life in books (Davies 1959).

In view of the foregoing quotation, Davies makes a call for any teacher to attempt to assist learners to find delight and enlargement of life in books. In other words, this author is an aficionada of a reading culture. Atwell (2007) views this as only possible if teachers turn their classrooms into reading workshops. She cites an analogy where her own children would leave the classroom fictitiously behind, and live vicariously in their books. This is the place where readers felt as if they were in a fugue state and absorbed in a book was phrased by Atwell's students as a "Reading Zone" (Atwell, 2007b).

The problems of reading culture are also widespread in the African continent. Respectively, in Nigeria, literacy standard was reported to have dropped from 62% in 1992 to 52% in 2006. This implies that the illiteracy rate in that country was 48% (Nwaduito, 2011). It also meant that rather than improving on the literacy rating, Nigeria keeps on retrogressing (Olanrewaju, 2008). In view of this, Nssien argues that poor reading skills which were identified as the problem of Nigerian students was as a result of the following:

- Comprehension rate
- Slow reading rate
- difficulty in distinguishing main ideas from irrelevant details
- inadequate vocabulary or word power
- inadequate reading interests and habits
- distractions from television, film viewing and lack of interesting and
- Relevant reading materials (2008, p. 94).

More so, the lack of libraries is also seen as a contributing factor towards a lack of reading culture in Nigeria. In view of this, research has shown that current lower levels of proficiency in reading in Nigeria are due to underfunding of libraries and their services (Eyo, 2007). While lamenting the generally poor state of provision of library facilities and resources in most primary and secondary schools in Nigeria, Fadero (2007) stresses that inadequate provision of libraries in schools is a general disease that is plaguing education in Nigeria. In view of this, various linguistic, socio-cultural, socio-economic and developmental factors in home, school and classroom contexts have been identified to impact directly or indirectly on language

development and reading achievement. Consistently, the researcher is of the view that the ability to read and write is crucial. However, that alone cannot necessarily lead to a reading culture.

In view of this, reading must play a significant role in people's day to day life and become a habit in order to constitute a reading culture. Advancing this view, Magara and Batambuze propound that for a reading culture to be possible, reading must be part of all aspects of life and not only certain parts such as school or work (Magara & Batambuze 2005, p. 35). As mentioned earlier, it is recognized that creating a reading culture has an immense challenge generally in the African Continent. In view of this, Dike observes that sociability is given a high value in countries such as Nigeria and Uganda which "discourages a solitary activity like reading" (Dike 1995, p. 33). Similarly, in South Africa, reading is seen by black communities as an abnormal and anti-social activity as well as connected to educational purposes. These attitudes in her view, do not promote the development of a reading culture (Machet 2002, p. 80-81). She asserts that: "The social nature of the oral tradition is in contradiction to the requirements of a literate tradition, as reading is a private and solitary activity" (Machet 2002, p. 80).

One more principal challenge in countries like Uganda is the examination orientated education system. Advancing this view, Sarjant propounds that "even the literate stop reading after they finish writing their exams" (Sarjant 2005, p. 4). In view of this, reading is linked to passing exams and x-rayed as a way of accomplishing academic success. It goes without saying, that this view is problematic in that it seems to fall short of inspiring learners to read in their pastime and appear to relate reading with textbooks and schooling. Moreover, the fact that the culture of reading and print is an alien culture that has been superimposed on the people in many African countries, makes it harder to encourage a reading culture (Dike 1995, p. 33). The researcher sees reading for pleasure and enjoyment as a priceless virtue which should be spontaneous and unprompted.

The proportion of a reading culture in South Africa and other African countries, must therefore go hand in hand with the promotion of reading as a pleasurable activity. Which means that, 'the students must start to read for fun and not for examinations' (Rosenberg 2003, p. IV). For a reading culture to be possible Sargent (2005) posits that the promotion of reading for enjoyment or to "sell the sizzle of reading" as the author calls it must begin when the children are very young (Sarjant 2005, p. 4).

As mentioned earlier, in a typical South African classroom situation and given its colonial past, English dominates as the medium of instruction. In this regard, the CAPS curriculum obliges the teaching of all subjects in English, the learner's first additional language. In this respect, the learners do not have any choice but to communicate and interact with each other using English despite the fact that it is FAL to most of them (CAPS, 2012). This affects more learners particularly those who were not fortunate enough to be exposed to English at an early age (Banda, 2009) as they may become afraid to express themselves freely since they struggle with speaking, listening, reading and writing English which can lead to a poor response to any given text. This is posing serious problems with language acquisition and there is need to seek ways to encourage and instil a reading culture in EFAL learners since reading is seen as one of the single easiest ways through which to learn a new language.

As said earlier, fluent readers should be able to automatically recognise a large number of words and do not have to think about these words, sound them out or work out their meaning from the context. This emancipates their brain to focus on comprehension and improves the quality of their reading. Sivasubramaniam (2004) observes that learners with limited vocabulary on the other hand, stumble over unfamiliar words in a text and so they lose the thread of its argument with the effect that they do not understand what they read.

Similarly, Stanovich (1986) in what the author terms '*Positive feedback loop*' describes a *reciprocal relationship* between vocabulary development and reading: so learners who read a lot get better and better and the gap between good and poor readers widens. As the reader can imagine, the good readers get a sense of achievement from their positive experience of reading and their motivation to read increases; the opposite may be true of learners who do not read a lot. Stanovich refers to this as the *Matthew Principle* (the rich get richer, and the poor get poorer). This is meant to say that as teachers, we need to break into this cycle and encourage all our learners to read books which are appropriate for their individual interests and reading levels, so that they can experience feelings of achievement and *self-efficacy* (the belief that one can do something).

In view of this, numerous studies have been carried out by independent researchers among others (e.g. Horne, 2002; Matjila and Pretorius, 2004; Pretorius and Ribbens, 2005; Le Cordeur, 2010a). The foregoing researchers, all seem to agree that learners are not reading at the level expected of them in a specific grade. In light of this, Horne (2002) observes that many Grade 12 learners who cannot read or write possess the literacy levels of Grade 4 pupils. While the importance of language proficiency is acknowledged, Baatjies (2003) argues that it is incorrectly assumed that learners acquire basic literacy by the end of Grades 3- 4 and problems experienced by learners in later grades are regarded as a “language” problem and not as a “reading” problem. In this regard, Matjila and Pretorius (2004) found that learners read more gradually in Setswana than in English, signifying that learners are not able to practice their reading skills due to the insufficient exposure to books.

Pretorius (2002, p. 189) clarifies that those learners with reading problems get caught in a “negative cycle of failed reading outcomes and academic underperformance”. The author contends that poor matriculation pass rates in South Africa suggest a reading-to-learn barrier to academic performance which results in poorly equipped students entering higher education institutions (2002, pp. 172-173; 187). In view of this, national performance in reading is often seen as an indicator of the effectiveness of an education system (Pretorius, 2008, pp. 60-88). In South Africa, it is estimated that between 7.4 and 8.5 million adults are illiterate and between 2.9 and 4.2 million people have never formally attended school (UNESCO, 2002). One million South African learners reportedly live in households where no one has the ability to read (UNESCO, 2002).

Furthermore, the South African Department of Education (DoE, 2004) documented reading literacy as one of the most significant priorities in education. Consequently, in the Revised National Curriculum Statement (RNCS) more attention is given to reading. Yet, Howie et al (2006, p. 6) note that in the foundation and intermediate schooling phases, the reading outcome is “placed together with other expected language outcomes associated with overall language competency” (DoE, 2003). In view of this, while government policies about reading do exist, these policies “may not be explicit enough to provide the level of support that teachers require in order to guide their classroom reading instruction practices” (Howie et al., 2006, p. 9). Subsequently, a National Reading Strategy (NRS) was put in place by the (DoE,

2008) with the aim to promote a nation of life-long readers and life-long learners. The NRS recognizes that many teachers do not know how to teach reading and therefore listed teacher training, development and support as key pillars of the NRS (DoE, 2008) at least in principle.

Over the years, the Department of Basic Education (DBE) had its learners take part in numerous international learner achievement studies and also carried out a number of national learner achievement assessments. The results of these indicated that the learners' literacy levels were debilitating and were a cause for great concern. In respect of this, in 2006 South Africa participated in the Progress for International Reading Study (PIRLS) to assess the reading literacy of Grade 4 learners. Grade 5 learners were also tested to study the progression in reading ability from Grade 4 to Grade 5. South African Grade 4 learners achieved an average score of 253 while the Grade 5 learners achieved an average score of 302. Although the scores indicated some progression from Grade 4 to Grade 5, they were significantly below the international fixed score of 500 (Howie et al., 2006). Howie et al. (2006) conclude that almost half of the 30,000 Grade 4 and Grade 5 learners were tested in English and Afrikaans and more than 80% of the learners tested in the indigenous languages did not have basic reading skills. Again, a national assessment included the systemic evaluations programme was conducted in 2001, 2004 and 2007 focusing on Grades 3 and 6. Although the Grade 3 results indicated an improvement of 6% in reading between 2001 and 2007, they were still very low in 2007, with an average score in reading of 36% (DoE, report 2009).

Similarly Prinsloo (2008a, pp. 7- 8) observes that many studies that were undertaken nationally and provincially, including international comparative studies, all seem to point towards a national crisis in reading. This is reinforced by Bohlman and Pretorius (2008, pp. 67, 42-55). Likewise, the reading problem was also highlighted in the mass media in South Africa (City Press, 2015, p. 1; and Daily Sun 2015, p. 6).

To counter this predicament, the manifesto on values, education and democracy had as one of its aims to ensure that every South African is able to read, write, count and think (DoE, 2008c). On the contrary, the systemic evaluation results conducted by the DBE in 2006/2007 seemed to reflect problems with movements towards achieving these goals. Specifically, learners in South African schools performed

poorly when tested for their ability to read at the age-appropriate levels (DoE, 2008a). Wienand (2011) observes that more than 70% of South African learners at a national level have difficulties in learning to read.

In view of this, literacy rates are low among learners in South Africa. Not so long, the Department of Basic Education (DBE, 2011, p. 6) testified that the 2011 Annual National Assessment (ANA) results had deteriorated since testing in 2008. In 2008, 36% of Grade 3 learners scored under 35% in literacy while in 2011 the figure increased to 45%. A comparison between the 2008 Grade 3 results and the 2011 Grade 6 results also suggests a fading performance. In view of this, while 36% of 2008 Grade 3 scored under 35% in literacy, in 2011 57% of the Grade 6 scored under 35% (DBE, 2011). Over and above that, the current levels of school dropouts, repeating of grades and failure rate in the National Senior School Certificate examination taken in Grade 12 at approximately 18 years of age, all indicate considerable underachievement among black scholars in particular (Cosgrove et al., 2011). In view of this, the quagmire of the learners' poor reading skills especially in primary schools is usually carried over into secondary schools and inadvertently (unintentionally) to higher education institutions where many students who enter higher education seem to struggle to cope academically (Foncha, 2013). All these and others above, prompted the researcher to examine new ways of promoting reading in order to imbibe and build a reading culture in schools.

1.2 STATEMENT OF THE PROBLEM

Research shows that in South Africa approximately 7.4 and 8.5 million adults are illiterate and between 2.9 and 4.2 million people have never formally attended school (UNESCO, 2002). One million South African learners reportedly live in households in which no one has the ability to read (UNESCO, 2002).

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2003). This connotes that while government policies about reading do exist, these policies “may not be explicit enough to provide the level of support that teachers require to guide their classroom reading instruction practices” (Howie et al., 2006, p. 9). Subsequently, a National Reading Strategy (NRS) was put in place by DoE, in 2008 with the aim to promote a nation of life-long readers and life-long learners. In this regard the NRS seemed to recognize that many teachers do not know how to teach reading and therefore listed teacher training, development and support as key pillars of the NRS (DoE, 2008).

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1.3 Research Questions

1.3.1 Main Question

How can a culture of reading be promoted amongst grade 12 English first additional language learners?



1.3.2 Sub- questions

- What is the role of learners toward building a culture of reading in schools?
- What are the practices of teachers in building a reading culture?
- How is the Department of Education fostering the National reading strategy in schools?
- What intervention strategies can be used to promote a culture of reading among EFAL learners?

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1.4 Purpose of the study

This study seeks to build a culture of reading in English first additional language learners in order to imbibe a robust desire to read everything 'readable' every time and ubiquitously. In addition, the study is interested in examining different strategies through which the dwindling culture of reading in schools can be resuscitated so that learners can gain English language forms across disciplines.

1.5 Significance of the study

The findings of this study might be of value to both learners, teachers, parents and the Department of Education as reading culture is seen as the sole strategy that can succour learners to secure EFAL structures in particular and other content subjects as well. This study might also invigorate both teachers and parents to view a reading culture in a positive light. Teachers may be inspired not only to read to their learners but also to create a favourable environment for learners to read with passion and enjoyment. Teachers might be able to organize contemporary reading material that is relevant, appropriate to the learners' level, support and scaffold learners to acquire language proficiency and competency. The parents may be motivated to read to their children at a younger age. Furthermore, this study might enable the Department of Education to come up with innovative ways of reviving a culture of reading in schools as well as monitoring implementation of the new National Reading Strategies so that learners can acquire EFAL. Thus learning to read could yield the fruit of reading to learn.

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1.6 Delimitations of Study *Together in Excellence*

The study was done in one high school in King William's Town Education District in the Eastern Cape Province. The study consisted of 10 teachers and 18 learners.

1.7 Definition of terms

English as a Lingua Franca (ELF)

ELF is a communication between speakers of different L1s, i.e. the primary reason for learning English today; it suggests the idea of community as opposed to alienness; it emphasizes that people have something in common rather than their differences, it implies that "mixing" languages is acceptable [...] and thus that there is nothing inherently wrong in retaining certain characteristics of the L1, such as accent; finally, the Latin name symbolically removes the ownership of English from the Anglos [...] These outcomes are all highly appropriate for a language that performs an international function (Jenkins, 2000, p.11).

Ecology

Ecology as a field of enquiry had its beginning in the later part of nineteenth century, when the German biologist Ernst Haeckel (1886) coined the term to discuss the connections an organism develops when it comes into contact with other organism. The sum totality of these connections was seen to constitute the ecosphere or ecosystem. An ecological view of language looks at every phenomenon of a language as an emergence and not as reduced set of components that present phenomena in simplistic terms (van Lier in Lantolf 2000). Secondly, an ecological view also stresses the perceptual ability and social involvement of a learner that can be seen in his or her interaction, which can serve as a means of learning in this context. Thirdly, an ecological view of language also supports that a complete explanation of cognition and learning cannot be made on the basis of the process that takes place inside the brain. Lastly, Lantolf (2000, p. 245 – 246) stresses that the perceptual ability and social involvement of the learner seen in his or her interaction becomes learning in an ecological sense. According to van Lier (2004) an ecological perspective assigns centrality to the learner's environment, which is brimming with meanings or knowledge.

Affordances

Affordances imply an aspect or quality of an ecology which can facilitate action but not necessarily cause it to happen (Foncha, 2013). Affordance in this sense affords action depending on what an organism does with its environment and what it wants from its environment (Foncha, 2013) however, this does not change the fundamental properties of the organism. In the same way, language can offer different affordances to its learners or users who will find them encouraging using in their meaning constructions (Foncha, 2013).

Constructivism:

Constructivism refers to the process by which reality is created by the observer. The observer creates reality, by giving meaning to what is observed (Jonassen, 1991 et al). In other words, reality is constructed through a person's active experience of it. We can never have objective access to the world, since the world in an objective sense cannot be known.

Social constructionism

Social constructionism can be described as part of the movement in postmodernism in that it attempts to “replace the objectivist ideal with a broad tradition of on-going criticism in which all productions of the human mind are concerned” (Hoffman, 1990, p. 1) and is inextricably linked to postmodernism as a set of lenses that enforces an awareness of the way in which we perceive and experience the world (Hoffma, 1990). In essence, social constructionism is the claim and viewpoint that the content of our consciousness, and the mode of relating we have to other, is taught by our culture and society; all the metaphysical quantities we take for granted are learned from others around us (Owen, 1992, p. 386).

Reading

Horner (1988) postulates that reading is the realization of general interpretative process which underlies all communicative activities; the first level being the immediate comprehension of information while the second is the dissemination of this information into patterns of conceptual significance. He contends that reading is not just a question of reaction but of interaction between the writer and the reader which is mediated through the text. He observes that extracting meaning from a text depends crucially on two things namely the reader’s knowledge and his purpose and also the writer’s effectiveness in giving the reader the necessary pointers to activate his knowledge and also to help him absorb new knowledge from the text.

Reading culture

Sanders (2007), delineates reading culture as a learned practice of seeking knowledge, information or entertainment through the written word. She propounds that the practice could be acquired by reading books, journals, Magazines, and Newspapers etc. she maintains that reading culture is key for citizens if the future of the country is to be certain. Similarly, Olaolfe (2003) posits that reading culture is the art of inculcating reading habits and interests in learners through conducive reading environments and copious reading activities. He propagates that in the school set up, the art of inculcating reading habits and interests in learners rests squarely on teachers, emphasizing that the significance of reading, especially in learning, is not dubious.

Motivation

Motivation accounts for a participant's willingness to work hard in order to achieve their goals (Gardner and Lambert 1972). These participants therefore focus all their attention on the task at hand, they also need to persevere through challenges and even stimulate others by promoting collaborative teamwork. Gardner sees motivation as —the extent to which an individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity (1985, p. 60). Gardner further argues that motivation for language learning varies and can either be intrinsic or extrinsic or both. Motivation in the context of this study is therefore either internal, external or both (Gardner and Lambert 1972). It is seen as external when a participant is motivated to acquire a language as a means for attaining an instrumental goal (functional reasons). On the other hand, it becomes an internal motivation in a situation where a participant wants to integrate into a culture of an L2 group where such a participant may get involved in a social interchange in that group (Gardner 1985).



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Aesthetic reading

It implies that the reader is mainly concerned with how his expressive potential helps in the recreation of the text. So, the reader attends to the images, assertions, and concepts that the words emphasize. In addition, the associations, feelings, attitudes, and ideas shown in the text are made to form a whole through a match making that the reader attempts. Thus, attention is anchored in what he/she is experiencing as a 'living through' during the reading encounter with the text (Rosenblatt, 1978, pp. 23-25).

Critical Discourse Analysis (CDA)

Since, reading, identity, and culture are discursively constructed in this study through the use of language; it is useful to make use of the Critical Discourse analytical framework (CDA). "Discourses" in this context is a difficult and fizzy concept as it is being used by social theorists (Foucault, 1981), critical linguists (Fowler et al 1979) and critical discourse analyst (van Dijk, 1979), each of whom define discourse differently, being influenced by their various theoretical and disciplinary stand points.

The analysis of discourse is necessarily the analysis of language in use. As such, it is not restricted to the description of linguistic forms independent of the purposes or functions which these forms might have been designed to serve in human affairs (Brown and Yule, 1983, p1). "Discourse therefore is, a culturally and socially organized way of speaking where the context of interaction is the key to meaning making" (Foncha and Sivasubramaniam, 2014, p. 38).



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CHAPTER 2

LITEARATURE REVIEW

2.1 Introduction

English as a language of communication between speakers for whom it is an additional language is assuming progressively a central role outside countries where English has an official status (Hall, 2011). According to Graddol, "Research is beginning to show how bad some native speakers are at using English for international communication. It may be that "elements of an English as a lingua franca syllabus could usefully be taught within a mother tongue curriculum" (Graddol, 2006 p. 87).

Against the backdrop of polarised ideas regarding English as a lingua franca/social practice, it cannot be disclaimed that English functions as a global lingua franca. Yet, what has so far disposed to be renounced is that, as an aftermath of its international use, English is being constructed at least as far by its non-native speakers as by its native speakers. This has led to rather enigmatic situation. On the one hand, for a majority of its users, English is a foreign language, and a vast majority of verbal exchanges in English do not involve any native speakers at all. On the other hand, there is still an affinity for native speakers to be regarded as custodians over what is acceptable usage (Canagarajah, 2006).

According to Tagliatela (2012) English as a Lingua Franca (ELF) is to date part of "glocalization" (p. 42). In view of this, the world is witnessing a reshaping of the English language, as it naturally adapts to the new values and relations in global communication. This view, paradoxically distinguishes itself from House's (2003) proposition that ELF is a "language for Communication" rather than a "language for identification." The idea of 'glocalization' was modelled on the Japanese word *dochakuka*, which originally meant adapting farming technique to one's own local condition (Robertson 1995: 28). In the business world, "glocalization" was adopted to refer to global localization (Khondker 2004: 4). In fact, the term is a combination of the words "globalization" and "localization" used to describe a product or service that is developed and distributed globally, but that is also designed to accommodate

users or consumers in a local market. The researcher hopes to return to this under the sub-heading translatability.

In view of this, History informs us that, since the 16th century, English has evolved as a language of colonization whereby it served as a contact language between the colonizers and the colonized. Typically of a South African classroom given its colonial past, in which English dominates as the medium of instruction. Even after the democratic dispensation in 1994 the new education policies (i.e. from the Curriculum 2005, RNCS, NCS to the CAPS curriculum still obliges the teaching of all subjects in English, the learner's first additional language. In view of this, the learners do not have any choice but to communicate and interact with each other using English despite the fact that it is FAL to most of them (CAPS, 2012). In this light, postcolonial communities have to negotiate intelligibility when they use their own varieties with others (Canagarajah, 2006). While all national varieties would be local, speakers would develop new norms for international communication where forms of hybridity, creolization, and code-meshing became important modes of representing local identities (Canagarajah, 2005a) since what is local to a whole nation may not be local to the diverse groups within the nation-state. Crystal (2004) proposed the notion of English as "a family of languages" (p. 49), predicting that "it may not be many years before an international standard will be the starting point, with British, American, and other varieties all seen as optional localizations"(p.40).

In the context of this study, English is the language of instruction in South Africa and also a lingua franca. As indicated in chapter 1, English is first additional, (2nd) and or third language to most of the participants. As a result, it (English) seems to pose a lot of challenges to most learners and all indicators appear to point to a need for building and promoting a reading culture in which learners through reading can be able to gain EFAL forms. Banda (2009) and Heese (2010) are both of the opinion that in South African Schools (where English is the medium of instruction in most cases), it appears to generate problems to learners whose mother tongue is not English. Despite such a problem, these learners for one reason or the other are compelled to study in schools where the language of instruction is English. It appears as if learners are in a disadvantaged position because they seem to lack study skills, writing skills, summarisation, critical thinking, and examination skills etc. in view of this, such a deficiency might have led to their reliance on the traditional notion of grammar-translation method since primary/elementary level where they

appear to learn through “a continuous process of rote memorisation that they got used to...” (Sivasubramaniam, 2004, p. 188) and this continues to show even at university level just like a house that has been built without a concrete foundation which would show some cracks at a later stage. With that as their base, they (learners/students) think they can pass their exams/courses and obtain national senior certificates/degrees from the school/university. Sivasubramaniam further notes the outcomes of such deficiency as;

1. Most of the students seem to find many of their study areas increasingly unmanageable because they appear to be unable to read in English and write in English in response to what they have read.
2. Pressured into learning by rote, the students seem to miss out on the joys and delights of higher learning, such as initiating discussions with the teacher in class; developing critical/ analytical attitude to things around them; discovering the inter-connectedness of texts that might have been gained through reading them; and taking part in intercollegiate symposiums, debates and various other organisations and clubs that promote learning and awareness.
3. Having imbibed an examination-orientated mentality, many students believe passing courses and exams could be the ultimate goal of university education. At a higher level, their ability to think in English seems to be so marginal that they find it a stifling experience to grapple with the courses that demand an analytical ability from them (2004, p. 189).

If the above mentioned deficiencies are anything to observe, it would appear to the researcher that the problem of literacy encountered by learners in schools has far reaching implications given that it continues to raise its ugly head even beyond matric, at the tertiary level. As said in chapter 1, Pretorius (2002, p. 189) shed light on the fact that learners with reading problems (deficiency) get caught in a “negative cycle of failed reading outcomes and academic underperformance”. The author argues that poor matriculation pass rates in South Africa suggest a reading-to-learn barrier to academic performance which results in poorly equipped students entering higher education institutions (2002, pp. 172-173; 187). In view of this then, national performance in reading is often seen as an indicator of the effectiveness of an education system (Pretorius, 2008, pp. 60-88). This affirms the stance of this

research that a culture of reading needs to be resuscitated in schools to circumvent the problems of illiteracy.

2.2 Theoretical Framework

Theoretically, this study is structured within Smith's (2015) framework of English as an international language (EIL). In line with Sivasubramaniam (2011) and Foncha (2013), Smith argues that to sustain the vitality of the enquiry into English as International Language, we need to signpost or add an alternative route of investigation into the notion of academic competence and literacy. In view of this, there is an intricate connection between language and literacy. Said differently, Krashen, (2004, p. 147) argues that "When second language acquirers read for pleasure, they can continue to improve in their second language without classes, without teachers, without study, and even without people to converse with". It is in this backdrop that this researcher is thirsty to seek for new ways that can promote a culture of reading among (EFAL) learners so as to ease language (English) acquisition through reading. The researcher believes that through choosing and reading contemporary levels and appropriate books for enjoyment, learners can automatically learn how other writers articulate their ideas proficiently and use EIL or social practice.

Whereas, Chomskian linguistic, is in fact in opposition to holistic views of competence, EIL specialists have so far come up with an adequate characterization of linguistic competence. Sivasubramaniam (2004), like Nunn (2011) propose a pluralistic view of community leading to a notion of competence that is enriched by its dependence on a plurality of context. Sivasubramaniam (2004) expresses strong views on social alignment and sociolinguistic. On the same topic, Tagliatela observes that, English has acquired the "intricate role of inter-connecting native and non-native speakers" (Tagliatela 2011: 37), or even just non-native speakers. But again, he extrapolates that, no inter-connection can effectively occur in interaction whereas the specific cultures of the interlocutors involved are underestimated. In view of this, culture seems to be entrenched in language, in this sense, language articulates culture.

In the main this investigation leans towards the teaching of English as a Lingua Franca (ELF) in South Africa like many other countries of the globe. In view of this,

Jenkins (2000) emphasizes the role of English in communication between speakers of different L1s, i.e. the primary reason for learning English today; it suggests the idea of community as opposed to alienness; it emphasizes that people have something in common rather than their differences, it implies that “mixing” languages is acceptable [...] and thus that there is nothing inherently wrong in retaining certain characteristics of the L1, such as accent; finally, the Latin name symbolically removes the ownership of English from the Anglos [...] These outcomes are all highly appropriate for a language that performs an international function (Jenkins, 2000, p.11).

In light of the above view, the researcher believes that if learners are not circumscribed into speaking English only and are given freedom to think and express themselves in their mother tongue in conjunction with English during their conversation whether in an informal setting or classroom discussions their communication may improve since it is not thwarted by anxiety to commit errors.

To a certain degree, this can be strengthened through reading because the researcher accept as true that if learners are reading it may not be difficult for them to gain language forms/structures and thus improving their English FAL proficiency and competency. That is why this venture is single-minded to promote and build a culture of reading in schools.

Over and above that, English became the dominant language in a variety of economic and cultural arenas such as the language of international organisations, of the motion picture industry and popular music, of international travel, of publications, and of education (McKay, 2002, 2010, 2012a).

In view of this, Fishman (1982) observes that it is the ‘non-English-mother-tongue’ countries that have been considerably active in using English, and that have enhanced its value in each of the arenas.

More so, the status of an international language ascribed to English is also a result of the increasing numbers of countries in the world conferring a special role or importance upon English, either by proclaiming it an official language of the country or by necessitating its study as a second or foreign language (Crystal 1997; McKay 2002). In view of this, English in South Africa is not only one of the 11 official

languages but it also conglomerates various ethnic groups and races thus localizing itself as a lingua franca.

In light of the above, English speakers nowadays are in the main bi-/multilingual users of English). They are fluent in English and in other languages, and they develop and use English in plurilingual contexts (Crystal, 1997 and McKay, 2012a). Graddol (1999) imagined that “the number of people using English as their second/additional language will grow from 235 million to around 462 million during the next 50 years” (p. 62). It is evident that “the number of individuals who have some familiarity with the language today is vast and growing” (McKay 2003, p. 11).

As well, it is estimated that nearly 80 % of today's communication in English occur between bi-/multilingual speakers of English (Graddol 2006), implying that the supposed monolingual 'native-speakers'¹ of English have more than possibly become 'the minority' (Bloch and Starks 1999 and Jenkins 2009).

The global growth of English and the intensification in the numbers of bi-/ multilingual speakers of English world-wide has advanced the emergence of different varieties of world Englishes (Graddol 2001 and Kachru 1986). In respect of this, the publication of journals such as World Englishes, English Today, and English World-Wide, together and consistently exemplify and contend that when English is brought into a particular society, the language and its culture are 'appropriated' (Canagarajah 1999a) and 're-nationalised' (McKay 2002) to 'suit the local tastebud' (Marlina 2010) and to project their own cultural and linguistic identities. Researchers have recently claimed that, due to the augmented international use of English, there is a necessity to travel further than native speaker-centred English language teaching (Seidlhofer, 2004).

2.3 Intelligibility

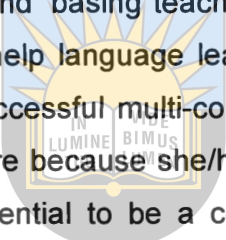
In view of the above, sivasubramaniam (2004) suggests that all 'Englishes' need to be made intelligible when engaging in international communication. In this sense, Intelligibility depends on adapting to the audience. Moreover, learners need practice to make sure that their meaning has been understood. In view of this, this is not limited to pronunciation, but learners may need practice in prominence and

intonation and awareness of segmental differences across accents. Sivasubramaniam (2004) asserts that there are no native speakers of EIL. There are only highly competent speakers without regard to origin. Furthermore, there are native speakers of different varieties of English, all of which need to be adapted for international use. Dupraw and Axner (1997) posit that people should not only assume that there is one right way (Yours!), to communicate.

Mckay (2002, p. 5) points out, it is not the number of native speakers of English, but the large number of native speakers of other languages who speak it that makes English 'a language of wider communication' and therefore an international language. Mckay (2002), talking about English in a global sense, revises Smith's (1976), opinions on the relation between an international language and culture, stating that: as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multi-lingual societies. As it is an international language it is no longer connected to the culture of inner circle countries (where it is used as the 'primary language'). As an international language in a local sense, English becomes embedded in the culture of the country in which it is used. EIL in a global sense, one of its primary functions is to enable speakers to share with others i.e. their ideas and cultures (p. 12).

It is against this backdrop that the researcher is eager to find new ways to imbibe a reading culture in EFAL learners so that they are able to speak and write in English competently. The above assertions of Mckay (2002) imply important points to be considered: First, the native speaker norms of (primary English language speakers) are no longer adequate to meet the needs of English language learners who will be using English for international communication. Second, the culture of speakers where English is locally spoken cannot be neglected. Third, accommodation and establishing mutual intelligibility are important skills in the EIL pedagogy in the process of sharing ideas and cultural exchange with others. In view of this, this is important especially in light of the hunch by the researcher of viewing English as a social practice hence his pursuit of a reading culture among EFAL learners which exposes them in various cultures and experiences.

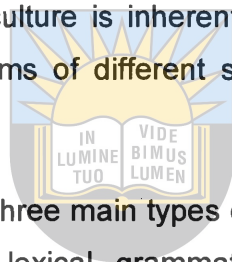
Furthermore, the communicative approach has been widely used in English language teaching. However, considering the fact that research shows, English, today, is used mostly among its non-native speakers in the world it is dubious that the underlying beliefs of the communicative language teaching based on a native speaker model are still valid. Cook (1999) recommends that instead of abandoning the communicative approach (which is based on native speaker model in language teaching) to “place more emphasis on the student as a potential and actual L2 user and be less concerned with the monolingual native speaker” (p. 196). He proposes that in EIL, there should be a ‘setting of goals appropriate to Language 2 users’, ‘including L2 user situations and roles in materials’, ‘using teaching methods that acknowledge the students of L1’ and ‘basing teaching on descriptions of L2 users’. These practices, he claims, may help language learners to see themselves not as ‘failed native speakers, ‘but as successful multi-competent speakers’ (p. 204). The researcher cites the above literature because she/he is of the opinion that any non-native English speaker has a potential to be a competent English speaker/writer regardless of originality only if reading extensively and for pleasure is promoted and a culture of reading is fortified in school.



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Byram (1997), also criticizes taking the native speaker as a model in foreign language teaching, as it causes the problem of “creating an impossible target and consequently inevitable failure.” He states that, especially in terms of sociolinguistic and sociocultural competence, there are actually few bilinguals who can reach native like competence. He further says that, even if it were possible to acquire the competence of a native speaker, it would still imply that a foreign language learner has to abandon one’s own language and culture “in order to blend into another linguistic environment, becoming accepted as native speaker by other native speakers” (p. 11). Again, this speaks to the ambition of this project that culture and language are inextricably linked therefore English non-native speakers ought to be given liberty to mix L1 with L2 to a certain degree as long as meaning is not lost but also cautious of the context. Context is important in that using English as a social practiced should effectually not compromise the standard/good use of English especially for academic purposes. The researcher will return to this under translatability (2.8). Metc (2011) criticizes the model of communicative competence on the grounds that it is utopian (idealistic/naïve), unrealistic and constraining

because of the native speaker norms it is based on. He maintains that, the conventional framework of communicative language teaching has the underlying assumption of the foreign language learner as someone to be enculturated in the new target language culture that one is exposed to. This view brings with it problems for all foreign language learners (Foncha, 2013). It is even a greater problem for the English language learner, as English is an international language “whose culture becomes the world itself” (Alptekin, 2002, p. 62). McKay (2002, p. 81) states that “the use of EIL involves crossing borders, both literally and figuratively, as individuals interact in cross-cultural encounter”. This brings with it the necessity of knowledge about different cultural values rather than mere information about facts on different countries. It can be argued that culture is inherent in EIL not only in terms of the different values and beliefs systems of different speech communities, but also in types of varieties of English.



In view of this, McKay (2002) lists three main types of variations taking place in outer circle countries of (L2 speakers): lexical, grammatical, and phonological variation. Lexical innovations have cultural underlying origins. Grammatical and phonological variations also indicate cultural implications. McKay points out, using a specifically grammatical feature that it may show membership to a community (Foncha, 2013). In the same way different patterns of pronunciation are signals of personal identity that one feels attached to as a member of a community (Foncha, 2013). This it can be claimed that culture is at play both among members of different circles and members and members of one circle, where there are emerging norms of English (Foncha, 2013). The word ‘international’ implies ‘intercultural’ communication, as international communication requires moving between cultures (Foncha, 2013). Therefore it can be affirmed that accommodation is an important skill in EIL pedagogy, both for the native and non-native speakers of English, if effective international communication is one of the major goals (Sivasubramaniam, 2004).

McKay (2002, p. 81), asserts that “understanding one’s own culture in relation to that of others” in EIL pedagogy is of utmost importance. She argues that, for this reason, a reflective approach to culture should be encouraged. In this way, learners can be more skilful in coping with cultural differences. Mediation skills on the other hand are necessary for negotiating between different modes of thinking and altogether, these

skills contribute to effective intercultural communication (Foncha, 2013). Sivasubramaniam (2004) observes that there is an inextricable link between language, competence, and literacy. In this sense, imbibing a culture of reading is essential if learners are to be competitive in writing, reading and speaking English First Additional Language in schools and in their various local communities.

In view of the above, intelligibility has been widely regarded as an appropriate goal for second language pronunciation teaching. Yet there is no universally accepted definition of intelligibility, nor any field-wide consensus on the best way to measure it. Further, there is little empirical evidence to suggest which pronunciation features are crucial for intelligibility to guide teachers in their instructional choices. (Isaacs, 2008a, p. 555)

There are also different names for intelligibility, and sometimes different aspects of it receive the same names. Cruz (2007) points out up to ten names for the construct, from intelligibility itself to accessibility, acceptability, communicativity and even comprehensibility and interpretability, the last two being considered different dimensions by most researchers. Intelligibility is the most commonly used name, and a definition which is up to now paradigmatic is that of Smith in his tripartite paradigm: intelligibility being “word/utterance recognition”, comprehensibility, “the meaning of a word or an utterance”, and interpretability, “the meaning behind the word or utterance” (Smith & Nelson, 1985, p.334) . In the study here reported, the definition of intelligibility adopted will be the one as in the Smith paradigm, and the same as that used by Munro and Derwing (1995a, 1995b): “Intelligibility refers to the extent to which an utterance is actually understood” (Munro & Derwing, 1995b, p. 291). This is important since this study from the onset is thirsty to establish new ways of building a reading culture in which understanding of concepts/images/ figures of speech will be central.

In view of this, Benischek, Vejr, and Wetzel (2001) observe that the inability of students to compose a passage of written English was a national disgrace and source of outrage in communities throughout the country. The researcher believes that the problem is not the acquisition of the (EFAL) language but the absence of a reading culture seems to be the point in case since learners are unable to express

themselves in writing and battle to convey what they want to say in words. Tagliatela (2011) asserts in the following quotation that;

... a non-native [traveller] tourist may experience having to ask for information from anybody in the street. ... [He] or she generally may resort to any linguistic and non-linguistic means at their disposal in order to make his or her intention clear and to subsequently communicate, especially where a scarce competence in English on their part is evident. But it would certainly not be appropriate to attend an important meeting or manage an academic or scientific conference without a thorough command of English. In [this] instance, the main purpose of language is to communicate but to communicate in the right way and with the right register (p. 36)

In view of this, to get a better understanding of English as a Lingua Franca, context becomes prime and also needful to understand concepts such as ecology/environment, constructivism, affordances, translatability, motivation reading and writing linkage to language, transactional, aesthetic, efferent reading and critical discourse analysis so that learners are able to acquire language skills. Based on a constructivist stance on language in the context of this research, the chapter explores some issues in Critical Discourse Analysis to signpost the creative nature of language and also to generate themes for data analysis. In light of this, "language needs to be seen as a social construct which creates an environment for learners to learn how to learn" (Foncha, 2014, p. 32)

Fonlon (1969) say in categorical terms that the "confusion of tongues" is worst confounded in Africa and it has become absolutely impossible to achieve teaching and learning through an African Language. Bangbose (1992) observes that language is the most vital factor in the learning process for the transfer of knowledge and skills mediated through the spoken word or written. Thus, a reading culture is imperative for learners so that they can improve their speaking and writing skills. Language learning needs to be viewed as a contextualized social construct since the language in academia is not necessarily the same as language in other discourses (Foncha, 2014) important

According to Foncha (2014) English is not a foreign language in South Africa, however, the context of this study perceives it not only as an additional or second

language, but likens it to a foreign language. Foncha (2014) observes that there are two possible reasons to motivate English as a foreign language; it is a former colonial language, and again there is as little as 5 % of L1 English speakers (whites) in South Africa (Kaschula and Antonnisen, 1995). However, it is needful to emphasize that the utmost challenge of the participants in this study does not emanate from the use of first additional language but rather from the decline of reading which seem to affect academic writing (Foncha, 2014). Thus, English becomes foreign given its role as the language of instruction and a casualty of academic writing and the language of minority (Foncha & Sivasubramaniam, 2014). Thus, the meaning of the words that we use, our actions and our behaviours are socially constructed and personally interpreted (Dyers and Foncha, 2012). In other words, language (the use of words and signs) is unable to present an objective world (Foncha, 2014). In this regard, Sivasubramaniam (2011) observes that words are not pictures of the world but representation of social practices that allow a community of human beings to understand each other. In light of this, there does not appear to be any universal language through which reality can be explained. Thus, an understanding of a given context can account for the degree of competency in the language in use (Foncha 2013).

Therefore, the traditional view of language is unable to present an objective view of the words and signs that we use in a language because meaning making and interpretation in a language are determined by the context of interactions (Foncha, 2013). Language, hence should therefore be seen as a creative tool for meaning making that creates new meaning each time that it is being used. The creative nature of language is known to increase and complicate the position of the human mind in the development of competence (Foncha, 2013).

In light of the above, the researcher proposes that language learning needs to be seen as an interactive and social process. Otherwise, language should not only be seen as a channel for information, but rather as one for higher mental process, like reasoning, belief, critical and creative thoughts in contrast with the traditional reductionist notion of grammar (Foncha & Sivasubramaniam, 2014). It is in this perspective that reading is seen as dialogic and therefore a way of provoking thoughts and building vocabulary.

Based on the foregoing discussion, it is useful to view language not only as a means of sending information, but rather as a set of higher psychological process that include creativity, critical and hypothetical thinking and reasoning (Sivasubramaniam, 2011). Hence to be able to acquire competence in EFAL, one requires the ability to take the context of interaction seriously during interpretation and this should be understood as an ecological view of language (Foncha, 2013). In this respect, the sociocultural theory should be an interesting way of understanding how theory can relate to language learning (Foncha, 2013).

2.4 Socio cultural theory

In view of the above, the activity theory conceives human as those who use their involvement with activity to construct their sociocultural histories (Leontiev, 1981). The relationship between theory activity and language can best be understood through three prominent paradigms in psychology (Hare and Gillet 1994). These paradigms, the researcher believes can be very important for this study because they demonstrate how the human mind functions and also how any given context can help in the construction of meaning making. Alternatively, it can be argued that for one to acquire communication competency in a language (s), that person needs to be able to understand the structure of the language before being able to creatively apply it in a given context (Foncha, 2013). Cognition therefore, is an essential ingredient for competence in any language (s) (Foncha, 2013). But this research contends that it should not be reduced to “good English” or “good grammar” alone, but should rather be seen as a social practice. Of these three dimensions, mentioned from Hare and Gillet (1994), two of these paradigms that focus predominantly on cognition are very needful for one to understand meaning construction since both paradigms portray how the human mind works. These two include: the behaviourist paradigm that stresses on objectivity of in-input and out-input and out-input to conceptualize a competent human being (Foncha, 2013). The second paradigm is based on Chomsky’s (1972) syntactic theory, where the hidden process of human mind is studied to understand cognition. These two paradigms theorized cognition as course/ effect relationship on the bases of prediction and distribution (Foncha, 2013). The gap in these approaches emanates from the fact that the issues of language cannot be seen as quantifiable and controllable objects since language is dynamic

and not static (Foncha, 2014). In this regard, language is not all seen as creative thereby taking away its social aspect.

On the other hand, the third paradigm tends to see cognition as a phenomenon that is unified by both mental and linguistic process, and this deviates from an analysis of mental process to the analysis of discourse and utterances (Leontiev, 1981). These positions indicate that the use of language as a 'lingua franca' is socially aligned and sociolinguistically sensitive to the understanding of competence in EFAL. Therefore, this study can only be understood qualitatively since it is context based and not context free. The researcher hopes to return to this issue in chapter three. Therefore, language (English) is used in this context as a mediational tool that can promote thinking in the participants and possibly can encourage meaning construction cooperatively, instead of transmitting a fixed message to others (Sivasubramaniam, 2011). Such an approach can give language learners the confidence to suggest meaning and knowledge without any fear of being evaluated negatively. Hence, this research stresses on reading for enjoyment as oppose to intensive reading. The researcher hopes to return on this in chapter four.

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In view of the above, such mediation is an attempt to imbibe a culture of reading that is declining in schools thus impeding the acquisition of EFAL in schools. This is in line with a key concept of ZPD as advocated by Vygotsky (1978, p. 86) which spotlights the mediational influence of teachers. Vygotsky uses the ZPD as a metaphor to project ... the distance between the actual development level as determined by independent problem solving and the level of potential development through problem solving and adult guidance or in collaboration with more capable peers (teacher assistance not teacher control) (Sivasubramaniam, 2004).

The above interpretation encourages the use of Bruner's (1983) metaphors of 'scaffolding' and 'handover' to understand various kinds of teacher support given to the learners' process of learning and a gradual withdrawal of that support in favour of independent learning habits. Viewed in light of this interpretation, teacher support need not and will not pervert into transmission model of learning. In view of this, imbibing a reading culture also suggests that the teacher ought to create an environment conducive for reading: providing a good book, contemporary and

appropriate to the level of the learner and allow a reader's choice where a reader chooses a book she / he likes and also reserve a right to change it if needs be.

Similarly, Sivasubramaniam (2004) views the mediational role of the teacher as one that is phased in as a scaffold and phased out as a handover. In view of this, the withdrawal of teacher support can promote an 'achievement orientation' (Breen 1987, p. 26) in the classroom which empowers learners to propose and construct knowledge instead of receiving teacher proposed knowledge and memorizing it. In that case the mediational role can lead the learners to their potential level of development as suggested by ZPD. The fact that the sociocultural theory wires an interactionist view of language learning and competence is evident in the ZPD metaphor. The researcher's line of thinking hinges on sociocultural theory which views competence as an outcome of the mediation or interaction that takes place between learner and interlocutor, this, despite other Second Language Acquisition (SLA) theorists, who view interaction as an input modification process, which provides learners with the raw linguistic input that they process internally (Lightbown and Spada, 1999, p. 44).

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2.5 Ecological perspective of language learning

The views mentioned so far have led the researcher to believe that an ecological view of language can be relevant to this study because it sees language as connected with the sociocultural aspects of life. Language in this regard, is not just the grammar or native speaker proficiency, but rather an agent through which any culture can be portrayed. Hence, an ecological view of language looks at every phenomenon of a language as an emergence and not as reduced set of components that present phenomena in simplistic terms (van Lier in Lantolf 2000). Secondly, an ecological view also stresses the perceptual ability and social involvement of a learner that can be seen in his or her interaction, which can serve as a means of learning in this context. Thirdly, an ecological view of language also supports that a complete explanation of cognition and learning cannot be made on the basis of the process that takes place inside the brain.

Ecology as a field of enquiry had its beginning in the later part of nineteenth century, when the German biologist Ernst Haeckel (1886) coined the term to discuss the

connections an organism develops when it comes into contact with other organism. The sum totality of these connections was seen to constitute the ecosphere or ecosystem. Notwithstanding this view the term ecology has come to denote a world view, which is different from the Cartesian worldview, which assumes that human beings are destined to take control of and exploit the resources of the earth (Foncha, 2014).

On the contrary, the ecological worldview assumes that human beings are part of a unique natural order—'Gaia' (Goldsmith, 1998), which is reminiscent of the beliefs and value systems that operate in nomadic communities. This view echoes and reflects the beliefs of the Norwegian philosopher Arne Naess, who viewed this earth in terms of a deep ecology, one that is contrasted with a shallow ecology, which is merely concerned with controlling and managing the ecosystem of this earth (Allen and Hoekstra, 1992).

Similarly, the ecological perspective proposed by van Lier (2004) draws on the work of (Vygotsky, 1978; Gibson, 1979; Bhaktin, 1981; Bronfenbrenner, 1979), like the ZPD, which looks at mediation metaphorically, the ecological perspective looks at ecology as a metaphor for conceptualizing language learning as an ecosystem of interconnectivities. In view of this, van Lier's views differ from the familiar 'input acquisition metaphor' that dominated Second Language Acquisition (SLA) in the 70s, 80s, and 90s.

Lantolf (2000, p. 245 – 246) stresses that the perceptual ability and social involvement of the learner seen in his or her interaction becomes learning in an ecological sense. According to van Lier (2004) an ecological perspective assigns centrality to the learner's environment, which is brimming with meanings or knowledge. Van Lier (2004) asserts that these meanings become available gradually as the learner acts and interacts within and with this environment.

2.6 The role of affordances

Furthermore, coupled with ecological approach, is another key concept of affordance. In the context of this study, affordances offer an alternative way of looking at the dynamics of a language. This is to suggest that an ecological

approach to language can unite a number of well-established perspectives of learning (Foncha, 2013). The researcher use the term 'affordances' here to suggest an aspect or quality of an ecology which can facilitate action but not necessarily cause it to happen (Foncha, 2013). In this sense, affordance affords action depending on what an organism does with its environment and what it wants from its environment (Foncha, 2013), however, this does not change the fundamental properties of the organism. In the same way, language can offer different affordances to its learners or users who will find them encouraging using in their meaning constructions (Foncha, 2013). In light of this, the researcher wishes to say that, affordance in this scheme of inquiry is viewed as a dynamism that underlies the relationship between languages and its learners or users (van Lier in Lantolf, 2000, p. 252). By the same token, it is seen as an antithesis to the rationalists or positivist positions of language (Foncha, 2013). The accruing ecological view of language challenges the position that language learning is a cognitive process that relies on the brain to process information, thus shifting the emphasis from a scientific reductionism to a notion of emergence (Foncha, 2014). "It says that every level of development, properties emerge cannot be reduced to those of prior learning" (van Lier in Lantolf, 2000, p. 246). It can then be suggested that not all cognition is explained in terms of all the processes that take places in the brain (Foncha, 2013). Therefore, the perceptual and social activities of a language learner particularly the verbal and the nonverbal interactions are central to understanding (van Lier 2000). In view of this, they do not only facilitate learning but they are also a learning process in a fundamental way (van Lier in Lantolf, 2000, p. 246).

Therefore, each learner is immersed in a space filled with meaning making potential. Thus, cognition and learning rely on both representational (schematic, historical, cultural etc.) and the ecological (perceptual, emergent, action based) process and systems (Neisser, 1982). Hence, language is seen as both representational and ecological in nature (van Lier, 2000). The usefulness of ecological approach is that it brings out an emergence of language learning (Foncha, 2013).

Essentially, the term affordance was proposed by the psychologist James Gibson (1979) to describe interdependent / reciprocal relationships that exists between an organism and the environment in which it is situated. Like Foncha (2014), Gibson

interpreted affordance as an aspect/ feature or quality of the environment, which can support action but not necessarily cause it to happen. In other words, a human being does not have or process language, but is capable of learning and living in it in any given context. The environment is full of repertoires that provide opportunities for learning and for the active participative learner (Foncha, 2013). Shotter and Newson sum this up in an argument that the linguistic world in which the learner has access to and in which the learner is actively involved is full of “demands and requirements, opportunities and limitations, rejections and invitations, enablement and constraints- in short, affordances” (1982, p. 34). Learners therefore, require a rich “semiotic budget” to be able to structure their activities and participation so that access is made available, and engagement is encouraged (Foncha, 2013).

Simultaneously, this study purports an invigoration of the notion of a reading culture, however, Sivasubramaniam (2004) dispels the notion of a depersonalised, objectivized view of reading/ writing which has come to be seen as ‘one-shot right reading’ and ‘one-shot right writing’. In order to mitigate this, he claims, we need to propose an educationally and socially empowering notion of English as International Language (EIL) Competence, which is embedded in a constructivist orientation that is under focus and one, which can serve as protective shield. In view, of this, a constructivist conceptualization of competence locates our higher mental processes such as belief, reasoning, thought and creative language in social activity (Foncha, 2013).

2.7 Constructivist perspective

Hence, we are being brought up, we socialise with societies around us, and these societies help to nurture us into different cultures which in turn help us to see the world in our own way. Our understanding of the world is not a universal one and as a result, all of us therefore have different world views. This implies that promoting a reading culture can only be achieved in a given context, the environment where interaction takes place and thus should only be understood qualitatively from the participant’s point of view as is the case in this study.

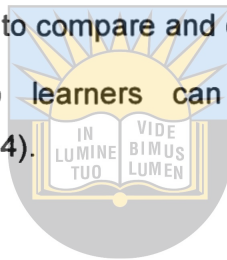
Over and above that, learning is not (in Sivasubramaniam’s terms) ‘holus-bolus’ or piecemeal migration of meanings to the inside of the learner’s head, but rather the

development of increasingly effective ways of dealing with the world and its meaning (Sivasubramaniam, 2004). These views reinforce a constructivist position as it allocates a particular distinction to the learning environment, which is nothing but the context (Sivasubramaniam, 2004). According to Glaserfeld (2003), constructivism is a “viewpoint in learning theory which holds that individuals acquire knowledge by building it from innate capabilities by interpreting with their environment” (Glaserfeld, 2003, pp. 351- 360). The constructivist theory suggests that as learners learn, they do not simply memorize or take on others’ conceptions of reality; instead they create their own meaning and understanding which serves as the rationale for this study. In the classroom, learners use similar ways to construct their own meanings from stimuli and the input that are available to them (Foncha 2014). In view of this, it seems to the researcher that the task of the human brain is to make sense of an experience (Foncha, 2013). From all the input and past experiences, the participants are continually constructing a view of what is real and truthful. Teachers can only encourage learners to compare and contrast ideas including writing so learners can think through their ideas. Constructivism is basically a view based on observation and scientific study about how people learn (Foncha, 2013). It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on these experiences (Foncha, 2013). When we encounter something new, we have to reconcile it with our previous ideas and experience, may be changing what we believe, or may be discarding the new information as irrelevant (Foncha, 2013). In view of this, we are active creators of our own knowledge. To this, we must ask questions, explore, and assess what we know (Foncha & Sivasubramaniam, 2014).

In view of the above, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (uninterrupted silent sustained reading (USSR), book reviews or discussions, reflecting on their journals in writing, narration and participating (in role-plays and school debates) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing (Kepe and Foncha 2016).

Therefore for language acquisition (English) and competence to occur through a reading culture, the participants need to deal with information and experience by putting it together to make meaningful sense. Teachers can only help learners to acquire deep learning by:

- Listening to learners' ideas and encouraging their questions.
- Encouraging learners to actively participate in doing, discussing, and creating.
- Providing more than one source of information so that the learners can see different perspectives and have many inputs.
- Encouraging learners to compare and contrast ideas.
- Including writing so learners can think through their ideas. (Sivsubramaniam 2004).



2.8 Translatability

In light of the term 'glocalization' mentioned earlier in the introduction in this chapter, Nunn (2011) explains that there is no central community where we could define norms or standards of English competence for all communities. In view of this, competence in academic language use is a holistic construct that needs to be pluralized to reflect the broad diversity of international settings in which it is used (Nunn, 2011). Similarly, Crystal observes that, "when a group of people in a country (such as students, teachers, or businessmen) switch to English, for whatever reason, the subject-matter of their conversation inevitably incorporates aspects of their local environment (Crystal, 2010, p. 19). However, Nunn cautions us that while multi-centricity is a demographic reality, we also need to consider which construct skills and knowledge related to academic language use might be translatable across contexts (Nunn, 2011). On the same topic, Tagliatela (2012) proclaims that, the theory of English as a Lingua Franca based on the acceptability of certain grammatical errors by non-native speakers is currently intact and underscores how vital it is to be linguistically tolerant. Apart from this, Tagliatela, hasten to warn us that, while this is reasonable on the one hand, it is precarious on the other, as the identity of the English language might be at risk (Tagliatela, 2012). However, Nunn

(2007, 2011), took exception with the traditional view of 'speech community' as the natural home of English competence, especially if the construct implies that you need to be born into a homogenous community to be a competent member. He argues that competence by birth right is untenable [i.e. indefensible] as an academic construct. He propounds that, in terms of academic competence, the notion of 'appropriation' can be applied to all academic users of English regardless of origin. He contends that a competent user can establish agency and demonstrate competence by making a new contribution to knowledge in the subject area of an academic community.

In view of this, Cummins (2008, p.10) promulgates, "that literacies are multiple, contextually-specific, and constantly evolving" but still maintains "that in certain discursive contexts it is useful to distinguish between conversational fluency and academic language proficiency". With this view, in the South African context the researcher understands this quotation to mean that since then in South Africa, majority of learners learn through the medium of English which is not their home language; therefore, in the classroom there seem to be two goals: learning of content and language learning. To a certain degree, these two goals in the researcher's experience appear to be in competition, in that when teaching and learning is focused on communicating content, then teachers and learners may well communicate in their home language (Foncha and Abongdia, 2014) or if the teacher's focus is on sticking to English so that learners may improve their English language skills, learners may not fully understand the content, or in this regard, teachers may reduce the academic challenge of the content to suit their learners' language proficiency.

In view of this, Cummins (2000) proposes a framework for thinking and talking about language ('meta-language') in the classroom which then in a sense, may help us to think and talk about language in our own particular contexts. He describes language proficiency on a continuum from conversational language, which he also calls Basic Interpersonal Communication Skills (BICS) and to academic language, which he also calls Cognitive Academic Language Proficiency (CALP).

In this sense, BICS is the kind of informal, face-to-face communication between people which is strongly supported by the context—the speakers can point to things,

gestures, use facial expressions and body language to communicate their ideas and feelings. It is immediately apparent when the person they are speaking to does not understand and they can repeat, rephrase and use other strategies to communicate and negotiate their meaning effectively.

While CALP is the kind of language that is needed for academic learning and it is not strongly supported by context; it is more abstract e.g. reading a textbook or writing an essay. The persons communicating are most often separated by space and time. Cummins (2000) proclaims that it takes second language learners approximately 2 years to achieve conversational (BICS) fluency at the level of their peers, but that it takes much longer – 5 to 7 years – for them to achieve academic language proficiency (CALP). So, it can be assumed that although some learners may appear to be fluent in their second language, this may not necessarily mean that they will achieve well academically, as their academic language skills may not have developed sufficiently. Since CALP is the language associated with higher order thinking skills such as hypothesising, evaluating, inferring, generalising, and predicting or classification that are related to learning and are required for academic tasks across the curriculum (Cummins, 2000). Like Nunn (2011), Cummins (2000, p. 71) claims that second language learners will acquire language and content most successfully when they are “challenged cognitively” but provided with “contextual and linguistic supports”.

In view of this, Gibbons (1995, 1998) on classroom discourse in a primary science class distinguishes three stages of language use:

- Small group work and discussion while learners are working on a practical activity: they use context embedded, everyday language and expression;
- Teacher-guided reporting session: each group reports back to the class and the teacher interacts with the individuals from each group, clarifying, probing, rephrasing their answers so that she helps the learners express their ideas in a more abstract, academic manner: the learners’ language becomes more decontextualized, more formal and precise; the teacher extends the learners’ use of vocabulary and introduces scientific terms for everyday words;

- Journal writing: this is the most decontextualized, abstract language use and learners consolidate the more formal academic discourse that they rehearsed in the report back.

Corson claims that the vocabulary used in academic language is mainly learnt through reading: Corson (1993, 1995, 1997) points out that the academic language of texts in English depends heavily on Graeco-Latin words whereas everyday conversation relies more on Anglo-Saxon-based lexicon: 'most of the specialist and high status terminology is Anglo-Saxon in origin' (1993, p. 13). Graeco-Latin words tend to be three or four syllables long whereas the everyday high frequency words of the Anglo-Saxon lexicon tend to be one or two syllables in length.

2.9 Semiotic budget in language

"Semiotic budget" refers to those meaningful opportunities for action that are opened up for an active language user (van Lier in Lantolf, 2000, pp. 252- 253). "Semiotic budget", can provide opportunities for meaning making, making actions that a situation could afford rather than on the amount of input that is enhanced for comprehension (van Lier in Lantolf, 2000). In this regard, Sivasubramaniam (2004) proposes a problem solving model of education as envisaged by (Freire and Macedo, 1978), where language is understood as representational and therefore, figurative (McRae, 1991, Gibson, 1994); dialogical and therefore, expansive (Bakhtin, 1981); immanent and therefore, semiotic (Peirce in Buchler, 1955).

In light of this, linguistic signs like facial expressions, gestures, exclamations and remarks mediate social activities. Each context has its own signs (culture) in the form of verbal and nonverbal language that facilitates its world views. Therefore, signs need to portray and represent the way that we see and interpret the world around us. It should only be through these signs that we can be able to construct the world around us subjectively (Sivasubramaniam, 2011).

Therefore, for a culture of reading to exist to gain language (EFAL) in a given context, the interactant is required to understand the schemata and frames (culture) of the people in that space (Sivasubramaniam, 2011). In view of this, language is dialogic because when we see a sign, we respond to it, moreover, the use of signs is

to be influenced by society and culture for one to make meaning from a language (Sivasubramaniam, 2011). Thus, context is the key for meaning making. Human beings have been known to create signs that control their behaviours rather than being controlled by the environment. In light of this, Wertsch (1985) observes that all humans use signs to initiate reactions from other humans or objects. The linguistic signs which mediate human activities result in varying interpretations which all portray different possibilities of meanings. The creation of these signs by the different participants in this study to make meaning are not therefore original but rather the recreation of existing signs that are used for meaning construction. Signs carry stimulus in them because they relate to the context in which they occur with their meanings differing in different contexts. These signs function as indexicalities by relating the object under indication to the context in which it becomes meaningful (Sivasubramaniam, 2011). When signs function symbolically they relate ideas or objects to other ideas or object as a way of establishing a relationship. In light of the above argument, signs are not arbitrary but they are artificial. The uses of signs provoke serious reflections from language users since these signs are drawn from their original contexts and being applied in a new and different context (Sivasubramaniam, 2011). The ability to apply signs across contexts could result in texts that position their narrators both as individuals and social actors vis a vis the event that they are narrating” (Kramsch in Lantolf, 2000, p. 136). Therefore, signs situate their readers in different ways encouraging a diversity of users’ responses (interpretation) (Rosenblatt, 1995).

