RHODES UNIVERSITY

LANGUAGE AND LITERACY DEVELOPMENT FOR A GRADE 10 ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM: A READING TO LEARN CASE STUDY

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December

2015

LITERACY DEVELOPMENT FOR GRADE 10 ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM: A READING TO LEARN CASE STUDY

A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

(by full thesis)

RHODES UNIVERSITY

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DECEMBER 2015

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ACRONYMS AND ABBREVIATIONS

ANA: Annual National Assessment

CAPS: Curriculum Assessment Policy Statement

C2005: Curriculum 2005

DoBE: Department of Basic Education

DI: Direct Instruction

ESL: English Second Language

ERC: Economic Research Council

FET: Further Education Training

IQMS: Integrated Quality Management Systems

LiEP: Language in Education Policy

LoLT: Language of Learning and Teaching

NCS: National Curriculum Statement

MKO: More Knowledgeable Other

PIRLS: Progress in International Reading Literacy Study

RSA: Republic of South Africa

RtL: Reading to Learn

SAQMEC: Southern and Eastern African Consortium for Monitoring Educational Quality

SFL: Systemic Functional Linguistics

SLS: Scaffolding Literacy Strategies

TIMMS: Trends in International Mathematics and Science Study

UNESCO: United Nations Educational Scientific and Cultural Organisation

UNISA: University of South Africa

ZPD: Zone of Proximal Development

Declaration

I, Tawanda Wallace Mataka, hereby declare that "Language and Literacy Development for a Grade 10 English First Additional Language classroom: A Reading to Learn Case Study" is to the best of my knowledge original. The work has not been previously submitted either in part or in its entirety for the award of any other degree at any university.

Signature.....................

ABSTRACT

The problem of poor reading skills is a serious one in South Africa, with negative implications for learners' educational achievement. The failure of learners to read at age- and grade-appropriate levels presents a major challenge to the teaching of reading in South African schools. It is against this background that this study aimed at ascertaining the positive impact of the Reading to Learn methodology in improving the literacy levels of learners in a Grade 10 English First Additional Language classroom in a township school. Reading ability levels were established via a passage extracted from a Grade Platinum English First Additional Learner's book. Pronunciation and word recognition formed the basis of the reading assessment. Reading translates into writing, so the learners were also assessed in comprehension and creative writing. The results indicated that the learners' reading abilities were weak, the methodology used to teach reading led to research findings that caused the study to yield findings that suggest that RtL may be the solution to reading problems in the classroom. In addition the study revealed that the ability to read corresponds with cognitive development. The study therefore calls for the adoption of RtL to assist in alleviating reading problems in the classroom.

Acknowledgements

Dedication

I dedicate this dissertation to my late father Patrick Wallace Hapana Mataka and my late mother Dorcas Mukakati. You were promoted to grace prematurely. It is because of you that I am on this earth. I took over from where you left off. May your souls rest in eternal peace.

Chapter 1: Context and Background to the Study

> Reading is primary, and unless attention is paid to the explicit teaching of reading through all levels of schooling, learners will not learn to read effectively and schooling will continue to be a vehicle for widening inequality in our society rather than the opposite. (Hart, 2015, p. 1)

Although the South African Government has made inroads in trying to redress the injustices that are the legacy of apartheid, gaps are still prevalent in the education system. The literacy levels of most learners remain a cause for concern. In terms of literacy levels, South Africa is lagging behind other comparable countries in the world. This has been established in a number of international literacy surveys in which the country has participated.

1.2 National and international reading comparisons

South Africa participates in a number of world-wide literacy assessment programmes. Particularly significant research emerges from the Progress in International Reading Literacy Study (PIRLS), the Trends in International Mathematics and Science Study (TIMMS) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SAQMEC). The results are evaluated and scaled so that they can be compared with other countries in the region and the world over. The results from TIMMS in 1995, 1999, 2002 and 2011 for South Africa indicate no marked improvement among grade 8 mathematics and science learners. Although there was a slight improvement, as registered by scores of 67 (mathematics) and 64 points (Science), between 2002 and 2011, South Africa's performance still remained the worst in middle-income countries that participated in the exercise. A South African learner is 2 years behind the average grade 8 learner from 21 other middle-income countries in mathematics, and 2.8 years behind in science.

South African learners participated in PIRLS (2006 and 2011) for reading literacy assessment. South African learners in grade 5 scored the lowest of 45 countries, below Morocco, Iran, Trinidad and Tobago, Indonesia and Macedonia, to name just a few. In the PIRLS of 2006, only 13% of Grade 4 and 22% of Grade 5 South African pupils reached the low international benchmark of 400, compared to the other participating countries with 94% of learners reaching this benchmark. Trong (2010) elucidates that 87% and 78% of these learners, respectively, were at risk of not learning to read in South Africa. What is more, as Howie and Van Staden (2010) point out, the 2011 PIRLS results revealed no improvement on the 2006 PIRLS results. Both Fleisch (2008) and Spaull (2013) observe that it is now

commonly accepted that there is a minority of South African pupils, approximately 25%, who perform significantly better than the 75% majority. The latter's performance is extremely poor. The root of the problem, according to (Hart, 2015, p. 1), "is the systematic barriers that exist in the education system together with the ineffective teaching of reading in the schools, which result in learners' consequent inability to independently learn from reading across the curriculum". It is the disconcerting trends outlined here that prompted this research.

1.3 Statement of the problem and study aims

The present study investigates this phenomenon in a black township setting. The investigation involves an evaluation of the effectiveness of the Reading to Learn (RtL) programme in learners' literacy development in a Grade 10 English First Additional Language classroom, in one of the township secondary schools in Grahamstown. The focus rests upon on how the Reading to Learn methodology focuses at the level of the text's meaning, the sentence and the word. Developing literacy in this way contributes effectively to learners' ability to read, learning from what they have read, and turning the knowledge gained from reading into written arguments, discussions, and other text-types.

The RtL approach to teaching reading is congruent with objective 1.3c of the CAPS (2011, p. 4) document, which acknowledges that: "education is there for social transformation; ensuring that the imbalances of the past are redressed and that equal educational opportunities are availed to all sections of the population".

But the likely outcome of the current situation is the widening of inequalities across school contexts. These inequalities are likely to be witnessed for a prolonged period of time if there is no paradigm shift in the minds of those who have been entrusted with running the affairs of education in South Africa. The inefficiency of the education system in South Africa is such that it needs a total revamp. If it is left unattended, the cracks in the education system in South Africa may widen beyond remediation. Worrisome reports reveal that learners sit in class without teachers under the guise of cost-cutting by the education department, even though it is enshrined in the constitution that every child has the right to an education. Under such circumstances the literacy and numeracy of the learners are likely to worsen.

Pretorius (2002) suggests that, as children are consistently reading at levels of below 60% comprehension, reading becomes a frustrating and alienating task which may cause them to

give up on reading as a means of getting information. The diagram below illustrates the situation in South Africa.

Sequencing and Pacing	South African Scenario
Reading development sequence **Secondary** *Independently learning from reading* **Upper Primary** *learning to learn from reading* **Junior Primary** *Independent reading* **Before school** *Learning to engage* (Rose 2006:Teacher Training Manual: 4)	Unable to independently learn from reading; many reading at grade 8 levels No explicit teaching of reading in English; shortage of textbooks and reading materials (14 year olds reading at age 7-8 levels) Inadequate teaching of reading in mother tongue; focus on decoding not comprehension - 'barking at print'; shortage of appropriate texts (30% comprehension levels) Little or no pre-school reading experience

Figure 1: Reading levels in South Africa

Badenhorst, D. C., Calitz, L. P., Van Schalkwyk, O., van Wyk,J.G & Kruger, A. G. (1987) assert that "the educationally neglected child's handicap does not result from physical or mental deficiencies, but from poor or wrong educational treatment or intervention being used by his educator, resulting in the child losing his sense of direction and purpose". Such a child belongs to a whole cohort of children whose education went terribly wrong in its formative stages and has eventuated in this crisis. This seems to suggest that somewhere along the line there were educational arrears of a specific nature; for instance, a lack of authoritative guidance, unsatisfactory relationships, little or no normative foundations, insufficient help and support, little or no identification with the more knowledgeable other, and insecurity which eventually results in self-doubt.

It is these factors that are likely to lead to the failure of the system to produce the desired outcomes, which are listed below.

In line with DoBE's National Curriculum Statement (NCS) (2011, p. 11), learning English as a First Additional Language should enable learners to:

- acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context;
- use their Additional Language for academic learning across the curriculum;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for lifelong learning;
- express and justify, orally in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use their Additional Language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the information age and forms the basis of lifelong learning;
- use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment research, critique.

1.4 Intended research outcomes

It is because of the prevailing inequalities in reading ability that the objective of this study is to evaluate the effectiveness of the RtL approach in terms of:

- The correlation between the frequency of guided reading and the ability to turn knowledge gained from reading into coherent, logical, sensible written ideas in a Grade 10 English First Additional Language classroom;

- The extent to which Grade 10 learners from disadvantaged educational backgrounds can improve their academic performance when systematically 'immersed' in reading which is complemented with a diversified instructional approach along the lines of the Reading to Learn methodology;

- The extent to which the Reading to Learn methodology redresses the classification of learners into 'successful', 'average' and 'unsuccessful' identities in one classroom; and

- the extent to which the Reading to Learn methodology contributes to broader social justice endeavours that seek to address the problem of the stratified social order in South Africa.

1.5 Debate on literacy achievements in South Africa

Achievement in reading development in South Africa is low compared to the rest of the world, despite attempts by the Department of Basic Education (DoBE) to address the various shortcomings. According to Spaull (2013, p.4):

> In a Southern and Eastern African Consortium for Monitoring Educational Quality 2000 and 2007 there was no improvement in literacy and numeracy performance over a seven year period. In the most recent round of SACMEQ (2008), South African pupils ranked 10th of the 14 education systems for reading and 8th for mathematics, behind poor countries such as Tanzania, Kenya and Swaziland. The study revealed that 27% of South African Grade 6 pupils were illiterate since they could not read a simple text and extract meaning.

The SACMEQ 11 findings reveal that "just over half were not reading for meaning" (Fleisch, 2008, p. 16). In other words, the majority of the children in the sample were unable to read and make meaning from simple texts.

Spaull (2013) asserts that the most shocking finding is that 58% of 13-year-olds in rural schools in South Africa are functionally illiterate. The capacity to read and comprehend an elementary text is one of the most indispensable abilities a child can acquire. A lack of basic literacy severely curtails the possibilities of escaping the intergenerational cycle of poverty. Spaull's (2013) study also reveals that, irrespective of which subjects or Grade one selects to test, most South African children are significantly below the Grade level curriculum

expectations, often failing to acquire functional literacy and numeracy skills. This is in terms of both national and international levels.

Spaull (2013, p. 4) specifies that the 2007 Southern and East African Consortium for Monitoring Educational Quality (SACMEQ 111) survey showed that: "27% of Grade 6 learners were illiterate since they could not go beyond decoding a text and matching words to pictures, they could not interpret meaning in a short and simple text." According to Shabalala (2005, p. 225) and Spaull (2013 p. 40) the SACMEQ 111 survey showed that 40% of Grade 6 South African pupils were "non-numerate" since they had not moved beyond the mechanical skills related to basic calculation and simple shape recognition. Depressingly, a comparison between the results of SACMEQ 11 (2000) and SACMEQ 111 (2007) indicates that there was no improvement in South African Grade 6 literacy or numeracy performance over the seven-year period. Similarly, the TIMSS study, which tests mathematics and science, revealed that there was no improvement in Grade 8 mathematics between 1995 and 2002 (Spaull, 2013). Most disheartening is the fact that Grade 9 learners in 2011 had not mastered the basics of whole numbers, decimal operations or basic graphs. Putting the situation in perspective, Spaull (2013, p. 4) remarks: "the South African Grade 9 child is performing between two or three levels lower than the average Grade 8 child from other middle-income countries." According to Saville-Troike (1984), Wells (1986) and Pretorius (2002), the teaching of reading is cited in many seminal studies can be seen as the most problematic area in this educational scenario, conducing to dismal statistics in Literacy and Numeracy.

As Ribbens (2008, p. 108) says, "these poor levels of academic literacy are a matter of concern and reading intervention campaigns have been put in place not only locally but the world over". In South Africa, resolutions have been made to tackle the problem, but thus far to little avail. It is a dismal situation that calls for collaborative efforts on the part of researchers to find strategies to tackle its causes.

1.6 Annual National Assessment in South Africa

In addition to the international assessment of levels of literacy, South Africa has administered its own assessment tools, which are locally generated but in line with international standards. According to Westaway (2015), Grade 12 matric examinations and the Annual National Assessments (ANAs) indicate generally weak and highly differentiated educational outcomes. Almost 20% of the public schools produce desirable academic results of which

half are former model C schools and the rest are township and village schools. The country introduced Annual National Assessment for Grades 1, 3, 6 and 9. According to the 2012 ANAs, the percentage of learners unable to read is alarming. In line with the CAPS requirements, a child is said to be achieving if his/her ability is 50% and above. It is disconcerting to note that, among the grade 4 learners assessed in 2012, 68,5% are still under-achieving. The situation is no better in English First Additional Language, where the average mark is 36%. This is well below the 50% that is the expected norm according to CAPS requirements. Disappointingly, only 28,8% managed to achieve the 50% average which is the prescribed requirement nationally. The situation only gets worse as one moves up to Grade 5, where levels of achievement according to the 2012 ANA results were appalling, with an average mark in home language of 35%. Of the total learner population only 27,6% scored over 50%. This is evidence of a dysfunctional educational system, especially in light of the fact that that the situation appears to deteriorate as learners approach Grade 5. According to the ANA analysis for 2012, a total of 67,4% of the total number of learners in Grade 5 in the Eastern Cape were not functionally literate in their home language. Furthermore, the situation is no less depressing in English First Additional Language, where the reading average is only 29,6 % against an expected level of 50%. The most disturbing statistic reveals that only 16,4% learners are capable of reading and 84,4% of learners underachieve in tests of literacy. The state of affairs was almost the same for Grade 6, which registered a displeasing average of 35,6% in comparison to the required 50%. It was even worse for Grade 9, where the average was 34, 6%, and this for learners about to enter the Further Education Training Band. It is disastrous for Senior and FET phase teaching, to have the majority of the learners so challenged in literacy skills. No significant improvements were registered from 2011 onward. The percentage average for reading in 2011 was 30% and 33%, for Home Language and English First Additional Language respectively. These trends for English First Additional Language are brought up to date in the table below.

GRADE	ENGLISH FIRST ADDITIONAL 2012	ENGLISH FIRST ADDITIONAL 2013	ENGLISH FIRST ADDITIONAL 2014
4	34	39	41
5	30	37	47
6	36	46	45
9	35	33	34

Table 1: National (ANAs) average marks for First Additional Language in 2012, 2013 and 2014

As earlier indicated in relation to the SACMEQ, TIMMS and PIRLS assessments, such literacy levels point to an ongoing educational crisis (Bloch, 2009). There have been no significant improvements since 1999 when these assessments were first introduced in South Africa. The authorities appear unable to address the complexity of the problem and the evidence suggests a worsening rather than an improving situation. There are only a few learners at an acceptable achievement level and the rest are in danger of being permanently illiterate.

In this unhappy situation, the level of literacy in grade 9 is particularly concerning. These are learners who are expected to be preparing for the Further Education Training Band. They will find it difficult to cope with the content in this more demanding phase, one of critical importance in their education and in their lives generally.

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
9	21	17	18

Table 2: Grade 9 percentage of learners achieving 50% in English as a First Additional Language

The system is failing one of the principal aims of the CAPS curriculum (2011, p. 4), which stipulates that mastery of English First Additional Language will assist "learners irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in the society as citizens of a free country". Since these learners' poor reading ability obstructs constructive engagement with text, their participation in matters of personal and national importance is compromised. As a result, they will find themselves unable to emancipate

themselves from the chains of social and intellectual poverty. Radical measures need to be implemented.

1.7 Annual national assessment in the Eastern Cape

The ANA report for 2014 shows that Grade 9 are the most threatened because no progress is registered in their results. Yet the learners are expected to be ready to face the cognitively more demanding Further Education Training Band. Reports reveal that these learners have a thin vocabulary; worse still, they cannot interpret a sentence or give an own opinion if called upon to (ANA Report, 2014, p. 11). In Taylor's words (2011), "the system is dysfunctional and unable to equip students with the necessary numeracy and literacy skills they should be acquiring". Below is an illustration of the upsetting trends of the ANA results in the Eastern Cape from 2012 to 2014.

GRADE	2012	2013	2014
4	28,8	28,9	33,2
5	16,4	22,8	39,0
6	25	36.2	24,2
9	20,9	19,4	12,1

Table 3: Provincial trends in the Eastern Cape: Acceptable achievement levels

The implication is that every year they stay at school, learners fall further behind the curriculum, giving rise to a situation where remediation is comparatively insurmountable because the learning gaps have been left unattended to for too long. According to Spaull (2013), Eastern Cape results show that pupils are already 1,8 years behind the benchmark by Grade 3, but that this grows to 2,8 years behind the benchmark by Grade 9, making remediation improbable. The majority of learners appear to be falling by the wayside, unable to meet one of the key objectives in the CAPS document (2010, p. 8), that "by the end of Grade 9, these learners should be able to use their home language and English First Additional Language effectively and with confidence for a variety of purposes, including learning."

Hart (2015) traces this situation back to the apartheid era, which created an extremely negative environment for literacy development in South African schooling. The result, even twenty years later, is that many urban and rural schools have an inadequate, substandard, and dilapidated infrastructure. Most schools (Pretorius, 2002) are without libraries or access to libraries, and overcrowded classrooms, coupled with lack of learning materials such as exercise books, textbooks and appropriate reading materials, create a situation not conducive to literacy development. In addition, Pretorius (2002) affirms that the apartheid era left an inadequately trained teaching force without the capacity to develop learners' literacy to effective levels. Such a generalisation can be disputed because there are numbers of well-trained teachers who are not employed by the Department of Basic Education, which claims that it does not have the money to pay their salaries. In other words, some of the challenges facing the education system should not be attributed to apartheid only. They are also the result of the ineffectiveness of the DoBE and the government.

Pretorius (2002) points to teaching practices in the first three years of schooling that focus on decoding skills at the expense of comprehension. As a result, many children resort to "barking at print" (Macdonald, 1990), reading with accurate pronunciation but little understanding of what they read. The situation is worsened when the children come from impoverished backgrounds where print is hard to come by. The results for the Grahamstown district in particular, as highlighted below, are no exception:

GRADE	2012	2013	2014
3	48,2	42,7	
6	41,9	50,6	39,5
9	36,9	39,1	35,3

Table 4: District trends: Grahamstown district: Acceptable achievement standards

When the education system is defective at national and provincial level the chances of change and progress at the district level are very bleak, because there seems to be even less commitment on the part of the office bearers responsible. The level of literacy in Grahamstown is a reflection of the national and provincial status. Instead of increasing, literacy levels are actually falling, as demonstrated above. These disturbing trends are

exposed when the Matric results of each district are announced. The Eastern Cape results are poor, and those of the Grahamstown district are often among the lowest in the province.

In response to these trends, several scholars have engaged in research to establish the extent to which poor academic performance in South Africa with regard to literacy and numeracy can be associated with poor reading habits (Moloi & Strauss, 2005; Howie et al., 2007; Pretorius & Mampuru, 2007; Fleisch, 2008). Almost all these studies persistently associate poor academic performance with poor reading ability. Hugo (2010), Pretorius & Matchet (2004), Christie (2005), Howie (2008), Nassimbeni and Desmond (2011), van Staden (2011), Lemmer & Manyike (2012), and Pretorius and Mampuru (2007), have corroborated the findings cited above as a system-wide problem from primary school to university.

In addition (Swanson & Hoskyn, 2001), secondary learners face increasing accountability measures along with a great deal of pressure to meet the demands of more difficult curricula and content. Woodruff, Schumaker, and Deschler (2002) claim that learners are becoming increasingly responsible for learning more complex, demanding content at a rapid pace to meet state standards and to pass outcome assessments. According to Kamil (2003), struggling secondary school readers lack sufficiently advanced decoding, fluency, vocabulary, and comprehension skills to master the complex content. Webb (1999) found that many first-year English Second Language university students were reading at Grade 8 level, and Pretorius (2000) reported that first-year Psychology and Sociology students at UNISA were reading with 53% comprehension. This is well below 'frustration levels' of reading of less than 60% comprehension, which often results in learners 'giving up' on reading. What emerged from the research is that South African learners are four years below the levels they should be at, at all stages of the schooling system (Pretorius, 2000).

In a context such as this, where many secondary learners continue to struggle with reading, schools face increasingly strenuous answerability demands and it is essential that they select instruction that will aid struggling secondary readers (Kamil, 2003). Secondary teachers require knowledge of best practices to prevent students from falling further behind and to help bring struggling readers closer to reading for knowledge and pleasure (Woodruff et al., 2002). But Pretorius and Machet (2004) point out that there is a paucity of research on reading in South Africa, and Fleisch (2008) concurs that there have been few published studies that describe and explain the patterns of classroom life that lead to academic achievement or failure. The lack of information means that there are no functional resources

for the planning of future literacy initiatives in schools, for reading instruction training programme development, or to aid in the establishment of an explanatory framework for the monitoring and evaluation of learners' reading performance outcomes. According to Zimmerman, Howie and du Toit (2008, p. 3):

It is thus necessary to illuminate teaching practices in high school in order to aid mastery of the teaching context in which South African learners learn to read and then continue in their development of reading proficiency, and indeed, the context in which teachers are confronted with learners who struggle to successfully achieve fundamental reading skills for further academic development.

Conclusion

This chapter has discussed the state of reading in South Africa as confirmed by a number of researchers and government statistical reports. The chapter has illustrated the disturbing trends regarding reading ability in South African schools as compared to other African countries. What emerges is that there is an urgent need for further research in South Africa to improve reading levels in schools. Such research may need to focus on strategies that could empower teachers in the teaching of reading to all learners, regardless of the reading challenge, grade and age. The next chapter discusses the theoretical and conceptual lenses used to engage with the phenomenon under study.

Chapter 2
Theoretical Framework

2.1 Introduction

Chapter 1 presented the context of reading in South Africa in comparison to other countries in the world and offered a rationale for the research as a whole. This chapter discusses the theoretical and conceptual lenses used to engage with the phenomenon under study. Given the fact that the RtL methodology integrates aspects from Bernstein's theory of pedagogic discourse, Bruner and Vygotsky's social learning theory and Halliday's systemic functional linguistic theory, the chapter covers the ways in which all three theories shape the analysis, interpretation and discussion of data in the study. The first section explains how RtL integrates the theories and how it became an effective tool to minimise reading problems faced in the classroom. The chapter then moves on to a discussion of Bruner and Vygotsky's theory of social learning and how it marries with Halliday's systemic functional linguistic theory. Thirdly and finally, the chapter discusses Halliday's systemic functional learning of language as a way of promoting literacy.

2.2 Vygotsky's theory of social learning

Primarily premised on the development of cognition, Vygotsky's (1978) theory takes a social constructivist approach and stresses the pivotal role of social relations in the process of learning. He believes in the centrality of community in the meaning-making process. According to Vygotsky (1978), social activities are the bases for complex cognitive processes. While theorists like Piaget (1928) believe that learners actively construct knowledge through experiences and maturation, Vygotsky holds the view that it is, in fact, adults and the wider society that create experiences that facilitate learning.

For Vygotsky (1978), the teacher should set the stage for learning and facilitate, whilst the learners are in the process of learning in his or her presence. S/he is not dominant and communication is a two-way process. Vygotsky (1978) argues that abstract knowledge is constrained or guided, or even structured, by the social environment in which learning takes place and, in his words, "semiotically mediated". In effect, this implies the indispensability of

the More Knowledgeable Other (MKO) (Vygotsky 1978). According to Vygotsky, the More Knowledgeable Other is a capable person such as teacher or peer who authoritatively provides assistance through modelling to learners, who are able to complete the task at hand with this assistance. Learners who are in the Zone of Proximal Development (ZPD) need active teaching. Vygotsky (1978, p. 86) defines the Zone of Proximal Development as "the distance between the actual development level as determined by independent problem solving under adult guidance or in collaboration with more capable peers". In aligning with the ZPD, the teacher assists the learners by providing the structure and questions that are necessary to initiate the assembling of the necessary information and its layout (Moll, 1990; Rose, 2006). Most of the information is made available through the participation of the learners and the teacher. Moll (1990) notes that learners typically query themselves as to the text's possible meanings, match words or phrases against text and proceed until the passage or text is reintegrated. Questions used as tools to solicit information aid the learners to critically extract information from the classroom exchanges. The process is integral to the Reading to Learn approach because, according to Tharp and Gallimore (1988), it activates both mind and speech leading to the teacher being able to assist and regulate learners' assembling of evidence and logic. The interaction enables the teacher to evaluate and monitor his learners' need for further assistance. According to Rose (2006), teachers should be explaining, modelling, and guiding practice in the classroom. In implementing Vygotsky's theory to guide his/her instruction, the teacher should see learners engaged in scaffolding, small groups, cooperative learning, group problem-solving, cross-age tutoring, assisted learning, and/or alternative assessment. According to Daniels (2001, p. 107), scaffolding is "a form of adult assistance that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts". In line with Vygotsky (1978) and Rose (2006), the Reading to Learn approach draws attention to collaborative activities and the need for both learners and teachers engage in them. Teachers are expected to actively assist and promote the growth of their learners, so that the learners can develop the skills they need to fully participate in society. What makes RtL unique in terms of its teaching approach is that language is treated holistically. All facets of the teaching of reading are adequately covered, in contrast with other approaches to reading discussed in the next chapter. When one decides to teach reading it has to be done fully, starting from the phonemes, word, sentence, paragraph and the text at large to enable all learners to read and understand. RtL takes cognisance of the whole scaffolding cycle, as theorised by Vygotsky, Bruner and Halliday, all advocates of the social learning of language.

Vygotsky's (1978) argument is that social interaction is fundamental in the cognitive development of a child, and this development is dependent on the ZPD. The two concepts, MKO and ZPD, are very central to Vygotsky's work. His research on ZPD forms the epicentre of his theoretical contribution to pedagogic discourse. He defines it as a 'space' where the learner and the teacher meet each other half-way. The learner brings to the 'zone' what he or she is able to do independently, what he or she has learned, and the teacher brings support, so that what the learner is able to do beyond the 'zone' is supplemented and boosted by the teacher's support (scaffolding).

Besides the ability to accomplish what one was not able to do, scaffolding enables learners to achieve higher levels of performance than they could accomplish on their own, or without the tactical guidance of the teacher. In language and literacy, scaffolding activities characteristically focus on making overt the literacy demands and learning expectations embedded in texts and tasks required for successful school learning. Gibbons (2002) confirms that scaffolding also focuses on making available opportunities for the joint or co-construction of knowledge between teachers and learners.

Scaffolding moves learners along the learning range towards independence and does not propose to reduce literacy activity to a series of fixed scripts (Gibbons, 2002). Rather, as Gee (1996) argues, it is a way to induct novice learners into particular learning tasks and texts, both required for and rewarded by schooling. The approach builds on several theoretical bases, including the theory of scaffolding proposed by Vygotsky and Bruner (1978), on genre theory (Martin, 1985; Christie, 1990), and on the functional model of language developed by Halliday (1985).

According to Vygotsky, (1978) instruction occurs when support is provided at junctures in the ZPD that demand the MKO's assistance. Vygotsky identified four phases within the progression of the ZPD.

2.3.1 Four Phases within the progression of the Zone of Proximal Development.

Stage 1: Social assistance

In the first stage, the teacher, mentor or instructor offers either implicit guidance or direct assistance to the learner. Once the learner appears to have mastered the idea or technique,

help can be indirectly offered by providing cues and prompts. Instead of being given ready answers, questions can be used so as to guide the learner towards a solution to the practical or intellectual problem. This stage is only complete once learners can operate independently to solve the same or a similar problem.

Stage 2: Self assistance

What has been learned in stage one can be applied in stage two. Learners can accomplish tasks without or with minimal help. Although learners can be independent, they still need some help and this is proof that aspects of the knowledge or skills are not yet fully developed. Help in this stage is not external help from the MKO, it is self-directing help in the form of speech or a thought process that actually forms a personal guide.

Stage 3: Automisation

Once traces of support have vanished the learner has left the ZPD, showing that skills have been comprehensively understood. The performance of tasks can be done skilfully and competently, but within a narrow, "automatic" range. Rose's RtL focuses on upgrading learners to become independent analysts of texts, write notes and rewrite the text in their own diction. This links with the idea of holistic learning to enable learners to meet the demands of high school and tertiary education.

Stage 4: De-Automisation and re-routing through ZPD

If a skill has been learned, the next stage is application; if it is not applied it is easily forgotten and the learning process will have been wasted. Therefore it is very important to provide reminders and exercises that continuously call for application of the skill so as to nourish it. Bruner, from whom Vygotsky derived the theory of constructivism, asserts that learners move from their daily knowledge to the unknown. The skills that they are acquainted with come first, and then they progress to the higher order skills that demand explicit teaching and practice until independence and automaticity are achieved. It is the same process that Rose advocates in RtL.

2.3.2 Conditions that facilitate ZPD progression

A classroom environment conducive to learning is promoted by mutual co-existence and collaboration through discussion and the sharing of ideas. The environment must be able to

promote growth and expedite the learning process, whilst fostering good teacher and learner relations. In this context, the role of the teacher is neither that of an authoritarian figure, nor what Cope and Kalantzis (1993) refer to as a "well-meaning bystander", nor that of a docile observer (Bernstein, 1975) in weak framing. The teacher is facilitating the learning process whilst the learners actively engage in learning. There must be constructive dialogue between the teacher and the learners in the classroom. Most importantly teachers must carefully note which prompts, clues, hints, book activities, or peer cooperative activities have the desired effect on the child's learning (Bodrova & Leong, 2007). This means that activities should be within the ZPD. The implication is that the ZPD is not only about skills development and understanding but also those aspects that require a problem-solving approach involving discussion, assimilation, comprehension, argumentation and critiquing. This helps learners to deal with varied situations brought to their attention by the teacher as MKO. This kind of learning process empowers learners instead of treating them as depositories of information. Through the process learners are challenged to apply their mental faculties to explore questions posed to them, and extract theoretical knowledge from their accumulated learning.

It is through the establishment of a conducive learning environment that cognitive capacities develop. Learners are thereby enabled to engage with text, elaborate, argue and be in a position to debate, critique and analyse issues so as to construct understanding. This is the only way they can make the text relevant to their social and cultural lives. When a text is related to the learners' background it motivates and triggers prior knowledge leading to constructive engagement.

2.3.3. Bruner's influence on Vygotsky

Vygotsky draws significantly from Bruner (1978, p. 1), who observes that "instruction, is after all, an effort to assist or shape growth". This resonates with Vygotsky's (1978) argument that growth is promoted to the next, higher stage with the help of the teacher who is interested in shaping and developing the learners. He calls this role "scaffolding", a term implying that the teacher's desire to help the learner achieve his/her goal can be met through structured guidance. This in turn boosts confidence and the teacher's ability to promote literacy. The success experienced by the learners motivates them and consequentially they move to higher levels of academic functioning. According to Bruner (1978), this will lead to the improvement of more advanced meditative skills, for example solving problems, developing thought processes, thinking, intuitive identification and innovation. Vygotsky

(1978) maintains that the ensuing thinking processes are as a result of the intrinsic reconstruction of conversations, which is in line with Rose's high regard for detailed discussion and analysis of a text in the process of knowledge sharing.

 The support experienced through scaffolding is the catalyst that increases the speed and depth of the learners' cognitive development, as he or she grows in confidence (Vygotsky, 1978; Rose, 2005).

The success experienced is language-related because it is language that turns thought processes into messages that can be shared. Bruner (1978, p. 14) argues that it is, "not language per se that makes the difference, rather the use of language as an instrument of thinking is what matters". It is the capacity to carry out a conversation articulating one's thoughts that is so effective because this is what makes ideas come alive. It is in the conversations between peers as well as scaffolded "tutor-learner interactions" (Bruner, 1978) that new insights and messages and intensity are discovered.

Bruner (1978, p. 21) confirms that "the heart of the educational processes consists of providing aids and dialogues for translating experience into more powerful systems of notation and ordering". This encourages the teacher to create thought-provoking situations to initiate dialogue and give learners the opportunity to share ideas since the "power of words is the power of thought" (Bruner, 1978, p. 105). The corollary is that the "principal [learning] deficits appear to be linguistic in the broadest sense – the lack of opportunity to share dialogue, to have occasions to paraphrase, to internalise speech as a vehicle of thought." (Bruner, 1978, p. 29). Both Bruner and Rose advocate allocating a good deal of time to dialogue and allowing learners to interact with the text or scenes that facilitate language development. This path to promote knowledge dissemination is different from other approaches to the teaching of reading. Vygotsky (1978) also stresses the concept of knowledge sharing through discussion because he views reading and writing to be secondary to oral speech. He believes that dialogue amongst peers is the proper basis from which they graduate to actual reading and writing situations, ensuring good comprehension of the text(s) read or written. Rose (2003) concurs with Bruner (1978, p. 103) in arguing that reading should "be rescued from its passivity and turned into a more active enterprise", emphasising the importance of interacting with the text both linguistically and affectively. In order to decipher what the writer has written it is of paramount importance to have some understanding of the linguistic devices at play. This implies that, although it is of course

important to discuss and explain phrases, precedence should be given to analysis of the affective message and background knowledge which are key components to the comprehension of the text. This should be accompanied by comprehensive instruction in technical language devices to ensure full comprehension of the text and effective literacy development among learners. The procedure is further discussed by Wood, Bruner and Ross (1976).

2.3.4 Scaffolding with Wood, Bruner and Ross (1976)

Wood et al. (1976, p. 89) concur with Vygotsky that scaffolding is a "tutorial process; the means whereby an adult or 'expert' helps somebody who is less adult or expert". Vygotsky (1978) confirms that scaffolding is performed by the more knowledgeable individual towards the less knowledgeable other. The same process influenced Rose's RtL approach, which "more often than not involves a kind of 'scaffolding' process that enables a learner or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood et al., 1976, p. 90). However, it is of great importance to notify the learner of the ultimate goal: "comprehension of the solution must precede production" (Wood et al., 1976, p. 90). Such a process leads to cognitive constructivism. It is a process that enables learners to make sense of the world they are living in. According to Borich and Tombari (1997, p. 177), "cognitive constructivism is an approach to learning in which learners are provided the opportunity to construct their own sense of what is being learned by building internal connections or relationships among ideas and facts being taught."