In line with van Lier’s “semiotic budget”, sivasubramaniam (2011), p. 60) argues that “sign conveys purpose”. In other words signs signal activity and participation in it. The presence of sign should therefore be seen as an engagement in which a group of participants interpret an experience in referent to a context. Sign operations help to orient and direct activities towards their fulfilment, thus signs are facilitating “dialogical growth of consciousness in the participants (Sivasubramaniam, 2011, p. 81). According to Vygotsky signs regulate behaviour. Signs are not any tools that initiate behaviour but rather they are a means of influencing behaviour. In view of this, “signs can act upon agents as well as upon others” (Wersch, 1985, p. 81). Thus, learning a new language is learning a new sign system with foreign elements in it and as a result, an attempt to organise and reorganise the participant’s meaning

orientation into their respective subjective interpretations of the world (Kohonen et al 2001). With such acquisition of skills, participants possess the ability to interpret their experiences in different frames and therefore should be seen as being communicative competent (Sivasubramaniam, 2011). This is to suggest that a conversation can proceed only if the interlocutors accept each other as “temporally shared social reality” (Werstsch, 1985. P. 160).

Context therefore, is the area that produces meaning from the signs being used during a dialogue. Thus, for the participants in this study to acquire competence in EFAL, there is need for these participants to learn English only as a ‘provisional situated meaning making resource, rather than a closed system, wherein everything that is learnt is presented to them in terms of fixed or correct meanings’ (Sivasubramaniam, 2011, p. 61). In this regard, the notion of native speaker versus non- native speaker does not make sense because any participant can use any language at their disposal and through creativity and inventiveness, they can portray a given culture or world view (Sivasubramaniam, 2011). This view suggests that the participants need to distinguish competence from proficiency as native speakers and non-native speakers can become competent in any language without acquiring native speaker proficiency.

Consequently, the participants in this research need to see the signs of a language as “discursive and dynamic meaning making elements which can be changed” and replaced by other signs (Sivasubramaniam, 2011, p. 63). This therefore, provides participants in this study with an open ended meaning which lead to promotion of a reading culture so that learners can become not only proficient but competent in English First Additional Language (English).

In view of this, Vygotsky (1978, p. 55), distinguishes between tools and signs: tools are externally oriented, it must lead to changes in objects. Signs, on the other hand, change nothing in the object of a psychological operation. It is a means of internal activity aimed at mastering oneself (Sivasubramaniam, 2011). The foregoing views when related to language can have double implications: first, if student in English for Specific Purpose (ESP) class believe that completing an assignment is mainly intended for scoring a pass grade, then they would view their assignment as a tool to get the task done. As a result, they would believe that there is nothing more to their

assignments in terms of learning needs. This position is reminiscent of 'survival orientation' (Breen, 1987, p. 26), which students get accustomed to for want of motivation to go beyond the instrumental purpose of completing the given task. Second, if the students view their assignment as a sign which can be interpreted and related to other signs, it would influence a multiple creation of texts besides contributing to a dialogical atmosphere in class thereby influencing a diversity of utterances/ interpretations (Bakhtin, 1981). This is to suggest that learning a foreign language is not a second look at something that is familiar or well known. But it is an open dialogue (Kohonen et al, 2001) with a different, sign system, which has foreign elements in it.

As mentioned earlier, sign operations are dialogic. This is meant to say that interpretations will always be multiple and that communication can progress only when the participants accept each other's signs (interpretations) as a 'temporarily shared social reality' (Wertsch, 1985, p. 160). In this sense there can be no 'one right reading' in response to it (Rosenblatt, 1978, 1995). In view of this, a second look at the participants' prior knowledge is necessary to expand their semiotic choices as well as helps to create meanings for the signs that they use which in this case refers to their experiential experiences in their role as learners. It is also important that they engage with any discourse (written or verbal) symbolically rather than indicatively. This can sharpen their critical thinking and interpretation which promotes language awareness (McRae 1991). The participants also need to focus on identifying world views of discourses and how their reactions to discourses point out the temporal rather than fixed position on their respective world views (Sivasubramaniam, 2011). The above elements are vital to gaining competence in EFAL (English) since they all lay so much emphasis on the context of interaction. As mentioned elsewhere, if an interactant is not aware of the context, then there is always a chance of misunderstanding and miscommunication since meaning cannot be negotiated in such an instant. Most importantly, it might or can augment their competence in EFAL; by helping them to come to terms with the temporality and discursivity of the meanings that they relate to others and themselves. This tallies with Vygotsky's (1978) assertion that language use and social functions are inextricably linked.

Therefore, language learning is based on understanding the purpose of language in use in relation to our daily activities. Specifically this study is underpinned by theories of social constructivism that seek to interpret and understand how participants reconstruct and negotiate their communication styles in everyday communication with other interactants in schools. Thus, in a classroom context, each participant needs to be aware of the sociocultural context of all participants, the school and classroom cultures by focussing on the production and reception of cultural meaning through dialogue and understanding or interpretation (Holmes, 2006, p. 3).

2.10 South African context

Against the backdrop of major theories in second language (L2) acquisition and learning, this topic is contextualized within the South African education system. In view of this, with the demise of apartheid education which espoused the type of curriculum that 'perpetuated race, class, gender, and ethnic divisions and [...] emphasized separateness, rather than common citizenship and nation' (Department of Education, 1997); the advent of democracy in 1994 prompted South Africa to advance a school system that served to redress the inequalities created by the apartheid education, but did so in a highly integrated way, integrating across subject boundaries and with everyday knowledge and real life context.

Dubbed as a lifelong learning for the twenty-first century, Curriculum 2005 came into being in 1997/8, in a politically motivated, optimistic and pedagogically quite passionate attempt to redress the imbalances of the past. Encompassed within Curriculum 2005 was an outcomes-based, competence approach. Curriculum 2005 built on the 'essential outcomes' of the National Qualification Framework (NQF) and set out eight learning areas. Specific outcomes were developed for each of these, totalling 66 in all for the 9 years of the General Education Phase. Curriculum 2005 favoured continuous assessment with less stress on examinations for each term. It used a complex matrix of range statements, assessment criteria, and performance indicators. Teachers were supposed to be able to construct learning programmes and prepare lessons based on outcomes. Curriculum 2005 was an important step away from the content laden, often ideologically distorted, examinations orientated curricula. It emphasized 'learning by doing', problem solving and skills development (Christie, 1999, p. 279 – 292).

Nevertheless, in South African Schools, according to Christie (1999), the particular forms of Curriculum 2005 and its implementation were highly problematic. In view of this, the committees that drew up curriculum frameworks were not fully representative of the majority of teachers. They included only a small number of teachers; hence for most of them, the new Curriculum was being cascaded and reminiscent of apartheid curricula. According to Christie (1999), this was a result of poor planning and over-hasty introduction of the new curriculum into schools, with teachers being insufficiently prepared for outcomes-based pedagogy and continuous assessment. Christie (1999) observes that Curriculum 2005 was said to be jargon-ridden and inaccessible in its discourse. More so, its procedures for designing learning programmes were complex and sophisticated if not obscure. Christie (1999), also maintains that it was not directed at conditions in the majority of South African classrooms. According to Jansen (1997), OBE as a competence-based approach was likely to be successful in well-resourced schools with well-qualified teachers and better prepared students, but not in less affluent schools serving poorer communities.

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Furthermore, Curriculum 2005 was reviewed by the Review Committee appointed by the then Minister of Education, Professor Kader Asmal which led to RNCS, Grades R- 9, which was still OBE, but Assessment Standards (Ass) restored some measure of guidance for teachers on progressive development of content knowledge through grades. That was followed by NCS Curriculum in 2007, with consolidation to grade 12. The discontent gained ground because of the administrative burden associated with outcomes-based assessment, teacher confusion, OBE and abstract Learning Outcomes (Los) led to another review which gave birth to Curriculum and Assessment Policy Statements (CAPS), currently intact (Christie, 1999). According to Adendorff (2012), the CAPS version of NCS introduced from 2011, led to the demise of OBE and a return to a Content-based Curriculum (though decidedly not along apartheid or “Christian National Education” lines) and more centralised control: that is, standardised quality control of text and workbooks; standardised teaching and assessment plans and scope for individual professional discretion and experimentation, integration, themes, projects (the number had been limited per subject) and other learner-centred processes. The increased standardisation and control took the form standardised Annual National Assessments in Grade 3, 6 and 9

and importantly, very clear stipulations as to what and when formal assessments must be conducted in each subject. CAPS, was presented as merely another “Streamlining” or “revision” (Task Team Report, 2009) of the national curriculum to make it more accessible to teachers and easier to implement.

It might be useful to stress that CAPS has the following benefits: Thus the shortcomings in the planning of Curriculum 2005 have been further corrected in the CAPS model (after the first round of modification in the RNCS/NCS): according to Christie the CAPS has the following benefits and shortcomings;

- The complex technical paraphernalia of early OBE had been completely eradicated.
- Teachers could return to the more familiar “subjects”, “aims” and “topics”, and to “teaching” rather than “facilitating”.
- The administrative overload resulting from a heavy OBE emphasis on keeping assessment records had been reduced (at least in principle).
- There is far greater specification as to what knowledge and skills teachers are expected to teach and learners are expected to have learnt, and by *when* (less vagueness and consequent confusion resulting from the abstract wording of the learning outcomes). This was very weak in C2005, and there were still many weaknesses present in the 2001, OBE version of the NCS, especially in the Intermediate and Senior phases, according to the 2009 Task Team report. The distraction and *illusion* of bureaucracy specifying that each lesson or unit helps the learners to achieve this “LO” or that “AS” has been removed.

It does not mean that there are only advantages attached to this curriculum. In this regard, the following are some of the disadvantages to the document:

- Teachers and schools will have to guard against a return to a teaching/learning approach based simply on learners being able to reproduce a parade of facts and concepts, i.e. transmission-and-memorisation (Paulo Freire’s “banking concept” of education).
- The return to rather comprehensive, highly regulative national curriculum documents opens the way for a return of the “syllabus-as-blueprint” approach to teaching, with teachers expected to “implement” checklists of

content rather than exercise their professional discretion or try out innovations and take (sensible) risks in the interests of engaging young and growing minds. There is a potential for provincial officials and principals to begin once again to take a strong “top-down” approach to curriculum management. On the other hand, it is at least arguable that for many SA teachers, this is the way they actually prefer it.

- The CAPS approach *could* also possibly result in a “backward-looking” mentality on the part of teachers, and an education that does not “move with the times” or prepare learners for a rapidly-changing future.
- Teachers may also interpret (or be trained to interpret) the CAPS as stipulating that groupwork is to be done away with altogether. This would be a loss, as forms of cooperative learning have many advantages when well understood and prepared well by the teacher. (Christie, 1999, pp. 67-71)

Following the ‘phasing out’ of C2005 and the principle of OBE, the National Senior Certificate (NSC) examination was first introduced in 2008, in place of the previous Senior Certificate (SC). The NSC was, as the name suggests, a national examination and curriculum, as opposed to the previous provincial Senior Certificate examinations (Grussendorff, Booyse, & Burroughs, 2010). The NSC was based on the New Curriculum Statement (NCS) which stipulated that all grade 10, 11 and 12 students were required to take seven subjects (Education statistics in South Africa 2008, 2010). Two of the subjects had to be languages, and new subjects such as Life Orientation and Mathematical Literacy were offered.

In light of the above, in a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that, they are able to communicate in other languages (Department of Education, 2002: 4). The new Curriculum and Assessment Policy Statement (CAPS) (DBE, 2010), for the first additional language, Grades R-3, is initiated on this viewpoint and endorses the additive bilingual approach to the teaching of an additional language. This approach presupposes that children begin school competence in their home language and that they can use their home language to learn an additional language. Though, this

statement needs to be understood with restraint and it ought not to influence teaching as it is inclined with assumptions and not proven facts. The CAPS is a development of and supplants the Revised National Curriculum Statement, Grades R-9 (NCS) of the Department of Education (2003). It asserts that by the end of Grade 3 children must reach a high level of communicative competence and be able to read well (DBE, 2010: 7-9).

The insinuation of these policies is that teachers ought to have good knowledge and skills to lead learners to develop communicative, reading and writing skills in the first additional language, which in this case is EFAL. Yet, as a veteran teacher of 20 year experience, having witnessed learners' absence of comprehension, poor writing and communication skills, there is no rationale to validate that teachers have the expertise and are doing justice in the classroom to teach English. Fleisch (2008, pp.105-112; 130) observes that shifting from mother-tongue instruction in reading, writing and numeracy in the first two to three years of schooling to a second language (L2) in Grade 4, where the learner is expected to be proficient in reading across the curriculum is problematic. These learners had a limited vocabulary of about 500 words and could read only simple 3–7 word sentences in the present tense (Fleisch, pp. 2008-130). According to Pretorius (2002, p. 191), at this stage these learners have barely mastered reading comprehension skills in the mother tongue let alone the L2. Pretorius and Machet (2004, p. 58) refer to the “paradox of the primary school professional”, referring to teachers of literacy who are themselves unskilled and do not read due to a strong oral culture and lack of reading materials.

Since the dawn of democracy amid transformation in 1994, various efforts have been initiated by the South African government to improve the literacy levels in the country through various literacy and reading campaigns, by elevating schools that were in the past under-resourced and by providing teacher training. However, there are still reports by academic critiques gaining ground on the low literacy rates among learners in South Africa.

2. 11 Motivation

As a starting point, the Self-determination theory (Deci and Ryan 1985) is concerned primarily with promoting in learners an interest in learning, a valuing of education,

and a confidence in their own capacities and attributes. These outcomes should be seen as manifestations of being intrinsically motivated and internalizing values and regulatory processes. Deci et al (1991) further suggests that these processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment. They also describe socio-contextual factors that nurture intrinsic motivation and promote internalization, leading to the desired educational outcomes.

The major reason for the above outcomes is that schools represent a primary socializing influence that has enormous impact on the course of people lives and in turn, on society. The quotation that follows elucidates this point:

Ideal school systems are ones that succeed in promoting in students a genuine enthusiasm for learning and accomplishment and a sense of volitional involvement in the educational enterprise. It is this interest and volition, we suggest, that lead students to display greater flexibility in problem solving, more efficient knowledge acquisition, and a strong sense of personal worth and social responsibility (Deci et al 1991:325-326).

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In view of this understanding both the relations among facts and the ways to find or generate facts are the learning outcomes that are being stressed above. The acquisition and retention of facts are important but are by no means enough for excellent education (Foncha, 2014). These broad learning and adjustment outcomes are what the researcher seeks to promote among the participants in this study. Although these outcomes are sometimes considered independent or even antithetical, the self-determination theory has indicated that they are complementary when the school context stimulates certain kinds of motivation in its learners (Deci and Ryan 1985). Thus, the highest quality of conceptual learning occurs under the same motivational conditions that promote personal growth and adjustment through reading culture.

Since context is at the fore of meaning making in the acquisition of a language, in this case through reading, it is important to understand the role of motivation in language learning through reading culture. Motivation accounts for a participant's willingness to work hard in order to achieve their goals (Gardner and Lambert 1972). These participants therefore focus all their attention on the task at hand, they also need to persevere through challenges and even stimulate others by promoting collaborative

teamwork which in this study is key to finding new ways to promote a culture of reading so that EFAL learners can acquire language (English) and are able to express themselves verbally and in writing. In view of this, most researchers are of the opinion that motivation is central to learners' achievements. Among these, Gardner and Lambert (1972) hasten to observe that there are three characteristics of motivation for language learning which include: learners' attitudes towards language learning (affect), their desire to learn a language (want) and their motivational intensity (effort). Gardner sees motivation as —the extent to which an individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity (1985:60).

However, Gardner further argues that motivation for language learning varies and can either be intrinsic or extrinsic or both. Motivation in this study is pivotal to learning English (the language of instruction and lingua franca) (Gardner and Lambert 1972) which in a way is seen to be a way of gaining a language through reading. Gardner specifies four aspects in his definition of motivation. They include; a goal, effort to reach the goal, a desire to attain that goal and positive attitude towards the goal. In the context of this study, the goal is the stimulant for learning English through building and promoting a culture of reading. In view of this, the study is set to focus principally on a constructive view of motivation which places emphasis on social context and personal choices. Each participant is motivated differently and as such acts on the environment (affordances). Most participants in this study are motivated to learn English language because they perceive its values (rewards) within the context where they find themselves. Motivation in the context of this study is therefore either internal, external or both (Gardner and Lambert 1972). It is seen as external when a participant is motivated to acquire a language as a means for attaining an instrumental goal (functional reasons). On the other hand, it becomes an internal motivation in a situation where a participant wants to integrate into a culture of an L2 group where such a participant may get involved in a social interchange in that group (Gardner 1985). When a participant learns a language for instrumental reasons, such participants do so because they desperately want to. Whereas the integrative motivation for language learning is generated from a want rather than from an externally imposed need. Therefore integrative motivation is referred to as

the desire of a given participant to become a member of a speech community by choice (Foncha, 2014).

2.12 Reading workshop (Atwell, 2007b)

The following is the Workshop Reading Approach as proposed by Atwell (2007b) of which the researcher is an exponent. The researcher found the possibilities of her workshop approach in teaching struggling readers thrilling. While investigating the researcher made use of Atwell's basic components and was able to implement them. The components are as follows: reading a book of choice with time to read at school; intrinsic motivation in a literate environment; reading and sharing poetry; holding individual student conferences; and teaching mini-lessons. Informed by context and space the researcher in some instances somewhat tailored some of those components in order to fit his/her learning environment. In the same vein, judging by their contributions the participants (learners) seemed to be at home with the new mechanisms as confirmed by their thoughtful and thought provoking tasks in the form of book reviews, journals, USSR reports, and reading cards. As alluded to prior, the following is the Workshop Reading Approach.

2.12.1 Class Time to Read a Book of Choice:

The researcher would like to state categorically that he/she found the entire Workshop Reading Approach captivating and intertwined however, for the purposes of the context in which this study was carried he/she wishes to concentrate on only 3 remedies: 1) reading a book of choice with time to read at school; 2) intrinsic motivation in a literate environment and 3) reading and sharing poetry.

In considering the above said components of the reading workshop, the first principle to reflect on is the importance of daily classroom time to read a book of choice. During this daily time, learners should read for an extended time period at their own reading levels. This is in consistency with the researcher's firm belief that reading and responding are central to the culture of reading (Atwell, 2007). This is precisely what happened in the USSR (Uninterrupted Sustained Silent Reading) programme established by the researcher concurrently during the course of this study whereby the 18 participants (learners) would read widely for enjoyment.

As a proof that reading indeed took place during the aforesaid programme the participants would then react/reflect on the reading material they were reading such as a book of choice, magazine or newspaper articles. Due to its efficiency and productivity this programme was endorsed and accommodated by the De Vos Malan SMT as part and parcel of the researcher's English FAL class time table during the English FAL period.

The reader may remember that some of the SMT members in the aforementioned school were participants and just like other participants contributed significantly in this investigation. The SMT applauded the fruitfulness of the USSR in which participants (learners) had an opportunity for the first time to choose a book of their choice and read for pleasure. As an attempt to enrich the programme the researcher had a corner classroom library and also managed to get book sponsor from the Eastern Cape Provincial Archive. The participants themselves brought in to the reading box: magazines and newspapers from home.

As said prior, the USSR was fit in to the English period in which before any lesson of the day participants would be given 15 minutes to read silently. Due to time constraints the participants would then be given a reading homework whereby they were expected to report, react and reflect from what they were reading in the form of journal writing/ book reviews/reading cards/USSR report etc. This is in consistence with the researcher's belief that high school readers tend to specialize and flourish on characters close to their own age with recognizable feelings and realistic problems (Atwell, 2007b). This is true and it showed in the participants' responses when they shared feelings, cried and laughed with characters in their journals and book reviews in the 'reading zone' (Atwell, 2007). What was fascinating in this programme was to see the participants actively engaging with reading material and reacting afterwards.

In view of the above Atwell (2007b) stresses that teachers should recognize learners' inclination (preference) as readers and provide them with books that match their reading ability and interests. At this point, learners' choice becomes a strong motivator (Powning & Atwell, 1995) and teachers are advised to create and initiate opportunities for learners to engage, or a failure to do so may result into the lack of opportunities for regular, engaged reading. This is meant to say that the environment

for reading should be appealing. Teachers should set the scene. Organize attractive contemporary 'good books' (Atwell, 2007b) appropriate to the learners' level. Otherwise, falling short of this may help account for why most learners who are poor readers upon entry into high school remain so until graduation (Cappella & Weinstein, 2001). In view of this, by fostering learners to become engaged readers, the teacher enables them to gain competence and self-efficacy (Guthrie, 2002).

Similarly when teachers support learners' autonomy by encouraging expression of opinions, providing choice of learning tasks, and inviting learners to participate in decision making, learners increase their commitment to classroom activities (Skinner & Belmont, 1993). On the same topic, Guthrie (1996) observed that learners' long term interest in reading was enhanced when teachers asked learners their opinions about what they were reading. The researcher believes that in order to help learners become choosers of literacy, teachers must be empowered to choose their own context Guthrie (1996). In view of this the strong influence of self-selection on motivation to read makes a good case for free-choice reading, especially for struggling high school readers (Atwell, 2007b). Still, for ease in dealing with comprehension instruction, promoting literary discussions, and developing content knowledge, teacher-selected, whole class common texts are sometimes necessary in high school classrooms (Atwell, 2007). Consequently, a balance between teacher-selected and student-selected reading must be maintained (Ivey, 1999). Over and above that, choice is a critical factor in encouraging motivation to read. Learners need freedom to choose what they read at least some of the time, and especially until they are firmly and unshakably hooked on reading. In order for us to achieve our literacy-educator goals, learners must fall in love with the "stuff of books" (Allington, 2002). This happens when learners discover books they care about, and find themselves in books that are in harmony with their interests. Teachers of high-schoolers are aware that, especially at this age, learners must be treated as individuals. Learners are expected to become independent readers. Yet, more often than not they get limited opportunities to explore their own interests in reading, to read at their own pace, or to make their own decisions about whether or not to read a book (Ivey & Broaddus, 2001). If we expect to develop engaged, lifelong readers, high school language teachers need to reform. Many leading reading teachers, including Atwell, argue that learners' ownership is a major part of the reading

workshop. Instead of trying to persuade learners to read all that has been revered as “great literature,” we need to engage learners in conversations about the uses they have for a range of texts in their own lives (Lewis, 1998). On the contrary, the researcher perceives that, one single reason for resistance to school reading seem to be that learners are forced to read materials that they have no say in selecting and this does not support the ambition of building a reading culture in schools instead it hampers it.

2.12.2. Intrinsic Motivation in a Literate Environment

A second significant workshop principle is that of motivation carried out in an interactive, collaborative, learning environment. Partially, the researcher has touched on motivation on the previous component. The researcher sees reading less as ability and more as a highly social, purposeful, and meaning-driven activity (Wilhelm 1997). As mentioned in the previous principle prominent teachers understand not only the importance of, but the need to, make learning learner centred. In this regard, conversation and respect among classmates and between teachers and learners during the reading programme (USSR) build levels of shared interest and motivation. For this reason the researcher believes that if this trend continues this then may culminate into reading culture which is the main purpose of this investigation. In view of this, learning becomes learner centred when teachers engage learners, demonstrating, interact and teaching them to learn how to learn (Foncha, 2014). According to Cunningham and Cunningham, “Engagement is probably the most common term used to describe to talk about the relationship between motivation and learning and thus one of the most important factors of motivation is “self-efficacy” (Cunningham, 2002, p. 89).

In other words, teachers have a role to play in stimulating the will of a child to love reading. The researcher believes that a child should read because he/she wants to do so and that corresponds with the previous component that a teacher ought to cultivate a conducive environment for reading and for children to feel at home with reading.

The researcher has experienced first-hand the efficiency of motivation in the classroom during his/her Reading Workshop (USSR). As a way of modelling reading

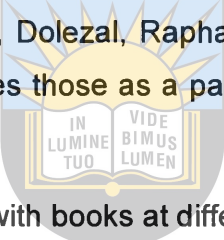
the researcher would read extensively the adolescents' books that were part of the organized material and displayed in the corner library and recommend afterwards. When the researcher recommends most of the participants/learners would run to those books that were acclaimed. This then affirmed the view that indeed learners are looking for a role model to emulate his/her action. In view of this, learners' writing showed that they were enjoying their books of choice and were even looking ahead to their next books. This perspective affirms the notion that focusing on a classroom community frames a social constructivist viewpoint as indicated earlier under constructivism (Vygotsky, 1978). As well it presupposes that adolescents flourish in active learning situations and work best when they are able to connect their learning to their own lives.

Many of today's authorities define adolescent readers in a negative way, using vocabulary like tension, disinterest, and unmotivated. Reading research suggests that these descriptions are mainly attributed to the mismatch between what learners need and the instruction they are likely to receive (Ivey & Broaddus, 2000).

Esteemed reading educators state that institutionalized structures and curricula, which are not responsive to students, may foster both negative attitudes and school failure (Allington, 1994). Indeed sluggish curriculum that is not open to learners narrows the learning space and creates an aloof atmosphere between the teacher and a learner (Foncha, 2013). Such an atmosphere therefore limits opportunities for interaction between a learner and the teacher as a mediator of learning. In such an environment the objectives of this investigation which is to build a culture of reading cannot be accomplished. But, when a teacher begins to move around between the rows intervening in intervals, charting quietly with learners in a 'Reading Workshop' (classroom), during USSR with his/her clipboard recording reading homework pages that have been covered (learners might have been given targets e.g. 20 pages at least, after school at home). Also, the teacher/researcher recording titles of books that each learner has read, asking learners' feelings about the books they chose to read, those are the opportunities for growth that this study sought to pursue. When the teacher initiates some reinforcement mechanisms such as readerthorn/ debates/ drama and some token of appreciation for those who have become reading enthusiasts and take care of those who may be behind by scaffolding them until they reach to the reading zone in which they start to interact with characters and engaging

their imagination. According to Atwell (2007b) a reading zone is where a reader begins to leave the classroom imaginatively and finds him/herself in a book, crying and laughing with characters. This then is consistent with reading culture merits where reading becomes a way of life and habitual driven by inner-person.

Academics such as Atwell (1998) and Wooten (2000) observe that learners must have ownership in their literacy and teachers must help learners make literary connections to real-life situations, which is exactly what this investigation aspires to achieve in addition to the class appealing environment, relevant reading choices, teaching methods and stir motivation of all learners regardless of their reading ability. Similarly, the following are motivation and high performing classroom topographies which were developed by Pressley, Dolezal, Raphael, Mohan, Roehrig and Bogner (2003) and the researcher envisages those as a package towards building a culture of reading in schools:

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1. Classroom is filled with books at different levels.
 2. The teacher introduces new books and displays them in the classroom.
 3. The teacher emphasizes effort in doing work.
 4. Students are given choices in completion of their work.
 5. Teachers engage students in authentic reading and writing.
 6. Lessons promote higher-order thinking.
 7. The teacher uses large and small groups for instruction.
 8. The teacher does expressive read- aloud.
 9. Finally, choice in selecting books is very important!

To the researcher the motivation and high performing classroom features mentioned above are momentous and consequently may serve as a frame upon which a culture of reading should be built given the inventory of impediments mentioned by the participants in chapter 4 towards the realisation of this goal in schools. It then implies that a teacher as the captain of the ship should be a good organizer of resources, model reading, encourage and motivate the significance of reading, allow learners to choose a good book that interest them, encourage reporting and reflection by means of writing journals/book reviews/USRR forms etc., monitor progress from time to time, inspire input + 1 (Krashen, 2004) and performs reading aloud passionately.

In light of the above, many researchers have stressed the necessity of social interaction in learning. They argue that “Reading and writing cannot be separated from speaking, listening, and interacting, on the one hand, or using language to think about and act on the world, on the other (Gee, 2001, p. 714)”. The researcher appreciates this view since it speaks to his/her aspirations that the foresaid language skills are interwoven and this then insinuates that while the main goal is to build reading culture on the one hand through the entire motivational packages mentioned above the other skills then begin to thrive on the other.

In view of the above intrinsic motivation is powerful “When children internalize a variety of personal goals for literacy activity, such as involvement, curiosity, social interchange and self-efficacy, they become self-determining (Guthrie, 1996, p. 433)”. This will be shown in the next chapter (chapter 3) in which various designs were used to engage learners and instigate and ignite their curiosity and fusion with numerous reading activities. In view of this, developing a community of lifelong readers involves many components, one of those is that teachers should accept mistakes as a path to learning, encourage diverse learning styles, and provide each student with a personal goal. The following Bill of rights listed below attest to this by encourages intrinsic motivation and building a literate community (Atwell,

2007a).

1. The right to skip pages.
2. The right not to finish.
3. The right to reread.
4. The right to browse.
5. The right to read anything.
6. The right not to read something.
7. The right to escapism.
8. The right to read anywhere.
9. The right to read out loud.

10. The right to not defend your tastes. (p. 27)

The Bill of rights list above confirms what the researcher had always believe in that in an ideal environment learners should read because they want to read and not be hard-pressed to read what is revered as good by the curriculum. Essentially the above proposal in the researcher's view sought to allow freedom of choice in terms of book selection and more so freedom of expression.

2.12.3 Reading and Sharing Poetry

The third component of the reading workshop involves poetry, which engages learners on many levels. As literacy teachers, we must remember that we have two goals. The first is to teach our learners to read. But the second, more challenging task is to create an environment that motivates them to read. Since many teachers are not sure about how to make their learners' needs a focus of instruction (Ash, 2008) poetry is one answer.

Smith (1985) states that adolescents learn and behave like the people they see themselves being. In other words learners who want to feel competent and in control of their lives they are looking for role models in both peers and adults. This is where the power of poetry comes to the forefront. Atwell emphasizes that poetry simply helps people understand their own lives – exactly what high schoolers need. She says, "The lesson poetry teaches kids is about good writing, critical reading, and the kind of adults they wish to become and the kind of world they hope to inhabit, extend the best invitation I can image to grow up smart, healthy, and whole"(Atwell, 2006a, p. 2).

The above quote communicates the goals of this investigation since the researcher sees building a reading culture among learners as a stimulus which incites a learner not only to become a critical reader but also a proficient writer and a fluent, eloquent speaker. In this regard, poetry has become the workhorse of the curriculum for its brevity and generosity (Atwell, 2006a). The researcher also believes that there is no other genre that can match poetry in terms of teaching about diction, precise vivid words, importance of first person voice, the value of all parts of speech, the beauty of figurative language, and even the necessity of punctuation and proper grammar (Atwell, 2006a). Of course, poetry appeals to learners because they can either find or

write a poem about any interesting subject from comic book heroes to prejudice. When learners write their own poems, they travel even farther into the genre. Atwell (2006a) explains exactly what poetry can do:

Be about anything.

Surprise us.

Tap our senses-make us see, feel, hear, and taste in our imaginations.

Make us laugh.

Make us think.

Connect us with other people at the most essential level: heart and mind to heart and mind.



Express anger and help make sense of a troubling experience.

Define feelings and craft them as art.

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Tell stories that point a theme.

Make us look at everyday life through new eyes.

Make us think about the kind of lives we want to live.

Use people, objects, actions, and places as symbols to show something about a life or an experience.

Help capture stages in a life: who we were; who we're becoming.

Help us remember what matters.

Help us commemorate what matters.

Feed us, slake our thirsts, protect us, take us around the world, and back in time, heal us, and let us take chances, yet remain safe.

Reveal the beauty in everyday existence; open our eyes to the poems that hide around us (p. 1).

To the researcher the aforesaid poem also articulates the ambition of this investigation in that it delves to the essence of poetry. As pointed out earlier, poetry, if anything should be used to teach about diction, precise vivid words, importance of first person voice, the value of all parts of speech, the beauty of figurative language, and even the necessity of punctuation and proper grammar. Unrequired to mention that in the USSR spearheaded by the researcher the participants enjoyed it when the teacher (researcher) recites a poem after she/he reads it aloud her/his kids read it on their own, highlighting personal connections. Then a class discussion follows. The researcher cannot fail to recall a moment where he/she asked the participants to work in pairs whereby each one of them was to write down at least 10 items that she/he likes about his/her peer and then swap the list of things. Subsequent to that the participant (learner) would out of the 10 list of things listed by his/her peer begin to write a poem about his/her peer. The instruction was: 1.out of the 10 list of items that your peer has written, write a poem about him/her. 2. Decide on the structure of the poem.3. Provide a title and 4. The lines should rhyme. The researcher noticed that even though this activity was fun yet it was also thought provoking. The participants were expected to recite their poems about their peers in front of the class. This was similar to the other activity called 'free writing' they performed as an icebreaker during the focus group in which each participant was expected to describe an object or a person in which instructions were as follows: 1. Look around in or out of the classroom. 2. Pick an object or a person. 3. Do not mention its/his/her name. 4. Describe it/him/her in one paragraph. 5. Use as many descriptive words (adjectives) as possible to describe an object or a person. 6. Decide on how many lines will your paragraph be composed of, but do not exceed six lines. Subsequently, a learner should stand and read his/her paragraph in class and others are to guess the name of an object a person. The entire excises attest to the significance of a culture of reading in which this study sought to pursue.

Rosenblatt (1997) discusses transactional theory on aesthetic and efferent reading. Rosenblatt says that the demand that the teaching of literature have some relation to the pupils' immediate human concerns has often been countered by pointing out the negative side of this moralistic approach. Yet, literacy teachers, more than others, have the opportunity to help learners develop ideas about human nature, moral attitudes, and human response to people and situations. A literature teacher deals

with the experiences of human beings as they make life connections to text. In teaching literature, we are basically helping our learners learn to perform in response to a text. The reader (teacher) performs the poem using her/ him as the instrument. According to Rosenblatt (1997), the reader “finds” the meanings in the text.

In view of the above, Donald Graves once stated that he wanted his learners to have an emotional connection to literature. He said that “nothing happens without an emotional connection (Nault & Dunnaway, 1999, p. 31)”. Graves went on to explain that emotion and passion are much bigger than intellect. When adolescents share their feelings with partners, teams, the teacher, or the classroom community, they become passionate learners (Shanahan & Neuman, 1997). When learners develop a sense of belonging to a group in a sense, their view of self-determination is increased (Skinner & Belmont, 1993). In view of this, literacy engagement should be a top priority for schools and literacy instructors should consider poetry as an engagement tool.

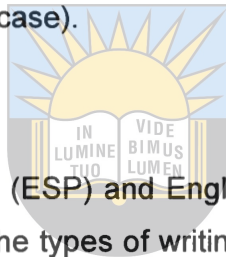
Over and above that, knowing your learners and the important issues in their lives enables the teacher to develop relevant literacy curriculums. In addition, conversing with learners as they cross the classroom threshold, listening to them as they work on projects holding homework, help sessions after school, attending sports events, and chaperoning dances or clubs, are all ways to know learners’ lives outside of the classroom.

Showing respects for learners’ decisions, lives, and relationships is vital; even if these diverge from what we might wish for them (Alexander & Jetton, 2000). In view of this, reading and sharing of poetry is an excellent way to gain this awareness.

Sometimes in our hurry to please everyone, to do everything we have been told to do, we leave out one thing – ourselves (Atwell, 2006). Yet, the truth is that what we bring to children will always be ourselves. In the end, the teaching of reading happens in small intimate moments when we pull a chair alongside a child who is struggling to read (Calkins, 2001). Poetry invites high schoolers, especially those who struggle with longer texts, to engage in meaningful reading.

Unmotivated learners who say they “hate to read” will not make necessary connections to develop as engaged knowledge-seekers (Foncha, 2013). In view of

this, learners must believe that what they are learning is personally relevant to their lives. Teachers who plan relevant curriculum invite students to make personal connections to subjects instead of copying lists of definitions, memorizing textbook facts, and completing worksheets. Poetry includes all learners in the community of learners. Therefore, the entire Workshop Reading Approach said above is a central philosophical feature because it aims to build a culture of reading in schools which is the life-force, get-up-and-go and the determination of this study. On this score, it can then be proposed that the approach professed above could work in schools if it is well applied by the enthusiastic teachers. The reader may recall that the objective of this study in the main was to build a culture of reading in schools if learners are to gain language (English FAL in this case).



2.13 Some covets

Many English for Specific Purpose (ESP) and English for Academic Purpose (EAP) practitioners are of the belief that the types of writing they expect from their learners can be produced through repetitive or rehearsed writing or pattern-product procedures. This can do more harm than good as it can trap students in a belief system, which will prevent them from going any further than the survival writing skills that they need to get through their exam grading requirements (Sivasubramaniam, 2011). Sivasubramaniam observes that the constant pointing of correct models of writing not only precludes learners 'attempts to write with a sense of voice and agency but also instils in them a sense of complacency, which can come in the way of their understanding the educational and social role of their writing. Given this, it will be unbeneficial for us to moor our understanding of EIL competence in one-shot right reading or writing that we expect from our learners (Sivasubramaniam, 2011). The following points might help explain this:

Formal language courses might not be in a position to focus adequately on the kind of knowledge that writing demands. Grammatical rules, the conventions of capitalization, punctuation, presentation, forms, tone, register and awareness for an audience, all of these cannot be taught conclusively through formal instruction. In view of this, there are limitations to teaching rules even if we are conversant with them. In any case we can only learn to write by writing and in order to do that we must read in the role of a writer. In other words, during reading endeavours, the act

of reading and writing must be fused in the mind of the reader into a single scheme for action (Foncha, 2013). When this happens the act of reading could become a composing process that is writing (Smith, 1982).

If our learners perceive their writing as a space for constructing their own attitudes and opinions, they might engage in 'elaborative processing' (Beach in Lawson, Ryan and Winterowd 1989, p. 187). By the same token, it can support a metaphorical conceptualization of learning a foreign language as an 'open dialogue' (Kohonen et al, 2001), in which our learners attempt to learn English as a lived through experience. In doing this, they might find it motivating, non-threatening, rewarding and educating to engage with the 'ideational content' (Kramersch in Byrnes, 1998, p. 24) of a foreign language text to reconstruct their world and their 'selves'. Thus, their attempt to read and write can evidence their endeavour to learn English by actualising the 'affordances' (van Lier in Lantolf, 2000, p, 252) and the 'semiotic resources' (Kramersch in Lantolf, 2000, p. 152) afforded by their ESP or EAP texts and their effective learning environment. In light of this, their endeavour will confer agency and subjecthood on them. Most importantly, it can help them to appreciate and believe the immediacy and primacy of the meanings and the knowledge that they create through the use of their English. In this respect, their English has not only become a valuable creation in current context of the study as it is 'eminently aesthetic' by virtue of its being plausible and permeable (Kramersch in Lantolf, 2000, p. 152). In view of this, a sense of linguistic appropriation then begins to permeate their sense of competence in the use of their foreign language (English) (sivasubramaniam, 2011).

Furthermore, in a constructivist orientation, things are placed differently. In view of this, the constructivist orientation does not envisage teachers providing the structure for discussions and topic shift (Sivasubramaniam, 2011). In this respect, it is antithetical to the transmission model, informed by a factualist orientation. Consequently, learners are allowed a lot of room to bring their own knowledge and language to bear on the information and tasks used in class. The meaning constructed from texts and tasks reflect the learners' characteristics, which in a way is empowering to them. In such a case, the students understand the purpose of

taking part in activities and tasks. The 'how and why' of all that they do influence them into adopting 'achievement orientation' (Breen, 1987, p. 26).

2.14 Literacy

Given the complex relationship between spoken and written language, a linguistic notion of literacy might prove to be an unbeneficial one, as it might waste all the available focus on the controversies encompassing the notion of 'text' (Kern, 2000). Rather than getting entangled with minutiae of this notion, the researcher intends to use Widdowson's (1978) view of literacy as a point of departure. According to Widdowson, literacy means a set of communicative abilities that signify mode which outperform "linguistic abilities" that relate to 'medium' (pp. 5-7).

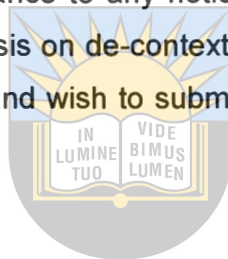
Widdowson's explanation offers a distinction between literacy with reference to medium and literacy with reference to mode. While literacy with respect to medium creates and centres on reading and writing correct sentences, literacy with respect to mode centres on constructing meanings through written texts. The researcher is not entertained to model himself on a view of literacy, which is usage centred; his notion of literacy, then, will draw on a use-centred model, one in which the learner is empowered through interpretive practices focused on cultural awareness and critical reflection (Foncha, 2013). The goal of such literacy is not free from social influences, which link individuals and society (Vygotsky, 1978). This idea of Vygotsky, tallies with what Kern (2000, p. 35) has observed. According to him literacy is not the 'personal, idiosyncratic property of an individual, but rather a phenomenon created by society and shared and changed by the members of that society'.

2.15 Resisting a positivist notion of literacy

The discussion in this section attempts to demolish some of the notions of literacy coming from a positivist orientation. The demolition is necessary because these notions have done more harm than good to humanity and the educational opportunities available to it (Toulmin, 1990). In the guise of promoting an objective version of literacy, language educators and literacy advocators have tried to promote a strong text explanation of literacy in the sixties, seventies, eighties and even in the early nineties (Brandt, 1990). The strong text notion of literacy favours a rejection of

social involvement as underlying condition of interpretation and imposes logical, literal, message-centred conventions of language (Foncha, 2013). In doing so, it seeks to dispose a literate orientation in terms of technology characterised by alphabetic writing (Sivasubramaniam, 2011). The crux of this orientation is that written language can work as a 'detached and self-referential system of meaning' (ibid, p. 5), thereby underrating intersubjectivity in meaning construction.

Sivasubramaniam (2011) believes that a strong-text orientation to literacy runs counter to qualities such as openness to questions, ideas, new ways of thinking and respect and concern for independent thinking. In line with that thinking, therefore, the researcher wishes to signal resistance to any notion of literacy that fails to capture experiences because of its emphasis on de-contextualised meanings and an asocial conceptualisation of competence and wish to submit to a process view of literacy or competence.



2.16 A process view of literacy

Having resisted positivist notions of literacy the researcher hopes to submit to Sivasubramaniam's (2011) proposal of a process view of literacy, competence. Such a process view centres on a metacommunicative ability. The term metacommunicative ability as the researcher understands it means a growing awareness of and control over the social means by which his learners develop discourse and through it make an attempt to co-create knowledge and experience.

Thus, their act of reading and writing can speak of their social involvement (Foncha, 2013). As a result, the learners will have realised that sustaining meaning in reading and writing requires them to sustain the very process of reading and writing (Sivasubramaniam, 2011). This means that they will not be overly concerned with 'what does that say?' (Sivasubramaniam, 2011, p. 69) or 'what do I make that say?' Rather, as their writing would or might reveal, they will be concerned with keeping the process of reading and writing going. If the learners use their class assignments as an avenue for interpretive practice they can learn to write better by moving along the continuum of increasing responsiveness (Foncha, 2013). As mentioned earlier, they will be able to develop their analytical ability and relate it to the experiential aspects of their reading and writing response.

It must also be noted here that competent learners might not look upon their text as fixed artefacts. Instead, they might use them to evolve and construct meanings and to overcome the problem of fixity that a text might impose when it is used for producing objective meanings (Sivasubramaniam, 2011). In light of this argument, which is in researcher's line of thinking, we need to understand that texts can make sense to human beings only through the possibilities that interpretive practice offers and not through a literal, de-contextualised message-centred language orientation. Conversely, this can also serve to illustrate the message-rich and involvement-poor (Brandt, 1990) writing of people who view the text as a self-sufficient and self-referential instrument of literacy (Sivasubramaniam, 2011). Thus, a process view of literacy or competence is synonymous with interpretive practices, involvement and metacommunicative ability literacy with a capacity to read the world (Sivasubramaniam, 2011).

Having argued for a process view of literacy or competency, the researcher now aspires to focus on the role of texts in teaching learners to read the world. If interpretive practice, does not relate to meaning constructions that articulates knowledge of the world, then that practice should be dismissed as unfruitful (Sivasubramaniam, 2011). Based on this, the researcher wishes to point out that the use of literacy as social practice, can address the dynamic and dialectical link between words and worlds (Sivasubramaniam, 2011). The following quotation from Freire and Macedo help summarise the researcher's position:

Reading the world always precedes the word, and reading the world implies continually reading the word ... in a way however, we can go further and precede merely by reading the world, but by a certain form of writing it, rewriting, that is, of transforming it by means of conscious, practical work (1987, p.35).

The views stated in the above quotation suggest that transmitting authorised knowledge typical of transmission model of teaching might not blend well a view of literacy that is meant to empower learners rather than disempower them through an authoritarian view of learning. Such a position is reminiscent of banking concept of education (Freire and Macedo, 1987) which looks upon accumulation of tutored

knowledge as the ultimate aim of education (Foncha, 2013). The following quotation might serve to illustrate this:

The command of reading and writing is achieved beginning with words and themes meaningful to the common experience of those becoming literate, and not with words and themes linked only to the experience of the educator. Above all, their reading of what is real cannot be the mechanically memorised repetition of our way of reading what is real.

2.17 Rhetorical stances in competence and literacy

According to Aristotle there are three types of rhetoric:

1. Forensic rhetoric: the rhetoric of **acculturation** and defence
2. Epideictic rhetoric: the rhetoric of praise and celebratory address and
3. Deliberative rhetoric: the rhetoric of persuasion and change

2.17.1 Forensic rhetoric

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Language teachers from traditional backgrounds are prone to use forensic rhetoric, as a way of accusing the language learner and defending their view of writing. The forensic grading advocated by the rationalist approaches to language teaching, will always require the learners' text to be examined and judged (Lawson and Ryan, 1989, pp. 171- 182). In view of this, measuring rhetorical maturity in terms of forensic grading is not beneficial to the learners as it engenders a 'crime and punishment' approach to writing. (Sivasubramaniam, 2011)

2.17.2 Epideictic rhetoric:

Epideictic rhetoric often tends to serve a mellowed – down version of forensic rhetoric. The epideictic grader makes a point of praising the learner for the good work done. However, he does not spare critical remarks when he comes across mistakes, especially, surface – errors in the learner's writing. Though the prospect of being accused is comparatively less in this style of grading, the learner does find it demotivating to read negative remarks appearing along with positive remarks. This is not to suggest that all grading should be free of negative remarks or should be filled

with positive remarks. Well-informed sources in researcher's line of thinking tend to discount this type of scoring for its lack of concern for the learner's performance (ibid, pp. 171- 182).

2.17.3 Deliberative rhetoric:

The deliberative rhetoric is often touted as the most crucial to the writer and the grader. The term deliberative refers not to persuasion or emotional attachment, but to change. By doing so, deliberative rhetoric invests in the future of a present discourse. According to Sivasubramaniam (2011), this rhetoric like the other two, is overly concerned with writing as a product, it refuses to come to terms with the process aspects of writing. In view of this, addressing change as pre-condition of future improvement, this type of rhetoric also tends to impose the teacher's version of improved writing upon the student (ibid, pp. 171- 182). Such a stance projects the teacher as "an inhumane red-pen agent" but as observed by Baumlin and Baumlin (ibid, p. 181):

...As a fellow writer who assumes that the writer wanted to achieve some effect (s) here and who, by virtue of his or her own experience as a writer, goes about discussing possible ways, to sharpen those effects. And aside from the psychological advantage of keeping this writer's self-esteem in fact, this response also avoids the pitfalls of encouraging the "error-hunting" method of revision, implicitly insisting here that true revision involves revisioning the piece at hand.

The above quotation is in line with the researcher's thinking and serves to reaffirm the researcher's belief that it is unbeneficial to view rhetorical maturity as a product of writing, and that it is beneficial to view rhetorical maturity as a continuous development hence a culture of reading should be promoted in schools so that learners can improve their writing skills continuously, a process which signals social involvement and ever evolving sense of competence in our learners.

Furthermore, if we accept a non-essentialist view of culture, especially the one that offers a constructivist characterisation of culture (Roberts et. al, 2001), our learners will be able to: 'act as creators of discourses, institutions, and culture, socially

construct the norms and conversions of society' (Holliday, 2005, p. 24). Such a position can help undo the characteristic, attitudes and discourses that militate against aspirations for promoting EIL as an umbrella term to signify a pluricentric view of English, which can challenge any view that supports one standard form of English against all the others are to be measured where issues of competence are concerned (Sivasubramaniam, 2011). This can further help mitigate issues of "acquisitional inadequacies" (Kachru, 1983, pp. 140 – 143), and 'associated power differentials' (Mckay and Bokhorst Heng, 2008. p. 128) that assumes prominence in comparison and contrasts between native and non-native varieties of English. In view of this, the attempt to conceptualise competence should then factor in issues such as power inequality, cultural differences, voice and agency with reference to our learners' academic writing (Sivasubramaniam, 2011).

Therefore, this can help us understand how our learners use their competence to:

[N]egotiate the different discourses to assign coherence to their writing, address issues of discursivity and propose textual alternatives in order to position their voice and write with integrity and relevance (Canagarajah in Flowerdew and Peacock, 2001, pp. 121- 129)

2.17.4 Genre Implications for Fostering Voice, Agency, Subjecthood, and Intersubjectivity through EIL Based Practitioners in ESP/ EAP

The prevalence of genres in English for Specific Purpose [ESP] and English for Academic Purpose [EAP] have resulted in a host of asocially practices in the pedacogical spheres of the language classroom (Sivasubramaniam). Far from being viewed as social constructions for producing, practicing and propagating knowledge, genres have come to be seen as formulaic recipes for restrictive competence (Miller, 1984). Regrettably, this brings to light how uncritical and misguided many of the ESP/ EAP practitioners have been with regard to their "one-size fits all" approach to genres in their classroom pursuits. (Sivasubramaniam, 2011). In view of this, learner texts, not to mention the scholarly publications written by many can amply testify to the voiceless, depersonalised and faceless prose that are often constrained to read, openness and approve (Alan Maley, 2009) personal communication.

This, in light of what has been discussed earlier, points to texts being produced in a 'genre vacuum'-one, which ignores the need for and prevalence of antecedent text (Sivasubramaniam, 2011). Given the relation that many texts will bear to many other texts, learners fail to realise the 'vast, almost continuous field of variously intended and diversely constructed works' (Geertz, 1983, pp. 19- 35) in their use of genre. This traps them in 'genre abyss' where it is not possible for them to understand the continuities of knowledge constructs as a basis for nurturing their agency, voice, subjecthood and intersubjectivity (Sivasubramaniam, 2011). The following quotation summarise the above very well:

Every text echoes previous texts in some ways, no text responds to a unique situation; every text is contextual. Similarly, every genre echoes previous genres in some ways, no genre responds to unique situations, with no previously recurring participants or subjects or forums. No genre develops in what was previously a genre void Devitt (2008, p. 92).

In view of this, if narrative thinking in genre practices can engender voice and agency in its users, then it is not difficult to see the interconnectivities between a rhetorical genre theory and Reader Response Theory. Just as the lived through experience of the readers change over time and context, the function of a genre can also change as its readers and contexts change. At this juncture, we shift to reader response issues as the striking parallels can serve a useful function in furthering rhetorical orientations since this study seeks to imbibe a culture of reading in schools so that learners can be competent in EFAL and understand English as a social practice (lingua franca).

2.17. 5 Reader Response Theory

It is from the field of literacy criticism and the theory rejects traditional focus on the literacy text with reference to its 'authorial intention' (Hirvela, 1996, p. 128). A de-emphasis of authorial orientation serves to accentuate the role of the reader in the interpretative process (Sivasubramaniam, 2011). In supporting such a position, Selden (1989, p. 132) observes that 'we can no longer talk about the meaning of a text without considering the reader's contribution to it.'

This is to suggest that the active involvement of the reader in meaning creation can render the personal, historical background of the text 'irrelevant to interpretation' (Hirvela, 1996, p. 128). In campaigning for an empowering route for the reader as an active producer of meaning, the reader response approach aims to explain the how and of the reader's involvement with the text and the interpretation it results in. In this connection it is important to note that the reader-response theorists have placed their constructs on a continuum.

While Iser (1978), and Rosenblatt (1978, 1995) envisage an almost equal role for the reader and the text in a transactional view of reading, Bleich (1978) and Holland (1975) articulate the interpretative authority of the reader as binding and final on the way a text is interpreted. In addition to the transactional view of reading, the study looks at the reader-response notion of Culler (1982). According to him, the reader's response to the text is a 'story of reading' and the reader's interpretation of it is a 'telling of a story of reading' (ibid, p. 35). What is important in this notion to the study is the telling of a story of reading. Such a telling not only points out the recreation of the text by the reader but also explains how the reader recreated it through his/her interpretation. Telling the story of reading will require the reader to draw his/ her expressive potential. This necessitates language-generation outside the text in contrast to a learner generating discourse to describe things within the text. As a result, the reader responds to his/her own text rather than to an author's text. The views of reading discussed here are consistent with what the researcher stated in terms of its aim, scope and philosophy in the introductions.

2.17. 6 Transactional View of Reading

As pointed out earlier, an understanding of the literary text, for that matter any text is impossible without an understanding of the expressive potential that the reader invests in the reading of it. This is to suggest that a process of transaction comes into effect when the reader engages with the text (Rosenblatt, 1995). It is this process of transactional view of reading, Rosenblatt observes:

A novel or poem remains merely ink spots on paper until a reader transforms them into a set of meaningful symbols. The literary work exists in the live circuit set up between reader and text: the reader infuses intellectual and

emotional meanings into the pattern of verbal symbols and those symbols channel his thoughts and feelings. Out of this complex process emerges a more or less organised imaginative experience (1995, p. 24)

The views stated in the quotation above emphasise the reader's expressive capacity to designate an experience to the text. In doing so, he /she infuse their expectations or hypothesis into the text on the basis of a give and take transaction with the text. As the reader attempts to match his/her expectations with the text, meanings present themselves as possibilities to be explored. As a result, the reader might either accept the meanings or start all over again, with a different set of explanations. The views this perspective as one that supports the need for multiple readings and tentative interpretations, which according to the researcher are vital to promote literacy (reading culture). Therefore, this perspective not only reinforces the centrality of this view to this study's occupation with genre applications, but also aimed at fostering competence and critical literacy.

The above discussion, on transactional view of reading necessitates a further examination of the reader's stance with reference to how and what he/she reads in this regard, the notion of commonalities and complementariness with genre based approaches to academic competence and critical literacy. Therefore, this discussion of transactional view of reading leads us into a discussion of efferent and aesthetic reading.

2.17. 7 Efferent Reading

In efferent reading the reader's attention is directed to the information acquired after an act of reading. The information taken out of the text will relate to the logical solution to a problem, the actions to be taken that regard, the ideas that need to be retained. In this type of reading, the main concern of the reader is to cull out information or carry away information from the text. This process in which information becomes a take – away is known as efferent reading (Rosenblatt, 1978, 1995).

2.17.8 Aesthetic reading

By contrast, in aesthetic reading the reader is mainly concerned with how his expressive potential helps in the recreation of the text. So, the reader attends to the images, assertions, and concepts that the words emphasize. In addition, the associations, feelings, attitudes, and ideas shown in the text are made to form a whole through a match making that the reader attempts. Thus, attention is anchored in what he/she is experiencing as a 'living through' during the reading encounter with the text (Rosenblatt, 1978, pp. 23- 25). The efferent stance on the other hand, discussed above, is not conducive to promoting a response approach to reading literature. Based on this, if literary texts are used to target information – extraction practice, it will deplete and diminish the potential literature has for effecting educational and social changes. Meanwhile, aesthetic reading treats literary text as a blue print for realizing a plurality of meanings by the reader. Such a stance is reminiscent of a post – structuralist position, which views the literary text as a dynamic entity encouraging the use of alternative meanings (Iser, 1978; Rosenblatt, 1995; Eagleton, 1983). The former and the latter thoughts and insights expressed in this chapter suggest that readers construct the genre's situation out of their changing material realities. Consequently, the academic texts our learners read and process could change their genre participation after a period of time. This is synonymous with a wondering view of understanding, which operates eminently in reader response applications. It is this perspective that can definitely account to what extent our learners are capable of using their written text to address to address issues of discursivity and, provisionality of the meaning they encounter, as a basis for voicing their agency and subjecthood.

2.17.9 Critical Discourse Analysis (CDA)

Since, reading, identity, and culture are discursively constructed in this study through the use of language; it is useful to make use of the Critical Discourse analytical framework (CDA). "Discourses" in this context is a difficult and fizzy concept as it is being used by social theorists (Foucault, 1981), critical linguists (Fowler et al 1979) and critical discourse analyst (van Dijk, 1979), each of whom define discourse differently, being influenced by their various theoretical and disciplinary stand points. The analysis of discourse is; necessarily the analysis of language in use. As such, it

is not restricted to the description of linguistic forms independent of the purposes or functions which these forms might have been designed to serve in human affairs (Brown and Yule, 1983, p1). “Discourse therefore is, a culturally and socially organized way of speaking where the context of interaction is the key to meaning making” (Foncha and Sivasubramaniam, 2014, p. 38).

In view of the above, language is used to “*mean* something and to do something” and that this “meaning and doing” are linked to the context of its use (Talbot 2007). Therefore, for one to interpret a text properly, “one needs to work out what a speaker or a writer is doing through discourse and how this ‘doing, can be linked to wider inter-personal, institutional, socio-cultural arm of social practice material contexts”. “texts” in these sense, refers to “the observable product of interaction”, whereas, discourse is, “the process of interaction itself: a cultural activity” (Talbot, 2007, p. 9).

This view of language as action and social behaviour as emphasised in CDA see “discourse –the use of language in speech and writing as a form of social practice” (Foncha, 2014, p. 38). It is this definition of discourse as a social practice that is most useful for the analysis of discourse construction, since it involves a two-way relationship between a “discursive event” (i.e. any use of discourse) and the situation, institution and social structure in which it may occur: discourse can be shaped by these but it also can shape them (Fairclough, 1992, p. 62). In other words, language represents and constitute to the (re) production of social reality. This definition of discourse, establishes a link to reading culture as a gateway to EFAL competence as engaged in “reality construction”. Foucault, does not think of discourse as a piece of text, but rather as “practices that systematically form the objects of which they speak” (Foucault, 1981, p. 49).

By discourse, Foucault means “a group of statements, which can provide a language for talking about – a way of representing the knowledge about – a particular topic at a particular historical moment (Hall, 2000, p. 291). Discourse as Foucault further argues governs the way that a topic is meaningfully talked about. It also influences how ideas are put into practice and it is also used to regulate the conduct of others. This means discourses (or discourses in the social theoretical sense) limits and restricts other ways of talking and producing knowledge so that through a reading culture learners can improve their speaking, writing, and reading skills.

According to Fairclough (2003) languages are to be appropriated, to legitimise, negotiate and challenge particular identities. Corson summarizes this argument in the following quotation as:

The life chances of students are determined by their ability to interact critically with the discourses around them, while still avoiding the temptation to be seduced by the disempowering messages those discourses often contain. The discourse surrounding children teaches them who they are, what their place is in the world and what they need to do to become autonomous and valuable citizens. Language, critically acquired, is potentially empowering for people as they constantly build on previous encounters with the words in their unique search for meaning and value (2001:14).

In line with the above argument, discourse analysis is therefore seen as a qualitative study that has been adopted and developed by the social constructionists (van Dijk 1986). This could be due to the prevalence of the different perspectives that evolve around discourses in terms of understanding and interpretation. This notion is of the view that any study of discourse analysis is context based static and only applies to one context and not the other. In view of this, Ains Worth (200, p. 1-3) defines discourse as “the production of knowledge through language and representation and the way that knowledge is institutionalised, shaping social practices and setting new practices into play.” Eventually, the classroom as a setting for social practice uses the discourses around it as a text in order they might acquire knowledge. The above definition is simplified by Foucault where he observes that “a discourse is whatever constrains but also enables writing, speaking and thinking within such specific historical limits” (Foucault, 1981, p. 49). Discourse in this sense, should embody both spoken and written texts, with each being able to construct what its interlocutors might be. Thus, it is very important that students should have critical understanding of the discourses around them in order to avert misunderstanding or misinterpretation in and outside the classroom. There are three types of values that all textual features need to possess. These according to Pienaar and Bekker (2007) are;

- The experiential value which is said to describe text – producer’s experience of the text;
- The rational value, which supposedly describe the social relationship enacted by the text through the linguistic choices made; and the ‘expressive’ value, by which
- Is meant the text training, the text producer’s appraisal of the reality represented in the text.

In terms of its aims van Dijk (1986) describes CDA as one that aims to explain the intricate relationship between text, talk, social cognition, power, society and culture. In terms of this, CDA can be said to facilitate an understanding of how macro-level social relations are enacted at the micro-level of a text, to produce a range of intersecting, overlapping and sometimes conflicting ideologies.