Inasmuch as Rose borrows heavily from Vygotsky, his work draws also on Bruner. Bruner (1978) deviated from (Piaget, 1970) in terms of the role that he believed the environment plays in cognitive development. Piaget believed that cognition is an ongoing process as a result of maturation. But from his study of the cognitive development of children, Bruner (1978, p. 12) concluded that "the teaching and learning structure, rather than simply mastery of facts and technologies, is at the centre of the classic problem of transfer". If earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relationship between things encountered earlier and later is made as clear as possible. For Rose, background knowledge is crucial in any teaching situation and can be drawn upon frequently to aid the process of learning. All these theorists emphasise motivation and confidence to keep learners focused and inspired to learn.

The above describes a process in which the skills of a learner start off as elementary. As the learner interfaces with the teacher, his or her skills become more advanced. From a broader societal perspective, the guided learning which is part of RtL can be construed as contributing to social justice, since the Language of Learning and Teaching (LoLT) is spoken by learners as an additional language. This is the reason why Halliday's Systemic Functional Linguistics (SFL) theory is critical to RtL. It is a theory of language which highlights the relationship between language, text and context. The next section will describes how society promotes cognitive development as well as language, as propounded by Piaget.

2.4 Piaget's theory of cognitive and language development

What is shared by Bruner, Piaget, Vygotsky and Halliday is the notion that accessing meaning is more important than the acquisition of a large amount of knowledge or set of skills that can easily be forgotten. It is against the latter that the constructivist approach to teaching and learning takes centre stage, an approach that promotes critical thinking so that learners can become informed citizens.

Thinking enables learners to adapt to new experiences because to think is to live. Learners construct ways of thinking (cognitive schemas) through the internalisation of active experience. Knowledge is acquired in the process of acting, so learners should be actively involved in learning processes. Constructivist theories of learning suggest that learners learn best when they are encouraged to discover for themselves through interaction with their environment, and in the case of RtL through interaction with their teacher. The activities that the teacher and the learners participate in through stage-by-stage learning are critical. As the knowledge of properties of objects arises from the physical experience of objects, so it is with the knowledge of language. Language can be mastered if there is constant interaction and use of it. As the learners constantly use the language they become thoughtful and interrogate what is at their disposal. They begin deliberate reconstruction of the relevant language properties. The process of reflexive thinking incorporates existing knowledge to build knowledge at a higher level of abstraction.

In the process of learning, action and construction are dual active processes that occur through assimilation and accommodation. Assimilation is adapting our experience to fit our ways of thinking. According to Dimitriadis and Kamberelis (2006, p. 171) "assimilation is

the process of using or transforming the environment so that it can be placed in pre-existing cognitive structures". Accommodation allows our ways of thinking to fit our experience. Campbell (2006, p. 10) defines accommodation as "the process of changing cognitive structures in order to accept something from the environment". Therefore according to Piaget (1970) the developmental ideal is a balance between assimilation and accommodation. According to (Agnes 1999, p.17), Piaget believed that when a balance between a child's mental schemas ("mental image[s] produced in response to a stimulus that becomes a framework or basis for analysing or responding to other related stimuli") and the external world has been reached, children are in a comfortable state of equilibrium. Therefore when learners are competent in the areas they have been taught they get inspired and their potential to succeed in an assigned activity is enhanced. Upon facing a new task they get to a point of disequilibrium because they have encountered something unfamiliar that does not fit into their mental schemas. Learners are driven by curiosity to regain the state of equilibrium. It is at this stage that the teacher who is acting as facilitator should motivate and encourage learners so as to transform their cognitive structures, which according to Garner (2008, p. 32) are "basic interconnected psychological systems that enable the learner to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications".

Piaget (1970) was a proponent of operative knowledge, which implies that change and transformation produce knowledge. He belonged to the constructivist school of thought that views learning as construction (Dahl, 1996). Both Vygotsky and Piaget insist that learning is active, and so is language. This perspective is shared by Rose's RtL, which presents learning as active participation and application, done stage by stage. In the RtL approach, both teacher and learners are active, constructively engaged in the learning process. The learners are not learning about language structures so much as putting them into practice. Particularly significant in RtL is that it matches a learner's experience to a level of readiness and avails the learner of social interaction during the process of learning. Similar ideas are expressed by Halliday in his Systemic Functional Linguistics theory, as alluded to in Chapter One. He advocates social learning and the step-by-step learning of language with the assistance of the more knowledgeable other.

2.5 Halliday's Systematic Functional Linguistics

What sets Halliday's (1985) linguistic analysis apart from other approaches to understanding the nature of language is the premium he places on the systematic connection between the social context and the meanings of, and in, texts. Cope and Kalantzis (1993, p. 14) argue that words are "tools" for analysing texts in their limitlessness variety. Christie and Martin (1997, p. 12) convey it differently: "the model stresses the purposeful, interactive and sequential character of different genres and ways in which language is systematically linked to context through patterns of lexico-grammar and rhetorical features". Halliday (1985) underlines the interrelatedness of the three key elements which make up the register of the text: "field" or what the text is about, "tenor" or an explanation of the interpersonal relations in the text, and "mode", or a demonstration of how text interacts with the world. Halliday and Hasan (1985, p. 12) point out that:

> The context in which the text unfolds is encapsulated in the text not in an unsystematic and fragmented fashion, not at the other extreme in any mechanical way, but through a systematic relationship between the environment, on the one hand, and functional organisation of language on the other. If we treat both text and context as semiotic phenomena, as modes of meaning, so to speak, we can get from one to the other in a revealing way.

Nuanced meanings in texts are thus inescapably projections of the socio-cultural context, and the two should be analysed in tandem. Halliday (1985) refutes the notion of playing down the "social semiotic" of a culture in any discourse system, as this is what informs the texture of a text. He argues that the failure to analyse both together is a deliberate act of "benevolent inertia", a term he associates with those who promote incidental learning, the 'immersion' or 'whole language' theorists, as well as those who focus on sounds or letters, and then build from there to word-phrases-sentences. Halliday's theory provides what Cope and Kalantzis (1993, p. 14) call a "third way", with its focus on lexico-grammar, complemented by the 'register variation' theory. This is an acknowledgement that, as we read, we 'predict' sequences of meaning as much as we decode letters and words (Rose, 2005). Most crucially, however, Halliday (1978) suggests that understanding of the overall meanings of texts provides a sound context for further grasp of detailed, slight, and often sophisticated other meanings within sentences in the same texts, all of which are important and necessary steps in the functional model.

Systemic Functional Linguistics (SFL), as defined by Donohue (2012), is a theory of language which highlights the relationship between language, text and context. Its scope is wide in that it sets out to explain how humans make meaning through language and other semiotic resources (written, visual, spoken), and to understand the relationship between language and society (Coffin & Donohue, 2012). As an 'Applicable Linguistics' (Halliday, 2007), SFL is designed to be a tactical tool and a guide to action, a means of responding to everyday real-life language-related issues in diverse social, professional and academic contexts.

In developing both Firth's (1957) study of language in anthropology and the influence of ethnography on Halliday (1985), Berry (1975) observes that SFL adopted Saussure's 'parole' to mean actual linguistic behaviour and 'langue' to refer to linguistic behaviour potential. He describes the latter as) "the range of options from which a person's language and culture to which he belongs allow him to select from the range of things that he can do linguistically" (Berry, 1975, p. 24). Language involves abstract rules and conventions without which no meaningful utterance will be produced. In addition, language use is not universal but it is determined by the context and culture. In terms of SFL theory, the identification and explanation of the traits of metafunction and stratification of language are key exercises in the process of tracing sociological aspects in the process of spoken or written textual construction and production.

The name SFL refers to language in terms of organisation and function. The issue of function focuses our attention on the use of language in distinctive social contexts ("How is language used?"), whilst a systemic approach explores language in terms of the choices it makes available to those who use it ("How is language structured for use?"). Halliday (1978, p. 4) observes that "in order to understand linguistic structures in functional terms, we have to proceed from the outside inwards, interpreting language by reference to its place in the social process". Within such a conceptual framework, meaning making becomes a practice located within much broader social discursive practices, and thus will always remain unstable (Halliday & Hasan, 1989, p.11).

Unsworth (2000, p. 2) characterises the focus of SFL as "concerned with describ[ing] 'meaning potential' . . . the linguistic choices that are available to construct meanings in particular contexts." With respect to function, the theory posits three "metafunctions": the ideational, the interpersonal, and the textual.

The ideational metafunction embraces experiential and logical meaning, by means of which language represents our experience of the world (Unsworth, 2000). The objective of language is to attain certain things and, because of this, we are constantly executing social roles and relationships by means of it, and language remains a form of interaction. This interpersonal aspect is a second meta-function of language. As we use language to interact, we also engage in an act of exchange through either giving or demanding different "commodities" (either information or goods and services). This brings to the fore, the basic speech functions: statements, questions, offers, and commands (Martin, 1989).

As language operates to relay information it is not always possible to make all contexts meaningful concurrently. The textual metafunction refers us to the "unfolding" of the act of meaning, that is, to the organisation of ideational and interpersonal meanings as language unfolds in time. On the contrary, not only can language "represent" or connect to a reality external to itself, it can also refer to the semiotic phenomenon that it constructs as it unwinds. Therefore the textual metafunction also justifies the crucial aptitude of language to organise itself. Martin (1989) offers an accessible summary of the three metafunctions: "Interpersonal meaning negotiates social relationships, ideational meaning construes the picture of the world around us we see as natural, and textual meaning phases these together into consumable packages of information".

Halliday (1975 pp. 105-107) comments:

> First, the ideational function of language serves for the expression of context; second, the interpersonal function works when language is used as a means of intrusion into the speech event; third, textual function enables language to make links with the internal organisation of sentences and its meaning.

All three metafunctions of language manifest conjointly when we employ language to mean. Language is used inter-connectedly to decipher experience, to bring about social relations and (because it unfolds in time) compose itself in a particular way. In view of the context of this study, this feature of SFL theory acknowledge critical with, and if attainable reveal, specific linguistic acts that may have been motivated by concealed dynamics besides the ones at the researcher's disposal during the time of experiments and documentary analysis of documentary evidence. This is essential if the study has to offer any directions for future approaches to teaching reading at the Further Education and Training Phase in South Africa.

Whilst I was teaching reading to Grade 10 English First Additional Language learners in Grahamstown in the Eastern Cape, South Africa, I drew upon SFL to engage with the types of (factual, fictional) texts taught, the genre (narrative, exposition) of such texts, and the meaning potential of words that such texts contain. Rose's (2005) Reading to Learn, (RtL) was used in the classroom. Rose's (2005) RtL theory draws on the models of Bruner (1978) and Vygotsky (1978, 1981) that see learning as social development, Halliday's (1993, 1994) idea of language as text in social context, and Bernstein's (1990, 1996) notion of education as academic discourse. The complexity of the path to independent reading and Bernstein's restricted and elaborated codes are clearly described in Halliday's (1996) stratified model of language (Martin & Rose, 2005, p. 257). This model specifies that reading is a multifaceted task that engages, recognises and uses patterns of language at three levels:

- At the level of text, readers must recognise what a text is about and how it is organised, for instance as a sequence of events in stories, or in chunks of information in factual texts;
- At the level of the sentence, readers must recognise how words are arranged in phrases, and what each phrase means, such as who or what the sentence is about, what they are doing, where, when, why and how; and,
- At the level of the word, readers must recognise what each word means, and how letters are arranged into patterns to spell the word.

The extent to which teachers scaffold learners through the text determines the extent to which these three aspects are addressed in order to meet the learners' needs.

The Language ladder

Functional Grammar

Whole Text ← **What**

Sentences

Clauses

Traditional Grammar

Phrases

Words ← **How**

Phonetics
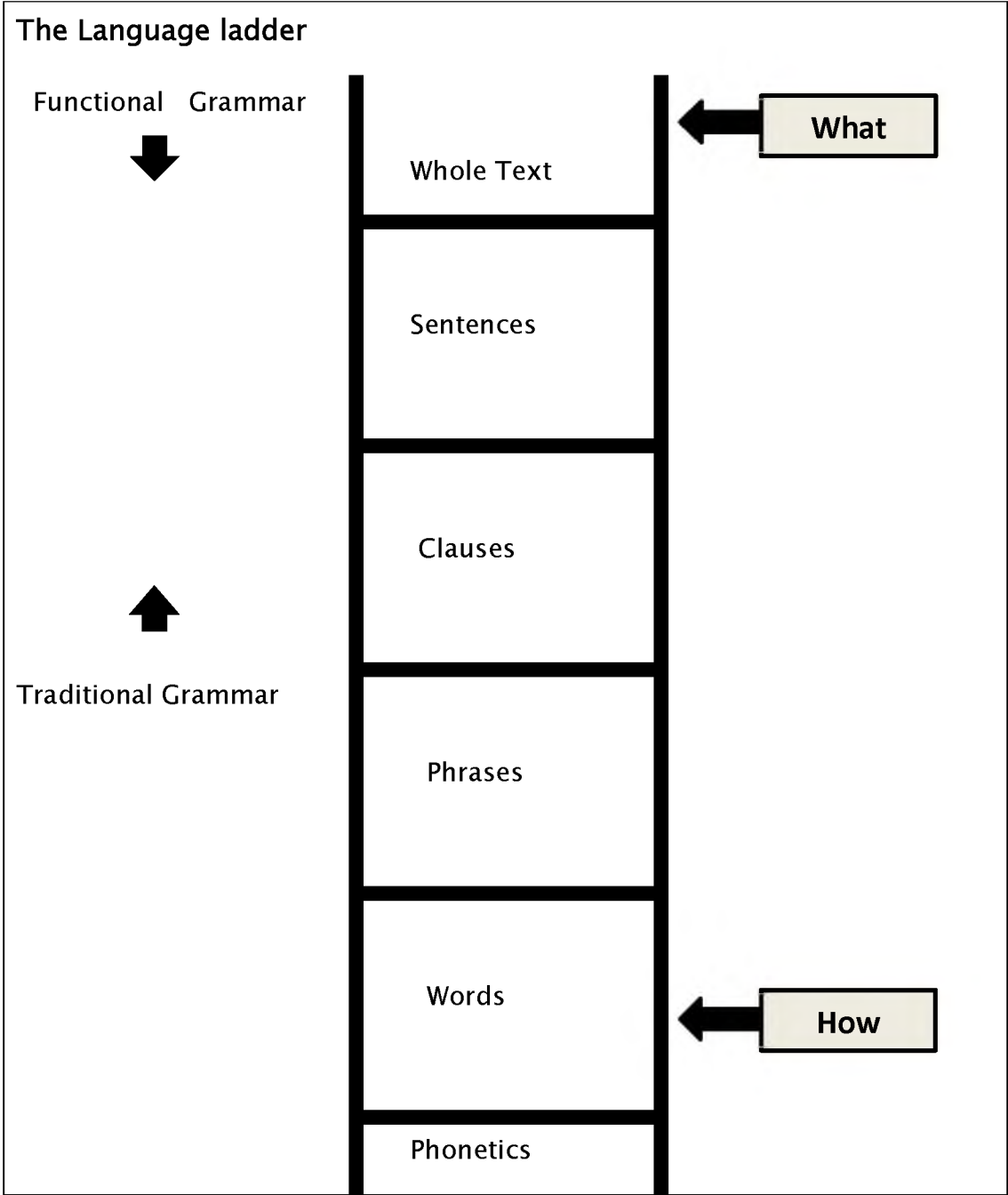
Table 5: SFL on the Learning to Read approach to teaching reading

'Scaffolding' is now widely used to denote the temporary supporting structures that sustain learners in developing new understandings, new concepts, and new abilities (Hammond, 2001). Scaffolding helps learners to attain higher levels of academic performance in comparison to what they would achieve when working independently, or with the absence of intelligent guidance from the teacher. According to Gibbons (2002) language and scaffolding activities characteristically focus on making overt the literacy demands and learning

expectations embedded in texts and tasks required for successful school learning. It also focuses on opportunities for joint or co-construction of knowledge between teachers and learners. Scaffolding helps to moves learners along the learning range, through "the zone of proximal development" (ZPD) (Vygotsky, 1978) towards independence (Gibbons, 2002).

Emerging from the theoretical considerations of both SFL and RtL theories, the study asks the following research questions:

- What role is played by focusing on learning language, learning through language, and learning about language in the process of teaching reading in a Grade 10 class?
- How does focusing on learning language, learning through language, and learning about language in the process of teaching reading impact on learners' reading abilities in a Grade 10 class?

2.6 What influenced Rose's Reading to Learn strategy

The scaffolded literacy strategies propounded by Rose derive from the work of Halliday (1985), Vygotsky (1978), Bruner (1978), and Bernstein (1990, 1996), as described above. Halliday's development of Systemic Functional Grammar highlights intention and the use of language so as to allow the learner to manipulate the aim of language in particular scenarios for meaning-making from text or context. The effective mastery of language gives users the opportunity to learn new practices and unlearn unjust and biased practices. Halliday (1985) postulates that learners should learn in an environment that accords them the chance to make meaning out of technical and sophisticated written pieces, while simultaneously making inferences that they can link to and systematise with their previous experience. What this implies is that learners should graduate from daily language use to exercising the use of specialised language, whether they are at home, in the community or at school. According to Macken-Horariki (2002), learners must assimilate and reproduce the context of knowledge as they learn to make meaning explicit in reading and writing texts. This exercise is the conduit through which learners graduate to the reflexive use of the new language learnt and knowledge accumulated to make meaning of their everyday understanding of the universe, and their daily social and cultural life. This requires that their lives countenance two dimensions, those of science and everyday experience; or in other terms, classroom and communal discourse patterns. In Rose's Reading to Learn approach learners move from

everyday personal experience into scientific discourse (Halliday, 1985). By mastering this procedure, learners acquire the ability to integrate their knowledge of ordinary life and the specialised forms of schooled learning to become decisive and critical thinkers, able to evaluate text and incisively assess its intended social purpose and expectations.

The guided transition between spheres as discussed by Halliday (1985) can be traced to Vygotsky (1978), since he insisted on the critical role to be played by the teacher in supporting the learner, contrary to the assertions of progressivists. While he castigates the traditional way of literacy teaching as the indoctrination of ideas, an archaic process void of substance, he does recommend an incremental process of instruction under the guidance of an authoritative figure but negotiated between the adult/teacher and the learner. In addition, Vygotsky (1978) was convinced that cognitive capacity does not override instruction but is manifested through constructive engagement between the more knowledgeable other and the learner. Furthermore, he encourages the teaching of grammar because it is vehicle for intellectual ways of reasoning and using language as a medium peculiar to writing. He insists that teachers should not focus on what learners already know but rather constantly introduce new skills. Again, these skills will not develop in a vacuum: the teacher has to teach and/or offer the necessary support.

Bernstein (1996) shows that it is of paramount importance to evolve from the use of everyday knowledge to the dimension of specialised and reflexive language. His experiment with seven-year-olds revealed differences that emerge as a result of unequal access to power, which was responsible for depriving working class children of the chance to access literacy. The middle-class seven-year-olds had the advantage of understanding their daily language and at the same time making use of elaborated codes. In contrast, the working-class children were stuck in the everyday realm of restricted code and could not navigate their way into the world of the specialised or reflexive language.

Rose's work was influenced by Vygotsky, Halliday and Bernstein in his endeavour to devise a methodology to achieve equal access to literacy and the power of literacy. It is through the ideas of these three theorists that he advocated a genre-based strategy in his RtL approach. The genre-based approach became the CAPS preferred teaching strategy in post-apartheid South Africa because of its ability to unlock doors that were previously closed to the disadvantaged, and also because of its comprehensiveness in handling diverse cultural and social groups. Rose's genre approach seeks to empower all learners by making available the

basic resources for promoting literacy development among the marginalised and the privileged alike. This approach is presented in greater detail in the following section.

2.6.1 Rose's scaffolded reading strategies: The Reading to Learn approach

The methodology was developed by Rose (2006) to emancipate marginalised learners in the Pitjanjatjara indigenous community in Australia, a socially disadvantaged community which had not had the benefit of a quality education. The main agenda of RtL, according to Rose, is social justice: RtL is aimed at redressing social inequalities endured by disadvantaged communities through interventions in the classroom. Rose consulted studies done by Folds (1987), Malcom (1991), Alexander (2000), Gibbons (2002), Nassaji and Wells (2000), as well as his own previous work (Rose, 2004) to devise a methodology based on a question-response-feedback pattern, backed up with "Scaffolding reading and writing for indigenous children in school", a programme developed from this intervention.

Rose's (2005) RtL methodology draws on the models of Vygotsky's (1978, 1981) learning as social process, Halliday's (1993, 1994) language as text in social context, and Bernstein's (1990, 1996) education as pedagogic discourse. The complexity of the path to independent reading and Bernstein's elaborated codes is clearly described in Halliday's (1996) stratified model of language, illustrated in the diagram below (Martin & Rose, 2005, p. 257). Principally, literacy is approached as a communicative process in which education is viewed as engaging the learner's mind. Learners bring with them different cultural capital: learners from upper- and middle-class backgrounds bring with them the ideal and appropriate cultural capital for the classroom, which gives them an edge over learners from working-class backgrounds (Rose, 2004; Rose, 1999). Learners from upper- and middle-class backgrounds are already more oriented to participate in teacher talk, textbook language and other pedagogic activities than their working-class counterparts (ibid.).

Children from less advantaged backgrounds often experience dis-alignments between home and school literacy practices which create barriers to learning. Even though these learners may undoubtedly bring discrete or diverse oral and literate education, expertise and competence to school, these do not inevitably complement those that schooling both depends upon and honours (Gee, 1996). To counteract these disparities, Martin and Rose (2005) formulated an effective method to help learners read, regardless of their socio-economic backgrounds. This is illustrated below, in a diagram that illustrates the complexity of reading.

Martin and Rose (2005) argue that as a result of this complexity, the teaching of reading needs to be simplified so that all learners are taken through all three stages, as indicated in Figure 2.
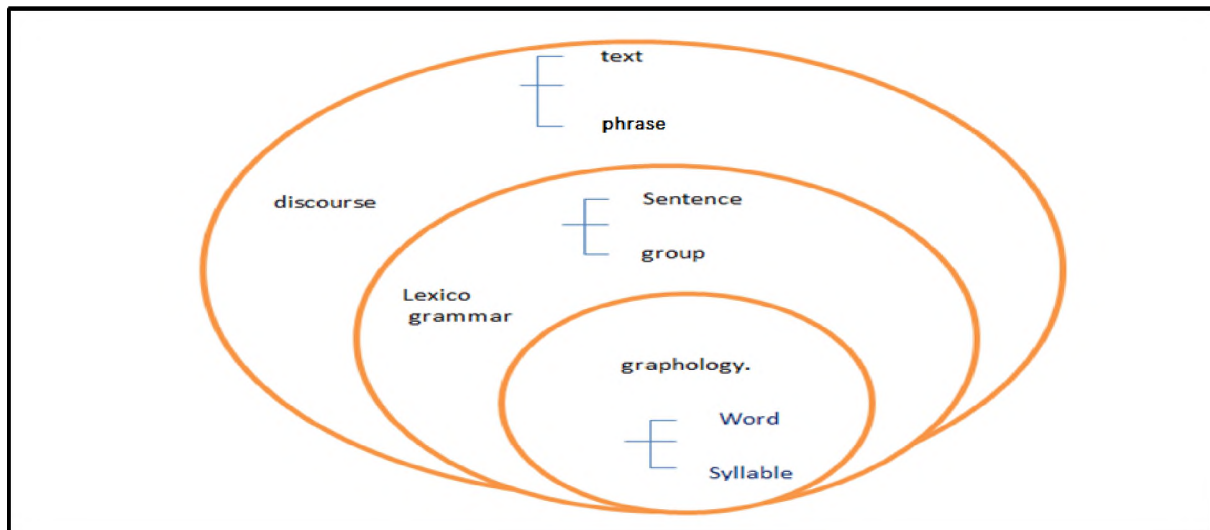
Figure 2: **Complexity of the reading task by strata and rank**

Martin and Rose (2005, p. 263) highlight the following:

- A text only makes sense if we know something about its subject matter (field) and about how it is organised (genre), so that we recognise what is happening at each step of the text. If we know these things then we have a good idea of what to expect as we read a text, and where we are going when we write. Thus before we read a text to learners, we should tell the learners what it is about as it unfolds through each phase of the text.

- Likewise a sentence only makes sense in relation to the other sentences that come before and after it in a text. If we understand the text, we will have a better idea of what each sentence is about. This means that we should help learners understand each sentence and its structure, and how it relates to the text and sentences around it.

- A word only makes sense in relation to the other words in a sentence and a text. If we understand the text and the sentence, we will have a better idea of what each word means. Therefore we should focus on key words in the text and how to recognise, write and pronounce the spelling patterns in each word.

The process is extended to embrace both reading and writing because these are two basic skills which one cannot divorce. Rose's six-stage curriculum cycle for the explicit teaching of

reading and writing – the Reading to Learn cycle – is represented below in Figure 3 (Martin & Rose, 2005, p. 263).
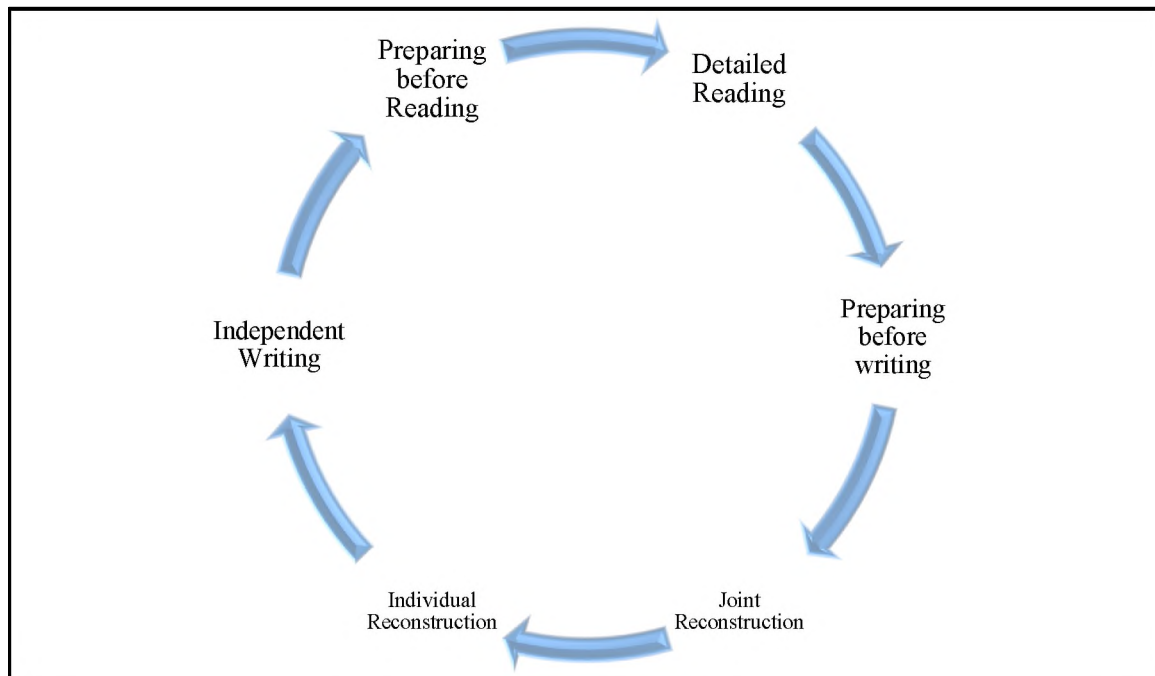
Figure 3: Reading to Learn curriculum cycle

The illustration above highlights the development of the genre based-approach as postulated in Rose's Reading to Learn methodology. It illustrates the active instruction in literacy and language skills. The episodes of modelling and joint reconstruction/negotiation depend upon the collective, that is, upon the participation of both learners and the teacher. This underscores the importance of the teacher being expert in language and literacy in order to disseminate the requisite knowledge to his or her learners. The modelling stage depends upon an accumulation of communal knowledge while the text and its social purpose are interpreted to exhibit the manner in which the intention is realised. The process eliminates rote learning because memorisation has no place in it. The learners' feedback is authentic and crucial, and the whole class is fully involved.

In the individual reconstruction process learners are assisted to put into practice the abilities mastered during the joint negotiation stage, in order to write original texts of a similar nature to the example. In the processes learners start to realise that texts serve various intentions and need to be written in a way that will enable these intentions to be recognised. The last stage is independent writing, when the teacher steadily minimises the level of help and scaffolding

given to the learner. Ideally, learners' confidence and competence is high at this stage and they are eventually able to work on their own.

Uniquely, Rose's approach emphasises reading rather than writing as he affirms that reading has to be mastered first. The Reading to Learn approach is summarised in the three-stage cycle shown below, which is introduced by a brief synopsis.

In the first stage of the cycle, 'preparing before reading', the learners were prepared for reading a text by a rephrasing of its entire meaning and order in common sense terms. The teacher read the text whilst learners followed. The process permitted learners to attain some comprehension of the text and how it progressed, and did not overload weak readers in the process of attending to words as they were read out. This was followed by the three-stage detailed reading interaction cycle which is central to Rose's six-stage cycle (Martin & Rose, 2005, p. 258).

Prepare
. context/sentence
meaning

Identify
.affirm

Elaborate
.meaning beyond
sentence
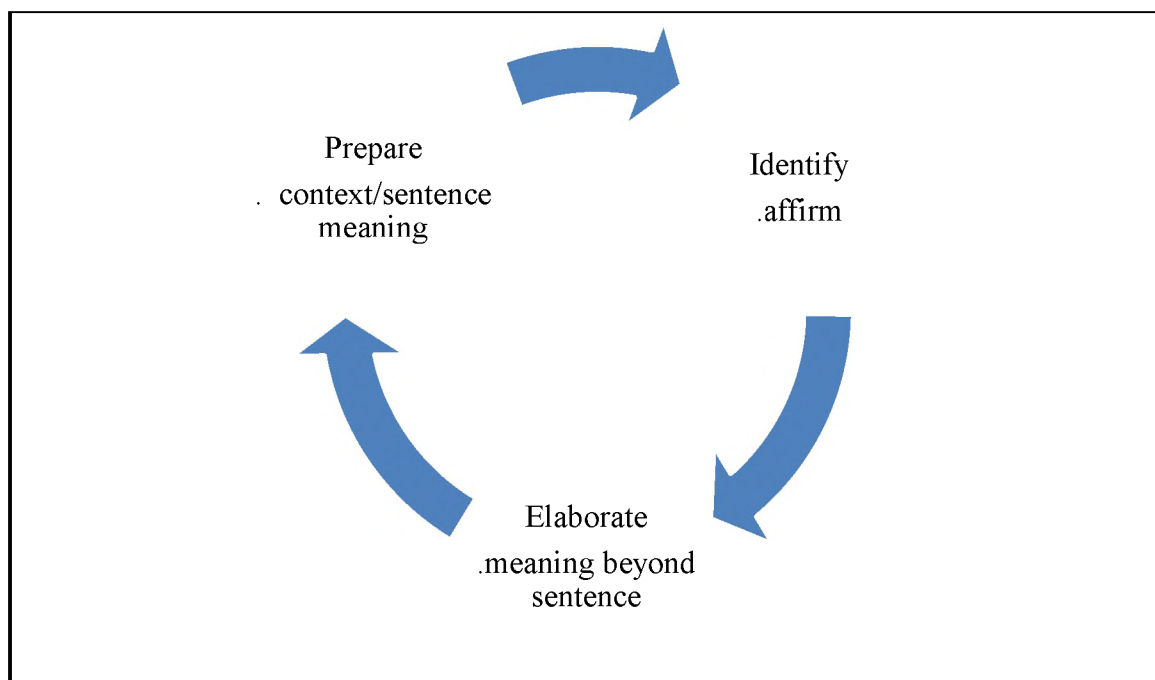
Figure 4: The "preparing before reading" cycle

During the orientation phase, the teacher provides a comprehensive explanation of the text as a whole, then individual paragraphs, sentences and finally words. The procedure is followed by a comprehensive analysis of the sentences and then a critical analysis of each principal element of the sentences throughout the text. Every learner in the class must be involved and his/her contributions acknowledged whilst discussions are in progress. The acknowledgement

is intended to motivate learners to fit into the style. As learners identify the structures that make up the sentences they are given the opportunity to express the meaning of different structures. Sharing knowledge is a key element in helping learners to predict the proceedings as they engage in the process of analysis. The elaboration stage calls for detailed discussion, where the learners point out words and explain them, bringing to bear their personal knowledge and life backgrounds. This will motivate them into becoming an integral part of the procedure.

The ability to read and comprehend a passage and learn from reading is the cornerstone of many learning activities in a class. Although the process of writing is deemed secondary in comparison to reading, one cannot separate it from reading because writing is evidence that one can account for what one has read. Additionally, the reading adventures of learners are evident in what they write. A learner's ability to read is often reflected in the learner's ability to write independent work and to share their experiences with others.

When putting scaffolding strategies into place, it is important to take into consideration that the texts to be selected must be comparable with curriculum requirements for the assessment of the particular group of learners, rather than recommendations from remedial programmes. Using scaffolding strategies promotes reading across the curriculum and even the weaker learners in the classroom should eventually be readers. Although scaffolding may take time, the advantages are immeasurable if learners can ultimately read independently and work as individuals at the pace recommended by the curriculum.

2.6.2 The use of scaffolding learning strategies

These are Rose's five principles for all learners to succeed (adapted from Rose, 2003).

1. Pacing

There is continuous practice and illustration of a single activity till the learner is competent before embarking on the next activity.

2. Equality

Teachers should ensure that all learners are engaged, even the weakest learners. Repeated demonstrations are needed if the learners are uncertain. Teachers should be on the lookout for

learners who are disruptive because these are weak learners who have not mastered the task under discussion.

3. Preparing

Teachers should ensure that learners are well prepared to attempt the task at hand before they attempt it. Questions asked should be from the work they have covered, not what they do not know, to increase their confidence and morale.

4. Handing over control

Upon completion of the process, learners who have mastered the required reading and writing skills can be given the opportunity to work independently. Lastly, teachers should acknowledge learners' efforts and success by praising them. Feedback in all cases should be positive.

As illustrated above, the RtL approach leans heavily on Halliday (1985) because it operates from a theory of language as text-in-context. This implies that all three levels of language pattern, as indicated above, only make sense within the social context of a text type (genre) and its subject matter (field). Rose (2005) maintains that RtL is an articulate and meaningful theory and methodology of literacy across the curriculum, although in this research it was used to teach English First Additional Language.

2.6.3 Arguments in support of the Reading to Learn approach as emancipatory pedagogy

One reason why Francis and Wedekind (2005) support RtL in contrast with progressivist approaches is their criticism of the way the latter treat reading. They charge that progressivism is designed to benefit the middle-class and the elite at the expense of the poor, and therefore to reinforce the status quo, reproducing the stratified socio-economic order. In disguised conspiracy, the progressivists emphasise 'smooth' terminology to mask their true intentions, such as "the invisible pedagogy" (Bernstein, 1996), learner centeredness, learner abilities as opposed to learner inequalities, inclusivity, self-discovery and learner grading. Invisible pedagogies are always likely to relay integrated or embedded subjects (Bernstein, 1996, p. 197). Another disconcerting phenomenon which impedes a significant number of disadvantaged learners from making it through schooling is its very structure, in the form of

imposed rules of sequencing and pacing within the curriculum. In Bernstein's view (1990, p. 8):

> The strong pacing of the academic curriculum of the school creates the necessity of two sites of acquisition, school and home. It creates a particular form of communication which does not privilege everyday narrative [the inner structure of the communicative principle children use in everyday life]. In this structure children of the disadvantaged are doubly disadvantaged.

Rules of "sequencing" and "pacing" (Rose, 2003) in the curriculum remain two fundamental supports of this dominant culture. Bernstein (1990, p. 75) observes: "Children who can meet the requirements of the sequencing rules will eventually have access to their own discourse". But learners from underprivileged communities are destined never to meet these stringent requirements because they are not given access to English, the language of power. They do not have access to any form of basic reading at home in their early years, while the education institutions assume that all learners who enter through their gates are able to build on their prior knowledge of printed representation. No real effort is made to 'bring on board' these learners and to breach the gap that this type of learner brings to school. Blame for this can be levelled against both the parents and the government, because it is the obligation of both parties to facilitate these children's access to education.

It is this marginalisation and exclusion that Rose's (2006) Reading to Learn methodology seeks to redress. Its motivation is to accord justice to the marginalised, especially learners from a background of oral culture, and challenge the unequal moral order of the classroom, and by extension, of society. For Rose (2011), in order to interpret the intractability of educational inequality, we have to go beyond the superficial features of schooling to recognise that it is an evolved system adapted to the context of a stratified socio-economic system, and that it functions as a pedagogic device for perpetuating inequality at every stratum from early childhood practices to teacher training.

Rose's (2011) pedagogy is therefore to be construed as a bold and ambitious attempt to look beyond the superficial features of instructional discourse, and into regulative discourse. It begins to ask probing questions and forces us to interrogate our complicity in the crime against the underprivileged. For example, how do we select, package, distribute and evaluate curriculum content in such a manner that every learner benefits maximally and equally from the education system, despite their socio-economic context and backgrounds? How do we

ensure that the regulation of social relations and the associated identities of learners in education institutions manifest promotion of equity and redress? In an apparent response to these probing questions, Rose (2011) castigates the dominant class for what he calls "the naturalisation of inequality" in all education settings, especially in primary and secondary schools where it mostly manifests. The teaching methods advocated by progressivists are the major drawbacks because they seem to favour the middle class and children of the elite, and persistently relegate to the margins working-class children whose immediate environment knows no print, electronic media or literate parent or guardian who can initiate the child into early reading.

Of major importance, too, is Bernstein's (1990) criticism of the content and strong pacing of the academic curriculum in schools. For him, they create two problematic dynamics for learners from disadvantaged communities: first, the necessity of two sites of acquisition (school and home), and second, a particular form of communication which does not privilege everyday narrative (the inner structure of the communicative principle children use in everyday life).

Conclusion

In this chapter I have discussed the theoretical and conceptual lenses that inform the interpretation, analysis and discussion of data in this study. I have highlighted how RtL was influenced by Bernstein's theory of pedagogic discourse, Bruner, Piaget, Vygotsky's social learning theory and Halliday's systemic functional linguistics theory. These sources were integrated in the design of RtL methodology as a strategy to tackle the complex reading challenges faced by learners from disadvantaged communities like those at the research site. What emerges from the study is that reading can be taught to any learner, at any level, through consistent support, motivation and the practical use of language for meaning-making.

Chapter 3
Literature Review

3.1 Introduction

Chapter 2 discussed the theoretical and conceptual lenses used to engage with the phenomenon under study. The most important findings that emerged from the chapter was the fact that reading can be taught to a learner, regardless of age and grade, provided the right approach is used. The current chapter discusses studies that have engaged with various reading and writing approaches, and how such approaches can remedy the classroom situation in particular. The chapter concludes with a discussion of the RtL methodology, and ways in which it adds value to the other approaches.

The definition of literacy that a teacher endorses is the determining factor that informs classroom policy and teaching methodology. Literacy has been viewed not just as a process of learning arithmetic and reading but as an addition to the emancipation and holistic development of man. As mentioned earlier UNESCO (2005) proposes literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contents. Literacy encompasses a continuation of learning by providing opportunities to the individual to fulfil his or her objective, evolve his or her knowledge and potential and fully take part in the activities of the community and wider society. In addition, (Foley, 1994, p. 184) argues that "literacy is the mastery of language, in both its spoken and written forms, which enables an individual to use language fluently for a variety of purposes". Still literacy does not only imply the ability to read and write communicative statements in life. This assertion received criticism because it was perceived to be too naïve to meet the challenging demands of the world which is beyond simple statements. The definition of literacy was further modified to include that when one is functionally literate he/she must be able to participate in all chores that invite literacy to promote efficient participation in group and community engagement.

The above definitions of what it means to be literate fit well into Freire's educational views on critical pedagogy. He believed that the basic goal of education should be emancipation and transformation of societies and communities. Freire (1970) maintains that education has the duty to liberate and train individuals to solve problems. Freire's (1970) ideals were that learners should actively participate in their learning and must navigate their way towards

knowledge. This means that teaching should be a two way process and that teachers should not treat learners as mere depositories of information. In this way learners feel being part of a learning process where they are confronted with important issues and questions. As a result Freire's classroom would be an epicentre of dialogue where the learners and their teacher share space as they engage in robust academic discussions and debates. In this scenario the teacher plays the role of a facilitator, who ignites the process. In Freire's view, after the initiation into the process there is constant and consistent monitoring of the learners to keep them guided and at the same time making sure that their learning environment promotes discussion and debates. Furthermore Freire (1970) believed that discussions should centre on issues contemporary to the time, such as corruption, poverty and HIV. The discussion of these issues marry prior knowledge and new experience as read in texts or raised by the teacher or the more knowledgeable other. Freire's work illuminated the school's role in promoting and uplifting literacy in schools which would lead to empowering individuals. However this may not be sufficient if the literacy levels of learners are poor.

The threat of poor reading literacy within learning environments that are located in disadvantaged communities is a global phenomenon (Stern, 1994; Crossly & Murby, 1994; Elley & Mangubhai, 1993; Greaney, 1996; Smith & Elley, 1997; Walker, Rattanavitch & Oller, 1992; Verspoor, 1989). Children from low-income families and ethnic-minority backgrounds are less likely to have experiences at home consistent with the expectations of their teachers and are therefore less likely to possess the necessary competencies. These children may have less exposure to printed matter, less frequent verbal interactions with adults, and less observation of people who model positive engagement with print (Neuman & Celano, 2006). Thus these children may arrive at school with less knowledge about reading and less interest in becoming a reader (Snow et al., 1998) and they continue to struggle and lag behind their middle-income peers as they proceed through school. Similarly, O'Connor, (2007, p. 14) confirms that, "on average, children who are raised in higher-income households own more books and the opportunity for prolonged conversation with adults that includes a rich store of unfamiliar words". It is the socioeconomic status that can steadily envision the cognitive and academic outcome of a child as children who are from socially and economically deprived backgrounds perform less well in comparison to their compatriots from high income backgrounds. The children from high-income families have high access to the target language related experiences such as opportunities to own books and other materials to supplement their learning. More so they have access to public libraries because

their parents or guardians are well informed of the benefits of such a facility (Raz & Bryant, 1990). These experiences from home and other facilities put them at the forefront in terms of using language as a powerful literary tool. The one who has the ability to manipulate language to maintain their space has an advantage. There is a need to make use of the most effective practices to create opportunities for learners from marginalised backgrounds to fit into the group of the able sin order to be able to share their spaces of power.

However this can only operate effectively if concerted efforts are made to ensure that all learners are given equal opportunities to become functionally literate. It is against this background that (Johnson, 1994) contends that the objectives of a language policy should be to provide opportunities for literacy which will consequently allow for the reshuffling of power structures in society. Cope and Kalantzis (1993) assert that the school has a duty to ensure that literacy teaching is explicitly inclusive to any disadvantaged learners, so that literacy can provide an entry into the literate culture and thought. Productive pedagogy according to (Freire, 1970) means that the school has the task of moving the learner from the known that is everyday knowledge to the academic specialised discourses. Specialised discourses are the gateway to the reflexive which enables the learners to critique the social agendas of texts they may confront. The specialised discourses provide them with the licence to interrogate the socially powerful discourses and be in a position to make judgments with regard to the texts as they relate them to their real world experiences. Being literate opens various avenues of making use of language to enter into once restricted spaces of social action and power. It therefore suggests that literacy instruction must connect heterogeneous social duties of language in a variety of contexts.

However, it is unfortunate that many English Second Language learners are from low income families whose main agenda is to work and provide food for the table hence there are limited opportunities to be efficiently literate. Furthermore they have less disposable income to purchase supplementary reading materials for their children. The divide is that learners from low income backgrounds are doubly disadvantaged as a result of a lack of exposure to the more knowledgeable other who could role model the language and the non-availability of print material to read. This is in contrast to their counterparts from high-income households who are privileged to have role models, print and electronic media to supplement and reinforce what they learn at school. For the disadvantaged group, the words encountered in class persistently remain unfamiliar and become unreadable because of the lack of functional use. These sentiments are echoed by Bruner (1978), Piaget (1962), Vygotsky (1978) and

Halliday (1985) that language learnt but not applied in context is certain to become obsolete and eventually be forgotten as practice makes perfect. It is through application that mastery of reading, pronunciation, and meaning are endorsed. Regardless of the fact that educators having historically emphasized improving learners' reading proficiency in the elementary school years, reading instruction for secondary learners with reading difficulties is less prevalent. As a result, secondary learners with reading difficulties are infrequently provided with reading instruction, thus widening the gap between their achievement and that of their grade peers (Grigg, Daane, Jin & Campbell, 2003). Drawing from different theoretical orientations, many scholars have tackled this subject.

Steeped in the authority cultured by their positioning, such scholars make assumptions and generalisations about the teaching and the learning process, including literary reading instruction. In the articulation of their various positions on reading literacy there emerge two strong voices; those who draw inspiration from the Immersion Theory (popular in the United States) and those who come from a Direct Instruction (DI) orientation. Therefore the literature is reviewed with an express agenda to distinguish between two schools of thought, but importantly also to decipher what informs their orientation. In his *"The potential of book floods for raising literacy levels"*, (Elley, 2000, p. 235), a fierce global proponent of the Immersion Theory based in New Zealand, observes:

> The typical Third World classroom still consists of an under-educated, underpaid teacher, in charge of 40-50 learners in a black overcrowded room, with bare walls and tiny blackboard. The learners are typically learning in a second or third language, by rote authoritarian methods, with the aid of a few textbooks, often of doubtful quality and marginal relevance to the learners' interests. There is no school or classroom library and virtually nothing of interest for the learners to read. Few teachers are enthusiastic about their calling.

Elley (2000) points out that the challenges of below par reading ability levels in distressed backgrounds is a result of lack of committed teachers. This is the reason why he recommends "back to basics approach" retracking of the conventional classroom which he identifies as "The World Classroom". He proposes that time and energy be directed to the establishment of conducive classrooms. In addition he proposes the empowerment and motivation of teachers as starting points to better classrooms. Most importantly, he appreciates the

significant act of reading instructions as a starting point of redesigning the classroom so that it facilitates literacy.

It is interesting to note, however, that (Elley, 2000) summarily equates "Third World" classrooms in developing countries, because they are usually associated with poverty and disadvantage. It may be argued that not all developing world classrooms have the 'third world' character and tendencies described above. There are some schools within the developing world positioned in progressive communities that are unique from the rest because they have considered education as their responsibility instead of waiting for hand-outs from the state. It is in these schools that the "Book Flood" programme has been implemented. In addition different societies have proposed different reading approaches for example, synthetic or phonic approach, whole language approach and the immersion approach just to mention a few. These will be discussed below.

3.2 Reading approaches towards promoting literacy.

3.2.1 Book Flood or Extensive reading approach

According to (Elley & Mangubhai, 1983), learners who read large quantities of books and materials are bound to improve in language proficiency. Davis (1995, p. 329) concurs that, "learners are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without pressure of testing or marks". Similarly, (Nutall, 1982, p. 168) states that, "it was the vast amount of reading that I read that contributed significantly to my language development". In addition (Horst, 2005; Pretorius & Mampuru, 2007) extensive reading increases reading ability, confidence, improves language proficiency, increases vocabulary, broadens background knowledge, and translates to improved performance in content subjects. Yet in many schools in South Africa, particularly those in townships and the rural areas, little time is devoted to literacy (Pretorius & Mampuru, 2007). In order for the flood book approach to yield results, learners must be encouraged to read as much as possible. The class library or school library must have an assortment of reading books suitable for all reading levels. This allows the learners to exercise choice. More so the materials bought for reading must be authentic, readable and graded because there are readers with specific word levels and frequency that may pose challenges to learners. Also materials such as newspapers, magazines, related to second language learners must be made available to maximise understanding.

3.2.2 Challenges of book flood approach.

According to the (DoE, 2005) schools offer substandard print environments and learners often come from print-deprived backgrounds where reading is undervalued and there is a lack of culture of homework in schools. The problem is worsened by the poor reading culture in existence in schools and more so in the communities feeding the schools. Some teachers prefer direct instruction compared to the book flood approach. Some learners may just browse to get to the last page at the expense of understanding. The problem of a poor reading culture in communities is witnessed when communities burn libraries which is testimony to a failure to identify the importance of a library. Libraries have been burnt down in a number of communities in South Africa during service delivery protests.

In order to get the most out of the book flood approach, direct instruction needs to take centre stage. Learners can only profit from reading if they can accurately pronounce words and have a good reading speed. The basic approach to reading is the synthetic approach below. This approach is ideal for non-readers and those who still need to master the basics.

3.3 Synthetic approach

More emphasis on teaching explicit vocabulary is called for since very little attention is accorded to both vocabulary acquisition and meaning (Scheepers, 2008). In addition explicit instruction of vocabulary (Lawrence, White, & Snow 2010) encourages learners to pronounce, spell, and write about words. It is through speech sounds that differences in meaning of words are established. Encouraging learners' to repeat and reinforce targeted words promotes mastery of vocabulary and supports content acquisition in various contexts. According to (Carlo et al., 2004) reinforced word knowledge has been improved through post-reading activities with target vocabulary, including cloze tasks that draw learners' attention to the multiple meaning of some words, word association tasks, synonyms/antonym tasks, and semantic feature analysis. Similarly this is confirmed by (Martin & Rose, 2005) in their advocacy of modelling and repetition, substitution in the process of teaching of reading to learn.

The process is complemented by the teacher's support who creates opportunities for learners to act out meanings of words and using visual aids that illustrate the meanings of words in authentic contexts other than the book in which the word was introduced (August et al., 2009)

aligning independent reading materials to children's level of reading and second-language proficiency with support prior to and during reading, and creating opportunities for teacher-learner interaction around books to make them comprehensible during reading (August et al., 2009). Another helpful too is to provide a model of a process, task, or assignment before requiring learners to undertake it, previewing material prior to questioning learners, and using graphic organisers. In order for the reading process to be termed pleasurable a learner must be able to hear the sound of the word in his/her ears whilst reading. These basics will take us back to direct instruction where the nuances of pronunciation and spelling are taught. This is critical to the child especially one learning English as a second language because the only place he gets to hear an almost accurate pronunciation is at school by the teacher.

Shanahan (2001, p.70) for example, defends giving phonics instruction a major role in reading instruction because "more than 90% of English words are phonetically regular." Still, skill building advocates claim that those in phonics-based classes outperform those in the whole language class (National Reading Panel, 2000). It is suggested that, for these methods to work effectively, they need to be used conjunctively. Learning how to pronounce a word is equally an essential element in reading and speaking. It will be unfair to impose texts on learners without engaging in preparatory work with them. In order to identify individual learner problems, starting with the basics may be ideal because it may lead to the identification of the reading problems prevalent among the children. An example is that of dyslexic children whose words are disorderly, resulting in them failing to process meaning. The best possible way would be to start with the basics and then a Whole Language approach; this is only one example among many. According to (Moats, 2014, p. 12) "with the high prevalence of processing disorders (15-20%) of all learners, many reformers believe explicit and systematic phonics instruction should be used to teach every learner how to read-in order to prevent these learners from falling behind. Although (Ling, 2012) believes the Whole Language approach works for many learners but still explicit and systematic phonics instruction works for learners of all levels and greatly decreases spelling and pronunciation errors.

Whilst this is a sound approach if not one of the best to teach learners' reading it has to be complimented by the other approaches so that it becomes a unit to the development of literacy. If the phonic approach is well effected learners can easily graduate to independent reading and eventually be able to read extensively. Below is a brief discussion of the whole language approach.

3.4 Whole language approach.

The whole language approach is a reading approach where all skills of reading are given equal treatment, and linguistic skills and communicative skills are taught simultaneously. Advocates of this approach believe that language serves a communicative function and no language skill should be taught separately. Goodman, (1986) supports this by stating that language both oral and written aspects function serve the same authentic purposes by expediting communication. He argues that no language procedure should be separated from the whole teaching process. In support are (Harste, Woodward, and Burke, 1984) who explain that each time one reads, write speaks, or listens, the language encounter feeds into a common pool of skills.

As much as they may present this argument that teaching of reading must be holistic, it should be emphasised that it is the *word* that start first before one is able to read a whole text. Learners do not have the same opportunities of reading, are at different reading levels and some may not even identify the word. I suggest it is therefore important to start from the word and then move on to the sentence and then the whole text.

Ling, 2012, p.152 recounts the advantages of this approach.

> Firstly with this approach, it becomes easier and more possible for the learners to understand the whole text. Secondly it blends the practices of listening, speaking, reading and writing into an organic unit, avoiding developing the reading ability only in the teaching of English reading. Thirdly, it adapts informal assessment so that the learners can get a more objective score.

Additionally, this approach emphasises the need to instil a love of literature, problem-solving and critical thinking, collaboration, authenticity, personalised learning, and much more Goodman, 1990). "Whole language advocates claim that the rules of phonics are complex and have numerous exceptions. For this reason they are unteachable" (Smith, 1994).

Continuing with the debate Whole Language proponents argue that when whole language is defined correctly, it includes real reading, learners in these classes do better in tests of reading comprehension, with no difference on skills tests (Krashen, 1999). Despite the named advantages (Ling, 2012) barely mentions the disadvantages. The pitfalls of the "Whole Language Theory" are also well documented. Its failure to attend to the systematization of the

teaching of grammar is a case in point. Its prudent approach to the teaching of grammatical rules and subtleties and rules furthermore, ensures that only the grammar that appears in the text stand any chance of receiving attention in the reading lessons. At worst, this apportions the teacher an insignificant role of a "well-meaning bystander" (Cope & Kalantzis, 1993) in the hope that learners will assimilate grammatical rules, a typical role for teachers associated with progressive theories as explained by Dewey. In as much as progressive like Dewey advocates for this approach it leads to a continual marginalisation of the disadvantaged learner.

3.4.1 Arguments in support of Whole language approach

Progressivist education as confirmed by Dewey (1944) was implemented as an antithesis to the traditional approach. Dewey intended to provide solutions to three areas of which the first was lack of relevance in education. He maintained that grammar should only be taught when it has a bearing and meaning otherwise it may present itself as an array of meaningless and confusing symbols. Secondly, is likely to give learners the sense of being in command of their learning, or confident that they can achieve academically. Lastly, the traditional curriculum sought to maintain the existence of the autocratic society. Dewey (1944) believed that the purpose of language was functional, and that therefore the teaching of language should allow the learner to use it to depict their social encounters and be able to relate to the backgrounds of others. He gave credence to the fact that the social purpose and language could not be divorced. It is in this vein that (Goodman, 1987 p. 112) agrees with the fact that schools need to "reject negative, elitist, racist views of linguistic purity that would limit children to arbitrary proper language". Goodman emphasises the separation of traditional approaches and rote learning from progressivism that ideally celebrates the learners' prior knowledge and engages with historic social and political inequalities. The progressivists also reject a pre-set curriculum, calling on teachers and learners to accomplish a collective goal. The current CAPS curriculum in post-apartheid South Africa is designed according to the ideals of the progressivist techniques of learning.

Although the whole language approach appears to be learner centred, there is strong need to first of all carry out reading tests in class so that the learners who are less proficient in reading receive the appropriate help before they engage with texts. Regardless of its benefits, progress amongst learners in communicative competency may not be as fast as those under direct instruction.

Cope and Kalantzis (1993, p. 58) confirm that the "tendency of progressivism is to reduce the teacher role of being a facilitator in the name of learner centred learning which relativizes all discourses". The main concern of the progressivism proponents was to refrain from creating disadvantaged or marginalized learners who lacked economic benefits and were denied access to the power of literacy. Goodman (1987 argues for a 'whole language' approach which takes into consideration all dependable answers rather than solely relying on textbook explanations. Complete engagement with the language by engaging with sufficient and acceptable quantities of reading and writing for specific purposes is the preferred plan of action for the class. However the focal point is on learners' own experiences and how they relate to the experiences. Graves (1993) endorses the approach and encourages learners to select writing topics of their choice to boost motivation as well as a sense of ownership. Still, learners who have good reading backgrounds are the most likely to benefit and those whose backgrounds did not prepare them for school life remain doubly disadvantaged. In addition, (Graves, 1993) suggests that the writing process is testimony of the human voice. Despite these assertions it is learner centeredness that perpetuates circumstances in which working class learners struggle to become literate. They are excluded from accessing the power of literacy because they lack of the requisite language competence to expedite anything beyond their daily experiences. Additionally, as there was no explicit language instruction and focusing on the learners' voice, this consistently kept the working class children in the margins of the community. In spite of Graves (1993) supporting learner-centeredness and owning own language and application as a result of the whole language approach, language skills that authentically promote learners ability towards access to power were not in any way taught as a result of these progressive approaches. Progressive approaches present the perception that all forms of writing are similar and can therefore be achieved simply by writing, which they encouraged learners to do. The advantages of this approach however are outweighed by the disadvantages hence I suggest that it should be used when learners are all competent readers.

Getting the overall sense of the text, although vital, does not supersede the experience of generating and learning new vocabulary whilst reading to learn. The ability to read opens doors to all forms of literature, despite the level or depth of the vocabulary used. Below is a discussion of the immersion theory which is only effective when the learners can read individual words.

3.5 Immersion Theory

Mol and Bus (2011) define the immersion approach as an approach to second language instruction in which the circular activities are conducted in a second language. The second language is the medium of instruction rather than the object of instruction. The major benefit is an improvement in second language proficiency and mastery of content at their appropriate grade level.

Mol and Bus (2011) are even more dedicated in their endorsement of the Immersion Theory. They posit that academic performance of learners is attributable to reading for pleasure. Like all Immersion Theories, they lobby for the maximising of print rich environments. This is because consistent print exposure brings with it a set of guarantees for learners, not least of which is proficiency in the language and reading literacy.

Mol and Bus (2011) state that the meta-analysis suggests that reading routines, which are part of the child's leisure time activities, offer substantial advantages for oral language growth. Interestingly, independent reading of books also enables readers to store specific words from knowledge and hence become better spellers. Finally college and university students who read for pleasure may also be more successful academically. Mol and Bus (2011, p. 289)

> Findings suggest that the relation between print exposure and reading components is reciprocal, as intensity of print exposure also depends on learners reading proficiency. Print exposure become more important for reading components with growing age, in particular oral language and word recognition.

There is justification in the disclosures pronounced by the authors. Many studies justify some of these claims (Stanovich, 1986; Philips, Norris, & Anderson, 2008). Consequently, the frequent subjection to print media does impact positively on academic success, principally in instances where reading development takes place prior to formal schooling. Books dispense a significant context for learning to read for young children. Nevertheless, the tendency is to marginalise learners whose socio-economic backgrounds and circumstances prohibit this experience. For a number of reasons, expounded on earlier, not all learners gain from an early instruction in their home. Some reading practices would not promote the development and comprehension of technical reading skills at early childhood levels like some Immersion Theorists would have one believe. There are certain suppositions and generalisations that support the perpetuation of a stratified society.

In contrast to the above argument, (Scheepers, 2006) launches an attack on the proponents of the "Immersion Theory" to reading and language acquisition. As her focal point is lexical accumulation, she acknowledges Laufer's (1992) conviction that vocabulary is a good predictor of reading success, in second language studies. "Academic ability does not make up for a lack of vocabulary: even good readers will not perform well in a second language if their vocabulary level is below the threshold of 3000 word families" (Scheepers, 2006, p. 5). In line with the previous discussion on the connection between reading fluency and academic performance of learners (Scheepers, 2006) concurs with (Pretorius, 2002, p. 187) that a "lack of reading ability functions as a barrier to effective academic performance." Additionally, (Scheepers, 2006) develops her thesis in her subsequent (2008) work where she dedicates a section on this specific issue under the heading "Academic success and vocabulary size" (Scheepers, 2008, p. 32). It is in this work where she makes a very pertinent observation. Comprehensive reading by itself is insufficient but there is a need for early precise vocabulary schooling. In order to read successfully at high school level, a learner needs a working knowledge of academic vocabulary, and this knowledge is developed by reading, however learners' cannot read profitably in the absence of appropriate and essential high-frequency vocabulary.

(Stanovich, 1986; Coady, 1993; Joshi, 2005) agree with the above position, that the size of learners' vocabulary plays a crucial role both in reading and academic success, whether they are studying through the medium of their first language or not. Mediation at an early phase is crucial if those learners are to expand their vocabulary to a magnitude or proportion which will permit them to cope with their high school textbooks. Teachers should be encouraged to view lexical development (ontogenesis) as imperative; they must enlighten learners of the significance of words, the construction of blocks of language and reading progress. Teachers must be made aware that learners need frequent exposure to words in order for them to become part of their productive vocabulary (Scheepers, 2008, pp. 41- 42). Most vocabulary is acquired outside the classroom - and then more often while reading than while talking or watching television. As far as vocabulary development is concerned, conversation is no substitute for reading. Joshi (2005) and West and Stanovich (1991) propose that even low ability individuals who begin to read more will develop declarative knowledge bases and lexical tools that facilitate further comprehension gains. Studies conducted by (Joshi, 2005; West & Stanovich, 1991) confirm that exposure to print is effective regardless of a child's cognitive and comprehension abilities even those with limited skills will build vocabulary

and cognitive structures through immersion in literacy activities. "A key argument is that vocabulary processing becomes automatic in more fluent readers" (Coady, 1993, p. 18). In spite of the benefits highlighted above, Geva and Clifton (1994) maintain that reading development during the early years of immersion education can be slower and more frustrating for learners, and can create certain problems for learners for whom learning to read is a struggle.

Corson's (1985, 1997) work confirms that there is a possible socio-economic link between reading and vocabulary. He contends that in education there is constant use of vertical discourse. The lexis builds up during adolescence especially in the classroom. According to (Corson, 1985, p. 28) such words have characteristics that make them seem "bizarre, scholarly and difficult language to users who are not exposed to early and regular contact with them." In addition (Corson, 1997) establishes that they are groups that are immersed in horizontal discourse whose vocabulary block the passion of lexis that is in the vertical discourse because they hardly encounter them. Similarly, (Corson, 1985, p. 28) asserts that, "there is a 'lexical bar' in the English lexicon which makes it difficult for members of certain social groups to gain lexical access to knowledge categories of the school curriculum, in both their oral and written language and possibly even in their thought processes".

3.6 Debate on reading

It appears that (Scheepers, 2008) is opposing the exponents of the Book Flood Theory in support of (Elley, 2000) who is a proponent of the Whole Language Approach. The approach appears to ignore the perspectives that are based on the learners' indirect acquisition of literacy skills. Scheepers (2008) is recommending a more interventionist approach to the teaching of reading. This nevertheless is an intervention where the teacher is consistently monitoring the progress of the learners in their quest to make sense of words, phrases, sentences, paragraphs and "stories" that are told. It is about unbundling the reading procedure so that the "size and the depth" of the learners' vocabulary is often a preoccupation of the teacher. Innumerable studies traverse the need for early intervention through the teaching of reading as a critical step towards the promotion of the academic performance of learners in disadvantaged environments. Prado and Plourde, (2005, p. 35) affirm that "researchers believe that if a child does not learn the ins and outs of reading (of which comprehension is a

major part) by third grade, they will fall so far behind their peers that they will never be able to catch up". Alexander, (2000) argue that children will begin learning how to decipher the "code of reading" anytime between the ages of five and eight. Regrettably, 'early intervention' means two different things, depending on one's position in the social strata. It differs for people in Estonia and those in the underdeveloped world in Azebaijan, to those in the middle-class from those in the lower social class. Particularly in urban, privileged settings, 'early' means 'at home' because that environment is conducive for them to start children with reading literacy. However, for those in the lower stratum of society, 'early' can mean in the foundation phase in a school situation. Mostert and Wikan (2008, p. 104), whose study entailed investigating reading habits and attitudes of primary school pupils confirm that: "There is a strong link between [early] reading ability and school performance ... pupils need to have ample access to reading materials within the home environments if we want them to develop positive attitudes and habits towards reading". Steps should be taken to assist parents from especially the lower socio-economic groups to obtain reading materials. Parents need to be educated to encourage pupils to read and ensure that they obtain some reading materials that are suitable for the children. They can be assisted to build a print rich environment which will be filled with an array of reading materials at no cost. Pupils from lower socio-economic backgrounds should be identified at an early age and be given space and additional opportunities for reading within the school environment after normal teaching hours. Where possible, they should be identified even before school-going age and be provided with intervention programmes that include the input of parents. If the learners are in a print rich environment they are motivated to read. It may not necessarily be the parent or family but their more knowledgeable friends.

Although it may sound ambitious the essence of the matter the authors are alluding to is that all parents, including those from low socio-economic backgrounds should be drawn into early interventions that seek to help their children, and that the importance of home-based reading needs to be promoted, even if the means are unconventional (Rose, 2005). It is this realisation that is needed to catapult the learners currently on the fringes of society back into the centre of academic excellence (Mol, Bus, de Jong & Smeets, 2008). A print-rich context can motivate the children to want to read more and explore words.

August, Shanahan, and Shanahan (2006) reiterate that with exceptional instruction, the effects of failing to read effectively can be eradicated. One method that has proven successful with disadvantaged groups is shared book reading. The more knowledgeable others read

aloud and pause while interacting with the listeners by discussing individual words, phrases and other aspects that will aid understanding of the text. Shared book reading emphasizes unfamiliar language which is regularly encountered in the texts that learners commonly read, and which in most cases are different from their academic texts (ibid.). Coyne, Kame'enui, Simmons, and Harn, (2004) suggests that shared book reading offers the teacher or the more knowledgeable other authentic contexts within which to deliberate new lexical items, semantic variations, phonological aspects in lexis, morphological units of the word and to offer learners opportunities to engage in dialogue that support a functional language use and comprehension.

However, the priorities of many children in disadvantaged situations, and those of their parents is focused on survival. Unlike their privileged peers, for these deprived learners the school is the only opportunity for the advancement of literacy skills (Lemmer & Manyike, 2012). Scholars appear to endorse the conviction that regular experience of print serves to refine learners' reading literacy, and inevitably, their academic performance. The adult's role is to take that process further, being empowered with relevant pedagogies. Blame may be levelled against the lower socio-economic status parents or guardians for the failure of their children to cope with school work forgetting that this is the class of people who are preoccupied with survival regardless of their literacy levels.

Incidentally, explicit reading instruction is part of the Direct Instruction (DI) corpus of reading literary methodology and is "unambiguous and clear … (Stockard, 2011, p. 2) confirm that "examples of strategies used in such programmes include clear instructional targets, modelling, guided and independent practice with corrections and assessments embedded within the instruction". In this approach, the teacher is at the centre of intervention, guiding the learning process, and ensuring that the design and organisation of instruction, and the teacher-learner interaction is effective and efficient. In the same vein (Stockard, 2011, p. 13) states that:

> The approach attempts to control all the major variables that impact student learning through the placement and grouping of learners into instructional groups, the rate and type of examples presented by the teacher, the wording that teachers use to teach specific concepts and skills, the frequency and type of review of material introduced, the assessment of learners' mastery of material covered, and the responses by teachers' attempts to learn the material

The outcome of the analysis by Stockard (2011) showed that from 'Kindergarten' to Grade 3 learners with full exposure to the programme had significantly higher reading literacy scores than those cohorts with less exposure. Most importantly, the results illustrate how, through DI rural school districts can improve learner achievement, despite their geo-social disadvantage. This methodology bears strong affinities with Rose's Reading to Learn approach discussed later in this section. Many aspects of Direct Instruction appear to have been considered in Rose's Reading to Learn approach, and they represent an acceptable degree of sensitivity to the possible unfortunate situation of rural schools and communities.

With regard to 'early' instruction of reading in confirming that learners acquire the English language to make a success of their education careers in his "Synthetic Phonics" as a tool for improving the reading skills of Nigerian pupils, (Eshiet, 2012) discusses his preferred use of synthetic phonics as a methodology to teach early reading in primary schools in Nigeria. He argues that the methods that are in use are predominantly primitive. Ekpo, Udosom, Afangiedeh, Ekukinam, and Ikorok (2007) affirm that:

> Currently, teachers start by teaching the learners to memorise 2 letter words, then 3 letter words, followed by phrases, then whole sentences. This is usually done through repeated drills where the teacher chants the words and the pupils repeat after the teacher in unison.