Why CDA is relevant for the purposes of the current study

The following factors help to explain why this approach is considered relevant to this study:

At the core of CDA’s political Agenda is its emancipatory goal by which it seeks to have an effect on both social practice and relationships which seems to suggest the ecological and constructivist view of language learning (Foncha, 2014). Since it appears to be more concerned with social problems, it attempts in a way to make human beings aware of the reciprocal influences of language and social structure of which they are ‘normally unaware’. CDA should also be said to allow its analysts with the opportunity to explore the ways in which particular categories should be constructed, power relations being communicated via the kind of discourse being employed, CDA can be said to study both power ‘in’ and ‘over’ discourse (Foucault, 1981). Language issues that are right at the heart of these concerns, with language use being seen as secretly ideological, CDA can be said not be concerned with language or the usage thereof as such but with the linguistic character of social and cultural process and structures. In terms of this, society and culture can be said to be dialectically related to discourse (Foncha, 2014). In other words society and culture appear to be shaped by and at the same time constitute discourse (Foncha 2014). According to Wodak (1996) every single instance of language could reproduce or

transform society and culture, with this including power relation. While the relationship between text and society can be said not to be a direct one, but rather manifested through some intermediary such as the socio-cognitive argument within the socio-psychological model of text comprehension, it is Titscher's (2000) perspective that linguistic signs is the domain of class struggle, a struggle that concerns the significance of signs,

While qualitative methodologies other than discourse analysis works towards understanding or interpreting social reality as it may exist, Merriam (2001, p. 6) argues that such an approach on the other hand endeavours to uncover the way in which this social reality should be produced. It examines how language constructs or phenomena but not how it reflects and reveals it. Even more important for analysts who are seeking to understand issues around empowering and or disempowering discourses as its primary goal, the advantage that comes with such a deconstruction could be that CDA is able to demonstrate that things can be better (Willig, 992). In light of this, CDA also demonstrate that people's customary ways of categorising and ordering phenomena should be reified, and interest driven rather than single, reflections of what people considered (Foncha, 2014). It is precisely this message that this study wishes to communicate to learners and language practitioners, i.e. Language learning might not necessarily be hereditary, but that with the appropriate kind of environment (affordances) learners do and can succeed. This could possibly be achieved by an attempt to mobilise all the relevant stakeholders (e.g. learners, teachers etc.) into action within their environment.

2.17.9.1 How CDA is applied in this study

Willig (1992, p. 2) defines discourse analysis as being concerned with the ways in which language constructs objects, subjects, and experiences, with this including subjectivity and a sense of "self". Willig, therefore, conceptualises language as consisting of experience rather than representational or reflective which suggests an ecological perspective of language. The linguistic categories people use in order to describe reality are not in fact reflections of intrinsic and defining features of entities (Sivasubramaniam, 2011). Rather they bring into being the objects they describe. Furthermore, the researcher contends that there is more than one way of describing something. People's choice of how to use words to package perceptions and

experiences give rise to particular versions of events and of reality. It is in this sense that language is said to construct reality. Like all other researchers in their approaches to discourse analysis Willig (1992) differentiates between two kinds of analysis, both of which address psychological activities though different in terms of their focus. The one approach focuses on;

- Discourse practices or concerns with what people do with their talk and writing something which this study defines as the action orientation discourse. This approach can be said to allow analysts to explore the role of discourse in the construction of objects and subjects, and with the “self” included.

2.17.9.2 The analytic shortcomings of CDA in this study

Over and above other analytic shortcomings associated with discourse analysis, Burman (2007) attempts to caution against the possible danger of under analysis by suggesting three ways in which this can be achieved:

- Uncontested readings
- Decontextualisation, and
- Not having a question

There are two reasons why the kinds of problems listed above have to be highlighted. These are;

- To scotch the sort of errors that give comfort to the traditionally minded who accuse discourse analysis of being an ‘anything goes’ approach; and also
- To help those who are said to approach discourse analysis enthusiastically but in environment where there is no support and less opportunity to test and refine methods among sympathetic learners (Burman, 2007);

To guard against these possible shortcomings the researcher has taken care in the current study:

- Not to summarize or describe at the expense of genuine analysis
- Nor to allow his opinion and/ or political commitments to substitute for the analysis despite it being said to be difficult not to take side.

In line with the latter the reader will, from time to time, find evidence of the solidarity/ hostility or 'sympathy/ scolding' dichotomies suggested by (Burman, 2007, p. 3);

- To make its analysis in relation to a declared set of rhetorical presuppositions, as well as specific questions generated in relation to these, Burman (2007, p. 3) is said to provide the basis on which the analysis can be evaluated, and
- To take seriously how the tools of his own discursive practice inevitably speak of their own assumptions.

The researcher hopes to return to these issues in chapter, 4 and 5 in respect of Burman's observation.

CDA as a school or paradigm is characterised by a number of principles, all approaches are problem –orientated, and are thus necessarily interdisciplinary and eclectic. Moreover, CDA is characterised by the common interests in de-mystifying ideologies and power through the systemic investigation of semiotic data (written, spoken or visual) (Foncha, 2014). CDA also attempts to make their own positions and interests explicit while they still remain self-reflective of their own research process. The following quotation elucidates the above observation:

Beyond description or superficial application, critical science in each domain asks further questions, such as of responsibility, interests, and ideology. Instead of problems, it starts from prevailing social problems and thereby chooses the perspective of those who suffer most, and critically analyses those in power, those who are responsible, and those who have the means and the opportunity to solve such problems (van Dijk, 1986, p. 4).

The issue at stake is a diminishing culture of reading. There is need to imbibe a culture of reading in schools so that EFAL learners can become competent even so with the native speakers of English and that is congruent with the stance of the researcher that English should be taught as a lingua franca. Thus, for competence to take place in context there needs to be a motivation or promotion of a reading culture in schools. Ideologically, people socialise or learn languages for personal reasons and are only aware, sensitive and compromising with differences with "the other" if

they possibly have something to profit from it. This is due to limitation of the world view of the all humans in different context.

Out of these investigations a very important concept of schemata emerged. It defined as prior knowledge of typical situations which enable people to understand the underlying meaning of words in given text. This mental framework is thought to be shared by a language community and is activated by key words or context in order for people to get the message. From a contextual perspective CDA is seen as “a theory and method analysing the way that individuals and institutions use language” (Richardson, 2007, p. 1). Critical Discourse analysts focus on “relations between discourse, power, dominance and social inequality (van Dijk, 1986, p. 249) and discourse (re) produces and maintains these relations of dominance and equality”.



2.18 Conclusion

In conclusion, as mentioned earlier, English as a language of communication amongst speakers for whom it is an additional language has reputed increasingly a dominant part outside nations where English has authorized status (Hall, 2011). As indicated prior, the world is witnessing a reshaping of the English language, as it logically familiarizes to the new values and relations in world-wide communication. This research has showed in brevity how English has evolved as a Lingua Franca and in the context of this study, as the language of instruction and also, in the main, proposed some new strategies in an attempt to respond to the main topic, which is building and promoting a reading culture in high schools. This study, as indicated earlier envisages an environment where high school goes ultimately become aesthetic readers in which the reader is primarily concerned with how his/her expressive potential helps in the recreation of the text. Whereby, the reader graces with the images, assertions, and concepts that the words accentuate. Additionally, where the reader associates, feels, share attitudes, and ideas shown in the text to form a whole through a match making that the reader endeavours. Thus, attention is fixed in what he/she is experiencing as a 'living through' during the reading encounter with the text in the 'reading zone'

CHAPTER 3

METHODOLOGY

3.1 Introduction

The theoretical underpinnings examined in the literature review chapter suggest that a study of English as International Language (EIL) or Lingua Franca (ELF), where reading is viewed as pivotal can best be understood qualitatively because EIL is context based and can only be understood from a participant's perspective. In view of this, the study affirmed its faith in the constructivist view of language learning where language teaching should be seen as an, "educational process capable of fostering educational outcomes in terms of student's learning" (Elliot, 1991, p. 50).

In the main, this study, sought to find ways to build and promote a dwindling reading culture in schools which if not resuscitated seems to circumvent learners from acquiring English First Additional Language (EFAL) competence. Since language teaching is an educational practice, the researcher sees this study as an educational inquiry which poses fundamental questions about the nature of human experience (Brumfit and Mitchell, 1990), which humans share during interaction with characters in a 'reading zone'. In other words, all humans have that natural ability of passing on culturally acquired characteristics and qualities of education (Foncha, 2013) using language as a weapon. Hence, learning new language and discourses are the processes that contribute to language, education and human conditions (Foncha and Sivasubramaniam, 2014).

The foregoing assertion suggests that the researcher has to hold his/ her professional practices in the setting under study so as to unfold both his professional practice and professional development to understand how reading can assist to develop EFAL competence acquisition in schools. For this reason then, this chapter is meant to attend to issues of design, setting, methodology and research questions. Thus, the design in this chapter presupposes "the particular ways in which language is used to capture and express experience" (Kern, 2000, p. 1) in which sense, "we do not only learn a great deal about the conversations of the language, but we can also begin to glimpse the beliefs and values that underlie the discourse" (Kern, 2000, p.

1). The theoretical and the epistemological framing that the researcher has attempted in chapter 2, has assisted him to design the tools for data collection. Given that this study is focused on building and promoting a culture of reading in schools to better the acquisition of EFAL competence through reading culture, the researcher is compelled to confirm that through open-ended questionnaires, face-to-face interviews, participant observation, natural occurring data, focus group, journal writings, Uninterrupted silent sustained reading (USSR) reports, book reviews, class assessments and field notes, it is possible for him to capture the perspectives of the participants. Thus, this chapter is concerned with the tools for data collection and their impact on role-players like i.e. teachers and learners in De Vos Malan High School. In view of this, the rational and objectives of this study have guided the researcher's choice of methodology.

The desired results of this study are meant to suggest an in-depth understanding of the ways in which a culture of reading is seen as indispensable towards acquisition of any language in schools. Thus, the use of English is central in the context of this study because it is a lingua franca and not a language of the "English mother tongue speakers", where competence does not necessarily result from a native-like proficiency (Metz, 2011). In view of this, to understand the subject better, the researcher made use of "thick description" as suggested by the literature review. However, the researcher hastens to suggest that his findings would be context based and provisional (Foncha, 2013). In light of this, it may not come as a surprise if another researcher can come with different findings completely from a similar or different context.

Furthermore, in view of the theoretical and empirical grounding of this study, the researcher thought that this study can only be understood within the context where it is situated. In this regard, each context appears to be very unique and therefore can influence meaning making.

3.2 Research Paradigm

In view of the assertions in the introduction, this study then therefore, is premised within the interpretivist paradigm. Interpretivism puts emphasis on the fact that the aim of social science is to understand people and not to explain them as is assumed

by positivism (Mackenzie & Knipe, 2006). This is needful for this study because issues of language can only be understood subjectively and qualitatively (Foncha and Kepe 2014).

In this regard, a paradigm is seen as a mental map that details a pattern of thinking that allows the researcher to decide how the research phenomenon should be studied (Mackenzie & Knipe, 2006). This is to suggest that it is a narrative of the perspectives of the research population (Kepe, 2014). As mentioned earlier, to incarcerate the perspectives of the participants the following data collection instruments were used: open ended questionnaires, and where there were hidden truths, face-to-interviews, participant observation, natural occurring data, focus group, journal writings, USSR reports, book reviews class assessments field notes and reading cards. These were deemed crucial to dig deeper for richer responses and quality data from the participants (Bassey, 1999) concerning building a culture of reading in schools. Thus, the researcher solicited responses from the participants within the context of their environment. As such, this paradigm was necessary since people are cunning in nature and certainly not the way one sees them outwardly (Kepe, 2014). As an insider then therefore, the researcher's standpoint in choosing this paradigm trailed the proclamation that interpretivists believe that human life can only be understood from within and not be observed externally (Livesey, 2006).

In view of this, it was crucial that the researcher had to be guided by the philosophical framework called paradigm that was communal to the knowledge interests or purpose of the research that could be used to organise the researcher's observations and reasoning (Maree, 2007). Hence, Mackenzie and Knipe (2006) maintain that without nominating a paradigm as a first step, there is no basis for subsequent choices regarding methods, literature, or research design.

On the same wave length, Henning (2004) observes that, this paradigm describes people's intensions, beliefs, values and reasons as the point in case with the current study. This is meant to suggest that one has to get closer to the subject he/she is studying, and as mentioned earlier, to view the world from the perspective of an insider which rejects positivism that emphasizes objectivity and controlling the research situation like experimental designs. Furthermore, the interpretivist paradigm is often inductive: the process moves from specific observations to broader generalisations and theories (Foncha, 2013). While reliability in this method may not

be possible, interpretivists use systematic and rigorous approaches to research (Foncha, 2014) just like what this researcher seeks to pursue. Additionally, this paradigm is auditable i.e. the context specific nature of researching may not lend itself to replication (Kepe, 2014). Rather it should be verifiable through full and transparent exposition of method (Foncha, 2014) in which the researcher seeks to employ various authentic modes towards certifiable findings regarding reading in schools. Since reading culture is a sporadic occurrence in many schools, its bases may vary from one school to another so the data has to be there to authenticate the causes. For that reason it cannot be replicable. This means that, this paradigm concerns itself with meaning and sought to understand how societies define and understand their status quo concerning reading culture in schools.

In similar vein, Maree (2007) observes that the advantage of placing people in their social context is that there is greater opportunity to understand the perceptions they have in their own experience. On the same topic, Schwandt (1994) affirms that advocates of these persuasions share the goal of understanding the complex world of experience from the point of view of those who live in it.

In light of the above, a paradigm focuses on the significance of participants' views and how they construct meanings as well contextualise the collection of data (Bergman, 2008). In addition, interpretivists reject the idea of theory in neutral observations and the understanding of neutral laws, such as those that exist in Miles and Huberman (1994) who hypothesize that Interpretivists researchers are no longer disconnected from their objects of study.

In view of this, Schostack (2002 p.5) postulates that “no matter how intensive one observes from a distance or close up, to understand the lives of people who dwell into the streets, contact has to be made”, which is exactly what this research is doing in consultation with the affected participant and living in the story. In view of this, researchers have their own convictions, their own conceptual orientations as they belong to a particular culture at a specific moment (Foncha, 2013) thus, getting inside the group of learners and teachers might help the researcher to get a better depiction of what is really happening inside school relating to reading.

Although the interpretive research is recognized for its value in providing contextual depth, its results are often criticized in terms of validity, reliability and the ability to generalize, referred to collectively as research legitimization (Morse, 1994). This extrapolates that the outcomes from perceptions of learners and teachers on reading

in this case might not be presumed to represent the same state of affairs in schools outside the sampled town. Therefore, human bias can never be underrated nor can the view of objectivity/subjectivity (Foncha, 2013). Hence, then the subjective involvement of the researcher makes him /her to share the experiences with his/her research participants.

This paradigm then therefore will be relevant to this study since the research questions are interpretative in nature. The researcher sought to understand perceptions of learners and teachers on reading in schools in order to imbibe a reading culture.

3.3 Research approach

Therefore, the theoretical grounding of this study has invigorated the researcher to use a qualitative approach with the researcher playing the role of an insider. In the main, the reason for doing an ethnographic research is because, as an insider, the researcher has the ability to follow up known indexicalities (Foncha, 2013) that might have led to the findings of this ethnographic study.

As mentioned in the research paradigm, the researcher was evoked by the multiple of the research studies which seem to concur unanimously on the ever unbearable decline of reading in South African schools, as the same with many other countries in the globe. The researcher then has sought to embark on a wide-ranging reading program such as 'Uninterrupted Silent Sustained Reading', where fifteen minutes is allocated in each period every day for EFAL learners, from grade 10 to 12 to read for pleasure and enjoyment. This is a programme that permits learners to read because they are willing to do so. The researcher him/herself, first and foremost, models reading by reading widely and recommend learners' book. In addition, the researcher constructs a favourable space and environment; also find good, contemporary and attractive books appropriating the level of the learners in order to prompt their desire to imbibe a reading culture. Other activities that alternate with USSR, among others include journal writings whereby they not only summarise the story but also reflect (i.e. react or relate, identify with experiences, and cultures of characters) in the stories they are reading. Journaling also helps the learners to increase their reading desire by engaging various sources such as TV programmes, news, soapies, documentaries, radio programmes, songs, newspapers, magazines,

on-line news, blogs etc. and other internet sources. Each week learners are asked to write a summary and a reaction to something they have listened to, watched or read and then respond in English. The project is designed to assist learners in becoming more proficient readers and prolific writers in English. In order to appropriate this, it is important that the learners should feel comfortable with writing in their journals and not to worry about their grammar or spelling, etc. The following are some of the data collection instruments that were used in this study.

3.4 Qualitative study

Qualitative studies therefore, reflect the subjective reality of the people being studied (Foncha, 2013). This may help to explain why the variables usually do not appear to be controlled because it is exactly this freedom and natural development of action and representation that is wished to be captured so as to avoid biases in order to gain reliability and validity of the data collected (Foncha, 2013). Hence, there was free interaction between the researcher and the participants in this study which helped in the collection of data that feature in. The researcher hopes to return to this in the next chapter. The researcher's choice of doing qualitative study rather than a quantitative study is based on the argument raised in the literature review chapter that language learning and acquisition is context based, not context free (Foncha, 2013), and thus, it can be misleading to come to a definite conclusion of findings on building and promoting reading in schools.

The researcher aspires to understand meanings, look at, describes and understands experiences, ideas, beliefs, values and intangibles in this study (Foncha, 2013). Qualitative research appears to benefit from learning styles and approaches that are described and understood subjectively by the participants themselves, which will be featured in chapter 4 of this study. In view of this, the study can only be understood within a given context and might not apply in the next context (Foncha, 2013).

The qualitative methodology was applied because a study of culture, identity, and language can only be understood contextually, given the porous and dynamic nature of these three concepts as seen in the literature (Foncha, 2013) review. Thus, the researcher seeks to understand the phenomenon under study from the perspective of the participants rather than through numbers. The objectives and rationale for this

study have assisted the researcher to understand reading as context based rather than a universal norm where building and promotion of reading in schools can be universalized. In view of this, statistics cannot be helpful to this study because it presupposes norms and figures rather than reality (Foncha, 2013). In view of this, qualitative research, using various principles of ethnography, can provide the researcher with the opportunity for a better understanding of the perspectives of the participants.

3.5 Ethnographic research design

An ethnographic study would be more useful to the researcher because as a method, it seems to have provided the necessary tools for data collection informed by the theoretical and epistemological framing of the study which is to build reading culture in schools. The main reason for the selection of this design is that it can provide a sound methodological underpinning to the study. Mcleod and Thompson (2009) define ethnography as the method to observe life as it is happening with the basis for generating knowledge for other cultures. In this regard, it is crucial for social researchers to clarify their researcher's roles especially for those utilising qualitative methodology to make their research credible (Foncha, 2013). The researchers that undertake qualitative studies take on a variety of member roles when they are in the research setting. These roles can range from complete membership of the group being studied (insider) to complete stranger (an outsider). While there are a variety of definitions for insider-researchers, generally, insider-researchers are those who choose to study a group to which they belong, while outsider-researchers do not belong to the group under study (Breen, 2007). In light of the value and belief systems captured in the definition above, the researcher opted to be an insider to this case study. Furthermore, the researcher believes that such a position has the following advantages:

- a) Having a greater understanding of the culture being studied.
- b) Not altering the flow of social interaction unnaturally.
- c) Having an established intimacy which promotes both the telling and the judging of truth (Bonner and Tohusrt, 2002).

In addition, as an insider researcher, the researcher knows the politics of the institution, not only the formal hierarchy but also how it really works. The researcher also knows how best to approach any situation since he has a great deal of knowledge that would have taken an outsider a long time to get to know. In view of this, the researcher was aware that he could unconsciously make wrong choices based on his prior knowledge and which could be considered as bias. However, the researcher safeguarded against this and focused primarily on the subjective views of his participants, though these views cannot be said to be completely independent of his own subjective views (Unluer, 2010).

As stated earlier, as an ethnographer, the rationale for the selection of this design is that it can improve a sound methodological underpinning to the study. In view of this, Mcleod and Thomson (2009), define **Ethnography** as the method to observe life as it is happening with the basis for generating knowledge for other cultures. In this study, therefore then the researcher sought to document and understand the random spectacle of a culture of reading in schools. The principal aim is to promote a culture of reading. The distinctive characteristics of this study revolves around building and promoting a culture of reading in schools and how participants interpret and make meaning through interaction with characters in the stories. The researcher sees a need to understand the particular worlds in which people live and which they construct and utilise (Foncha, 2014) through reading. Thus, this study sets out to see the meaning of a culture of reading from the diverse cultures, yet, the analysis of culture is still “intrinsically contestable” (Geertz, 1973). In this regard, building a culture of reading to gain language competence/ acquisition can only be understood qualitatively within a given context. In view of this, this study was conducted in De Vos Malan High School. This is a dual medium school where the medium of instruction is English and Afrikaans. It is composed of black learners, coloured, white and Indians. In this regard a cluster of methods were applied in the fieldwork and that included: face-to-face interviews, participants observations, open-ended questionnaires, natural occurring data, focus groups, journal writings, book reviews, USSR reports and class assessments. The whole design was open-ended because the researcher began with a “foreshadowed problem” (Hammersley and Atkinson, 2007, p. 3).


In view of this, the researcher, captured reading cultural processes as they happened with its most important time and space being the “here and now” of the present (Mcleod and Thomson, 2009, p. 81). The researcher presupposed that the focus of this study should be “oriented to practices and meaning-making over the whole time of data collection” (Foncha, 2013 p. 88) within the school and which the researcher attempted to apply to the present and future. It appears to have captured just the way change emerged and evolved with the intention to understand the relationship of the past to the present and with how memories of the past can inform the ethnographic present (Foncha, 2013). In view of this, the story telling in the past seem to have been the baggage of culture given that reading in larger areas of Africa is perceived to be a solitary activity and almost not an African phenomenon and this, in itself seem to create resistance towards reading among African nations. In the words of Foncha, “the present and future can therefore be captured through negotiation of these identities in an attempt to construct a new meaning” (2014, p. 88).

The researcher therefore, made use of thick description throughout this study in an attempt to produce an understanding through richness texture and details (Ortner, 2006, p. 43). Therefore, all the ideas were highly integrated to culture (Foncha, 2013) which made it possible for the researcher to describe the entire system or grasped the principles underlying it. Despite fragmentation and contradictions in culture, reading seems to have been understood to a greater extent (Crag and Cook, 2007) through the use of thick description which is the greatest strength of this research. The researcher also committed himself considerably to the field by putting in an intensive and extensive use of time with the participants (Hammersley and Atkinson, 2007). The researcher followed his/ her participants to the classroom and other social spaces such as sports events, National book weeks, debating societies, music competitions, small subject committee meetings, staffrooms, workshops and union meetings to mention a few to see how these participants’ identities shifted or changed given a change in space (Foncha, 2014). Thus, long term and in-depth engagement assisted the researcher to distinguish between routine and exceptionality (Foncha, 2013).

Therefore, the researcher was obliged to return to the participants regularly to establish a long term relation. Most of the researcher’s tools for data collection were

used as a short term intense observation which was intensified by the duration of his/her study.

In this regard, this study should have taken much longer than it did to come out with more suggestions but for the fact that the researcher's PhD programme had a time line that the researcher was obliged to follow. This study produced large amounts of data that required substantial time to analyse (Hammersley and Atkinson, 2007). In addition, the field notes made a lot of sense as they appeared and they constantly tried to capture a fleeting present but with a time line, thus, it appears that the researcher's presentation is an inevitable presentation of the present that has already passed (Mcleod and Thomson, 2009). The following quotation sheds more light in this;



The data on which such analyses are based are acquired in a historically located encounter between ethnographer and some individuals from among the people so described. Yet, whereas the ethnographer moves on, temporally spatially and developmentally, the people he or she studied are presented as if suspended in an unchanging and virtually timeless state, as if the ethnographer's description provides all that that is important, or possible, to know about their past and future (Davies, 2008, p. 193).

The weakness of ethnography in this case is that ethnography conveys a "culture and practice frozen in time" and also that it might refuse to "admit competing chronologies or even to recognise itself as a normative construct' (Britz, 2000, p. 72). Therefore, this study is meant to provide a more dynamic account of temporality and provisionality that is more concerned with "emergence, practice and performance" (Brown, 2003, p. 72). In short, temporality should therefore be seen as something which emerges from the production of discourse and practice (Foncha, 2014). With the above shortcoming of ethnography, the researcher finds it necessary to blend some aspects of ethnography and case study which the researcher thinks could be more supportive and useful to this study. This study appears to have produced the arbitrariness and historicity of the present that have the appearance of an eternal and natural state of affairs (Foncha, 2014).

According to Bourdieu (2001), it is the cultural arbitrariness whose effects and status need to be put into history in part by demonstrating the ways in which it operates as natural. Therefore, this study strives to show how history can become nature (Foncha, 2013), and how the practical and ideological processes of doing away with history might function through the negotiation of identity (Foncha, 2014). Thus, the researcher's role as an insider was to unravel locality as a lived experience in a "globalised deterritorised world" (Kenway et al, 2006, p. 45). Mapping global relations through the use of English as a lingua franca/ first additional language seems to have become part of the present and future research (Foncha, 2014). Ethnography helps to announce new partial and fluid epistemological and cultural assumptions thus providing a hypothesis from where the researcher can build (Foncha, 2013). It is the closeness to the practical ways that people can enact their lives as a promise to understanding how "everyday gets assumed" (Lather, 2007, p. 482). It is a place for discovering the rules through which the 'truth' might be produced. Ethnography therefore can account for the complexities and thinking of the limit and this is reflected in this study through its tools for data collection. Since life can only be understood through living and reliving, telling and retelling of life stories (Foncha, 2013), it is therefore necessary for the researcher to use face-to-face interviews, open ended questionnaires, naturally occurring data, and participation observation, journal writings, USSR reports, book reviews, field notes and class assessments to capture the perspectives of the participants that the researcher has discussed at length under ethnography. The researcher proposes to continue with this in chapter 4 and 5 to bring out the perspectives of the participants on reading culture.

3.6 Ethnographic design

Ethnography is a qualitative design that enabled the researcher to identify a group of people through the relevant tools for data collection. Such a study can take place at home, workplace, school, ritual etc., which develops the general portrait of a group. According to Creswell (2007), ethnographic research usually focuses on the shared beliefs of its participants, their values and attitudes. It was only through addressing such issues that the researcher could attempt a bottomless understanding of arbitrariness (Foncha, 2013) concerning reading culture in schools. The researcher discovered that the information on the participants' perspectives could possibly be

gathered through open ended questionnaires whereby the participants share their experiences and as such where there are hidden truths: face-to-face interviews, participant observations, field notes, naturally occurring data, journal writings, book reviews, Uninterrupted Sustained Silent Reading (USSR) reports and class assessments were utilised. As a method of data collection, these tools appeared to be very informative and captured the participants' subjective views which the researcher hopes to examine further in the next two chapters.

In addition, Creswell claims that ethnographic design is the qualitative research procedure used for describing, analysing and interpreting "culture, sharing group patterns of behaviour, beliefs and language that develop over time" (2007, p. 436). On the same topic, Creswell perceives culture as "everything having to do with human behaviours and beliefs" (2007, p. 338) which is exactly what this study seeks to explore around reading.

In view of this, human behaviours could also include language, rituals, economic and political structures, life stages, interactions and community styles (Foncha, 2013). The researcher spent considerable time in the field observing, interviewing and gathering documents about the group in order to understand their culture of reading, behaviour, beliefs and language. Such a group was narrowly framed as the participants or was also broadly framed as a case study, Hence, ethnography is only conducted in a situation where a researcher has a long term access to a culture sharing group so as to build a detailed record of their behaviours and beliefs concerning reading over time and this might have been achieved through open ended questionnaires, face-to-face interviews, participant observations, field notes, naturally occurring data, journal writings, book reviews, USSR reports and class assessments. As an ethnographer, the researcher played the role of a participant (insider) and an observer (outsider), and also gathered field notes and made use of all the above mentioned instruments to establish the record of the culture of reading in schools (Foncha, 2013).

Therefore, ethnography is the study of the living cultures and in view of this, ethnographic research is the methodology and results of studying ethnography (Silverman, 2010). Thus, ethnography can be deemed unethical and false in its attempt to concentrate on the nature of people and which can lead to a call for

reflexivity in the sense that studies on “others” must also be studies on us in relationship with the others (Silverman, 2010). This is meant to suggest that ethnography is just a preconception based on our disciplinary and western culture expectations as ethnographers are conceived as having themselves constructed on the objects of their study (Davies, 2008, p. 13). Foncha (2014) in a critique on *orientalism* says that Said (1978) argues that intellectual and academic discourses about the nature of non-western societies are mere projections by the west of its own preconceptions and imaginations. This forms part of an epistemological critique with important implications about social research that is generally included in post-modernism and post-structuralism (Foncha, 2014).

Lash (1990) views post-modernism as a process of cultural differentiation and ensuing autonomy that make possible the growth of realism in variety of fields, a form of epistemological realism. Ideas can give a true picture of reality as in the study of reading culture (Foncha, 2013). The scientific ideas that are held separate from but represented theories about a society are autonomous, separate and a subjective realm (Foncha and Sivasubramaniam, 2014). While the ideas of social facts, are being sought in the social and not in terms of the individuals, but on the bases of structural functionalism (Lincoln, 2005). Structural functionalism seems to focus on the ways in which social structures could be interrelated without any external influences (Foncha, 2013). The greatest question in an ethnographic research would then be how the researcher as a cultural being can distant himself from issues of culture, reading and language (Foncha, 2013).

Blommaert and Jie (2010, p. 9), are of the opinion that ethnography plays the role of challenging hegemonies since it appears to have the potential and capacity of challenging established views not only of language but of symbolic capital in the society. Ethnography as such is capable of constructing discourse and social uses of language and social dimensions of meaningful behaviours which differ from established norms and expectations. In view of this, this means it might take established norms and expectations as its starting point or as problems rather than as truths (Foncha, 2013). An example of this is the language of instruction (English) which has become a daunting task among EFAL learners since they battle to say properly what they wish to communicate, or write proficiently and competently in schools. In ethnography, resources are being mapped into function, where the

mapping might not be a feature of language but of the society (Foncha, 2013). In view of this, ethnography appears to cover a “series of seemingly unrelated but obviously related activities” (Blommaert and Jie, 2011, p. 11). They appear to be very hard to describe in linear and coherent narrative due to their multiplicity that is unstable, chequered and layered (Foncha, 2013). In light of this, Ethnography describes messy complex activities that make up a social action, not to reduce complexities but rather to describe and explain them, which is what Hymes (1990, p. 89) refers to as “democratic”, a mutual relation of interaction and adaptation.

Ethnography works from empirical evidence to a theory and as such it is inductive in nature (Blommaert and Jie, 2010). In view of this, when the researcher followed the data, it appeared to have suggested theoretical issues, which could apply to what is called ‘case method where a case analysis can be used to demonstrate a theory’ (Lee Shulman, 1986, p. 11). Furthermore—a case as properly understood may not simply be a report of an event or an incident. Thus, to call something a —case is simply to make a theoretical claim - to argue that it is a case of something, or to argue that it is an instance of a larger class (Lee Shulman 1986:11). From the above mentioned stance, the data that was collected for this study was a ‘case’ of such larger categories which in a sense can justify the researcher’s blending of a case study and ethnography theory. As a result it should be seen as the outcome of theorization of the data and generalization can then be recognised as a cognitive process (Foncha, 2014). This may help to explain why this study needed a framework beforehand. That has helped to influence the design of the field work and the kind of data to be collected. Thus, a distant and located event can show a lot about building a culture of reading in schools.

3.7 Population and Sampling

Purposive sampling was used in this study where the researcher handpicked participants on the basis of his judgements of their typicality (Cohen et al., 2006). The participants were engaged in an informal setting for the purpose of collecting information on a designated strategy of eliciting information from the individual face-to-face interviews (with teachers), to two smaller focused groups in which each composed of 9 learners. The focus groups were selected from English and Afrikaans class in De Vos Malan High School. The researcher hopes to return to this under

focus group. Firstly, there were 16 learners overall in Afrikaans class understudy, where the majority of learners are coloureds and a few white Afrikaans native speakers who do English as first additional. From this cohort, 9 learners were selected. Secondly, there were 42 learners overall in English Home language class where the majority of learners are Isixhosa native speakers although they do English as home language. As well, in this cohort, 9 learners were selected as a focus group. Added together, these learners gave a total of 18 which constitute two focus groups for the purposes of the study. These learners were selected according to their academic performance in English First Additional and English Home Language. The performance was determined according to codes. The codes would then signal the levels that these learners would have achieved: Code 1 to 29 (level 1); 30 to 39 (level 2); 40 to 49 (level 3); 50 to 59 (level 4); 60 to 69 (level 5); 70 to 79 (level 6); 80 to 100 (level 7). From both groups of learners that were selected there was 1 learner who obtained level 7, 2 at level 6, and 2 at level 5 and 2 at level 4 and 1 at level 3; and 1 at level 2. As mentioned, the total number of learners who took part in the study was 18. Also, there were 10 teachers that participated in the study. The three teachers were teaching English home language from grade 10 to 12. Seven teachers were teaching content subjects from grade 10 to 12. Amongst the 7 were the principal and his deputy. The principal teaches Mathematics in grade 9 and 11. The deputy teaches accounting from grade 10 to 12. There were also two HODs, one for physical science and the other for Mathematics. One teacher teaches History and the other one teaches Afrikaans Home Language. The last one teaches Life Orientation. They were all experienced senior teachers.

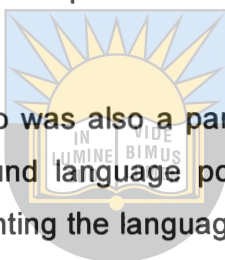
As indicated, the population mentioned above is located at De Vos Malan High School. De Vos Malan is situated in King William's Town Education District, adjacent to Grey Hospital in the Eastern Cape. De Vos Malan was built in the 1920s. This is a former model C and a comprehensive school since it begins from grade R to 12. This is a diverse school in that it is composed of black learners (isiXhosa native speakers) but do English as Home language, coloured (Afrikaans native speakers) and some choose English as their home language, Indian (English native speakers) and whites (some Afrikaans native and some choose English as their home language in school. In view of this, this school has a dual language policy. It uses English and Afrikaans as the medium of instruction where learners would do either of the two languages

from grade 1, right up to grade 12. These streams seem to run parallel in this school. However, the instruction in grade 10 to 12 start to mix languages for further clarity of the subject matter/content given the diverse classes, whereby the Afrikaans native now are introduced to English terminology as well as English natives are introduced to Afrikaans as first additional to shed light around the content. The outlook of the school is such that it is surrounded by high electrical fence which encloses learners inside the boundaries so that they are not exposed to external temptations. It is well-built and appears to have been built by qualified builders. This school is similar to old French schools that were built during the time of Napoleon in terms of shape in that it is a double storey and kraal like structure. There are trees all around the school. The yard is made of steel and the gates that are locked after school. There are car parks for teachers and visitors. It is a well-resourced school in terms of infrastructure even though there is a lack of overhead projectors for each class given the fact that instructions alternate in English and Afrikaans by the same teacher in grade 10 to 12. So, overhead projectors in each class may have been ideal to assist the teacher while teaching, to illuminate the content, for example if a teacher clarifies a concept in Afrikaans on the one hand, the overhead project simultaneously shows it on the other. It is also a boarding school with limited accommodation.

When you enter through the foyer, on your immediate left is the administrative building wherein the first room resides the secretary followed by the principal's office. The staffroom is on the far left of the building and is exposed to one side of the outside view. The hierarchical managerial structure of the school is composed of the SGB, Principal, Deputy, SMT, phase subjects heads (Head of Divisions/HODs), and sub phase subjects heads. Each teacher has a classroom for tuition and some are allocated as base teachers and utilise the administration period which proceeds the first period. To access tuition, learners rotate through the corridors from class to class and teachers are expected to welcome them as they approach their classes. Learners however, upon their arrival have to line-up against the wall and are not allowed entrance into the classroom until the teacher permits them to do so. The toilets for both teachers and learners are also located inside the school corridors. No learner is expected to be loitering outside school buildings let alone school premises unless it's break time or except they must have been sent by an official. There is also a tuck-shop built in within the school building which makes it illegal for any learner to

loiter outside school premises. The hugeness of the school is such that it is very difficult to see what is happening in every corner which is not at sight from teachers.

This case was chosen because of the declining rate of reading in it in particular and other schools generally in South Africa. As mentioned earlier this is a general phenomenon in South Africa like in many other countries in the globe. In view of this, De Vos Malan is not immune to this disease. Over and above that, some of the teachers that were chosen in this case were not only chosen because of the subjects they teach but also because they hold influential positions, for instance, the principal who is teaching Mathematics plays a dual role in that (s) he has an influence in issues of language policy and also champions the Code of Conduct and must ensure implementation of those



On the other hand, the deputy who was also a participant supports the principal in implementing and maintaining sound language policy at the school. She/he also supports the educators in implementing the language policy. In the same light, some of the other two teachers (participants) were members of the School Management Team (SMT) and Heads of Divisions (HODs), who were responsible for monitoring the progress in their subjects as well as heading the subject committees and subject meetings.

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The rest of the teachers selected for the study were senior (experienced) teachers who must provide an inspiring and motivating learning experience for each learner. Knott-Craig (2007) argues that teachers need to build relationships with each learner and show respect for each learner and his/her family. Hence, regular communication with parents about a child's progress is one of the duties of senior educators. In view of this, promoting a culture of reading cannot be a daunting task given that these teachers are expected to be inspirational and have to communicate with parents thus, enabling the creation of an environment where reading can take place at home too.

Since the researcher was an insider, this case study was conveniently accessible in that there were no unnecessary costs. However, the weakness of this technique is that even though it is the cheapest means to obtain information, it may also be prone to bias which the researcher could overcome by being alert and neutral throughout the research process. This would be clarified further under reflexivity and ethics.

The key concern was to acquire meaningful understanding of the role in terms of the precise context of the stratified randomly chosen cases rather than attempting to generalize from the broad population. Therefore, the result of this study was interpreted in terms of the specific context under study (Benard & Ryan 2010). Hence, the investigation was driven by the desire to build and promote a culture of reading in schools, one which seems to frustrate the acquisition of English as first additional language as well as all content subjects.

3.8 Case Study

As alluded earlier, this case is not excluded from the aftermath of the decline of reading in schools. As indicated in the sample, De Vos Malan High School was built 95 years ago. It is an ex -Model C School, and a comprehensive one, since it begins from grade R to 12. It is enclosed with high electrical fence which is intended to keep learners inside the boundaries so that they are not exposed to external dangers and temptations. It is a diverse (multiracial/ cultural) school. It is well-built and appears to have been built by qualified builders. It looks alike to old French schools that were built during the time of Napoleon in terms of shape in that it is a double storey and kraal like structure. There are trees all around the school. The yard is made of steel and the gates that are locked after school. There is also non-teaching staffs responsible for school maintenance. There are car parks for teachers and visitors. It is a well-resourced school in terms of infrastructure. It is also a boarding school with limited accommodation.

When you enter through the foyer, on your immediate left is the administrative building wherein the first room resides the secretary followed by the principal's office. The staffroom is on the far left of the building and is exposed to one side of the outside view. The hierarchical managerial structure of the school is composed of the SGB, Principal, Deputy, SMT, phase subjects heads (Head of Divisions/HODs), and sub phase subjects heads. Each teacher has a classroom for tuition and some are allocated as base teachers and utilise the administration period which proceeds the first period. To access tuition, learners rotate through the corridors from class to class and teachers are expected to welcome them as they approach their classes. Learners however, upon their arrival have to line-up against the wall and are not allowed entrance into the classroom until the teacher permits them to do so. The

toilets for both teachers and learners are also located inside the school corridors. No learner is expected to be loitering outside school buildings let alone school premises unless it's break time or except they must have been sent by an official. There is also a tuck-shop built in within the school building which makes it illegal for any learner to loiter outside school premises. The enormity of the school is such that it is very difficult to see what is happening in every corner which is not at sight from teachers. Despite the seemingly cosy description of this school, reading culture appears to be diminishing hence the carrying out of this study. This then was achieved by combining various tools such as questionnaires, face to face interviews, focus groups, participant observation, natural occurring data, writing journals, book reviews, USSR reports, class assessments and the field notes (Benard & Ryan, 2010).

In view of this, the researcher would be gathering the narratives from the participants to see if they are congruent with the literature that was reviewed regarding building a culture of reading in schools or whether to suggest that the Department of Education (DoE) should seek for other means of promoting and implementing the National Reading Strategies that have been put in place so that schools can go back to the good old days. This was exactly where the methodological approach brought out the views and experiences of teachers and learners about a reading culture in schools. In this perspective, the researcher solicited the responses from the participants within the context of their environment. This means that this logical plan allows researchers to navigate their way from the first point of their study to the end of the road when they present their findings and make recommendations. In light of a dwindling culture of reading in schools, the interest here was to see how teachers integrate or incorporate reading into their own subjects. Hence, the research design was grounded on the importance of engaging the research subjects involved in this investigation as they revealed in-depth their experiences concerning a reading culture.

Apart from the setting, a case study is a systemic inquiry into an event or a set of related events which aim to describe and explain a phenomenon of interest (Maree, 2007). A case may be a person, a classroom, a programme, an institution or a country. A case study tends to be concerned with investigating many, if not all variables in a single unit and seeks to understand individual's perceptions of events (Yin, 2003). In view of the above assertion Zainal (2007) postulates, that, a case

study is an empirical inquiry, which investigates a contemporary phenomenon with its real life context.

In light of the above and given that the study is interpretivist in nature; the researcher preferred to blend ethnography with a case study. This is because the blend enabled the researcher to have a close examination of data within this specific context. As pointed out earlier in the setting, this case was chosen because of a debilitating culture of reading in schools.

Since, a case study, as a model of social phenomenon, is a detailed analysis of a person or group in order to make generalizations about a larger group or society as a whole, the researcher had an opportunity to investigate and understand the decline of a culture of reading in schools which appear to impede the acquisition of EFAL among learners in schools

This is meant to say that the case study design enabled the researcher to, among other things get an in-depth and detailed understanding of trends emerging from the different participants. These participants afforded the researcher with an appropriate opportunity to better comprehend the decline of reading culture in schools which seem to hamper the gaining of a language (English) in schools. Unlike ethnography which focuses on direct observation of behaviour in a particular community/organization, the case study offered the stakeholders a golden opportunity to express their frustrations in relation to reading culture and may as well suggest possible solutions. The weakness of a case study as well as the ethnographic study is that they are both based only on a small sample and cannot offer grounds for establishing reliability or generality of its findings. Secondly, the intense exposure of a researcher to the case under study biases the findings. Although most critics see the case study as an exploratory tool, researchers continue to use the case study research method with success in carefully planned and crafted studies of real life situations, issues, and problems like the one under study. Despite the weaknesses of both ethnography and case study, the researcher believes that a blend of their strengths can yield findings that are reflexive.

This case study gave the researcher the opportunity to explore the different views of its diverse participants through the diverse tools for the data collection. The interaction of these diverse participants was highly suggestive of how reading culture can be attained. With the help of the theoretical framing in chapter 2, ethnographic

case study compelled the researcher's understanding that translated into the research tools for data collection.

Therefore the researcher believes that aspects of both ethnography and case study can be blended to infuse a particular momentum into this study because both of them have affiliable and associative aspects that can factor in a blended epistemology (Foncha 2014). Thus, the blending of their positives can help this researcher to understand the commonalities, complementarities and consequences of the proposed design of this study (Foncha, 2013).

3.9 Research questions

Having discussed an array of issues and insights on reading culture for language acquisition and competence in chapter 2, the theoretical framing of this study made an effort to look at the activities and approaches that might have promoted participation and engagement in learning by allowing mediation and investment to take place, thereby signposting the importance of collaboration and learner-learner interaction (Foncha 2013). The various ideas and issues thus provided the researcher with a basis to propose the following research questions. Context appears to be very crucial as far as meaning making and competence is concerned and could therefore be seen as the rationale for this study. The objective of these research questions is to find out if they can be answered or not by the end of the study. In order to understand more definitively the decline of reading culture and to see whether there could be any means of building and promoting a culture of reading in schools.

3.9.1 Research questions

1. How can a culture of reading be promoted amongst grade 12 English first additional language learners?
2. What is the role of learners toward building a culture of reading in schools?
3. What are the practices of teachers in building a reading culture?
4. How is the Department of Education fostering the National reading strategy in schools?
5. What intervention or strategies can be used to promote a culture of reading among EFAL learners?

3.10 Research Techniques

This study is developed through an increasing range of interactions in line with Denzin and Lincoln's argument that the —realities that constitute places where empirical materials are collected and analysed... These practices are methods and techniques for producing empirical materials as well as theoretical interpretation of the world... (1998, p. 35). In view of this, social research and humanities approaches have a long tradition of employing research methods that involve direct engagement with the participants, whether through research interviews or through observational methods (Denzine and Lincoln, 1998). The qualitative nature of the data collected through ethnographic sources can then allow for the use of triangulation through multiple sources of data collection (Foncha, 2013). The designs included face-to-face interviews, questionnaires, naturally occurring data, participant observation, field notes, journal writings, reading cards, book reviews/reports, USSR reports and other documents.

All these tools were kept deliberately open-ended to make sure that there should be a follow-up to any information that might become necessary (Foncha, 2013).

3.11 Naturally Occurring events

Naturally occurring data is known to be one of the strengths of qualitative research as it can help to find the sequences of —how something happens. Taylor suggests that the ideal circumstances for —naturally occurring data is an —informal conversation that could have occurred even if it was not being —observed or recorded and which was not affected by the presence of the researcher or the recording equipment (2001, p. 27). —Naturally occurring data therefore means talk that is informal and which is —outside the context of situation with a declared purpose and a particular venue (Griffin, 2007, p. 4). This design was beneficial to the researcher, because the data that the researcher collected was not influenced anyhow, neither by the researcher nor the recorder. The main reason for using —naturally occurring data was to collect material in which the participants oriented to issues that might have been relevant to them at a particular time and place (Foncha, 2013). It was in contrast with —manufactured or a researcher provoked data because the subject being talked about was all about what was happening in the

world without the researcher's own intervention (Foncha, 2013). The data collected did not rely on the researcher's questioning or the organization of focus groups. However, there was no guarantee that the data was not —touched by human hands hence —natural appears very difficult to define in this research since a lot happened from the time that the data was collected, transcribed, translated and finally analysed (Denzin and Lincoln, 2005). Unlike the interviews that showed how the participants saw things, the naturally occurring data like participant/observation, helped the researcher to see how the participants do things in their natural setting.

In addition, to capture what the participants did, this researcher avoided any assumption before going to the field for data collection. Thus, the context of each phenomenon was very crucial since the focus of the study was based on reality given the dynamic nature of the social world. Naturally occurring data appears to be weak as a tool for data collection because it can fail to provide an authentic account of a phenomenon. Secondly, it appears to be too complicated to study because unlike the interview and questionnaires where the researcher gathered a quicker and a simpler account from people and then reported back what they said, naturally occurring data and participant observation might have involved all the complexities of everyday life (Foncha, 2013). Naturally occurring events around De Vos Malan also formed part of the data as this gave some information that was not envisaged at the beginning of this project. This was because the speakers were not aware that they were giving information on their perceptions to reading culture, so, they were objective since they did not know that they were giving the researcher the much needed information. Natural conversations were recorded in the form of field notes in the classrooms and other social spaces around the school and then transcribed and translated before interpretation. Some of these encounters were taken down in the form of field notes. In light of this, at the end of interview sessions the researcher further attempted to engage the participants in general and in informal discussions around the language used in and out of the classroom and the language policy of the school in particular. This helped the researcher to gain more insights into their attitudes and ideologies both from the verbal and non-verbal language that was taken down in the form of field notes. It was very important especially in cases where some of the interviewees said one thing but their reactions and or facial expressions revealed another.

Nonetheless, the weakness of this tool seem to lie in the fact that ethical considerations might not have been observed since the researcher avoided informing the participants in order to make sure the data was not influenced by his participation. Secondly, it was difficult for the researcher to follow up anything that was not clear given that the researcher had no direct influence over the conversation or event (Foncha, 2013). The researcher also missed out on most of the non-verbal language cues which can be very useful in discourse (Foncha, 2013). For the above reasons, the use of face-to-face interviews, questionnaires and participant observation, journals, book reviews, USSR reports, field notes, reading card and class assessments etc. appeared to be indispensable for him to get a better understanding of the participants' perspectives.



3.12 Interviews

In order to see the world through the eyes of the participants the face to face interviews became the perfect option for probing and to cultivate more ground for trust from the participants. Kvale (1996) sees interviews as an interchange of views between two or more people on a topic of mutual interest with the centrality of human interaction for knowledge production, and which emphasizes the social situations of the research data. Like the naturally occurring data, Interviews are very important in qualitative research because the world in which we live is one where people give accounts of events (Foncha, 2013). In view of this, interviews seem to present a conscious and an objective account of an event or a situation as provoked by the questioning from the researcher unlike the naturally occurring data which was not provoked by questioning. These accounts appear to be more authentic than in the naturally occurring data because the participants must have lived the experience being recounted and therefore can understand the intricacies involved (Foncha, 2013). That is, the significance of an event or a phenomenon can be known or better understood by people who must have been through it themselves.

According to Bernard (2005), interviews are a site of knowledge production that can be fashioned within a more or less distinctive interpretation frame. Similarly, interviews can best be seen as the spinal cord of any qualitative research and

evaluation. In addition, Babbie and Mouton (1995) define interviews as a one-on-one interactive conversation with the aim of getting detailed information in the form of stories, experience etc. In this regard, an interview is in a way a verbal picture of systematic behaviours. These interviews are rich with an in-depth description that can explain and give meaning to people's lives (Foncha, 2013). Bernard (2005) further argues that the skill of the interviewer appears to be usually more important in an interview than the quality of questionnaires, thus pre-field training should be seen as a pre-requisite for any qualitative interview to be undertaken (Foncha, 2013).

Denzin and Lincoln contend that interviews consist of 'accounts given to the researcher about the issues in which [(s) he] is interested'(2005, p. 869). In view of this, interviews then are structured differently in qualitative research, with the choice of use depending on the interviewer's usage and the purpose of his investigation. Generally, unstructured interviews are always useful for an explanatory investigation which is the case with this study (Bernard, 2005, p.1). It is important for the interviewer to anticipate the many directions an interview can assume, as well as the obstacles that can surface along the way. Without such anticipation, interviewers and interviewees can be left vulnerable, unprepared, and apprehensive (Roulston et al, 2003). In this effect, Probing offers the interviewer an opportunity to discuss a particular topic in greater depth, or to stimulate the interviewee in addressing another or similar subject of interest. Roulston et al (2003) further suggest that to help limit the number of missed or ineffective probing situations, interviewers should reflect on their own customs and contributions during everyday conversations and while they practice the interview.

Unlike the interviews, naturally occurring data appear to be empirical materials such as the recording of a mundane interaction, or texts, which both might constitute specimens of the research, in which the researcher might be in more direct touch with every object under his/her investigation (Denzin and Lincoln, 2005). Most part of the qualitative research is based on interviews, because these interviews can help researchers to arrive at areas of reality that might have otherwise remained inaccessible. Examples of such reality may include subjective experiences and attitudes, which can only be accessed by understanding how the people in the research feel about the phenomenon. Interviews can also be an important tool for

data collection because they cover time and space, thus helping the researcher to overcome distance with the past and the future (Foncha, 2013). For a researcher to know what happened in an event that the researcher did not attend and witnessed lived experiences [s] he has to interview the people who attended to get such information.

To the contrary, Silverman (2010) argues that it is possible to reach the object of investigation directly through naturally occurring materials. In such cases, the whole discourse needs to be taped so that the investigator can select what he is interested in, rather than to interview the people who were present (Clayton and Heritage, 2002). Thus, naturally occurring data seem to require the researcher to tape record the broadcast of the whole event rather than to interview the participants that might have been present (Foncha, 2013). If on the other hand it is a historical event, it would be advisable for the researcher to make use of records and texts rather than just interview participants to say what they know and think about the event in question (Foncha, 2013). The weakness of tape recordings could be that when listening to the recording, the researcher can lose site of the context and might either misinterpret or misunderstand the recordings. Secondly, there could be an element of bias in the sense that a researcher can hardly record a naturally occurring data without the knowledge of the participants. As such, the naturalness of the data has been tampered with somehow. Therefore by blending both tools, the researcher believed that he/she could come up with a more definitive and reflexive account of the participants' perspectives (Foncha, 2013).

Speers (2002, p. 513) says —the status of pieces of data as natural or not depends largely on what the researcher wants to do with them. On the part of Silverman (2010, p.159), —no data, not even tape recordings are untouched by the researcher's hands. This is to suggest that a researcher only tends to choose a tool that can enable him/her to achieve his/her aims and objective in his/her research. Speers (2002, p. 516) further argues that a researcher's activity is required for example, when (s) he obtains consent from his/her informants. Thus the differences between a researcher's-instigated data and naturally occurring data should be seen in a continuum, rather than a dichotomy. Naturally occurring data appears to be void of researcher's provoked data as in the interviews (Seale, 2004, p. 161). Seale goes

further to say that interviews tend to be —situated ones that is on-going talks to support an observational situation being used to support an event that is taking place (Foncha, 2013).

In any case study like this one under study, interviews are very important because they appear to be targeted and they focus directly on the case study topic. Secondly, they can be insightful in the sense that they provide perceived casual inferences. In view of this, interviews are seemingly also easy to conduct since they involve a face to face encounter. They also appeared to have given this researcher an opportunity like all other researchers to follow up on anything that did not come out clear through the use of open ended questionnaires, naturally occurring data, focus group, and participant observation and other documents for data collection.

Interviews can be disadvantageous in that they could be biased due to poorly constructed questions. Some participants might attempt to give only answers that might be required by the data collector, thus being bias and subjective. There could also be inaccuracy due to recall. Thus, there is a particular need to triangulate the interviews by using other tools for data collection.

In view of the advantages pointed out for the interviews above, the face-to-face interviews became very important for this study as they helped the researcher to probe the interviewees' subjective views on reading culture.

The researcher used open-ended interviews which were in a sense semi-structured just to make sure that they acted as a guide to get the perspectives of the participants. There were a total of 31 questions that the researcher designed, but the researcher did not hesitate to follow up on any of the questions that were not clearly answered or the answers that indexed a new idea. Thus, the sample questions for the interview acted more like a guideline and one would note that most of these questions overlap. The similarity in most of these questions is meant to emphasise on the key themes. The 31 questions that were used as the guidelines with comments on researcher's choice of selection for the interviews with the participants were:

7.13 Interview questions for teacher

1. Where do you come from?

This is to understand the diverse nature of academics in relation to their learners and colleagues

2. What is your home language?

This is to understand if they are bilingual or multilingual. Better still, to know if they are native English Language speakers or English second or foreign language speakers.

3. What is your official language(s)?

This is to see if they share the same situation like most of the learners who are encountering English for the first time

4. Which other languages do you speak?

This is to establish if they are monolingual, bilingual or multilingual. This will also to show whether such an academic is aware of the existence of diverse cultures in spaces like the classroom.

5. What is the language of instruction in the school?

This is to see if they understand the language policy of the school and whether there could be an attitude attached to it.

6. Which other languages are used in this school and in what situations?

This is to find out if they understand the language policy of the school and also if the policy matches the practice.

7. Do you know whether the school has a language policy?

This is to see if the teacher understands the language policy.

8. Do you think this language policy is effective and served its mission and vision?

This is to establish the shortcomings of the language policy as a barrier to learning. The learners and teachers need to understand the policy in order to be competent in the language.

9. Why do you think it serves the purpose or not?

This is to see if the policy actually works or if it needs some adjustment or it is another situation where the dominant group imposes a language on the majority.

10. What effect does the policy have on students' academic achievement?

To find out if the failure rate is as a consequence of the language policy

11. Do you prefer to teach in a home language or in English? Why?

This is to see if they understand the local languages which may benefit learners in terms of code switching for abstract concepts.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

This is to get their- own standpoint towards the language policy.

13. Which language is being used during your consultation and out of classroom with students? Why?

To see if the teachers have a problem with English as the language of instruction and whether they prefer local languages or are helpful to building bi/multilingual learners.

14. In your opinion, do learners have any problem studying in this language?

This sought to understand the remedies they may be employing to in reinforcing EFAL acquisition

15. If yes, what are the problems and how do you manage them?

As mentioned this sought to delve deeper into the crux of issues that could hamper EFAL acquisition and to identify barriers to competence.

16. How do you manage learners in your class whose first official language is not English?

To dig deeper into remedies or strategies that teachers may be using if any and how in the main reading is incorporated into their teaching strategies (if at all reading is considered).

17. Do you use any South African languages in any form of communication with some learners?

This was just to see if indeed learners thrive when they are taught by someone like them or whether multilingualism is encouraged since South Africa is a multilingual country.

18. How do you feel about using other languages in group discussions?

This was an attempt to seek for strategies to address the stalemate of EFAL acquisition.

19. Do you think that these languages could be used to teach school subjects? Why or why not?

This was to see if competence is only at the level of language.

20. Do you think there is anything that is not covered by the language policy of this school?

This was just to allow for further input concerning language policy of the school and how it affects EFAL acquisition.

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

This is to see where competence could be achieved in order to reduce the dropout rate.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or Why not?

This is to see if target language immersion is effective.

23. Are you happy with English as the main medium of instruction? Why or why not?

This is to get other alternatives for the language policy.

24. Do you think that learners would be happy and more successful if they could be taught in their first official language?

This is to see their view on the use of English as a language of instruction, international language and a lingua franca in the institution.

25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

This was to see if other learners are not disadvantage by the language policy since Afrikaans seems to be dominant and the majority of teachers are Afrikaans native speakers in this school.

26. Have you learnt a new language and or culture since you came to this school?

This is to see if they understand diversity or strive to be diverse.

27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

This was to find out if they are interested in the diversity.

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

This is to get their subjective views of the possible barriers to language (English) acquisition.

29. How do you get it right in your own classroom with such diversity?

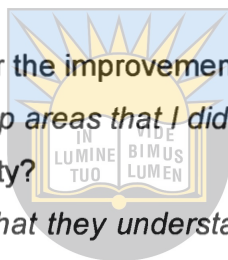
This is to get a clue of how they manage their diverse classrooms and also to see if they include or exclude those from different backgrounds.

30. What suggestions can you make for the improvement of such classrooms?

This could also open up areas that I did not envisage myself

31. Any other thing to say about diversity?

This is to make sure that they understand the diverse nature of their classrooms.



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3.14 Field notes

Field notes Geertz (1973, p. 19) asked and answered the question on ethnographic field notes; — “what does an ethnographer do... He writes.” In effect, this reduces ethnography only to inscription and interpretative description. As such, it overlooks ethnography as transcription and description. Ethnographic fieldwork appears to be more complicated than Geertz might have perceived it, because field notes are a sort of confusion. Data inscription is not known to be an orderly process of collecting or recording but as an improvisation in the midst of —competing, distracting messages and influences (Sanjek, 2000, p. 54). Ethnographers are observed only through their making of field notes. This is because there is always the inescapable reflexivity within the struggle to register the data. There is always a prefiguration of what would count as important. A sample of the field notes will be provided. Writing was central to this study and encompassed the writing of field notes, a private practice of documentation and reflection. The notes that were taken were then translated into a commentary or an account of the research and circulated in the

form of this thesis. The representation can be seen as an act of construction not a reflection of empirical reality, but as a productive act of invention (Foncha, 2013). Law (2004) is of the opinion that messiness, partiality and provisionality replace ordered system of meaning, core truths and rescued realities. This form of representation might arouse suspicion since it can be seen as dangerous and seductive. The danger here might be what has been excluded, and seduction is the representation that entices the readers as a truth ethically, there might be the question of whose voice the reader listens to, the writer or the participants? To a larger extent, these field notes hindered or helped the capacity and agency of the research participants and thus, either distorted, silenced or enabled voices (Britzman, 2000). This means that as a researcher, the researcher was supposed to capture principally the subjective views of the participants which he wishes to present in the data analysis in chapter 4 and the discussion of the findings in chapter 5. The researcher did all that it needed to be reflexive so that the research could attain a certain degree of objectivity. In view of this, the researcher would have risked doing an interpretation of the data rather than letting the data speak for itself. Consequently, the account being given by this dissertation can be received as a constructed artificial nature of the cultural accounts. Thus, the account should be seen as invented and not represented. The account that has been represented in this study can tell the stories of —otherness (other cultures) with the aim of rendering intelligibility and to seek to understand through —other lenses. All the constructed truths appear to have been made possible by powerful —lies of exclusion and rhetoric (Clifford, 1986, p. 70). Thus, all accounts have been captured and how the construct identity accrued through reading in EFAL, the world's lingua franca, for its participants.