It has been acknowledged that teaching of reading to learners using the synthetic phonics approach has proved to be effective in comparison to other learners taught using other methods (Eshiet, 2012). The phonic method subscribes to the Direct Instruction (DI) school of thought, and is perceived as an oppositional approach to the "Whole Language" approach. Phonics (or Alphabet Approach) main criticism is that, while it is intensive and "recontextualises the brick-and-mortar model of formalist linguistics theories," it nonetheless ignores "higher levels of text and context" (Rose, 2006). It therefore leads learners to read without understanding, a classic case of practicing reading but not learning to read. Also critical to the teaching of reading is the shared book reading which embraces almost all the approaches elucidated earlier. The strength of shared book reading is that there is consistent interaction between the learner and the more knowledgeable other which benefits all learning groups and corresponds with DI.

Although the teacher is pivotal in this strategy and when managed satisfactorily and sensitively, it may amount to fragmentation in pronunciation and speech, coupled with a

deficit in coherence and fluency among learners. In this research DI (Direct Instruction) is viewed as a prerequisite for comprehension and it provides motivation to spelling, word recognition and vocabulary building provided it is managed conscientiously. Rose's RtL approach extends from (DI) in its careful handling of text and context. The assertion appears to be the reasoning of Prado and Plourde (2003, p. 41) when they maintain that:

> Because mastering reading is a life-long process, care should be taken so that learners have a strong foundation on which to build their skills. A solid reading program that includes planned instruction that takes into consideration where learners are [the context] and provides them with feedback that can help them grow is essential.

Zhu and Han (2010, p. 142) endorse this notion and offer a Chinese perspective of "theory of context, including the features of context and some principles in context theory". They publicize, "the application of context theory in English teaching of reading, including some problems encountered in reading comprehension test and some teaching methods related to context theory (Zhu & Han, 2010, p. 142). They conclude that: "in English teaching of reading, if the teacher consciously uses context theory to guide teaching, the learners will overcome difficulties in reading comprehension more easily and they will read faster and make fewer mistakes". This manifests proof of the prospect of a 'third way' (other than whole-language and basal reading (DI) where the concentration lies with the comprehension of setting as a prerequisite for mastery of text, especially as this relates to the South African context.

Regarding the tone of 'urgency' (Van Staden, 2011) pursues the same theme under the title "Put reading first: Positive effects of direct instruction and scaffolding for ESL learners struggling with reading". Her paper investigated whether the reading and reading-related skills of ESL learners in post-apartheid South Africa can improve significantly following evidence-based direct instruction and reading scaffolding techniques to enhance reading comprehension in a primary school in the Free State. Van Staden (2011) is exact about the approach she applies: the DI. She construes it as a method where learners receive small group instruction, which includes evidence-based direct instruction reading that explicitly targets skills such as phonemic awareness, and the application of reading comprehension skills. She is a proponent of DI and values 'explicitness'. All the same, the version of DI that she advocates shows some variance with the traditional, standard DI. Hers has fused new elements in the form of scaffolding techniques. Subsequently, the DI version offered by Van

Staden (2011) leans towards the Reading to Learn approach to be used as an intervention in this research, and seems to be informed by the ideological orientation that renounces 'exclusion' of learners on the basis of their socio-cultural, econo-political and class consciousness. Respectively, (Pretorius, 2012 Van Staden, 2011) rebuke the assumption of 'exclusion' and 'perpetuation of inequalities' in spite of divergent views: one from a university graduate and the other from a learner's point of view.

Lemmer and Manyike (2012) usher in the notion of rurality into the equation of an already untenable ESL environment. The sequence of events is further complicated by the introduction of English as the 'LoLT' (the language of learning and teaching), which is alien to learners who speak English as a second language. They observed the English reading performances of primary school ESL learners and explored how poor scores can be explained by the social context of learners and schools, and concluded that to have English as the LoLT in a rural environment is tantamount to a double disadvantage. In South Africa double disadvantage is a conspicuous feature of communities living in rural areas, despite constitutional provisions and legislative frameworks to alleviate this problem. The Constitution of the Republic of South Africa 1996 grants equal status to the country's eleven languages as official languages. Among other provisions, the Language in Education Policy (DoE. LiEP, 1997, p. 106) promotes additive bilingualism. Lemmer and Manyike (2012) comment as follows on the current linguistic disparities:

> Using common LoLT does not mean that linguistic capital is equally distributed throughout the schooling system. Many ESL learners come from homes that seldom provide literacy practices in English. Their acquisition of English proficiency is therefore more dependent on the quality of the linguistic resources provided by the teaching staff and the general school and community environment.

If reading literacy instruction is to be mediated meaningfully to learners, questions about the "quality of the linguistic resources by the teaching staff" should rank high on the agenda. The social context where learners operate becomes even more imperative in this discourse, more so within an environment where the teaching of reading proceeds in a foreign language that also happens to be the LoLT. It is no surprise that the research findings of the two village schools in the study showed poor performance in both reading comprehension and grammar compared to their former Model C schools. The results call for urgent and revolutionary methods of teaching reading that will fast-track equity and redress, particularly for

underprivileged communities. The use of methods where direct instruction take centre stage could be the solution to the reading problems identified. Systematic teaching of reading has the potential to escalate learners on the periphery of the society back into the mainstream of academic high performance. There is a large body of research that proves a correlation between reading literacy and high academic performance of learners (Pretorius, 2002; Pretorius & Mampuru, 2006; Scheepers, 2008; Hugo, 2010) by enabling "them to broaden their general knowledge, increase their vocabulary and develop strong language skills" (Pretorius & Matchet, 2004, p. 45). However this can only be achieved if the teaching practices of the educational practitioners are raised in order to tackle the task at hand. Unfortunately, in the words of Pretorius and Machet (2004, p. 46):

> Primary school teachers are professionals who are supposedly deeply involved in developing literacy skills in their learners. Yet it is precisely in the domain of literacy that many teachers come from communities with a strong oral culture and so they are not inclined to be readers themselves, nor are they familiar with traditions of storybook reading or books for young people. Furthermore many of them teach in disadvantaged schools where the non-delivery of books, lack of supplementary reading material and lack of access to libraries are common features.

This situation is not optimal because it continues to sustain the stratification of the South African society. The interventions should be concentrated in the primary school if the situation is to be rectified. It is in the South African social context and "the school and teachers are a central part of this context" (Pretorius & Machet, 2004, p. 45). It is as a result of this argument that "the acquisition of literacy skills is the product of a set of socio-educational circumstances that translate themselves into specific literacy environments for learners" (Pretorius & Matchet, 2004, p. 45) is a logical precept. In this context many researchers have commented that the "delivery of books, lack of supplementary reading material and lack of libraries are common features". It refers to a typical case where learners are condemned to "Playing football without the ball" (Pretorius & Mampuru, 2007). In a study by Nassimbeni and Desmond (2011) entitled *Availability of books as a factor in reading, teaching and learning behaviour in twenty disadvantaged schools in South Africa,* they researched a number of disadvantaged schools where one group of learners was not encouraged to read and showed no academic improvement and the other group which was encouraged to read showed academic achievement.

A disturbing component in some previously disadvantaged schools is that the role-players appear to be oblivious to the importance of the teaching of reading and how it complements the academic learning. Pretorius and Ribbens (2005) hold that, despite the volume of research which underscores the importance of reading in improving the academic achievements of learners many teachers persist in following their own notions of what works, despite these not being based on research.

Pretorius and Ribbens, (2005, p. 45) argue that:

> The fact that most schools do not cultivate a culture of reading or have dedicated reading or literacy period in their time table suggests that reading is not perceived as being central to learning .... If schools wish to improve the overall academic performance of their learners, they should change their assumptions about what is important, and provide opportunities for their learners to develop their reading skills. The fact of the matter is that many teachers still regard teaching reading as an add-on. Unfortunately, for them it is something that must be done to while away time, or to 'occupy' learners, and not really as a core of the teaching and learning process.

It is assumptions like these that are dangerous because the teaching of reading in some schools has been downgraded whereas there is an expanding body of scholarship that acknowledges the connection between reading and academic achievement. In a number of international studies, effective national systems of education always show higher reading competencies of the learners in those systems an observation highlighted by Pretorius and Ribbens (2005, p. 139). However, the reality is that South Africa, unlike the developed world, has had to deal with a multitude of issues which have impacted on the academic performance of learners; more so the disadvantaged learner in the rural areas. In a study conducted by Pretorius and Ribbens, 2005, p. 146, Grade 8 learners had poor reading competence and they had this to say to educationists:

> It is time for educationists to take the reading crisis in our schools seriously. The socio-economic status of learners is a variable that schools cannot change. Consequently, the responsibility for providing a stimulating and rich literacy environment for learners falls on the school. Schools need to recognise the fact that the establishment of sound instructional practices and the availability of books are the cornerstones on which academic success depends. This is particularly important in schools that serve disadvantaged communities, where learners are unlikely to be

exposed to literacy practices and books within the home environment. Developing a culture of reading at school can only be established if the principal, the school governing body, the teachers and the learners have the collective will to take reading seriously.

Absolute within this affirmation is an admission that the greater accountability to advance the transformation agenda of the community where impoverished schools are anchored remains with the school itself. The government together with the DoBE should deliver on its promises, especially the delivery of textbooks which are an important resource in helping children to read. Besides textbooks, workbooks should all be delivered before the onset of the new academic year so learners do not to miss out on learning time. If the situation is properly handled, reading abilities in classrooms would improve since teachers who are the major role models would be in a position to teach reading effectively because learners have books to read.

Pretorius and Mampuru (2007) for instance, contend that learners from poor rural backgrounds can reach levels of performance enjoyed by their counterparts elsewhere provided a conducive atmosphere is created for them to succeed. Pretorius and Mampuru (2007) who use the metaphor in: *Playing football without a ball: language, reading and academic performance in a higher-poverty school"* for example bear testimony to the ugly reality that:

> The notion of learning to play football without a ball is absurd to anyone familiar with soccer - it would cause outrage among the soccer fraternity. Yet the fact that many hundreds of thousands of learners are expected to acquire literacy skills without books is a common occurrence in many schools in developing countries, and that hardly raises an eyebrow. This study indicates that putting the reading ball onto the educational playing field not only enhances the skill but also makes the ball more meaningful.

The authors endorse that the majority of schools operating in socio-economically impaired communities lack coordinated programmes to bolster and fortify reading. In point of fact, a large number of schools in this grouping hardly possess any reading material. The learning environment is devoid of print. There is no classroom reading corner, no libraries and not much insistence on reading because the teachers are themselves not adequately trained in this area. Nevertheless, learners, as Pretorius and Mampuru (2007, p. 56) state, must acquire these

decisively critical skills without any real effort to support them. Undeniably, for the 'game' to be important it has to be initiated by installing purposeful systems: a calculated endeavour at empowering teachers with adequate resources for example non-fiction and fiction books, charts, posters and readers. Nassimbeni and Desmond (2011, p. 102), expand and criticize unprincipled practitioners who operate in some of the impoverished schools:

> Teachers' refusal to allow learners to look at or borrow books is not a rare phenomenon in South African schools, where many researchers have reported that book donations and school workbooks provided by the department remain in their cartons, stored in the principal's office, or relegated into the storeroom.

The prevalence of such acts advocate for educational procedures that restore the book to its rightful role. However, the fact of "school workbooks availed by the Department of Education remain[ing] in their cartons" is a worrying phenomenon and a controversial issue in this research. Workbooks have been introduced into the system of education based on the premise of poor results by South African learners in international studies (Systemic Evaluation Report, 2005; PIRLS, 2007; SACMEQ 2000 and 2002, TIMSS, 2011 and in the Department of Basic Education's (DoBE) Annual National Assessments (ANA) (DoBE, 2010, 2011, 2012, 2013, 2014). Reports on (ANA, DoBE, 2013) distinctly cite workbooks as an arbitration tool by the DoBE to improve learner-performance. Workbooks are intended as an authentic measure to address the lack of resources in schools, especially reading materials and includes tasks for teachers who wish to give learners written work. DoBE (2012, p. 36) describe workbooks as an intervention geared towards:

- Ensuring that schools that lacked learning resources and photocopying facilities would be supported through the provision of worksheets;
- Providing a variety of activities to reinforce Literacy/Language and Numeracy skills;
- Introducing learners to the language and concepts required for learning and understanding their other subjects;
- Assisting teachers to focus, in a targeted manner, on the skills that learners should be acquiring in each grade, as outlined in the curriculum
- Helping teachers to monitor learners' performance in key activities, and preparing learners for the formats used in various standardised assessments; and,
- Each workbook is made up of at least easy to follow worksheets to improve listening, reading, writing and mathematical skills.

Evidence from examined literature has revealed that these are critical areas where interventions are imperative and tribute should go to the DoBE for the initiative. Even so, there are critical questions with regard to the competence to bring about significant change with the resources made available particularly in previously marginalised communities. It is not that workbooks are themselves unsuccessful yet in the recent ANA reports these attempts appear not to be working because the workbooks seem to have no positive effect in schools where the social context is associated with disadvantage (DoBE, 2012). The DoBE has introduced a plethora of these interventions: Curriculum and Policy Statements (CAPS), which is a reviewed version of the curriculum to make it more accessible to the majority of teachers; Integrated National Literacy and Numeracy Strategy: A whole-school approach which is (DoBE, p. 7) "a platform to improve effectiveness of district offices in general" to improve Literacy and Numeracy, in particular; supply of ANA exemplars in order to equip teachers with understanding into the standard and style of ANAs; a Curriculum Coverage Instrument which focuses on intensified monitoring, guidance, control and support of teaching and learning, and gives prominence to … aspects of curriculum delivery." (DoBE, p.8) National Strategy for Learner Attainment, which gives effect to the intent of the Action Plan [to 2014] to improve learner performance" (DoBE, p.8), and; Integrated Quality Management Systems (IQMS) and District support.

Scheepers (2008) concurs that in South Africa, schools in townships and rural areas have been traditionally disadvantaged in terms of both physical and human resources despite democratic rule for the past 21 years. In the same vain Scheepers (2008) states that theoretically equal opportunities exist for all schools yet these schools still are not providing the same quality of education as their counterparts in wealthier, better resourced historically advantaged areas.

There are strategies to arrest the problem are present but there are still arguments on which one best fits to tackle the problem of reading. What it implies is that as soon as the systems are implemented the pedagogic routines will simply 'fall into place'. Notably, reading literacy is briefly referred in this extensive strategy. One would expect that something as vital as reading or reading pedagogy, at least, would enjoy considerable coverage in the plan. In order to develop reading, below are some strategies that can be implemented by a teacher in the classroom.

3.7 Reading strategies that can be used in class.

Reading is a skill that requires a number of strategies for effective reading and comprehension. These strategies are prompted by the level of cognitive development of the learner. Some of the strategies are: skimming, scanning, making connectors, predicting, questioning, monitoring, summarizing, visualising, identifying the main idea of the text, explaining a text, comparing a text with personal experience, comparing texts, making generalisations and inferences and describing style and structure of text (PIRLS,2011).

3.7.1 Skimming

The first process that some readers engage with is skimming. As indicated in the Manual for Teaching English Across the Curriculum: Book 2 (2014, p. 27) "skimming is a reading strategy used to quickly gather information." This strategy is a quick process focusing on locating information. It is employed by the reader to know how the passage is organised that is, the structure of the text to get an idea of the intention of the writer. Skimming is a complex strategy because it requires the reader to organise and remember some of the information given by the author not just to locate it. Skimming is a tool in which the author's sequence can be observed.

3.7.2 Scanning

Another reading technique is scanning. The Manual for Teaching English Across the Curriculum: Book 2 (2014, p. 27) "scanning is a reading technique used to find specific information quickly." It is used when a specific piece of information is required, such as date, symbol, formula or phrase, is required. The reader knows what the item looks like and therefore knows when he has located what he was searching for. It is assumed that during the process very little information is processed into long term memory or even for immediate understanding because the main objective is precisely matching.

3.7.3 Activating prior knowledge

An able reader is able to connect prior knowledge to what they are reading. The process may remind them of similar events that happened in their lives. This approach may

reduce the burden of comprehending the text and placing it in context. In addition the learners may be in a position to cross reference the text with some texts that they have read. Ultimately this may push them to concur or question what has been read.

3.7.4 Predicting

In the Manual for Teaching English Across the Curriculum: Book 2 (2014) maintains that good readers think about what is going to take place and make predictions based on what they know and what they have read. The title of an article may trigger some experience that may assist in putting the story into context for better comprehension. Besides dialoguing with the author through reading a connection will have been established. This skill can only be put to good use if a learner is an able reader.

3.7.5 Questioning

A good reader does not just read and agree. They probe the author silently to understand why that is happening. They may interrogate the characters' motivations. The learners try as well to connect with other material read. This is echoed by (Zhang, 2010) who argue that when a learner is cognitively developed one is able to ask questions such as, what do I already know about this topic? How have I solved a problem like this before? This strategy aid the understanding of the text.

3.7.6 Monitoring comprehension.

Good readers stop to think about their reading and know about their reading and know what to do when they do not understand. In the Manual for Teaching English Across the Curriculum: Book 2 (2014) they are in a position to ask if what they are reading is making sense. If they do not understand the text they pause to reflect and try to figure out meaning. A good reader can adjust speed in order to gain full understanding of the text or may read it repeatedly to decipher meaning. Some words may not be easy to pronounce hence the skills learnt during the early reading stages are called in to help the situation. The structure of the text has to be analysed by the learner so that it can provide some cues to the meaning of the text. Sometimes a text can be a puzzle which requires the learner to recall related information

so that meaning to emerge. However all is possible only if the learner has mastered the appropriate reading strategies.

3.7.7 Summarizing

Important ideas are identified and summarised in own words. In the Manual for Teaching English Across the Curriculum: Book 2 (2014) this is to summarise the story in simpler terms. It is not only the story line that is important but the structure of the story is highlighted in the summary. In summary, the key themes and ideas are exposed for easy understanding of the story. Furthermore evidence to support key ideas is picked through the analysis of key characters in the text.

3.7.8 Visualizing

When a good reader read a story he/she is able to create a mental picture in his/her mind. It is not only a picture but at times one can smell, hear voices, taste or feel events in the text. More so one is able to create a picture of the characters and dialogue with them according to their setting and events of the story as they appear in his/her mind. Lastly the reader is in apposition to ask if the information can be figured out in his/her schema.

The reading strategies discussed are only applicable if one's cognition has reached an advanced stage of operation which allows one according to (Hirsch, 1987, p.2) is "a mind that enables one to pick a text and read it with adequate level of comprehension, getting the point, grasping the implications, relating what they read to the unstated content."

As much as reading is important and central to this study it will be unjust not to consider some important writing strategies. Below are some that commonly manifest themselves in a number of genres.

3.9 Writing strategies

3.9.1 Planning

According to (Anae, 2014) the first part of the writing process is identifying the ideas to craft the piece. Ideas are the heart of the message. They display the purpose for which the piece is being written through the theme, primary content, the main point, or the main story line. This is bounded by the documented support through elaboration use of anecdotes, images or carefully chosen images that construct understanding or grab the reader's attention.

3.9.2 Organisation.

Secondly, organisation is an important writing strategy. Without proper planning any piece of writing is most likely to be defective. Organisation comprises the internal structure of the piece of writing. It can be thought of as an animal's skeleton, or the framework of a building under construction (Spiegel, 1981). Planning holds the whole text together. That is why it is such an important part of any writing process. Organising one's writing must answer the following questions; Where do I begin? , What comes next? , Which things do together? Which can be left out? , How do I tie ideas together? These questions are of significance when one is working on writing a piece (http://writing.coloslate.edu/guides/process/organise/list6.cfm).

3.9.3 Connectives

According to (Gillet, Hammond and Martala, 2000) the voice of the reader connects the reader and the writer. This is something that makes the reader feel, respond, and want more. It supplies writing life, energy, individuality, and zest. Writing that is alive with voice is hard to put down. On the contrary voiceless writing is a chore to read. The voice is the personal imprint of the writer on the page and is so unique with each writer. The voice is part concern for the reader, part enthusiasm for the topic and part personal style voice also differs with purpose and audience.

3.9.4 Word choice

Peha (2003) affirm that the word choice is very critical. Diction has to be skilfully selected to create meaning. Careful writers seldom settle for the first word that comes into their minds. They continuously search for the most appropriate word that best relays the message or one that best describes the situation.

3.9.5 Sentence fluency

The fifth of the important strategies is sentence fluency which is the backbone to writing an informative and intriguing piece. Sentence fluency is the rhythm and beat of the language you hear and beat of the language you hear in the head. Writing that is fluent is graceful, varied, rhythmic and almost melodious. It is simple to read aloud. Sentences are properly crafted.

They move. They vary in structure and length. Each seems to flow right out of the one before Dave, Sebranek and Meyer, 2005).

3.9.6 Conventions

Lastly, critical are conventions which include almost anything a copy editor would deal with. They include punctuation, spelling, grammar and usage, capitalization and paragraph indentation. When a piece of writing is strong in conventions, it looks polished and edited. In a strong piece of writing the conventions are skilfully applied, so that the reader does not really need to think of them. Accurate conventions make reading easier making meaning simple to get as well. This is best applied when the learners have developed cognitively because the skill of writing will be done effortlessly. (https://drhazelhall.files.wordpress.com).

Any piece of writing that is classified as a pleasurable to read will have been satisfactory in these illustrated facets. These writing strategies are instilled in the learners during the process of repeated scaffolding. They manifest themselves as evidence of effectiveness of RtL and cognitive development.

3.10 Genre approach as the most effective in curbing reading inequalities.

In the debate among different approaches of teaching reading recounted above, and positioned in opposition to the traditional and progressive approaches, is the Genre based approach. Genre theorists became opposed to all approaches because they had debilitating shortcomings. Genre theorists disapproved the notion that literacy development is a natural occurring process and does not require to be distinctively instructed hence teachers should just wait for the natural process to occur. Genre based approach provides uniform entry to knowledge and power. Additionally the emphasis of Genre theorists the social use of language according to context, which tally with Vygotsky's ideas of the role of language as a tool of for communication. Genre approach's main agenda is equitable access to social and cultural aspects immersed in language for the benefit of the disadvantaged in society. Genre approach became the basis in the formulation of Rose's Reading to Learn approach whose main agenda was in democratising the classroom by making sure that equal literacy opportunities are offered to all the learners in the classroom irrespective of background. Cope and Kalantzis (1993) believe that Genre approach highlighted cultural and social priorities in

the establishment of and composition of language and communal text, with the major thrust being on meaning and function. Therefore Genre theory prioritises the communicative and interactive functions of language. These notions originate in Systemic Functional Grammar which is structured to demonstrate how meanings emerge from within a text and how their social function is relayed to the reader. This necessitates the analysis of the entire text instead of the exegesis of minute parts of speech as espoused in traditional grammar. Johnson (1994) regarded the Genre approach as the key pedagogical approach to oppose the 'passive pedagogy' which the progressivists proposed. This was also in opposition to the assertions of the traditionalists which suggests that skills are 'banked' for later use. The Genre based approach to literacy makes all learners' novitiates whilst the teacher plays his role of being an expert in the aspects of meta-language and grammar. The Genre based approach to literacy embraces Systemic Functional Grammars which therefore implies that it is language of the real world, used on a daily basis and contextually related to learners.

More so in support, is Reid (1987, p.64) who concurs that, "the whole movement towards child-centred education was founded on the idea that children can understand and undertake history geography and other subject areas in their own words." The Genre approach is grounded in the need for all learners to gain literacy, with the intention of empowering all learners regardless of background. The criticisms Johnson levelled against the Progressivists resulted in (Johnson, 1994) aligning himself with the Genre based approach. According to (Cope and Kalantzis, 1993) Genre based approach advocates for developing a methodology that will give learners' access to literacies of power. This happens through specialised teaching of specific domains to fulfil both political and pedagogical aims. Therefore the main aim of the Genre based approach is to give access to powerful written forms. In order to do this it acknowledges the different social backgrounds of learners, and celebrates them equally to dominant discourses. The pedagogical aim of the Genre approach was to promote the way words convey meaning in a text. This calls for teachers who have knowledge of specialist areas to teach the language of their own field explicitly.

 To summarise, the Genre based approach reveals the limitations of the Traditional approach because, according to (Cope and Kalantzis, 1993, p.3), "the art of speaking and writing English accurately, was based on absolute standards in which grammar amounted to a set of facts, fixed with no unresolved problems." Rote learning of most grammatical rules and spelling, which characterises this approach was detached from the real word and lacked relevance to the learners.

On the other hand, the Progressive approach posed problems to Genre based approach because of its philosophical assumptions, particularly the belief that language acquisition was an intuitive process and did not need explicit grammar instruction. This resulted in inequity and exclusion, because teachers took the role of bystanders waiting for maturation to take place. Cope and Kalantzis (1993, p.6) claim that, "natural literacy learning is simply an inefficient use of time and resources."

3.11 Developing Reading to Learn approach.

Rose (2006, p. 13) argues that:

> ... reading is of what we all do as teachers and students, and that we need to be developing systematic approaches to teaching reading as a core element of our practice. All of us in the language education and functional linguistics communities are now talking about texts, and about teaching the language of spoken and written texts by reading them. Many of us are working on writing, but the function of writing in school and university courses is primarily to demonstrate what we have learnt from reading. So I'm going to suggest that if we wish to explicitly address the learning needs of our students, then we need to make a shift in our teaching practices at all levels of education.

Reading is indeed backbone of all educational processes. Without reading there is no academic progress yet ironically it is relegated to the margins of the learning process in some South African schools. In some schools it may be a pastime activity where learners are left to their own devices whilst the teacher is engaged in activities divorced from learners' reading exercise. It is only through active participation accompanied by authoritative modelling by the teacher that learners can gain from reading in class. It is only then close guidance and coaching that learners can confidently decipher information when they read to learn.

In light of the above deliberations, there is a compelling need for diverse research methods and theories so that the outcomes of the research are solid, coherent and dependable. In his *"Beating educational inequality with an integrated reading pedagogy"*, Rose provides an account of how in the late 1980's he and his colleagues developed a pedagogy from the

experience he had with underprivileged Pitjantjatjara indigenous community in Australia (Rose, 2011).

The community suffered a calamity of self-destruction, because their inferior education could not pull them out of quagmire of disadvantage. Rose (2006) affirms how almost every child of school-going age in that community was addicted to substance abuse and lived a life permeated with discouragement. Accordingly, he discovered that learners could not read at age appropriate levels, despite their teachers having been trained to similar degrees as their counterparts in other Australian state-funded schools. In Rose's words: "Whatever the problems were hampering the education of these children, their inability to read the school curriculum clearly was an overwhelming stumbling block". He further consented that it appeared to be a global phenomenon for all communities in distress (Christie and Simpson, 2010, p.14).

Rose (2005) took on the challenge as a Social Justice project to try and reverse the social inequalities in this community through the interventions in the classroom setting. He employed a series of studies (Folds, 1987) to design a methodology that involved a question-response-feedback pattern and backed it up with "Scaffolding reading and writing for Indigenous Children in School", a programme established in alliance with his colleagues in other initiatives aimed at disadvantaged communities (Christie and Martin, 1997, Rose, 2008). He established that non-exposure to early reading (parent-child reading) had a direct bearing on the learners' performance, and that learners in primary schools were not ready to learn from reading as expected. Rose (2004, p.24) confirms:

> The key difference with Pitjantjatjara children was not just non-English language was spoken in the home, since a high proportion of other Australian children also come from non-English speaking families, but that there was no parent – child reading in the home. International research has shown that children in literate families spend up to 1000 hours reading with their parents before they start school.

In addition to disadvantaged homes, (Rose, 2004) attributed the dismal reading levels to the failure by schools to teach reading skills disadvantaging those learners from less literate homes. In his assertion he argues that attention is on curriculum content coverage rather than explicit literacy teaching resulting in those children who have been prepared in their home are likely to succeed from such teaching practices. Additionally, he alludes that these teaching practices assist in perpetuating the inequalities among learners. Rose criticizes the system

further, by pointing out that, the style of interaction is devoid of scaffolding hence teaching becomes a mere knowledge testing process dispossessed of learning. The ultimate result is that successful learners are rewarded for their good answers to teachers' questions while the less successful are continuously ignored, disproved or even criticised.

 This situation confirmed by Rose, seem to be compounded by directives from the authorities manning in the education ministry. The curriculum and programme of assessment are set in stone and cannot be compromised. In addition the curriculum is implemented by a demotivated and less informed teacher who has little knowledge on how it is supposed to be implemented. He is poorly trained to deal with learners with reading challenges hence he will find it easy to work with learners whose backgrounds prepared them for life and language of the classroom. On the contrary the learners who were not oriented of the life and language of the classroom are not accommodated by the curriculum hence inequalities in education and society persist. It is as a result of the above reasons that prompted Rose to design the methodology, Reading to Learn in 2006 which proved to be emancipatory within the marginalised communities.

His methodology was then crafted and used to minimise these defects. In an effort to elaborate on his methodology (Rose, 2004, p. 34) illustrates that it "has been developed in response to current urgent needs, particularly of indigenous and other marginalised learners, to rapidly improve reading and for educational access and success" The results were evident within a year of intervention. Learners started to read at age and grade appropriate levels, and hence began to improve in their performance across subjects. Currently this pedagogy is used in many states in Australia and the world over. In his model, Rose recommended a re-orientation of classroom practices in our education systems that tend to be partial to the elite and relegate the majority. Rose (2005) sums up the six stages of this methodology as: Preparing before Reading, Detailed Reasoning, Preparing before writing, Joint Construction, Individual Reconstruction and then Independent Writing. Although the first three stages adopt a top-down approach and are chiefly more communal compared to the last three, the last three stages take a bottom-up route and become more challenging as the learner is being prepared to tackle the next bigger task. This forms the basis of (Rose, 2005, p.142) argument in which he point out that, "a teacher can potentially support learners to operate at high level no matter their independent ability." According to (Rose, 2004, p.123)

Reading to Learn pedagogy assumes this possibility, but takes it further to support all learners in a class to simultaneously operate at the same high level…In Reading to Learn methodology, 'scaffolding' supports all learners to do the same high level tasks, but provides the greatest support for the weakest learners. Rather than developing in incremental steps, learners acquire independent competence through repeated practice with high – level tasks, and scaffolding support is gradually withdrawn as learners take control. This then is the principle by which an unequal moral order can be transformed into a democratic classroom, where successful learner identities can be distributed equally by all students.

In line with the above quotation, centrally, (Rose's, 2005) methodology is confirmation that learners can all perform at highest levels when granted the requisite support at each stage of their cognitive development. This occurs without compromising access and success for the 'able' learners. In a number of ways, it reflects elements of (Bernstein's, 1990) Pedagogic Discourse, (Vygotsky's, 1978; 1981) Learning Theory and (Halliday's, 1975; 1978; 1989; 1993; 1994; 1996) Systemic Functional Linguistics. Rose (2005) to have integrated their theoretical foundations into powerful teaching strategies. According to (Rose, 2005), this methodology guarantees that learning and teaching become a democratic experience for all learners and expedite learner achievement, despite their family or educational background. This research intends to determine within the efficacy of this claim within the South African, black township context in the Eastern Cape Province.

Conclusion

This chapter reviewed literature on a number of approaches to teach reading and ways in which they work to eliminate reading problems in the classroom. Arguments on the merits and demerits of the approaches were outlined in the discussion with an intention to identify the extent of the contribution they could bring in the classroom. RtL approach emerges as one of the most relevant approaches in the context of this study. It is clear from the chapter that RtL seems to be sufficiently nuanced to deal with the multifaceted nature of the reading process. The next chapter discusses the research design applied to engage with the phenomenon under study.

<center>Chapter 4</center>

<center>RESEARCH DESIGN</center>

4.1 Introduction

The previous chapter discussed the various approaches that can be employed to tackle the reading problems in the classroom. It also argued for the relevance of RtL approach to this study. This chapter focuses on the research methodological choices used to generate data in this study, the research design, methods, data presentation, research subjectivity and bias, ethical issues and analysis. This chapter explains how data was generated and the procedures enacted to reach certain conclusions with regards to research questions 1 and 2. The chapter begins by discussing the three research approaches, critical paradigm, subjective epistemology and mixed methods approach research. Secondly, a brief discussion on case study, purposive sampling and data collection instruments, namely: interviews (semi-structured) research intervention, bias and subjectivity, ethical considerations and lastly, documentary evidence is offered

This research is located within the critical paradigm, subjective epistemology and mixed method research approach. It uses documentary evidence (learners' written work, Department of Basic Education (DoBE) curriculum documents and prescribed workbooks), semi-structured interviews and Reading to Learn methodology to generate data. The theoretical underpinnings informing the Reading to Learn methodology are used to conceptualise the study and interpret the research findings.

4.2 Critical paradigm

Lincoln and Cannella (2009) reveal that a critical paradigm in educational research is designed to enable scholars to understand, uncover, illuminate, and transform how educational aims, dilemmas, tensions and hopes are related to social divisions and power differentials. Similarly the intention of critical theory is not to merely narrate the state of the society and behaviour but to realise a society that is based on equality and democracy for its members which is the goal of the Reading to Learn approach.

According to Cohen, Manion, and Morrison (2011, p. 31), "critical theory seeks to emancipate the disempowered to redress inequality and to promote individual freedoms within a democratic society." In addition Cohen et al. (2011, p. 32) further affirm that,

> Critical theory examines how schools perpetuate or reduce inequality; the social construction of knowledge and curricula - who defines worthwhile knowledge, what ideological interests this serves, and how this reproduces inequality in society; how power is produced and reproduced through education; whose interests are served by education and how legitimate these are.

Schools are dualistic in nature. They play an emancipatory role as well as a repressive role. Arguing in support of emancipatory pedagogy Zimmerman (1997) asserts that competency in English should not be seen to be located in the mastering of skills only. He argues that too much concentration on skills could deprive learners from engaging with aspects of literacy such as meaning construction, competency, fluency and flexibility with dealing with texts as readers and writers. Echoing similar sentiments is Marshall (1987) who asserts that if these aspects are ignored, teachers will be inculcating in learners what Kennedy (1994) and Kubota (1997 term fixed routines and dogmatic treatment of skills (what Vygotsky calls 'fossilisation'). They argue that such skills make learners develop one-way thinking that rejects whatever does not conform to existing knowledge. Learners develop a convergent type of thinking that will hinder their abilities to deal with tasks that require complex thinking. According to Sparks (1988) this may in turn, retard learners' abilities to develop multiple skills required for success in their academic life.

However the curriculum is unintentionally skewed towards the middle class thereby disadvantaging the working class. The curriculum is based on the premise that all learners who enter through the school gates have received early orientation relating to reading. It is because of the unfairness of the system that Rose reacted.

Rose's approach intends to make education as the practice of freedom as opposed to education as the practice of domination of the marginalised (Freire, 1970). Rose's (2006) Reading to Learn approach is designed as a tool for emancipation because it has the capacity to unlock the educational doors for the benefit of the marginalised so that, they were on an equal footing with their counterparts from the middle and upper class. The major aim was to make the child in school a global citizen despite family background. The RtL approach was in line with the concerns raised by Eagleton (1991) who identifies the 'false' or 'fragmented'

consciousness that has brought an individual or social group to relative powerlessness or, indeed, to power, and it critiqued the legitimacy of this. This is often considered in terms of how the school system is (at national and local levels), its structures, curriculum, teaching and assessment methods replicates gender, race and socio-political and economic inequalities. Studies located in this paradigm aim to contribute to a more equitable society. The critical paradigm proved most relevant to the study because its objective was to interrogate the extent to which pedagogic practices can be transformed to bring about socio-economic redress enshrined in most progressive constitutions such as South Africa's. The school under investigation was marginalised during the apartheid regime and still remains under-resourced and poverty stricken after 21 years of democracy. The learners came from the township slums where the primary focus is survival. Drugs find their way into the school and the learners trade these with fellow learners. It is worrisome and demoralising to find a child as young as twelve years already hooked on drugs because of despair and desperation. Furthermore the school is under-resourced and almost falling apart. Most saddening is that learners have insufficient books to advance their learning. The school cannot buy books neither can it repair its dilapidated infrastructure because it is a no fee paying school. The researcher was forced to rely on print outs which were not rich in terms of information as their sole intention was for use during the lesson. The behaviour of the learners seemed to share the same characteristics with the learners Rose identified in rural Australia who were dejected and frustrated and had lost hope. According to Rose, the Pitjanjatjara indigenous community had suffered a disaster of self-destruction. He confirms that children of school-going age were addicted to substance abuse and lived lives of despair, which is similar to the children in this study. It was against these factors that the research came with a transformative agenda to redress the injustices meted out on the school-going children in a South African township school. According to Ferguson and Golding (1997), it is this type of research that can challenge the status quo. Reeves and Hedberg (2003, p. 33) assert that: a critical paradigm seeks to deconstruct the "hidden curriculum" or "text" and search for the "truth" and understanding within the social context" in somewhat subjective ways. In addition, Hammersley (2000); Mackenzie and Knipe (2006) affirm that critical research aims at eliminating injustices in society and addressing inequalities especially related to ethnicity, gender, sexual orientation, disability, poverty, education and other sections of society that are marginalised. The main agenda of this research was to bring about social justice and equality to the deprived child who was in an underprivileged school, coming from a disadvantaged home with illiterate parents. Therefore, the aim of the research methodology was to bring

about emancipation and to attempt to break the intergenerational cycle of poverty by equipping the learners with reading and learning skills for life-long learning. Pinto (2000, p. 13) suggested that in such research "the researcher is a facilitator (model), catalyst, and change agent rather than assuming dominatory or controlling positions". The researcher was facilitating (modelling) authoritatively in a Grade 10 class for English First Additional Language as well as being a catalyst and the change agent to make sure that all the participants were able to read and be able to learn from reading. However the research participants presented many challenges such as a high rate of absenteeism, prolonged sickness and pregnancy.

In order to give more credibility to critical pedagogy, subjective epistemology was also used. Subjective epistemology chronicles that reality is negotiated based on the experience of the participants involved.

4.3 Subjective epistemology

Subjective epistemology involves the construction of knowledge in ways that according to Guba and Lincoln (1994, p. 110), the researcher and the participants are assumed to be interactively linked with values of the researcher … inevitably influencing the inquiry". The main aim, along similar lines of critical pedagogy is emancipation. Guba and Lincoln (1994) actualize that the learning environment created in such a context is such that there is an intimate relationship between the researcher and what is being studied and the learners, and could describe their unique experiences in the learning process. The content affords the researcher the opportunity to investigate and understand the learning process and further gather and document the details of learners' experiences. Conclusions are not based on hypotheses but on the experiences that the researcher's encounter and the additional information supplied by the research participants. According to Hugly and Sayward (1987, p. 287) "there is no objective truth to be known". These are situations which dominate in subjective epistemology, truth is contextually related. The truth is not void of societal forces. Truth is not predetermined but it is constructed through continuous engagements between parties. In the world of subjective research, the participants are treated as unknowable and the role of the researcher is to construct an impression of the world as they see it. It therefore implies that, according to Lincoln and Guba (1985, p. 207) the general differentiation

between epistemological and ontological ways of thinking take less precedence in constructivist research as the researcher and the participants under study are "… interactively linked so that the findings are literally created as the investigation proceeds". There are no forgone conclusions in subjective epistemology but conclusions are agreed on with the progress of the research process. The learners cannot simply be condemned because of their poor marks but the truth behind these marks has to be established through interacting with them and conversing with them. That is the only way conclusions and resolutions can be made.

For instance in this study success or lack of it was a result of a variety of factors. Failure by some learners was as a result of prolonged sickness or going on maternity leave as was the case with two of the learners. One was in hospital because of cancer and the other gave birth. The two events were a setback to the learners. Success was measured as a result of learners being present in class doing what was expected as was the case with most of the learners who succeeded. They were in class every day on time, receiving the right instruction and doing the work that was expected of them.

 The learners were engaged with the researcher on a personal level and their trials and tribulations were understood which facilitated the necessary and appropriate intervention within the Reading to Learn approach. The interaction was carried out through semi-structured interviews because they assisted in establishing some extra and intimate information that could not be deciphered through written work or marks. The process included all ability groups in class. The close link with the participants allowed them to open up and share their frustrations so that the facilitator was able to effectively assist with the Reading to Learn approach. This assisted in narrowing the gap that was between the top, the average and the lower achievers. As implied earlier, the focus of the methodology was to bring about equality and that was only achieved with a shift from the gospel of progressivism which silently excludes children from marginalised societies. According to Reeves and Hedberg (2000) the nexus is to critique the status quo, focus on the conflicts and constraints in contemporary society, and to reveal the cultural, political and gender assumptions underlying the effectiveness of the instructional programme.

Both the critical paradigm and subjective epistemology suited the study for two reasons. First, the study involved the researcher delivering lessons using the Reading to Learn approach as a pedagogic approach. Secondly, the monitoring and evaluation of the learning

and teaching experience engaged both the researcher and the study participants as dictated by the subjective epistemology orientation to the knowledge construction process (Guba and Lincoln, 1994). There is thus an interactive, two way process that enables a better and informed understanding of the position learners occupy and an informed literacy intervention underpinned by the principles of the Reading to Learn approach. The knowledge and experience the researcher has gained from undergraduate to postgraduate studies, on the one hand, and as a teacher of English First Additional Language in a secondary school and a participant in the workshops offered by Reading to Learn South Africa (a Non-Governmental Organisation that supports in-service teachers), on the other hand, ensured that the literacy development goals and experimenting that accompany the study were achieved.

The research was an experiment with human beings as the key participants. Experimenting with human beings is an old tradition that can be traced back to scientists and psychologists. The Grade 10 English First Additional language class was subjected to the RtL approach experiment in Campbell's (1969, p. 37) words: "true experimentation implies that particular groups of people are subjected to a treatment". In this research there was one site and one group of learners in one school and classroom. They were experiencing tuition in English First Additional Language through a literacy intervention informed by the principles of the Reading to Learn approach from term two to the end of term four in 2015. Most importantly, the principles and guidelines of the CAPS requirements for Grade 10 were not violated in the process of data generation.

The research treated every research participant as an entity and as a result his or her point of view. The focus of the research centred on contextualised meaning because conclusions concerning performance in learning were socially agreed on. The research participants had co-producers role in the research process and had a role in negotiating outcomes as witnessed in the interview responses in the next chapter.

4.3 Mixed method research

For the purposes of the study, the preferred mixed method research approach was the embedded design. According to Creswell and Clark (2011, p. 90), the embedded design "is a mixed methods approach where the researcher combines the collection of both quantitative and qualitative data within a traditional quantitative design or qualitative research design". In addition, Creswell and Clark (2011, p. 110) conclude that, effectively, this is when "the

researcher implemented a secondary qualitative strand within a larger quantitative experiment, the qualitative methods occurred during the conduct of the experiment and the qualitative methods occurred during the conduct and understanding of the experiment". Cohen et al., (2011, p. 25) consent that mixed methods research addresses both 'what' (numerical and qualitative data) and 'how or why' (qualitative) type of questions.... In addition Descombe (2008) suggests that mixed method research can:

• increase the accuracy of data

• provide a more complete picture of the phenomenon under study than would be yielded by a single approach, thereby overcoming the weaknesses and biases of single approaches and,

• enable the researcher to develop the analysis and build on the original data.

Crucial to the research was the collection and analysis of data (pre-intervention), on the one hand, and qualitative data collection and analysis (post-intervention), on the other, to interface with a qualitative process, effectively adding a concurrent strand of qualitative data collection and analysis to the sequence. This was a mechanism to establish trustworthiness. Interestingly for the research this sequence was repeated before, during and after the curriculum intervention to allow for comparison of variances between baseline data and study outcomes. The study was a quantitative experiment in its own right, and its primary purpose was to analyse in a dialectical way, the correlation between the teaching of reading and the improvement of the learners' academic performance in English First Additional Language. Moreover, qualitative data was used to enhance the qualitative experimental design. Hence, in the context of the research, greater emphasis was given to the quantitative aspects of the study, and the qualitative research will only characterise a "supplemental strand" Sandelowski (1996), itself an important part of the research.

Therefore data was collected both 'sequentially' and 'concurrently' because of the two phases ('before' and 'after') but also 'concurrently' because of the data that was collected in the intervention process. Qualitative data collection and analysis was done through interviews with learners, and by reading their written work and quantitative data collection and analysis occurred through the recording of learners' marks from assignments, tests and exams, so this process described the continuum of before, during and after.

Additionally, Creswell (2003) states that the mixed method research aims to produce well - validated conclusions. Also Creswell and Clark (2011, p. 91) observe:

> The premises of this design are that a single data is not sufficient, that different questions need to be answered, and each type of question requires different type of data. In the case of the embedded experimental mixed methods researchers use it when they need to include qualitative data to answer secondary research questions within the predominantly quantitative study.

Similarly, as "predominantly quantitative", this study's overall purpose was answered in the evaluative exams of the Grade 10 class. However 'embedded' qualitative research in this research, was used to enhance this particular 'project'. It was only meaningful when the process was conducted in the realms of qualitative research. The 'what' and 'how' research questions of this research yielded data that demonstrated the embeddedness of the answers (and context of participants) in the bigger experiment, the expression which was manifested in the exam results. The 'what' and the 'why' questions were only included in the research because exam results could not definitively answer them, so they needed to be couched in the broader quantitative experiment.

A variety of the mentioned research tools assisted in coming up with reliable and valid data. Interviews assisted to extract some of the underlying factors that may have assisted or hindered the progress of the student using the Reading to Learn methodology.

Attesting to the concurrence of coinciding methodologies Cutcliffe and McKenna (1999, p. 379) postulate:

> Conformability is concerned with using different methods or approaches in the same study in order that one set of results confirms those of another. Completeness is concerned with using different methods within one study in order to get a more complete picture that might not be achieved if one method alone were used.

The results from qualitative and quantitative paradigms complement each other to achieve accurate results. The triangulation of data sources is pertinent as "… qualitative research can be seen as a research marked by reliance upon multiple sources of data rather than by its commitment to one source alone" Cochran and Dolan (1984, p. 28). The use of qualitative and quantitative paradigms was perpetuated by the need to avert defects in each paradigm Cutcliffe and Mckenna (1999) and as a result, aid in the enrichment of the "… depth and

quality..." of findings Begley (1996, p. 688). This was integral to the study because credibility is envisaged as a legacy of a particular equilibrium between interpretations (qualitative) that emanate from some form of measurement (quantitative), Cochran and Dolan (1985), of participants' marks, written work, interview responses and frequency of analysed concepts.

This assisted in getting reliable and valid results from the Reading to learn methodology at Grade 10. This design comprised two phases of quantitative data collection and analysis that occurred before and after the intervention. Initial collection was done for the term one results in the form of marks for English First Additional Language. It was extended to term two because there was insufficient basal data. These results were used as baseline data. Continuous recording of results in the form of marks and commenting on the work during the intervention process until term four was a major feature of the study. At every point, an analysis was carried out.

The twin processes of quantitative data generation and analysis (pre- intervention), on the one hand, and quantitative data generation and analysis (post-intervention), on the other, interfaced with a qualitative process (in the form of interviews of the learners about their experiences), effectively adding a concurrent strand of qualitative data generation and analysis to sequence. That gave character and strength to the enquiry by reinforcing it with essential qualitative muscle. The apparently intricate arrangement of an embedded design, and its accommodating inclinations towards interventions, is construed of as strength rather than a limitation in this study. Creswell and Clark (2011, p. 190) affirm that: "in an embedded design, quantitative and qualitative data can be collected either sequentially or concurrently or both". The qualitative data, furthermore, was used to augment the quantitative experimental design.

It is for these reasons that data was generated both 'sequentially' and concurrently because of the recognition of the two phases 'before and after' but concurrently because the data that was collected during intervention itself. Qualitative data collection and analysis, on the one hand, were interviews with the learners, and by reading and analysing their written work, and quantitative data collection and analysis, on the other hand occurred through the use of recorded marks of learners from assignments, tests and exam marks, and that described the sequence of during and after intervention. Furthermore Descombe (2008, p. 45) suggests that "mixed methods research boost the incisiveness of data so that a comprehensive picture of a

phenomenon under inquiry would be yielded by an exclusive approach, thereby overcoming the weakness and biases of a single approach". Also in relation to my study it assisted in evolving from initial data collected before the inception of intervention until the initiation of the intervention so as to establish progress or lack of it. In addition semi-structured interviews were utilised so that participants were able to express some of their sentiments which may not have been addressed in the process of the intervention so that all learners were on a par to achieve the main objective interrupting the perpetuation of the status quo. Semi-structured interviews assisted in verifying data from the marked work and from the researcher's comments. In support of the above Maree (2008) maintained that semi-structured interviews enabled the researcher to identify emerging issues in the research. In line with the issue under study these findings provided an edge in areas that needed to be adjusted to ensure the reliability of results. Hence, emphasis was given to qualitative aspects of the study, and quantitative research only characterised "the supplemental strand" (Sandelowski, 1996), itself and important part of research. This was meant to establish a mechanism of trustworthiness, and then to analyse in a logical resemblance between the teaching of reading, the learning experience, and the subsequent results that was evidence of either the improvement of learners' academic performance in English First Additional Language at Grade 10, or lack of it.

Significantly an outstanding factor noticed in mixed methods research is its capacity to answer questions such as "Do participant views from interviews and standardized instruments converge or diverge?" Or, "In what ways do qualitative interviews explain quantitative results of the study?" In the research conducted marks, written essays and interviews responded to the above questions. Most significantly as witnessed in the research the researcher can utilise a number of methods in order to address the research problem and to improve validity. More so, it is pragmatic because individuals have the capacity to solve problems applying both numbers and words to find solutions to the research problem.

The research informed by the mixed method approach adopts a more transactional and subjectivist epistemology, Guba and Lincoln (1994, p. 110) "where the researcher and participants are assumed to be interactively linked, with the values of the researcher ... inevitably influencing inquiry". The above assertion acts as a reinforcement to the main agenda of the research which is to make the child a global citizen through his/her ability to read and write thereby equipping him with the skills to critique the world order and to emancipate himself/herself.

4.4 Reading to Learn methodology

The actual data generation process drew from Reading to Learn methodology. The methodology specifies that reading is a tremendously multifaceted task that engages, recognises and uses patterns of language at three levels:

- At the level of the text: readers must recognise what a text is about and how it is organised, for example, as sequence of events in stories, or as chunks of information in factual texts;

- At the level of the sentence: readers must recognise how words are arranged in phrases, and what each phrase means, such as who or what the sentence is about, what they are doing, where, when, why and how; and,

- At the level of the word: readers must recognise what each word means, and how letters are arranged into patterns that spell the word.

Thus, to generate data, learners were oriented to the 'genre' and 'field' of the text before reading it. Following on what Rose (2005) has dubbed the "scaffolding interaction cycle", learners were made to go through the stages of 'preparation', identifying, and elaborating' a structured consistent and intensive sequence meant to benefit them in total mastery of the complexities of the text. This pedagogy not only emulates and extends practices within the parent child reading discourse at home; it further reinforces Halliday's theory of register variation, over and above drawing from the Vygotskyan theory of social learning. Purposeful modelling and repeating as the base for both spoken and written language development was a feature necessary to treat learners equitably. The same high level of output was both expected from, and guaranteed for all of them, despite their social and language backgrounds.

To keep the evaluation of the pedagogic approach focused, the evaluation questions (adapted from Fink, 1995) used to investigate the characteristics, to appraise the achievement, and the impact of the goals and objectives of the Reading to Learn methodology, are:

- What role does the pedagogic approach informed by Reading to Learn methodology play in developing Grade 10 learners' ability to learn from reading, reading to learn, and turn what they read into written texts?

- How do learners who are the study participants in this research experience the pedagogic approach informed by the principles of the Reading to Learn methodology?

In this context of evaluation design, it is important to identify a set of standards, in Fink's (1995, p. 7) words: "needed to provide convincing evidence of a program's effectiveness, an important component of an evaluator's appraisal merit". The most appropriate, possible to measure credible standards for the purposes of this study were:

- Testimony from learners in the form of verbal responses to semi-structured interview questions and their written work;

- Learners' informed, precise and critical written responses to prescribed academic readings and teachers' comments on written work; and,

- Learners' improved attitudes towards reading in general, and the ability to read complex academic texts in particular.

Implicit in the above standards is a very specific philosophy of epistemology (that is, knowing or establishing the 'truth'), the subjectivist epistemology. Worthen and Sanders (1987, p. 46) content that: subjectivism bases its validity claims on "an appeal to experience rather than to scientific method. Knowledge is conceived as being largely implied rather explicit". In this context, the effectiveness (or not) of the methodology was established from learners' responses to interview questions, in addition to their written work. It is critical in subjective epistemology for the researcher to actively engage with the research participants so as to minimise researcher doubt. Best ideas seem to emerge from evidence accumulated from the research participants. In addition since only one class was involved it was convenient and effective to establish valid and reliable results as a result of the in depth interaction between the researcher and the participants. Correspondingly, an evaluation of marks and comments by the teacher was undertaken to assess the effectiveness of the Reading to Learn methodology.

4.5 Case study

The study embraced the case study approach. Creswell (1994, p. 12) defines a case study as "a single instance of a bounded system, such as a child, a clique, a class, a school or a community." Yin (1984, p. 23) defines case study research as "... an empirical inquiry that that investigates a contemporary phenomenon within its real-life context; when the

boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" Gerring (2004, p. 342) suggested that a case study is "… an intensive study of a single unit for the purpose of understanding a larger class of (similar) units". In line with the three definitions, it can be concluded that case studies need:

- to appropriately capture the complicatedness of a single case. A case study must have a 'case' which is the item under study or object under critical scrutiny.

- to be a compound operational unit and modern.

- to be able to merge mixed methods to illustrate the case from contrasting angles.

- to explore the case within its normal context incorporating a number of approaches.

Even though case study findings cannot be a definite feature, they can be generalised as propounded in Gerring's (2004) definition. This is a situation where a case is purposively selected for its intrinsic value, it should be generalizable. According to Yin (1993) a case of that nature can be generalised to theory (analytical generalisation) instead of population (statistical generalisation) which is exemplary or expected of surveys.

The case which was under study was a Grade 10 English First Additional class in a Grahamstown township school in the Eastern Cape Province of South Africa. The focus of the study was to investigate the extent which the Reading to Learn approach enabled Grade 10 learners to read and write at levels appropriate to their age and grade levels. As would be anticipated in studies dealing with learners in rural/black township communities (Spaull 2013; Lemmer & Manyike, 2012; Howie & Mampuru, 2007; Shabalala, 2005) at the beginning of the study most of the learners experienced problems in reading, and using what they read in the construction of written texts. In the context of this study, this was established by means of baseline data. This data was generated from one reading exercise, two comprehension exercises and one essay. Such data played a diagnostic process in the study and the skills gap identified guided the form, shape and literacy intervention informed by the RtL approach. The learners were studied in their natural settings using a number of data sources. The case was purposively sampled as discussed in the next section to expound on the ability to Read to Learn in the South African context. In spite of using 37 learners in one Grade 10 class the research findings substantially contribute some awareness that can be extrapolated to a considerable population particularly the learners epitomized by the case in the district.

4.6 Sampling

In order to select the study participants, purposive sampling was used. In deciding the sample size counsel was taken from Popay, Rogers, and Williams (1998) whose assertion is that qualitative data does not intend to actualize on numerical illustrations but to annex rich and exhaustive data instead of making sweeping statements. In addition, the purposive sampling engaged in the study was appraised by the need to institute Johnson and Waterfield (2004, p. 124), "depth rather than breath." Depth was achieved through interviewing both distinctive participants and the average learners. The major reasons was to discover from the participants whether the pedagogical method was helping them, and if so how? In addition there was a need to confirm how the participants with constantly high marks were maintaining them. It was during this process where some of the challenges regarding their learning of English were discovered. This provided the opportunity to revisit the teaching method without changing the methodology because it had proved to be successful.

Most importantly, Johnson and Waterfield (2004, p. 124) warn in support of purposive sampling that, "collecting data in the belief that more is better, rather than guaranteeing transferability may overwhelm the researcher, resulting in superficial analysis and thereby failing to elicit the unique meanings of the sample". The research was not about numbers but intensity of meaning. In agreement, Fossey, Harvey, McDermott, and Davidson (2002) proclaim that, "no fixed minimum number of participants is necessary to conduct sound qualitative research, however, sufficient depth information needs to be gathered to fully describe the phenomena under study".

Some of the criteria taken into consideration for purposive sampling were: involving classes that had teachers of English in term one, good attendance, good performance and number of repeaters. The selection criteria was to consider the most disadvantaged group among the six Grade 10 classes to ensure that that class gets the appropriate help through the use of the RtL approach.

Depth in the study was attained by concentrating on a group of learners in one class who were doing English First Additional language in Grade 10. Additionally, an in-depth analysis of the students' written work and their marks were scrutinised to ascertain the reasons for the progress and the reasons behind the prevalence of some errors. Additionally the purpose of

such type of research Makamani (2013) is to give a voice to the disadvantaged so that they can reclaim their humanity. The interviews were done in class on a voluntary basis.

4.7 Data collection instruments, Procedure and Rationale

4.7.1 Interviews

According to Kvale (1996, p. 24) an interview is, "an interchange of views between two or more people on a topic of mutual interest". The interview enables the participants to evaluate the world or a case independently using personal views. However Cohen et al. (2011, p. 409) consent that, "an interview has a specific purpose, it is often question-based with questions being asked by the interviewer". Similarly Keelinger (1970) suggests that interviews may be used as to follow up unexpected results or to validate other methods, or to go deeper into motivations of respondents and their assertions for responding as they did. In addition Gill, Stewart, Treasure and Chadwick, 2008, p. 292) maintain that,

> The purpose of a research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters … to provide deeper understanding of a social phenomenon … interviews are therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants.

It is a specifically planned event rather than a naturally occurring situation, and this differentiates it from daily dialogue and the interviewer has to abide by certain rules of the game. Kitwood (1997) explains that an interviewer has to establish rapport with the interviewee so that the respondent is sincere and well-motivated so that accurate data may be retrieved.

4.7.2 Key features of effective interviews

An interviewer does not just approach or inform an interviewer without a properly designed set of interview questions or predetermined themes because interviews should be target oriented. Kvale (1996, p. 30) sets out some of the key characteristics that make qualitative research interviews effective. Qualitative research interviews should:

- questions must engage, understand and interpret the key feature of the life worlds of the participants;

- use natural language to gather and understand qualitative knowledge;

- adopt a deliberate openness to new data and phenomena rather than being too pre-structured;

- focus on specific ideas and themes for example have direction, but avoid being too tightly structured;

- accept that the interview may provoke new insights and changes in the participation themselves;

- be a positive and enriching experience for all participants.

The data generated from interviews is not predetermined. The data culminates as one progresses with the interaction. Some new themes may emerge in the process and may lead the research in a new direction or may enable the researcher to realise some new information that may also help in providing more information to the research questions. That may be the reason why the research questions should not be tightly structured and the language should be pitched at the level of the respondent.

Interviews were the critical points in my research because participants were able to share with me some of the underlying causes behind their success and their poor performance. They were meant to supplement data from written work, textbooks and curriculum documents.

4.7.3 Semi-structured interview

A semi-structured interview is commonly used in research projects to verify data emerging from data sources. Rarely does is it span a lengthy period and requires the participants to answer a set of pre-determined questions. It does allow for the probing and clarification of answers. They define a line of inquiry. They can assist one to identify emerging lines of inquiry that are directly related to the phenomenon being studied and explore and probe these (Maree, 2008). According to de Vos, Strydom, Fouche, and Delport (2007, p. 296) "general researchers use semi-structured interviews in order to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of a particular topic".

Semi-structured interviews are reliable tools to collect qualitative data by setting up a situation between the interviewer and the interviewee that allows for time and scope, and discussion about their opinions on a particular subject. The researcher takes the decision to determine the focus and areas of exploration. Open ended questions dominate semi-structured interviews because the main agenda is to understand the respondent's point of view instead of making uninformed conclusions about some behaviour patterns. Questions in semi-structured interviews are generated as the interview progresses and some may be prepared prior to the interview. Furthermore, questions may not be the same for all the respondents because of the different angles they take when they approach questions.

Semi-structured interviews are simple, effective and a pragmatic way of soliciting information on things that are not easily observable. More so, if there is mutual trust the researcher and respondents can get into detail and depth of issues under study. In addition the meanings behind an action may be revealed as the interviewee is in a position to speak for him/herself with no cues from the interviewer. Similarly the interviewer has the opportunity to probe areas highlighted by the respondent's answers picking up information that may not have been interrogated by the interviewer because of a lack of prior knowledge. Lastly interviews are easy to record through video recordings or through the use of a tape recorder. However it may be difficult to repeat an interview and there is no real proven way to establish if the information from the respondent is true except for situations where it is supporting empirical data like in the current research.

Placed in a single context within a case study approach, the main aim of including semi-structured interviews was to get an in depth understanding of the learning process of the Grade 10 English First Additional Language learners. The focus of the interview was to make use of the conversation, discussion, as well as questioning, of the learners to provide an insight into their learning that was informed by the RtL approach.

In the case of my study there were learners who had serious challenges with reading and were often absent from class. There was also another category of learners: the sick and the pregnant who I thought I should talk to so that I could understand their challenges - other than academic- as they would return to class after recuperating. In support of the ascribed assertion for semi-structured interviews are Smith, Harre, and Van Langhoven (1995, p. 25) who establish that,

Semi-structured interviews are especially suitable where one is interested in the complexity of a process, or where an issue is controversial or personal. In the process of the research, the participant is presumed the expert on the subject and should therefore be allowed maximum opportunity to tell his story.

Semi-structured interviews were pertinent to the study because they are viewed as consistently attached to participant and emancipatory studies.

The favourable outcomes and validity of semi-structured interviews rely on solely on the level at which the interviewee's beliefs and judgements are honestly considered. Their voices must not be altered. Jones (1985, p. 102) sums it up:

In order to understand other persons' constructions of reality, we would do well to ask them … and to ask them in such a way that they can tell us in their terms (rather than imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of the meanings.

Semi-structured interviews are prone to be negatively affected by the use of leading questions or researcher biases thereby influencing issues worth discussing. However taking into perspective the level of interaction which is one on one and the sophistication of language, such scenarios are difficult to eradicate. Even though they may be susceptible to such weakness, they remain a source of rich and concentrated data which is worth the risk. Additionally, the embracing of the interactive approach whereby the main data (transcribed interviews) are jointly constructed and interpreted optimises internal validity.

4.7.4 Strengths of semi-structured interviews

Despite some weaknesses alluded to above Gomm (2004, p. 24) confirms that semi-structured interviews are a "fact-producing interaction". It is as a result of mutual trust bestowed upon the researcher by the respondent that those issues termed classified are disclosed to the researcher. Gomm (2004, p. 230) reiterates that "the argument is that only by developing intimate, trusting, and empathetic relationships will respondents feel able to disclose the truth". Semi-structured interviews have the opportunity to dig deeper into the context of a case giving birth to rich, original voices which can be applied in the designing of unique research narratives that accords semi-structured interviews a priceless quality.

4.8 Research intervention

Research based intervention strategies are teaching methodologies and support systems that have been proven to remedy disadvantaging situations. They have been proved to be valid research studies to assist learners in improving academic behaviour. (www.bedford.k12.ma.us/support-service/academic-intervention-igms.html). The learners who received the RtL intervention strategy were conventional learners in a Grade 10 class. These learners had shown deficiencies in reading abilities in comparison to what was expected at their age and grade level. Their study skills were negatively impacting on their classroom functioning. The RtL approach was applied as an intervention tool to enable a class of thirty five learners to read at grade and age appropriate level.

4.9 Documentary evidence

Most documents that were written are not for research. They are for personal reasons or for the smooth running of organisations. Some are textbooks to be used in schools and tertiary institutions. This study relied on Grade 10 textbooks and other relevant materials that suited the grade. In addition to textbooks the departmental syllabus and the pace setter which guided progress was used. Also, to increase validity and reliability I analysed learners' written work and the marks they achieved in various exercises were analysed. Class registers were also added to documents analysed because they assisted in tracking performance against attendance. Furthermore the lesson plans were of critical importance because in the event that a lesson was a failure this document could be retrieved to determine where it all went wrong as not all the lessons were successful. Even if a lesson was successful the strong points could be noted so that these ideas could be implemented in the next lesson. A personal observation book was used to record in detail the progress or the lack of progress of every child who was participating in the study. The book was used to also record behaviour patterns because they had a bearing on the performance of the child. It was a document which assisted to keep track of the participants. More importantly was a class list with marks which was there to record the marks and check the progress of all the learners under study and lastly a diary which was used to record field notes of the daily events that would affect the research. There were instances where there would be impromptu changes to the time table because food for the learners was not ready so learners would take time to resettle because they would have been disturbed in their routine. There were times when teachers attended SADTU meetings and

classes would be cancelled without notice. These and a host of other occurrences were recorded in the diary.

According to Bailey (1994, p. 294), "official documents are compiled and maintained on a continuous basis by large organisations such as government institutions. There are more formal and structured than personal documents". Again Bailey (1994, p. 317) recommends that, "it is of cardinal importance that the researcher evaluates the authenticity or validity and reliability of the documents". The most significant process under document study was their accessibility because whenever I needed to make use of them they were always available. During the period of my research they were sources of my primary data for in-depth and comprehensive analysis of the phenomenon under study. Although this was an experiment, it did not have any artificial elements because daily learning was taking place under normal conditions. The data generated was authentic and natural. If it was a short term experiment there could have been a possibility of artificial results because participants may have been drilled to suit the conditions for the data that was needed. However, by using documents especially, written work, it was analysed in its original form. The contents of the documents were not affected by my daily activities except by assisting the learners to present their work neatly and according to the expectations of the Education Department (Bailey, 1994, Monette Sullivan, and de Jong (1998) and the dictates of the Reading to Learn methodology. I had enough time to unearth some salient aspects that needed attention in my teaching because I had time to critically analyse the learners' written work and cross check with the dictates of the syllabus so that the participants (learners) were not disadvantaged. Teaching was not divorced from the curriculum aims and objectives

4.10 Overcoming researcher subjectivity

Subjectivity in research cannot be ruled out completely but precautionary measures need to be taken into consideration. Subjectivity and biases affect data collection and analysis especially when the researcher is the one collecting, handling and processing the data. However it is most critical for the researcher to transcend part of their own bias with the help of the methods they employ in the research process. Therefore the researcher has to constantly face his/her opinions and prejudices with data. According to Bogdan and Biklen, (1982) the data collected make available a more comprehensive analysis of events that can be compared than even the most creatively prejudiced mind might have imagined before the

study. Issues to be addressed under researcher bias may include the researcher's frame of mind, the data gathering process, and the researcher's reflexive processes.

Biases and prejudices cannot be entirely eliminated but what is needed is the researcher's ability to strike a balance during the research process Junker (960). CARE (1994) argue that, research whether qualitative or quantitative, experimental or naturalistic is a human activity susceptible to the same kinds of failings of human activities. Furthermore CARE (1994) clarifies that researchers are prone to error. They can make mistakes and things can go wrong. Regardless of these known weakness with researchers there is no tried and tested paradigm solution to the elimination of error and bias.

During the research process I used a diary to record field notes where I would constantly reflect during the process of the study. In my diary I would record some of my successes and failures and some intended solutions to address the problem. Besides the field notes, the learners work was under scrutiny because the school head of department was fulfilling his ministerial mandate of inspecting the learners' books. As a result I had a second opinion on book assessment and assessing the learners' progress. However, I did not share my diary with a critical friend as I overlooked this aspect. As for the data that I generated I had to engage two critical friends to assist me group it and make interpretations for both qualitative and quantitative data. In addition they also helped me to check the transcriptions so that omissions and blind spots would be taken care of. Most importantly the use of qualitative and quantitative methods helped in overcoming the biases because the two complemented each other since they covered the depth and breadth of the case under study.

4.11 Some further steps taken to curb subjectivity

4.11.1 Selection of research participants.

My objective was to investigate the effectiveness of RtL in a Grade 10 English First Additional language class. I selected my research participants among the six Grade 10 classes. I selected one disadvantaged class that had no teacher of English for the entire first term. This class suited the criteria for my research because the RtL approach's main agenda is to bring disadvantaged and privileged learners up to par. Furthermore the participants I selected were in a school located in the township whose characteristics included a dilapidated infrastructure, learners who accessed drugs freely in and around school, poor socio-economic

status, lack of parental involvement in education and few opportunities of meeting positive role models in the community. The school and the learners epitomised similar schools in the district. Also included in the research process was the principal whom I interviewed in order to get an informed analysis about the class. He informed me that the Department of Education had failed the learners because they did not have a teacher for English. He believed that this contributed to non-attendance of classes.