3.15 Focus groups

The researcher also used focus group. Members of the focus group (learners) were supplied with consent forms to obtain permission from their parents to take part in the discussions. Even though not all of the consent forms were returned, there were a few consent letters which were returned with the parents' signatures granting the participant the right to participate in the focus group discussion. As mentioned earlier in the purposive sample, the researcher hoped to dig deeper to get the information or

some truisms that the learners might have found difficult to reveal especially in the school where the researcher is an insider because learners were familiar with him/her. Also, it was adopted because it is inexpensive, flexible, stimulated cumulative elaboration among the participants on issues which concern reading in school. The researcher also considered the learners' cognitive ability and was of the view that the face to face interviews were to be difficult for them.

In view of this, Schurink, et al (1998, p.2) concur that focus group is a "purposive discussion of a topic or related topics taking place among nine to twelve people with similar background and common interests". The participants communicated their perceptions and opinions both verbally and non-verbally. The semi structured group session was held in an informal setting for the purpose of collecting information on a designated strategy of eliciting information from a smaller group of 9. Firstly, there were 16 learners in Afrikaans class under study where the majority of learners are coloureds and a few whites (Afrikaans native speakers) who do English as first additional. From this cohort, 9 learners were selected. Secondly, there were 42 learners in English Home language class where the majority of learners are Isixhosa native speakers however they do English as home language. Also, in this cohort, 9 learners were selected as a focus group. Added together, they give a total of 18 learners which constitute two focus groups for the purposes of this study. These learners were selected according to their academic performance in English First Additional and English Home Language. The performance was determined according to codes. The codes would then signal the levels that these learners would have achieved: Code 1 to 29 (level 1); 30 to 39 (level 2); 40 to 49 (level 3); 50 to 59 (level 4); 60 to 69 (level 5); 70 to 79 (level 6); 80 to 100 (level 7). From both groups of learners that were selected there was 1 learner who obtained level 7, 2 at level 6, and 2 at level 5 and 2 at level 4 and 1 at level 3; and 1 at level 2. As mentioned, the total number of learners who took part in the study was 18. There were 10 teachers that participated in the study. Three teachers were teaching English home language from grade 10 to 12. Seven teachers were teaching content subjects from grade 10 to 12. Amongst the 7 were the principal and his deputy. The principal teaches Mathematics grade 9 and 11. The deputy teaches accounting from grade 10 to 12. There were also two HODs, one for physical science and one for Mathematics. The

other teacher teaches History and the other one teaches Afrikaans Home Language and the last one teaches Life Orientation. They were all experienced senior teachers.

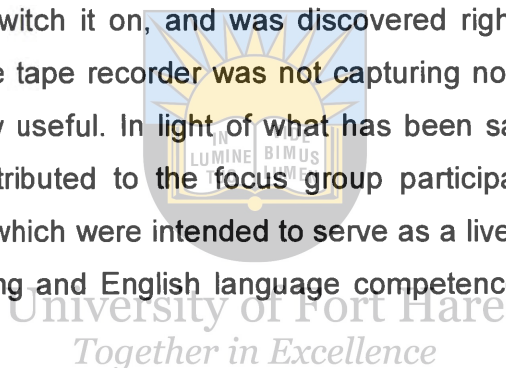
In view of the foregoing description, this was carried out through discussion on specific open ended questions so as to obtain a better understanding of the problem, concerns or idea by interviewing or interacting with the sampled group (De Vos et al, 2004). As mentioned earlier, the participants were supplied with consent letters to obtain permission from their parents to take part in the discussion. This was important as the focus groups were held after school due to time constraints. As indicated in the purpose sample, learners were chosen because of their academic abilities at school.

Lively conversations among focus group participants elicited information that painted a portrait of combined local perspectives helping the researcher to see how it “all fits together” (De Vos et al, 2004)). Participants in the focus group sessions were generally allowed to say anything and were considered naturalistic (Krueger & Casey, 2009). In view of this, on the first encounter with the focus group participants, the researcher created an environment that was relaxed to assure them that the discussions were purely for research purposes. The researcher also reminded them that they were free to withdraw from the group should they feel uncomfortable. To consolidate a rapport within the group, the participants were given the questionnaires which would be brought in below for clarity prior to the meeting so that they could have a chance to discuss them and even during the sessions the researcher laid back and retained the neutral position after which they were asked to share ideas, experiences and perceptions about a culture of reading in their school. This approach assisted the researcher to improve the interaction within the groups. Krueger sums this up well in the following quote:

Paying attention to what people have to say and being non-judgmental. It is about creating a comfortable environment for people to share. It is about being careful and systematic with the things people tell you. And people go away feeling good about having been heard (Krueger & Casey 2009 p. xiii).

It was through these discussions that the researcher gained insights and knowledge into the extent of reading in schools. One of the main advantages of this technique

was that participants' interaction assisted in weeding out false or extreme views, thus it provided a quality control mechanism. It allowed participants to give their opinions and feelings in a stress free atmosphere, provided diversity of information, yet it allowed participants the opportunity to participate and brought rigor to a study through triangulation (King and Horrocks, 2010). This however, required a skilful facilitator to ensure an even participation from all members. Even though the tape recorder was used in both the interviews and the focus groups to capture data, the researcher was also taking field notes as a back-up for electronic data, since electronic machines are not completely reliable. This was evident when the researcher was interviewing one of the participants where the on- button couldn't probably move fully to switch it on, and was discovered right in the middle of the interviews that in fact the tape recorder was not capturing notes and in this regard, the field notes were very useful. In light of what has been said above, two sets of questionnaires were distributed to the focus group participants (learners) by the appointed keen learner, which were intended to serve as a livewire to ignite a heated discussion around reading and English language competence prior and during the focus group session.



The 22 questions focused principally on the functionality of language since language is the media through which identity and culture appear to be constructed. Some of these questions seem to overlap e.g. 1, 2, 3, 4, and 5; 15, 16, and 17 just for the purpose of emphasis.

3.16 Focus group questions

1. What is your home language?

The intention of this question was to establish if the learner is a native English language speaker or a second or foreign language.

2. What is your official language(s)?

This was to check whether they speak and use any language other than English and in what occasion.

3. Which other language(s) do you speak?

The interest was to see if the learner is bilingual or multilingual. This could give a sense of whether such a learner is multicultural as well.

4. Which other languages are being used in communication around you?

This is to deduce if the learner has a sense of otherness, and if such a feeling affects his belonging.

5. In what situations are these languages spoken?

This is to establish if the learner is being discriminated against, or if the learner is being included just because he shares same language with the others.

6. Are these languages spoken to exclude or include him?

This was to find out if learners are aware of diversity

7. Which language do you use in high school as your medium of instruction?

This was to understand the one of the difficulties that such a learner is going through in the school as a result of such a language.

8. What is the effect of English as language of instruction to your studies?

This was to establish if the learner is comfortable or not with English, the language of instruction.

9. Is it easy for you to participate in classroom interactions?

10. If yes, why? If no, why not?

This is to know if the learner is comfortable or not and what could be the possible barrier if any.

11. Is the style of teaching in high school different from that of junior secondary school?

This is meant to establish the different cultures of junior secondary school and the high school.

12. If yes, how do you manage with it?

This would give an idea of how such a learner is settling in the high school.

13. What language do students use during group discussions?

This was to establish if the learners who are not proficient in English, and who are shy to participate in collaborative work, could have an opportunity to contribute to the group work in a different language.

14. Are you always accommodated during group discussions?

This was to see if yes, learner shares same language and possibly same culture with the other learners. But if no, it implies that they do not come from the same cultural background and assumedly, do not share the same language

15. Do you feel that languages other than English could be used in the school as languages of instruction?

This was to understand if learners are aware of diversity and multilingualism in light of multilingual country such as South Africa.

16. Why or why not?

This will show learners who have difficulties with the language of instruction and who believe that their plight is caused by language.

17. Are you happy with the way that the teachers and lessons are run?

This is to see if such a learner is able to adapt to the ways of the school or if they blame the language for their failure.

18. Do you have any suggestions on how lessons and group discussions could better be managed?

This was just to find out if such a learner knows the importance of a lesson and if anything could be done to better lessons in the school.

19. Do you think that English as a language of instruction solves the problem of diversity?

20. Why or why do you not think so?

This was to get a sense whether a universal language like English could help to address the differences in culture.

21. What other difficulties out of language are you facing in the school?

This was to see if English is the only problem that is plaguing the learners in this institution. This is because this study hypothesizes that the acquisition of English as first additional is in the main as a result of the decline of a reading culture in schools.

22. What might have been the role of the environment when you first came in contact with English? Did it help or challenge you?

This was to see the role played by an environment in language learning.

3.17 Questionnaires

Questionnaires are a printed form of data collection instrument which includes questions or statements that participants are expected to answer in most cases anonymously (Seliger and Shohamy, 1989). They are similar to interviews with the main difference being that these questionnaires are usually answered in a written form whereas interviews are conducted orally. There are many advantages attached to the questionnaires as a tool for data collection among other things. They can be self-administered and can be given to a large group at the same time. The weakness is that the participants might not understand the questions or the questions might have been poorly framed. Since the questionnaires do not involve a face to face encounter, it can become difficult to follow up something that is not clearly answered (Foncha, 2013). Questionnaires are not among the most prominent methods of qualitative research because they commonly expect —subjects to respond to stimulus and thus, they do not really act naturally (Woods, 1999, p. 243). However, they were useful to this study because they were an easier means for collecting samples than those that could be reached by the interviews. Although its information appeared to be limited, it was also very useful because they pointed to the gaps that were followed up in the interviews, or the questionnaires appeared to have given better lenses for the researcher to observe the participants in this study. The questionnaires in this sense appeared to have acted as a form of indexicality for the other tools to pursue. An example could be a situation where clearly defined facts or opinions have been identified by more qualitative methods; a questionnaire can then explore how this is generally applied if that is the matter of interest. As a model, the questionnaire would be a qualitative check on the questionnaire reply to see if participants were interpreting items in the way intended. From another point of view, Seliger and shahomy (1989) argue that questionnaires can be used in the first instance and then followed by qualitative technique on a sample as a check and to fill out certain features of the questionnaires replies, which is what the researcher has done in this research.

In order to be consistent with the features of qualitative research, the researcher decided to factor in the following guidelines which are reminiscent of what (Woods, 1999) proposes:

- Access to reality: the researcher was aware that all the participants were interpreting the questions and answers on the questionnaire in the same way and on the same 'level'; and also that these participants were giving full and truthful responses to the best of their abilities.
- As the purpose of the questionnaire was meant to find out factual details or to seek responses to affirm categories, the 'harder' the data requested the better it would be. Since the purpose was meant to help discover new qualitative material, the researcher designed more open, unobtrusive and unstructured questions, unlike all other questionnaires in qualitative research that often contain a mixture of the two.
- The researcher made sure that he identifies the context in which replies were being given. This was achieved through the recording of field notes in a sequential manner so as not to confuse one event with another.
- The researcher also endeavoured to assure checks, balances, extensions and modifications for the purpose of reflexivity.

The researcher initially designed two sets of open-ended questions, one set for the learners and the other for the teachers. The questions were typed out and spaces were left for the answers to be filled in by both groups of participants. With a little assistance, the researcher personally shared out the two sets of questions. The researcher asked the participants to answer only the questions that they were conversant with, leaving out those questions that they did not understand or could not answer. The researcher was assisted by an enthusiastic learner in the distribution and collection of some of the questionnaires. A total of 25 set of questionnaires for learners were distributed.

In order to safeguard against ethical violations, the researcher explained to the participants the purpose of the questionnaires so that they would understand that they were not obliged to answer if they did not want to. The researcher told these participants that the data was meant for the PhD dissertation and also that only his supervisor and he could have access to the data. The researcher also requested them not to write their names on the returned questionnaires. Although some of these participants wrote their names on the returned questionnaires, the researcher assured them that he was not going to mention these names in his final report.

As mentioned earlier, another set of 25 questions were designed for the learners, which were carefully analysed below through a rationale justifying the questions used in it.

The second set was composed of the following 25 questions to solicit information from the learners concerning reading and statesmates they had to encounter in acquiring EFAL;



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3.18 Questions for the learners

1. Is there anyone in your home who reads or write?
This is just to determine whether learners are coming from a reading upbringing.
2. Is there anyone who reads for you from a book at home?
This was to find out if any support is received from concerning reading

3. Is there anyone in your home who tells stories?
This was a further probing on home support base regarding reading

4. Can you briefly tell us about a story that you like?
This was to see if she/ he is reading or fond of reading
5. Did you read this story or did someone tell it to you?
This is probing further to try and get into the crux of the Problem

What do you like better, reading a story or listening to someone who is telling a story?

To establish whether learners are not merely passive listeners but also understand that to become a good storyteller one ought to read others' stories as well.

6. Why do you prefer this choice?

This is just to see whether learners enjoy reading.

7. What do you not like about the other one?

The choice may imply something interesting to the hypothesis of the study.

8. Do you write stories at home that are not home-work just for fun?

This is to see whether learners realise that through reading they could become good writers which also in the main seem to be the problem in this study.

9. Can you tell me more about it?

10. Do you read stories at home which are not home-work?

To see if learners are reading for pleasure.

11. Can you tell me more about it?

This is just to see whether a learner can narrate a story which also necessary skill to have in literature.

12. Do your friends read for fun?

This was to find out whether reading exists as part of their life style in association

13. Can you tell me more about it?

This was to check the level of reading interest

14. How do you feel when you are reading?

This is to see whether learners enjoy reading which if it can become a culture, writing, speaking and creativity will automatically follow.

15. How do you feel when you are writing?

This was to understand if learners realise that reading skills could translate in good writing.

16. What kind of books do you prefer reading?

This question is important since this study advocates that learners should in fact choose the books of their choice from the pool that would have been provided by an adult which also should be attractive, contemporary and appropriate to their level.

17. What kinds of stories do you like reading?

This was to see their preference and choice and to establish if in deed learners are reading.

18. Where does the reading take place?

This is just to establish whether a beneficial environment for reading is created for learners (readers) from wherever they might be reading especially in the classroom where interaction takes place.

19. What is it like to read and write in English?

This is to find out whether indeed English can be a barrier towards reading and writing.

20. What is it like to read and write in your own language?

This is to see whether learners are too comfortable with their own mother tongue and thus seem not to be aware of diversity or of English as a language of instruction and a lingua franca.

21. Is it important to know how to read and write?

This was to see if they understand a need for literacy.

22. Why do you think so?

23. What is the impression of your parents toward reading?

This was to see if parents do encourage reading or not.

24. Why in your opinion do they feel this way?

This was just to see if they understand that reading should also occur at home and not only in preparation for tests or exams.

25. Why do you think adults (teachers, parents) think it is important to know how to read and write?

This was to see whether they also see a need for literacy other than adults.

Five samples of the returned questionnaires are positioned as a fuller version of data since the researcher had to do a rigorous selection for the purpose of presentation and analysis.

3.19 Questionnaire for teachers

Another set of 12 questions were also designed for the teachers to elicit their own views on reading culture and language acquisition. Some of the questions seem to overlap so as to provide reinforcement incrementally.

1. Are you familiar with the concept of a culture of reading?

This was to see if teachers understand the concept of reading a reading culture as the researcher does.

2. What is your understanding of the culture of reading in the context of South Africa?

This was to find out if teachers are conversant with a reading culture.

3. How do you teach reading in your subject?

This was to see if teachers incorporate or blend reading in their subject.

4. Do you think it is important to promote a reading culture in South Africa?

This was to see if teachers realise the significance of building and promoting a reading culture in schools as a way to assist on acquisition of language (English).

5. In your view what are the impediments towards the realisation of a reading culture in schools?

This was to see whether teachers are aware of the obstacles that seem to thwart a reading culture in schools.

6. What are the essential aspects desired to appreciate a reading culture in your subject?

To see whether teachers are devising any means to make sure that learners are reading and mostly reading for enjoyment.

7. Do you think a good story teller can also be a good reader? In what way does storytelling relate to reading?

This was to see if teachers understand that a story teller needs to read and to also have a sense of otherness.

.....

8. What needs would you say the learners have with regards to building a reading culture?

This was to see whether teachers are able to identify the needs for learners to take reading as their life style.

9. What ways can you suggest as methods that may be used to promote reading?

This is an important question since it links directly with the hypothesis of this study, meant to see if teachers can contribute in the construction of new knowledge.

10 What is the role of learners toward building a culture of reading in schools?

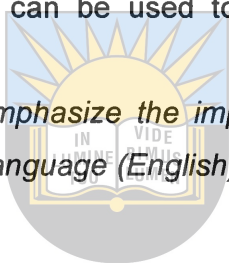
To also see whether learners realise that they too have a role to play especially on issues of intrinsic motivation.

11 What are the practices of teachers toward reading?

This was to see whether teachers are engaging learners in reading for enjoyment and pleasure.

12 What intervention strategies can be used to promote reading among your learners?

This was to emphasize the implications of reading toward the acquisition of language (English).



3.20 Returned questionnaires

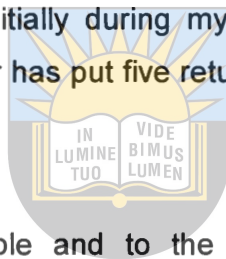
University of Fort Hare

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There were 90 questions asked in this study. Out of those, 31 questions were meant for teachers and were aiming at soliciting information with regards to the teaching and learning of English as additional in schools. The researcher administered these questions and cordially gave them to the teachers (participants). This happened after a permission was sought from the principal (head of school) to carry out the study. The questionnaires were preamble by the brief presentation of what the research is all about and intending to achieve. The researcher suggested a period of 2 weeks for the participants to engage with questions. After 2 weeks the researcher courteously reminded the teachers to submit. In the light of the participants' busy scheduled due dates by some of them were not kept/adhered to. The researcher was considerate and persuasive in that regard and gave more time to allow those participants to finish. Another set of questions were meant for the focus group (learners/participants) totalled 22. These 22 questions focused principally on the functionality of language since language is the media through which identity and culture appear to be constructed. Since there two focus group (1 for EFAL and 1 HL) to administer this researcher affectionately requested one learner from each of the participants (enthusiastic learner) to monitor and hand out the questions to his/her

the members. A period of two weeks was given to answer the questions and thereafter the monitors were assigned a responsibility to collect the responses for submission. Again, a set of 25 questions were asked to learner. These 25 questions were sought to solicit information from the learners concerning reading and impasses they had to encounter in acquiring EFAL. Similar administering as aforementioned was applied. Another set of 12 questions were also designed for the teachers to solicit their own views on reading culture and language acquisition (i.e. the main hunch of the study).

A fuller version of the returned questionnaires can be seen in appendices with representations from the learners and teachers respectively to complement the themes that were not explored initially during my first data sampling. For the purpose of saliency, the researcher has put five returned questionnaires in total in the appendix.



All the questionnaires were simple and to the point. However, a few of the researcher's participants did not answer all the questions. In the same breadth, the responses that the researcher got from these questionnaires gave him an idea on the type of questions to design for the interviews as well as what to observe in his participants.

3.21 Participant observation

A participant observer needs to observe and participate in an event or activity. In view of this, it might be of interest to differentiate between participating and observing. When a researcher observes, (s) he watches (observes) the activity (event) and may take field notes as an outsider. But when (s) he pre-participates, he takes part in the activity (event) but at the same time may document what might be deemed essential for the study. The data that the researcher collected through participant observation appeared to reflect only the researcher's own observation, description and notes of the activity and as such, there was a need for triangulation (Foncha, 2013) which might explain why the researcher used the other tools.

According to Anna (2004, p. 2) participant observation can be defined as —what people say they believe and say that they do is often contradicted by their behaviours. Since inconsistency appears to be a common attribute of humans, observation in research can serve as a powerful tool to capture what people say about themselves in the interviews, focus groups and questionnaires.

Participant observation is a type of qualitative study with its roots in traditional ethnographic research with the objective to learn the perspective being held by the study population. Given that researchers presume multiplicity of perspectives in a community, their aims in participant observation would then be to know what the different perspectives could be and to understand the interplay among them (Anna, 2004). The community's informed perspective can only be accomplished through participant observation, or by observing and participating in the activity. In view of this, the researcher decided to participate in and observe the same location where the research question was centred. As a participant observer, the researcher was very distinctive because he approached the participants in their own setting to learn how life is to an insider while remaining both an insider and an outsider. The researcher made careful and objective notes to what he saw in his field notes to parallel and or complement them with the data collected by the other tools. Any data that was collected through participant observation helped to safeguard any subjectivity on the part of the research population, and also provided an opportunity for the researcher to gain access into the physical, social, cultural and economic space in which the participants lived. This design also helped the researcher to understand the relationship among and between the participants, context, ideas, norms and events, people's behaviours and activities. Participant observation gave the researcher a nuanced understanding of the context that could only be gained through his personal experience, thus there could not be any replacement for participant observation in this study. In view of this, Anna (2004) asserts that —observing and participating are integral to understanding the breath and complexities of human experience.

Through participant observation, the researcher uncovered an understanding of the research problem that was unknown to him when he initially designed this study. It also provided some answers to the research questions, as well as it helped to reshape the questions that the researcher took to the field. Thus,

participant observation did not only help the researcher to understand the data collected through the other methods of data collection, but it also helped design questions for those methods that led to a better understanding of the study. Observation at the start of this research helped to develop and facilitate the relation between the researcher and his key participants, whose assistance were genuinely needed for the success of this study (Foncha, 2013).

Participant observation helped to ensure the cultural relevance and the appropriateness of the interviews and naturally occurring data. It also determined who should be recruited and who not. It also helped the researcher to understand the data that was collected through the other tools. Thus, frequent consultation of participant observation data throughout this study helped to confirm instrument designs, save time and avoid mistakes.

Ethics was of utmost importance in participant observation because the researcher needed to be cautious enough to who he was and what he was so that he did not disrupt the running of any activity. The researcher also needed to make sure that the participants, with whom he interacted, did not feel that his presence compromised their privacy. The researcher needed to be truthful in this research project and also about his role in it. The researcher needed to be open, cognizant and polite to his role as an outsider. Since the researcher was using participant observation as a design, he needed to be prepared for uncontrolled situations and settings. The researcher also needed to make sure that the participants engaged in their activities the same way as if he was not there. Again he needed to participate in the activity to understand better in order to avoid the participants 'attention (Foncha, 2013). It was vital that the researcher disclose his true identity to the participants together with his affiliation and purpose. Lastly, the researcher needed to go where the participants go in their daily lives, and also to engage in all activities of interest. The main weakness of participant observation appears to be that it is time-consuming. Secondly, its documentation relies on memory, personal discipline, and diligence. Thirdly, it might require conscious effort at objectivity because this method is inherently subjective. The advantages include among other things, the fact that it allows for insight into contexts, relationships, behaviour and attitudes which is the basis for any qualitative study. It can provide information previously unknown to a researcher that could be very crucial for a project design, data collection, and interpretation of other data. It

can also be complemented by the other designs as is the case in this study where it is used alongside face-to-face interviews, questionnaires and naturally occurring data.

3.22 Texts in language classroom

John and Davies (1983) define texts as a linguistic object, a vehicle for information and as a springboard for production which is written especially with a pedagogical purpose in mind and they are authentic texts that the teacher may choose because they contain lots of examples of a particular feature of language. In view of this, texts can also help students to understand the overall meaning instead of the finer points of detail (Linake, 2015). Text can be chosen because they are motivating and fit well with the communicative approach intended (John and Davies, 1983).

In this study, the researcher chose reading texts which were based in education and some related to students lives since they were relevant, interesting and motivating (Linake, 2015). In view of this, the researcher combined the different approaches and strategies to expose students to different types of activities in class in order to understand the information in the texts. Different texts were given to the learners during teaching time to read, interpret, and analyse in order to respond appropriately either in groups, pairs or individually. Learners were guided on how to approach the reading texts. The researcher exposed them to activities such as pre-reading, during and post reading (Linake, 2015) in order for the learners to acquire reading skills and become proficient readers with appropriate universal knowledge from the reading tasks. Texts formed part of data in the study since the learners were able to select appropriate texts by focussing on the vocabulary and structures. This helped the researcher to identify learners' progress and development towards reading. The names of the texts used for data collection are presented below:

3.22.1 Journals

In general terms, a physical journal could be a bound note book, a ring binder full of papers, a collection of electrical particles on computer disk or an audio tape. However, at heart, though, a journal is a day book. As Ron Klug (2002: 1) notes that

it is 'a place to record daily happenings'. However, he also says it is far more than that:

A journal is a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for the emotions, a training ground for the writer, and a good friend and confidant. It shares some qualities with things like logs and diaries—it records experience and events over a period of time. However, writing and keeping journals also entails conscious reflection and commentary.

The first and obvious use of writing a journal is that it helps us to remember something later; it is a record to look back on (Holly 1989: 8). Keeping a note in a journal helps us to recapture the moment later so that we may look at it more deeply. Secondly, the act of putting pen to paper (or finger to keyboard) engages our brains. So, to write we have to think. In view of this, Holly argues that when we 'capture our stories while the action is fresh,' we are often provoked to wonder 'Why did this happen?' (1989: xi). Little makes a similar point about recording:

By keeping records, I am able to monitor my practice. The act of writing something down often crystallises a particular problem or issue or enables me to see where a particular piece of work has not achieved its objective... Through this process, I can identify my strengths and weakness', and areas in which I could benefit from further training. (1995: 36).

Journal writing encourages engagement and reflection.

Thirdly, it isn't just that writing a journal stimulates thought—it allows us to look at ourselves, our feelings, and actions in a different way. By writing things down in a journal, the words are now 'outside' of us. They are there in black and white on the paper or on the screen. We can almost come to look at them as strangers – 'Did I really think that?' How does this fit with that?' in other words, our words may become more concrete – and in this way we can play with them, look at them in another light. (Wood 2012: 13-15)

Fourthly, if we allow ourselves freedom (freedom from judgements, and freedom to write as we wish) then the words we form can take us in new directions. Without

restrictions or censorship, our minds can race—or slow down. It can step outside boxes or return them sideways. It can make utterly fresh connections or simply pause, allowing you to see what is familiar with new eyes. It can train us to observe with subtlety all kinds of situations. And it can help us to learn something of value even from the unwelcome ones. (Dowrick 2009: 3)

Fifthly, Holly (1989: 9) notes that 'The journal offers a way to sort out the multitude of demands and interactions and to highlight the most important ones.

Lastly, making journal writing part of our routine means that we do actually take time out to reflect on what might be happening in our practice and in our lives generally (Rainer 2004). Keeping a journal holds the possibility of deepening our self-understanding, and to making added sense of our lives and what we believe. It can also help us to entertain, contain and channel troubling emotions and gain perspective. We may also develop a greater awareness of daily life; become more alive to what is happening to, and around us.

Based on the opinions stated above, journals were also used in this study, for data collection since they were viewed as an introspective tool, which might offer useful insights into the language learning experiences of the learners. Kern (2000) extrapolates that, if writing is viewed as an act of meaning design then it must trigger an act of immersion for the learners to write without any fear of evaluation or judgement as indicated earlier.

In view of this, journals writing were an attempt to provide a basis for free and expressive writing focused on developing fluency. The journals were marked and the researcher wrote comments thereafter and reading them periodically in order to initiate little dialogues on what he/she enjoyed while reading them by emphasizing immersion as the principal technique (Kern, 2000). Also, the journals were intended to provide explanations for the emotional, intellectual reflective and critical dimensions of the learners' language learning experiences. In this regard, learners were then exposed to different journals as follow:

They applied journaling by engaging various sources such as TV programmes, current news affairs, soapies, documentaries, radio programmes, songs, newspapers, magazines, on-line news, blogs etc. and other internet sources. Each

week learners were asked to write a summary and a reaction to something they have listened to, watched or read and then respond in English. The project was designed to assist learners in becoming more proficient readers and fluent writers in English. In order to appropriate this, it was imperative that the learners should feel comfortable with writing (free writing) in their journals and not to worry about their grammar or spelling, etc. The researcher observed that that this operation in the form of journal writing seemed to work, and appear to pay dividend in addressing language deficits such as improving coherence and cohesion, and as such seemed to make learners to be creative and engage critically with text. Linake (2015) concurs that this seems to be the one place where they could write freely in English and take advantage of it.

3.22.2 Media journal

Guidelines for completing media journal



While listening / watching / reading, take notes in your journal. After making notes, write a summary of what you have read / listened to / watched. Thirdly, write a personal reaction to it (what you think or feel about what you have read / listened to / watched). Include exact source(s) of the information. Write by hand in the notebook given to you. Each of the three parts should be at least a page long. You will hand in the media journal every Fridays. That was vital and served not only as an indication that learners were reading but also tortuously projected to practice writing skills which seemed to be the problem with EFAL learners in schools.

3.22.3 Dialogue journal

The dialogue journals were used as a written conversation between the teacher and the learner. In this regard, the researcher and the learner had a conversation among themselves where learners would send their written work to the researcher through e-mails. Learners had complete control over the topic and the researcher would respond to them, reflecting the length and depth as well as modelling good writing.

3.22.4 Book review/reports

Book review required the learners to use twenty minutes of their spare time as a reading homework to read and immediately report as well, this sought to assist to ascertain that indeed learners (participants) were reading. Book review/ report guidelines: Essentially, in their book reviews they were required to identify the main characters; write a brief summary of the story using the main ideas. After that, they were further required to list at least 5 new words that they might have learned and give their meanings. Finally, the learners were asked to rate the book out of 10 and give reasons for their ratings. They may as well indicate the moral of the story if they deemed necessary.

3.22.5 Uninterrupted Silent Sustained Reading (USSR)

This is a programme where fifteen minutes was allocated in each period every day for EFAL learners, from grade 10 to 12 to read for pleasure and enjoyment. Before they begin the lesson, learners would read a book of their choice or magazine or a newspaper for 15 minutes. This permitted learners to read because they were willing to do so. The researcher first and foremost had to model reading by reading extensively and recommend books to learners in addition to their choice. This in a way showed some inspiration to some of them (learners) in the sense that they began to realise that the teacher was also a reader and thus practicing what he preaches. In the same vein, the researcher constructed a favourable space and environment; found good, contemporary and attractive books appropriating the level of the learners in order to prompt their desire to imbibe a reading culture.

3.22.6 Reading card

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

The most fascinating part of these systems highlighted above was witnessing the learners take control of their voice (Linake, 2015). Initially, learners were reticent (not at easy) to express their own ideas and needed intensive declaration than, in fact, the researcher really wanted to know what they thought. By the end, they were expressing themselves more and more with confidence and starting to grasp the necessity for logical arguments in their reactions (Kganedi, 2014). In view of this, several of the learners confessed to the researcher that through the reading card practice they had gained their own voice and ideas.

3.22.7 Assessments

Assessments were also used in the study for data collection. The researcher interacted with learners throughout the lesson and played a vital role in the teaching and learning process. The objective was also to make assessment part of the teaching and learning process. The researcher made sure that all learners' tasks contributing to building a culture of reading were also incorporated in their assessment/ examination results in the form of Continuous Assessment (CASS) and performances from any assessment during teaching were recorded. These motivated and encouraged learners to want to do more and as a result they participated enthusiastically in any given tasks.

In view of the above, Tennant (2008) defines assessment as the process of making a judgement or forming an opinion, after considering something or someone carefully. He claims that assessment takes many different forms and does not need to be limited to tests and examinations since it should take place at every stage of the learning process and that it should be fairly frequent. In view of this, there are various different forms of assessment such as diagnostic, baseline, formative and summative assessments. The researcher used different types of assessments tasks in order to reach out to all learners since he was well aware of their different capacities, abilities and potentialities towards their academic work. The following tasks were introduced and discussed thoroughly in order to accommodate all learners. For instance, Dialogue Journal, Media Journal, Sustained silent Reading, book reviews and the Reading Card which formed class exercises. Performances such narrations, debates and role-plays were also practiced and tools such as rubrics were used to grade such performances and as mentioned earlier marks were

recorded. As a way of rewarding diligence and encouraging positive academic competition the best performances would be selected and utilised for Oral Continuous Assessment (CASS).

Indeed, the above assessment tasks improved learners' progress and interests towards reading in English (FAL). This resulted in a massive progress and development in their performance and this then in a way had played a role to the researchers' selection of the 18 learners who participated in the focus groups.

3.22 Reflexivity and Ethnographic research

In any qualitative research like the one the researcher is doing, reflexivity is of supreme significance since in this study, it helped the researcher to be objective during data collection, data analysis and discussion of the findings in chapters (Foncha, 2014). Reflexivity should be accountable for the usage of diverse designs for data collection (triangulation) during knowledge generation (Foncha, 2013). Geertz (1973, p. 448) defines reflexivity as —a story they tell themselves by themselves. In view of this definition, Davies (2008) refers to it as social reflexivity. It could be an explicit and a deliberate conscious reflection of a people about themselves but that could only be reviewed through the interpretative insight of the researcher (Foncha, 2014). However, this form of reflexivity can give a privilege and a non-reflexive position to the researcher (Watson, 1987). When social reflexivity and the reflexivity of the individual were combined to give the data that was produced as a cooperative product, the researcher noticed the kind of reflexivity that is claimed by social sciences. This appeared to be convincing because the information that the researcher got from the participants did not only express a surface meaning but also an underlying one about the nature of the society of these participants (Foncha, 2013). The researcher might have imported his own culture when he analysed the data but rather he decided to call for a local model as there was no such thing that was seen as universality in the different cultures of the different participants. Davies (2008, p. 9) however calls this —simply local model... One based on the Western cultures of the ethnographers with universal pretensions. This radical form of reflexivity seems to contend that any society should be part of itself and any statement about culture should be a statement about society (Crick, 1982, p. 307) while social research is about itself. In view of this, whenever a

researcher researches, there is usually an implicit assumption that (s)he is investigating something outside him/herself and what he seeks to explore cannot come out of him/herself entirely or through self-introspection (Foncha, 2013). In contrast, Davies (2008) claims that the researcher cannot investigate something without having contact with, or completely isolated from it. All researchers are therefore to some extent connected to or part of the object to their research (Davies, 2008, p. 1). This connection leads to the question whether the research is not subjectively linked to the researcher's presence and his inevitable influence on the whole research process.

Reflexivity as such appears to be central for social science in particular where the connection between the researcher, the research setting and the social world is clearly much closer. In view of this, it is also where the research objects could be seen as —conscious and self-aware through the influences of the researcher on the research process. Reflexivity in qualitative research seems to influence outcomes to be more likely and less predictable (Davies, 2008, p. 2). Given that this study is an ethnographic investigation, it can be very difficult for the researcher to avoid ambiguities even as an insider (Foncha, 2013). This could be because of the more intimate relationship between himself, the researcher and the researched, —long-termed and multi-stranded and the complexities introduced by the objects of research have even greater scope (Davies, 2008, p. 2).

In light of the above, increasingly, reflexivity appears to be more concerned with objectivity versus subjectivity in social research, based on the control of the effects of the researcher on the research situation. This attempt was meant to maintain a distance through using observation and other methods for data collection (triangulation) in which self-interaction was either minimized or highly controlled. In this regard, this appears to have been the only way that objectivity could be attained in this study. Participation in the activities and events of the setting was therefore indispensable to the researcher's identity to be concealed from influencing the results of the data (Foncha, 2013). Blommaert and Jie (2010) seem to disagree on this view when they argue that the self is very subjective and focuses only on the truth that it understands and remembers. However, Davies (2008) counters them with her view that even the most objective of social research methods still needs to

be reflexive. Like Woods (2000), Davies goes ahead to say that interviewers need some particular skills to reduce the effects of their individual attributes on informants by employing technical test on reliability. In order to be reflexive as a researcher, the researcher made sure that he distanced himself from the participants to assure that he did not influence their perspectives anyhow.

In light of the above opinion, Davies (2008, p. 4) refers to reflexivity as —turning back on oneself, a process of self-reference... [A] nd the ways in which products of research are affected by the personnel and the process of doing research. Such effects are found in all phases of a research process, from the initial selection of the topic to the final report on the results. Reflexivity as such is therefore particularly salient in ethnographic research where the involvement of the researcher in a society and culture of those being studied is very close through participation and observation (Foncha, 2013). Ethnographic study should be viewed through the lenses of a research process that should be based on fieldwork using a variety of mainly (but not exclusively) qualitative research techniques (Hammersley and Atkinson, 2007, p. 13).

Over and above that, the relationship between the researcher and the participants was therefore the base of a subsequent theory and conclusion that was expressed through interaction. The researcher's observation formed part of the data for this study and appear to tie with Powdermaker's (1966, p. 19) claim that —participant observation requires both involvement and detachment achieved by developing the ethnographer's role of stepping in and out of a society. In other words, the researcher was obliged in a sense to design tools that would fully acknowledge and utilize subjective experience and reflection. Thus, as an ethnographer, the researcher has been an intrinsic part of the research context, —turning back (self-examination) of cultural critique that has both moral and political implications (Davies, 2008, p. 5). In view of this, the —turning back (both individual and collective) might have led to a form of self-absorption, in which the boundaries between subject and object might have disappeared, with one replacing the other, thus denying the possibility of social research (Foncha, 2014). Nevertheless, this critique needs to be taken into consideration in any social research like the case in question. However, this study is meant to augment the

understanding of social reality by developing explanations of social forms and events as well as critically examining the concepts used in the explanation. Research that is based on ethnographic fieldwork must be informed by reflexivity and assessed by a critical scholarly community to express reality that is neither accessible directly through actions and texts of the participants nor simply a reflection of the individual researcher's mind (Foncha, 2013).

In contrast, Roberts and Sander (2005) argue that reflexivity is not just one phenomenon, but rather it is a variety of forms that affect all research processes through all their stages. As a result, —total reflexivity requires full and uncompromising self-reference (Foncha, 2013). Thus, no process of knowing can be fully reflexive until it is explicitly turned on the knower who becomes self-conscious even of the reflexive process of knowing what has been termed radical constitutive reflexivity (Woolgarand, 1988, p. 22). Therefore, reflexivity appears to express a researcher's knowledge/awareness of his connection with the research situation and his effects on the study that Davies (2008:8) terms 'reactivity'.

In view of the above argument, the researcher made a lot of effort to do away with his influence on the whole research process as much as possible (Kepe, 2014). In this regard, the researcher used open-ended questions during the interview sessions to promote and standardize the wordings of the questions and controlling responses from the participants so as to limit his influence on the particular encounters. In the fieldwork, the researcher attempted to make himself more inconspicuous so as to limit —reactivity and literally becoming a bystander (Foncha, 2013) or the researcher made use of a contrary approach by participating as fully as possible in any given event or activity, so as to become almost invisible in his role as researcher. However, the latter needed to have been done because —the specificity and individuality of the observer are ever present and need to be acknowledged, explored and put into creative use (Okely, 1999, p. 28).

In any case, reflexivity is still fully focused on the individual researcher rather than on the research as a social process (Foncha, 2013). Crick (1982, p. 25) affirm this by saying that —the ethnographic enterprise is not what one person does in a situation, but how two sides of an encounter arrive at a delicate workable

definition of their meeting. This assertion is further strengthened by Steier (1991) who observes that a research process is one where the researcher and reprocicators (not participants) are engaged in constructing a world.

The purpose of these diverse methods of data collection (triangulation) was meant to ensure that the data is relevant, reliable and reflexive. The essence of reflexivity in this research is to avoid excessive subjectivity on the researcher's part and that of the researched. The researcher focused on the context, language and all other interactional resources which were brought in to bear on data events, and their subsequent recontextualization (Davies, 2008). Theories can only be described as reflexive if the knowledge they contain is explained without having to refer to the information that is outside the theory itself.

Like many other sociological approaches, this study uses a minimal attempt to understand another life world using the —self as the —instrument of knowing (Ortner, 2006, p. 42). There was an immersion of the physical self in every other way, through the recording of field notes and all the other forms of documentation. The ambiguous position that the researcher maintained as a participant observer encapsulated a tension and immersion, objectivity and subjectivity (Tanboukou and Bal, 2003). It is therefore paradoxical that the researcher had —a native point of view without going native (Behar, 1996, p. 5).

The greatest challenge that the researcher encountered in the study was navigating the relationship between a particular and a larger entity (whether it was nationality, race, class, identity and culture). This challenge led to a dilemma because of its claim for methodological and epistemological importance that only rested on its capacity to clarify and render the local which in turn elucidated a wider culture. This particular case can be seen as an instant of a larger whole as suggested by the intensive and extensive investigation of this study.

The foregoing challenge has been dealt with through the researcher's use of —thick description which seems to be the strength with which this study interpreted the specific situation. Thus, it would not be appropriate to understand this study as a cultural whole, but rather as a case in itself since issues of identity, culture and language are very porous and can only be understood within a context. The use of the English language as a language of instruction tends to

contradict the situation even further given that English in this context could also be seen as a lingua franca of the world (Foncha, 2013).

3.23 Ethnography and ethics

For the purpose of ethics, the researcher committed himself to staying open by informing the participants of the purpose and nature of this study. The researcher made sure that their participation was voluntary and he also sought permission from all the participants to take part and respond in the interviews and the questionnaires. The researcher also obtained permission for the recording of the interviews from the participants who also held the right to withdraw at any given point in time, or to ask for the information already recorded to be erased. The researcher also made the participants to understand that the recordings and transcripts will only be accessible to his supervisor and himself. The researcher assured all the participants that they were all going to remain anonymous when the researcher does the presentation of the data.

The researcher was aware that the nature of reality and the possible knowledge of reality, with the status of truth claims, all have implications for the judgments and responsibilities of ethnographers. Thus, the lack of an agreement about the methodology in and about ethnography is reflected within its ethical considerations (Foncha, 2013). The researcher therefore was aware that in all researches that involve human participants, ethnography raises significant ethical concerns (Murphy and Dingwall, 2007, p. 347).

According to de Certeau (1998, p. 43) —we never write on a blank page but always one that has already been written on'. In other words, we need history to develop philosophical truths. Geertz (1973, p. 143) refers to the field as a task at which no one ever does more than not utterly failed. Knowledge to him simply offers different sorts of futures instead of providing answers (Foncha, 2014). Therefore this study is purely suggestive of the notion of a culture of reading being presented in perspectival terms rather than as hard facts and prescriptions.

3.24 Reliability and Trustworthiness

Trustworthiness is a means to support the arguments that the inquiry's findings were "worth paying attention to" (Lincoln & Guba, 1985, p. 290). Flick (2002) argues that qualitative researchers need to be as vigilant as positivist researchers about ensuring the validity and reliability of their studies, even if they choose to use other terms such as credibility and authenticity, to describe the qualities that establish the trustworthiness of their studies.

3.25 Triangulation:

As mentioned earlier, triangulation involves the conscious combination of qualitative methodologies as a powerful solution to strengthen a research design where the logic is based on the fact that a single method can never adequately solve the problem of rival causal factors (Denzin & Lincoln 2005, p. 45). In view of this, the study made sure that combining information from different instruments produced justifiable evidence that solidified the research results.

The logo of the University of Fort Hare, featuring a sunburst design with the motto 'LUMINE BIMUS' and the year '1916'.
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3.26 Ethical consideration

As indicated in the main, the consideration of ethics in research is vital because the participants in any study should be protected from harm. Harm can be embarrassments, anger, irritation, physical and emotional stress, loss of self-esteem, exacerbation of stress, loss of respect from others, negative labelling, invasion of privacy and damage to personal dignity (Maree, 2007). Although the researcher had the right to collect data by means of face-to-face interviews, focus groups, participant observation, natural occurring data, and field notes, class assessments, book reviews, USSR reports, Journals, reading cards etc. this could not be done at the expense of the participant's right of confidentiality and anonymity. Participants were assured that in addition to leaving out their real names, in carrying out this study the researcher promised to observe all their rights including the right to withdraw from participating in the study at any stage based on the ethical considerations as stated by University of Fort Hare, 2011 ethical clearance.

3.27 Limitations of the study

Time was a huge factor, especially given that the researcher was an insider, because he had to balance his teaching time and his research study. For instance, with regards to (teacher) participants the researcher had to target the break times and the free periods to hold interviews and also to remind, or galvanize the participants for the purposes of data collection. Also, in some instances I would utilise holidays or even the weekends by arranging for appointments depending on the participant's availability, especially with (teacher) participants or at the least even call the participant just as a reminder and persuade him/ her to fill in a questionnaire /for the purposes of data collection. There has been some degree of procrastination by some participants (teachers) on the part of data completion and delaying tactics i.e. to convene interviews sighting busy schedules, however, the researcher's good communication skill, and patience with them ultimately prevailed. For example, by keep on reminding politely each participant to return the questionnaire. Keep on pleading for convenient time to meet for an interview session. Sometimes we would agree on a specific date but for some reason/ unforeseen emergence the participant would suddenly excuse her/ him-self, and propose another date. The researcher had no choice but to succumb and practice patience.

One of the participants (teacher) had to leave to work overseas, however, the communication via internet (e-mail) seemed to have worked even though initially the researcher had to keep on pleading and reminding her, as she was still settling. But then, as she settled we started communicating even on Skype and she really cooperated. Most of the teachers confessed that they were challenged by the questions hence, responses were taking so long. They mentioned especially questions pertaining to the issues of language policy. In their view, this was so, because, some of them confessed that the questions in fact, were a revelation to them and had to delve deeper since they were not conversant with school language policy. Even the little they know about it was certainly not contributing to the acquisition of EFAL since it is a dual medium school (i.e. Afrikaans and English). Yet, out of all the pleading and sometimes frustration, the researcher is pleased to say that at the end he/she has managed to obtain the good and valuable data. The questions that were asked in total to the participants (teachers) were 37.

Yet again, similar predicament with time was encountered concerning focus group sessions especially with English class in which most of the learners are not taught by the researcher and moreover are scattered in different grade 12 classes as they were divided according to their subjects in those classes so, arrangements had to be made with other teachers in terms of period fusion or targeting of free periods which corresponds with the researcher's free periods to be merged for the purposes of convening focus group session. In terms of data collection, the researcher was assisted by a very enthusiastic learner who was also part of the focus group from the English class. One of the focus group sessions (Afrikaans class) had to be finished after school due to time constraints. To prepare and sensitise participants of the focus group (learners) questionnaires were distributed to them by an appointed learner prior to the focus group session. This was important and this acted as a livewire to ignite a heated debate amongst the participants. Another challenge was the return of the questionnaires by learners. The questionnaires were administered by the researcher, however as mentioned earlier distribution and collection of questionnaires was done by an appointed passionate learner. Learners had to be given enough time to engage with questions. Even though enough time was given, not all learners returned their questionnaires on time. A few of them could not return their questionnaires at all, though they attended the focus group session. This was little bit frustrating because it was important to get as much responses as possible. But to overcome this challenge the researcher made it a point that the participants were feeling free to express themselves during the focus group session and milked as much answers as possible.

Once more, even though the consent forms were given to all of them, not everyone returned a signed consent by their parents but quite a few of them did. The researcher had to be persistent with the other participants (learners) as some of them did not really see the need for their parents to be part of this research phase. In this case, the researcher had to interpret the conditions laid in the consent forms so that the (learners) participants could at the end realise the significance of endorsement by their parents. Ultimately, through persuasion the participants who appeared rigid were bought into the idea and all of them then returned signed consent forms.

In light of what has been said above, two sets of questionnaires were distributed to the focus group participants (learners) by the appointed keen learner, which were intended to serve as a springboard to kindle an animated discussion around reading and English language competence prior and during the focus group session.

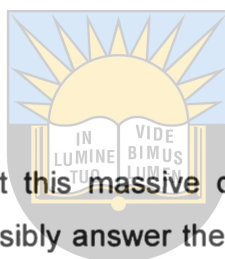
The first set composed of 22 questions which focused principally on the functionality of language since language is the media through which identity and culture appear to be constructed. Some of these questions seem to overlap e.g. 1, 2, 3, 4, and 5; 15, 16, and 17 just for the purpose of emphasis. The second set was composed of the 25 questions to solicit information from the learners concerning reading and stalemates they had to encounter in acquiring EFAL. The total of questions asked for the focus group was 47.

3.28 Conclusion

In conclusion, it is envisaged that this massive data would generate useful and informed discussion that could possibly answer the research questions that evolved from the literature review in chapter 2 and the research designs discussed in this chapter. These tools can be useful because they were capable of providing information that shed some lights on the research questions. Therefore, the research design along with its findings could then point out the different ways through which a culture of reading could be realised.

There were possibly two ways that the researcher used the data to seek answers to the questions posed (Foncha, 2013). In the first place, it was done by using the research questions as assumptions to building reading culture in schools. In the second place the researcher strove to see how meaning was constructed through discourses by using Critical discourse analysis which was discussed in the literature review chapter.

The researcher believes that the analysis of the findings, he proposes to present in the subsequent chapters may help to bring out the kinds of skills and abilities that one needs to build in order to promote a culture of reading in schools.



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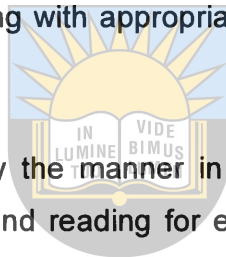
Chapter 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter focuses on the analysis and presentation of the data collected from De Vos Malan High School towards building a culture of reading in schools in the King William's Town Education District in the Eastern Cape. The study generated a mammoth volume of data. While this immense data might have seized the beliefs and value system of the research, it was virtually impossible for the researcher to present all the data in the limited space of this study. For that reason the researcher was bound to make a very laborious selection. The rigorous selection was based on the argument on qualitative study that —there are no rules in qualitative research for determining how many instances are necessary to support a conclusion or interpretation (Foncha, 2013). This is always a judgement call (Taylor and Bogdan, 1998, P. 156). This contention seems to have shed some light on the point that a single incident or instant can be sufficient to build a conceptual category (Foncha, 2013). In light of this, the best insights might have come from quite a small amount of data. Underlying the same perception, Bleich argues that; —in this way, the process of teaching the development of detailed subjective response is simultaneously research into the nature of response processes (Bleich 1985, p. 261). In view of this, texts formed part of data in the study since the learners (on their own) were able to select appropriate texts by focussing on the vocabulary and structures. This helped the researcher to identify learners' progress and development towards reading and language progression (EFAL). In light of this, John and Davies (1983) delineate text as a linguistic object, a vehicle for information and as a springboard for production which is written especially with a pedagogical purpose in mind, and they are authentic texts that the teacher may choose because they contain lots of examples of a particular feature of language. In this regard, texts can also help learners to understand the overall meaning instead of the finer points of detail (Linake and Foncha, 2015). Texts could be chosen because they are motivating and fit well with the communicative approach intended (John and Davies, 1983).

In view of the above, the researcher pedagogically chose reading texts in relation to learners' lives since they were relevant, thought-provoking and inspiring. In view of this, the researcher combined the different approaches and strategies to expose learners to different types of activities in the classroom in order to understand the information from the texts. As alluded elsewhere, different genres were given to the learners (participants) during teaching time to read, interpret, reflect and analyse in order to respond appropriately either in groups, pairs or individually. Learners were guided on how to approach the texts. The researcher also exposed learners to some reading skills such as pre-reading, during/while reading and post reading (Foncha and Linake, 2015) in order to empower them to acquire basic reading skills, and imbibe their appetite for reading with appropriate universal knowledge from the reading tasks.



The researcher was astounded by the manner in which the participants seem to have developed love for reading and reading for enjoyment. And not just that, but also reading for meaning. This is a reason why the researcher is single minded in this respect that a culture of reading needs to be built in schools. What was at the same time heartening was to see that the participants were not merely replicating the stories they read but they also reacted to whatever they were reading. In other words, they related, shared experiences and identified with characters. In this way, they were at that juncture able to find themselves in the story. This then in a way appeared to gradually inculcate in them a sense of critical analysis or understanding of the story. This is in line with the belief by some reading enthusiasts that words in the story are not merely ink spots on paper but undoubtedly are intended to convey a particular meaning or message that the author is inclined to put across to the readers.

Additionally, the data also proposed a maturity in terms of participation and performance where the participants through reading seem to have been living other's lives; by living experiences that they might never have been through and also by knowing about places that they might never have physically been to, seemingly just by virtue of interacting with others using their imaginations (Foncha, 2013). These experiences and reactions might have therefore been able to develop a way of

thinking and seeing things that could have characterized them as competent English FAL participants.

In view of the above stance, this study used only selected strands of the data that were related to the research questions in order to gain participants' perceptions within the context of this study. Thus, the strands that are presented can be seen as —illustrative stretches of discourse (Sivasubramaniam, 2004, p.268) that the participants produced in the questionnaires, face-to-face interviews, naturally occurring data, field note, observation, journals, book reviews, book discussions, reading cards, USSR forms, document analysis and assessment. The researcher believes that the epistemological underpinnings that were discussed in chapter 2 and 3 can assign a perspectival and a speculative view of knowledge to the focus of this investigation (see the research instruments and research questions discussed in chapter 3). Thus what counted as knowledge in this study is context bound.

For the above reasons, objectivity or truth was only determined by the narratives of the participants and the researcher made certain to avoid as much as possible bringing in his/her own interpretation at this juncture. Most of the data that was collected for this study appeared to have been consistent with the themes described in the Literature review chapter. The analysis (what the data says) then attempted to show the agreement and disagreement between the literature and the data, but in instances of disagreement, the researcher has held in reserve his/her comments for the next chapter, so as to reduce his/her own subjectivity as mentioned earlier in the methodology. From the data that was analysed, the themes to follow shortly appeared chronically, and much thoughtfulness needed to be paid here during the analysis.

At the pick of the themes, language appeared to be very protuberant since it can be seen as a social practice or lingua franca against the traditional scientific reductionist view of language as a system that is present in the brain (cognition) (Foncha, 2013). When the researcher sifted the data at the end of data collection a lot of similarities and uniformities were noticed (Sivasubramaniam 2004). These essentially, seemed to have formed conceptual patterns and categories. A closer scrutiny revealed notable patterns of congruencies and connections in the

different types of data collected from the participants in this study. In a way, these connections and agreements appeared to tally with most of the researcher's perceptions of the participants' notions of a reading culture. In view of this, the use of metaphor (Foncha, 2013) was deemed to be the way to traverse through which the notion of a culture of reading can be appreciated, which in a sense appeared to align itself with the constructivist view of language learning where each context seems to generate different meanings for its participants. Assuming that all knowledge is to some extent perspectival, the researcher proposes to present his/her analysis as a retelling of the response phenomenon as observed by (Bilton and Sivasubramaniam, 2009, p. 315). They also claim that description, explanation and theorization can qualify a study as a creative act of discovery and inquiry. This is in keeping with the view of storytelling.

Denzin and Lincoln state that;

In the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and retelling our own stories (1998, p. 60).

Accordingly, the stories that the participants in this study tell and live are being retold and relived in this chapter where metaphor seems to be the most appropriate way to classify the data that was collected with two possible categories of participants that were grouped into teachers and learners' perceptions. In this sense, metaphor provided the researcher with the much needed themes for the analysis of the data collected.

Viewed in the light of the constructivist and ecological approaches that the researcher is an aficionada, the learning environment of the classroom has been the core of pedagogy of voice and participation (Freire 1972). In this sense, the pedagogy proposed by this investigation is not an inventory of predetermined skills or behaviour blueprints (Foncha, 2013). On the contrary, the pedagogy is a dynamic and discursive realm where no one is a custodian of truth and everyone has the right to understand and be understood (Sivasubramaniam 2004).

Hence, the pedagogical frameworks of the study aimed to realize language learning through: questionnaires, face-to-face interviews, naturally occurring data, field note, observation, and journals, book reviews, book discussions, reading cards, USSR forms, document analysis and assessment tasks and where such a

realization is believed to be able to connect the participants with each other and the world through the use of a foreign language (English). Thus, the teachers and learners (participants) in this study are not overly apprehensive about the intended tasks of learning as specified by their syllabus and curriculum. Rather, the data and research instruments attempted to describe the dynamics and fall-outs of participants' engagement with a first additional language environment, thereby attempting to come to terms with competence through reading culture. Lastly, in relation to what has been said thus far, through the metaphorical categorization of the data collected, and with the help of the theoretical underpinning from the literature review, the study made use of the following interwoven themes:

1. The role of environment/ ecological perspective on language learning
2. English as a lingua franca
3. English as medium of instruction
4. The role of parents on reading culture
5. Motivation for second language learning

The themes that have been itemized above were suggested by the theoretical and epistemological underpinnings of this study and the researcher believes that this can support a better understanding of the analysis. In this respect, the themes should therefore be seen as a pathfinder for the analysis. The above numerated themes were originally suggested by the literature review. Also in chapter 3, mention was made of consistency of questioning in the instruments for data collection. This would be certified by the conspicuousness and inextricability of themes with the data. This relationship between themes with the data would be dealt with in greater length in the discussion chapter (chapter 5).

As pointed out earlier, the data metaphorically seems to suggest two categories of participants which were the teachers and learners. In respect of this, the data gathered in this investigation, gave the impression that the aforesaid two different groupings were milking into the same can with regards to a reading culture. In view of this, the analysis that follows shortly, in the study uses a representative sampling for each of the above categories to bring out their perspective on a reading culture.

As indicated earlier, a rigorous choice was done on the colossal volume of data as it was unlikely for the researcher to use all the data composed in the study. Thus,

the categorizations of the themes were done discretely for the purpose of analysis and interpretation. In the course of data collection, there was never an instant where the participants were made to understand that they were placed under these categories. Hence, in the naturally occurring event, the participants were not aware of the researcher's presence since he/she intended the data to be objective and reflexive. The reason why this study categorized the participants into the two groupings was because focusing on the individual participant as the principal unit of analysis would have produced an incomplete and an unrepresentative story (Willet, 1995). Based on the above submissions and values, the researcher proposes to present:

1. data from the interviews
2. data from questionnaires
3. data from natural occurring events
4. data from participant observation
5. and data from document analysis



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The researcher used all the 5 sources as focal point. He/she also used the narratives as a chain of analysis with comments, description, narrations and realizations being made before and after the data strands. By doing so, the narratives would therefore be able to do away with the notion of objectivity to locate knowledge and meaning in the subjective interpretations of its participants (Sivasubramaniam, 2004).

As said earlier, the researcher made use of selected strands of data in the analysis through an arduous selection. The researcher also made sure that a fuller version of the data is presented in the appendices. The appendices are arranged in a way to reflect the bulk and representation of the data. To analyse the data from the interviews and questionnaires, the researcher made a representation of three strands for each question in the analysis, five transcribed interviews and five samples of the returned questionnaires from each category of the participants and a fuller version is presented in the appendix. In the naturally

occurring data and participant observation, the researcher either presented strands of data or did a presentation through thick description to present the data in the analysis. He/she also made an informed attempt to represent a fuller version in the appendix as well. As mentioned earlier, it would also be very important for the readers to note that the themes that the researcher used in his/her data analysis are not mutually exclusive but rather interconnected.

In this way, the researcher has made an effort to keep a sense of conceptualization that served as a trailblazer in the analysis and interpretation.

To this point, the focus has been on how the collected data would be presented and its relations with regards to the themes as entailed in the previous chapters (2 and 3). However, it is important to indicate some verification with respect to relevance of the data with the themes. This warranty can be illustrated by the replication of the analogous literature as it appeared under document analysis below, which sought to shed light on how a culture of reading can be realised pointing towards language attainment (EFAL). Even though, this effort, cannot be seen as a mere replica, since the purpose is to substantiate the relevance of the data provided by the participants in relation to the themes in this investigation. Based on this, the researcher would now reflect on the following forms of text. But, before the reflection of these methods, the researcher is inclined to delineate briefly the meaning of texts as defined by literature so as to put the following genres in context.

4.2 Building reading and reading culture

The following data brings out the researcher's attempt to building a culture of reading among learners. The data was collected within the three years that the study was carried.

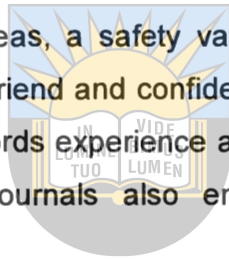
The project was designed to assist learners to become avid readers and proficient writers in English. In order to appropriate this, it was imperative that the learners should feel comfortable with writing (free writing), responding to texts in their journals and not to worry about their grammar or spelling, etc. Furthermore, it appeared to make learners to become creative and by so doing, these learners engaged critically with text. Linake (2015) concurs that this seems to be the one place where they

could write freely in English and take advantage of it. In 4.2.2 and 4.2.3, the researcher reflected on two types of journal mechanisms that appeared fruitful during the course of this investigation with learners (participants).