4.11.2 Data collection

My data collection process reduced the element of bias. There were interviews with learners and the principal, document analysis of learners work books and departmental prescribed CAPS documents such as the curriculum and textbooks. In addition I recorded my field notes in my diary which included reasons for successes and failures of some of the exercises such as unexpected time table breaks that would disturb the continuity of the lessons especially if it was double with another lesson after break. If the English lesson was after the first period, they were successful because most learners would be in class compared to the first period where they were still arriving for school. These field notes assisted me to keep track of my lessons as in some cases I needed to repeat the lessons.

4.11.3. Analysing data to ensure validity and reliability

At the end of the research process I had a substantial amount of data which needed a comprehensive plan to organise. I needed a way to organise both qualitative and quantitative data. Interviews needed to be coded since transcriptions were done during the process of data generation. Marks needed to be organised for better analysis and easy discussion of findings. Learners written work also needed to analysed and samples selected so that conclusions could be reliable. The process needed thorough examination and planning. I had to arrange my findings in order of the process of teaching for instance, they were responses related to the actual teaching as illustrated in the data presentation section. Linked to that are the marks to authenticate or dispute the comments by the learners. In addition the learners mark with written work is also presented as evidence to show any progress. The process supported my choice of a mixed method approach. In support are Reams and Twale (2008, p. 133) who argue that "mixed methods are necessary to uncover information and perspective, increase authenticity of the data, and render less biased and more accurate conclusions." Furthermore Denscombe (2008, p. 272) suggests that mixed method research can: (a) increase accuracy of

data; (b) provide a more complete picture of the phenomenon under study than would be yielded by a single approach, thereby overcoming weakness and biases of single approaches …"

4.11.4 I was a teacher and also a researcher

I had been a teacher before and there I was again in the classroom as a researcher. This had a bearing on my research because often I was tempted to resort to the conventional teaching practices which my research was in the process of disproving. I was conscious of these temptations so I had to constantly remind myself of my role in the class so that I remained focused on my data collection and data analysis processes. For a successful process I had to adhere to my research agenda. This called for regular and constant reflection so that I did not stray from my teaching approach. More so, I had to remind myself that I was a researcher who wanted to construct knowledge. I had to make sure that my approach to teaching the research participants was not influenced by the way I was taught. The interviews with learners kept me in check so that my doubts, prejudices and expectations were addressed.

There are always concerted efforts to ensure that research is flawless but there is no guarantee that research is precise, accurate reliable and factual. In order for research to have an element of credibility the researcher has to aim for neutrality with regard to the phenomenon under study.

4.12 Ethical considerations

Research ethics refer to the moral principles guiding research from its inception through to completion and publication of results and beyond… (ESRC, p. 20). The study was part of a wider Further Education Training Phase research project. The project benefitted from the granting of permission from Rhodes University and the Department of Education at Provincial and at District levels right up to the principals who are the gate keepers of the school. (See appendix for letter from the university). The ethical clearance that I needed was at school level. To ensure that I got informed consent, I made the expected research process explicit to the principal, teachers and learners as well and consent was granted. In line with ethical considerations, I informed the principal, teachers and learners of the duration of my research. In further following the code of ethics that I adhered to during the course of my

study, I was explicit about the nature of the study to the learners who were the only participants and I highlighted the nature and extent of their involvement. For example I made it clear to them that they would write and participate in all CAPS approved tasks and other extra exercises as part of the research process. I further guaranteed voluntary participation and withdrawal of the participants from the study only requesting that they inform me that they were withdrawing should they decide to take such action. In addition I guaranteed the anonymity of participants and this resulted in the use of pseudonyms for the participating learners. I also guaranteed confidentiality of the research findings and gave my word that the findings would not affect the participants in any way. The code of ethics taken into consideration was in line with Hill's (2005, p. 65) principles that formed the basis of any ethical approach which are "autonomy/respect for the persons, beneficence and non-maleficence and justice/equity non-discrimination, which can be developed and expressed as a set of rights: to self-determination, privacy, dignity, anonymity, confidentiality, fair treatment and protection from discomfort or harm.

Conclusion

This chapter discussed the research methodological choices made in this study and the ethical considerations adhered to. It outlined the different methods used to obtain data. The first section justified my choice of methodology and the main objective as outlined in the context highlighted in Chapters 1, 2 and 3. In addition, the data collection tools qualified what was highlighted in the research design and theoretical framework. The next chapter outlines the data presentation, analysis and discussion of findings.

Chapter 5
Data Presentation and analysis

5.1 Introduction

The purpose of Chapter 4 was to discuss the research design used to generate data in response to the two research questions in this study. How data were generated, analysed, and evaluated was the focus of the discussion. What emerged from the chapter, given the purposes of the study, is that the mixed method approach was relevant to ensure the validity of the findings. The present chapter's main objective is the presentation and interpretation of the data generated according to the research questions. The focus is to present data in relation to each research question. In this chapter, baseline data is presented first in the form of tables for reading and comprehension marks and scanned learners' work, as well as interview transcriptions from one learner and the principal. The next section presents sets of data responding to research question 1 on the role played by RtL methodology in learner progress in the classroom. The last part presents sets of data that respond to the second research question which calls for data that illustrates how RtL was used in order to promote cognitive development.

Chapter 5 thus discusses the data in detail, and more specifically, data in relation to the first research question: what role does focusing on learning language; learning through language and learning about language in the process of teaching reading play in a Grade 10 class? The purpose of this discussion is to reveal the extent to which RtL may be said to have enhanced learners' ability to learn from reading, and to draw from knowledge gained from such reading in the writing process. It begins by presenting baseline data generated before the literacy intervention was implemented. The chapter then moves to the analysis of the literacy intervention programme's sample lessons designed according to the RtL methodology principles. Thirdly, the chapter presents and analyses numerical data in the form of learners' marks. These marks are based on learners' performance after the implementation of the RtL literacy intervention. The chapter concludes with the discussion of data which is in the form of examination marks. The purpose of such a discussion is to understand the role RtL methodology played in the literacy development of learners in the research site.

5.1 Baseline Reading Data

As already pointed out, this study reports on the research that was designed to investigate the effectiveness of RtL methodology in a Grade 10 classroom. Its focus was to investigate the extent to which this methodology enabled Grade 10 learners to read and write at levels appropriate to their age and grade levels as defined by Rose (2004). As would be anticipated in studies dealing with learners in rural and/or black township communities at the beginning of the study most of the learners experienced problems in reading, and using what they had to read in the construction of written texts. In the context of this study, this was established by means of the generation of baseline data. This data was generated from one reading exercise, two comprehension exercises and one essay. Such baseline data played a diagnostic role in the study and the skills gap identified here guided the form, structure and shaped the literacy intervention informed by the RtL methodology. As discussed in Chapter 4, baseline data was necessary in the study for the following reasons: firstly, to assess the learners' current reading abilities, secondly, to assess their comprehension levels, and, finally, to analyse how far they could draw from reading to write independently. It became, as Cohen et al. (2011, p. 481) described "an in-depth test to discover particular strengths, weaknesses and difficulties that a learner is experiencing, and specific areas of weakness or strength".

The class sampled as the research site had poor marks and poor attendance, as reflected in Figure 1 which shows the class register and mark recording sheet.

Date			23				30			06			13			20			27			06			13			20			27
Name																																	
Asad		✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	a	✓	✓	a	a	✓	✓	✓	✓	✓	a	✓	a	a	✓	a	✓	a	✓	✓	a	✓	a	✓	a	✓	a	✓	✓	✓	a	✓	✓	a	a	✓	✓	✓
Julia		✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	a	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓
Kandy		✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ont		a	A	✓	✓	✓	a	✓	✓	a	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓
Max		✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	a	a	✓	a	✓	✓	a	✓	✓	a	✓	✓	✓	a	✓	✓	✓	a	✓	✓	a	✓	✓	✓	a	✓	✓	✓	a	✓	✓	a	✓	a	✓	✓
Boas		✓	A	✓	a	✓	✓	a	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	a	✓	✓	a	✓	✓	Boas	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓
Nosh		✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	a	✓	✓	Nosh	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓
Tish		✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓
Belinda		✓	A	A	✓	✓	✓	✓	a	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	a	✓	✓	✓	a	✓	✓	✓
Spills		✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓
Damkies		✓	✓	✓	a	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	✓	✓	a	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓
Maps		✓	✓	A	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓

Mats	✓	✓	✓	a	✓	✓	a	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	a	✓	✓	a	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓
Jabs	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓
Nomsa	✓	✓	✓	a	✓	✓	a	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	a	✓
Futhu	✓	A	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	a	✓	A	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nono	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Miths	✓	✓	A	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓
Mazil	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uzzi	✓	A	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Balnds	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	a	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	a	✓	✓	✓	✓	✓
Kim	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓
Zino	a	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓	✓	✓	✓	a	✓
Soky	✓	✓	A	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓			
Zii	✓	✓	✓	✓	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	✓	✓	✓	✓	✓	✓	a	a	a	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	a	a	a	✓
Lum	✓	✓	✓	✓	✓	a	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓	a	✓	✓	✓	✓	✓

Name	Attendance
Adamsky	✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓
Jans	✓ ✓ A ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓
Lico	✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓
Lele	✓ a ✓
Tyel	✓ ✓ ✓ a a ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓
Nomza	a A A ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ A ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓
Nqush	a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓
Nqush	✓ ✓
Kel	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ a ✓ ✓ ✓ ✓ ✓ ✓ ✓

Table 6: First term class register for term 1 [21 January - 01 April 2015

. *KEY*: *a – Absent.* ✓ - **Present**

Upon enquiring about the gaps in the register, the Acting Principal had this to say:

The Grade 10 learners never had a teacher in term 1. These gaps in the register are a reflection of what was really taking place. The school could not do anything because it is the Department's duty to allocate a teacher. Some would come in the morning and going for a class and standing by the door in the cold weather the next thing they going home. I would try to lock the gate but it would not help. The

boys would scale the fence and the girls would take the slightest chance whenever the gate opened. This resulted in these gaps that you are noticing. Ironically the same Department required marks for reporting and analysis purposes. This would mean that these learners would be given tests and exercises for which they were not adequately prepared for. This kind of exercise has a negative impact on their marks and results. As you can see there is nothing in the mark sheet except for that test which came straight from the Department and it had to be written but all those exercises that needed a teacher could not be done. It would be an interesting study to see how many of these learners will pass at the end of the year, but it would not make any sense to be optimistic about it. There is a great chance that a big number of these learners will repeat Grade 10 next year as the requirements for passing are quite stringent

A learner corroborated the views of the principal and confirmed the absenteeism and lack of marks:

Sir, it was just coming to school to eat and play. On cold days at times we would come for our lunch and go back. English is normally the first period and you know what happens when you don't get a teacher in the first lesson and you are outside in this rain and cold weather you are tempted to go home or go and play in the street with friends. It's not that we did not want school but the teacher was not there and he was not the only one, we do not have a Mathematics teacher. Imagine if it were you Sir at times you would not even come to school. We only come to write tests in other classes and I don't like it. Some do not even write the test because they will know that they will fail which is true. That is why Sir you see all the gaps and absents that you are asking about.

	Marks	Task 1/10 Oral	Task 2/50 Essay	Task 3/30 Letter	Task 4/40 Test
Names					
Asad		1	1	1	18
Julia		1	1	1	19
Kandy		1	1	1	31
Ont		1	1	1	1
Max		1	1	1	10
Boas		1	1	1	1
Nosh		1	1	1	23
Tish		1	1	1	20
Belinda		1	1	1	18
Spills		1	1	1	18

Damkies	1	1	1	16
Maps	1	1	1	10
Mats	1	1	1	15
Jabs	1	1	1	20
Nomsa	1	1	1	21
Futhu	1	1	1	17
Nono	1	1	1	17
Miths	1	1	1	16
Mazil	1	1	1	15
Uzzi	1	1	1	29
Balnds	1	1	1	16
Skills	1	1	1	26
Kim	1	1	1	1
Zino	1	1	1	1

Soky		1	1	1	1
Zii		1	1	1	1
Lum		1	1	1	23
Adamsky		1	1	1	22
Jans		1	1	1	28
Lico		1	1	1	18
Lele		1	1	1	30
Tyel		1	1	1	15
Nomza		1	1	1	1
Nqush		1	1	1	1
Kel		1	1	1	31

Table 7: Record of marks for term 1

52 Register analysis and term 1 marks

The register testifies that learners' interest to be in class was compromised. It may be argued that there was no teacher to teach them English but other subjects had teachers. If this was a subject register I would say maybe they were available in other subjects but this was a class register. This may corroborate the assertions of Crossly and Murby, 1994; Elley and Mangubhai, 1979; Greaney, 1996; Smithy and Elley, 1997; Walker, Rattanavitch and Oller, 1992; Verspoor, 1989) that illiteracy within disadvantaged communities will remain a global phenomenon. The school failed in its endeavour to move the learner from his everyday world to the more sophisticated world of literacy power. Instead of the child graduating from docility to becoming a critical thinker the child remained within limited capacities of thinking. Upon interviewing the principal of the school concerning the absence he had this to say *... There is a great chance that a big number of these Grade 10 will repeat Grade 10 next year as the requirements for passing are quite stringent ...*" If this class was in a community with more informed people the School Governing Body could have hired a teacher to avert such effects, or perhaps some retired teachers would have volunteered their services to teach the learners

Echoing similar sentiments to the principal was one learner who said, *"Sir! It was just coming to school to eat and play... English is normally the first lesson and you know what happens when you do not get a teacher in the first lesson and you go outside in the rain and in the cold weather you are tempted to go home or go and play in the street with friends. It's not that we did not want school but the teacher was not there and was not the only one, we did not have, we still do not have a mathematics teacher... "*. The situation confirms the characteristics of a school in a low income or non-income society. These learners are doubly disadvantaged because the incapacities of their parents or guardians affect them as they do not know that it is their constitutional right to demand a teacher for their children. According to Cope and Kalantzis (1993) the school has a duty to ensure that literacy teaching is provided for the deprived learners to give them a means of entry into the culture and approaches of thought. Instead of being emancipated from the chains of mental oppression by the school, it is the school that is perpetuating oppression by denying the learners access to education.

According to Bruner, 1978 (p. 1) "instruction is after all an effort to assist or shape growth". In addition Freire (1970) alludes to the fact that learning promotes critical thinking. This is where learners can question the world order and are in position to attach subjective conclusions to what other authorities are saying. However the register, the comments, the marks displayed show a different picture. The columns of ones are not true but are zeros and the test marks are a true reflection of what the learners achieved. However these are marks obtained without any teaching in English so it is unfair to say this is a true reflection of the learners' performance. For instance some learners decided not to write the test because they were not prepared since they had not had any form of teacher instruction for 3 months. This is reflected in the table above. Similarly these are similar instances that are regularly reported in the Eastern Cape Province where learners go for months without teachers in their classes.

To support what the principal and the learner said it may also be that the state of learner readiness for the next grade may be misrepresented because the learners may be awarded inflated marks and proceed to the next grade which may have negative consequences later in their education for instance, failing Grade 12 or dropping out of university. This meant that the learners were behind in terms of syllabus and content coverage for the particular grade. Furthermore, the skills they had acquired in earlier grades may have been compromised because of lack of practice and reinforcement since they were supposed to enhance the learning processes. However, this served the broader purposes of the study as it presented an opportunity to witness the learners' problems first hand and I was able to assist the learners holistically because the data was directly obtained from me as a primary source.

The class selected for data collection was the most disadvantaged Grade 10 class in the school and worse still and had poorest attendance rate. The research methodology targeted learners who cannot read at age and grade appropriate levels. Four exercises were administered to generate baseline data to initiate the investigation. First among the four was a reading exercise. The exercises were administered in consultation with the Grade 10 English First Additional Language syllabus and work plan for Term 1. In addition, the prescribed Department of Basic Education Platinum English First Additional textbook was used for the assessment because it has been approved and endorsed as a fitting and a balanced textbook for Grade 10. The justification for the administration of these exercises was to establish

'where learners were' in terms of their reading skills, comprehension skills, writing skills and lexical application skills. Each exercise and data generated will be discussed.

5.3 Rationale for baseline data

The reason for the selection of the pre-reading passages was because they are CAPS compliant and are close to home to activate the learners' schemata. The main intention was to set in motion prior cultural background knowledge. Vygotsky use cultural tools, symbols artefacts and practices. Storytelling is a traditional African teaching technique. The reading exercise has familiar elements, for example education through oral tradition and the importance of the extended family. The use of common language and terms would make prediction easier and aid understanding because the language is within their proximity. Similarly the socio-cultural theory emphasises the importance of using teaching methods that appeal to learners' interests (pedagogical congruency). This resonates with Piaget (1970); Bruner (1978) and Vygotsky (1978) who contend that new information is connected to prior knowledge.

5.4 Reading exercise

In the reading exercise three basic areas were highlighted: pronunciation, punctuation, word recognition and application of selected lexical items. As discussed in Chapter 2, (Lawrence et al., 2010) encourage learners to pronounce, spell and write about words. It is through speech sounds that differences in meanings of words are established. Whilst reading, special attention was given to accurate pronunciation of selected phonemes in selected words. Learners who pronounced words correctly, followed punctuation correctly and achieved the correct word recognition were awarded 2 marks. The learners who read but faced challenges with punctuation were awarded 1 mark. The learners who failed to perform the three acts would get zero. The short comprehension piece classified as table 7 below was used to generate baseline data.

My mum, Grace, was gentle and very tough at the same time, and she never told me things directly. She never said "don't…" – she knew that would make me a story. There were no clear morals, but her stories were telling you something, and you had to work out what. Some took me 20 years to get.

Her mother died when she was just three or four, and she was shifted around between aunts. She knew what it was like to grow up unprotected. It made her very sensitive to other people's sufferings. She would say to me, "I can live next door to a hungry lion". She meant she could get along with all types. I can't live up to that.

Source: Awerbuck, D., Dyer, D., Nonkwelo, N., Norton, J., Pillay, N., & Ralenala, M. (2011). *Platinum English First Additional Language.* Johannesburg, Maskew Miller Longman. (p. 51).

Table 8: Text used to generate baseline data

Learners were tasked to read the passage above with emphasis on pronunciation, punctuation and word recognition. The major reason for emphasising the three aspects were as follows: pronunciation entails automatic word recognition as well as exercising the applicable prosodic features which are rhythm, intonation, and phrasing at the sentence and text level Hook and Jones (2004). It may be difficult to comprehend a text if prosodic features are not entirely respected as they appear in a text and in context. In addition punctuation is critical for intonation and stress and it is inherent in all reading. Punctuation needs proper attention as failure to follow it accurately results in miscommunication and lack of comprehension of any text. Comprehension of text and context is made possible if there is competent word recognition with special emphasis on speed and accuracy. These are the reasons cited why the three reading skills were emphasised.

Level: 0	Level : 1	Level : 2
Failure to follow punctuation, recognise words and pronounce them.	Can recognise words and pronounce but cannot follow punctuation.	Can pronounce correctly, can follow punctuation and good word recognition.

Table 9: Key to reading levels

	Learner's name	Reading exercise before intervention
1	Asad	1
2	Julia	2
3	Kandy	2
4	Ont	1
5	Max	1
6	Boas	1
7	Nosh	1
8	Tish	2
8	Belinda	1
10	Spills	1
11	Damkies	1
12	Maps	1
13	Mats	1
14	Jabs	1
15	Nomsa	1
16	Futhu	2
17	Nono	1

18	Mitts	1
19	Mazil	0
21	Uzzi	1
22	Balnds	2
23	Skills	2
24	Kim	1
25	Zino	2
26	Soky	1
27	Zii	1
28	Lum	2
29	Adamsky	2
30	Jans	1
31	Lico	2
32	Lele	2
33	Tyel	2
34	Nomza	2
35	Nqush	1
36	Kol	2

Table 10: Reading ability scores

The reading assessment that generated the data was an extract taken from the learners' core text book so as to ensure reliability and conformability. The reading exercise marks are illustrated above. Before the inception of the intervention twenty one learners could not read full sentences completely with accurate pronunciation of words and fourteen could read with accurate pronunciation and sentences in full. After the reading exercise, two different comprehension exercises were administered to generate more baseline data. The two exercises were administered for reliability and dependability. Joppe (2000, p. 1) defines reliability as:

> … The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

The most important aspect in the definition is the concept of reproducibility of the results which is the main purpose of the second comprehension exercise.

The passage referred to as appendix 3 was one of the sample passages used to generate baseline data for comprehension. The comprehension passages were similar in nature. No personal assistance was offered in the two passages because the findings needed to be as reliable as possible. They catered for all ability groups which strengthened reliability of baseline data. Learners read individually and responded to the questions related to the passage. The marks obtained as baseline data were assembled as data and are presented below in the form of a table.

Number	Names	Comprehension 1 before intervention	Comprehension 2 before intervention.
1	Asad	10	12
2	Julia	22	18
3	Kandy	20	18
4	Ont	15	16
5	Max	5	13
6	Boas	19	16
7	Nosh	0	18
8	Tisch	18	19
9	Belinda	16	15
10	Spills	7	18
11	Damkies	17	11
12	Maps	13	9
13	Mats	7	20
14	Jabs	10	0
15	Nomsa	17	20
16	Futhu	20	19
17	Nono	12	10

18	Mitts	17	10
19	Mazil	0	0
20	Uzzi	19	15
21	Balnds	18	19
22	Skills	0	0
23	Kim	8	11
24	Zino	11	16
25	Soky	12	16
26	Zil	0	0
27	Lum	18	14
28	Adamsky	18	17
29	Jans	0	17
30	Lico	19	19
31	Lelle	12	20
32	Tyel	22	19
33	Nomza	11	20
34	Ngush	11	12
35	Kel	20	20

Table 11: Comprehension marks as baseline data

5.5 Marks for baseline comprehension passages

After administering the two baseline comprehension exercises where the learners did not receive any form of scaffolding the marks obtained were assembled as data and presented above in the form of a table.

These marks are a reflection of the level of comprehension which simultaneously reflects the levels of cognitive development of the learners before intervention. In the first comprehension which is in appendix 3, fourteen learners scored between 0-50% and twenty one learners scored between 51-100%. This seems to suggest that fourteen learners had poor cognitive levels, weak reading and comprehension abilities. Piaget (1970) assumes that the commencement of preadolescent is also the beginning of the formal operational stage. He further argued that intelligence is highlighted through the application of related abstract

concepts. In line with Piaget, levels of cognitive development of the learners in the class are at varying stages. Piaget identified the following stages in the growth of a child; sensorimotor, pre-operational, concrete operational and formal operational. The first two stages befit infants and special cases of learners who are differently abled. In line with this study and in relation to the marks illustrated, fourteen learners appear to be still within the concrete operational stage or seriation because they could not surpass the 50% mark according to CAPS requirements. However there is a marked difference in comprehension 2 (appendix 4) in performance which may have been as a result of interest or understanding of the passage and possibly the questioning. Eight learners persistently remained within the 0-50%. This might be as a result of a background which according to Bernstein (1996) is a result of unequal access to the power of literacy especially for learners from poor backgrounds. In addition this may be as a result of learners arriving at school with less knowledge about reading and less interest in becoming a reader and the school making the situation worse (Snow et al., 1998). The attitude displayed seemed to suggest that motivation plays an important role in learning as espoused by Vygotsky, 1975; Bruner, 1978; Piaget, 1970 and Halliday, 1985 who further confirm that learners can only willingly participate in class if there is a stimulant to push them to do what is intended. Even the learners' whose marks are below the 50% threshold, could be in that position because the school did not motivate them due to the non-availability of some teachers as alluded to in the learner's interview above.

The twenty seven learners whose performance was above 50% could be the few who were intrinsically motivated by the passage or those whose intellect had developed to formal operational as affirmed by Piaget (1970). Their performance was constant. Besides cognitive development these could be learners who according to O'Connor (2007, p. 14) may have had the opportunity to own books and have instances of interacting with more knowledgeable others.

In the passage referred to as (appendix 4) five learners scored between 0-50% and thirty learners scored between 51-100%. In addition to the comprehension exercises an essay was also administered to assess the level of independent writing.

The variation in performance may be a result of the learners' home backgrounds. It has been confirmed in literature that children from low-income families and ethnic-minority backgrounds are generally less likely to have experiences at home consistent with those

expected by their teachers and therefore less likely to arrive at school with the necessary competencies (Bernstein, 1996). These children continue to lag behind their middle-income peers as they proceed through high school. The same scholars confirms that children who are from middle and upper class homes have more opportunities of interacting with print compared to their peers from working class families. It is the socioeconomic status that can steadily envision the cognitive and academic outcome of a child.

I included both reading and writing tasks because in the present study to better explore the reading-writing connection as it links to questions concerning likely generalizable cognitive operations that the ability to read and write might draw upon. Reading forms the basis of effective writing and below is a sample essay to evaluate the standard of writing of a learner before intervention. It is one of the essays selected among many.

Wednesday   15 April 2015

My ambition

My name is Oluethu Kebe, learning at Nombulelo Secondary School and I'm doing grade 10. At school I'm an active person and I'm always talkative towards school things; not other things. I've got humility, helping and having patient to people so being a doctor will suit me well because I'm so compassionate on being a doctor.

In order to fulfill my career is to work hard at school and also to pass my matric with flying colours. But other people are changing my course of life by saying negative things about doctors, but I don't let those negative things to get in my mind, because I know what I want in life and what I want to be in life. Many people are aiming for themselves less like saying they would like to be social workers; teachers and etc, but me I didn't do that I want to be a doctor. Firstly because there is a shortage of doctors here in South Africa, whereas there are many people who are sick and need attention of doctors.

If you've got self-awareness and self-confidence you will be what you want in life thats what I told myself. And I know that I will succeed in life, and I told myself that I will learn and not be like other kids who don't want school because education is the key to success and without education you are nothing.

Good effort. You can improve. Work on prepositions and avoid contractions. Write short sentences. At most a maximum of 12 words.

The essay was strategic because at the outset of every learning process, a learner has a goal. I selected the topic because it is a topic which has been prominent in their educational journey. The topic seems to be a functional topic which the learners can easily relate to. The information likely to be used by the learners is personal and descriptive. The sampled learner's essay symbolises a beginner who has not been initiated into the genre theory of writing. From the evidence in the writing the learner is relying on conversational ability. There is a tendency to repetition. According to Bernstein (1996) working class children have minimal vocabulary to express themselves to the extent that there is over reliance on horizontal discourse. The essay is fraught with contractions for instance, *didn't, I'm* and a host of other errors. There is over reliance on horizontal discourse which is characteristic of working class learners whose families do little or nothing to prepare them for life in school Bernstein (1996). The learner has difficulty with punctuation and cohesion and insufficient information on the selected profession. The genre approach to writing (Martin, 1995, p. 9) "teaches learners about the different purposes of texts, their audiences and contexts of use, and it focuses on the particular ways in which different genres are organised as well as their language features". Most importantly conventions of writing are emphasised.

The targeted learner was tasked to use the appropriate genre for descriptive writing and to use adjectives to describe what she wants to be in the future. Also problematic was the inappropriate use of contractions in formal writing. Besides all the errors, the tendency was to rely too much on oral discourse in writing.

Having generated all the baseline data, the presentation of intervention data follows in response to the research question below.

5.6 Question 1: The role played by RtL in enabling reading and writing

What role does focussing on learning language; learning through language; and learning about language in the process of teaching reading play in a Grade 10 class?

Data generated in response to this question was a result of the implementation of the RtL as the literacy intervention in a Grade 10 class of thirty five learners. The intervention took place over a seven month period.

Following on what Rose (2005) refers to as the "scaffolding interaction cycle", learners went through the stages of 'preparation', identifying, and elaborating' a structured consistent and

sequence meant to benefit them in grasping the text. This pedagogy not only emulates and extends practices within the parent child reading discourse at home; it also reinforces Halliday's theory of register variation, over and above drawing on Vygotskyan theory of social learning. Purposeful modelling and repeating as the basis for both spoken and written language development was a feature necessary to treat learners equitably.

5.7 A lesson informed by the Reading to Learn methodology

The pedagogic approach summarised above may be the panacea to resolving the reading challenges that manifest in the classroom. It is as a result of being able to read that one is able to navigate the world which is why the teaching of reading becomes critical. The selected topic is significant to the learners because it broadens the learners' knowledge about South Africa. The reason for the illustration of how the topic was taught employing RtL is to affirm how it enhances acceleration in reading and writing academic texts that are of age and grade appropriate level.

The title of the article: *Isolated for two decades* **from** *The Sunday Times Heritage* project provided the opportunity (at the outset of the lesson) to deliberate with learners on the genre (biography) and field (analysis of the text). In an effort to acquaint the learners with the genre and field of the text, pre-reading activities were constructed. This section of the lesson involved identifying key words and ideas in the genre and later on the theme: **Isolated** and key words **two decades**.

> **Pre-reading activities.**
>
> Isolated – What does the word mean – is it banning, isolation or classifying?
>
> Isolated – Why isolated? Does this have any historical lineage to South Africa?
>
> Two decades – Do you know what it implies in numerical value?
>
> Extra – textual issues – South Africa and apartheid legislation. What pieces of repressive legislation do you know that worked against non-Europeans during apartheid?
>
>
> Do you have any idea of this: Terrorism Act of 1967, Extension of University Act 1957, Prohibition of Mixed Marriages of 1949, Bantu Education Act of 1953, Coloured Communal Reserve Act of 1961, Group Areas Act 1950 and 1955, and Bantu Authorities Act of 1951? These laws were passed to promote the interests of the Europeans and marginalise non-Europeans. Pass laws were initiated in the Cape for slaves and later to all non-Europeans in 1800 and were only abolished in 1994 with the dawn of democracy.
>
> What did all these legislations promote? Was it discrimination, racism, segregation or apartheid?
>
> Can you say that separation is or discrimination is no longer around us?
>
> Why do we still live separately and some areas are more developed than others?

Figure 5: Pre-reading activities

Having done the pre-reading activities, the RtL methodology prescribes that dealing with lexical items and words through questions is structured to enable the learners to link the purpose of the text and the writer's choice of diction whilst designing the title and the whole text. This assists in the progress effecting clarity in the article's build up. Thereafter, examining and determining the title of the article including the supposition intended by the title, the pattern of the genre (biography), universally and accordingly the order of this text's field (examining the text) extended during its comprehensive stages in line with what learners can absolutely conceive, are run through. Furthermore, in order to add clarity to the reading exercise, the class was read to so as to address the contents and what is taking place in the text.

The immediate stage of the lesson is what is referred to as detailed reading. It is a stage that involved recognising the main phases in distinct paragraphs of the text topic sentence, point and argument. The highlighted phrases were identified in the process of detailed reading of the article from the first paragraph to the last. In the process of detailed reading attention is collaboratively drawn to important information in each phrase and paragraph including attending to how syntactical preferences support the writer to fulfil his/her intention: to inquire into how Lilian Ngoyi ended up being isolated. Jointly, an identification of the topic sentence, point, argument, including other phrases in the text is done so that they are discussed to establish how they influence the intention of the writer in relaying his or her message to the readers.

Isolated for two decades

Lilian Ngoyi was co-founder and president of the Federation of South African Women and vice-president of the Transvaal branch of the ANC Women's League. [*Topic sentence*] **She was one of four women who led the march of 20 000 women to the Union Buildings on <u>9 August 1956</u> to protest against extending the pass laws to black women.**[*Reason for demonstrating*]

Not being able to produce the hated "dompass" on demand resulted in her immediate arrest and imprisonment.[*Consequences of defiance*] **Ngoyi and other leaders argued that homes would be broken up and children left uncared for.**[*Argument*] **They took their petition to the then Prime Minister, JG Strijdom.**[*Reacting*] **But the new law took effect and mothers were indeed separated from their children –by the thousand.**[*Argument 2*]

She was the first woman member of the ANC's national executive, a well-known figure at meetings and a brilliant, inspiring speaker who could stir up the crowds. [*Position of authority, influence and theme*] **The author Es'kia Mphahlele said of her: "She can toss an audience on her little finger, get men grunting with shame and a feeling of smallness, and infuse everyone with renewed courage."**[*Metaphor to qualify her influence, power and theme*]

But there were not many opportunities for Ngoyi to address audiences. [*Argument*] **She was first arrested in <u>December 1956</u> on charges of treason, along with other leaders, including Nelson Mandela.** [*Trail of events*] **The trial dragged on for more than four**

---

years. In 1960 she was arrested again and spent five months in prison. No sooner had she been released and acquitted in 1961 than she was served with her first – year banning order. She was confined to the area of her home in Soweto, not allowed to attend meetings and prevented from speaking in public. As soon as the banning order expired, she was banned again. This became the pattern. [*The discussion has so far elaborated on the argument of the system*] She spent only three years unbanned, from 1972 to 1975. [*Argument against*]

Her comrade Hilda Bernstein wrote of her: **For 18 years this brilliant and beautiful woman spent her time in a tiny house, silenced, struggling to earn money by doing sewing, and with her great energies totally supressed."**[*More factual elaboration on the argument*]

Her funeral was attended by more than 2000 people.[*Conclusion of a journey of a life*] **Desmond Tutu, then general secretary of the South African Council of Churches, said that when the true history of South Africa will be written, Ngoyi's name would be in "letters of gold."**[*Summary of a life journey and emphasis on the theme*]

N.B – all underlined items represent time themes.

Figure 6: Comprehension analysed applying RtL methodology

According to Rose (2003) the continuous practice of a single activity until the learner is competent assists in improving reading abilities. In addition repeated demonstration is a necessity to remove uncertainty in learners. Martin and Rose (2002) maintain that an effective way to teach reading is to start from the basics starting with the phoneme to the whole text. This approach is upheld in RtL. According to Rose (2005) the RtL approach is influenced by Vygotsky (1978, 1981) learning as a social process Halliday's (1993, 1994) language as text in social context, and Bernstein's (1990, 1996) education as pedagogic discourse. The complexity of the path to independent reading and Bernstein's elaborated codes is clearly described in Halliday's (1996) stratified model of language which was implemented in the passage above.