4.2.1 Journals

In general terms, a physical journal could be a bound note book, a ring binder full of papers, a collection of electrical particles on computer disk or an audio tape. However, a journal can be seen as a day book. As Ron Klug (2002, p.1) notes that it is 'a place to record daily happenings'. However, he also says it is far more than that:

A journal is a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for the emotions, a training ground for the writer, and a good friend and confidant. It shares some qualities with things like logs and diaries—it records experience and events over a period of time. However, writing and keeping journals also entails conscious reflection and commentary.



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The first and obvious use of writing a journal is that it helps us to remember something later; it is a record to look back on (Holly, 1989, p. 8). Keeping a note in a journal helps us to recapture the moment later so that we may look at it more deeply. Secondly, the act of putting pen to paper (or finger to keyboard) engages our brains. So, to write we have to think. In view of this, Holly argues that when we 'capture our stories while the action is fresh,' we are often provoked to wonder 'Why did this happen (1989, p. xi)?' Little makes a similar point about recording:

By keeping records, I am able to monitor my practice. The act of writing something down often crystallises a particular problem or issue or enables me to see where a particular piece of work has not achieved its objective... Through this process, I can identify my strengths and weakness', and areas in which I could benefit from further training. (1995, p. 36).

Journal writing encourages engagement and reflection.

Thirdly, it isn't just that, writing a journal stimulates thought—it allows us to look at ourselves, our feelings, and actions in a different way. By writing things down in a journal, the words are now 'outside' of us. They are there in black and white on the

paper or on the screen. We can almost come to look at them as strangers – ‘Did I really think that?’ How does this fit with that?’ in other words, our words may become more concrete – and in this way we can play with them, look at them in another light. (Wood, 2012, pp.13-15)

Fourthly, if we allow ourselves freedom (freedom from judgements, and freedom to write as we wish) then the words we form can take us in new directions. Without restrictions or censorship, our minds can race—or slow down. It can step outside boxes or return them sideways. It can make utterly fresh connections or simply pause, allowing you to see what is familiar with new eyes. It can train us to observe with subtlety all kinds of situations. And it can help us to learn something of value even from the unwelcome ones. (Dowrick, 2009, p. 3)

Lastly, making journal writing part of our routine means that we do actually take time out to reflect on what might be happening in our practice and in our lives generally (Rainer, 2004). In view the above information, the journals in this study, were intended to provide explanations for the emotional, intellectual, reflective and critical dimensions of the learners’ language learning experiences. In this regard, learners were then exposed to different journals.

They applied journaling by engaging various sources such as TV programmes, current news affairs, soapies, documentaries, radio programmes, songs, newspapers, magazines, on-line news, blogs etc. and other internet sources. Each week, learners were asked to write a summary and a reaction to something they have listened to, watched or read and then respond in English.

4.2.2 Media journal

Guidelines for completing media journal:

Make notes while listening / watching / reading, take notes in your journal. After making notes, write a summary of what you have read / listened to / watched. Thirdly, write a personal reaction to it (what you think or feel about what you have read/listened to or watched). Include exact source(s) of the information. Write by hand in the notebook given to you. Each of the three parts should be at least a page long. You will hand in the media journal every Fridays. That was vital and served not

only as an indication that learners were reading but also tortuously projected to practice writing skills which seemed to be the problem with EFAL learners in schools.

4.2.3 Dialogue journal

The dialogue journals were used as a written conversation between the teacher and the learner. In this regard, the researcher and the learner had a conversation between themselves where learners would send their written work to the researcher through e-mails. Learners had complete control over the topic and the researcher would respond to them, reflecting the length and depth as well as modelling good writing. This is noteworthy, because now there is productive interaction between the teacher and the learner. Also, this has a potential to build learners' confidence (self-esteem) with regards to writing. In return the teacher has a responsibility to reply and where necessary provide useful feedback in an effort to model good writing.

4.2.4 Book review/reports

Book review required the learners to use twenty minutes of their spare time as a reading homework to read and immediately report as well, this sought to ascertain that indeed learners (participants) were reading. Book review/report guidelines: Essentially, in their book reviews they were required to identify the main characters; write a brief summary of the story using the main ideas. After that, they were further required to list at least 5 new words that they might have learned and give their meanings. Finally, the learners were asked to rate the book out of 10 and give reasons for their ratings. They may as well indicate the moral of the story if they deemed necessary. This was significant for the readers or participants as this laid concrete foundation on critical analysis and interpretation of the story.

4.2.5 Uninterrupted Silent Sustained Reading (USSR)

This is a programme where fifteen minutes was allocated in each period every day for EFAL learners, from grade 10 to 12 to read for pleasure and enjoyment. Before they began the lesson, learners would read a book of their choice or magazine or a newspaper for 15 minutes. The emphasis here was on choice. This permitted learners to read because they were willing to do so. The researcher first and foremost, had to model reading. This was done by the researcher through reading extensively (i.e. books of their age/teenagers' books) and recommending those to

learners in addition to their choice. It is worth mentioning that that effort was dispensed carefully so that it could not temper with learners' choice. Recommending, in the main, was done in order to inspire the learners (participants) and to persuade them to say that the researcher is also a reader, in other words, practising what he/she is preaching.

This, in a way showed some inspiration to some of them (learners) in the sense that they began to realise that the teacher (researcher) was also a reader and thus practicing what he preaches. In the same vein, the researcher constructed and built a favourable space and environment for reading. He /she did this by searching for good, contemporary and attractive books appropriating the level of the learners in order to prompt their desire to imbibe a reading culture. In addition to the recommendations, various books were displayed neatly at a handmade corner library shelves against the wall in the classroom. There was also a set specious table and a big reading box where magazines and newspapers were kept, put in accessible position so that learners or readers (participants) could access for further enjoyment of reading. However, to control the intake and returning of books based on requisition book, two reading coordinators (learners, participants) were elected amongst themselves. This was received with joy in that it brought to them a sense of ownership and at the same time teaching them to take responsibility.

4.2.6 Reading card

Learners were exposed to the reading card practice. This is the practice where learners chose the passage which should be suitable for any grade she/he would use a reading card for. The choice should be based on authenticity and relevance and language level of the grade targeted by the learners. This passage should be A4 size and mounted on board and should be attractive in order to win learners' attention before reading could take place. Learners were given this as a project and asked to use the reading card in class as part of teaching aids during reading lesson, or by choosing any topic, especially when teaching language in use (contextual grammar) where the teacher (researcher) would make use of any of those which appeared suitable for a particular grammatical lesson e.g. word classes in which learners (participants) would be given that reading card text, and would be asked to identify word classes.

The most fascinating part of these systems highlighted above was witnessing the learners delving not only through reading and in writing but also taking control of their voice through debates, book discussions, role-plays etc. Whereas, learners were reticent (not at ease) to express their own ideas and needed intensive declaration, the researcher really wanted to know what they thought. By the end, they were expressing themselves more and more with confidence and starting to grasp the necessity for logical arguments in their reactions. In view of this, several of the learners confessed to the researcher that through the reading card practice they gained their own voice and ideas.

4.2.7 Assessments

Assessments were also used in the study as data collection. The researcher interacted with learners throughout the lessons and played a vital role in the teaching and learning process. The objective was also to make assessment part of the teaching and learning process. The researcher made sure that all learners' tasks contributing to building a culture of reading were also incorporated in their assessment/examination results in the form of Continuous Assessment (CASS). Also performances from any assessment during teaching were recorded. These motivated and encouraged learners to want to do more and as a result they participated enthusiastically in any given tasks.

The above endeavour is in line with Tennant's claim that assessment takes many different forms and does not need to be limited to tests and examinations since it should take place at every stage of the learning process and that it should be fairly frequent (2008). In view of this, there are various different forms of assessment such as diagnostic, baseline, formative and summative assessments. The researcher used different types of assessments tasks in order to reach out to all learners since he was well aware of their different capacities, abilities and potentialities towards their academic work. The following tasks were introduced and discussed thoroughly in order to accommodate all learners. For instance, Dialogue Journal, Media Journal, Silent Sustained Reading reports, book reviews and the Reading Card which formed class exercises. Performances such book discussions, narrations, debates and role-plays were also practiced and tools such as rubrics were used to grade such performances and as mentioned earlier marks were recorded. As a way

of rewarding diligence and encouraging positive academic competition and the best performances would be selected and utilised for oral Continuous Assessment (CASS).

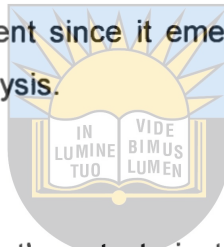
Indeed, the above assessment tasks improved learners' progress and interests towards reading in English (FAL). This resulted in a massive progress and development in their performance and this then somewhat had played a role to the researchers' selection of the 18 learners who participated in the focus group. It is needful to indicate that this section generated the other themes and instruments for data collection that the study would focus on in 4.3.

As mentioned earlier, this study used 5 principal tools for data collection to draw on the perceptions from teachers and learners on reading culture for language competence from its multicultural and multilingual participants. The main tools were interview, Questionnaires, natural occurring data, participant observation, and document analysis. In the representation of the data to follow shortly, the aforementioned tools were depicted as segments in conjunction with themes to show how far they were harmonious as initially mirrored in chapter 2 and 3 as vanguard. In view of this, and for the purpose of being consistent and coherent in his/ her data presentation, the researcher used three strands of data to answer the questions from both interviews, and the questionnaires just to make sure that the presentation was salient. The following are the 5 data segments used to carryout data:

- Segment one, interviews from teachers (appendices) A1(a-e) and A2(a-e) (transcribed)
- Segment two, questionnaires from learners appendices B1(a-e) and B2(a-e)
- Segment three, naturally occurring data from learners and teachers, appendices C1 and C2,
- Segment four, participant observation from learners and teachers, presented in appendices D 1 and D2.
- Segment five, document analysis from learners, presented in appendices E 1 (a-c).

On the other hand, it was essential to recognise the data collection tools in juxtaposition with the themes below;

As alluded to earlier, not only the researcher used 3 equal strands from each of the categories of his/her participants for the purpose of salience, but also illustrated all the data stretches presented in the analysis by using italics. Hence segment 1) is the data from the interviews; segment 2) is the data from questionnaires, segment 3) is the data from naturally occurring events, segment 4) is based on participant observation, and segment 5) is the document analysis. Given the immensity of the data provided by the participants in respect of the theme of environment/ecology in language learning the researcher is inclined to begin with the theme of environment since it emerges as the strongest among others for the purposes of data analysis.



4.3 The role of the environment

The above mentioned theme and others to trajectory were besought because the researcher wished to maintain the tenor of conceptualization in the hope that it might serve as a pathfinder in his/her analysis.

4.3.1. Data Segment 1 (interviews from the teachers)

The above data segment used different interview questions to solicit the participants' perspective on reading and building a culture of reading in schools in relation to the role of environment for language acquisition. The environment in this sense refers to the available resources and semiotics that appear to facilitate quality teaching and learning. The following are some of the responses from teacher's interview based on questions 10, 12 13, 16, 17, 18, 21 and 24 of the interview schedule which focused on the role of the environment on language learning.

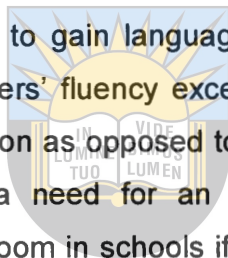
Q: What are some of the difficulties with teaching and learning in a diverse classroom like yours and how do you get it right?

Teacher 10: *Not all learners' vocabulary is good in English. We also have Afrikaans Kids in English classes who supposed to be in Afrikaans Class (but parents want them to do English).*

Teacher 8: *Instruction that takes place in both languages (English and Afrikaans) at the same time. Learners get very frustrated. Time is wasted by repeating the same thing in both languages at the same time.*

Teacher 1: *My classroom is not as diverse as at my previous school. Most of the boys are Xhosa home Language speakers and it is a challenge to get those who know their English communication. Ability is limited to talk confidentiality, but once you engage in informal conversation with them they are more willing to respond.*

In light of the above comments, the participants seem to concur that not all learners' vocabulary is up to scratch. Also the mismatch caused by language policy seems not to assist the ambition for learners to gain language competence (English). Some participants argue that some learners' fluency exceed their expectations once you engage them in informal conversation as opposed to formal classroom environment. This again seems to speak to a need for an appealing and non-threatening environment in the form of a classroom in schools if learners are to engage freely in any meaningful learning of a language.



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Q. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / why not?

Teacher 3: *No, because of the fact that English is commonly known as an international language, and most universities and work places use English as their medium of instruction and communication.*

Teacher 10: *Not yet, because indigenous languages do not have academic base. Academics in South Africa need to promote and develop these languages before it can be used as language of instruction at schools and universities. English on the other hand has been used for hundreds of years as an academic language.*

Teacher 1: *When it comes to certain indigenous languages then it's not possible. There are languages that have not developed to an academic level.*

In view of the above, the participants seem to see eye to eye that English is commonly used as an international language and medium of instruction in most schools, universities and in work places. Most of them appear to agree that with

regards to indigenous languages a lot needs to be done before they are used in schools as they seem to lack academic base.

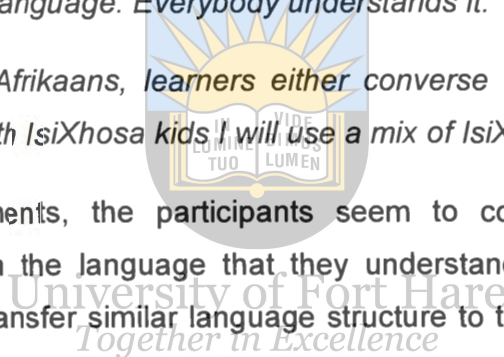
Which language is being used with learners during your consultation and out of classroom? Why?

Teacher 1: *It's either English or IsiXhosa depending on the child. The child or parent can sometimes understand the situation better when they are addressed and understand the situation in their own language. It meets them at their point of need, shows respect and recognition for them as a person.*

Teacher 2: *English, as stakeholders of the school understand it, it caters for diversity and it is an international language. Everybody understands it.*

Teacher 7: *English or Afrikaans, learners either converse with me in English or Afrikaans. Sometimes with IsiXhosa kids I will use a mix of IsiXhosa and English.*

From the above comments, the participants seem to concur that sometimes speaking with a child in the language that they understand (vernacular) can be beneficiary in order to transfer similar language structure to the new language (e.g. English FAL).



How do you manage learners in your class whose first official language is not English?

Teacher 1: *They need the vocabulary taught first, so every lesson is a vocabulary lesson and then I build on their understanding. They can ask questions and I encourage peer/group work to assist them in having the information clarified in their language.*

Teacher 3: *I teach in Afrikaans and English, Simultaneously. I repeat every paragraph in both languages. I make copies of hand-outs in both languages. When I write on the white board, I use both languages. When a learner asks a question in e.g. Afrikaans, I will answer him/her and then repeat the question and answer in the other language, e.g. English.*

Teacher 5: *I allow other learners to assist in explaining to one another so that they can perform better and also to have confidence to speak to fellow learners and to ask the teacher if something is not clear to them.*

With regards to the above comments, the participants seem to acknowledge that vocabulary is a problem that hinders learners from expressing themselves. In view of this, some of them (participants/teachers) really appear to go an extra mile in terms of trying to teach vocabulary. Hence, this project sponsors one single way to gain vocabulary and that is reading and building a reading culture in schools. This then denotes a need for imparting some reading skills so that every lesson becomes a vocabulary lesson in the classroom as they claim.

How do you feel about using other languages in group discussions?

Teacher 2: *It allows learners to learn new words from various cultures. However, as it is group, it is important to speak a language which the majority of the learners understood and speak.*

Teacher 3: *No. I struggle sometimes to express myself or to make a statement, because I still think in my home language, which is Afrikaans. English does not come naturally to me. I often find myself translating sentences before I will speak.*

Teacher 10: *I feel at ease with it, it is just that I still need to develop it further. I understand IsiXhosa, but sometimes it is difficult to voice one's opinion, because of limited vocabulary (like learners with English) sometimes I am afraid to make mistakes (people might laugh at me).*

In light of the comments above, participants seem to appreciate diversity in the classroom and especially during group discussions. However, some participants express a challenge in this regard given that they themselves are not acquainted with indigenous languages.

Is there anything that is not covered by the language policy of this school?

Teacher 3: *Parents must be encouraged to talk to their children in the language that their children are instructed in at home e.g. English. Although this cannot be enforced, it can contribute to the improvement of these children's language skills if their parents communicate in this language when they are e.g. sitting around the dining room table.*

Teacher 5: *I have never seen one (language policy). If the school has one it remains the secret of the SMT. There is no democracy here. We never have meetings. Only*

informal mouth mandates are presented where we as a staff are only notified of decisions made in the SMT.

Teacher 1: *No. the policy identifies the limitations, contextual factors and has identified relevant concerns for their language.*

In view of the comments above, the participants seem to say that parents need to encourage the language of instruction to their children to the extent of communicating with them in that language (i.e. English) even if that is done at the expense of home language. In this regard, the participants seem to acknowledge that that could not be possible to enforce given the variety of families. However, they (participants) appear to propose that those family talks over a round dinner table should be dominated by the language in which a child is taught at school. Nevertheless, some participants seem to deny the efficiency of the school policy if it ever existed whereas some acknowledge its (policy) essential role towards language acquisition.

Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

Teacher 1: *English is an international language. Children need to be exposed to different types of English e.g. British dialect, S.A. dialect, American and so forth. We all speak English differently, however we still understand it.*

Teacher3: *Most content subjects are better understandable when instructed in English. Learners who are taught in English are better equipped for universities or for the work place.*

Teacher 7: *Reading and writing should be improved. Have competitions, readathons, etc. to challenge learners. Spelling Bees in different languages could be created. More classroom aids, e.g. videos, brochures, etc.*

The participants' responses above appear to understand the implication of English as international language and seem to say that if learners are taught in English they are better equipped for the outside world (universities or work place).

Do you think that learners would be happy, and more successful if they could be taught in their first official language? Explain.

Teacher 9: *No, learners whose parents chose schools for them wanted them to be taught in these languages (Afrikaans & English). There are schools that do instruction in their first language. Learners and parents chose certain schools for them, may be to give them a chance to do well in English, which gets used by a lot of different people. Children will be happy and successful when their lives are balanced, (not only language usage).*

Teacher 7: *No, it depends all on the career path that the learner has decided on. Most of the professional careers are easier to study in English because of certain terminology. Studying in English opens doors for a person to take on a career overseas in foreign countries.*

Teacher 3: *No. learners will battle to complete tasks to do their research. Yes. It will make them more at ease, but not more successful.*

Given the participant comments above, the participants seem to feel that English is an international language and of opportunities. With regards to group work/discussion, participants are of the view that children can be allowed to use their L1 while discussing, and translate their opinions afterwards. This belief hinges on the belief that if learners are given freedom to express themselves without being limited by language (English) they may acquire communication hybrids and in the same vein learning to respect and recognise each other's' opinions.

4.3.2 Data Segment 2 (Questionnaires from teachers)

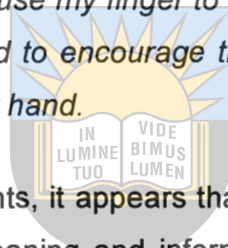
The following data brought about perception of the teachers on their capacities to teach English FAL and the role of the environment in the space of De Vos Malan High School. Also, a fuller version of the data is provided in the appendices B1 (a-e). Thus, below are some of the views of the teachers on the role of the environment on language (English FAL) learning that are elicited by the responses to questions 3, 4, 5 and 6.

Q. How do you teach or incorporate reading in your subject?

Teacher 8: *We teach learners to read for meaning and information and read for appreciation.*

Teacher 9: *I am a Life Orientation (LO) teacher. In LO we have a section that covers reading skills and the different types of reading. We get e.g. skimming. There are also a lot of case studies that I try to help break down for students. Students do not realise the importance of reading. They are not exposed to different genres. So, they perceive reading as boring. School libraries are not updated, because a lot of things become digital. Parents are not educated or readers so learners are not encouraged to read.*

Teacher 2: *I continuously refer the topic I teach to the textbook and will read the information. I taught verbatim to the kids. When I notice a learner is not following I will stand next to that student and use my finger to point to the words. You are what you read. Technology can be used to encourage this as well by reading from your tablet, but I still prefer a book in my hand.*



With respect to the above comments, it appears that some of the participants do try and teach learners to read for meaning and information and for appreciation. The researcher appreciates this, however, the challenge that he/she has with that is whether justice is being done in the process of teaching given the poor communication and writing skill that the learners seem to display in schools which is of great concern and which resulted to the carrying of this study. The researcher will return to this in the discussion chapter (chapter 5).

Q: **In your view, what are the impediments towards the realisation of a reading culture?**

Teacher 5: *Lack of resources, lack of space/ to have a reading room or library.*

Teacher 8: *Parents do not facilitate and encourage learners from a young to love books and read.*

Teacher 10: *For e.g. our school has no functioning library. Better access to books/bigger variety.*

Based on the above comments, the participants appear to agree to a certain extent that a lack of resources, lack of space/ to have a reading room or library serve as an impediment to gaining language competence (English). Similarly, some participants

feel that parents do not facilitate and encourage learners from a young age to love books and read. Also, the participants seem to lament for example the absence of school functioning library, and better access to books/bigger variety.

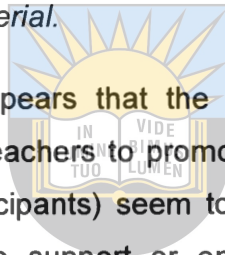
Q: What are the essential aspects desired to appreciate a reading culture?

Teacher 7: *Access to a variety of reading material i.e. English as well as Afrikaans reading books.*

Teacher 2: *A special time slot for reading should be established in schools.*

Teacher 1: *Moral support from the parents, basic needs, and schools should supply enough resources e.g. reading material.*

From the above responses it appears that the participants generally, seem to propose that there is a need for teachers to promote love for reading and read for appreciation. However, they (participants) seem to agree to a certain degree that parents are not doing enough to support or encourage their children to read extensively. It also manifests that learners are not given a wide choice to read from various genres. This appears to be congruent with the perception out there that teachers are inclined to confine learners only to the prescribed texts.



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4.3.3 Data Segment 3 (Natural occurring data)

In this segment, most of the data was collected through observation and as field notes in and out of the space of De Vos Malan. They were based principally on the researcher's observation and some remarks made by teachers and learners as well as comments made in the classes the researcher visited. However, some of the comments presented below should not be taken as word for word transcriptions of what the participants said but as a mere approximation of their views as the researcher scribbled them down as field notes as there was no opportunity to tape record them directly. Firstly, the following natural occurring data is a result of a conversation between the researcher and a parent which he/she (researcher) could not leave out since it has a bearing on the study.

In one of those unpredicted conversation with a parent, after school, in the space of De Vos Malan, the researcher met with a parent, who was almost conceited about her child in a foundation phase that is able to speak Afrikaans so fluently, when she

is within the school premises. However, she (the parent) seems amazed, and claims that the same child is wonderfully able to switch to IsiXhosa (mother tongue) immediately at ease outside the school environment and appeared (i.e. the learner) to converse comfortably with her peers and parents. This is a child from the rural areas where Afrikaans is not spoken at all. If you think in terms of language acquisition, and the fact that this child last speaks Afrikaans at school, this indeed is indicative of what the environment can do to assist to gain language (any language for that matter). Conversely, this child is expected to be introduced to EFAL at grade 6 despite the fact that her/ his home language or mother tongue is IsiXhosa. This then connotes that English in this child is not second language but third language.

The anecdote cited above seems to suggest that the learning environment i.e. classroom and space of De Vos Malan are undeniably the core of pedagogy of voice and participation as anticipated in the introduction of this chapter. Contingent on parent literacy to some extent, this further inclines to reveal that there is less exposure at home to multilingualism, and that, low learning levels of other languages especially English FAL other than a mother tongue, could be attributed to a child's home environment. This then seem to point to a need for a culture of reading to be built and promoted not only in English but also across languages in view of multilingualism and translatability.

Secondly, while collating the following data the researcher was careful not to be conspicuous to the participant for the sake of objectivity. The following excerpts are speech remarks by the learners gathered by the researcher as the natural occurring data within the spaces of De Vos Malan.

He's a mackoy cool dude [He is an interesting gentleman] Ek is 'n Shark follower.

I am supporting a rugby team known as 'OOkrebe' [Sharks]. The strength of this team is described by linking it to a 'Shark'.

She's a real 'babe'! [An attractive girl is described in this way by the attracted boy].

This is good chow. [Used to describe for instance, delicious food]

With my friends, I usually speak cool English, it's more informal and friendly ... at school I speak posh (good/ standard) English with a posh (good/ standard) accent ...

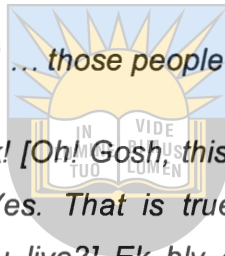
Thank you ... thank you ... ladies and gents, guys and dolls, let's give a big hand to our special 'Vossies' artists (programme director who was also a learner in musical revue/ extravaganza for learners in De Vos Malan High School) here today ...

Nee, die eene is funny ... uthi guys and dolls. He thinks he comes from the states, but he speaks like a tsotsi ...

There is old people that has been standing please provide them with seats

For those who does not understand ... those people are former Vosies

Hoe! Jere, Hier die skool is n' tronk! [Oh! Gosh, this school is a prison] Jadit is waar my broer, sisetrongweni apha. [Yes. That is true my brother we are in prison here]. Waar bly jy? [Where do you live?] Ek bly daar by Komga. [I live there in Qumrha].



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From the above comments, it is evident that meaning in this case, seem to come from the context of communication and it has become a common practice within the environment of De Vos Malan to hear the diverse participants (coloured learners/ indian/ Afrikaner/ and a few native English speaking learners) speak that way. IsiXhosa native learners are not exception since when they speak English there appear to be a lot of translation from their mother tongue into English FAL which seems to be challenging both in terms of grammar and syntax.

4.3.4 Data Segment 4 (Participant observations)

4.3.4.1 General observation

In September, 2014, the Department of Basic Education (DBE) in the Province of the Eastern Cape held a National Book Week at Steve Biko Foundation in Ginsberg, where De Vos Malan grade 10 to 12 learners were also in attendance at that event. It was interesting to hear some teachers from Afrikaans and English Medium schools, and a number of learners including De Vos Malan learners bemoaning the presentations of items in IsiXhosa, one of the indigenous languages prominent in the

Eastern Cape. This attempt was about promoting African Languages. The following are some of the remarks by learners and teachers who attended a Book Week at Ginsburg;

Learner 1: *We could not understand the speakers as the rendition was largely in Isixhosa.*

Learner 2: *They should not have invited us if they knew that the presentation was going to be in IsiXhosa.*

Learner 3: *Sir, when are we going? This is so boring.*

And the following are some of the speech remarks by teachers;

Teacher 5: *This is really nonsense. We don't understand!*

Teacher 6: *We need a translator at least. Can't the M.C. translate for us?*

Teacher 7: *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

Once more, the fact that the participant in this occasion seem to bemoan translation in contrary to IsiXhosa promotion seem to be contradiction in terms given the concept of multilingualism as enshrine in the South African Schools Act (SASA).

4.3.4.2 Class observation

The following were selected strands of the researcher's observation in the classrooms of De Vos Malan,

Firstly, in the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their

deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.

Secondly, looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the magnitude of this investigation. At this juncture, he/she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. At this point, some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. Utterances such as

Akuzange usifundise ke leyo uyithethayo.

[You never taught us what you are saying.]

On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.

A third visit was paid in History class, and again, a very diverse class where dual instruction was supposedly carried out even though the teacher seemed to be favouring his native language, which was Afrikaans. At this point, It was evident during the lesson, and whether wittingly or not, that most of the teaching instruction was imparted in Afrikaans and a bit of English apparently only in challenging concepts, and in instances where any detection of confusion in instructions was

assumed. It appeared that the teacher presumed that the learners should understand Afrikaans, since it was a compulsory first additional language for HL learners. This, yet again seemed unfair as the researcher could see that in fact, the other learners in this varied class especially those that were not of Afrikaans origin were battling to comprehend concepts. As it was said earlier, it would nearly be impossible to include all the data that was collected within the limited scope of this study. Given this view, in the huge chunk of data gathered, the researcher selected only the above scenarios. Out of the above, the researcher realised a need for a robust dialogue on English as a lingua franca or social practice in schools. The researcher is of the view that English as a lingua franca can only be illustrated just as the two scenarios specified above seem to point, through the appreciation of a culture of reading in schools. The researcher will return to this in the next chapter.

In view of this, and although most of the learners might think that the school could be unfair in its dual medium policy of Afrikaans and English, they still appear to be in agreement that the environment seems to have helped them to learn English FAL as lingua franca as well as other cultures in and around the school environment.

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4.3.5 Data Segment 5 (Document analysis)

Under this tool, the learners contributed to the theme above i.e. the role of environment in language learning by justifying the role of reading in easing up some of their difficulties in their diverse class room. The researcher would like to refer the reader to the appendix E1 (c-a) which is composed of the 3 strands of the reading activities done in class during the USSR by the participants (learners). The attached activities were i) book review ii) reading card iii) and media journal (favourite TV drama). Those activities are some of the many examples of the activities that were done by the participants (learners) during the USSR period mentioned in chapter 3 (methodology chapter) in the classroom of the researcher. In USSR, this was where the learners were given 15 minutes of the 45 minutes of their period in the time table in which they report/ reflect in their journal note books about the stories of their choice that they read. This was not limited to books only but the participants were given freedom to read widely in the form of magazines and newspapers reports/articles. Critically in this reading process was the idea that the learners (participants) had to report on what they were reading, watching on TV, listening on

the radio, encountered on the computer/ tablet/ Instagram/ or even Facebook (further known as media journals), and also dialoguing with their teacher in writing, sharing what they read and found to be fascinating. The teacher would reply in the case of a dialogue journal and model good writing. It might be necessary to indicate that all this happened in the researcher's class in this investigation. Sometimes USSR would be in the mornings or midday or afternoon, depending largely on the EFAL period for that particular day. Learners would read silently during this period (for 15 minutes). By the end of 15 minutes they are then given a reading home work (to do it at home) in the interest of managing time. With regards to the reading homework the participants were expected to reflect or do a book review/dialogue journal/media journal at home from any of the readings or audio visual materials they had experienced. Despite this, the participants were always given reading homework in which the recommended time was 20 minutes (but not limited) at home to consolidate what they were reading during the USSR at school. This was important because this was also an attempt to encourage or motivate them (learners/participants) to read at home as well. Similarly, the researcher intended to ascertain that indeed the participants were reading. This anticipation would be qualified and met when the participants submit their activities the next day, and the researcher would make sure that he/she marks and grade the activities if necessary.

4.4 English as the lingua franca (ELF)

The term English as a Lingua Franca has been chosen for several reasons. First of all, it is based on the idea of a lingua franca being a contact language used among people who do not share a first language. This concept already existed a long time ago: for trade, for example, people often learned and used a language other than their L1 to communicate with foreigners. Historically, however, a lingua franca had no native speakers. A lingua franca was only used for communication among people with different L1s. However, nowadays, English is often the lingua franca used during conferences, business meetings, and political gatherings. Over and above that, as a result of colonialism, in South Africa like many other countries in Africa and the globe English is used as a medium of instruction and communication. Based on this, the following data segments elicit the role of English as a Lingua Franca in language acquisition.

4.4.1 Data Segment 1 (interviews from teachers)

The following are some of the responses from interview question 14 and 16 that focused on the role English as a Lingua Franca.

Q: In your opinion, do learners have any problem in learning in English in terms of teaching and learning? If yes, what are the problems and how do you manage them?

Teacher 4: *Yes, we know that English isn't actually really their home language, and so we have to explain word meanings to them, they don't often understand idiomatic phrases and that they have difficulty with spelling and yes, when you look at their language papers, they don't always understand figurative language and some of the new answers of the language.*

Teacher 3: *If they know what to do they follow, but if they do not know those terminologies they would not know what to do Mr Kepe. Vocabulary is a big problem in that it hinders their understanding.*

(Probing) If that is a case then how does one manage that situation?

He-e-he-e, I think, "reading, reading, and reading".

(Probing) In reading what kind of readings are those?

With my learners, we do read novels in class but I encourage them to borrow books. But it has been a sad year for us, because they took away my library but they (SMT) promise to bring it back next year.

Teacher 8: *E-e-h, yes, I think that our kids are not reading enough and that is a big problem because terminology explanation becomes a problem and also through reading, vocabulary becomes bigger, you need to read, and I see also the RNCS feedback on question especially not in the Mathematics but in Math Literacy, it focuses more on things like electric bills, but the child needs to interpret the term electricity first and understand how it works in the house, how much voltage and so on. And if they don't have a concept like that they battle to answer the question and therefore they need the language and children that are playing in school they don't communicate about this type of language. They communicate with phrases. They*

don't talk about electric bills, they don't talk about bank statements etc. they acquire these terms through reading, so, reading is extremely important. I wish there could be more reading in the school.

In light of the above comments, participants seem to be in consistent that for most of the learners English is not their home language and this then poses a challenge in terms of understanding concepts, or word meanings and idiomatic expressions hence the need to imbibe reading extensively and for enjoyment.

Q: How do you manage learners in your class whose first official language is not English?

Teacher 1: *They need the vocabulary taught first, so every lesson is a vocabulary lesson and then I build on their understanding. They can ask questions and I encourage peer/group work to assist them in having the information clarified in their language.*

Teacher 2: *I make an effort to ask other learners who I know appear to understand English but also know their home language, to try and explain to the confused learner by translating.*

Teacher 3: *I teach in Afrikaans and English, Simultaneously. I repeat every paragraph in both languages. I make copies of hand-outs in both languages. When I write on the white board, I use both languages. When a learner asks a question in e.g. Afrikaans, I will answer him/her and then repeat the question and answer in the other language, e.g. English.*

As indicated in the preceding comments, the participants appear to be congruent to some degree that learners seem to scuffle when it comes to figurative language (semiotic budget), idiomatic expressions and vocabulary. This is worrisome as the bulk of formal assessment in literature seems to hinge heavily on these language structures. Nevertheless, the responses above seem to cement the core of this project which is to build a culture of reading in schools. Since promoting reading is the hub of this study it is envisioned that if a conducive environment is created for learners to read for pleasure and enjoyment that may culminate into language accomplishment.

4.4.2 Data Segment 2 (Questionnaire from learners)

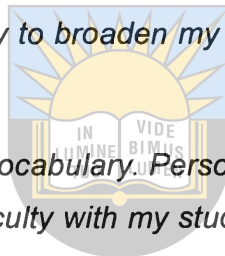
The following data elicited the perceptions of the learners from the questionnaire (focus groups) on the role of English as a Lingua Franca. The responses were based on questionnaire questions 8, 9 and 10.

Q: What is the effect of English as the language of instruction to your studies?

Learner 1: *We've been speaking and learning in English since grade 7. Therefore, it has made it quite easier for us to study well. I understand my work very well whereas if I would have to study in my own home language it wouldn't be much easier.*

Learner 2: *English as a language of instruction to me has a positive impact/effect. I get to learn new words/ terminology to broaden my vocabulary. It enables me to not shy away from voicing my opinion.*

Learner 3: *Firstly, it broadens my vocabulary. Personally, if I had to use a vernacular language I would have a lot of difficulty with my studies. English helps a lot because even if I wanted to study overseas, I know it would be possible because I speak English. English is a vast language so every day I learn something new.*



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Based on the above responses, the participants seem to appreciate English as the medium of instruction than any other of the 11 official languages especially given that they (learners) were exposed to this system since early years of their school life.

Q: Is it easy for you to participate in classroom? If yes why? If no, why not

Learner 5: *Yes. What makes it easier is my pronunciation of words. It also gives me a sense of self-esteem and makes my studies second nature to me.*

Learner 6: *Yes. For me it is easy to voice my opinions. I am confident in my communication abilities. Therefore, I enjoy them as sometimes they are intellectually challenging.*

Learner 7: *Yes. English is spoken by everyone since it is an entertain language therefore it is easier for us to communicate. I am a very talkative person and it gets so much easier for me to interact in the classroom.*

In view of the above comments, it appears the more participants get to be able to express themselves in English the more they develop high self-esteem and self-

belief. This then seem to assist them to communicate fluently and proficiently in terms of interaction in the classroom. For this reason, they find it comfortable to voice their opinions.

4.4.3 Data Segment 3 (Natural occurring data)

In the introduction of this chapter, mention was made of the themes that appear to overlap (intersect), which seems to be the case with the themes of Environment and ELF. In view of this, the researcher is inclined to echo the data segment 4.3.3 for the sake of cohesion.

As stated earlier in 4.3.3, the following data proposes that environment (context) can influence the language in use, at a particular time and by a certain group of people. In the same vein, this data was poised through informal participation with the participants either in the classrooms or in other spaces around De Vos Malan environment. Through a rigorous thoughtful selection of the data the researcher made use of selected strands for illustrations, but has provided fuller versions in the appendix C1.



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Firstly, in one of those surprising conversation with a parent, after school, in the space of De Vos Malan, the researcher met with a parent, who was almost conceited about her child in a foundation phase that is able to speak Afrikaans so fluently, when she is within the school premises. However, she (the parent) seems amazed, and claims that the same child is wonderfully able to switch to IsiXhosa (mother tongue) immediately at ease outside the school environment and appeared (i.e. the learner) to converse comfortably with her peers and parents. This is a child from the rural areas where Afrikaans is not spoken at all. If you think in terms of language acquisition, and the fact that this child last speaks Afrikaans at school, this indeed is indicative of what the environment can do to assist to gain language (any language for that matter). Conversely, this child is expected to be introduced to EFAL at grade 6 despite the fact that her/ his home language or mother tongue is IsiXhosa. This then connotes that English in this child is not second language but third language.

In consistent with the above, the following are some of the speech remarks by learners gathered by the researcher as the natural occurring data within the spaces of De Vos Malan;

He's a mackoy cool dude [He is an interesting gentleman] Ek is 'n Shark follower.

I am supporting a rugby team known as 'OOkrebe' [Sharks]. The strength of this team is described by linking it to a 'Shark'.

She's a real 'babe'! (An attractive girl is described in this way by the attracted boy).

This is good chow. (Used to describe for instance, delicious food)

With my friends, I usually speak cool English, it's more informal and friendly ... at school I speak posh (good/ standard) English with a posh (good/ standard) accent ...

Thank you ... thank you ... ladies and gents, guys and dolls, let's give a big hand to our special 'Vossies' artists (programme director who was also a learner in musical revue/ extravaganza for learners in De Vos Malan High School) here today ...

Nee, die eene is funny ... uthi guys and dolls. He thinks he comes from the states, but he speaks like a tsotsi ...


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There is old people that has been standing please provide them with seats.

For those who does not understand ... those people are former Vosies.

Hoe! Jere, Hier die skool is n' tronk! [Oh! Gosh, this school is a prison]

Ja dit is waar my broer, sise trongweni apha. [Yes. That is true my brother we are in prison here]. Waar bly jy? [Where do you live?] Ek bly daar by Komga. [I live there in Qumrha].

4.4.4 Participant Observation

4.4.4.1 General observation

As alluded to in 4.3.4 the following is the researcher's observation focused on the role of environment on language learning, however, some of the comments presented below should not be taken as word for word transcriptions of what the participants said but a mere approximation of their views since the data was jotted by the researcher as the natural occurring data ever since there was no opportunity for

her/ him to tape record them. In September, 2014, the Department of Basic Education (DBE) in the Province of Eastern Cape held a National Book Week at Steve Biko Foundation in Ginsberg, where De Vos Malan grade 10 to 12 learners were also in attendance at this event. It was interesting to hear some teachers from Afrikaans and English Medium schools, and a number of learners including De vos Malan learners bemoaning the presentations of items in IsiXhosa, one of the indigenous languages prominent in the Eastern Cape. This attempt was about promoting African Languages.

The following are some of the remarks by learners;

Learner: 1 *We could not understand the speakers as the rendition was largely in Isixhosa.*

Learner: 2 *They should not have invited us if they knew that the presentation was going to be in IsiXhosa.*

Learner: 3 *Sir, when are we going? This is so boring.*

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And the following are some of the speech remarks by teachers;

Teacher: 5 *this is really nonsense. We don't understand!*

Teacher: 6 *We need a translator at least. Can't the M.C. translate for us?*

Teacher: 7 *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

4.4.4.2 Class observation

The following are selected strands of the researcher's observation in the classrooms of De Vos Malan,

Firstly, in the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of

this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.

Secondly, looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the magnitude of this investigation. At this juncture, he/ she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. Some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.

A third visit was paid in a History class. A very diverse class, where dual instruction was supposedly carried out however, the teacher seemed to be favouring his native language, which was Afrikaans. It was evident during the lesson, and whether wittingly or not, that most of the teaching instruction was imparted in Afrikaans and a bit of English apparently only in challenging concepts, and in instances where any detection of confusion in instructions was assumed. It appeared that the teacher presumed that the learners should understand Afrikaans, since it was a compulsory first additional language for HL learners. This, yet again seemed unfair as the

researcher could see that in fact, the other learners in this varied class especially those that were not of Afrikaans origin were battling to comprehend concepts. As it was said earlier, it would nearly be impossible to include all the data that was collected within the limited scope of this study. Given this view, in the huge chunk of data gathered, the researcher selected only the above scenarios. Out of the above, the researcher realised a need for a robust dialogue on English as a lingua franca or social practice in schools. The researcher is of the view that English as a lingua franca can only be illustrated just as the two scenarios specified above seem to point, through the appreciation of a culture of reading in schools. The researcher will return to this in the next chapter.

4.4.5 Document analysis

Again, in the preliminary of this chapter, reference was made of the themes that appear to be corresponding. In view of this, the researcher is persuaded to replicate data segment 4.3.5 for the sake of interconnection.

As alluded to previously, under this tool, the learners contributed to the theme of the role of environment in language learning by justifying the role of reading in easing up some of their difficulties in their diverse classroom. Once more, the researcher would like to refer the reader to the appendix E1 (c-a) which is composed of the 3 strands of the reading activities done in class during the USSR by the participants (learners). As asserted prior, those activities are some of the many examples of the activities that were performed during the USSR period mentioned in chapter 3 (methodology chapter) in the researcher's class by the participants (learners). As proclaimed erstwhile, in USSR, this was where the learners were given 15 minutes of the 45 minutes of their period in the time table in which they report/reflect in their journal note books about the stories of their choice that they read. Again, this was not limited to books only. But the participants were given freedom to read widely in the form of magazines, newspapers, and report on what they were watching on TV, listening to on the radio, computer/ tablet/ Instagram/ Facebook (also known as media journals), and also dialoguing with their teacher in writing, sharing what they read and found to be fascinating. The teacher would reply in the case of a dialogue journal and model good writing. It might be necessary to indicate that all this happened in the researcher's class in this investigation. Sometimes USSR would be in the mornings

or midday or afternoon, depending largely on the EFAL period for that particular day. Learners would read silently during this period (for 15 minutes). By the end of 15 minutes they are then given a reading home work in which they are expected to reflect or do a book review/dialogue journal/media journal at home from any of the reading materials they were reading. Again, the participants were asked to read for 20 minutes at home to consolidate what they were reading during the USSR at school. This was important because this was also an attempt to encourage or motivate them (learners/participants) to read at home as well. Similarly, the researcher intended to ascertain that indeed the participants were reading. This anticipation would be qualified and met when the participants submit their activities the next day, and the researcher would make sure that he/she marks and grade the activities if necessary.

4.4.6 English as the medium of instruction

At the moment we have two major proposals, each with its own aficionada. First, we have the people who want English to be our medium of instruction in all of our schools. On the other hand, we have the people supporting home language (or mother-tongue education). Last but not least, as with all decision-making, there are those few individuals that are voting for both. Based on this, the following data segments elicit the role of English as the medium of instruction.

4.4.6.1 Data Segment 1 (interviews from teachers)

The following are some of the responses from the overlapping interview questions 7, 8, 9 and 10 that focused on the role of English as the medium of instruction.

Q What is the policy concerning medium of instruction in our school?

Teacher: 1 *In grade R, 1, 2 and 3 it is Afrikaans medium only. And then from grade 4, it is parallel medium where we have Afrikaans lane and English lane from grade 4 to 9. From grade 10 we integrate again where we have got double medium which means we speak Afrikaans and English in a class so we instruct through the medium of Afrikaans and English. Our medium of instruction is dual.*

Teacher 2: *There is a policy in place on the choice of language. It is a policy that says we teach in English and Afrikaans, which is the basic policy that allows admitting a child to the school, so, the first language could be English and second (L) Afrikaans or the other way round.*

Teacher 3: *I do know that the Department feels that we had to bring in IsiXhosa as the third language and are busy working with IIAL situation where they trying to phase it in from grade R or grade 1 up and we started phasing it in with grade 1, 2, and 3. Now I don't think we adopted a policy to that situation yet in our policy but we are exposing our grade 1, 2, 3 to IsiXhosa. I do not think it is effective for children who intend to go to the university or study further. They prefer to have Afrikaans or English instead of IsiXhosa even if their background is IsiXhosa; they still want to stick in Afrikaans and English. It betters their chances, you know some go to P.E. and Cape Town and those kinds of places got a lot of Afrikaans and Bloemfontein, whereas East London and Johannesburg very much focus on English but a child that wants to go further I think it's better to have Afrikaans or English than IsiXhosa. I also think that learners who do not speak IsiXhosa, it's also important to develop love for that language. It is eventually a very big value to expose the children to IsiXhosa, to at least grasp the language.*

From the above responses it seems some schools' language policy in use is not necessarily user friendly and does not seem to accommodate diversity. A case in point is the language policy of De Vos Malan in which Afrikaans from grade 1, 2, and 3 becomes the only medium of Afrikaans. Then from grade 4 to 9 two streams seem to emerge where English runs on its lane (for English Home language learners) but parallel with Afrikaans on the other lane (for Afrikaans Home Language learners). The problem with this kind of policy as the researcher observed seemed to be that not all learners in English Home Language class are from English speaking background and same applies with Afrikaans class.

Q: **Would you agree with me that reading seem to permeate across all the subjects?**

Teacher 1: *Oh! Yes, reading is the Alpha and the Omega. Is the A, B, C, is the 1, 2, 3. And what's important in my subject where we use numbers, before numbers we start with language even if we do calculations, calculate percentages or ratios we first need the language. What do I need to do? What do I need to calculate? So the language is the foundation. I think when a child is born his/her parents should buy him/her a book, that is how strong I feel about it; I don't think we must buy any other gift other than a book, from a very, very young age. And then also in the language*

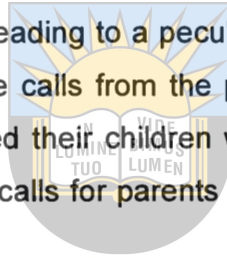
that you want them to be brought up, say for an example my child is Afrikaans, we are Afrikaans at home, but my plan for the future is to put that child in English school where the medium of instruction is English I should lay the foundation but also introduce that other language, otherwise the child is going to struggle. So I feel that especially with IsiXhosa Home language learners, they should be introduced to English earlier. For these children (IsiXhosa speaking learners) English is almost a 3rd language for them. It is not their home language; it is as if English is another subject. It is not that they are making their own language since the small age.

Teacher10: It is a big factor in my subject because they get a lot of comprehension and scenarios that they have to read. So, if they don't read the scenario, they won't be able to answer it correctly. You know, to be able to express themselves in a medicinal sort of way they need to read a lot. In my subject, even though I am not a language teacher I can pick up that they battle with language when they are asked to write essays. They battle to express themselves. They are looking for these big words but they can't use them properly.

Teacher 8: Yes, but the problem with reading is you have to find interesting material and I think that's a challenge. You know if you going to give me a book on science I am not going to enjoy it but if you give me a book on wildlife I will enjoy it. So, I think that we need to explore the interests of our children. And again money is a problem. But we need to buy or collect magazines. I think there is a lot of car magazines for instance for boys, and that is an excellent choice for exposing a child to the language because that's what they talk about you see in the break time. Did you see that car and that car etc.? Now we giving them a book on love story, whatever, but those boys at that time may not be interested in those. Car magazines or getaway magazines that are dreaming about holidays, you know? Movies and gossips about celebrities etc. and that may not be the best read but at least it makes the love for reading. When I was at school they gave me the wrong things to read and I think we need to find more books that speak to our children. And girls like different things/books than boys, we have to understand that. The question I have about this whole process, i.e. how many of our teachers are reading? How much do we expose our teachers? Where is the teachers' library? (Model reading) why don't teachers have reading clubs? If teachers are not reading how are they going to carry that

culture to the learners? Why don't we have magazine exchange here at school? Children can collect magazines and bring them to class.

In view of the above comments, the participants seem to suggest that parents are faced with a difficult challenge to decide whether they want their children to pursue Afrikaans right through to grade 12 or English right through to grade 12 without being exposed to other languages. This may become problematic especially if a teacher plays a devil's advocate of being bias and favouring his/her own mother tongue (e.g. Afrikaans) at the expense of English. The participant responses also seem to reveal that indeed there is a gap that needs to be filled in as far as reading is concerned for the purposes of English FAL acquisition. To show how strong they feel about reading one of the participants compared reading to a peculiar analogy (Alpha and Omega). This view was strengthened by the calls from the participants for parents to go an extra mile to make sure that indeed their children were reading. This was done by participants through their vigorous calls for parents to buy their children books at an early age.



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4.4.6.2 Data segment 2 (Questionnaire from learners)

The following are some of the responses from questions 8, which focused on the role of English as a Lingua Franca.

Q: what is the effect of English as the language of instruction to your studies?

Learner 1: *it helps me a lot because when I have to do research based assignment almost all information is in English.*

Learner 5: *Firstly, it broadens my vocabulary. Personally, if I had used a vernacular language I would have a lot of difficulty with my studies. English helps a lot because even if I wanted to study overseas, I know it would be possible because I speak English. English is a vast language so, every day I learn something new.*

Learner 7: *We have been speaking and learning in English since grade 7 therefore it has made it quite easier for us to study well. I understand my work very well whereas if I would have to study in my own home language it wouldn't be much easier.*

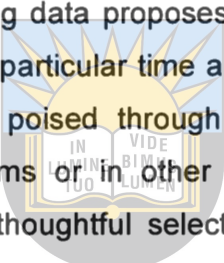
The participants feel that English serves as a tool to access job opportunities and open doors for them. Some are of the opinion that English is indeed an international

language (EIL). Through their responses, others feel comfortable with being taught in English since grade 1 to the extent that if any instruction was to occur in their vernacular they foresee that that would cause a lot of problems and in their view lead to some language difficulties.

4.4.6.3 Data segment 3 (Natural occurring data)

In the introduction of this chapter, this researcher highlighted the fact that the following themes: Environment, ELF, English as the medium of instruction, the role of parents and Motivation seem to correspond. In view of this, the researcher is disposed to replicate the data segment 4.3.3 for the purpose of consistency.

As proclaimed in 4.3.3, the following data proposes that environment (context) can influence the language in use, at a particular time and by a certain group of people. In the same vein, this data was **poised through** informal participation with the participants either in the classrooms or in other spaces around De Vos Malan environment. Through a rigorous thoughtful selection of the data the researcher made use of selected strands for illustrations, but has provided fuller versions in the appendix C1.


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4.4.6.4. Participant Observation

4.4.6.4.1 General observation

As discussed prior in 4.3.4 the following is the researcher's observation focused on the role of environment on language learning, however, some of the comments presented below should not be taken as word for word transcriptions of what the participants said but a mere approximation of their views since the data was jotted by the researcher as the natural occurring data ever since there was no opportunity for her/ him to tape record them. In September, 2014, the Department of Basic Education (DBE) in the Province of Eastern Cape held a National Book Week at Steve Biko Foundation in Ginsberg, where De Vos Malan grade 10 to 12 learners were also in attendance at this event. It was interesting to hear some teachers from Afrikaans and English Medium schools, and a number of learners including De vos Malan learners bemoaning the presentations of items in IsiXhosa, one of the indigenous languages prominent in the Eastern Cape. This attempt was about promoting African Languages.

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Teacher 7: *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

4.4.6.4.2 Class observation

The following are selected strands of the researcher's observation in the classrooms of De Vos Malan,

Firstly, in the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.

Secondly, looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the magnitude of this investigation. At this juncture, he/ she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. Some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.

A third visit was paid in a History class. A very diverse class, where dual instruction was supposedly carried out however, the teacher seemed to be favouring his native language, which was Afrikaans. It was evident during the lesson, and whether wittingly or not, that most of the teaching instruction was imparted in Afrikaans and a bit of English apparently only in challenging concepts, and in instances where any detection of confusion in instructions was assumed. It appeared that the teacher presumed that the learners should understand Afrikaans, since it was a compulsory first additional language for HL learners. This, yet again seemed unfair as the researcher could see that in fact, the other learners in this varied class especially those that were not of Afrikaans origin were battling to comprehend concepts. As it was said earlier, it would nearly be impossible to include all the data that was collected within the limited scope of this study. Given this view, in the huge chunk of data gathered, the researcher selected only the above scenarios. Out of the above, the researcher realised a need for a robust dialogue on English as a lingua franca or social practice in schools. The researcher is of the view that English as a lingua franca can only be illustrated just as the two scenarios specified above seem to point, through the appreciation of a culture of reading in schools. The researcher will return to this in the next chapter.

4.4.6.5 Data Segment 5 (Document analysis)

Since the themes in this investigation appear to relate the researcher is persuaded to make a replica of data segment 4.3.5 for the sake of interconnection. Under this tool, the learners contributed to the theme (the role of environment) in language learning by justifying the role of reading in easing up some of their difficulties in their diverse class room. The researcher would like to refer the reader to the appendix E1 (c-a) which is composed of the 3 strands of the reading activities done in class during the USSR by the participants (learners). The attached activities were i) book review ii) reading card iii) and media journal (favourite TV drama). Those activities are some of the many examples of the activities that were done by the participants (learners) during the USSR period mentioned in chapter 3 (methodology chapter) in the classroom of the researcher. In USSR, this was where the learners were given 15 minutes of the 45 minutes of their period in the time table in which they report/ reflect in their journal note books about the stories of their choice that they read. This was not limited to books only. But the participants were given freedom to read widely in

the form of magazines, newspapers, reports on what they were watching on TV, radios, computers or tablets or Instagram or Facebook (also known as media journals), and also dialoguing with their teacher in writing, sharing what they read and found to be fascinating. The teacher would reply in the case of a dialogue journal and model good writing. It might be necessary to indicate that all this happened in the researcher's class in this investigation. Sometimes USSR would be in the mornings or midday or afternoon, depending largely on the EFAL period for that particular day. Learners would read silently during this period (for 15 minutes). By the end of 15 minutes they are then given a reading home work in which they are expected to reflect or do a book review/dialogue journal/media journal at home from any of the reading materials they were reading. Again, the participants were asked to read for 20 minutes at home to consolidate what they were reading during the USSR at school. This was important because this was also an attempt to encourage or motivate them (learners/participants) to read at home as well. Similarly, the researcher intended to ascertain that indeed the participants were reading. This anticipation would be qualified and met when the participants submit their activities the next day, and the researcher would make sure that he/she marks and grade the activities if necessary.

4.4.7 The role of parents towards building a reading culture

The role to be played by parents to stimulate reading to their children and their influence towards building a culture of reading cannot be underestimated and can serve as an impetus to resuscitate a debilitating habit of reading in schools. This can be done in various ways, among those is by introducing them (learners) at a young age to activities such as shared reading, reading aloud and by making printing material available to them as this could build positive attitudes towards building a culture of reading in schools.

4.4.7.1 Data Segment 1 (interviews from teachers)

The following are some of the responses from interview questions ... that focused on the role of parents towards building a reading culture in schools.

Q: What is the role of parents towards building a culture of reading in schools?

Teacher 8: *To improve learning, e-e-h, one of the difficulties with that is the culture of homework, kids do not have that culture at home. They are not learning at home. Few are doing it but the rest is not. And I feel that we need to get parents on board. Our parents are not on board to get children books in front of them. But if you really look at the parents out there you will realise that most parents are not really interested in the books either. We are frustrated with taxi drivers because they drive like crazy but most of their parents cannot drive, they have never driven a vehicle. Now, how is the kid going to get exposed in this? My kids are into reading because my parents passed that culture to me and I too had to pass it down to my children. When the child arrives from school, simple things like let me sign homework etc. matter. I just don't know which vehicle to use to invite parents because when you invite them for a meeting they don't come, if you send out newsletters the newsletters don't reach all of them. We need to brainstorm this, on how to invite our parents on board to help our kids to read. Again a lot of our kids come from broken homes and that causes even more problems or less structure where a child is supposed to learn.*

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I personally think that we have to create more time at school to give the children the opportunity to learn. We have tried it before and we realise the school becomes too long and kids are getting tired and it's also difficult but you will have to maybe give one or two days and lengthen the school days, but have longer breaks, but you see for that, you got to have them a place to eat. So, it has to be structured very carefully.

Teacher 1: *I think that we are not that persistent on the reading; we do not have enough readers at school, we do not have a specific period allocated for reading, we just call it language period and we leave it to the teacher and he will decide. Other teachers feel more comfortable in doing language and others feel more comfortable in other things. Now learners can't just read in class, they must read at home so that is a lack. I see there is definitely a lack in our policy. We must make reading part of the periods and not only formal reading. What I like is you have a reading box in your class. You have newspapers there, you have articles, and you have magazines. Reading is reading. And-e-e-e- sometimes teachers choose a book and get stuck on that book and don't move forward and today's learners, with the social media, they enjoy reading. So, your success is, you have moved away from just one book*

e.g. novel or textbook, just text, or being text-book bound. This is the story we will deal with this year; we must deal with it, you have broaden that Mr Kepe. Although, with our school it feels the problem is down there in the foundation phase, we need to start earlier.

Teacher 2: *For instance, if you come from school where reading is not supported, so they won't read. Even at home, you know, reading comes from way back, you know, with the bedtime story with fairy tales. Now if you come from a family where no one reads you a bedtime story you won't have that vivid imagination, that o---k, the horse can fly. You will never read. Even simple things like buying a book, if your parent does not buy you a book, how is the child going to develop reading interest. They don't read they just scanning, they see this familiar word and think that the question is about that. Also technology (social media) plays a big role and in future they will have a problem with spelling. They replace the letters of the word with what it sounds like.*

The above responses by the participants attest to the hunch of the researcher leading to this investigation that if learners lack the support structure with respect to reading at home in terms of parent involvement that can be a recipe for disaster. Because then even if teachers were to give a reading homework to a learner, he/she may not be encouraged to do it better than the one who receives praises and having a task signed by a parent. In view of this, there participants seem to say that there is a need for parents to play their role towards building a culture of reading at home first and that positive reading attitude may manifest itself at school. Another dominant view in the above data is the absence of a reading period in schools. This means that there seem to be no time allocated for reading at schools. Similarly, there appear to be gaining ground view by the participants that children lack imagination because there is no longer bedtime stories read to them or even fairy tales being narrated to the children by parents.

At the same time, the participants seem to suggest a move away from text-bound approach to more of a reading for enjoyment which is what this study seeks to achieve.

4.4.7.2 Data segment 2 (Questionnaire from the learners)

The following are some of the responses from question 23 that focused on the role of parents towards building a reading culture in schools.

Q: What is the impression of your parents toward reading?

Learner 9: *They see reading as a basic life skill and they try to ensure in our early childhood that we can read.*

Learner 3: *They feel like it is part of your life to read, whether it is a Bible or a simple book.*

Learner 4: *To enrich your knowledge and enhance your vocabulary.*

Most participants expressed positive sentiments about how their parents view reading. This was encouraging as reading should begin at home if the project of building a reading culture is to succeed.

4.4.7.3 Data segment 3 (Natural occurring data)

As alluded to in the previous natural occurring data segments that for the purpose of cohesion this segment is prone to be repeated. In view of this, the greater part of the data in this segment was collated through observation and as field notes in and out of the space of De Vos Malan. They were based principally on the researcher's observation and some remarks made by teachers and learners as well as comments made in the classes the researcher visited. However, some of the comments presented below should not be taken as word for word transcriptions of what the participants said but as a mere approximation of their views as the researcher scribbled them down as field notes as there was no opportunity to tape record them directly. Firstly, the following natural occurring data is a result of a conversation between the researcher and a parent which he/she (researcher) could not leave out since it has a bearing on the study.

In one of those unpredicted conversation with a parent, after school, in the space of De Vos Malan, the researcher met with a parent, who was almost conceited about her child in a foundation phase that is able to speak Afrikaans so fluently, when she is within the school premises. However, she (the parent) seems amazed, and claims that the same child is wonderfully able to switch to IsiXhosa (mother tongue) immediately at ease outside the school environment and appeared (i.e. the learner) to converse comfortably with her peers and parents. This is a child from the rural areas where Afrikaans is not spoken at all. If you think in terms of language

acquisition, and the fact that this child last speaks Afrikaans at school, this indeed is indicative of what the environment can do to assist to gain language (any language for that matter). Conversely, this child is expected to be introduced to EFAL at grade 6 despite the fact that her/ his home language or mother tongue is IsiXhosa. This then connotes that English in this child is not second language but third language.

The anecdote cited above seems to suggest that the learning environment i.e. classroom and space of De Vos Malan are undeniably the core of pedagogy of voice and participation as anticipated in the introduction of this chapter. Contingent on parent literacy to some extent, this further inclines to reveal that there is less exposure at home to multilingualism, and that low learning levels of other languages especially English FAL other than a mother tongue, could be attributed to a child's home environment. This then seem to point to a need for a culture of reading to be built and promoted not only in English but also across languages in view of multilingualism and translatability.

Secondly, while collating the following data the researcher was careful not to be conspicuous to the participant for the sake of objectivity. The following excerpts are speech remarks by the learners gathered by the researcher as the natural occurring data within the spaces of De Vos Malan.

He's a mackoy cool dude [He is an interesting gentleman] Ek is 'n Shark follower.

I am supporting a rugby team known as 'OOkrebe' [Sharks]. The strength of this team is described by linking it to a 'Shark'.

She's a real 'babe'! [An attractive girl is described in this way by the attracted boy].

This is good chow. [Used to describe for instance, delicious food]

With my friends, I usually speak cool English, it's more informal and friendly ... at school I speak posh (good/ standard) English with a posh (good/ standard) accent ...

Thank you ... thank you ... ladies and gents, guys and dolls, let's give a big hand to our special 'Vossies' artists (programme director who was also a learner in musical revue/ extravaganza for learners in De Vos Malan High School) here today ...

Nee, die eene is funny ... uthi guys and dolls. He thinks he comes from the states, but he speaks like a tsotsi ...

There is old people that has been standing please provide them with seats

For those who does not understand ... those people are former Vosies

Hoe! Jere, Hier die skool is n' tronk! [Oh! Gosh, this school is a prison] Jadit is waar my broer, sise trongweniapha. [Yes. That is true my brother we are in prison here]. Waar bly jy? [Where do you live?] Ek bly daar by Komga. [I live there in Qumrha].

From the above comments, it is evident that meaning in this case, seem to come from the context of communication and it has become a common practice within the environment of De Vos Malan to hear the diverse participants (coloured learners/ indian/ Afrikaner/ and a few native English speaking learners) speak that way. IsiXhosa native learners are not exception since when they speak English there appear to be a lot of translation from their mother tongue into English FAL which seems to be challenging both in terms of grammar and syntax.

4.4.7.4 Data Segment (Participant observations)

4.4.7.4.1 General observation

In September, 2014, the Department of Basic Education (DBE) in the Province of Eastern Cape held a National Book Week at Steve Biko Foundation in Ginsberg, where De Vos Malan grade 10 to 12 learners were also in attendance at this event. It was interesting to hear some teachers from Afrikaans and English Medium schools, and a number of learners including Devos Malan learners bemoaning the presentations of items in IsiXhosa, one of the indigenous languages prominent in the Eastern Cape. This attempt was about promoting African Languages. The following are some of the remarks by learners;

Learner 1: *We could not understand the speakers as the rendition was largely in Isixhosa.*

Learner 2: *They should not have invited us if they knew that the presentation was going to be in IsiXhosa.*

Learner 3: *Sir, when are we going? This is so boring.*

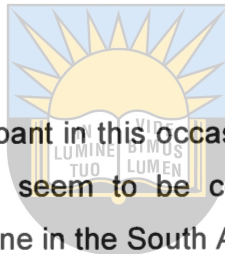
And the following are some of the speech remarks by teachers;

Teacher5: *This is really nonsense. We don't understand!*

Teacher 6: *We need a translator at least. Can't the M.C. translate for us?*

Teacher 7: *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

Once more, the fact that the participant in this occasion seem to bemoan translation in contrary to IsiXhosa promotion seem to be contradiction in terms given the concept of multilingualism as enshrine in the South African Schools Act (SASA).



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4.4.7.4.2 Class observation *Together in Excellence*

The following were selected strands of the researcher's observation in the classrooms of De Vos Malan,

Firstly, in the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.

Secondly, looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the magnitude of this investigation. At this juncture, he/she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. At this point, some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. Utterances such as

Akuzange usifundise ke leyo uyithethayo.

[You never taught us what you are saying.]

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On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.

A third visit was paid in History class, and again, a very diverse class where dual instruction was supposedly carried out even though the teacher seemed to be favouring his native language, which was Afrikaans. At this point, It was evident during the lesson, and whether wittingly or not, that most of the teaching instruction was imparted in Afrikaans and a bit of English apparently only in challenging concepts, and in instances where any detection of confusion in instructions was assumed. It appeared that the teacher presumed that the learners should understand Afrikaans, since it was a compulsory first additional language for HL learners. This, yet again seemed unfair as the researcher could see that in fact, the other learners in this varied class especially those that were not of Afrikaans origin were battling to comprehend concepts. As it was said earlier, it would nearly be impossible to include all the data that was collected within the limited scope of this study. Given this view, in the huge chunk of data gathered, the researcher selected

only the above scenarios. Out of the above, the researcher realised a need for a robust dialogue on English as a lingua franca or social practice in schools. The researcher is of the view that English as a lingua franca can only be illustrated just as the two scenarios specified above seem to point, through the appreciation of a culture of reading in schools. The researcher will return to this in the next chapter.

In view of this, and although most of the learners might think that the school could be unfair in its dual medium policy of Afrikaans and English, they still appear to be in agreement that the environment seems to have helped them to learn English FAL as lingua franca as well as other cultures in and around the school environment.

4.4.7.5 Data Segment 5 (Document analysis)

Since the selected themes in the preamble of this chapter seem to link with each other the researcher saw it fit to replicate this segment as done in the preceding themes. Under this tool, the learners contributed to the theme above i.e. the role of environment in language learning by justifying the role of reading in easing up some of their difficulties in their diverse class room. The researcher would like to refer the reader to the appendix E1 (c-a) which is composed of the 3 strands of the reading activities done in class during the USSR by the participants (learners). The attached activities were i) book review ii) reading card iii) and media journal (favourite TV drama). Those activities are some of the many examples of the activities that were done by the participants (learners) during the USSR period mentioned in chapter 3 (methodology chapter) in the classroom of the researcher. In USSR, this was where the learners were given 15 minutes of the 45 minutes of their period in the time table in which they report/ reflect in their journal note books about the stories of their choice that they read. This was not limited to books only. But the participants were given freedom to read widely in the form of magazines, newspapers, reports on what they were watching on TV, radios, computers or tablets or Instagram or Facebook (also known as media journals), and also dialoguing with their teacher in writing, sharing what they read and found to be fascinating. The teacher would reply in the case of a dialogue journal and model good writing. It might be necessary to indicate that all this happened in the researcher's class in this investigation. Sometimes USSR would be in the mornings or midday or afternoon, depending largely on the EFAL period for that particular day. Learners would read silently during this period

(for 15 minutes). By the end of 15 minutes they are then given a reading home work in which they are expected to reflect or do a book review/dialogue journal/media journal at home from any of the reading materials they were reading. Again, the participants were asked to read for 20 minutes at home to consolidate what they were reading during the USSR at school. This was important because this was also an attempt to encourage or motivate them (learners/participants) to read at home as well. Similarly, the researcher intended to ascertain that indeed the participants were reading. This anticipation would be qualified and met when the participants submit their activities the next day, and the researcher would make sure that he/she marks and grade the activities if necessary.

4.4.8 Motivation

A learner of a particular language cannot be successful if he or she has a negative attitude towards the target language. We interact with others through language and without we are nowhere. Therefore, to become a member of a community or to succeed in a new space, we need to learn not only the communicative skills of that space, but also the language in use. With that in mind, learner intrinsic motivation should be seen as one of the powerful tools.

4.4.8.1 Data Segment 1 (interviews from teachers)

The following are some of the responses from interview questions 3, 4, 5, and 6 that focused on the role of motivation towards building a reading culture

Q: What suggestions can you suggest in promoting reading culture?

Teacher2: *It has to start from a very young age. There should be more books that they could relate with and a lot of books are American and they can't really relate to that culture. There is not much for their age to read.*

Teacher 7: *In our country we have got lots of things about language and language policy. We all know that English is the language that is used internationally and our country uses it, but you might be educated but you cannot be able to express yourself properly in English. I would say expose them as much as you can to English media (TV, Radios, newspapers, articles and magazines) and so on. I know there are issues of culture/ tradition and accent, but you know accent is what you hear,*

and you get used to. For example if they are used to British or American accent they may lose their tradition/culture.

I mean we have our own slangs and South Africans, we love our own slangs, and it doesn't matter whether you speak Afrikaans/ Isixhosa/ Zulu. So I think it's a social thing, yes. I mean I have travelled overseas and used the words that we as South African are used to. I think in terms of the accent we just need to be tolerant I mean people have misconception of it. Being an avid great reader myself, I mean, my mother, since the small age, will push the books to us and it doesn't matter what you read as long as you read. The problem is that as such our learners, their parents aren't reading either so they don't get into the habit of reading. I mean stupid me I grew up reading at least one page of a book every day.

Teacher 6: School library, cupboards, display book in and around the classroom, catalogues from book companies and show the learners what's out there. We must always dramatize characters. Sometimes you feel stupid but we ought to do that. Take any book, open it in the middle and then read where there is tension up to where it ends and then stop to attract their interest. Our learners do not have resources to go and buy books so they need a central area where they can borrow and share books.

Mainly, the gaining ground response that appears to emerge is that there seem to be a strong feeling among the participants for children to be introduced to reading at a very young age. Secondly, participants seem to suggest that children should be exposed to various reading material such as print, audio and visual media. Furthermore, to get children into a habit of reading parents are seemed to be invited to come to the party to set the scene and revive a culture of reading.

4.4.8.2 Data Segment 2 (Questionnaire from learners)

The following are some of the responses from interview questions 21 and 22 that focused on the role of motivation towards building reading culture

Q: Why is it important to be able to read and write?

Learner 1: You become able to share messages and knowledge without actually being there and also understand things without being told verbally.

Learner 5: *Without it people are seen uneducated. They will struggle to find a job or in their everyday lives as reading is found everywhere.*

Learner 3: *Reading is the medium of education. It is the only way that we will be able to make a success of our lives one day. If you cannot accumulate these skills you will struggle to get somewhere in life.*

In view of the above responses, participants (learners) seem to understand the significance of reading in their academic life. In this regard, reading is viewed as the only way to improve one's life.

4.4.8.3 Data segment 3 (Natural occurring data)

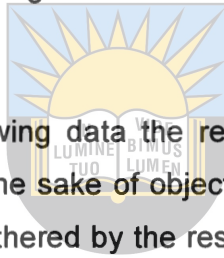
Ever since the selected themes in the preamble appear to interlink, this segment will be continual as done with other preceding themes. Notwithstanding that most of the data was collected through observation and as field notes in and out of the space of De Vos Malan and originates in the main from the researcher's observation and on some remarks made by teachers and learners as well as comments made in the classes the researcher visited. Though, some of the comments presented below should not be taken as word for word transcriptions of what the participants said but as a mere approximation of their views as the researcher scribbled them down as field notes as there was no opportunity to tape record them directly. Firstly, the following natural occurring data is a result of a conversation between the researcher and a parent which he/she (researcher) could not leave out since it has a bearing on the study.

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4.4.8.4 Data Segment 4 (Participant observations)

4.4.8.4.1 General observation

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And the following are some of the speech remarks by teachers;

Teacher 5: *This is really nonsense. We don't understand!*

Teacher 6: *We need a translator at least. Can't the M.C. translate for us?*

Teacher 7: *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

Once more, the fact that the participant in this occasion seem to bemoan translation in contrary to IsiXhosa promotion seem to be contradiction in terms given the concept of multilingualism as enshrine in the South African Schools Act (SASA). The following 4.3.4.2 was based on Class observation;

4.4.8.4.2 Class observation



The following were selected strands of the researcher's observation in the classrooms of De Vos Malan,

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Firstly, in the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.

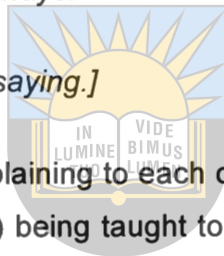
Secondly, looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the

magnitude of this investigation. At this juncture, he/she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. At this point, some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. Utterances such as

Akuzange usifundise ke leyo uyithethayo.

[You never taught us what you are saying.]

On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.



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A third visit was paid in History class, and again, a very diverse class where dual instruction was supposedly carried out even though the teacher seemed to be favouring his native language, which was Afrikaans. At this point, It was evident during the lesson, and whether wittingly or not, that most of the teaching instruction was imparted in Afrikaans and a bit of English apparently only in challenging concepts, and in instances where any detection of confusion in instructions was assumed. It appeared that the teacher presumed that the learners should understand Afrikaans, since it was a compulsory first additional language for HL learners. This, yet again seemed unfair as the researcher could see that in fact, the other learners in this varied class especially those that were not of Afrikaans origin were battling to comprehend concepts. As it was said earlier, it would nearly be impossible to include all the data that was collected within the limited scope of this study. Given this view, in the huge chunk of data gathered, the researcher selected only the above scenarios. Out of the above, the researcher realised a need for a robust dialogue on English as a lingua franca or social practice in schools. The researcher is of the view that English as a lingua franca can only be illustrated just

as the two scenarios specified above seem to point, through the appreciation of a culture of reading in schools. The researcher will return to this in the next chapter.

In view of this, and although most of the learners might think that the school could be unfair in its dual medium policy of Afrikaans and English, they still appear to be in agreement that the environment seems to have helped them to learn English FAL as lingua franca as well as other cultures in and around the school environment.

4.4.8.5 Document analysis

As alluded to in the previous themes, under this tool, the learners contributed to the theme of the role of environment in language learning by justifying the role of reading in easing up some of their difficulties in their diverse classroom. Once more, the researcher would like to refer the reader to the appendix E1 (c-a) which is composed of the 3 strands of the reading activities done in class during the USSR by the participants (learners). As asserted prior, those activities are some of the many examples of the activities that were performed during the USSR period mentioned in chapter 3 (methodology chapter) in the researcher's class by the participants (learners). As proclaimed erstwhile, in USSR, this was where the learners were given 15 minutes of the 45 minutes of their period in the time table in which they report/reflect in their journal note books about the stories of their choice that they read. Again, this was not limited to books only. But the participants were given freedom to read widely in the form of magazines, newspapers, reports on what they were watching on TV, radios, computers or tablets or Instagram or Facebook (also known as media journals), and also dialoguing with their teacher in writing, sharing what they read and found to be fascinating. The teacher would reply in the case of a dialogue journal and model good writing. It might be necessary to indicate that all this happened in the researcher's class in this investigation. Sometimes USSR would be in the mornings or midday or afternoon, depending largely on the EFAL period for that particular day. Learners would read silently during this period (for 15 minutes). By the end of 15 minutes they are then given a reading home work in which they are expected to reflect or do a book review/dialogue journal/media journal at home from any of the reading materials they were reading. Again, the participants were asked to read for 20 minutes at home to consolidate what they were reading during the USSR at school. This was important because this was also an attempt to

encourage or motivate them (learners/participants) to read at home as well. Similarly, the researcher intended to ascertain that indeed the participants were reading. This anticipation would be qualified and met when the participants submit their activities the next day, and the researcher would make sure that he/she marks and grade the activities if necessary.

4.5 Conclusion

In conclusion, at the preliminary stage of this study, CDA was being spotted as a possible means of analysis though it became overlapping with other methods later as they revealed more insights. This is often true with mixed methods approach because it can always assume that one method may reveal a lot at start, only to find out that the other methods may become more prominent (revealing) (Foncha, 2013).

As a narrative, the analysis has provided the researcher with the opportunity to see things from the point of view of the participants. Given this, the analysis of this investigation was not only suggestive of the phenomenon of a reading culture in order to gain language (EFAL) competence but also appeared to propose groundwork for interpreting a culture of reading in schools along a continuum of time in researcher's own narrative of their narrative in the next chapter. In this way, the researcher hopes to be able to attempt a definitive understanding of the phenomenon under investigation (Sivasubramaniam, 2004 and Foncha, 2013). However, it might be useful for the researcher to make a few observations as a way of summarizing the data analysis before turning to the discussion in the next chapter.

The researcher has faith that the metaphorical categorisations that he/ she has used to select the themes that appeared in the data analysis and also in the categorization of the participants into teachers and learners, brought with them justifications from the different perspectives on building a culture of reading in schools which is intended to assist the EFAL learners who seem to wrestle to acquire English as their first additional language. All the themes and participants seem to be of the view that participation and interaction both in and out of the classroom appeared to provide opportunities for these participants to explore

meaning which in the context of this study is a learning process and which contrasts the teacher-centred approach to language learning (Foncha, 2013). The participants further seem to exhibit a sense of community and a diverse cumulative capacity for expressiveness in a first additional language. The data further suggested that the participants in this study appeared to have used their non-threatening environment of the classroom to strengthen their engagement with language learning and participation.



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Chapter 5

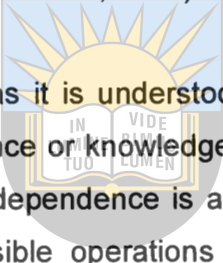
DISCUSSION OF FINDINGS

5.1 Introduction

This chapter is an extension of the previous chapter in that it presents the story of the researcher's understanding of a culture of reading which influences the acquisition of EFAL competence in schools as seen through the understanding of his/her participants' interpretations. In other words, what the researcher proposes to do in this chapter is to shape a chain of narratives and interpretations. It presupposes a construction of a story of their story where the researcher's narrative is seen as an interpretation of their interpretations. In order to achieve this task, the researcher needs to underpin/reinforce his/her beliefs that underlie/trigger this study and interpret the findings in terms of lived through experiences (Foncha, 2013). As a sequel to chapters 1, 2, 3 and 4 of this study, the researcher focuses on the role of interpreting the interpretations of his/her participants which signified/implied a perspective or a view of discontent and underscored his/her attempts to raise his/her thinking and practice to a higher level of understanding through interpretation (Sivasubramaniam 2004 and Foncha, 2013). In view of this discontent, the researcher now understands how his/her stance appears to position itself against a positivist view based on his/her acceptance of the context of this research as a means of constructing and interpreting knowledge. Thus, instead of framing his/her research questions independent of context, the researcher used his/her research methods to contextualize and re-contextualize the questions of this investigation (Toulmin, 1990). The study discussed the following issues in order to reinforce the researcher's perspective: the problem of objectivity, rejection of objectivity, rejection of interventionist approaches to language teaching and thereby reinforcing —re-telling as a way of experiencing the experience (Sivasubramaniam, 2004, p.356). In view of this, the researcher requests to point out this as the rationale for the discussion of findings.

5.2 Subjectivity and objectivity

For the purpose of this study, the researcher found it necessary to look at objectivity and subjectivity, though they are intricately connected. Analysis involves the quest or a search for patterns or forms or significances in data within the context of the research situation. Interpretation involves explaining these patterns or significances within a wider context by applying relevant theory. While analysis interrogates or questions what the data "says,". Interpretation on its part questions what it "means" (Foncha, 2013). In both cases, the potential for objectivity hinges on the subject-researcher interaction (Foncha, 2013). Although similar factors are tangled at the two levels, the difference is critical (Foncha, 2013). In view of this, Sivasubramaniam argues that;



The term objectivity', as it is understood, is a set of characteristics that represent experience or knowledge which is independent of any one individual. This independence is an outcome of stating a set of rules and the permissible operations that are needed to activate them. Knowledge that is derived as a result of such activation is not influenced by personal feelings or opinions, but only by facts. As this knowledge is seen to exist outside the mind, many researchers tend to think that it is objective and it can therefore be proved (2004, p. 356).

This investigation argued against this notion of objectivity right from the beginning and referred to the need for subjectivity and a constructivist approach to knowledge as discussed in the literature review, methodology and data analysis chapter earlier. In view of this, the study rejects knowledge generation in De Vos Malan High school as teacher-centred, based on prescribed textbooks without any regard for the context of origin (Kuhn, 1970). Therefore, this investigation appears to resist the positivist notion that is based on a hasty generalizability, universality and replicability by focusing on context at a given time and place involving particular participants (Foncha, 2013).

In respect of the literature review, this study has pointed out how the rationalist approaches used language teaching as an instrument of control in the guise of promoting uniformity and objectivity in language education (Foncha, 2013). The advocates of this kind of method do not only turn a blind eye to diversity but they

also appear to disdain participation and interaction in language learning. In view of this, the participants are seen as incapable of generating knowledge and that there is no need for them to engage in the process of knowledge generation since they cannot be beneficial to their society (Foncha, 2013). It is against such a stance that the researcher has decided to embark on an ecological and a constructivist view of language learning.

In the preceding chapter, the researcher presented the data as a narrative of a developing design and understanding through which socially constructed realities, local generalizations, interpretive resources, knowledge, inter-subjectivity and reasoning can assume substance and prominence (Denzin and Lincoln, 1998). Through this lens, it appears to tally with a constructivist view of language learning (reading for pleasure and enjoyment), the core for this investigation. In principle, this meant that the researcher must share his/her experiences and insights with his/her readers because this study is located within the context of human experience. Although the researcher is aware that locating reading and experience might produce an imperfect or flawed fit (Foncha, 2013), but as an ethnographer, the researcher intends to communicate to the reader the confirmatory evidence and the context in which it is understood. This is to suggest that the researcher's own knowledge has a particular impact on the whole investigation.

5.3 Narration as a way of experiencing their experiences

The study pointed to the direction that all knowledge is perspectival and has led to the understanding that it cascades within the ethical practice of ethnography. The constructivist approach to learning seen in the literature review, data analysis and methodology chapters suggests that this chapter should relive and retell the stories and experiences of the participants' notions as a way of experiencing their experience. In view of this,

[w]e imagine, therefore, that in the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and

retelling our own stories. Our narratives of experience as Jean and Michael are always on-going ones. We live our stories in our experiences and tell stories of those experiences and modify them through retelling and reliving them. The research participants with whom we engage also live tell, relive and retell their stories (Denzin and Lincoln, 1998, p. 160).

In light of the above, the current chapter can be seen as a retelling of their stories where the researcher has attempted to describe, explain and theorize in an attempt to qualify this study as a creative act of enquiry. Therefore the researcher intends through retelling their stories to propose meaning and knowledge through an interpretative explanation of what the teachers and learners have done in the context of his/her study. In the narratives that were presented in chapter 4, the researcher's lived through experiences were related to his/her participants' lived through engagements with the —ideational context of foreign language (English) (Kramsch, 1998, p. 24). As such, the researcher's narratives suggested how the participants made sense from learning to read and also made sense of how their views were enmeshed (entangled) with his/her epistemological, ideological and theoretical perspectives in this study. In the view of Lehtovaara's in Kohonen et al (2001, p.147), "perspectives if they are truly human, unfold and take shape all the time as we move along, there is no need to define and name them in advance in exact terms." This is meant to favour the constructivist approach against the rationalists view (Pavlenko and Lantolf in Lantolf, 2000). It is in this sense that the researcher deems it necessary to explore and explain theoretical possibilities in this chapter that can relate to his/her knowledge of his/her experience. Essentially, this motivated his/her use of a reading culture model towards the acquisition of EFAL competence to retell his/her experiences and the understanding of his/her participants in their use of a foreign language (EFAL).

5.4. The role of environment in language learning

Section 4.3 f chapter 4 appears to be the section with the most robust or prominent data. In this regard, the researcher is disposed to commence and attempt to give meaning to this theme first. Thus, the researcher would illustrate shortly on how the

prominence of this theme seem to have emerged. In view of this, the study believes that such eminence of the role of environment in pedagogy is not a mere coincidence and thus would attempt to interpret the interpretation of the participants as a way of retelling their story.

As revealed by the data from sections 4.3.3 and 4.3.4.1 and 4.3.4.2, the syntactic and grammatical errors that are made by the speakers of Afrikaans and isiXhosa in their sentence constructions in the main, do not necessarily affect meaning any how (Foncha, 2014). However, these types of errors must have emanated from a translation from their mother tongue which is their L1 into English. In view of this, the researcher therefore sees traces of learners' identities being transported into the language of instruction. Thus, the plummeting and picking up of cultural baggage which constitutes the theoretical underpinning for this study can be seen at work. With regards to this argument, the place of prior knowledge can be very prominent in an understanding of the participants' attitudes and behaviours towards language acquisition (EFAL) (Kramsch 1998). In this regard, there also appear to be a surfacing problem of linking a subject with a verb (concord) in some of the sentences in section 4.3.3, learner excerpts where it seems to be misrepresented. Based on this, one can sense which community is inclined to converse in this fashion. The aforesaid grammatical errors in a way show membership to a certain community, for instance, the distortion of concord is common in the coloured community. Consequently, this misapplication of concord seems to permeate through to learners and culminate into poor expression (Foncha 2013). This is evident not only when they speak (coloured learners) but also in their writing. The researcher speaks from experience as he/she is also teaching these learners in De Vos Malan. Similarly, the IsiXhosa learners tend to 'IsiXhosalize' Afrikaans nouns e.g. 'itrongo', meaning 'trunk', in Afrikaans. This indicates the community from which they come from (IsiXhosa community)

In view of the above, section 4.3 therefore revealed that language should be seen as both representational and ecological in nature (van Lier 2000). As mentioned in chapter 2, Language learning is not a process of representing linguistic objects from the brain on the basis of input received (van Lier in Lantolf 2000). To this effect, section 4.3 exposed that a human being does not have or possess language, but is capable of learning and living in it in any given context

(Sivasubramaniam 2004). Furthermore, their environment (human beings) is full of language repertoires that provide opportunities for learning and for the active participation of the learners. This is to suggest that if learners are exposed to reading materials, they would definitely make some strides in reading and may end up being hooked in a reading culture. Shotter and Newson sum this up in an argument that the linguistic world in which the learner has access to and in which the learner is actively involved is full of demands and requirements, opportunities and limitations, rejections and invitations, enablement and constraints- in short, affordances (1982, p. 34).

As said earlier in chapter 2, learners consequently require a rich —semiotic budget to be able to structure their activities and participation so that access is made available and engagement is encouraged (see section 4.4.8). In view of the forgoing argument, section 4.4.6 revealed that South African high schools favour English as the language of teaching and learning where the use of English has become a social practice with its diverse classrooms (Banda 2009). In light of this, the researcher believes that reading extensively and building a reading culture is crucial for learners to learn and acquire language forms. That is why from the onset, this study sought to build and establish new ways of stimulating a declining reading culture in schools as reading is seen in this project as the best remedy to galvanize learners towards language (English FAL). In this regard, it may be useful to suggest that in the context of this study, English learning and teaching should be seen as a social practice by making the classroom environment affective to its learners.

In a multilingual and multicultural high school like the one under study, it is apparent that —no educational process is free from the influence of language, and so the role of language is central to any educational process (Sivasubramaniam 2004, p. 187). In light of this, the learning of new languages, discourses and cultures are processes that contribute to our understanding of language, of education, and most importantly of the human condition (Brumfit and Mitchell 1990). In light of the above, the researcher argues that the greatest difficulty that people have in learning a language is in reading it not in understanding it (Foncha, 2013). Thus, the context of interaction should then be taken very important as far as learning reading is concerned.

To understand the role that the environment plays in the acquisition of language (English) as the language of instruction within this research, it is necessary to reinforce its relevance and the competence in the context where interaction takes place (4.3). From this perspective, meaning from language should not be seen as static and objective but rather as a —dynamic and a discursive structure that has been constructed by this researcher as an insider (Sivasubramaniam, 2011, p. 53). Language in this regard is not just the grammar or native speaker proficiency, but rather an agent through which any culture is portrayed (Foncha, 2013). Hence, an Ecological view of language looks at every phenomenon of a language as an emergence and not as a reduced set of components that present phenomena in simplistic terms (van Lier in Lantolf 2000).

Secondly, section 4.3.3 revealed that an ecological view also stresses that the perceptual ability and social involvement of a learner that can be seen in his/her interaction, can serve as a means of learning in this context. Thirdly, an ecological view of language also supports that a complete explanation of cognition and learning cannot be made on the bases of the process that takes place inside the brain (Foncha, 2013). Reading in English FAL is used in this context as a meditational tool that can promote thinking in the participants and possibly can encourage meaning construction cooperatively and collaboratively, instead of transmitting a fixed message to the others (Sivasubramaniam 2011 and Foncha, 2013). Section 4.5 revealed that such an approach can give language learners the confidence to suggest meanings and knowledge without any fear of being evaluated negatively (Foncha, 2013). In view of this, it is useful to view reading not only as a means of sending information, but rather as a set of higher psychological processes that include creativity, critical and hypothetical thinking and reasoning (Sivasubramaniam 2011).

The above view can make it easier for the researcher to explain the social context of reading and also the relationship that language has with the culture of its interlocutors. Thus, learning a new language through reading should therefore be seen as a form of acculturation (Donato 2000). With this in mind, section 4.3 and even 4.4.6 revealed that to be able to gain reading skills in English FAL, one requires the ability to take the context of interaction seriously during interpretation and this should be understood as an ecological view of language. Again section

4.3 revealed that the meaning of the words that are read, actions and behaviours are socially constructed and personally interpreted (Dyers and Foncha 2012). In other words, reading is unable to represent an objective world. In this regard, Sivasubramaniam (2011) observes that words are not pictures of the world but representation of social practices that allow a community of human beings to understand each other. In light of this, there does not appear to be any universal language through which reality can be explained. Thus, an understanding of a given context through reading can account for the degree of competency.

By the same token, section 4.3.3 revealed that coloured learners cannot pronounce IsiXhosa words. Nonetheless, all these syntactic and grammatical errors that are made by the speakers mentioned above in their sentence structure do not necessarily affect meaning. Based on this and since the researcher is a proponent of language learning as a social practice he/she is not bothered by the translatability presented in section 4.3.3 of chapter 4 (Nunn, 2014). However, this appears to authenticate the researcher's stance and also the principle of this investigation which is to seek to promote and build a reading culture in schools.



In view of the above argument, the data presented in sections 4.3.3, 4.3.4.1 and 4.3.4.2 showed some evidence of the touching environment of the classroom, the surrounding cosmos of the school and the non-judgemental interactions that took place in it that made learners not to bother about words and sentences in constructions that they did not understand (Sivasubramaniam, 2004). This gave them the courage to read whatever was readable, which to this researcher is a good starting point for building a culture of reading.

This appears to tally with the constructivist and ecological views of language learning which seem to maintain that meaning making is more fundamental than putting too much emphasis on syntax and phonology. For this reason, Shanahan and Neuman (1997) persuade the researcher by the view that when adolescents share their feelings with partners, teams, the teacher, or the classroom community, they become passionate learners and as soon as they develop a sense of belonging to a group, their sense of self-determination increase (Skinner & Belmont, 1993). In view of this, reading engagement should be a top priority for

schools and literacy instructors should consider reading poetry as an engagement tool (see section 4.4.8). Foncha concurs that;

Language learning needs to be seen as an interactive and a social process. Otherwise, language should not only be seen as a channel for information, but rather as one for higher mental processes like reasoning, belief, critical and creative thoughts in contrast with the traditional reductionist notion of grammar (Foncha, 2013, p. 19)

In view of this, section 4.5 suggest that the social atmosphere within the classroom and without appears to have provided a way for these learners (participants) to seek solutions to their linguistic difficulties since it provided them different means to make meaning through reading cards, journal writings, book reviews, silent reading, reading aloud, narration, reciting poetry, debates role-plays USSR reports and assessment tasks. Section 4.5 revealed that, reading seen through this perspective emerges from a social relationship and the development of skills of movements around objects and into physical and social spaces and into gestures (Foncha, 2013). Hence, an ecological view of language therefore is against the rationalist notion that language is seen as cognition (in-put out-put), present in the brain (see section 4.3).

Section 4.3.5 revealed that the Ecological view of language conceptualizes language as an inventive, innovative and creative force. Both paradigms argue that when we learn reading, we also in a way learn its sociocultural aspects with it which is suggestive of the participants' differences in their interpretations (see section 4.3.5). This argument is summed up in the words of Leontiev (1981) that —these meanings could become available gradually as the learner may act and interact within and with [his/her] environment. Learning should not therefore be seen as a —holus bolus or a piecemeal migration of meaning to the inside of the learner's head, but rather the development of the increasingly effective ways of dealing with words and their meaning (Leontiev, 1981, p. 246). Thus, the researchers' aim and objective as shown in section 4.5 in this study does not only focus on the proficiency of the participants, but rather on their abilities to make meaning out of the texts that they read.

Viewed through this lens, most of the errors that the participants seem to make in the data presented in section 4.3.3 in their sentential constructions seem to emanate from translation from their L1. This could be indicative that the structures of all languages are not the same (Foncha, 2013). Therefore, language learning (reading a text) could only be understood as a social practice against the traditional notion of cognition. Although it may be needless to reiterate, however, in relation to grammatical errors in section 4.3.3 in learners' sentence constructions, meaning does not seem to be fraught and that appears to be congruent with the ecological and the constructivist view of language. This was spotted evidently where in almost all the group discussions the reflections were purely in Afrikaans and later translated into EFAL.

Categorically, section 4.3.3 of the data analysis is indicative of the importance of an affective environment for reading. In light of this, section 4.3.5, which appears in appendix E1 (A-C) in the form of a reading card, journal project and a book review was designed to assist learners in becoming advance eloquent speakers, fluent, avid readers and proficient writers in English FAL. In order to appropriate this, it was imperative that the learners (participants) should feel comfortable with various reading activities including free writing in their journals and in that process the researcher who also happen to be teaching some of the participants had to model reading and recommend some of the children books that he/she reads. This was important as children seem to like to emulate someone whom they view as their role model. Alexander & Jetton (2000) promulgate that knowing your students and the important issues in their lives enables the teacher to develop relevant literacy curriculums. Sections 4.3.4.1 and 4.3.4.2 revealed that conversing with learners as they cross the classroom threshold, listening to them as they work on projects, holding reading homework, help sessions after school, attending sports events, and chaperoning dances or clubs are all ways to know students' lives outside the classroom. Showing respects for learners' decisions, lives, and relationships is crucial, even if these diverge from what we might wish for them. The reading and sharing of poetry is an excellent way to gain this awareness (Alexander and Jetton, 2002).

With regards to the above, the researcher observed that, those operations in the form of different genres of journal writing and book reviews seemed to work and appeared to pay dividend in addressing language deficits such as improving spelling, grammatical coherence and language cohesion. Furthermore, it appeared to make learners to become creative and by so doing, the learners engaged critically with text. Linake (2015) concurs that this seems to be the one place where they could write freely in English and take advantage of it. Section 4.3.5 is consistent with the learners' reflection on 3 reading activities as shown in the appendix (E1 A-C). These were just some of the inspirational USSR activities that appeared to be fruitful during the course of this investigation with learners (participants). Section 4.3.5, revealed that journaling and book reviews appeared productive, because they seem to provide the opportunity for the learners to overcome their fears and anxieties, and accordingly building their self-confidence to participate in activities and events even if they were not conversant enough with them. As proposed in chapters 2 and 3, the data in chapter 4 categorically appeared to consolidate the researcher's belief that learners should through voluntary reading, read because they want to read and this was evident during the USSR (Uninterrupted Silent Sustained Reading) sessions in which they appeared to be gaining spelling, vocabulary, grammatical skills and other language conventions (Krashen, 2004).

In light of what has been said thus far, section 4.3.3 confirmed the aspirations of this study which is to envisage a kind of environment enriched with reading for joy that could also provide an opportunity for learners to get to know each other's background and consequently understand —otherness (van Lier in Lantolf, 2000). In her seminal book, Rosenblatt (1997) discussed her transactional theory on aesthetic and efferent reading. The claim that the teaching of literature has some relation to the pupils' immediate human concerns has often been contradicted by pointing out the negative side of this moralistic approach. Yet, literacy teachers, have the opportunity to help learners to develop ideas about human nature, moral attitudes, and human response to people and situations. A literature teacher deals with the experiences of human beings as they make life connections to text. In teaching literature, we are basically helping our learners learn to perform in response to a text. The reader (teacher) performs the poem using her/him as the instrument. According to Rosenblatt, the reader finds the meanings in the text (Rosenblatt, 1997).

Consequently, this view seems to synchronize with the researcher's drive that there is a need to build a reading culture in schools if learners are to gain and master language competence.

In view of the above, the learning environment refers to the available resources and semiotics (language representation/metaphors) that appear to facilitate the learning of a new language. Accordingly, the environment in and around the school seems to incite a need for a culture of reading to be resuscitated in schools where the diverse participants may be required to make use of literature in Atwell's (2007b) 'reading zone' for procuring language (EFAL) and in understanding each other's repertoires of values and belief systems available to them to achieve competence (Blommaert & Jie 2010).

5.5 English as a Lingua franca



As an aficionada of English as a Lingua Franca, the researcher sought to colonnade and promulgates the role of English FAL through reading culture as a language of communication between speakers of different L1s. This view is sponsored by the scientific examination that if learners read for enjoyment across languages, their expression and writing skills would improve (Krashen, 2004 and Foncha, 2014). In view of this, the primary reason for learning English today, suggests the idea of community as opposed to alienness (Foncha, 2013). Based on this, section 4.3.3 revealed that people have something in common rather than their differences, it implies that "mixing" languages is acceptable and as a result there is nothing inherently wrong in retaining certain characteristics of the L1, such as accent. Finally, the Latin name [LF] symbolically removes the ownership of English from the Anglos (see sections 4.3.3). These outcomes are all highly appropriate for a language that performs an international function (Jenkins, 2000, p.11).

Viewed in light of the above, sections 4.4.1 and 4.4.2 appear to signal a view of English as a lingua franca (common code) that functions globally and locally which seems to be in line with the constructivist approach to language learning. Similarly, the researcher is of the view that sections 4.4.1 and 4.4.2 presuppose that ideologies in a language may determine attitudes towards that language and whenever and wherever participants try to apply a positive attitude, they can possibly yield good

results (Abongdia, 2009). In light of this, reading English text seems to bring out such attitudes from these learners.

In the same light, section 4.3.1 and 4.3.2 also revealed that English is a passport that could provide the visa for employment, travel and communication (Foncha, 2013) as was proposed by the literature review chapter. Thus, an English speaker appears to command more respect and may draw courteous responses in some situations than the speakers of indigenous languages possibly can (Foncha, 2013). In respect of the above, section 4.4.8 reveals that expression and communication seem to be motorized by English in De Vos Malan as a community where Linguistic competence appears to be the key to unravel the door of opportunities in a world where borders are blurring in the flicker of an eye and where English seems to be the ideal language.

In upholding the ideas of the continuing processes of knowledge construction advocated above, the researcher can therefore propose that the environment of learning and participation are joined at the hip, but these processes should not be regarded as individual acts of cognition (van Lier in Lantolf, 2000). Most of the knowledge humans learn is not wholly new, although it may be novel to the individuals encountering it (Foncha, 2013). So, engaging in interactions and activities interdependently links individuals' thinking and acting and their learning to social sources (see section 4.3.5). Environments therefore seem to provide interactions with human partners and non-human artefacts that contribute to individuals' capacity to perform and learning is known to arise from their interaction and performance (Foncha, 2013). These contributions to learning are conceptualized as being between individual social worlds before becoming a cognitive attribute (Vygotsky 1978). To be more precise, the text that learners read create an environment that these learners connect with one way or the other. By so doing, they are able to develop their vocabulary and critical thinking skills and language learning.

In this regard, the naturally occurring data and participant observation like the interviews and questionnaires suggest that learners have to make a definite attempt to live with their social anxieties and find out ways to resolve them by using the structure that is imported from their L1 with impunity (Sivasubramaniam 2004).

Having realized that voicing anxieties and fears will not in any way result in negative assessment, they have expressed themselves in different ways unique to their sociocultural backgrounds which can reinforce the ecological and constructivist views of reading (language learning). The data strands in section 4.3.3 reveal that a sense of tolerance for ambiguity has developed in the learners (Sivasubramaniam, 2004). It also suggested that the perceived problems of the learners did not in any way allow them to 'freeze up' or be swayed by their inhibition completely (Oxford, 1999, p. 63). To the contrary, section 4.3.5 showed learners' growing sense of risk-taking in their attempts to engage (Sivasubramaniam, 2004) and interact with characters when reading until they finally reach a 'reading zone' (Atewell, 2007b). This mission corroborate to the notion that their grammatical errors that does not in any way hamper their quest to quench their thirst of reading English text and competing with other children regardless of whether the reader is a native or not.

The above view can be substantiated by their testimonial stories the teachers shared with the researcher. For example, one of the participants referred to reading as Alpha and Omega (beginning and ending), as A, B, C and 1, 2, 3 (see section 4.3). She/he articulates that in his/her subject where he/she uses numbers, before numbers he/she starts with language even if she/he does calculations, she/he calculates percentages or ratios through the use of language. This is precisely what the researcher seeks to unveil that language (EFAL) permeates across languages and there is a solicitous need to re-establish a culture of reading across subjects in schools.

In light of the above, the reader may remember that a majority of these learners that took part in this study were and are still part of De Vos Malan where the researcher teaches and also plays a role of an ethnographer in this research. Needless to say in this regard, that the researcher has since 2013 begun a reading programme with most of the same learners who took part in this study. Hence, they were comfortable and willing to share their own experiences and some of the stories that they read as can be seen in the appendix E1 (a-c). Based on this observation, the researcher wishes to argue that behaviours and attitudes signal a positive emotional change but also affirm positive reinforcement (Sivasubramaniam 2004). This leads the researcher to accentuate that emotions are no less important than cognition and

therefore, understanding human thought without any reference to the affective-volitional web that embeds it could be detrimental to our educational and social practices (Vygotsky, 1986, p. 10).

To this effect, section 4.3.3 revealed that when the participants attempt personal constructions and explorations of meaning, they somehow get to use the alternatives available for them in the language that they use frequently (Foncha, 2013). As pointed out in the literature review chapter, this appears to be consistent with a late-modern age typified by the free flow of people and ideas around the world (Appadurai, 1996). In this regard, English enjoys an almost unassailable position as the dominant language of global trade and commerce. Because of its predominant role in these arenas, it is being introduced into the language policies of many countries, creating the type of negotiated multilingualism described by Dor (2004). Section 4.3.3 revealed that in this kind of negotiated multilingualism, there is a constant tension between English and the local languages as nations try to balance their demand for English with the continued use and survival of their local languages (Foncha, 2013). In addition to its dominant role in the global sphere, English is one of the major colonial languages used in Africa as a whole and Higher Education in South Africa in particular. In the context of this study, English appears to have been localized in the sense that it has become the language of instruction and lingua franca of most of South African schools. Secondly, English is the language that dominates in public spaces despite the fact that it appears to be the language with the lowest number of native speakers (Heese, 2010). As a consequence, English can be seen as the language that unites the diverse classrooms and also South Africa as a nation. It would be needless for this researcher to say that most written materials that are available for the learners are in the English language. In this respect, it provides the participants in this study and South Africans at large with the necessary repertoires for understanding diversity in order to gain fluency, proficiency and competency (Foncha, 2013).

In view of this, sections 4.3.3 and 4.3.4 revealed that language learning can be eased by the environment. Such an assumption seems to tally with the ecological and the constructivist perspectives of language learning. The environment appears to provide the necessary repertoires and resources that could be

required to learn any new language (English). As said earlier, the repertoire available for the learners is in the English language.

Furthermore, section 4.4.1 revealed that both an ecological and a constructivist view of language learning where the environment seems to influence the language that might be required within this space. Each space and context appears to indicate the need for a particular language use depending on available repertoires and resources. Sections 4.3.3, 4.3.4 and 4.4 reveal that there is no single monolingual in the context of this study as all the participants appear to speak two languages or more.

In conjunction with the aforesaid, sections 4.3.3, 4.3.4 and 4.4 revealed the beginnings of an engagement with the language of instruction and a lingua franca in the context under study. As seen from the data on the role of the environment on language learning in sections 4.3.1 and 4.3.2 in signalling their difficulties as evidenced by the responses from the researcher's participants, the learners have made a definite attempt to puzzle through their reading, speaking and writing of English (Lantolf in Lantolf, 2000, pp. 27-50). As mentioned earlier, the researcher attributes this to the affective environment of the group discussions and the non-judgmental interactions that took place in it. Section 4.3.5 revealed that group discussions and participation helped the learners to feel that their concerns, fears, and inabilities were shared by many others as well as in their classrooms. The social atmosphere of the class might have provided a means for learners to seek solutions to their linguistic difficulties by devising different methods to work out meanings in English which is meant to be their language of instruction and wider communication (Sivasubramaniam, 2004).

In this respect, the difficulties indicated by the learners in their interactions are not merely an attempt to learn, but learning in an ecological sense (Lantolf in Lantolf, 2000, pp. 245-259). Again, section 4.4.6 revealed that the participant participation and interactions appear to indicate an attempt to personalize their involvement with the language of instruction, which is an L2 or L3 to them. While section 4.4.7 revealed that most of the participants (i.e. teachers) seem to think that when a child is born his/her parents should buy him/her a book. That is how strong they feel about reading. Section 4.4.7 revealed that most of them (teachers/participants) suggest

that learners should be exposed at an early age in the language that a parent wants his/her child to be brought up (Moats, 1999), say Afrikaans, if the family is Afrikaans at home. But a plan for the future is to put that child in English school where the medium of instruction is English. The participants'/teachers' argued further that a parent should lay the foundation of reading but such a parent should also introduce other languages to their child. Otherwise a child may be doomed to struggle to read in a given language in a multilingual country like South Africa. Incidentally, this seems to be the case in De Vos Malan where IsiXhosa Home language learners appear to battle with English since their mother tongue is IsiXhosa (see 4.3.3). This may lead to the extent that for some of them (IsiXhosa Home Language learners), English may even be a third additional language given their backgrounds.

In light of this, when these responses are assessed with reference to the motivational issues discussed in Chapter 2 of this study, they can serve as an explanation for the beginnings of a positive reinforcement in the learners' attempts to reading in English, an open dialogue' (Kohonen, et al 2001). Therefore the learners begin to experience a 'lived through' with reading in the English language as afforded by their environment (Rosenblatt, 1995). In light of this, sections 4.4.1, 4.4.2 and 4.4.3 and 4.4.6 revealed a positive view of English as the language of instruction and the lingua franca of the school. This theme seems to align well with affordances and motivation for language learning as pointed out in chapters 2 and 4. Both seem to reiterate an ecological view of language. Based on this, sections 4.3.1, 4.3.3, 4.3.4 and 4.4 place English at a commanding position. All the learners therefore need to change their negative attitudes towards English because it is the one language that can integrate them into De Vos Malan milieu in particular and the rest of South Africa in general. Similarly, sections 4.3.2 and 4.4.6 revealed that English can also be seen as the language that could open doors for employment and education anywhere in the world (Abongdia 2009).

Over and above that, section 4.3.3, 4.3.4 and 4.4 affirms McKay's (2002, p. 5) claim that it is not the number of native speakers of English, but the large number of non-native speakers of other languages who speak it that make English a language of wider communication', and therefore an international language. Certainly, this study seems to have revealed that —today, English is used mostly among its non-native speakers, rather than between its native speakers or

between native and non-native speakers (Mete, 2011, p.45). Sections 4.3.3, 4.3.4.1 and 4.3.4.2 revealed that English is the L2 and L3 to most learners in the context of this study.

Paradoxically, section 4.4.6 revealed that English enjoys the position of the language of instruction and wider communication. The same data seem to apply Smith's (1996, p.12) argument that English as an international language is used both in a global and local sense. In respect of the globalisation, Smith (1996) refers to international communication between countries and in the local. In this sense, English is used as a language of wider communication within a diverse society. In view of this, section 4.3.3 revealed that English as an international language is therefore entrenched in the culture of the community that uses it with the primary function of enabling its speakers to share their ideas and cultures with others (Mete, 2011). As such, the notion of proficiency in English as indicated by the analysis of the data in section 4.3.3 and 4.3.4.2 is almost non-existent because it can be seen as a community's tool where the speakers are keen on its functionality than in its cognition. Such a position can tally with the constructivist and ecological views of language learning. The above argument suggests that communication competence accruing from this stance can replace proficiency in English as an international language (Foncha, 2013). As specified by Byram (1997, p. 11) in terms of sociolinguistics and socio-cultural competence, there are just a few individuals who can attain native-like competence.

Furthermore, sections 4.3.3 and 4.3.4.1 and 4.3.4.2 showed some evidence that the affective environment of the classroom and the non-judgemental interactions that took place in it made learners not to bother about the correctness of their grammar but rather on their ability to make meaning from their interactions using the language of instruction (Sivasubramaniam 2004). As a social practice, the interactions helped learners not to bother about words they do not understand in English. The researcher also observed that group discussions and face to face consultations with learners (participants) built self confidence in them as they shared their fears and concerns with other learners around them. The social atmosphere of the classroom therefore appeared to have provided a way of seeking solutions for their linguistic difficulties by providing different means to work out meaning (Nunn, 2011).

5.6 Motivation

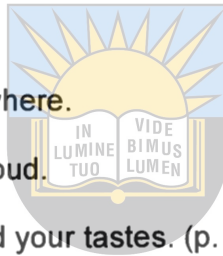
According to Gardner and Lambert (1972), there are two kinds of motivations involved in language learning: integrative motivation and instrumental motivation that the researcher has addressed to some extent in his/her literature review chapter. Integrative motivation involves deep immersion in and emotional attachment to the target language. —An individual successfully acquiring a second language gradually adopts various features of behaviour which characterize another linguistic and, as is often the case, another cultural group (Gardner and Lambert, 1972, p. 229). On the other hand, instrumental motivation is often brought about by utilitarian or material aims. Section 4.4.8 revealed that instrumental motivation may occur when the language is being used to fulfil an educational requirement, to get a better job or to read material in the language. Language attitudes, which are closely linked to motivation for learning languages, are defined by Baker (2006, pp. 12-13) as comprising the three major components of cognition, affect and readiness for action. In his model, a distinction is made between cognitive and affective components of attitudes, and this distinction parallels what the individual may say about the language.

Baker (2006, p.132) further contends that a learner of a particular language cannot be successful if he or she has a negative attitude towards the target language (see section 4.4.6). In addition, Section 4.4.6 also revealed that to become a member of a community or to succeed in a new space, we need to learn not only the communicative skills of that space, but also the language in use. With that in mind, learner intrinsic motivation should be seen as powerful (see 4.4.7). Based on this view, section 4.4.8 revealed that “When children internalize a variety of personal goals for literacy activity such as involvement; curiosity, social interchange and self-efficacy, they become self-determining”, (Guthrie, 1996, p. 433). In view of this, developing a community of lifelong readers involves many components:

- 1) Teachers should accept mistakes as a path to learning
- 2) Encourage diverse learning styles and
- 3) Provide each student with a personal goal.

Atwell's Reader's Bill of Rights, listed below, encourages intrinsic motivation and builds a literate community (Atwell, 2007a). The numbering is not chronological but maintains Atwell numbering for the sake of consistency. They are:

11. The right to skip pages.
12. The right not to finish.
13. The right to reread.
14. The right to browse.
15. The right to read anything.
16. The right not to read something.
17. The right to escapism.
18. The right to read anywhere.
19. The right to read out loud.
20. The right to not defend your tastes. (p. 27)



The above quotation from Atwell's Reader's Bill of Rights confirms the researcher's belief that learners should read because they want to read and through free and voluntary reading they would gain spelling, vocabulary, grammatical skills and other language conventions (Krashen, 2004).

Over and above that, the evidence from Attitudes and Motivation in Language Learning appear to be congruent with the Ecological view of language because motivation seems to provide the primary impetus to embark on learning which appears to propose motivation as the driving force to sustain the long and often tedious learning process (see section 4.3.5). In view of this, section 4.3.3 seems to be in agreement that the space of De Vos Malan High School might have provided a conducive language learning atmosphere for the learners. Such a belief is suggestive of an ecological and a constructivist perspective of language learning where meaning making is at the core. According to Cunningham and Cunningham (2002), "Engagement is probably the most common term used to describe/talk about the relationship between motivation and learning. One of the most important factors of motivation is "self-efficacy", (Cunningham, 2002, p. 89). Teachers know that learners who have self-confidence take more initiative in learning. In view of this,

since this study is mainly searching for strategies to promote and build a culture of reading, a new body of research on adolescent readers delineates several common motivators.

As it has been known for years;

1) Responsive teachers (response reading theory) make the difference for struggling readers.

2) Learners should have ownership in their literacy (Atwell, 1998) and

3) Teachers must help learners make literary connections to real-life situations (Wooten, 2000).

This is in line with 4.3.5 where learners were given a chance to identify, share their experiences and empathise with characters through book reviews and journals. Additionally, the class environment, including relevant reading choices and teaching methods, encourage motivation of all learners regardless of their reading abilities. Again, this also is consistent with 4.3.5 which provides free reading time with a book of choice. Such activities engage learners in authentic, meaningful literacy activities, that are highly motivational and which is congruent to what took place during this investigation with participants interaction (Atwell, 1995).

As alluded to earlier, reading, should be seen less as ability and more as a highly social, purposeful, and meaning-driven activity (Atwell, 1995). Leading educators not only understand the value of, but the need to make learning learner centred. Conversation and respect among classmates and between teachers and students build levels of shared interest and motivation (Wilhelm, 1997).

In view of this, 4.3.3 reveal that the teachers and learners appear to express a positive attitude towards the language of instruction and the use of English as a lingua franca (Baker, 2006). Atwell advocates that the strong influence of book self-selection, on motivation to read makes a good case for free-choice reading, especially for battling high school readers (Atwell, 2007). However, in dealing with comprehension instruction, promoting literary discussions, and developing content knowledge, teacher-selected, whole class common texts are sometimes necessary

in high school classrooms. Consequently, a balance between teacher-selected and student-selected reading must be maintained (Atwell, 2007).

Over and above that, once children master basic reading skills, the surest road to richer vocabulary and expanded literacy is wide and can sustain reading (Allington, 2006). In the same vein, teachers as supporters of the learning process should recognise learners' inclination or preferences as readers and provide them with books that match their reading ability and interests (Atwell, 1995). In light of this, a strong motivator to building a reading culture seems to be on learners' choice (selecting a book of their choice).

Furthermore, 4.3.5 indicated that reading is an acquired skill of comprehension and personal identity based on how readers identify and interact with characters in the stories using their imagination in the 'reading zone' (Atwell, 2007). From this, it becomes evident that without reading, learners might not be able to spell properly and their vocabulary would be poor. Therefore to gain reading competence, learners need to read voluntarily and with enjoyment until reading becomes habitual. Although these expectations are high and very challenging to learners, they can only come to terms with it through practice and hard work which in researcher's view is the bases for communicative competence, the rationale for this study.

On the basis of the above arguments, it does not seem to be a surprise that some learners drop out of the school because of the language barrier. Thus, since the culture of high school education is based on academic writing which may be mastered through reading, it appears in this study to be communicatively incapacitating to the learners who are not proficient in English and academic writing. People in this regard, seem to attribute meaning to spaces that they know and use (Foncha, 2013). These spaces all appear to be filled with symbols and attributes (Vigouroux, 2005) and these symbols and attributes might project indexicalities to them (Foncha, 2013). Most of the participants appear to be of the opinion that context deciphers meaning (Foncha, 2013).

5.7 English as the medium of instruction

As propounded by Bam (2010), section 4.3.3 revealed that at the moment we have two major proposals each with its own fan base. First, we have the people who want English to be our medium of instruction in all schools. On the other hand, we have the people supporting home language (or mother-tongue education). Last but not least, there are those few individuals that are voting for both, the best of both worlds.

In view of this, the current South African language policy espoused that learners are expected to learn in their mother tongue up to grade 4 and henceforth in English or Afrikaans. This phenomenon has virtually remained the same (unchanged) since 1979 (Dalvit, 2004). In this regard, the researcher is of the opinion that this should come to an end and the current system should begin to consider the teaching of English in schools as a lingua franca as oppose to Language of learning and teaching that is championed through English mainly. To this effect, section 4.3.3 seems to validate the notion that if learners are not limited into speaking English only and are given freedom to think and express themselves in their mother tongue whether in an informal setting or classroom discussions, their communicative skills may improve because it is not thwarted by anxiety to commit errors. In a way this can be intensified through reading since it may not be difficult for them to gain language forms, proficiency and competency (see section 4.5). That is why this project is determined to promote and build a culture of reading in schools.

However, the oxymoron of this debate is that the supporters of both English-medium and the mother-tongue/home language feel that their course of action (discourse) is crucial for our country's academic, economic, political, and social survival. In view of this, South African language in education policy and practice is a contentious issue (Webb and Kembo-Sure, 2000).

Moreover, section 4.4.2 revealed that for the English-medium admirers, it is better to have English as the medium of education in our schools as this may give our learners the necessary English proficiency to be able to get educated at tertiary level and to go even further in academia at international level. Furthermore,

section 4.4.6 revealed that this argument corresponds with some responses of the participants (learners) who contend that English should be used as the language of instruction since it is a global language and all the necessary academic books and articles are available in English. In their view there is definitely a relationship between language and the cognitive development of children. In artless terms, this means that anyone that is not English will be disadvantaged if they do not receive education in their home language because concepts would be much harder for these children to grasp than for a person whose home language is English (see 4.4.1). In the researcher's view there is worrisome and disquiet since research shows that there is only a small portion of South African citizens that are actually English-speaking while English hegemony is supported by the demands of the global economy (Write, 2007).

Based on the above, section 4.3.1 revealed that the English-medium cohort would be useful for the country's economy to have English as the medium of instruction. This means that there is no need to train teachers to be efficient in any of the country's other official languages as well there is no need for new translated textbooks. Similarly, Peirce (1995) argues that learning to function in a powerful language such as English represents an investment. Pierce (1995) calls this cultural capital. In view of this, competency in such a language is crucial to social integration and upward mobility (Dalvit, 2004).

On the other hand, section 4.4 revealed that the mother-tongue/home language group feels differently in that they believe that it would be financially bad for the country to get so many teachers educated in English since teachers need to be capable of teaching second- or third-language learners. Similarly, all teachers would also need to be proficient in English, even the maths and science teachers, to help the second- or third-language learners to understand the subject specific and the content in order to fully grasp the different concepts. Pattanayak (1986) observes that in developing countries, the use of former colonial languages serves the interests of westernized elites than that of the majority population. In view of this, language policy that supports the dominant role of English both within the education system and in society appear to circuitously contribute to the ostracism of African languages. In this sense, English linguistic hegemony

contributes to shaping important political decisions regarding the language of learning and teaching (LoLT) (Foncha, 2013). To this effect, the researcher believes since South Africa is a multilingual country with 11 official languages, English-mainly or English only educational policy should be irrelevant. That is to say that there is a need for the teaching of English as social practice through a reading culture since all resources are in English.

The mother-tongue devotees further argue that it would be politically incorrect to promote the dominance of English as the only medium of instruction (Heese, 2010). As a backing for this, 4.4.1 showed a seeming direct contradiction to the country's law of 11 official languages, therefore they must also be equal in practice. Whereas, the opponents of this view contend that it would only complicate our political interactions locally and internationally if we isolate ourselves by communicating in different languages (Foncha, 2013).

Besides, section 4.3.1 further revealed that the first-language education group do not want to lose the uniqueness of the country and there seem to be a possibility that if home languages are not taught in schools, teachers' positive promotion of home languages would eventually not be spoken anymore. This would in a way impact on the culture and traditions that they should represent. Eventually, they may risk losing the diversity which makes our country unique (Alexander 1995). This view is consistent with the core of this study because it seems to lean towards English as a social practice/ Lingua Franca (section 4.3.1). Over and above that, the researcher feels that this approach would make communication so much easier in the long run and might even create unity in the future. Thus, the reality of multilingual African countries is radically not the same from that of a predominantly monolingual country in the developed world (Dalvit, 2004). The researcher feels that the paradox which seems to suggest that English and isiXhosa cannot be used together and that an isiXhosa speaking child like many other African language speaking children in South Africa should go through the model of transitional bilingual education and ultimately only one language (i.e. English) is neither here nor there.