The exercise informed by RtL assisted the learners to improve their reading abilities. There was a positive shift in the reading abilities of learners compared to the period before the intervention. This standard of specificity as a result of the use of RtL methodology contributed to the improvements in reading abilities of learners. Explicit instruction of reading is pertinent to the ability to read. Lawrence and White (2010) encourage learners to

pronounce, spell and write about words. It is through speech sounds that differences in meanings of words are established. This is alluded to by Vygotsky (1978) that speech plays an important role in learners' learning and in the process of assistance and instruction. According to Halliday (1976) the ability to read and use language in speech has an influence on writing. In an effort to authenticate what I witnessed in the reading exercise I asked the learners what they felt benefitted them the most from the methodology. They highlighted a number of aspects as noted below.

1. *The introduction of the reading task before reading, relating and linking points, being able to read alone, confidence in speaking out, repeated explanations, motivated to work alone.*

Below are some of the responses from learners with regard to how they responded to the way reading was taught.

I am finding it much easier to analyse a text whilst I read. ... I can read alone without being forced because I now understand better. Even in class I am no longer afraid of speaking out. The process has assisted me gain confidence. My marks have improved compared to last term.

The above assertion is an indication that there is a link between progress and scaffolding. More so there is a connection between one-on-one interaction and confidence which is critical to learning. The teaching created an opportunity for interaction with the learners which resulted in understanding the problems they faced with reading, the result of which informed the strategy needed to assist them.

Below is another learner whose testimony qualifies the effectiveness of the RtL methodology.

Although I was a good reader before, I have improved in my skills especially punctuation as I read because I understand what it implies. Before I would just read without giving it attention. Besides I can speak in class discussions fairly well. I don't need to prepare much when I speak.

The above comments are evidence that there is a link between progress and scaffolding. According to Halliday (1978) understanding of the overall meaning of texts provides a sound context for further grasp of detailed, slight and sophisticated other meanings within sentences in the same texts, all of which are important and necessary. The process of step by step

learning of language with the assistance of the more knowledgeable other seems to have brought a ray of hope as articulated by the learner. In support both Piaget (1970) and Vygotsky (1978) believed that learning results in high order thinking skills. In order for a learner to be able to analyse a passage and relate to it is evidence that cognitive ability has developed.

More so there is a connection between one-on-one interaction and confidence which are key ingredients to learning. The RtL scaffolding approach created an opportunity for interaction with the learners which resulted in an understanding the problems they faced with reading and how they were to be assisted.

The comments above are two of a selected few who testified that there is a link between academic progress, confidence boosting and interest in school which ultimately results in good academic progress across the curriculum as a result of RtL.

After the reading intervention exercise the table and bar graphs below were formulated as representations of the original position of learners before and after the intervention. Before the intervention 21 learners could not read full sentences with accurate pronunciation of words and 14 could read. However after the intervention as illustrated in the table and graph above 5 learners were still struggling to read and 30 learners were reading at grade and age appropriate level. The success in minimizing reading inequalities was as a result of exercises that were formulated by RtL as illustrated in figure 9. It appears that the learner is satisfied with the genre approach, described in Chapter 4, as an effective way to teach reading. Johnson (1994) regarded the genre approach as key to confronting passive pedagogy because it deals exhaustively with language in relation to context. It is almost impossible to separate reading from reading from writing. The next section deals with writing as guided by the RtL approach.

	Before intervention	After intervention
Level 1	21	5
Level 2	14	30

Table 12: Reading scores and number of learners
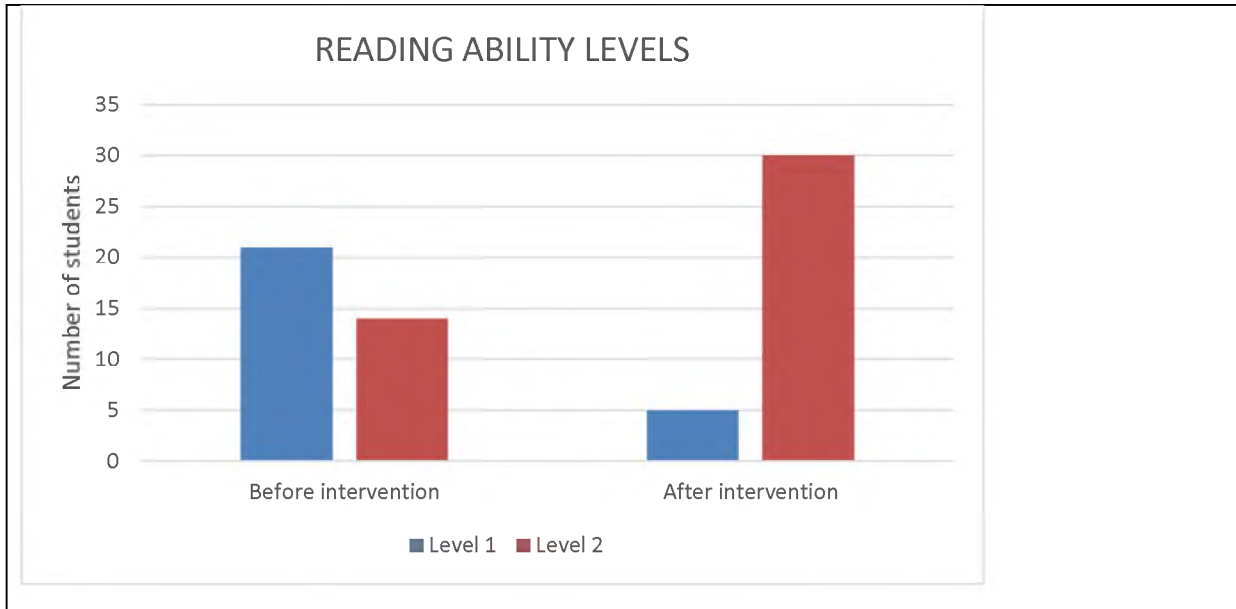
Table 13: Comparison of reading ability levels before and after the intervention applying RtL methodology

Before the intervention twenty one learners could not read full sentences with accurate pronunciation of words and fourteen were able to do so. However after the intervention as illustrated in the table and graph above, 5 were still struggling to read and thirty were reading at the grade and age appropriate level. After working on reading successfully the learners moved to the next stage which was writing. Below are the reasons why writing had to be the ensuing stage.

The reason for the link between reading and writing is because reading forms the foundation of all that is written. Rose (2006, p. 6) argues that, "reading is the basis of what we all do as teachers and learners …" Rose (2006) further argues that the function of writing in school is primarily to demonstrate what we have learnt through reading. It is against this background that the following section deals with writing as a result of being able to read and comprehend a text.

5.8 Writing as guided by RtL methodology

Under RtL methodology after the identification of the reading sections, the following stage was note-making. It was the stage where I worked with learners to highlight the background knowledge in sections. It required a concise introduction of the contents of each phase, applying generic language to some of the terms from the article. Thereafter a short synopsis of what the entire article is about is tabulated below.

Introduction of each phase.

Point
"Lilian Ngoyi was co-founder and president of the Federation of South African Women and vice-president of the Transvaal branch of the ANC Women's League"
Background to the phase.
It is believed culturally that women leaders can stand the test of time and are competent leaders. They are capable of multitasking. They are mothers, professionals, wives and decision makers as well. However because of the dominance of the patriarchal order they are always suppressed but are the most feared. In the case of this article repressive legislation was used to silence them. Lilian was always under the surveillance of the authorities, detained or confined.
Claim
"She was one of the four women who led the march of 20 000 women to the Union Buildings on the 9th of August 1956 to protest against extending the pass laws to black women."
Background to the phase
The writer points out that the failure to produce a pass would result in immediate arrest and detention. Even petitioning to the Prime Minister JG Strijdom did not make things any better. The extension of the pass laws to affect women was enacted. This was despite the adverse effects it would have on the families and children. However they continued with their

struggle with Lilian dominating and influencing both men and women even with the threats that were hovering above her from the repressive system.

Introduction to article.

The writer has explained who Lilian Ngoyi was and what she stood for in apartheid South Africa. The writer illustrates the events of her painful life in trying to liberate the suppressed masses of South Africa in the company of other leaders. They were fighting for the non-extension of the dompass to women. This author achieves this by pointing out how she and other leaders teamed up with around 20 000 others who petitioned the Prime Minister J.G Strijdom against the extension of the dompass. In addition the author points out the endless times she was incarcerated and banned by the apartheid government. To support all stated assertions she was influential enough to be banned from active political activities for 20 years. This meant a difficult life for her resulting in her surviving on meagre income derived from sewing. Lilian's participation in the struggle was marred by detentions and continual isolation as elaborated by the writer. The article discusses the bravery and determination of this illustrious woman until her death. She was labelled a heroine by Desmond Tutu the then secretary of South African Council of Churches.

Figure 7: Note-making stage

The merits identified with learning informed by the RtL, especially taking their responses into consideration, is that the three sections of RtL created a window of opportunity for the researcher as teacher to note some ideas that promote questions in the reading process. The feedback from learners during lesson time frequently resulted in joint rewriting of the notes assembled during the initial stage. Following the joint stage, learners were generally ready for the individual rewriting by expanding the subject of laws of repression taking cues from the groundwork laid by the author. Feedback in conjunction with appropriate counselling with respect to learners presentation of ideas in writing prepared them for the independent writing stage. Below are some of the comments made by the learners concerning the methodology:

The process has helped me gain more confidence in the other subjects as well. My marks have improved because my report has better scores compared to last term. Your comments explain what I did right and what I must work on and how.

In line with the assertions confirmed by the learners Hyland (1992) affirms that the genre based approach is pertinent when one is engaged in the process of teaching and learning of writing. In support are Cope and Kalantzis (1993, p. 3) who have established that the : "Genre based approach exposed the limitations of the Traditional approach because the art of speaking and writing English accurately was based on standards in which grammar amounted to a set of facts fixed with no unresolved problems". In agreement with the comments by the learners and the utterances by Cope and Kalantzis (1993) it is more productive to teach language functionally and to actively engage the learner. This is in total contrast to the traditional learning of grammatical rules and spelling though explicitly taught was detached from the real world and devoid of appropriateness to the learners.

The lesson procedures in the class form the background of instruction and the direction of learners' needs. There are learners who are not acquainted with the grammar employed in the text whilst analysing the connection between the writer's intention of and syntactical discretion or technical components as well as approaches that are illuminated by the article. Below is an endeavour to demonstrate methods during the mentoring of a learner who had attempted to write a creative piece.

Historical period ~Apartheid to democracy.
Essay writing — Has it convince others

Setting — South Africa has transformed — DISCUSS — others view et Synthesis (turning knowledge into writing)

South Africa has (changed positively) since the birth of democracy in 1994 the lives of most citizens has improved. Although there is... good use of conjunction

How? all laudable changes, crime rate is on the increase.

Where did you get the information? — argument not Solid. Refer to some readings. Who said so? — good use of conjunction

all gone? representing laws now a thing of the past. There is a compulsory and free education from grade R up to 9. Also all students regardless of colour can now access student aid provided by the government to go to the university. This has increased the number of black student graduates. — Who said this and where did you get the information? (claim) - has no evidence.

Evidence?

There is a remarkable improvement in the standard of living. The citizens of South Africa and those who live in it can now access health services freely more, over... there is a positive change in the administration of social support grants. Additionally; there is improved care for the elderly; children and those with HIV/Aids.

The above paragraph need facts. Do not generalize. Who said all this?

Despite the good that has been brought by democracy there are a number of challenges facing the country. There is high crime rate because of relaxed criminal laws. There is a disturbing increase in criminal activities such as rape; murder and house breaking. Also corruption is on the rise. Money that is supposed to be used to construct schools is used for personal gain by corrupt official.

From the newspaper or internet?

Good work but attend to the following:
- You have to discuss and convince the reader that truly it has changed or not. You should convince them by giving examples figures from newspapers or you could check from the internet or government reports. You should have indicated some services that were not there that are now available in your area.

Figure 8: Sample of a learner's essay

It is this feedback that is relayed to the learner through his/her script that acts as the first comment before meeting one-on-one. This is to enable the learner to take note of the areas that are in need of his/her attention and it also acts as a record in case the learner forgets some of the aspects that require attention. The main intention is to guide the learner on a number of aspects that relate to his/her work. The points include: how to connect ideas, laying down an argument and discussing issues in writing as well as grammar and spelling and many others. According Bruner (1978, p. 1) "instruction is after all an effort to shape growth". In support is Vygotsky (1978) who highlights that growth is promoted to the next higher level with the help of the teacher who is interested in shaping and developing learners. There are some teachers who may simply fix a mark and give the book back to the learner. The mark is just a number which is mostly meaningless unlike comprehensive comments. Comprehensive comments guide the learner to the next stage. They motivate and boost the learners' confidence. Mistakes are rectified and the good is reinforced and can be done repeatedly. As a way of evaluating the procedure this is what some of the learners had to say:

> *Yes, I'm happy because you are so passionate about our education and you are willing to go an extra mile for our sake. Furthermore the comments in my essays give me direction on how I should write my work and do my corrections. My work that I write has improved because I can see with my marks. My other subjects have improved because I can see my marks are now high.*

Written comments for the leaners are easy to understand and offer the right direction to the learners especially with language to be applied in a specific genre. In addition one learner elaborated:

> *I like the method because if I do not understand you explain again and you write comments that help me when I prepare for my next assignment. Even my writing has improved. I am now better in class compared to what I was before you started teaching us. I used to worry much of my mistakes but I now know that if I don't practice I will not improve. When I write I am very happy because I know I will get feedback on where I am wrong and how I have to correct my mistakes.*

This assertion is testimony of the benefits derived from the supporting activities which are pertinent to the RtL methodology. It is as a result of repeated supportive activities that progress was accelerated. The most beneficial tool in this methodology was the attention given to individual learners. This was a source of motivation that resulted in accelerated

learning and gaining of confidence. Furthermore being available and being willing to be an accessory to epistemology facilitated the learners' confidence which in turn boosted their academic performance. As a way of evaluating creative writing skills the learners were tasked to write on factual topics of interest and below is a sample of one learner's work.

Figure 9: Essay sample after RtL intervention

According to Rose (2003) and Gibbons (2002) the genre based approach is a scaffolded cycle of which the last part of the process is independent writing. The essay above is a reflection of continued scaffolding and the end product which is experienced after the cycle is completed.

There is evidence of pre-writing which in this case is a mind map. Evident in the essay is the appropriateness of vocabulary, organisation of ideas in sequence and editing. The writing conventions appear to have been followed fairly well because the learner managed to produce a sound essay. Most importantly there is evidence of the use of specialised knowledge of the topic. Halliday (1985) postulates that learners should learn in an environment that accords them the chance to make meaning out of technical and sophisticated written pieces. The implication is that learners should graduate from daily language to exercising specialised language whether they are at home, in the community or at school. The learner appear to have reached the reflexive stage where the ability to manipulate causal relationships is evident as exposed in the argument relating to depression. Lastly the acknowledgement of their success, efforts through praising them in writing is a motivational factor to energise the learner.. Piaget, 1970; Bruner, 1978 and Vygotsky, 1978 confirm that motivation and encouragement, no matter the level of success, is a key determinant towards academic progress.

The work of the learner has shown a sound ability to write independently on depression. The organisation and layout of the work is commendable. The essay is introduced to the reader through by a mind map which is an illustration of the concepts to be covered in the discussion (Mgqwashu, 2011). The progress made by the learners is illustrated in the bar graphs below. The bar graphs compare the marks of the learners before the implementation of RtL and the marks after the intervention using RtL methodology.

	Before intervention		After intervention	
	Creative Writing 1	Creative Writing 2	Creative Writing 1	Creative Writing 2
0 - 49%	7	10	5	4
50 - 100%	28	25	30	31

Table 14: Table of creative writing marks
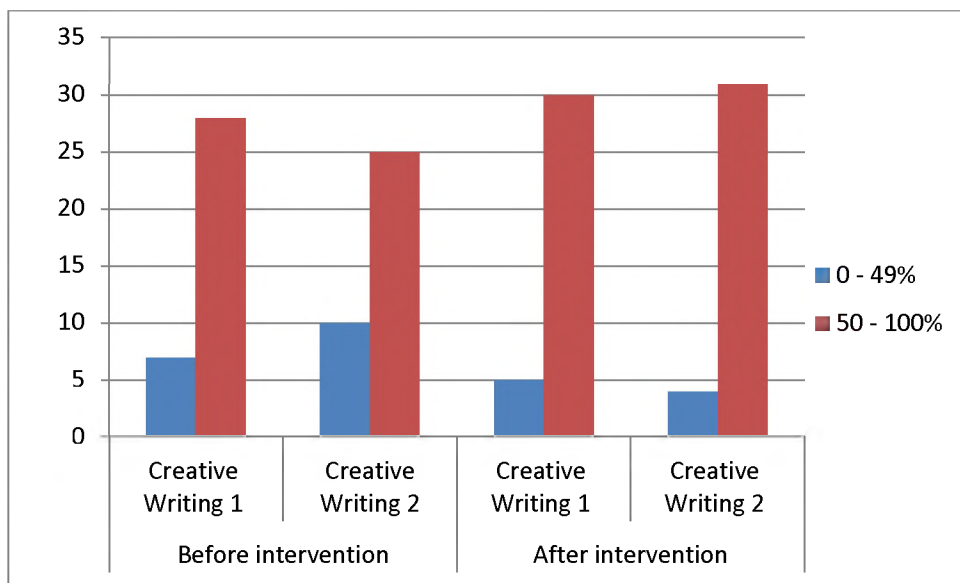
Table 15: A comparison of creative writing marks before and after intervention

The noticeable improvement above in essay writing highlights the positive role played by RtL methodology from its inception with reading as the core stage to writing which is evidence of the mastery of reading. The process of independent writing seems to have been mastered as testified by the sample above. The learner was able to apply technical and academic language as well as use genre specific information in writing. The reduction of weak writers as portrayed by the above graph is a true indication of RtL effectiveness.

After the reading and writing processes learners were tasked to attempt two comprehensions applying the RtL strategies. Comprehension reading entails pre-reading activities, detailed reading and eventually independent response to comprehension questions. The process is illustrated below the comprehension passage referenced as appendix 5 and the questions.

The following procedure is a sample of how the comprehension was taught. The process improved the performance of thirty one learners in their ability to tackle comprehension tasks.

Sage 1: **An outline of the background of the news report.**

Firstly the learners were taught the characteristics of a newspaper report which are the: headline, by-line introduction, body, quotes and caption. They were informed that a newspaper article must be able to answer the following questions: what, who, where, when, how and why. Thereafter the learners were taught what each section should contain, starting

with the heading which is mainly four or five words. Its major purpose is to entice the readers by informing them what the article is about in a brief and appealing way. Secondly the term: by-line was explained which simply means the person who authored the article. Thirdly, the first paragraph of the article was explained to be the highlights of the story containing the, who, what, when and where. The fifth point was the body which gave an in-depth picture of the whole event answering the how and why. The sixth point is the quotes, which shed light on who said what and how they were linked to the event. Lastly the meaning of the caption and the photograph which did not always appear in every article. I however explained that they are not in every article that you see.

Pre-reading exercises

- What a grand exit! Does it qualify to be the heading? If so why? Does it have four or five words and are these appealing?

- Who is the writer? Is there only one or there are many? What is another term for reporter?

- Who is the central figure in the first paragraph? Does the introduction address who is involved? Is it telling us what happened? Are we told of the time? Where did it happen? Is a South African football team involved; if so in which tournament and where was it being held and what happened? Did it win and by how many goals and why were they eliminated?

- How did it become a joyful elimination? Is it that they played well against France a soccer powerhouse and won? Why were they eliminated? Did another team win and accumulated more points than Bafana Bafana.

- Are there any notable quotes? Is this one of them, "The country was behind us and proud of us"? If so who said it? Is it Alberto Parreira? How is the message relevant to the story?

- Is there a photograph? If yes, why this photograph and not any other? Could it be that they wanted the reader to identify the star players of the two footballing nations? Who are the star players? Is the caption related to the photograph, if yes how?

According to RtL methodology, interaction with words, ideas, and phrases by way of questioning is a way of getting learners acquainted with the vocabulary and phrases in the text for the purpose of comprehending the entire text. The mentioned procedure assisted in

expediting the mastery of the text. In order to further deconstruct the text, it was read out aloud to the class in order to clarify lexis and semantics to facilitate the answering of comprehension questions.

Having completed preparations before reading the learners were engaged in detailed reading which involved engaging with the main phases in various paragraphs of the text: word, sentence and the whole text. These were not attended to in respect of traditional grammar but in terms of how language was applied to the creation of meaning which is the function of grammar in real life experiences as applied in the newspaper article (functional grammar). This process of analysing words and sentences as they lead to the build-up of the whole text was done conjointly with the learners. In the process all new words and unfamiliar phrases were labelled since every learner had a copy of the text.

The passage referred to as (appendix 6) was taught applying the RtL principles in the same way as the comprehension passage (appendix 5). However it is only the background and pre-reading activities that are different because this is a biography. Nonetheless it was taught using the RtL methodology as outlined in comprehension (appendix 5).

Background: An outline of a biography

 The learners were informed that a biography is the story of a life. It narrates childhood challenges, experiences, accomplishments and other events. I outlined that the narration is written by an individual who would have done detailed research concerning an individual, or was someone who knew the person very well. In the process I discussed with them what informs a biography. I explained to the learners that it must answer the following questions: When was the person born? What were the challenges that he/she faced in life? What were his/her achievements in life? It must tell the story of a person's life. In addition I cautioned the learners that a biography must narrate a person's life in such a way that it interests the readers and at all costs it must avoid stereotyping.

Pre-reading activities

- First lady of song: What does this statement tell us about Miriam – Does it imply a significant songstress of South Africa? Does it mean she sings well? What is your view of a songstress?
- Won a talent show at 13 – Does it imply she was born talented? She was a natural singer.

- She had two significant achievements at an early age. Is that correct? What were the achievements? What does this reflect about her talent? She is a good singer as well as a leader. Can we agree to that?

- Extra textual issues – Miriam Makeba was a victim of the apartheid regime. Why did the system cancel her passport? Is it because she was a threat to the government or her songs and activities were anti-apartheid? After apartheid she was recalled by the then president of South Africa. What message did this send to the South African people and the world? Besides being recalled by Nelson Mandela, she was given recognition by various people and organisations. Why do you think all these people and organisations gave her prominence? She was a woman of fame who participated in reconciliatory and peace initiatives. Argue her suitability. She died a fighter. Do you agree/disagree? Discuss.

5.9 Choice of evaluative comprehension exercises

The selected comprehension exercises were selected in line with the dictates of the CAPS curriculum. The two passages are from a textbook which is CAPS compliant and suitable for the age and grade of the learners. Secondly the passages closely linked to the learners communities because their setting is South Africa. In one of the passages the key character Miriam Makeba is a prominent South African musician and activist and well known in South African contemporary history. She falls within their prior knowledge and this is congruent with the CAPS curriculum which advocates the use of prior knowledge to make education accessible to all learners despite social background. Lastly the two passages match with the passages used for baseline data.

5.10 Evaluation of the two comprehension passages

After a critical teaching and instruction of comprehension passages informed by RtL methodology as demonstrated above, progress in comprehension was experienced as illustrated by the marks in the table and the bar graph. A comprehension exercise has the ability to give a fairly accurate picture of the reading capabilities of the learners because it is a product of listening comprehension and decoding. The first comprehension was administered equitably yet fourteen learners could not manage 50%. In the second comprehension exercise, five scored under 50%. When the intervention was implemented a number of comprehension exercises were administered and the two final evaluative

comprehension exercises established the following: for comprehension (appendix 5), seven scored under 50% and for comprehension (appendix 6), and six scored under 50%. There was progression in reading and interpreting information from the passage. The reason for the repetition of the comprehension was to authenticate the effective role played by Reading to Learn methodology. This was done to determine validity in data collection. Seliger and Shohamy (1989, p. 95) acknowledge that, "validity in data collection implies that findings truly represent the phenomenon being measured". The results must not be a one-off finding and be primarily repeatable. Hence after the second exercise the findings for the comprehension were found to be conforming. Five learners were found lagging behind in their reading abilities. The failure to progress in comprehension confirms that there is a link between the ability to read and deciphering a text. However as espoused in the literature review section, RtL methodology has proved to be the answer to reading and comprehension problems. The difference in the marks before and after intervention is as a result of less exposure at home and in their neighbourhoods to printed matter, less frequent verbal interactions with adults, and less observation of people who model positive engagement with print (Neuman, 2006) whereas during the learning process informed by RtL the majority of the deficits and drawbacks are resolved by having the learners prepared through the explicit teaching of reading through model reading aloud, providing meaning cues to understand words in each sentence (Rose, 2006).This process enhances their comprehension ability because they are supported right through until they prove that they can write independently. Therefore, as a result of RtL methodology the marks in the table, further illustrated in the bar graph, exhibit significant progress in comparison to the period before intervention. The table and the bar graph below illustrate the results.

	Before intervention		After intervention	
	Comprehension 1	Comprehension 2	Comprehension 1	Comprehension 2
0 - 50%	14	5	7	6
51 - 100%	21	30	28	29

Table 16: Marks for comprehension before and after intervention
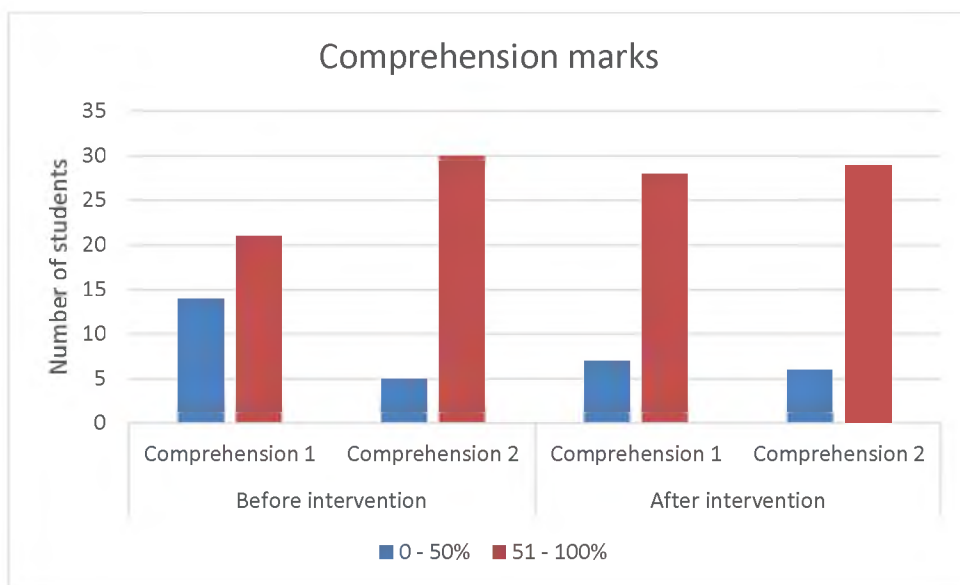
Table 17: Comparison of comprehension marks before and after RtL intervention

According to Halliday (1995) reading is a multifaceted task that engages, recognises and uses patterns of language at three levels: which can be summarised from the whole text, sentences, clauses, phrases, words and phonetics. It is through comprehension that language is broken into structures. The primary reason for comprehension assessment in the research was to ascertain its pertinent role in enabling learners to understand the structuring of writing. The process of repeated scaffolding resulted in improvements in comprehension. This is supported by Gibbons (2002) who asserts that scaffolding moves learners along a continuum towards independence. The improvement in marks is symbolic of the effectiveness of scaffolded instruction. According to Hammond (2001) the concept of scaffolding assists learners to decipher meaning of various structures in a text, words, phrases, sentences to be explained or figurative expressions, resulting in better comprehension and writing. Also Martin and Rose (2005) confirm that teaching of reading needs to simplify the task and involve learners in working across all three levels in the process of reading a text. The ability to respond to comprehension is brought about by being able to critically analyse a passage from a text to the word and also to be aware of what reading strategies to use. Effective reading comprehension requires not only skills but automatic and fluent reading ability.

A good reader is presumed to have the capacity to disentangle complications in a piece of written work and can comprehend ideas. Reading to Learn methodology has proved that it can play a very crucial role in bridging the gap between not being able to read and being able to read.

After three months of intervention an evaluative examination was administered and the results are displayed in the table and graph below. The final evaluative examination was administered after the end of the intervention and the results are juxtaposed in the table and the graph below.

Marks (%)	Number of students in Exam 1	Number of students in Exam 2
0 – 16	7	2
17 – 50	17	23
51 – 75	9	7
76 – 100	0	3

Table 18: Examination marks during and after intervention
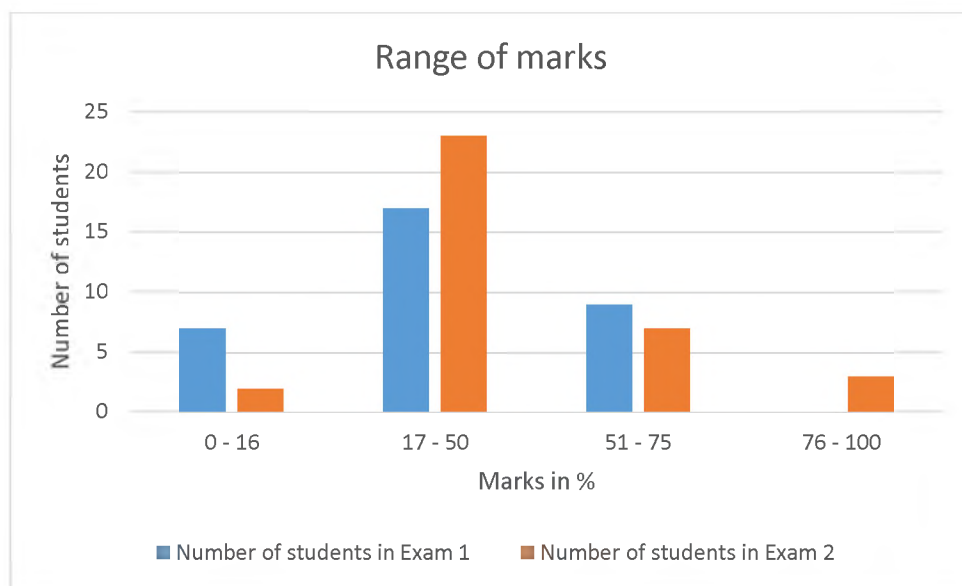
Table 19: Table of examination 1 and 2 marks after the initiation of intervention

The marks illustrated in the graph and the table above are indicative of gains made as a result of the RtL methodology. In the first examination administered three months after the inception of the intervention, there were seven learners whose performance was dismal. Their marks were between 0-16%. After six months of multiple exposure to RtL, the number of learners who were within the range of 0 -16% had decreased to two. Similarly seventeen learners were within the 17-50% range initially but in the second examination the number

increased to twenty three which is an indication of gains made in the use of RtL. In the first evaluation examination the number of students within the 51-75 % range was nine and in the second examination it was seven. Lastly in the first evaluation examination there were no learners within the 76-100% range and in the second evaluation examination there were three within the 76-100% range which is testimony to the gains made as a result of RtL methodology. The RtL approach has proved that it can move learners from assisted learning to independent learning. It has assisted learners to meet the requirements of the pacing and sequencing rules of the curriculum. This is supported by Bernstein (1990, p. 75) who confirms that, "children who can meet the requirements of the sequencing rules will eventually have access to their own discourse". The process of scaffolding allowed the learners to share the same academic space with their peers who are privileged. The results established from the evaluative exercises are evidence of this.

The RtL methodology has a significant role as the key to learning language. The environment created during the RtL approach made it possible for all learners to be motivated to learn. Every learner in the class is acknowledged regardless of the level of participation. Pretorius and Mampuru (2007) contend that learners from poor backgrounds can reach levels of performance enjoyed by their counterparts elsewhere provided a conducive atmosphere is created. This is because the learners will have been kitted with adequate skills to manipulate language in relation to prevailing situations in order to make meaning of their current circumstances. According to Rose (2005) all learners can perform at the highest levels when granted the requisite support at each stage of their cognitive development. This is witnessed in the set of given marks and scanned samples of written work and comments from learners presented above. There is merit in this wholesome approach because of evidence manifested in the knowledge of how language works and the development of their literacy skills. This is as a result of the link between learning through language about language.

Although visible progress was experienced in writing as a result of the focus on learning language; learning through language and learning about language in the process of teaching reading, proficiency was not ignored. There was evidence of auditory discrimination which helped the student to exercise phonological awareness, naming of letters, lexical knowledge and deciphering meaning through context. This was evident in comprehension exercises and essays written by the learners. The learners' ability to read texts with fluency emphasising adjustment in tone pace is conspicuous in their reading. The purpose of all the activities in the class as stipulated by RtL methodology is to sharpen the oral and writing skills which is

evident in the bar graphs and sampled written work displayed. The marks illustrated on the bar graphs are a reflection of the progress made in proficiency in comparison to the period before intervention. Additionally, the interview transcriptions show the positive results from the implementation of the RtL methodology. The learners' ability to read complex and sophisticated texts commensurate with their grade level improved. The learners expressed a high level of accuracy in their ability to read and write in every genre at the appropriate level of complication and sophistication.

It is against this background that it can be deduced that multiple exposures to RtL appear to be the panacea to the inequalities that exists among learners' receptive and productive skills in the classroom.

5.10 Question 2: Baseline data on evaluation of cognitive development as a result of Reading to Learn: How does focusing on learning language; learning through language and learning about language in the process of teaching reading impact on learners reading abilities in a Grade 10 class.

This section presents data in response to the second research question in an attempt to discuss how far RtL methodology facilitated cognitive development. The data used to respond to research question 1 is the same data used to respond to this research question. Cognitive development is the development of intelligence, conscious thought, and problem solvingcognitive development. It includes situational awareness whereby the brain develops and learns to focus on what one wants to see and ignores that which one is not supposed to focus on.

Reading exercise

In the reading exercise three basic areas were highlighted: pronunciation, punctuation, word recognition and application of selected lexical items. Lawrence and White (2009) encourage learners to pronounce, spell and write about words. It is through speech sounds that differences in the meanings of words are established. Whilst reading, special attention was placed on accurate pronunciation of selected phonemes in selected words. Learners who pronounced words correctly, followed punctuation correctly and correct word recognition

would receive 2 marks. The learners who could read but faced challenges with punctuation were awarded 1 mark. The learners who were unsuccessful were awarded a zero.