5.8 The role of parents on reading culture

Considering English as medium of instruction, section 4.4.6 attests to the researcher's stance that introducing reading to a child at a very young age in order to accelerate English FAL acquisition is crucial. This view is reinforced by many researchers. For instance, Sargent (2005) posits that the promotion of reading for enjoyment, or to "sell the sizzle of reading" must begin when the children are very young (Sarjant 2005, p. 4). Based on this view, the role of a parent towards reading cannot be overstated since the parents are the closest people to the child. In this regard, laying the foundation for learning to read and spell becomes a prerequisite. This can be achieved in many ways; for example by identifying the beginning and ending of the sounds of a word (phonemic awareness) (Adams, 1998). Phonemic awareness in this sense is the ability to hear, recognize and work with the individual sounds of spoken words. Also, it is the understanding of how the sounds that we hear make up words (National Reading Panel, 2000). In view of this, when English Language Learners (ELLs) understand that their native language can be broken down into sounds, it may be easier for them to transfer this knowledge into English (National Reading Panel, 2000). However, there are first language sounds that may not be the same in the second language or that may not be transferred into the second language (National Reading Panel, 2000).

In view of the above, phonemic awareness lays the foundation for learning to read and spell words. Learners who can distinguish the sounds they hear in spoken language may be able to link these sounds to words in print (National Reading Panel, 2000). To this effect, what parents should target in phonemic awareness is the beginning and ending sounds (National Reading Panel, 2000). In this sense, the goal is to improve a child's ability to identify the beginning and ending sounds of words. Parents can intervene by; 1) by looking at a picture book with a child. 2) Choose a picture at random, pronounce the name of the picture and ask a child for the beginning sound of the picture e.g. "Book" has a beginning sound of /b/. 3) Show

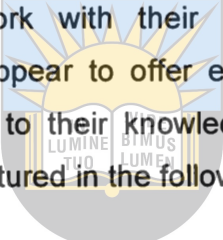
a child a picture of a book and say, “book”, and ask a child what sound “book”, begins with (Adams, 1998). Based on this, the researcher believes that a failure by a parent to encourage and stimulate a child to read at an early age could have serious repercussions at a later stage of the child’s life as it appear to occur currently in most schools in South Africa where a majority of learners seem to find many of their study areas increasingly unmanageable because they seem to be unable to read and write in English in response to what they have read.

5.9 The constructivist and socio-cultural theories

In view of the above, both theories are essential for an understanding of the use of language in context. Constructivist theories as well as the sociocultural theory of Vygotsky strengthens the impact of learner’s participation in peer interactions where learning rouses a variety of internal developmental processes that can operate only when they interact with more competent people in their environment or in cooperation with their peers (Vygotsky, 1978). He emphasizes that learners develop in a social matrix that is formed by their relationships and interactions with other learners. The social environment appears in this study to be a major contributor to the cognitive process of learners because of the open area of communication that exists and allows them to express and negotiate ideas as well as contribute to each other’s understanding (section 4.3.1 and 4.3.2). Similarly, the above sections offer behaviours to each other for imitation, thereby helping each other to see the appropriate behaviours, understand the reasons for their use and also to exhibit the specific behaviours to put them into their own understandings (Tharpe and Gallimore, 1988). This behaviour seems to awaken developmental processes in children that can operate only when they interact with others in their environment and in cooperation with their peers (Miller, 1993). In respect of this, many researchers have stressed the necessity of social interaction in learning. Since this investigation sought to establish renewed ways of reading and striving towards building a culture of reading in schools, Gee observes that, “Reading and writing cannot be separated from speaking, listening, and interacting; on the one hand, or using language to think about, and act on the world, on the other”, (Gee, 2001, p. 714). In view of this, successful environments for inundated high school readers involve a social interaction among learners, and personal interaction between

learners and teachers. Consequently, when high school teachers share books regularly (modelling reading), learners become inspired to do the same. In this regard, building in opportunities for sharing ideas and discussions about text can be a powerful motivation for engaging readers. Lastly, it is needless to say that literacy levels are increasing when learners through interaction with teachers in class and in any other favourable learning environment ask the teacher to purchase specific titles, beg parents to buy them certain books, and ask for more class time to read (Kelly & Clausen-Grace, 2006).

In view of this, the researcher felt that it was important to generate an atmosphere that could facilitate the constant peer interaction in the study. Providing the participants an opportunity to work with their environment, their peers and themselves. These opportunities appear to offer endless possibilities in terms of what these participants could add to their knowledge. This argument reiterates a constructivist perspective that is captured in the following quotation;



It is contingent upon me to dismantle the reverential position accorded to objectivity and factuality in what counts as knowledge. In this sense, there is neither scope nor space for depersonalized, objective/value-free language in this research (Sivasubramaniam, 2004, p. 269).

With reference to the data in 4.4.2; 4.4.2.1 and 4.4.2.2, the researcher is bound to suggest that there cannot be any knowledge without a knower. The data analysis seem to have argued that there is some evidence that each environment has a role to play as far as the learning and using of a given language is concerned. Thus, language learning should be socio-culturally oriented. In view of this, the researcher also observed that there is not even a single monolingual in the context of this study which suggests that an environment can be very important for the understanding of how language learning takes place.

5.10 Overview of the study and key findings

The objective of this study was to determine how to build reading among learners as well as promote a culture of reading. In view of this, for the learners to succeed both in language procurement (EFAL) and in their studies, they do not only need knowledge of English as the language of instruction and the lingua franca, but they

also need to have a good knowledge of the cultures of the others that they are interacting with.

Looking back in chapter 3, this study has made use of an ethnographic design to investigate a culture of reading in De Vos Malan. The research population was selected based on purposive sampling and the researcher handpicked participants on the basis of his judgements of their typicality (Cohen et al., 2006). The participants were engaged in an informal setting for the purpose of collecting information on a designated strategy of eliciting information from the individual face-to-face interviews (with teachers), to two smaller focused groups in which each composed of 9 learners. The focus groups were selected from English and Afrikaans class in De Vos Malan High School. Firstly, there were 16 learners overall in Afrikaans class understudy, where the majority of learners were coloureds and a few white Afrikaans native speakers who did English as first additional. From this cohort, 9 learners were selected. Secondly, there were 42 learners overall in English Home language class where the majority of learners were IsiXhosa native speakers although they did English as home language. As well, in this cohort, 9 learners were selected as a focus group. Added together, these learners gave a total of 18 which constitute two focus groups for the purposes of the study. These learners were selected according to their academic performance in English First Additional and English Home Language. The performance was determined according to codes. The codes would then signal the levels that these learners would have achieved: Code 1 to 29 (level 1); 30 to 39 (level 2); 40 to 49 (level 3); 50 to 59 (level 4); 60 to 69 (level 5); 70 to 79 (level 6); 80 to 100 (level 7). From both groups of learners that were selected there was 1 learner who obtained level 7, 2 at level 6, and 2 at level 5 and 2 at level 4 and 1 at level 3; and 1 at level 2. As mentioned, the total number of learners who took part in the study was 18. Also, there were 10 teachers that participated in the study. The three teachers were teaching English home language from grade 10 to 12. Seven teachers were teaching content subjects from grade 10 to 12. Amongst the 7 were the principal and his deputy. The principal teaches Mathematics in grade 9 and 11. The deputy teaches accounting from grade 10 to 12. There were also two HODs, one for physical science and the other for Mathematics. One teacher teaches History and the other one teaches Afrikaans Home Language. The last one teaches Life Orientation. They were all experienced senior teachers.

The researcher used the following designs: including face-to-face interviews, questionnaires, naturally occurring data, participant observation, field notes, journal writings, reading cards, book reviews/reports, USSR reports and assessment tasks to solicit information about the participants' views on reading culture and language competence. As such the two groups of participants (learners and teachers) used in chapter 4, appeared to support the view in the main, that there is a need for the promotion of reading envisioned by this study which may culminate into a culture of reading in schools. Likewise, the participants seem to agree to some extent about the use of a common language among the diversified community of De Vos Malan. Although there might have been a few participants who appeared to think that the use of indigenous languages could work in favour of interpersonal interactions, they tend to contradict themselves further as evidenced in the findings presented in sections 4.4.1 and 4.4.2 of the data analysis.

Finally, the two categories of participants despite their backgrounds, age, levels, positions, gender etc. did not really appear to differ significantly on the use of English as language of instruction and lingua franca in De Vos Malan.

Only a few were in favour of the use of indigenous languages in both teaching and learning and wider communication but who in a way were still in support of a common code for communication.

The teachers and learners (participants) agreed that the environment is useful in language learning since it acts as motivation.

All the two categories seemed to agree mainly on the urgent need to build a culture of reading in schools.

A moderate relationship can exist between the two different categories as individuals and as a group.

Considering these components of the reading workshop, the first principle to reflect on is the importance of daily classroom time to read a book of choice. During this period, learners should read for an extended time at their own reading levels. This is consistent with the researcher's belief that reading and responding are central to the culture of reading (Atwell 2007).

As mentioned earlier, the USSR was fit in to the English period before the lesson of the day for 15 minutes. Due to time constraints, the participants would then be given a reading homework and were expected to report, react and reflect from what they have read in the form of journal writing/ book reviews/reading cards/USSR report etc. This is in agreement with the researcher's belief that high school readers tend to specialize and flourish on characters close to their own age with recognizable feelings and realistic problems (Atwell, 2007b). This is true and it showed in the participants' responses when they shared feelings, cried and laughed with characters in their journals and book reviews in the 'reading zone' (Atwell, 2007). What was fascinating in this programme was to see the participants actively engaging with reading material and reacting afterwards.

In view of the above, Atwell (2007b) stresses that teachers should recognize learners' inclination (preference) as readers and provide them with books that match their reading ability and interests. At this point, learners' choice becomes a strong motivator (Powning & Atwell, 1995). In this regard, teachers are advised to create and initiate opportunities for learners to engage, but a failure to do so may result in the lack of opportunities for regular, engaged reading. This is meant to say that the environment for reading should be appealing. Teachers should set the scene. Organize attractive contemporary 'good books' (Atwell, 2007b) appropriate to the learners' level. Otherwise, falling short of this may help account for why most learners are poor readers upon entry into high schools (Cappella & Weinstein, 2001). By fostering learners to become engaged readers, the teacher enables them to gain competence and self-efficacy (Guthrie, 2002).

5.11 Conclusion

Generally, the indulgent trajectory of conception that the researcher advanced thus far with the help of the findings, persuaded him/her to believe that one needs both cognitive and social interactive, affective skills, strategies and behaviours to become competent in reading. Over and above that, revivifying a culture of reading seems to be the way to go if not the only way given that reading appears to be the single drive which can motorize the procurement of a reading culture and the acquisition of English FAL in schools.

Chapter 6

CONCLUSIONS OF THE FINDINGS AND RECOMMENDATIONS

6.1. Conclusion

Having discussed the findings in the previous chapter, the researcher would appraise this chapter before relating the findings of the study to the research questions. Furthermore, the study would attempt to look at the implications of such an investigation in schools, at the workplace, the community and future research.

6.2. An overview of the study

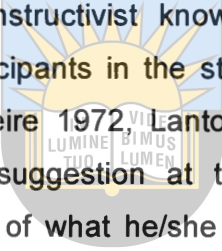
The process of investigation discussed so far is in keeping with the researcher's qualitative study initiated in De Vos Malan in King William's town Education District in the Eastern Cape Province. The investigation was mainly intended to examine the perceptions of learners and teachers in the building of a culture of reading in schools. This was realised as a lived through experiences of the participants through interviews, questionnaires, participant observation, journals, book reviews, assessment tasks USSR reports and field notes. Most importantly, the investigation set out to demonstrate the educational and social values of the participants in as far as reading is concerned in schools. The subjectivist/constructivist epistemology of the study and the attitudes and beliefs underlying it, necessitated a search for ideas and views that are consistent with such an epistemology. As a result, the literature review identified theoretical and practical issues that were to support a constructivist/ecological approach to this investigation. The research questions used in the study facilitated a research design that allowed for multiple-source data collection procedures.

6.3. Relating the findings of the study to the research questions

Concerning, the synopsis of the study that is presented in the previous section of this chapter, the researcher believes that it can serve as a capitulatory function. It revisited the principal parts of the study, explaining briefly what the study did and what ensued as a result. However, it would be useful to relate the research questions of this study to what has been pointed out and discussed in Chapters 4

and 5. It is hoped that the following explanations relating to the research questions of the study can contribute to the conclusions that the researcher would like to state in this chapter.

Based on Nunn's (1992, p. 71) argumentation, the following explanations need to be seen as confirmations that support the relevance of "context to human behaviour, and the centrality of the subjective belief systems of those involved in research to the process and outcomes of research". In view of this, the conclusions should not be seen as "a temporal affirmation of objective knowledge that has accrued from traditional/scientific and rationalistic explorations" (Sivasubramaniam, 2011, p. 36). This means that, the conclusions should be seen as context-based, context-dependent confirmations of a constructivist knowledge suggested through the subjective perspectives of the participants in the study through their lived through experiences in De Vos Malan (Freire 1972, Lantolf 2000, Kohonen et al 2001). Therefore, the researcher's own suggestion at this point of the study is the reinforcements, not generalizations of what he/she has perceived as the 'context-bound characteristics' of perspectival/speculative knowledge evidenced from the data analysis (Nunn 1996 p. 2).



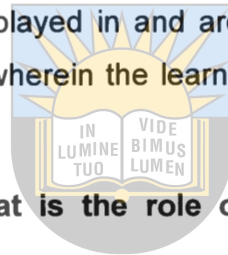
University of Port Harcourt
Together in Excellence

6.3.1 Research question 1: How can a culture of reading be promoted amongst grade 12 English First Additional Language Learners?

The findings and data analysis point out that reading is an acquired skill of comprehension and personal identity based on how readers identify and interact with characters in the stories using their imagination in the 'reading zone' (Atwell, 2007) . From this, it became evident that without reading, learners would not be able to spell properly and their vocabulary would therefore be poor. Therefore to gain competence in English First Additional Language, learners need to read voluntarily and with enjoyment until reading becomes a habit to them. Although these expectations are high and may be very perplexing to learners, they (learners) can only come to terms with it through practice and hard work. Teachers as supporters of the learning process should recognise learners' inclination or preferences as readers and provide them with books that match their reading ability and interests (Atwell, 1995). Atwell propounds that the strong influence of book self-selection, on

motivation to read makes a good case for free-choice reading, especially for battling high school readers (Atwell, 2007).

She also highlights the importance of intrinsic motivation in which teachers would play a vital role in setting the stage and stimulating that desire to read for pleasure. Atwell (2007b) mentions poetry as one of the major tools through which language structure can be accomplished contingent on the passion and skilfulness of the teacher concern Atwell (2007b). Her assertion above is consistent with the views of the participants that reading has to start from a very youthful age and that there should be more books that learners could relate to. In the same breadth it was also the participants' view that schools need to be furnished with school library, and cupboards in which books are displayed in and around the classroom. As well as catalogues from book companies wherein the learners are shown what is out there for them to choose.



6.3.2 Research question 2: What is the role of learners toward building a culture of reading in schools?

University of Fort Hare
Pursuing the Frontiers of Knowledge

Once children master basic reading skills, the surest road to richer vocabulary and expanded literacy is wide and can sustain reading (Allington, 2006). Conversation and respect among classmates and between teachers and learners build levels of shared interest and motivation (Wilhelm, 1997).

The above deliberations are in line with the researcher's belief that learners should read because they want to read. To this effect through free and voluntary reading, they would gain spelling, vocabulary, grammatical skills and other language conventions (Krashen, 2004). This is the case since this study seeks to find new ways of building a culture of reading in schools. As one of the most important factors of motivation is "self-efficacy", (Cunningham, 2002, p. 89), the researcher is of the view that teachers should be on par and accordingly realize that learners who have self-confidence should take more initiative in learning language in use. Therefore, teachers have a mammoth role to inspire and imbibe reading culture in schools.

With that in mind, learner intrinsic motivation should be seen as powerful. Based on this view, "When children internalize a variety of personal goals for literacy activity such as involvement; curiosity, social interchange and self-efficacy, they become

self-determining”, (Guthrie, 1996, p. 433). Gee observes that, “Reading and writing cannot be separated from speaking, listening, and interacting; on the one hand, or using language to think about and act on the world, on the other”, (Gee, 2001, p. 714).

With regards to literacy, literacy levels are increasing when learners through interaction with teachers in class and in any other favourable learning environment ask the teacher to purchase specific titles, beg parents to buy them certain books, and ask for more class time to read (Kelly & Clausen-Grace, 2006). This was confirmed in the course of this investigation when the participants were interacting with the researcher in focus groups and in class where they (participants/learners) were engaged and actively involved in USSR programme mentioned in chapter 3.

6.3.3 Research Question 3: What are the practices of teachers in building a reading culture?

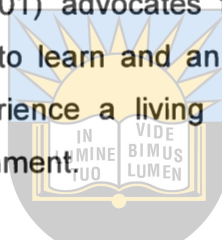
Leading educators understand not only the value of but the need to make learning learner centred. This may become possible through conversations and respect among classmates and between teachers and learners building levels of shared interest and motivation (Wilhelm, 1997). Given the researcher’s experience in his/her own class (which became a reading workshop), he/she believes that the conducive and well organized class environment, including relevant reading choices and teaching methods can beyond ambiguity and encourage motivation of all learners to read regardless of their reading ability. In view of this, since this study seeks to search for strategies to build a culture of reading in schools, a new body of research on adolescent readers delineates several common motivators:

- 1) Responsive teachers (response reading theory) make the difference for struggling readers.
- 2) Learners should have ownership in their literacy (Atwell, 1998) and
- 3) Teachers must help learners make literary connections to real-life situations (Wooten, 2000).

In view of this, successful environments for inundated high school readers involve a social interaction among learners and personal interaction between learners and teachers Atwell (2007). In view of this, developing a community of lifelong readers involves many components:

- 1) Teachers should accept mistakes as a path to learning,
- 2) Encourage diverse learning styles, and
- 3) Provide each student with a personal goal.

In this regard Kohonen et al (2001) advocates for a positive reinforcement by teachers on the learners' attempt to learn and an open dialogue which may lead them (learners) to begin to experience a living through'(Rosenblatt, 1995) with learning as afforded by their environment.



6.3.4 Research Question 4: How is the Department of Education fostering the National Reading Strategy?

University of Fort Hare
Together in Excellence

As alluded to in chapter 1, the South African Department of Basic Education (DBE) currently recognises the need to improve reading skills and has developed a National Reading Strategy (NRS) based on the following principles:

- Every learner has the right to quality education.
- All children with the appropriate support can be taught to read.
- Reading is a fundamental skill for all learning.
- Learners have the right to learn to read in their mother tongue, especially at foundation level.

The purpose of the *National Reading Strategy* is

- To put reading firmly on the school agenda.
- To clarify and simplify curriculum expectations.
- To promote reading across the curriculum.
- To affirm and advance the use of all languages.
- To encourage reading for enjoyment. This is a legitimate aspect of the teaching of reading, and

- To ensure that not only teachers, learners and parents, but also the broader community understand their role in improving and promoting reading (Department of Education, 2008, p. 12).

Although, the above mentioned gesture flagged and hailed by the DBE looks good on paper however, the challenge with it seems to be on the practical mechanisms/remedies to implement and realise these objectives (NRS). To the contrary, what one sees in schools is virtually a misuse of reading as a slice of teaching languages and literacy (William, 2009) and that by far is very distant to reading for pleasure. In the main, the concentration in schools appear to be on intensive reading and the ability to read not the enjoyment of reading (van Vuren, 2015). As a result, learners are not interested in reading or they only read to please the teachers or parents.

Paradoxically, teachers of literacy are themselves unskilled and do not read due to a “...strong oral culture and lack of reading materials Pretorius and Machet” (2004, p. 58). That is why this study is determined to seek new ways to give the kiss of life to a culture of reading in schools.



In view of the above, the Department of Education (DoE, 2004) in South Africa documented reading literacy as one of the most significant priorities in education. Consequently, the Revised National Curriculum Statement (RNCS) attempted to give more attention to reading. Yet, what is perplexing is the observation by Howie et al (2006) that in the foundation and intermediate schooling phases, the reading outcome was “placed together with other expected language outcomes associated with overall language competency” (p. 6). In view of this, while the government polices about reading do exist, these policies “may not be explicit enough to provide the level of support that teachers require guiding their classroom reading instruction practices” (Howie et al., 2006, p. 9). This appears to be consistent with what the participants were said that the DoE is not doing enough to monitor the implementation of its policies. The teachers testified that they were neither informed about the National Reading Strategy nor trained so that they are able to use those (NRS) as a mechanism in their classrooms. The NRS recognized that many teachers do not know how to teach reading and therefore listed teacher training, development, and support as a key pillar of the NRS (DoE, 2008) at least in principle.

In view of this, literacy rates are low among learners in South Africa. Not so long, the Department of Basic Education (DBE, 2011, p. 6) testified that the 2011 Annual National Assessment (ANA) results had deteriorated since testing in 2008.

In light of the above, this gave rise to this investigation to find ways to build and promote a culture of reading in schools. This study puts emphasis on extensive reading as opposed to intensive reading. The researcher is of the view that if learners are in an environment that rouses reading for joy, they are likely to develop reading as a habit.

6.3.5 Research Question 5: What intervention or strategies can be used to promote a culture of reading among EFAL learners?

The following is the Workshop Reading Approach as proposed by Atwell (2007b). The researcher found the possibilities of her workshop approach in teaching struggling readers thrilling. While investigating, the researcher made use of Atwell's basic components and was able to implement them. The components are as follow: reading a book of choice with time to read at school; intrinsic motivation in a literate environment; reading and sharing poetry; holding individual student conferences; and teaching mini-lessons. Informed by context and space, the researcher in some instances tailored some of these components in order to fit his/her learning environment. In the same vein, the participants (learners) seemed to be at home with the new mechanisms as confirmed by their thoughtful and thought provoking tasks in the form of book reviews, journals, USSR reports, and reading cards. As alluded to, the following is the Workshop Reading Approach:

Similarly, when teachers support learners' autonomy by encouraging expression of opinions, providing choice of learning tasks, and inviting learners to participate in decision making, learners increase their commitment to classroom activities (Skinner & Belmont, 1993). On the same topic, Guthrie (1996) observed that learners' long term interest in reading was enhanced when teachers asked learners their opinions about what they were reading. The researcher believes that in order to help learners become choosers of literacy, teachers must be empowered to choose their own context Guthrie (1996). In view of this the strong influence of self-selection on motivation to read makes a good case for free-choice reading, especially for struggling high school readers (Atwell, 2007b). Still, for ease in dealing with

comprehension instruction, promoting literary discussions, and developing content knowledge, teacher-selected, whole class common texts are sometimes necessary in high school classrooms (Atwell, 2007). Consequently, a balance between teacher-selected and student-selected reading must be maintained (Ivey, 1999). Over and above that, choice is a critical factor in encouraging motivation to read. Learners need freedom to choose what they read at least some of the time, and especially until they are firmly and unshakably hooked on reading. In order for schools and the community to achieve the literacy-educator goals, learners must fall in love with the “stuff of books” (Allington, 2002). This happens when learners discover books they care about, and find themselves in books that are in harmony with their interests. Teachers of high-schoolers are aware that, especially at this age, learners must be treated as individuals. Learners are expected to become independent readers. Yet, more often than not they get limited opportunities to explore their own interests in reading, to read at their own pace, or to make their own decisions about whether or not to read a book (Ivey & Broaddus, 2001). If we expect to develop engaged, lifelong readers, high school language teachers need to reform. Many leading reading teachers, including Atwell, argue that learners’ ownership is a major part of the reading workshop. Instead of trying to persuade learners to read all that has been revered as “great literature,” we need to engage learners in conversations about the uses they have for a range of texts in their own lives (Lewis, 1998). On the contrary, the researcher perceives that, one single reason for resistance to school reading is that learners are forced to read materials that they have no say in selecting and this does not support the ambition of building a reading culture in schools instead it hampers it.

6.3.5.1 Intrinsic Motivation in a Literate Environment

A second significant workshop principle is that of motivation carried out in an interactive, collaborative, learning environment. Partially, the researcher has touched on motivation on the previous component. The researcher sees reading less as ability and more as a highly social, purposeful, and meaning-driven activity (Wilhelm 1997). As mentioned in the previous principle, prominent teachers understand not only the importance of, but the need to, make learning learner centred. In this regard, conversation and respect among classmates and between teachers and learners during the reading programme (USSR) build levels of shared interest and

motivation. For this reason the researcher believes that if this trend continues this then may culminate into reading culture which is the main purpose of this investigation. In view of this, learning becomes learner centred when teachers engage learners, demonstrating, interact and teaching them to learn how to learn (Foncha, 2014). According to Cunningham and Cunningham, "Engagement is probably the most common term used to describe to talk about the relationship between motivation and learning and thus one of the most important factors of motivation is "self-efficacy" (Cunningham, 2002, p. 89).

In other words, teachers have a role to play in stimulating the will of a child to love reading. The researcher believes that a child should read because he/she wants to do so and that corresponds with the previous component that a teacher ought to cultivate a conducive environment for reading and for children to feel at home with reading.

The researcher has experienced first-hand the efficiency of motivation in the classroom during his/her Reading Workshop (USSR). As a way of modelling reading the researcher would read extensively the adolescents' books that were part of the organized material and displayed in the corner library and recommend afterwards. When the researcher recommends most of the participants/learners would run to those books that were acclaimed. This then affirmed the view that indeed learners are looking for a role model to emulate his/her action. In view of this, learners' writing showed that they were enjoying their books of choice and were even looking ahead to their next books. This perspective affirms the notion that focusing on a classroom community frames a social constructivist viewpoint as indicated earlier under constructivism (Vygotsky, 1978). As well it presupposes that adolescents flourish in active learning situations and work best when they are able to connect their learning to their own lives.

Many of today's authorities define adolescent readers in a negative way, using vocabulary like tension, disinterest, and unmotivated. Reading research suggests that these descriptions are mainly attributed to the mismatch between what learners need and the instruction they are likely to receive (Ivey & Broaddus, 2000).

Esteemed reading educators state that institutionalized structures and curricula, which are not responsive to students, may foster both negative attitudes and school failure (Allington, 1994). Indeed sluggish curriculum that is not open to learners narrows the learning space and creates an aloof atmosphere between the teacher and a learner (Foncha, 2013). Such an atmosphere tend to limit opportunities for interaction between a learner and the teacher as a mediator of learning. In such an environment, the objectives of this investigation cannot be accomplished. According to Atwell (2007b) a reading zone is where a reader begins to leave the classroom imaginatively and finds him/herself in a book, crying and laughing with characters. This is consistent with reading culture merits where reading becomes a way of life and habitual driven by inner-person.

Academics such as Atwell (1998) and Wooten (2000) observe that learners must have ownership in their literacy and teachers must help learners make literary connections to real-life situations. Such beliefs become the cornerstone of this investigation towards building a culture of reading.

To the researcher the motivation and high performing classroom features mentioned above are momentous and consequently may serve as a frame upon which a culture of reading should be built given the inventory of impediments mentioned by the participants. It implies that a teacher as the captain of the ship should be a good organizer of resources, model reading, encourage and motivate the significance of reading, allow learners to choose good books, encourage reporting and reflection by means of writing journals/book reviews/USFR forms etc., monitor progress from time to time, inspire input (Krashen, 2004) and perform reading aloud passionately.

In light of the above, many researchers have stressed the necessity of social interaction in learning. They argue that “Reading and writing cannot be separated from speaking, listening, and interacting. On the one hand using language to think about and act on the world (Gee, 2001, p. 714)”. The researcher appreciates this view since it speaks to his/her aspirations that the foresaid language skills are interwoven and this then insinuates that while the main goal is to build reading culture on the one hand through the entire motivational packages mentioned above the other skills then begin to thrive on the other.

In view of the above intrinsic motivation is powerful “When children internalize a variety of personal goals for literacy activity, such as involvement, curiosity, social interchange and self-efficacy, they become self-determining (Guthrie, 1996, p. 433)”. Developing a community of lifelong readers involves many components. Teachers should accept mistakes as a path to learning, encourage diverse learning styles, and provide each student with a personal goal.

21.

Atwell’s (1995) Bill of rights confirms what the researcher’s beliefs that in an ideal environment, learners should read because they want to read and not be hard-pressed to read what is revered as good by the curriculum. Essentially the above proposal in the researcher’s view sought to allow freedom of choice in terms of book selection and more so freedom of expression.

6.3.5.2 Reading and Sharing Poetry

The third component of the reading workshop involves poetry, which engages learners on many levels. As literacy teachers, we must remember that we have two goals. The first is to teach our learners to read. But the second, more challenging task is to create an environment that motivates them to read. Since many teachers are not sure about how to make their learners’ needs a focus of instruction (Ash, 2008) poetry is one answer.

Smith (2007) states that adolescents learn and behave like the people they see themselves being. In other words learners who want to feel competent and in control of their lives they are looking for role models in both peers and adults. This is where the power of poetry comes to the forefront. Atwell emphasizes that poetry simply helps people understand their own lives – exactly what high schoolers need. She says, “The lesson poetry teaches kids is about good writing, critical reading, and the kind of adults they wish to become and the kind of world they hope to inhabit, extend the best invitation I can image to grow up smart, healthy, and whole”(Atwell, 2006a, p. 2).

The above quote speaks to the aspirations of this investigation. Since the researcher sees building a reading culture among learners as a stimuli which incites a learner not only to become a critical reader but also a proficient writer and a fluent and

eloquent speaker. In this regard, poetry has become the workhorse of the curriculum for its brevity and generosity (Atwell, 2006a). The researcher also believes that there is no other genre that can match poetry in terms of teaching about diction, precise vivid words, importance of first person voice, the value of all parts of speech, the beauty of figurative language, and even the necessity of punctuation and proper grammar (Atwell, 2006a). Of course, poetry appeals to learners because they can either find or write a poem about any interesting subject from comic book heroes to prejudice. When learners write their own poems, they travel even farther into the genre.

Rosenblatt (1997) discusses transactional theory on aesthetic and efferent reading. Rosenblatt says that the demand that the teaching of literature have some relationship to the pupils' immediate human concerns has often been countered by pointing out the negative side of this moralistic approach. Yet, literacy teachers, more than others, have the opportunity to help learners develop ideas about human nature, moral attitudes, and human response to people and situations. A literature teacher deals with the experiences of human beings as they make life connections to text. In teaching literature, teachers are basically helping their learners to learn to respond to a text. According to Rosenblatt (1997), the reader "finds" the meanings in the text. Showing respects for learners' decisions and relationships is vital; even if these diverge from what we might wish for them (Alexander & Jetton, 2000). In view of this, reading and sharing of poetry is an excellent way to gain this awareness.

6.4 Recommendations

Without reading learners would not be able to spell properly and their vocabulary might be poor. Therefore, to gain proficiency and competency in English FAL, learners need to read voluntarily with enjoyment until it becomes a habit. There is a need for teachers to create a conducive environment and a strong influence of book self-selection. Teachers need to motivate and model a good case for free-choice reading. Teachers should encourage reading a book of choice with time to read (e.g. Uninterrupted Silent Sustained reading/USSR) in schools. Teachers should set the stage, stimulate, intrinsic motivation and that desire to read for pleasure in a literate environment.

The following reading activities among many others have proven to be fruitful:

Reading and sharing poetry,

Dialogue journaling book reviews,

USSR reports, journal writings (reflecting) and reading cards.

The teacher should introduce new books and display them in the classroom. The teacher should emphasize effort in doing reading activities (also reading home works). Teachers should engage learners in authentic reading and writing. Teachers ought to ensure that they promote higher order thinking. They should use large and small groups for instructions. Teachers should do expressive read-aloud. Finally, choice in selecting books is crucial. Over and above that, poetry should be used to teach about diction, vivid words, importance of 1st person voice, value of parts of speech, the beauty of figurative language and even the necessity of punctuation and proper grammar.

In teaching literature teachers should scaffold learners to deal with experiences of human beings as they make life connection to text. Learners should be taught through reading to perform in response to text. An emotional connection to text/literature cannot be overstated. Based on this, literature instructors should consider poetry as an engagement tool. Again, knowing your learners and their important issues in their lives enables the teacher to develop relevant literacy curriculum. Poetry in this regard invites high schoolers, especially those who struggle with longer texts, to engage in meaning reading.

6.4.1 The implications of this study for further research

At this point in time, the researcher believes that this study has raised a number of implications for further investigation. However, before she/he explores some of those, she/he deems it fit to begin by pointing out areas that were not explored in this study to give opportunities to future researchers to build on the culture of reading. In the middle and towards the end of this study, the researcher observed that the decline of reading in schools seems to be even worse by the dawn of ICT. In view of this, future research can be carried out on reading culture in juxtaposition with ICT in schools. Furthermore, empowering teachers with skills on how to build a culture of

reading in schools as a working title can be explored for future research. Also, another working title could be the implementation and monitoring of the National Reading Strategy (NRS). As well, the relationship between ICT and a reading culture in schools. Lastly, future researchers can examine intervention strategies to promote a culture of reading in conjunction with ICT in schools.

Coming back to the implications, the researcher proposes to round off by highlighting a few of those,

1) Implications on teaching reading: as stated respectively in this study that if reading for pleasure is encouraged, learners' vocabulary, writing skills, speaking ability, spelling, grammar and sentence construction can improve. As recommended by the participants that the love for reading should be instilled at a very young age and in this regard it should commence from home and be strengthened at primary schools. This would assist because by the time learners reach secondary school, they are already fond of reading and have become readers. In the same breadth, this may culminate into better results at grade 12 because language would no more be challenging or be a barrier.

2) Implications on teaching content subjects: It is well known that reading makes readers and readers are analytical, critical, interrogative, diagnostic, systematic, logical and investigative thinkers. In light of this, learners would have less battles with concepts. Learners are known to fail examinations because they are unable to read instruction. But as good readers, they would understand instructions and questions because they are familiar with the vocabulary being used in the content. Since research shows a strong correlation between reading proficiency and academic success at all ages, the strategies suggested earlier towards building a reading culture in schools can contribute towards better results.

3) Implications for learning to read in order to read to learn: the strategies mentioned above if properly implemented can solve problems of the students' poor reading skills. Since at tertiary level students are often faced with a large number of texts and textbooks that they have to read independently, reading at this level necessitates much more than just the aptitude to be able to identify written words in a text (i.e.

interpreting information). Conversely, comprehension becomes critical as it nurtures analysis, critique, evaluation and synthesis of information from various sources.

This thesis contributes to knowledge in several disciplines, including a culture of reading in schools, English as a lingua franca, motivation for reading, English as a language of instruction and the role of parents towards building a reading culture among the learners. The study does not only examine reading and a culture of reading in schools but also the dynamics from a communicative perspective and how imbibing reading culture can incite language acquisition (English FAL). The thesis in the main, sought to investigate a comprehensive approach to promote wide reading for enjoyment in schools which may culminate into reading being a life style/ habit/culture. In this regard, the researcher can venture to say that this project has left researchers with some of the important food for thought or questions. The researcher wonders whether teachers of literacy are themselves skilled enough to read. In view of this, while government policies (e.g. National Reading Strategy, 2008) exist, the question that may be examined is whether the government (DBE) is doing enough to ensure/provide the level of support that teachers require in guiding classroom reading instruction practices. Secondly, it may also be important to ask whether the DBE intends to include teachers in the monitoring and evaluation phase of the teaching strategies since the teachers are the ones who feel the heat in the kitchen. Finally, researchers need to ask themselves serious questions as to whether the time for teachers to reform has not come.

Against this backdrop, the researcher is of the view that this thesis has accomplished its intended mission of finding a comprehensive strategy towards building a reading culture. This suggests that the case of De Vos Malan could mirror what may be taking place in other schools.

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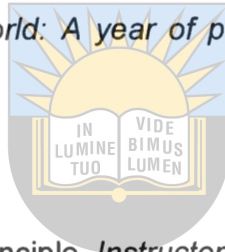
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APPENDICES

Appendix A



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ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: FON061SKEP01

Project title: **Building a reading culture among Grade 12 learners in English First Additional Language Classroom: The case of one High School in King William's Town Education District**

Nature of Project: PhD

Principal Researcher: Mzukisi Howard Kepe

Supervisor: Dr J.W Foncha

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

25 August 2015

APPENDIX B PERMISSION LETTERS

Appendix B1 Permission letter from the department of Education



OFFICE OF THE DISTRICT DIRECTOR
45 Eales Street, King William's Town, 5600, Private Bag X74445, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za


Tel: 043 6050 106

Email: lelethu.magele@edu.ecprov.gov.za


Mr M.H Kepe

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

- 
1. This is to confirm that **Mr M.H Kepe** is undergoing his **PhD on Building a reading culture among Further Education and Training learners in English First Additional Language classroom with the University of Fort Hare**. He needs to do the research in the following school:- **De Vos MALAN HIGH SCHOOL**.
 2. Kindly assist and co-operate with him in ensuring that this research is done and completed.
 3. Thanking you in advance for your co-operation.

Yours faithfully



E. KATSHAZA
(A)DISTRICT DIRECTOR
KWT EDUCATION DISTRICT

building blocks for growth



Appendix B2 Permission letter from De Vos Malan



HOËRSKOOL DE VOS MALAN HIGH SCHOOL

Posbus/P.O. Box 270
King William's Town
5600

Tel.: 043-6423957/6421590

Faks/Fax: 043-6433246

E-Pos/E-Mail: skoolhoof@devosmalan.co.za



1 June 2015

To Whom It May Concern

Re: Mr. M. H. Kepe – Permission to do Research

Mr. M. H. Kepe is currently an educator at De Vos Malan High School and is teaching English Additional Language to Gr. 8 – 12 learners.

The request to do his research at the school has been granted.

You are welcome to contact me for any further information regarding this matter.

Yours in Education

Appendix C1 interview with teachers

P1

1. What is the medium of instruction in our school?

In grade R, 1, 2 and 3 it is Afrikaans medium only. And then from grade 4, it is parallel medium where we have Afrikaans lane and English lane from grade 4 to 9. From grade 10 we integrate again where we have got double medium which means we speak Afrikaans and English in a class so we instruct through the medium of Afrikaans and English. Our medium of instruction is dual.

2. In your opinion, do learners have any problem in learning in English in terms of teaching and learning?

The one who started with Afrikaans from grade 1 will run through this lane to matric but they will in grade 10, 11, and 12 get in interaction with English Language because the teacher will now instruct in English and Afrikaans but the foundation is already laid, the Afrikaans Home language, that foundation is very, very, up until grade 9 and now in grade 10 the child feels now comfortable when she/he hears this English terminology in high school further studies will be in English again. So the other way round, if they start in English they must run through in English up to matric.

3. Would you agree that reading is necessary?

I think when a child is born his/her parents should buy him/her a book, that is how strong I feel about it; I don't think we must buy any other gift other a book, from a very, very young age. And then also in the language that you want them to be brought up, say for an example my child is Afrikaans, we are Afrikaans at home, but my plan for the future is to put that child in English school where the medium of instruction is English I should lay the foundation but also introduce that other language, otherwise the child is going to struggle. So I feel that especially with Isixhosa Home language learners, they should be introduced to English earlier. For these children (IsiXhosa Home LI) English is almost a 3rd language for them. It is not their home language; it is as if English is another subject. It is not that they are making their own language since the small age.

4. In terms of diversity for instance, how do you tackle group work?

At first when they start with grade 10 they feel a little bit intimidated by other groups. The teacher, I am talking about myself, I try to instruct everything in English and in Afrikaans, so I won't say paragraph 1 in Afrikaans and let English ones figure out for themselves, to me it's very important to explain the concept for them in both languages. Now the Afrikaans learner pick up the English terminology and the English learner picks up the Afrikaans terminology. For the first term, for instance they first feel shy to raise their view points, they feel that now they don't know those words and they can't use those words but it's an introduction process. So my Afrikaans learners in particular, they become comfortable with English terminology in my subject, and that is very important because future studies are in English.

5. How do you incorporate reading in your subject?

Firstly, they need to follow the instruction read a scenario and then they need to tackle questions after that. My paper is not merely about numbers, they ask them to comment, they ask them to analyse. I would ask them to read the paragraph and ask them to underline the important facts or words and then we discuss those words, make sure that they understand those words because you can read them a paragraph to read but if they don't know what they have been reading... so, I take for instance one Afrikaans learner to read the paragraph then I give them time to think about it and the English group, they do the same thing. They think along the lines of, what have they asked us? For example, they asked us to analyse ...etc. what is analyse mean? So, that is how we do it.

6. Would you agree with me that reading seem to permeate across all the subjects?

Oh! Yes, reading is the Alpha and the Omega. Is the A, B, C, is the 1, 2, 3. And what's important in my subject where we use numbers, before numbers we start with language even if we do calculations, calculate percentages or ratios we first need the language. What do I need to do? What do I need to calculate? So the language is the foundation.

7. Is there anything that is not covered by the language policy of the school in a nutshell in terms of reading?

I think that we not that persistent on the reading we do not enough readers at school, we do not have a specific period allocated for reading, we just call it language period and we leave it to the teacher and he will decide. Other teachers feel more comfortable in doing language and others feel more comfortable in other things. Now learners can't just read in class, they must read at home so that is a lack I see there is definitely a lack in our policy. We must make reading part of the periods and not only formal reading. What I like is you have a reading box in your class. You newspapers there, you have articles, you have magazines. Reading is reading. And-e-e- sometimes teachers choose a book and get stacked on that book and don't move forward and today's learners, the social media, they enjoy reading. So what success is, you have moved away from just one book e.g. novel or textbook, just text being text-book bound. This is the story we will deal with this year we must deal with, you broaden that Mr Kepe. With our school it feels the problem is down there in the foundation phase, we need to start earlier.

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8. What are some of the difficulties in teaching and learning in a diverse classroom like yours?

Time constraint, when I explain a concept in English learners for example. The Afrikaans learners for instance can lose interest. Some of them will shut down and do something else because they know that the teacher will repeat. You will that in grade 10, I explain everything in English and Afrikaans. In grade 11 & 12 I will gradually explain 1 & 2 in Afrikaans; I don't want them to lose the lesson. You tend to lose the interest of the learners when you explain in dual language i.e. Afrikaans and English. It is extra work for the teacher because you need to set papers both in Afrikaans and in English.

The prizes that you gave learners in honour of their reading for enjoyment, it just changed everything.

Appendix C2 interview with teacher

1. In your opinion do learners have any problem in studying English as a Language in your subject?

Learners have no problems; they understand what I am talking about in class.

2. But do they follow instruction on paper, not your verbal ones in class when writing tests/ exams?

They don't read they just scanning, they see this familiar word and think that the question is about that.

Also technology (social media) plays a big role and in future they will have a problem with spelling. They replace the letters of the word with what it sounds like.

3. How do you incorporate reading in your subject when teaching?

What is interesting in my lesson is that you will find an advertisement may be or there will be a case study, you know? So I would ask one of the learners to read the case study may be half of it and ask the other one to read etc. and then one will read the question then others will answer or I will read it myself.

4. Would you agree with me that reading is relevant and seems to cut across all subjects?

Yes, it cuts across all subjects. I mean even in Maths you have to read, you can't just answer questions.

5. Do you hold group discussions in your class?

Yes, we do hold group discussions in class especially on global events, things that take place globally. For instance, if you look at Paris attack story that took place over the weekend, that affects tourism 100%. You come on Monday and ask them, what happened? How do they feel about it? How do they see it? That situation for example was on social media. It was all over the newspaper and it is important in my subject and that might appear even on exams.

6. What are some of the difficulties in a diverse classroom like yours?

Mmh... the background situation especially when you get to grade 10, our learners come from different household situation, different school etc.

7. How does this difficult relate to read?

For instance if you come from school where reading is not support, so they won't read. Even at home, you know reading comes from wa-----y, you know with the bedtime story with fairy tales. Now if you come from a family where no one reads you a bedtime story you won't have that vivid imagination, that o---k, the horse can fly. You will never read.

Even simple things like buying a book, if your parent does buy you a book, how is the child going to develop reading interest.

8. With that in mind, so, how do you get it write in your classroom?

I don't think you will get it right but you encourage them to get to a point where they read. They only stack with you for 45 minutes if a teacher does not encourage reading you going to have problems.

You will have to look at your time table and allocate reading time, you know if you encourage that in your classroom the learner will not struggle during exams. During that test you must allocate reading time.

9. How do you incorporate reading in your subject?

I allow the learners to do some reading in class and I give also reading to do it at home and to come back and reflect on what they were reading. It's not that our learners do not know the work; they do not know how to answer.

10. Apart from that, do you hold group discussions?

Yes, I allowed the learners, because they learn best from each other.

11. Which language of instruction do you use to teach?

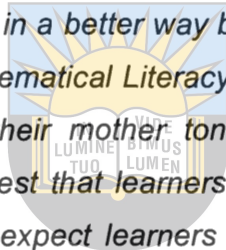
I use English most, but I can speak Xhosa for those who are Isixhosa speaking. Code switching would have been ideal if it was done in our school, however here

they do not allow that. In this country we are not allowed to teach children in their mother tongue and yet we talk of multilingualism.

12. Do you have any suggestions on how teaching and learning can be improved with or without English (language of teaching and learning)?

I think it can be improved, h-e-e-e I know English is an international language but let's be honest with one another if I am speaking my language, my mother tongue, they learn better from it, of course they will understand what they need to do and how part of it.

Because I am talking to them, the language they understand. In other words they are going to express 'mors' themselves in a better way because it's something now they are dealing with every day. In Mathematical Literacy, those learners cannot express themselves because that is not their mother tongue. It's 'mors' the 3rd, or 4th language, so, for me I would suggest that learners should invest and be taught in their mother tongue. How can we expect learners to do better when they are not taught in their mother tongue? So South Africa lacks in that compared to other countries.



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We are not looking at what the learners need; we are looking at what we need.

13. With regards to your subject, do they follow instruction?

If they know what to do they follow, but if they do not know those terminologies they would not know what to do Mr Kepe.

Vocabulary is a big problem in that it hinders their understanding.

14. Would you agree with me that it boils down to what I am investigating whether reading is necessary here.

I know CAPS does encourage reading in schools but does our scope of curriculum in our school cater for reading?

We need a culture of reading for learners to be able to reflect on situations, on issues they struggle with, and problems they face faced with etc. if they are not reading they won't be able to do so. It is because our learners are not given that opportunity to read.

15. What are the difficulties in teaching and learning in a diverse classroom like yours?

You know what Mr Kepe our children are coming from different backgrounds, it's a big problem. I find extremely unfair and problematic especially the way papers are set for our learners e.g. one of the papers in life sciences for supplementary exams had a question which talks about the 'Gold Reef', you see that is a problem because some of the children have never been there.

We really need to look at context. These are NOT home language learners.

In subjects, like Environmentalist studies, pollution, sewage etc. those are reading matters. So reading cuts across all subjects.



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Appendix C3 interview with teacher

1. In your opinion do learners have any problems in learning in English particularly in a diverse class like yours?

Yes, we know that English isn't actually really their home language, and so we have to explain word meanings, to them, they don't often understand idiomatic phrases and that and they have difficulty with spelling and yes, when you look at their language papers, they don't always understand figurative language and some of the new answers of the language.

2. If that is a case then how does one manage that situation?

He-e-he-e, "reading, reading, and reading".

So in reading what kind of readings are those?

With my learners, we do read novels in class but I encourage them to borrow books. But it has been said year for because they took away my library but they promise to bring it back next year.

3. How do you feel about using other languages in group discussions?

We do have debates and things like that and sometimes they would talk/chat to each other in their mother tongue and then come back to English. I don't make them pay fines if they don't speak English like some of the teachers do.

4. Do you have any suggestions on how teaching and learning can be improved with or without English as the language of instruction?

I think that technology is great but I think that books are necessary as well.

I like physical books but then it's old fashion.

5. What are some of the difficulties in teaching and learning in a diverse classroom like yours?

Difficulties are that they don't always listen very well, discipline basically. They talk Isixhosa among each other and do their homework in class. That's a main difficult

and sometimes there is teasing. And I think that if they can have somebody who understands their language they wouldn't be talking that much.

6. How do you incorporate reading in your subjects during teaching process?

Well, first of all there are times when I ask the children to research a certain topic so that they have an opportunity to read when they are searching on internet. Another way is when we are in class I ask them to read in class.

7. In your opinion, do learners have any problems in studying in English?

Yes, I do believe that there are problems in learning in English. Learning barriers such as he-e- some of the learners are unable to read with comprehension and with confidence and the fact that English is not their 1st or home language. They struggle to express themselves verbally and in writing.

8. How do you manage children with reading barriers in English?

First of all, what I like to do is to encourage learners to use a dictionary, a dictionary is a very, very good tool that learners should using on a regular basis. Another is also for them to ask questions in class and not to feel intimidated if they do not understand something. I encourage learners to that.

9. How do you manage learners in your class whose first official language is not English?

Well, in my subject, because it is such a broad spectrum that I teach, what I do I ask the learners to say some of the concept in creative arts for example, in their home language and then ask them to say what it means in English.

Because some of the children are scared to communicate with their peers, many of the learners are scared to make mistakes they are scare that they will be humiliated in front of the class, sometimes we as teachers humiliate without being aware of it.

I also believe that their immediate household also makes a difference.

10. How do you feel about using group discussion in other languages?

I love learning about cultures for example, which my subject allows me to do so, what I do I ask the learners, because tradition is a big thing in my subject. I ask them what happens here, and then they elaborate e.g. monologues, doing it in Isixhosa.

11. Do you have any suggestions on how English can be improved with or without English as a subject of instruction?

It's very important for us to observe the importance of English, English is a global language, so whatever situation we find ourselves in, most of the time the spoken language is English or in order to get something to be done in an effective way you would have to speak English however, I feel that there are communities where is a rich history of their mother tongue, so, I do not think that we need to move away from it because that gives that specific community and identity on who they are and what they stand for, so I would say that evidently now, yes English is an important subject we should not abolish it given that it is the language of instruction.

12. What are some of the difficulties in a diverse class like yours?

Well, first of all I would say the different cultures, he-e- for some cultures certain topics are taboo whereas in some others are accepted.

Sometimes some of the learners do not know the fundamentals, they do not know certain rules, guidelines that you should follow and speak in any given work and also, lack of interest in reading.

Because of language barriers there are lots of misunderstandings and unnecessary conflicts. People don't do their job to the best of their ability because they do not follow instruction.

13. What are the other strategies that you think we can do to promote reading?

Well, first of all we need to have active library, encourage children to take out books where they can collect and return.

We need USSR.

Spelling bees also, I am very big on spelling bees until grade 12.

Encourage more children to participate in public speaking because most of the time there is a topic they need to research so, that forces them to research and read.

14. Lastly, how do you get it right in your class with such diverse class like yours?

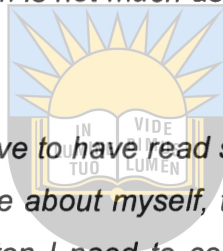
Learners from 10 to 12 are not separated in our school, the teachers here are already doing it anyway, they are teaching for example in grade 10 History class in English and Afrikaans.

But sometimes Mr Kepe, the problem is not much as the talking it's writing.

15. What is it about writing?

To write on a good standard you have to have read something may be for example a dictionary. Let me make an example about myself, there are certain words that I do not know what they mean quite often I need to consult the dictionary and find out what they mean. And once you done that you would find that you won't forget that word or even forget its spelling. And then again there are simple words that I still make mistakes of in terms of spelling.

We mostly need to read for enjoyment, but also progress to the next level. To be educated we need to love what we are doing first and then like your passion that you positively show and also your dedication.



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Appendix C4 interview with teacher

1. In your opinion do learners have any problem in studying in English as a language of instruction?

Yes, they do because it's not always their home language, sometimes they come from the schools where the foundation that we lay is not always laid there. So you find sometimes they come to you with gaps which are difficult to feel. Because in class you have different levels, there are bottom levels, average levels and top achievers.

It is definitely a problem sometimes because I sometimes use big word aiming to better their vocabulary then you would see hands lifted up wanting explanation for that particular word.

2. What are the problems?



Sometimes they do not know how to express themselves adequately, e-e-h, especially the grade 11s, they want to speak better but, sometimes they talk in a circle.

3. How do you manage that?

You know my learners I ask them to immediately grab a dictionary if they don't understand a word, I would them to pull a word or two and write it on the board and we would talk about, not only what it means but also how to use it in a sentence, in other words using it in context.

4. How do you manage learners in your class whose first language is not necessarily English?

It's very difficult because a-a-h, firstly, the spelling is a problem, the pronunciation is a problem and I find you can't pronounce properly, you can't spell properly and you can't read properly. For example, let's say the Afrikaans children they struggle immensely with pronunciation and their spelling can't really translate in writing. So, to let them speak pure/ proper English is hard. And I really think that reading can help and in class I allow them to read out loud and in that way we can focus on improvements.

5. do you think we can do as language teachers to promote reading?

School library, cupboards, display book in and around the classroom, catalogues from book companies and show the learners what's out there. We must always dramatize characters. Sometimes you feel stupid but we ought to do that. Take any book, open it in the middle and then read where there is tension up to where it ends and then stop to attract their interest.

Our learners do not have resources to go and buy books so they need a central area where they can borrow and share books.

6. How do you feel about using other languages in your subject may be Afrikaans or Isixhosa?

They do it regardless, I would say [...] I don't say no but I say no if it comes to reporting on behalf of the group in a group discussion in front of the class, then I would insist on English presentation.

But in a group where they gather their ideas in Afrikaans or Isixhosa then I can't say no.

7. Do you think that these languages for instance other than English could be used to teach?

I would never say this one now but I believe that you should have more of the official languages taught in class in Isixhosa, may be in Maths, I believe that they would do better.

8. Do you have any suggestions on improving teaching and learning with or without English as a language instruction?

You got to be always considerate that not all the learners have had good foundation so you will always have gaps, so, you must always keep that in mind. You do not have to be harsh on learners who are battling because if you think about it for the Isixhosa learners Afrikaans is not even their first additional it a second additional, so, sometimes I do not think we give enough credit where it is due. Even where they live nobody speaks it there.

9. What are some of the problems in teaching in a diverse classroom like yours?

Sometimes learners do not understand first time you explain a concept. The way we teach here is not always going to be the same with learners who are taught in Cape Town in posh suburbs, if you think about the learners we teach they come from different backgrounds. You do not always know what the learner has gone through the night or day before coming to school. You must be considerate of those factors.

10. How do you get it right in your classroom?

It is trial an error, and will never get it right instead you should try different ways constantly. Think on your feet and try something different.

11. What strategies?

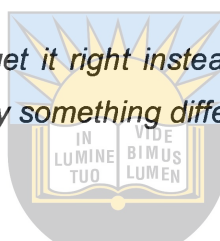
Don't sit at your desk, walk around in rows and if you walk pass someone struggling you intervene. For instance, I would say leave question so and so and let's break it down in pieces (analyse) what it means.

Always keep your resources available to them. Always keep open communication dialogue with learners. There is no such thing as stupid question. Every question has got merits. Give them a piece of paper and write a sentence on it/ on the board, I wish my teacher new that ...

Be aware of diversity, never discriminate against it and never be negative about it.

12. How do you incorporate reading into your subject?

You know, e-e-h, the theory of Mathematics is very important and for that the children need to see the visual thing most of the time and words that go with it, it's more about understanding the sketch and make sense about the statement of the theory for example. You can write the statement of the theory on the board it will mean nothing to them. If they don't see where that sketch come into be where they actually see. Mathematical reading is more about diagrams and understanding the construction of different diagrams and mostly the triangles and the quadrilaterals.



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Mathematics deals with lots of graph as well. They will give you one sentence over there and will also give you data.

13. Would you say that your children understand English instructions?

The learners misinterpret the instructions most of the time when they cannot link what has been asked to certain sketch may be that is given I find that especially in geometry learners are given totally different answers because may be they did not understand the angle. Sometimes the children interpret angle as line court.

Which language are children using when you group them?

Look, the language of teaching and learning is English but if they are working together they do speak Isixhosa or Afrikaans to friends.

More so, language must be able to interpret these terms.

14. Does the school have any language policy?

There is a policy in place on the choice of language. It is a policy that says we teach in English and Afrikaans, which is the basic policy that allows admitting a child to the school, so, the first language could be English and second (L) Afrikaans or the other way round.

15. Do you think this policy is effective and serve its mission and vision?

At the moment yes, I do believe that yes, it is sufficient and doing what it supposed to do. I do know that the Department feels that we had to bring in Isixhosa as the third language and are busy working with IIAL situation where they trying to phase it in from grade R or grade 1 up and we started phasing it in with grade 1, 2, and 3. Now I don't think we adopted a policy yet, to that situation yet in our policy but we are exposing our grade 1, 2, 3 to Isixhosa. I do not think it is effect for children who intend to go to the university or study further. They prefer to have Afrikaans or English instead of Isixhosa even if their background is Isixhosa, they still want to stick in Afrikaans and English. It betters their chances, you know some go to P.E. and Cape Town and those kinds of places got a lot Afrikaans and Bloemfontein, whereas East London and Johannes Burg very much focus on English but a child that wants to go further I think it's better to have Afrikaans or English than Isixhosa. I

also think that learners who do not speak Isixhosa it's also important to develop love for that language.

It is eventually a very big value to expose the children to Isixhosa, to at least grasp the language.

16. In your opinion as a Mathematics subject teacher and in the same vein, as principal, do learners have any problems in studying in English?

E-e-h, yes, I think that our kids are not reading enough and that is a big problem because terminology explanation becomes a problem and also through reading vocabulary becomes bigger, you need to read, and I see also the feedback on question especially not in the Mathematics but in Math Literacy, it focuses more on things electric bills, but the child needs to interpret electricity and understand how it works in the house, how much voltage etc. etc. and if they don't have a concept like that they battle to answer the question and therefore they need the language and children that are playing in school they don't communicate about this type of language. They communicate with phrases. They don't talk about electric bills they don't talk about bank statements etc. they acquire these terms through reading, so, reading is extremely important. I wish there could be more reading in the school.

17. What do you think is not there that is supposed to be there pertaining the language in the school policy?

I think everything is in the policy except for the change now in the IIAL in the policy regarding Isixhosa, but I think that the management of the school must off the grounding by getting more of debating, drama, plays, as our reviews has exposed our children in song in that they get used to words they are not familiar with i.e. English and Afrikaans.

De Vos Malan has got beautiful stage for drama but the principal and the SMT can't always do these things teachers must take opportunities that are presented before them.

I think that you already started a reading club but I think we do debating once a year and that's just before the prize giving and I think that we need to do more i.e. debating every term.

We need to encourage our kids to debate and read. I read something like drop everything and read (DoE). There is also a lack of resources but you got to find resources. And maybe we can go in other schools we may find in the storerooms the books lying down there never been used, we can get those books and use them in our classrooms but we need somebody that's going to run ahead of this and say let's do it.

18. Do you have any suggestions on how we can improve teaching and learning with or without English as a language of instruction?

To improve learning, e-e-h, one of the difficulties with that is the culture of homework kids do not have that culture at home. They are not learning at home. Few are doing it but the rest is not. And I feel that we need to get parents on board. Our parents are not on board to get children books in front of them. But if you really look at the parents out there you will realise that most parents were really interested in the books neither.

We are frustrated with taxi drivers because they drive like crazy but most of their parents cannot drive, they have never driven a vehicle. Now, how is the kid going to get exposed in this? My kids are into reading because my parents were doing the same. When the child arrives from school, simple things like let me sign your homework etc.

I just don't know which vehicle to use to invite parents because when you invite them for a meeting they don't come, if you send out newsletters the news letters don't reach all them.

We need to brainstorm this on how to invite our parents on board to help our kids to read. Again a lot of our kids come from broken homes and that causes even more problems or less structure where a child is supposed to learn.

I personally think that we have to create more time at school to give the children the opportunity to learn. We have tried it before and we realise the school becomes too long and kids are getting tired and it's also difficult but you will have to maybe give one or two days and lengthen the school days but have longer breaks but you see for that you got to have them a place to eat. It has to be structured very carefully.

Is it possible for the school to incorporate reading in its scope of the intended curriculum?

The fact that we are finishing at 1:45 that is a problem, we have to extend our day even if 15 or two days half an hour.

19. What are some of the challenges with teaching and learning in a diverse classroom like yours?

It's to talk both languages. There are time limits. We need to get to point we have data projectors so that we can project in Afrikaans and while they are writing the other one in English. Some children start to switch off when you start to speak in Afrikaans and that affects concentration. By the time you speak English the Afrikaans ones switch off.

Sometimes I think that the periods are too short. We need both English and Afrikaans technology although it is difficult to be 100 % bilingual.

20. Would you agree with me that reading cuts across all subjects?

Yes, but the problem with reading you have to find interesting material and I think that's a challenge. You know if you going to give me a book on science I am not going to enjoy it but if you give me a book on wildlife I will enjoy it. So, I think that we need to explore the interests of our children. And again money is a problem. But we need to buy or collect magazines. I think there is a lot of car magazines for instance for boys, and that is an excellent for exposing a child to the language because that's what they talk about you see in the break time. Did you see that car and that car etc?

Now we giving them a book on love story, whatever but those boys at that time may not interested in those. Car magazines or getaway magazines that are dreaming about holidays you know. Movies and gossips about celebrities etc. and that may not be the best read but at least it makes the love for reading.

When I was at school they gave me the wrong things to read and I think we need to find more books that speak to our children. And girls like different things/books than boys, we have to understand that.

The question I have about this whole process, i.e. how many of our teachers are reading?

How much do we expose our teachers? Where is the teachers' library? (Model reading) why don't teachers have reading clubs?

If teachers are not reading how are they going to carry that culture to the learners?

Why don't we have magazine exchange here at school?

Children can collect magazines and bring them to class.



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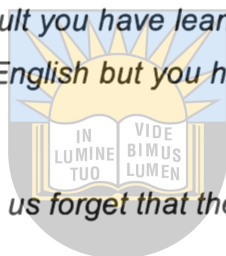
Appendix C5 interview with teacher

1. In all the subjects that you teach what can you suggest as the way of improving teaching and learning?

The problem first is the language barrier and our classes are full. To improve class participation is very important and that we need to also have the technology to back us up. When teaching you got to come to their level or otherwise they will switch off.

2. How do you incorporate reading into your own subjects?

Our schedule is so hectic but sometimes I do, I would for instance ask them to read in rows. In FET group it's very difficult you have learners who are in parallel streams i.e. one in Afrikaans and the 2nd in English but you have to accommodate all of them in 45 minutes doing translations.



The pressure in our subjects makes us forget that there is time for reading.

3. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

Yho!, as I said some of our learners come from where English is not their home language ie they mostly come from Isixhosa community and Afrikaans community so they battle with language (English) of instruction.

They don't talk English in the class; they speak Isixhosa or Afrikaans which is their mother tongue (home language).

So, it's difficult, as I sometimes you need to change the language or the sign of the language because English that is in books is highly academic so that becomes a language barrier not only with learners but also the teacher concern in terms of code switching or translation.

4. How do you get it right in such a diverse class like yours?

Demonstration and code switching seem to be the way out in class. Sometimes if you focus too much in English learners since they are the majority, you tend to lose the minority who are Afrikaans speaking and vice versa.

5. Would you agree that since you say that the academic language is complex, reading has a space there since the best if not the only way to acquire that academic language is through reading?

You see our kids are more focused on visual tech and do not come into contact with the written text in the form of a book. There is competition between technology and physical books. (SMS language)

6. What can you suggest further in such a diverse class?

E-e-h, as I said our youngsters are more relying on pictures and technology so we need to use technology.

7. If you do hold group discussion in your class which language do they use predominantly?

Each one speaks his/her home language but I intervene in intervals to monitor the language interaction.

The problem is that the parents themselves are not academically qualified to help these kids and children battle on their own.

8. Which language do you use for teaching?

I teach in Afrikaans or English depending on the class.

9. In your opinion do learners have problems in learning in English in particular as the language of teaching and learning?

There is obviously some vocabulary that they battle with but I do clarify the unfamiliar terms especially in Life Orientation.

10. What strategies do you use to clarify those?

I apply to what they know since the subject I teach (LO) is very adaptable to life.

I very much explain I don't go into root of the word or anything like that. I clearly make examples and maybe connect it with a different word.

11. Would you say that reading plays a role in your subjects?

It's a big factor in my subject because they get a lot of comprehension and scenarios that they have to read. So, if they don't read the scenario they won't be able to answer it correctly. You know to be able to express themselves in a medicinal sort of way they need to read a lot. In my subject, even though I am not a language teacher I can pick up that they battle with language when they are asked to write essays. They battle to express themselves.

They are looking for these big words but they can't use them properly.

12. How do you manage learners in your class whose first official language is not English?

In our class we have a lot of kids who are Afrikaans speaking and for English class a lot of Xhosa kids, we can go between languages because our school is very diverse.

So, the kids, we do try and help one another, for instance one of my grade 11s do not know how to express himself in English but kids would translate for each other.

How do you feel about using other languages in group discussions other than English and Afrikaans?

I don't really use group discussion but if I do kids would choose their own group but you see the group dynamics are they can express themselves in their home language as long as they talk about what we want but they talk with me obviously they have to talk about the language of instruction which is English and Afrikaans.

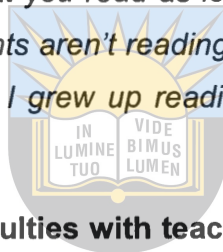
13. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as medium of instruction?

In our country we have got lots of things about language and language policy. We all know that English is the language that is used internationally and our country used but you might be educate but you cannot be able to express yourself properly in English. I would say expose them as much as you can to English media (TV, Radios) English readings

I know there are issues of culture/ tradition and accent but you know accent is what you hear, and you get used to. For example if they used to British or American accent they may lose they tradition.

I mean we have our own slangs and South Africans we love our own slangs, it doesn't matter whether you speak Afrikaans/ Isixhosa/ Zulu. So I think it's a social thing, yes. I mean I have travelled overseas and used the words that we as South African are used to. I think in terms of the accent we just need to be tolerant I mean people have misconception of it.

Being an advent great reader myself, mean my mother since the small age will push the books and it doesn't matter what you read as long as you read. The problem is that as such our learners their parents aren't reading either so they don't get into the habit of reading. I mean stupid me I grew up reading at least one page of a book every day.



14. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

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If I look at my great 10 classrooms it's such a diverse class not only in terms of language; but you get diversity in terms of intelligence or what their interests are and for some kids it' so boring if you have to something that everybody should about it.

My classes are very much up for discussions and I allow questions. We speak about things such as religion sports and culture and education and I advise my kids not to say something that will offend others.

To promote tolerance in diversity I educate them as much as possible and to give them as much information as they can.

15. How do you get it right in such a classroom?

I am tolerant and open minded; things like that. I keep acquainted with what they are interested and by so doing they see me as of almost equal to their age because of that.

I know the sport that they love; I know the music that they love. You if they feel they can relate with that also helps.

Lastly, what suggestions can you suggest in promoting reading culture?

It has to start from a very young age. There should be more books that they could relate with and a lot of books are American and they can't really relate to that culture.

There is not much for their age to read.

16. Would you agree that Uninterrupted Silent Sustained Reading can be allocated to the scope of intended curriculum says for 15 minutes as built up to reading culture?

Yes, but there must be evidence that indeed children were reading whether in a form of worksheet or general questions.

17. In your opinion do learners have any problems in studying in English?

It depends whether it's their home language or mother tongue language or not because I feel a learner is more comfortable at the language that they speak at home. Because that is obviously their first language that they learned so for any child that got to help their learning abilities everything they need to do start with their mother tongue language.

18. If so how does one manage those problems if there are any problems for example in teaching?

It's very difficult for the teacher because you only go as far as the child is willing to work along with you. It's a... because if a child is not learning in her/his mother tongue it's going to be a barrier for them so it will be difficult the teacher may be able to go and do extra work or research on their own to find something that she /he is face with in their language or more comfortable in.

How do you manage learners in your class whose first official language is not English?

H-u-u-u, I'll try and talk to her/him to practice the language because that is the only way.

19. How do you feel about using other methods of teaching, for instance do you do group discussion?

Yes, I do but not really because I do have learners whose first language is not Afrikaans because I teach Afrikaans Home Language. So, I try to enforce them to try and speak Afrikaans and improve in the Afrikaans. But in a multilingual class where there are diverse learners I do allow learners to speak in the language they are comfortable with especially black learners sometimes they are not comfortable to express themselves in Afrikaans. If they don't I would say go and take bilingual dictionary go and find it.

20. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as the language of instruction?

Well, there must be a full functional library for the learners to access for us as teachers to teach. Sometimes you do have to force the learner into a right direction i.e. to force them study; force them to do research on their own as well and encourage them to read because I feel reading is very important it doesn't matter what language even if myself as Afrikaans teacher. They have got huge disadvantage because the parents don't encourage reading.

The parents are the main problem because they don't create that environment where learners are nurtured to read from a very young age.

21. How do we invite parents on board here?

The parents are too busy with their own lives; you see I find PTA/ parents meeting and then they want to ask a teacher what can I do to help my child; and then you give suggestions; the next meeting they come again and you give them the same suggestions. The parents, they just want to complain and they don't want to do anything themselves and expect us as teachers to do everything. The child never learns responsibility; has never done homework never study for exams.

22. What are some of the difficulties in a diverse classroom like yours?

It's difficult to find common ground because of the different cultures each culture has their own traditions has their own way of saying things so it's difficult to find a

common ground and then what happen sometimes when talk directly to them to try and find something or say that e.g. the coloureds say things like this; the you almost sound racist but you didn't mean say it in racist manner it's just that you were referring to that culture that does a thing and says a thing in this way. So the difficulty there is to find a common ground and try not to sound racist. Because the person gets so pinpointed quickly and that was the last thing on your mind and also I feel the learners of today they are also the whole world is such a tiny little place they don't explore. When you try to find general knowledge they only are interested in their TV programme that they watch and got no idea of what's happening outside in the world and have no idea where something come from.

They don't have common knowledge.

23. Would you agree that they are not reading extensively?

Know they are not. They don't and their reading goes maybe as far as studying, homework and then cell phones. That's the extent of their reading; they don't do more than that.

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24. If so, how do we promote this reading habit?

Talk about it, by try encouraging them to find something else; what I normally do if there is teenage pop culture that is shown in the theatres I tell them that listen go and read this book because if you read the book, I read it, it is excellent. Time is a problem.

Try to read pop culture or something that focusses on their youth. I try to find some common ground with them (zombies, etc.).

APPENDIX D: DATA UNDER OBSERVATION

Appendix D1 Classroom observation

In one of those unpredicted conversation with a parent, after school, in the space of De Vos Malan, the researcher met with a parent, who was almost conceited about her child in a foundation phase that is able to speak Afrikaans so fluently, when she is within the school premises. However, she (the parent) seems amazed, and claims that the same child is wonderfully able to switch to IsiXhosa (mother tongue) immediately at ease outside the school environment and appeared (i.e. the learner) to converse comfortably with her peers and parents. This is a child from the rural areas where Afrikaans is not spoken at all. If you think in terms of language acquisition, and the fact that this child last speaks Afrikaans at school, this indeed is indicative of what the environment can do to assist to gain language (any language for that matter). Conversely, this child is expected to be introduced to EFAL at grade 6 despite the fact that her/ his home language or mother tongue is IsiXhosa. This then connotes that English in this child is not second language but third language.

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Appendix D2 observation of informal speech

The following excerpts are speech remarks by the learners gathered by the researcher as the natural occurring data within the spaces of De Vos Malan.

He's a mackoy cool dude [He is an interesting gentleman] Ek is 'n Shark follower.

I am supporting a rugby team known as 'OOKrebe' [Sharks]. The strength of this team is described by linking it to a 'Shark'.

She's a real 'babe'! [An attractive girl is described in this way by the attracted boy].

This is good chow. [Used to describe for instance, delicious food]

With my friends, I usually speak cool English; it's more informal and friendly ... at school I speak posh (good/ standard) English with a posh (good/ standard) accent ...

Thank you ... thank you ... ladies and gents, guys and dolls, let's give a big hand to our special 'Vossies' artists (programme director who was also a learner in musical revue/ extravaganza for learners in De Vos Malan High School) here today ...

Nee, die eene is funny ... uthi guys and dolls. He thinks he comes from the states, but he speaks like a tsotsi ...

There is old people that has been standing please provide them with seats

For those who does not understand ... those people are former Vosies

Hoe! Jere, Hier die skool is n' tronk! [Oh! Gosh, this school is a prison] Jadit is waar my broer, sisetrongweni apha. [Yes. That is true my brother we are in prison here]. Waar bly jy? [Where do you live?] Ek bly daar by Komga. [I live there in Qumrha].

From the above comments, it is evident that meaning in this case, seem to come from the context of communication and it has become a common practice within the environment of De Vos Malan to hear the diverse participants (coloured learners/ indian/ Afrikaner/ and a few native English speaking learners) speak that way.

Appendix D 3 field notes from naturally occurring data

In September, 2014, the Department of Basic Education (DBE) in the Province of the Eastern Cape held a National Book Week at Steve Biko Foundation in Ginsberg, where De Vos Malan grade 10 to 12 learners were also in attendance at that event. It was interesting to hear some teachers from Afrikaans and English Medium schools, and a number of learners including De Vos Malan learners bemoaning the presentations of items in IsiXhosa, one of the indigenous languages prominent in the Eastern Cape. This attempt was about promoting African Languages. The following are some of the remarks by learners and teachers who attended a Book Week at Ginsburg;

Learner: 1 *We could not understand the speakers as the rendition was largely in Isixhosa.*



Learner: 2 *They should not have invited us if they knew that the presentation was going to be in IsiXhosa.*

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Learner: 3 *Sir, when are we going? This is so boring.*

And the following are some of the speech remarks by teachers;

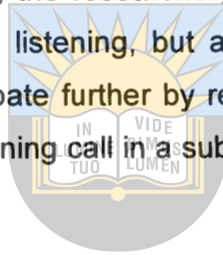
Teacher: 5 *This is really nonsense. We don't understand!*

Teacher: 6 *We need a translator at least. Can't the M.C. translate for us?*

Teacher: 7 *I missed out on what professor Mthuze (IsiXhosa acclaimed writer) was saying. It seemed very interesting?*

Appendix D 4 Classroom observation

In the researcher's own class, which was composed of the Afrikaans native learners who did English as the first additional language, the researcher observed that, more often than not the learners seem to be at ease to discuss or dialogue in their mother tongue first, and then translate their opinions into English. In view of this, learners appeared to battle and almost find it impossible to think in EFAL. For example, during the book discussions, the researcher would act as the mediator, and then from time to time moves around between the groups listening to their deliberations. Conspicuously, almost in all the groups the reflections were purely in Afrikaans and later translated into EFAL. More so, the researcher, who is also the teacher in this class would not only move around listening, but also intervene in intervals when necessary, and try to spark the debate further by reinforcing English just to inspire them and illuminate a slightly awakening call in a subtle way to induce them to speak English.



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Appendix D 5 Classroom observation

Looking back to other class visits in De Vos Malan e.g. in the Home Language (HL) class, where the majority of the learners speak IsiXhosa, and a few Indians, others coloureds, with a few English natives, the researcher realised the magnitude of this investigation. At this juncture, he/she witnessed what appeared to be virtually, a communication breakdown or almost a chaotic teaching and learning environment, whereby the teacher as a native English speaker did not seem to understand IsiXhosa whereas in this class the majority of the learners were IsiXhosa natives, but doing English as Home language. Some learners in this HL class were trying very hard to listen and understand the subject matter that the teacher was imparting. The content was based on contextual language. At this point, some learners were conversing in IsiXhosa bemoaning their complete confusion with regards to what was taught. Utterances such as



Akuzange usifundise ke leyo uyithethayo.

[You never taught us what you are saying.]

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On the other hand, others were explaining to each other in IsiXhosa, what they think the lesson (on language structures) being taught to them meant. Others were quiet, and others seemed to be busy writing tasks in other subjects that had nothing to do with what was happening in class.

APPENDIX E ADDITIONAL QUESTIONNAIRES TO THE TEACHERS

Appendix E 1

INTERVIEW QUESTIONS FOR TEACHERS

1. Are you familiar with the concept of a culture of reading?
YES
2. What is your understanding of the culture of reading in the context of South Africa?
Creating a lifestyle of reading. Making sure learners read everyday
3. How do you teach reading in your subject?
Allow learners to read certain sections of the work including paragraphs in Question Papers
4. Do you think it is important to promote a reading culture in South Africa?
Yes
5. In your view what are the impediments towards the realisation of a reading culture in schools?
Time
Social Media
6. What are the essential aspects desired to appreciate a reading culture in your subject?
In depth love for language. A desire to uplift communities. Desire for growth
7. Do you think a good story teller can also be a good reader? In what way does storytelling relate to reading?
Yes. Storytelling derives from reading. Reading broadens the mind of a storyteller.
8. What needs would you say the learners have with regards to building a reading culture?
9. What ways can you suggest as methods that may be used to promote reading?
 - Have reading Days
 - Celebrate certain Authors
 - Have book reviews at school
 - Start book or reading clubs at school.

10 What is the role of learners toward building a culture of reading in schools?

Learners needs to promote reading among their peers.

11 What are the practices of teachers toward reading?

Teachers needs to include reading as an activity across all subjects and not only language.

12 What intervention strategies can be used to promote reading among your learners?

Allowing time for reading.
Providing learners with reading resources.



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Appendix E 2

INTERVIEW QUESTIONS FOR TEACHERS

1. Are you familiar with the concept of a culture of reading?
Yes
2. What is your understanding of the culture of reading in the context of South Africa?
It is a love for reading and books that instill knowledge and values that enhance learning.
3. How do you teach reading in your subject?
We teach learners to read for meaning and information and read for appreciation.
4. Do you think it is important to promote a reading culture in South Africa?
Yes
5. In your view what are the impediments towards the realisation of a reading culture in schools?
Lack of resources
Lack of a reading room or library
6. What are the essential aspects desired to appreciate a reading culture in your subject?
The growth of vocabulary
The growth of imagination
The growth of an ability to empathise.
7. Do you think a good story teller can also be a good reader? In what way does storytelling relate to reading?
Yes. Storytelling is relating stories about one's life experiences as anecdotes from one's life. It relates to reading because it tells a story using appropriate imagery and vocabulary.
8. What needs would you say the learners have with regards to building a reading culture?
The time and space to read each day. The need to write a little review about what they have read.
9. What ways can you suggest as methods that may be used to promote reading?
"Encourage a book room or library."
"Incorporate reading and a book review as a task in the formal assessment."

10 What is the role of learners toward building a culture of reading in schools?

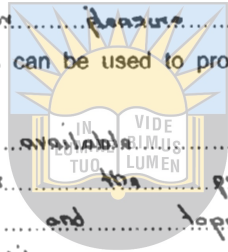
1. Being responsible maintainers
of the library.
2. Taking the care and pride
in the library.

11 What are the practices of teachers toward reading?

1. borrow books from the
public library and read
extensively for pleasure and personal
growth.

12 What intervention strategies can be used to promote reading among your learners?

1. Making books available
2. Budgeting for the purchasing
of books and topping up
the school library.



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Appendix E 3

INTERVIEW QUESTIONS FOR TEACHERS

1. Are you familiar with the concept of a culture of reading?
Yes
2. What is your understanding of the culture of reading in the context of South Africa?
It is to read to understand. If we look at young South Africans, they do not enjoy reading, therefore they battle with understanding concepts and answering tests, etc.
3. How do you teach reading in your subject?
I am a Life Orientation teacher. In L.O. we have a section that covers reading skills and the different types of reading material, eg. scanning. There is also a lot of case studies that I try to help break down for students.
4. Do you think it is important to promote a reading culture in South Africa?
Yes, it helps you in different aspects. Broadens your vocabulary, helps you understand what you are reading, etc.
5. In your view what are the impediments towards the realisation of a reading culture in schools?
Students do not realise the importance of reading. They are not exposed to different types of genres, so they perceive reading as boring. School libraries are not updated, because a lot of things become digital. Parents are not educated on readers, so learners are not encouraged to read.
6. What are the essential aspects desired to appreciate a reading culture in your subject?
Access to libraries, internet, e-books, etc. Exposure to reading materials.
7. Do you think a good story teller can also be a good reader? In what way does storytelling relate to reading?
Yes, it helps build an imagination. When you are telling a story, you are creating a world and explaining things in detail. Reading works exactly the same, it allows us to picture the setting that they are describing.
8. What needs would you say the learners have with regards to building a reading culture?
Access to reading materials.
9. What ways can you suggest as methods that may be used to promote reading?
 - * Expose learners to different genres.
 - * Start off with easy reading → students tend to read too difficult books (vocabulary, writing style)
 - * Encourage reading magazines or about things that they are interested in.
 - * Encourage learners to read passages in class.

10 What is the role of learners toward building a culture of reading in schools?

Learners tend to break each other down because they read feel it is a waste of time. Learners could circulate books to friends. Learners can start a book club. Raise funds to update the library.

11 What are the practices of teachers toward reading?

To read the same material as learners. To share and swap ideas, so that the teacher can see if the learners understand the content.

12 What intervention strategies can be used to promote reading among your learners?

* Establish reading book clubs
* Written assignments on books, etc.



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Appendix E 4

INTERVIEW QUESTIONS FOR TEACHERS

1. Are you familiar with the concept of a culture of reading?
This constitutes the rules by which people organise themselves
2. What is your understanding of the culture of reading in the context of South Africa?
Culture of reading is used to integrate a pattern of behaviour and beliefs in South Africans.
3. How do you teach reading in your subject?
In the form practices, goals and attitude to a specific topic being taught.
4. Do you think it is important to promote a reading culture in South Africa?
Its imperative to build South Africans with sufficient knowledge.
5. In your view what are the impediments towards the realisation of a reading culture in schools?
The understanding and appreciation of reading.
6. What are the essential aspects desired to appreciate a reading culture in your subject?
Embrace the place of reading in our personal lives and to make it priority.
7. Do you think a good story teller can also be a good reader? In what way does storytelling relate to reading?
Most cases story teller are used people and most of them are illiterate. In some cases storytelling reflects on reading being a done.
8. What needs would you say the learners have with regards to building a reading culture?
Reading environment and also a lack of reading material.
9. What ways can you suggest as methods that may be used to promote reading?
- Staffed school libraries where free reading is encouraged and promoted.
- Readers learn to use non-fiction materials

10 What is the role of learners toward building a culture of reading in schools?

Learners need to liberate in order to be involved and contribute to a culture of reading.

11 What are the practices of teachers toward reading?

Creating a healthy environment for reading and supplying sufficient reading material.

12 What intervention strategies can be used to promote reading among your learners?

- Staffed libraries and teachers are trained in children's literature
- Teachers need to learn about the public library system

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Appendix E 5

INTERVIEW QUESTIONS FOR TEACHERS

1. Are you familiar with the concept of a culture of reading?
Yes, as a teacher I am aware of it.
2. What is your understanding of the culture of reading in the context of South Africa?
South African learners are influenced by technology and social media and have become "lazy readers". They want to see pictures and hear narration.
3. How do you teach reading in your subject?
I continuously refer the topic I teach to the textbook and will read the information. I teach verification to the kids. When I notice a learner is not following, I will stand next to that student and use my finger to point to the words.
4. Do you think it is important to promote a reading culture in South Africa?
Yes, you are what you read. Technology can be used to engage this as well by reading from your tablet, but I still prefer a book in my hand.
5. In your view what are the impediments towards the realisation of a reading culture in schools?
Learners are progressing from lower grades and the cannot read. They also don't understand what they read.
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6. What are the essential aspects desired to appreciate a reading culture in your subject?

See example 11
In Physical Science reading and understanding the context is very important. Eg. Learners don't read the context description in Physical Science exams and they go straight to the question. They then end up not answering the questions correctly or even.
7. Do you think a good storyteller can also be a good reader? In what way does storytelling relate to reading?
Yes, I do. A good storyteller (teachers) have to understand what they read to be able to tell a good story.

8. What needs would you say the learners have with regards to building a reading culture?

Learners need to be encouraged to go back to their textbooks and to read the topic for themselves AFTER an explanation. This will help them to understand what they read.

9. What ways can you suggest as methods that may be used to promote reading?

I give my grade Science students a question to read and then ask them to put the question in picture format for me. They draw simple diagrams to show how they understood the context that was described.

↳ here, the answer was given in words in the contextual paragraph and they did not read it.

10 What is the role of learners toward building a culture of reading in schools?

Learners in our school often don't have a textbook and are therefore NOT reading about their subject. Learners need to know that they are responsible for their own reading skills.

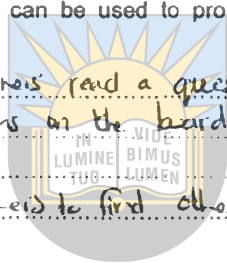
11 What are the practices of teachers toward reading?

Lead by example. Learners need to observe and see that you are using ^{different} books to enhance your teaching.

12 What intervention strategies can be used to promote reading among your learners?

Often make my learners read a question aloud in class while I make diagrams on the board OR short summaries of a topic.

I encourage my learners to find other resources about the topic.



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APPENDIX F QUESTIONNAIRES TO TEACHERS

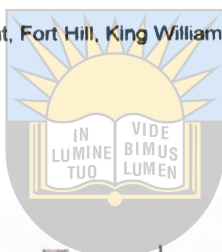
Appendix F1

TITLE OF THE RESEARCH PROJECT: *Building a reading culture among Grade 12 learners in English First Additional Language classroom: The case of one High School in King William's Town Education District*

RESEARCHERS' NAME(S): Mzukisi Howard Kepe

ADDRESS: 3, Van Der Zee Crescent, Fort Hill, King William's Town, 5600

CONTACT NUMBER: 084 295 5032



Interviews for teachers

1. **Where do you come from?**

I was born in Cape Town but have been living in King William's Town for over 10 years.

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2. **What is your home language?**

Afrikaans & English.

3. **What is your official language(s)?**

*Afrikaans (speak, read and write)
English (speak, read and write)*

4. **Which other languages do you speak?**

Xhosa

5. **What is the language of instruction in the school?**

*Afrikaans (Gr. R - 12)
English (Gr. 4 - 12)*

6. **Which other languages are used in this school and in what situations?**

Xhosa may be used by the Xhosa speaking learners when communicating with each other. Xhosa speaking teachers also speak Xhosa with each other.

7. Do you know whether the school has a language policy?

...NO

8. Do you think this language policy is effective and served its mission and vision?

...N/A

9. Why do you think it serves the purpose or not?

...N/A

10. What effect does the policy have on learners' academic achievement?

...N/A



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11. Do you prefer to teach in a home language or in English? Why?

Both. It all depends on my audience that is listening. It is important to me that they understand my teachings and being able to apply it in another given context.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

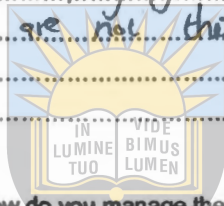
Yes. It may cover a component of the subject such as History where the San-people are studied and learning more about their language can be beneficial.

13. Which language is being used during your consultation and out of classroom with students? Why?

Both Afrikaans and English are used depending on which language the child understands better.

14. In your opinion, do learners have any problem studying in this language?

Yes they do experience problems, sometimes, especially when the language which they have to study are not their home language.



15. If yes, what are the problems and how do you manage them?

Comprehending what they the learners are reading can be seen as a major problem. I encourage them to use a translator.

16. How do you manage learners in your class whose first official language is not English?

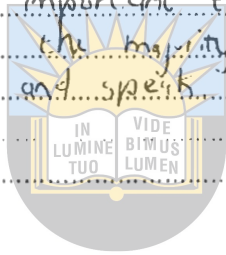
I make an effort to ask other learners who I know appears to understand English but also knows their home language, to try and explain to the confused learner by translating.

17. Do you use any South African languages in any form of communication with some learners?

Yes

18. How do you feel about using other languages in group discussions?

It allows learners to learn new words from various cultures. However as it is group work, it is important to speak a language which the majority of the learners understand and speak.



19. Do you think that these languages could be used to teach school subjects? Why or why not?

No, if these languages are not your home languages, it may be difficult for you to understand the content.

Yes, if these languages can be used to teach the subject "Languages" as an academic subject, ~~to~~ it can work.

20. Do you think there is anything that is not covered by the language policy of this school?

N/A

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

With the use of English → Have more public speaking competitions, debating, Spelling bees, essay writing competitions, etc.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or Why not?

Yes, some schools offer other languages as an academic subject, e.g. Xhosa.

23. Are you happy with English as the main medium of instruction? Why or why not?

Yes, English is a global language which is used around the world.

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24. Do you think that learners would be happy and more successful if they could be taught in their first official language? Explain your view.

Yes, they understand and comprehend what is expected of them on a higher cognitive level. It becomes easier for them to follow instructions.

25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

I feel very sorry about both suggestions.
Learning a third language empowers you as an individual because you have now have expanded your knowledge on a particular language. Being able to communicate across linguistic boundaries makes it easier for a particular task to be completed. Everyone would know what is expected of them and everyone would understand each other.

26. Have you learnt a new language and/or culture since you came to this school?

Yes, I have deepened my knowledge on certain Xhosa concepts as well as their traditional ceremonies (their language and the relevant ~~procedures~~ procedure procedures)

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27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

Yes, I respect the various cultures.

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

Learners not being able to understand fully the content when they have to prepare for a test or exam.

29. How do you get it right in your own classroom with such diversity?

Asking learners to inform me on relevant topics and also so doing to explain to the rest of the class. Their engagement in the topic makes it easier to understand.

30. What suggestions can you make for the improvement of such classrooms?

Asking learners to be more involved in the lesson by elaborating and explaining certain concepts to the rest of the class.

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31. Any other thing to say about diversity?

Yes, diversity brings people together by sharing their differences which is in fact unique. We can now respect each other's culture more.

Appendix F2

TITLE OF THE RESEARCH PROJECT: *Building a reading culture among Grade 12 learners in English First Additional Language classroom: The case of one High School in King William's Town Education District*

RESEARCHERS' NAME(S): Mzukisi Howard Kepe

ADDRESS: 3, Van Der Zee Crescent, Fort Hill, King William's Town, 5600

CONTACT NUMBER: 084 295 5032

Interviews for teachers

1. Where do you come from?

Uitenhage, Eastern Cape

2. What is your home language?

Afrikaans

3. What is your official language(s)?

Afrikaans
English

4. Which other languages do you speak?

None

5. What is the language of instruction in the school?

Afrikaans
English

6. Which other languages are used in this school and in what situations?

Xhosa – learners speak Xhosa during breaks, before and after school and at extra-mural activities with their friends

7. Do you know whether the school has a language policy?

Yes

8. Do you think this language policy is effective and served its mission and vision?

Yes

9. Why do you think it serves the purpose or not?

It clearly states that if a learner starts Grade one in eg. Afrikaans, the medium of instruction that learner must stay in a Afrikaans class until grade twelve, because a solid foundation is laid in foundation of the child's language.

10. What effect does the policy have on learners' academic achievement?

Learners who start their school career in eg. English / Afrikaans and continue with it will achieve higher marks than learners changing from one medium of instruction to another during eg. intermediate phase or high school.

11. Do you prefer to teach in a home language or in English? Why?

Home language - I find it easier to express myself in my home language.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

No, because of the fact that English is commonly known as an international language and most universities and work places use for example English as their medium of instruction and communication.

13. Which language is being used during your consultation and out of classroom with students? Why?

17. Do you use any South African languages in any form of communication with some learners?

Afrikaans
English

18. How do you feel about using other languages in group discussions?

No, I struggle sometimes to express myself or to make a statement because I still think in my home language, which is Afrikaans. English does not come naturally to me. I often find myself translating sentences before I will speak.



19. Do you think that these languages could be used to teach school subjects? Why or why not?

Yes - ^{Most school} ^{subjects} are available in these two languages.

It is more challenging to teach in, for eg. Afrikaans as most teachers offer their courses in English.

20. Do you think there is anything that is not covered by the language policy of this school?

Parents must be encouraged to talk to their children in the language that their children are confident in, as English proficiency this cannot be enforced. It can contribute to the improvement of these children's language skills if their parents communicate in this language when they are eg. sitting around the dining room table.

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

Most of our students are coming from rural areas where they are not so familiar with English. They are not so well equipped for the world of the future.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or Why not?

Yes, some indigenous languages are taught in some schools, however they are still "choice" subjects.

23. Are you happy with English as the main medium of instruction? Why or why not?

Yes, it opens up a world of knowledge to our children. Google etc. is giving information in English.

24. Do you think that learners would be happy and more successful if they could be taught in their first official language? Explain your view.

Yes, because they can express themselves better in their home language, therefore they can be more successful.

25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

I think schools should use all 3 languages,
eg. English, Afrikaans and Xhosa.

26. Have you learnt a new language and or culture since you came to this school?

Yes



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27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

Yes

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

When teaching a new topic it can sometimes be difficult to find suitable examples that will be understood by different cultures (Examples from their "real world").

.....
.....
29. How do you get it right in your own classroom with such diversity?

When I teach a specific topic and I know that learners from a certain culture does not understand it (it is beyond what they are exposed to), I will put in extra efforts to make sure they understand it. eg. when I have to explain shares or dividends paid, etc.

30. What suggestions can you make for the improvement of such classrooms? etc.

Introduce these learners to the world "are there" = do not only teach them what they are exposed to but inspire them and make them want to know more.

31. Any other thing to say about diversity?

N/a

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.....
.....
.....

Appendix F3

TITLE OF THE RESEARCH PROJECT: *Building a reading culture among Grade 12 learners in English First Additional Language classroom: The case of one High School in King William's Town Education District*

RESEARCHERS' NAME(S): Mzukisi Howard Kepe

ADDRESS: 3, Van Der Zee Crescent, Fort Hill, King William's Town, 5800

CONTACT NUMBER: 084 295 5032



Interviews for teachers

1. Where do you come from?

I was born in Johannesburg and grew up in East London.

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2. What is your home language? *Together in Excellence*

English

3. What is your official language(s)?

English

4. Which other languages do you speak?

Afrikaans

5. What is the language of instruction in the school?

English

6. Which other languages are used in this school and in what situations?

Afrikaans is offered as a First Additional Language and Xhosa is offered as a Home Language

7. Do you know whether the school has a language policy?

Yes

8. Do you think this language policy is effective and served its mission and vision?

Yes, it is effective. Learners are able to speak their home languages on the play ground and may also learn to respect the language of instruction.

9. Why do you think it serves the purpose or not?

It is best catered for the multi-lingual context in which we live.

10. What effect does the policy have on learners' academic achievement?

Learners can achieve in both languages as a home language. This places them at an advantage when applying to institutions of higher learning.

11. Do you prefer to teach in a home language or in English? Why?

I prefer teaching in English. I have been trained to teach in a bilingual context, however it is my mother tongue and I enjoy teaching. E.H.L + E.F.A.L.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

When it comes to certain indigenous languages then its not possible. There are languages that have not developed to an academic level.

13. Which language is being used during your consultation and out of classroom with students? Why?

It's either Afrikaans/Xhosa depending on the child. The child/parent can sometimes understand the situation better when they are addressed and understand the situation in their own language. It meets them at their point of need, shows respect and recognition for them as a person.

14. In your opinion, do learners have any problem studying in this language?

There ^{are} challenges if the child does not have the level of a home language speaker, however the child will need to work harder and is able to achieve the same results.



15. If yes, what are the problems and how do you manage them?

Teach across the curriculum - I use words in Afrikaans to explain English for the kids they use Xhosa expressions or words that have the same meaning.

16. How do you manage learners in your class whose first official language is not English?

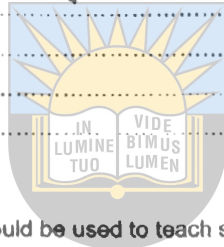
They need the vocab taught first, ^{so} every lesson is a vocab lesson then I build on their understanding. They can ask questions. I encourage peer group work to assist them in having the info clarified in their language.

17. Do you use any South African languages in any form of communication with some learners?

Yes. They teach me Xhosa words + I share English words with them.

18. How do you feel about using other languages in group discussions?

I only ~~see~~ allow 'other languages' to be used when I know they don't understand or know that they are distorting the info.



19. Do you think that those languages could be used to teach school subjects? Why or why not?

Afrikaans yes, the language has developed on an academic level. Other languages in S.A. have not developed on the same level.

20. Do you think there is anything that is not covered by the language policy of this school?

No. The policy identifies the limitations, contextual factors + has identified relevant concerns for other languages.

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

Eng. is an international language. Children need to be exposed to different types of Eng. eg: British dialect, S.A. dialect, American too for. We all speak English differently, however we still understand it other.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or Why not?

It is. The language diversity in S.A. allows for as many languages as possible to be included as possible.

23. Are you happy with English as the main medium of instruction? Why or why not?

Why not be happy, its an international lang.

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24. Do you think that learners would be happy and more successful if they could be taught in their first official language? Explain your view.

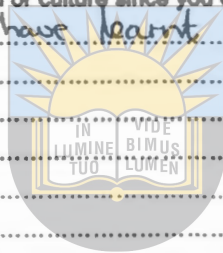
Learners would be happy because it seems easier but that's not necessarily true. Learners an international lang. is far more important & useful in the work place than anything else.

25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

A common lang. of instruction is necessary.
Linguistic boundaries will be overcome when
learners learn to express themselves
in what ever lang. - they can communicate
in.

26. Have you learnt a new language and or culture since you came to this school?

Not new but I have learnt more.



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27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

Yes, allows me to feel some sense of
confidence and I am able to relate to
persons of other languages easily.

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

My classroom is not as diverse as at
my previous school. Most of the boys are
Xhosa home lang. speakers + it is a
challenge to get those who know their Eng.
comm. ability is limited to talk confidentially
but once you engage in informal conversation
with them they are more willing to
respond.

29. How do you get it right in your own classroom with such diversity?

I tell the kids that they are humanist
that I don't see them as Xhosa boys,
I see them as students.

30. What suggestions can you make for the improvement of such classrooms?

Teachers need to accept that English is
NOT a White person's language,
anyone can communicate in Eng.

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31. Any other thing to say about diversity?

I grew up in a multi-racial society & desire
to share that with the learners.

Appendix F4

TITLE OF THE RESEARCH PROJECT: *Building a reading culture among Grade 12 learners in English First Additional Language classroom: The case of one High School in King William's Town Education District*

RESEARCHERS' NAME(S): Mzukisi Howard Kepe

ADDRESS: 3, Van Der Zee Crescent, Fort Hill, King William's Town, 5600

CONTACT NUMBER: 084 295 5032

Interviews for teachers

1. Where do you come from?

Kirkwood (Sunday River Valley)



2. What is your home language?

Afrikaans

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3. What is your official language(s)?

Afrikaans

4. Which other languages do you speak?

English

5. What is the language of instruction in the school?

Afrikaans + English

6. Which other languages are used in this school and in what situations?

Xhosa only when learners address one another.

7. Do you know whether the school has a language policy?

No

8. Do you think this language policy is effective and served its mission and vision?

9. Why do you think it serves the purpose or not?



10. What effect does the policy have on learners' academic achievement?

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11. Do you prefer to teach in a home language or in English? Why?

I prefer to teach in a home language because the learners can address themselves better.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

Yes especially when that language is the home language to those learners.

13. Which language is being used during your consultation and out of classroom with students? Why?

Yes English because the learners do not speak Afrikaans well, but at least understand English better.

17. Do you use any South African languages in any form of communication with some learners?

Yes some learners speak Xhosa and even Zulu with one another.

18. How do you feel about using other languages in group discussions?

It is important to allow other languages so that the learners can understand what they should do and how to cope with new words. It gives the learners a sense of understanding and a positive confident attitude towards the work.

19. Do you think that these languages could be used to teach school subjects? Why or why not?

Yes it can be used. Why not? Each language is important and should get the same rights as any other language at school. Learners will automatically perform beyond their expectations.

20. Do you think there is anything that is not covered by the language policy of this school?

I have never seen one. If the school has one it remained the secret of the SMT. There is no democracy here. We never have meetings only informal mouth mandages are presented where we as a staff are only notified of decisions made in the SMT.

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

Teaching can be improved if the emphasis is based on basics. The syllabus is too broad. Teaching specific things not such a vague information. You cannot change the curriculum every two years and expect performance.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or why not?

No. They only concentrate on English. Everything you research is only available in English. The other languages never benefit. English is the international language everyone is forced to adhere to it.

23. Are you happy with English as the main medium of instruction? Why or why not?

In certain instances yes. If you want to compete internationally, you have to speak, write and understand English very well. If our learners are not exposed they will not understand other cultures.

24. Do you think that learners would be happy and more successful if they could be taught in their first official language? Explain your view.

Yes, they would be more successful because their understanding of the language would be much better and they would be able to address themselves better which will improve their results much better.

25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

All three languages would be a great advantage. Some older people lack knowledge of certain languages. If learners are not exposed to speak another African language it will disadvantage them in the workplace and in other situations in life.

26. Have you learnt a new language and or culture since you came to this school?

I have learned a few Xhosa words and also learned to understand what learners are saying even if I don't understand everything. It gave me a sense of belonging and it helped me so that learners don't gossip or try to do things unnecessary in front of me.

27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

Yes quite a lot if gave me a sense of belonging and appreciation to others (learners) and myself.

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

You should have knowledge of the language and also be able to speak the language with the proper pronunciation so that you could be understood.

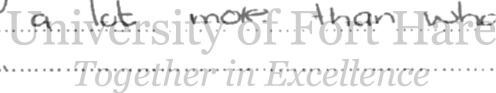
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29. How do you get it right in your own classroom with such diversity?

It is about respect in both ways. You need to accept change in other culture their rights are very important. You cannot discriminate against them. Treat them the way you wanted to be treated and always remember we a human and not perfect.

30. What suggestions can you make for the improvement of such classrooms?

Allow learners to interact with one another without being racist. It is very important to adhere to the rights of learners. They need to have a feeling of belonging somewhere and that they are worth a lot more than what they can offer.



31. Any other thing to say about diversity?

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Appendix F5

TITLE OF THE RESEARCH PROJECT: *Building a reading culture among Grade 12 learners in English First Additional Language classroom: The case of one High School in King William's Town Education District*

RESEARCHERS' NAME(S): Mzukisi Howard Kepe

ADDRESS: 3, Van Der Zee Crescent, Fort Hill, King William's Town, 5600

CONTACT NUMBER: 084 295 5032

Interviews for teachers

1. Where do you come from?

SNORNVILGE, KING WILLIAM'S TOWN



2. What is your home language?

AFRIKAANS

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3. What is your official language(s)?

AFRIKAANS/ENGLISH

4. Which other languages do you speak?

BASIC/PRACTICAL XHOSA. (STILL IMPROVING ON IT)
I CAN TAKE PART IN BASIC CONVERSATION

5. What is the language of instruction in the school?

AFRIKAANS AND ENGLISH

6. Which other languages are used in this school and in what situations?

ISIXHOSA - AMONG LEARNERS. (XHOSA SPEAKING LEARNERS ARE IN MAJORITY) IN CLASS AND DURING BREAK

7. Do you know whether the school has a language policy?

YES, IT PROMOTE AFRIKANS AND ENGLISH AS LANGUAGE OF LEARNING AND TEACHING (LOLT)

8. Do you think this language policy is effective and served its mission and vision?

NO. SCHOOLS, ESPECIALLY EX-MODELS SCHOOLS HAVE NOT CHANGE THEIR POLICIES. THINGS LIKE MISSION AND VISION STATEMENTS DO NOT CATER FOR CHILDREN FROM RURAL AREAS WHO ARE ISIXOSA MOTHER TONGUE USE

9. Why do you think it serves the purpose or not?

NO. THE POLICY FAVOURS MOTHER TONGUE AFRIKANS AND ENGLISH LEARNERS

10. What effect does the policy have on learners' academic achievement?

LEARNERS FROM TOWN AND RURAL AREAS ARE NOT EXPOSED TO ENGLISH OR AFRIKANS. THEY LACK BASIC VOCABULARY. LEARNERS FORMULATE QUESTIONS IN THEIR MOTHER TONGUE AND THEN INTERPRET IN ENGLISH

11. Do you prefer to teach in a home language or in English? Why?

ENGLISH I WOULD SAY, BECAUSE AT MY SCHOOL IT IS A COMMON LANGUAGE SINCE OUR SCHOOL COMPRISES OUT OF INDIAN, XHOSA COLOURS AND WHITE KIDS IT MORE COMMUNICATION EASIER. SOMETIMES, SOURCE ARE FREELY AVAILABLE.

12. Do you believe that certain indigenous languages can be used to teach academic subjects? Why / Why not?

NOT YET, BECAUSE INDIGENOUS LANGUAGES DOES HAVE AN ACADEMIC BASE. ACADEMICS IN SA NEEDS TO PROMOTE AND DEVELOP THESE LANGUAGES BEFORE IT CAN BE USE AS LANGUAGE OF INSTRUCTION AT SCHOOLS AND UNIVERSITIES. ENGLISH ON THE OTHER HAND HAS BEEN USED FOR HUNDREDS OF YEARS AS AN ACADEMIC LANGUAGE

13. Which language is being used during your consultation and out of classroom with students? Why?

ENGLISH OR AFRIKANS. LEARNERS EITHER CONVERSE WITH ME IN ENGLISH OR AFRIKANS. SOMETIMES, WITH XHOSA KIDS I WILL USE A MIX OF ISIXOSA AND ENGLISH.

FROM GRADE 10-12 TEACHING BECOMES DIFFICULT,
BECAUSE IN THE SET PHASE WE HAVING DUAL
MEDIUM CLASSES (ENGLISH AND AFRIKANS IN THE SAME
CLASS) (CODE SWITCHING). WITH 45 MIN PERIODS
YOU BATTLE TO FINISH YOUR SYLLABUS. BOTH
LANGUAGE GROUPS ARE NOT HAVING SUFFICIENT LESSON
TIME.

14. In your opinion, do learners have any problem studying in this language?

IT IS ~~ONLY~~ DURING TESTS AND EXAMS —
WHEN MARKING — ^{WHEN MARKING} THAT LEARNERS LACK UNDER
STANDING, ESPECIALLY WITH MIDDLE ORDER AND
HIGH ORDER QUESTIONS (AND SPELLING) (ALSO
DURING QUESTIONING IN CLASS)

15. If yes, what are the problems and how do you manage them?

WITH SUCH A LOT OF CLASSES WITH 2-40
LEARNERS PER CLASS IN OUR SENIOR PHASE
AND DUAL MEDIUM TEACHING I
I HAD TO USE ^{THEIR} ~~THEIR~~ ^{OWN} ~~OWN~~ TO GET THE RIGHT
ANSWERS.
CLASS DISRUPTIONS I THINK CAN ALSO BE BECAUSE
LEARNERS DO NOT COMPLETELY UNDERSTAND ENGLISH,
OR LEARNERS DO NOT RELATE TO ENGLISH AS
PART OF THEIR CULTURE

16. How do you manage learners in your class whose first official language is not English?

I AM INTERCHANGING BETWEEN LANGUAGE
(AFRIKANS, ISIXHOSA AND ENGLISH)

17. Do you use any South African languages in any form of communication with some learners?

YES isiXhosa

18. How do you feel about using other languages in group discussions?

I FEEL AT EASE WITH IT, IT IS JUST THAT I STILL NEED TO DEVELOP IT FURTHER. I UNDERSTAND IN XHOSA BUT SOMETIMES IT IS DIFFICULT TO VOIC MY OPINIONS, BECAUSE OF LIMITED VOCABULARY (LIKE LEARNERS WITH ENGLISH) SOMETIMES I AM AFRAID TO MAKE MISTAKES (PEOPLE MIGHT LAUGH AT ME)



19. Do you think that these languages could be used to teach school subjects? Why or why not?

THE SAME PROBLEM (IT CAN BE USED), BUT INDIGNOUS TEACHERS AND ACADEMICS MUST GIVE SERIOUS ATTENTION TO THIS ISSUE.

20. Do you think there is anything that is not covered by the language policy of this school?

NO

21. Do you have any suggestions on how teaching and learning can be improved with or without the use of English as a language of instruction?

THE ONLY THING I CAN SAY IS THAT
QUICK FIXES WOULD BE DETRIMENTAL TO OUR
EDUCATION. ON THE OTHER HAND IT WOULD
BE VERY GOOD FOR NON ENGLISH SPEAKERS, ESPECIALLY
FOR RURAL KIDS.

22. In your opinion, is South Africa's multilingualism reflected in the languages used for teaching and learning? Why or Why not?

NO. ENGLISH AND AFRICAN
LANGUAGES ARE DOMINANT
IN OUR EDUCATION.



23. Are you happy with English as the main medium of instruction? Why or why not?

YES, I AM. FIRSTLY I AM AT LEAST USING THE LANGUAGE.
SECONDLY INSTITUTIONS OF HIGHER LEARNING USE ENGLISH
AS A LANGUAGE OF INSTRUCTION. IF THE LEARNERS
DO LEARN IN THEIR MOTHER TONGUE HOW ARE THEY
GOING TO COPE AT VARSITY.

24. Do you think that learners would be happy and more successful if they could be taught in their first official language? Explain your view.

NO. XHOSA LEARNERS SAID XHOSA IS TOO DIFFICULT
AND THAT ALL TECHNOLOGY INSTRUMENTS, LIKE CELL PHONE
AND COMPUTERS ARE USING ENGLISH. THEREFORE, IT COULD
BE DIFFICULT AND STRESSFUL TO USE MOTHER TONGUE
AS L1.

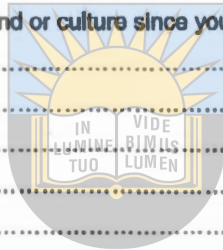
25. As a multilingual country, do you think the school should use all three languages to foster multilingualism, or should a common language be used as the language of instruction so that it can help learners to communicate across linguistic boundaries?

YES, BUT MULTILINGUALISM SHOULD FIRSTLY BE PROMOTED IN OUR COMMUNITIES (ESPECIALLY IN URBAN AREAS WHERE A MIXING BETWEEN DIFFERENT RACES ARE TAKING PLACE IN BUSINESSES AND IN TRADE) OUTSIDE SCHOOL SETUP

BUT ALSO A COMMON LANGUAGE SHOULD BE USED IN LOLT (LANGUAGE OF LEARNING AND TEACHING)

26. Have you learnt a new language and or culture since you came to this school?

NO



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27. Are you pleased that you have picked up some words and expressions in other languages here at the school given its linguistic diversity.

YES I HAVE A SENSITIVE EAR FOR OTHER LANGUAGES. SOMETIMES IT IS HARD TO GET THE MEANING OF LEARNERS CONVERSATIONS WITHOUT THEM KNOWING THAT YOU UNDERSTAND!

28. What are some of the difficulties with teaching and learning in a diverse classroom like yours?

NOT ALL LEARNERS VACILLARLY ARE GOOD IN ENGLISH.

WE ALSO HAVE AFRICANS KIDS IN ENGLISH CLASSES WHO WERE SUPPOSED TO BE IN AFRICANS CLASS (BUT PARENTS WANT THEM IN AN ENGLISH)

APPENDIX G REFLECTIONS

Appendix G1

Reflection on

Title City Hospital
Coma

Author Keith Milles

Subject : Tension, Love, Hope Sadness

This story started off when a little girl was involved in a serious horse riding accident. Suzie, her instructor felt responsible for what happened, even though it was not her fault. Suzie was put in a coma and she lived with a few of her fellow students. A love triangle developed between the students and Suzie struggled with all the stress.

Suzie was doing everything in her power to get the little girl out of her deep coma. Mark and Liz's relationship was on the rocks after she pushed Mark over the edge. Karlene was head over heels in love with a famous actor, but little did she ^{know} that he was only using her. Gudy's drinking problem became a burden, and it almost cost him his student life.

Charlotte was still in a coma and people realised that there was very little hope left. Mark did not know how to know how to handle the awkward situation with Liz, because Liz he felt that Liz might have been hiding something from him. Gurdy ^{started} never to touch a drop of alcohol again, but the life of a medical student was starting to get to him.

Appendix G2

Media Journal

4 Reading (Magazine - Soul)

It's so much easier when you're positive

"With positive thinking, you can change your life - you can turn a frog into a prince"



This one is all about positive thinking, a positive way of life which leads to a happier and more ~~cheerful~~ ^{exciting} life.

This article gives advice on positive thinking, how to get rid of negative feelings, the guilt, the jealousy and to learn to forgive because all that can change your life.

I liked this a lot. It was very motivating and inspiring. It gave me a positive way of thinking, to clear my thoughts and to be happier and comfortable in my own skin.

Reading

Published: Move

14 January 2015

Size doesn't matter.

Being a plus-sized woman doesn't mean you can't wear certain things. Every woman should feel beautiful, confident and comfortable in their own skin.

A 27 year old Lerato Makwe, who is a inspiration to every young lady. is proving that size doesn't count. Lerato doesn't see size as an obstacle on her road to success, since she struggled to find the right clothes suitable for her and the negativity against her. She is designing clothes for women to look in the mirror and love themselves and not feeling rejected by society.

This article gave me and every young woman the ability to know that we are perfect just the way we are. Your size doesn't matter because you as a woman should feel comfortable and beautiful in your own body.

Appendix G4

What I have listened (song)

Meghan Trainor (channel 325: Trace)

- About the base

This song is about a young woman where she sings about "you are perfect just the way you are and that ^{must not} ~~is~~ ^{way} about your size. She does not care ~~what people~~ ^{what people} thinks about her body. They ^{in must} ~~are~~ ^{mind} just accept her for who she is.

I like the way she dances in this music video and I can see she has confidence and that's what makes her the person who she is.

To me, she is like a role model for teenagers to look up to and that's ~~we~~ what we need in life ~~the world~~. to empower women, teenagers that ~~u~~ are amazing just the way you are.

Appendix G5

Book narration

Title: The boyfriend club

Author: Janet Quin-Harkin

The main character in this story is a teenage girl named Justine. Justine lost her mother when she was young and then her father got remarried. She lived with her father and stepmother who expected their first child together. She was not really excited about being a big sister, because she loved her father and was already upset that she had to share him with his wife.

Justine first attended a private school, and then she moved to a public school which she didn't really like until she made new friends who she could depend on and who loved her for who she really was.

Justine was the only one in the boyfriend club who did not have a boyfriend, because she felt that there was no good looking and attractive guys at school. One day, all the girls besides Justine had plans with their boyfriends. Therefore, she felt lonely and decided to spend her day at the mall. At the mall, Justine saw a handsome guy whom she immediately felt attracted to.

The following day, she told her friends about the guy and asked them to arrange for them to meet up. The boyfriend club was on a mission to find out more about the guy Justine liked.

They found out that his name was Stryker and that he was part of a gang therefore, they did not believe that it is a good idea for their friend to get involved with such a guy. Justine could not understand why her friends could be so selfish so she decided to fit in with the most popular group of girls at school called the Kestrels.

She strongly believed that she would meet her dream guy if she becomes part of this group. She got accepted in the group, but later on she got pressured to do things she knew was bad and not in her character to do.

Unknowingly, just to fit and to satisfy her needs and to become a kestrel she turned her back on her true friends who loved and accepted her with all her flaws.

Luckily, she realised that to fit in and to be a kestrel is not going to give her true friendship. Therefore, she quit being a kestrel and apologised to her friends who she ignored. They forgave her and worked together on mending their friendship.

I believe, that this book is a good example about what true friendship means and also guides teenagers like myself how to stand up against peer pressure and shows us how important it is to recognise our mistakes in life and to correct them even though how difficult it is.

I have learnt a lot out of this book, values such as ~~humbleness~~, kindness, friendliness etc. ,but the most important thing that I will not forget is that, it is not about what we have in our life's that matters , but rather who we have in our life's that matters.



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APPENDIX H BOOK REVIEW

Appendix H1

Listened

Afternoon Express (Episode 109 - 5 October 2015)

Summary

In this episode the cast celebrated World Teachers Day. They had Ashra Nairon as a special guest, on the show. She is an incredibly remarkable woman who funded a free school in crime-ridden Manenberg on Cape Town's Cape Flats. She spoke about how driven she was to make a difference in others' lives.

On this show they also made the telephone lines available to callers who would like to nominate a teacher who made a difference in their lives.

Reaction.

I was really inspired by Ashra who had the courage to fund and support a very neglected school. She decided that she wanted to give others the opportunities that she never had. She made me realise that you should never take anything for granted and that you should always give to others.

Appendix H2

Watched

Bondi Rescue (Episode 7 - 19 March 2007)

Summary

This is a factual show where Bondi Beach lifeguards are recorded while they try to keep thousands of people safe. They perform rescues during the summer vacation period.

In this specific episode the lifeguards are unable to locate a man that was swimming in the sea. As the lifeguards had many other people to monitor they called off the search after 45 minutes. A 16 year old boy came looking for his father and the lifeguards feared the worst. After a few hours the body of the boy's father washed up on shore.

Reaction

This was very tragic to watch, especially when they had to call off the rescue. They had to make a choice between looking for a missing man and looking after the safety of other swimmers. It was tremendously traumatic to see the boy's reaction when he reported his missing father and consequently his emotional outburst when he saw his father's body wash up on shore.

Appendix H3

Watched

Script : Laali
: Monday - 8 pm
: Zee World Channel 166

The King of the palace brought a young girl, Laali to get married to his son the prince, Shakur. The King wanted Laali to give him his heir (a child). She did not have a choice so she had to agree that she will get married to a man she does not love and that she will get pregnant, give the King what he demanded and leave.

The prince and Laali did not love each other, yet they had a son together.

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Years later, they fell in love and loved each other so much that they could not live without each other. When the baby was born, the cold King separated the prince from his wife. The prince was so heart broken that he went crazy.

When the father separated Shakur and Laali from one another, I felt heart broken and I even found myself shedding a tear. I also understand how people could be so cruel to their own blood. The script is a true reflection of what happens in other families.

Letter to _____

Artist : Chris Brown

Released : 2010

Name of song : 'Zero'

This song is a nice, funky and also a smash hit amongst teenagers. This song has got great rhythm and beat.

Chris Brown the international singer gets everyone on the dance floor but, ironically when you listen to the words of the song, it is rather sad. Chris Brown sings "Guess how many nights I've been thinking of you - Zero I gave a 100 percent, but all I got from you is - Zero"

I like this song and find myself dancing to it whenever it plays, whether on the radio in the car or on TV. The words said in the song can be taken as advice. In life we must give a 100% to the people who give a love to us and put in everything we have and in a relationship to make it last long and strong, whether it is a friendship or love relationship.

Appendix H4

What I have watched (Series: Empire Channel 125 Fox)

This series Empire is an American drama series where "Empire" is a hip hop music and entertainment company. Family members such as Lucious Lyon who is the CEO of the company, former drug dealer made a success of his life. Lucious ex-wife "Cockie", the mother of 3 sons who was released from prison after serving a 17 year sentence. And their 3 sons who is very talented.

I have just started watching this series and I found it very interesting although it was my first time and I can't wait to watch it again.

What I have Listened (Song): On Trace channel 325 How Deep is your love: Dissipis and Kalvin Harris

The first time I heard this song, I fell in love with it because the way the music video was set out perfect and how the different sound techniques played a big role in this song. I am a person who loves music not because I am in love or anything I just drive me into the vibe and play with my emotions.

Music calms me down when I'm angry, sad or any other emotion.

Appendix H5

Media Journal

1. TV programme (Watch)

Opiah's Lifeclass

Opiah and Steve Harvey : Ask Steve Anything

In this talk show programme, Opiah sits down with actor, comedian and talk show host Steve Harvey and the audience and also the viewers on social media get to ask Steve anything.

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There's this one piece where a twenty five year old woman moved back in with her Mother after she finished varsity and apparently she now has a curfew and her mom treats her like a child. The mother said it's mainly because the girl picked up new habits from school and brought them home. The girl thought she and her mom could work something out. Guess what Steve said, "You got to go." He also said, "You own wings work." So this means she's got to take the real money she gives to her Momma and get herself a place to stay.

My reaction

I absolutely loved the advice Steve gave. It was powerful and realistic.

Heber Journal

2 Song (Listen)

Ciara

I got you.

This is a song written and sung by Ciara. She wrote this song for her little baby boy, Future.



At the beginning of the song, Ciara sings a lullaby for baby Future and you can hear him laugh.

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In this song, Ciara basically sings and says to his son all that he has to go through she has his back. She also warns baby Future that things can get out of control, you can be pushed over the edge but in whatever happens she'll protect and defend him.

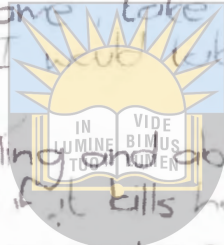
Toward the end she sings, "I'll be here to stop the bleeding. I'll be there to start the healing." Meaning she will always be there for her baby, she will help her child get through anything and everything.

My reaction

This song is just too beautiful. It just states what parents would do for their child no matter what it takes.

The chorus which I love very much goes:
"I'll take your side I'll lay my life down
for you, I'll crawl over broken glass, I'll
stand in the flame, take the bullet
take the blows I would take all the pain"

That's a mom, willing and able to do anything for her child even if it kills her. But my thing is, will she write a song everytime she has a child, because the best thing we want to be fair!



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University of the Western Cape

Cape Town, South Africa

July 19th, 2017.

CONFIRMATION OF EDITING

This is to confirm that I Dr. Dinis Da Costa edited for language use, the thesis entitled **Building a reading culture among Grade 12 learners in an English First Additional Language classroom: The case of one High School in King William's Town Education District** by Mzukisi Howard Kepe. This editing involved issues such as spelling, punctuation, and sentence and paragraph structure as well as language usage. I hold a PhD degree in Linguistics from the University of the Western Cape.



Regards,

Dr. D. Da Costa

Cell no: 0727774508.

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