The rationale behind the assessment of reading in cognitive development is that the ability to read is a sign of high cognitive abilities and failure to read implies low cognitive levels. Pronunciation is a good predictor of sound reading abilities. A good reader is witnessed by the way he or she pronounces words.

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1. My mum, Grace, was gentle and very tough at the same time, and she never told me things directly. She never said "don't…" – she knew that would make me a story. There were no clear morals, but her stories were telling you something, and you had to work out what. Some took me 20 years to get.

2. Her mother died when she was just three or four, and she was shifted around between aunts. She knew what it was like to grow up unprotected. It made her very sensitive to other people's sufferings. She would say to me, "I can live next door to a hungry lion." She meant she could get along with all types. I can't live up to that.

Source: Awerbuck, D., Dyer, D., Nonkwelo, N., Norton, J., Pillay, N., & Ralenala, M. (2011). *Platinum English First Additional Language.* Johannesburg: Maskew Miller Longman. (p. 51)

Figure 10: Text used to generate baseline data

The learners were tasked to read the passage above with emphasis on pronunciation, punctuation and word recognition. The major reason for emphasising the three skills were as follows: pronunciation entails automatic word recognition as well as exercising the applicable prosodic features which are rhythm, intonation, and phrasing at the sentence and text level (Hook & Jones, 2004). These scholars confirm that sound pronunciation is a sign of the ability to comprehend a text. It is further confirmed that good comprehension skills are an indication of cognitive development. Cognitive development encompasses the ability to acknowledge what one knows and what one does not, to be in a position to use particular learning strategies and problem solving as well as how and why to use those strategies. If reading is compromised cognitive development is negatively affected (Anderson et al., 2001). If a learner is able to read, they are capable of performing a number of complex functions in comprehension for instance, attaching meaning to a text, that is to provide contextually

appropriate word meanings, break down components of words and provide inferential integration of sentence information into more complete representations of the extended text (Perfetti et al., 2005). These higher order skills involve meta-cognitive abilities. These are abilities to use prior knowledge to plan a strategy for approaching a learning task, take the necessary steps to problem solve, reflect on one's own results, and modify one's approach as required. It is the capacity to select the appropriate cognitive tool for the task (Baker & Brown, 1980). It is as a result of automaticity that comprehension becomes less restricted by lower orders skills and more dependent on higher order skills. Reading becomes an effortless task which is done almost unconsciously. There is minimal use of the working memory. This is as a result of the ability to automatically recall information from memory, analysing sounds and images, making associations between or comparing different pieces of information and making inferences when interpreting a text (Vygotsky, 1978). It is through the ability to read effortlessly that pronunciation, word recognition, comprehension, improved writing skills, analytical thinking and improved memory can be enhanced. In order for a learner to be a good reader, pronunciation needs to properly modelled, and failure to do so will result in mispronunciation hence miscommunication resulting in lack of comprehension. In support of reading and cognitive development is (Palinscar and Brown,1988) who asserts that reading ability and vocabulary knowledge facilitates comprehension by promoting processing speed and thus opening up more cognitive capacity for higher level processes. It is for this reason that the data generated is suitable in responding to this research question because all the characteristics of cognitive development are evident.

Level: 0	Level : 1	Level : 2
Failure to follow punctuation, recognise words and pronounce them.	Can recognise words and pronounce but cannot follow punctuation.	Can pronounce correctly, can follow punctuation and good word recognition.

Table 20: Key to reading abilities as stated below

	Learner's name	Reading exercise before intervention
1	Asad	1
2	Julia	2
3	Kandy	2
4	Ont	1
5	Max	1
6	Boas	1
7	Nosh	1
8	Tish	2
8	Belinda	1
10	Spills	1
11	Damkies	1
12	Maps	1
13	Mats	1
14	Jabs	1
15	Nomsa	1
16	Futhu	2
17	Nono	1
18	Mitts	1
19	Mazil	0
21	Uzzi	1
22	Balnds	2

23	Skills	2
24	Kim	1
25	Zino	2
26	Soky	1
27	Zii	1
28	Lum	2
29	Adamsky	2
30	Jans	1
31	Lico	2
32	Lele	2
33	Tyel	2
34	Nomza	2
35	Nqush	1
36	Kol	2

Table 21: Reading marks before intervention

The reading assessment that generated the data above was an extract taken from their core textbook for reliability and conformability. The reading exercise marks are illustrated above. The reflection is that, before the inception of the intervention twenty one learners could not read full sentences completely with accurate pronunciation of words and fourteen could. After the reading exercise, two different comprehension exercises were administered to generate more baseline data. The two exercises were administered for reliability and dependability

Most important in the definition is the concept of reproducibility of the results which is the main purpose of the second comprehension exercise. According to Baker and Brown (1980) poor readers have substantially poorer cognitive skills than good readers. It is as a result of

the assertion by Joppe (2000) that two comprehension exercises were used as source of baseline data to assess the levels of cognitive development.

The comprehension passages were similar in what they assessed. In the two passages there was no researcher input for baseline data because I wanted the findings to be as reliable as possible. They catered for all ability groups which strengthened reliability of baseline data. Learners read individually and responded to the questions related to the passage.

After attempting comprehension passage one the research participants worked on passage two after three days. The time lad occurred because they had other language related questions to attend to. There was not much space between comprehension one referenced as (appendix 3) and comprehension two referenced as (appendix 4) because the results had to be as reliable as possible.

After administering the two baseline comprehension exercises, they were marked, the marks obtained as baseline data were assembled as data and presented below in the form of a table.

Number	Names	Comprehension 1 before intervention	Comprehension 2 before intervention.
1	Asad	10	12
2	Julia	22	18
3	Kandy	20	18
4	Ont	15	16
5	Max	5	13
6	Boas	19	16
7	Nosh	0	18
8	Tisch	18	19
9	Belinda	16	15
10	Spills	7	18
11	Damkies	17	11
12	Maps	13	9
13	Mats	7	20
14	Jabs	10	0
15	Nomsa	17	20
16	Futhu	20	19
17	Nono	12	10
18	Mitts	17	10
19	Mazil	0	0
20	Uzzi	19	15
21	Balnds	18	19
22	Skills	0	0
23	Kim	8	11
24	Zino	11	16
25	Soky	12	16
26	Zil	0	0

27	Lum	18	14
28	Adamsky	18	17
29	Jans	0	17
30	Lico	19	19
31	Lelle	12	20
32	Tyel	22	19
33	Nomza	11	20
34	Ngush	11	12
35	Kel	20	20

Table 22: Comprehension marks as baseline data

The marks above are a reflection of the level of comprehension which simultaneously reflects the levels of cognitive development of the learners before intervention. In comprehension one (referenced as appendix 3) fourteen learners scored between 0-50% and twenty one learners scored between 51-50%. This suggests that fourteen learners had poor cognitive ability.

In comprehension two (referenced as appendix 4) five learners scored between 0-50% and thirty learners scored between 51-100%. In addition to the two comprehension exercises an essay was also administered to assess the level of cognitive development.

The variation in performance as highlighted may be a result of their home backgrounds which wold militate against their having the required competencies on arrival at school and beyond. Rules of 'sequencing' and 'pacing' of the curriculum remain two fundamental antitheses to the subversion of the dominant culture. This curriculum unintentionally perpetuates cognitive underdevelopment.

Reading forms the basis of effective cognitive upliftment of any learner. The essay below is a sample which evaluates the standard of cognitive development of a learner before intervention. It is one of the essays selected among many.

Figure 11: Sample before intervention. The task was to write about one's ambition

The targeted learner faced obstacles in using the appropriate genre for descriptive writing and the adjectives to describe what she wants to be in the future. The level of writing indicated that the writing skills were still low symbolising low cognitive abilities. Also problematic was the inappropriate use of contractions in formal writing. Besides all the errors, the tendency was to rely much on oral discourse in writing. Although the learner seem to be at the levels of application and understanding, the comprehension of the subject under discussion needs to be improved because there are still some gaps to be filled concerning the

key elements involved in one becoming a medical doctor. According to Gibbons (2002) the essay still portrays a cognitive gap between what she can do unaided, and what she can achieve jointly with support of a skilled other. In addition Rose, Gray, and Cowey, 1999 confirm that scaffolding assists to apprentice the learner into particular learning tasks and texts, or the academic literate discourses. The essay above is indicative that the learner needs to be initiated into the genre approach of writing. Also, the essay reveals a learner who is behind in terms of cognitive development for example the essay is dominated by conversational conventions. Cummins (2004) highlights that learners face the challenge of developing writing ability to enable them to write on impersonal information-loaded topics and to use more abstract language, all of which are part of developing cognition.

Having generated all the baseline data the stage to follow is the presentation of intervention data to respond to the research question below.

5.10 Question 2: Data on cognitive development: *How does focusing on learning language; learning through language and learning about language in the process of teaching reading impact on learners reading abilities in a Grade 10 class.*

Data generated in response to the above mentioned question was a result of the implementation of the RtL as the literacy intervention in a Grade 10 class of 37 learners. The intervention was over a seven month period. The data reflects the level of cognitive development before intervention and after intervention. Marks reflected in tables and presented in the form of graphs and interview transcriptions were interpreted to determine the level of cognitive development.

A lesson informed by the Reading to Learn methodology

The RtL pedagogic approach as summarised in the earlier sections seem to be the solution to uplifting cognitive abilities in the classroom. It is as a result of being able to read that one is cognitively developed hence teaching of reading and knowledge of language becomes critical. The selected topic: *Isolated for two decades;* is significant to the learners because it broadens the learners' knowledge about South Africa. The reason for the illustration of how I taught the topic employing RtL is to affirm how RtL enhances ab acceleration in cognitive development which is manifested by excellent reading and writing of academic texts that are of age and grade appropriate level.

The title of the article: *Isolated for two decades* **from** *The Sunday Times Heritage* project accorded me the opportunity (at the outset of the lesson) to deliberate with learners the genre (biography) and field (analysis of the text). In an effort to acquaint the learners to the genre and field of the text, I constructed pre-reading activities. This segment of the lesson involved identifying key words and ideas in the genre and later on the theme: **Isolated** and key words **two decades**.

Pre – reading activities.

Isolated – What does the word mean – is it banning, isolation or classifying?

Isolated – Why isolated? Does this have any historical lineage to South Africa?

Two decades – Do you know what it implies in numerical value?

Extra – textual issues – South Africa and apartheid legislation. What pieces of repressive legislation do you know that worked against non – Europeans during apartheid?

Do you have any idea of this: Terrorism act of 1967, Extension of University Act 1957, Prohibition of Mixed Marriages of 1949, Bantu Education Act of 1953, Coloured Communal Reserve Act of 1961, Group Areas Act 1950 and 1955, and Bantu Authorities Act of 1951. These laws were passed to promote the interests of the Europeans and marginalise non-Europeans. Pass laws were initiated in the Cape for slaves and later to all non-Europeans in 1800 and were only abolished in 1994 with the dawn of democracy?

What did all these legislations promote? Was it discrimination, racism, segregation or apartheid?

Can you say that separation is or discrimination is no longer around us?

Why do we still live separately and some areas are more developed than others?

Figure 11: Pre-reading activities

The pre-reading activities done under RtL explain difficult vocabulary items and phrases in the text. This process allows the learners to master and understand the text as well as apply it in context. It is the ability to link what they have read and their daily experiences that is a

sign of being cognitively developed. The learners can see the world through their readings. Since the process is hands-on the learners have the capacity to interact with the teacher for clarification and gain extended knowledge beyond the text. This also provides the opportunity for learners to respond to the most critical questions and understand why things are the way they are.

The immediate stage of the lesson was detailed reading. It is a stage that involved recognising the main phases in distinct paragraphs of the text topic sentence, point and argument. This stage of the lesson called for critical thinking which resulted in the development of cognitive abilities. Every statement and word that was analysed related to context and beyond. In the process of detailed reading there was collaboration between the teacher and learners discussing the reasons behind Lilian Ngoyi's isolation. The discussion provoked the learners to critique the system that prevailed. They were no longer learning facts but they were applying the context of life in South Africa then and in the future. The exercise laid the foundation for a critical mind which would be able to question why things are the way they are. The reading process became functional because it had a bearing on their future life and how they would survive.

In looking at the topic sentence, point of argument and other phrases the intention was to analyse them intensively so that learners could see beyond the text. It is through that process that cognitive faculties are developed. It is the understanding and mastery of analytic skills that promotes adequate development in cognitive development. The continuous nourishment of the brain by processing information aids cognitive development.

Isolated for two decades

Lilian Ngoyi was co-founder and president of the Federation of South African Women and vice-president of the Transvaal branch of the ANC Women's League.[*Topic sentence*] **She was one of four women who led the march of 20 000 women to the Union Buildings on** <u>9 August 1956</u> **to protest against extending the pass laws to black women.**[*Reason for demonstrating*]

Not being able to produce the hated "dompass" on demand resulted in her immediate arrest and imprisonment.[*Consequences of defiance*] **Ngoyi and other leaders argued that homes would be broken up and children left uncared for.**[*Argument*] **They took their petition to the then Prime Minister, JG Strijdom.**[*reacting*] **But the new law took**

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effect and mothers were indeed separated from their children in – their thousands.[*Argument 2*]

She was the first woman member of the ANC's national executive, a well-known figure at meetings and a brilliant, inspiring speaker who could stir up the crowds. [*Position of authority, influence and theme*] The author Es'kia Mphahlele said of her: **"She can toss an audience on her little finger, get men grunting with shame and a feeling of smallness, and infuse everyone with renewed courage."**[*metaphor to qualify her influence, power and theme*]

But there were not many opportunities for Ngoyi to address audiences. [*Argument*] **She was first arrested in <u>December 1956</u> on charges of treason, along with other leaders, including Nelson Mandela.** [*Trail of events*] **The trial dragged on for more than four years. In <u>1960</u> she was arrested again and spent five months in prison. No sooner had she been released and acquitted in <u>1961</u> than she was served with her first –year banning order. She was confined to the area of her home in Soweto, not allowed to attend meetings and prevented from speaking in public. As soon as the banning order expired, she was banned again. This became the pattern.** [*The discussion has so far elaborated on the argument of the system*] **She spent only three years unbanned, from <u>1972 to 1975</u>.** [*Argument against*]

Her comrade Hilda Bernstein wrote of her: **For 18 years this brilliant and beautiful woman spent her time in a tiny house, silenced, struggling to earn money by doing sewing, and with her great energies totally supressed."**[*More factual elaboration on the argument*]

Her funeral was attended by more than 2000 people.[*Conclusion of a journey of a life*] **Desmond Tutu, then general secretary of the South African Council of Churches, said that when the true history of South Africa will be written, Ngoyi's name would be in "letters of gold."**[*Summary of a life journey and emphasis on the theme*]

N.B – all underlined are representing time themes.

Figure 12: Comprehension analysed applying RtL methodology

The application of RtL gave the learners with the prerequisite skills and confidence to improve pronunciation. The application of RtL appear to have resulted in the improvement of

lexical access which implies the speed and accuracy in finding and retrieving from memory. It has been confirmed that lexical access is a predictor of reading and spelling performance (Plaza & Cohen, 2003; Swan & Goswani, 1997). The ability to apply the skills is a positive sign of cognitive development. In addition reading ability is proof of satisfactory pronunciation which is pertinent to reading and comprehension. The ability to read age and grade appropriate texts with minimum difficulties appears to be symbolic of the expected level of cognitive development. Vygotsky (1978) claims that the capacity to apply prior knowledge to plan a strategy for approaching a learning task, take the necessary steps for engagement to problem solve, reflect on and evaluate results and modify one's approach is testimony of cognitive maturation. In addition social interaction and social context and other people, who interact with the learners, are essential in the cognitive development because they educate the child about the sophisticated knowledge of the world. The more knowledgeable other provides a platform to learning through repeated scaffolding which perpetuates cognitive development. Continuous practice results in effective anticipatory knowledge which again is presumed a determinant factor of cognitive development. Anticipatory knowledge was reinforced through consistent use application of target language as a result of RtL. The process improved pronunciation and automaticity which are pertinent towards effective comprehension. Wood et al. (1976) suggests that the following of RtL cycle of scaffolding, emphasising predicting, questioning, clarifying and summarizing improves comprehension, metacognitive and reflective thinking. The process improved the cognitive abilities of learners by constantly developing their comprehension abilities. Furthermore, Vygotsky (1978) claims that the knowledge of language serves to mediate critical thinking. This is where the learners identify the source of information, analyse its credibility, reflecting on whether that information is constant with prior knowledge and drawing conclusions on their critical thinking. The process of repeated RtL gives rise to cognitive development because of its ability to improve reading among learners as a result of repeated scaffolding. Additionally mental functions are transformed because of efficient reading. According to Vygotsky (1978) there is wholesome development if a learner is able to use language effectively. Vygotsky (1978) argues that experience in educational activity is an important force that guides the development of genuine concepts, hence his distinction between the genuine or scientific concepts learned as a result of schooling and the everyday or spontaneous concepts learned by the child elsewhere.

Again, as highlighted it is the knowledge and reading skills accumulated in the process of learning about language that intensified cognitive development. This is supported by Hook and Jones, 2004 who confirm that good comprehension skills are an indication of cognitive development. The learners' language ability seems to have reached a level where they can self-monitor and self-correct themselves which are key elements to successful reading and comprehension. These views are echoed by Baker and Brown, 1980 who claim that it is as a result of having to read without effort that comprehension becomes less restricted by lower order skills. Automaticity results from continuous learning, repetition and practice which leads to newly acquired skills being practiced well beyond the point of initial mastery. The results suggest that cognitive development has occurred because failure to automatically identify words would have affected the learners' ability to effectively comprehend what they were reading. The marks presented as evidence of cognitive development are a sign that constant practice through RtL promotes cognitive development because of consistent scaffolding and modelling of words and authentic use of language.

After the reading intervention exercises the table and bar graphs below were formulated as representations of the original position of learners before and after intervention.

	Before intervention	After intervention
Level 1	21	5
Level 2	14	30

Table 23: Comparison of reading ability levels before and after intervention applying RtL methodology
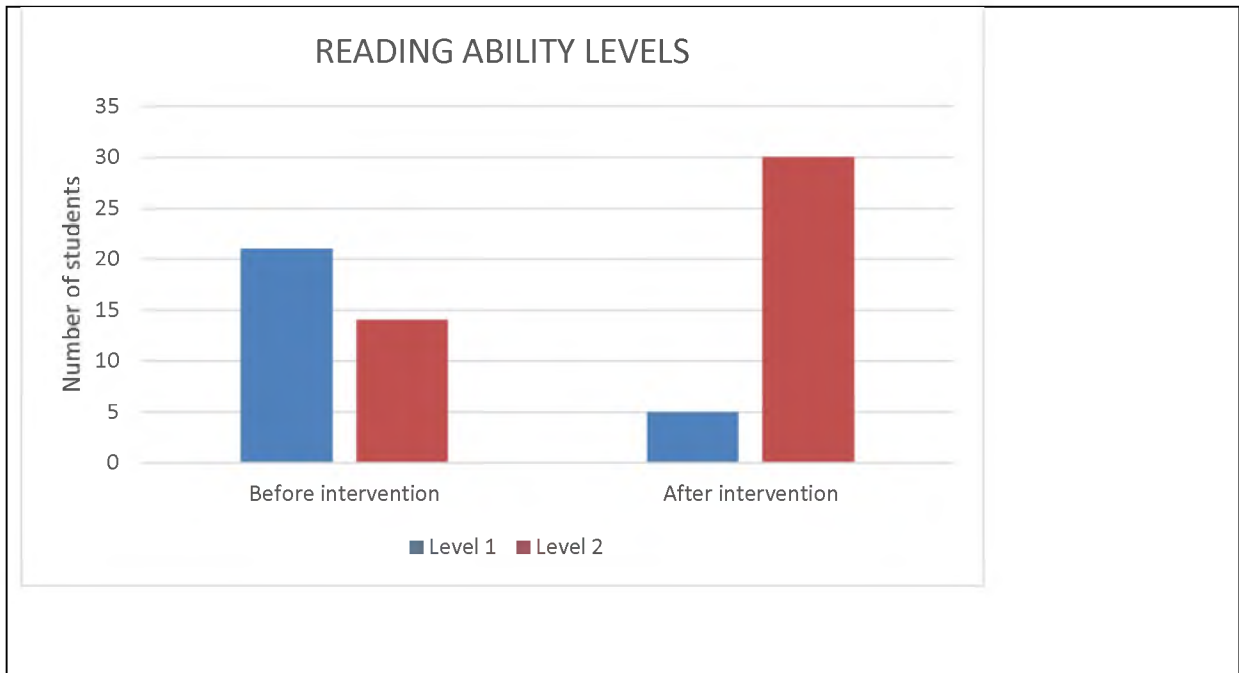
Table 24: Comparison of reading ability levels before and after intervention applying RtL methodology

Before the inception of the intervention twenty one students could not read full sentences completely with accurate pronunciation of words and fourteen could do so. The cognitive abilities of the learners were at varied levels. However after the intervention as pointed out in the table and graph above, five still struggled to read and thirty were reading at the grade and age appropriate level. RtL brought about an improvement in reading and cognitive abilities. Upon inquiring what benefitted them most from the methodology they highlighted a number of aspects as noted below.

They learners highlighted the following: the ability to think critically, being able to relate to what I read, analyse a text and ask why it has been written the way it is, confidence in speaking out and debate on issues about life.

Below are some of the responses from learners with regard to how they respond to the way reading was taught.

I have learnt that every article that one reads has meaning and I have to provide it myself. I have to talk to the world and the past through what I read. I realised that when you read you must not just look at letter but dialogue with them. Lastly I have learnt to ask why?

The above assertion is an indication that there is a link between progress in cognitive development and scaffolding. More so there is a connection between one-on-one interaction and confidence building. When confidence is boosted the ability to improve academically is enhanced and cognitive abilities are raised. This is supported by Mezynski (1983) that reading ability and vocabulary knowledge facilitates comprehension by processing speed and thus opening up more cognitive capacity for higher level thinking. The interaction with the learners and giving them assurance and reading to them was vital in promoting cognitive development. Proper and effective learning is premised on the interest of the learners to want to learn. In support is Vygotsky's (1993) notion of the ZPD that can be narrowed down by using motivators to entice the learner to continue learning and accomplish things independently that in the past would have been extremely difficult or even impossible.

Below is another learner whose testimony qualifies the effectiveness of the RtL methodology.

> *Although I was a good reader before, I have improved in my analytic skills especially critiquing a text. I used to read but would not pay much attention to the message and how the text communicates with us. Right now I can read and attach meaning to what I read. I can ask why the writer write in such a way. This has changed how I learn and view what I learn.*

The above comments are in line with (Anderson and Freebody, 1979, p.56) who argued that "the single most significant change needed to create a climate of success requires that all those working in education assume that all children can learn and reach age-appropriate targets when given the right teaching". RtL methodology appears to have bridged the gap between being a non-reader to becoming an able reader.

After working on reading with the learners they moved to the next stage which was writing. Below are the reasons why writing had to be ensuing stage.

The reason for the link between reading and writing is because reading forms the foundation of all that is written and it is the major yardstick of cognitive progression. Rose (2006), argues that the ability to read is the starting point of all that we do as teachers and learners. Rose (2006) confirms that the function of writing in school is primarily to demonstrate what

we have learnt through reading. Writing also confirms how far the learners are in relation to the level of cognitive development which is informed by their knowledge about language.

5.11 .Writing as guided by RtL methodology

Under RtL methodology after the identification of the reading sections, the following stage was note-making. It required concise introduction of the contents of each phase, applying generic language however with some of the terms from the article. Thereafter a short synopsis of what the entire article was about is tabulated below.

Introduction of each phase

Point

"Lilian Ngoyi was co-founder and president of the Federation of South African Women and vice-president of the Transvaal branch of the ANC Women's League"

Background to the phase.

It is believed culturally that women leaders can stand the test of time and are competent leaders. They are capable of multitasking. They are mothers, professionals, wives and decision makers as well. However because of the dominance of the patriarchal order they are always suppressed but they are the most feared. In the case of this article repressive legislation was used to silence them. Lilian was always under the authorities' surveillance, detained or confined.

Claim

"She was one of the four women who led the march of 20 000 women to the Union buildings on the 9th of August 1956 to protest against extending the pass laws to black woman."

Background to the phase

The writer point out that the failure to produce a pass would result in immediate arrest and detention. Even petitioning the Prime Minister JG Strijdom did make things any better. The

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extension of pass laws to affect women was enacted. This was despite the adverse effects it would have on the families and children. However they continued with their struggle with Lilian dominating and influencing both men and women. Even with the threats that were hovering above her from the repressive system.

Introduction to article.

The writer has explained who Lilian Ngoyi was and what she stood for in the apartheid South Africa. The writer illustrates the events of her painful life in trying to liberate the suppressed masses of South Africa in the company of other leaders. They were fighting for the non-extension of the dompass to women. This author achieves this by pointing out how she and other leaders teamed up with around 20 000 petitioned the Prime Minister J.G Strijdom against the extension of the dompass. In addition the author points out the endless episodes she was incarcerated and banned by the apartheid government. To support all stated assertions she was influential to be banned from active political activities for 20 years. This meant a difficult life for her resulting in her surviving on meagre income derived from sewing. Lilian's participation in the struggle was dented by detentions and continual isolation as elaborated by the writer. The article discusses the bravery and determination of this illustrious women until she passed on. She was labelled a heroine by Desmond Tutu the then secretary of South African Council of Churches.

Figure 13: Note-making stage

The merits identified with learning informed by RtL, especially taking their responses into consideration, is that the three segments of RtL created a window of opportunity to note some ideas that promote questions in the reading process. The feedback from learners during lesson time frequently resulted in joint rewriting of the notes assembled during the initial stage. Following the joint stage, learners were generally ready for the individual rewriting and expanding the introduced subject on laws of repression taking cues from the groundwork laid by the author. Feedback in conjunction with appropriate counselling with respect to learners presentation of ideas in writing prepared them for the independent writing stage. Below are some of the comments passed by the learners concerning this methodology:

The process has helped me gain more confidence and be critical in what write in English and the other subjects as well. Besides I am able to analyse what I write to check whether it is sensible or not. I have stopped writing for the sake of it. My marks have improved because my report has better scores compared to last term. Your comments explain what I did right and what I must work on and how.

The lesson procedures in the class form the background of instruction and the direction of learners' needs. The above comments are evidence that interventions that are well targeted and well delivered can be effective with learners from diverse backgrounds and with differing abilities. Piaget (1971) confirms that once cognitive structures develop and start functioning they perpetuate themselves by functioning further. The feeling of success seem to be the driving force behind more success. Vygotsky (1978) further confirms that if learners experience success, motivation will begin to come naturally. RtL provided the basics to the learners to know what they were supposed to do as they read. The process of being able to encode thoughts into writing is evidence of significant development in the cognitive levels of the learners. It is cognitive development that results in the selection of the appropriate strategy to work with for a certain task in reading and writing. Similarly in the event of challenges or difficulties in comprehension, learners have the capacity to say to themselves I cannot construe this concept, I have to reread it or they are able to realise their mistakes and correct them. These and other skills make the learners better comprehenders as portrayed by their marks. Over and above, the ability to self-regulate and monitor is an indicator that the levels of knowledge about language and cognitive development are at levels suitable to age and grade. Below is evidence of progress and development of cognition of the learner in the process of writing. Swan and Goswani (1997) concur that good readers use metacognitive strategies to think about and have control over their reading. Before reading they might clarify their purpose for reading and preview the text. In the process of reading they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text, and fix up any comprehension problems they have. After reading they check their understanding of what they read.
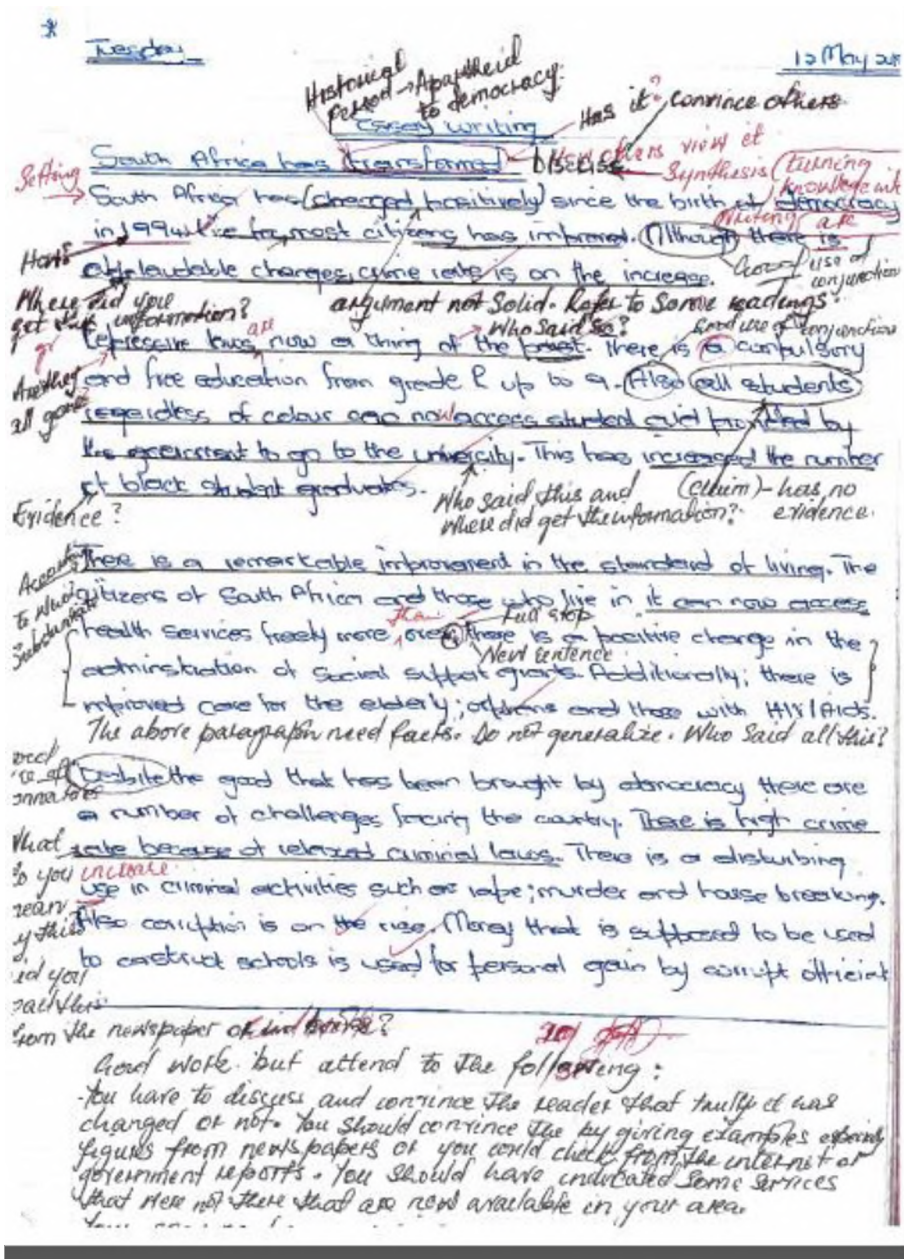
Figure 14: Sample of essays written by the learners

The feedback relayed to the learner through his script acts to reinforce the critical thinking strategies that are endorsed through writing. Freire (1972) alludes to the fact that learning should be emancipatory. The topic selected is a contested topic. In support of independent selection of topics is Graves (1993) who encourages that learners select topics of their choice in the writing process to boost motivation as well as a sense of ownership. In addition he asserts that the writing process is testimony of the human voice. By acknowledging the writing abilities of the learners it is complementing the learners' analytical skills as they write. The cognitive processes triggered by RtL are behind the success in creative writing as established by the marks below. In addition to comments, the arrangement of work is

evidence of critical thinking skills which are evident if ideas are connected, and provide the context for effective communication with the reader. Martin (1985) claims that factual writing can develop a more critical engagement with social reality than other forms. The genre approach assumes that it is enough to point out the grammatical and structural features of the pieces of writing the learners work on for effective writing. As a way of evaluating the procedure this is what some of the learners had to say:

> *Yes, I'm happy because you are so passionate about our education and you are willing to go an extra mile for our sake. You have trained us to think and see how we live through what we read. Furthermore the comments in my essays give me direction on how I should write my work and do my corrections. My work that I write has improved because I can see with my marks. My other subjects have improved because I can see my marks are now high.*

The comments written for the learners should be easy to understand to enable them to be self-corrective and be able to offer the right direction to the learners in the language needed in a specific genre. Over and above, the comments should give them the capacity to develop and encourage further research so that they improve cognitively. In support of the above assertion is Piaget (1971) who confirmed that when a learner is assimilated into an environment they will want more and even need to learn more, thus they become intrinsically motivated. In addition the comments should trigger more ideas and encourage more exploration of thoughts because the comments are not exhaustive but they lead. In addition one learner elaborated:

> *I like the method because if I do not understand you explain again and you write comments that help me when I prepare for my next assignment. Even my writing has improved. I am now better in class compared to what I was before you started teaching us. I used to worry much of my mistakes but I now know that if I don't practice I will not improve. When I write I am very happy because I know I will get feedback on where I am wrong and how I have to correct my mistakes.*

RtL is target oriented, largely dependable, structured and effective. In line with (Joshi, 2005; West & Stanovich, 1991) continuous print exposure is effective regardless of the learner's cognitive and comprehension abilities and even the learners with limited abilities will build vocabulary and cognitive structures. Continuous practice of the scaffolding process resulted in more exposure to print which benefitted the learners' writing skills. Scaffolding gave the learners opportunities to overlearn concepts which ultimately resulted in the near perfection

of writing skills as exposed in the samples of scanned work. Repeated scaffolding has proven to be an effective intervention strategy to promote critical thinking to learners from various backgrounds as illustrated through the comments above, sampled essays and lastly the marks. More so the teacher's comments have proven to be critical because the marks and level of writing has improved. As a way of evaluating the creative writing skill the learners were asked to write on factual topics of interest and below is a sample of one learner's work.

A good essay. Well written.

Your gave a well researched introduction. Secondly
The examples you gave in paragraph 2 will
give more light to the reader so that he/she
understands what depression is. Your paragraphs
have been structured well.
Your displayed good use of connectives throughout
the essay. Keep it up. Your vocabulary was well thought
of.
Take not of the following

- In such a topic do not leave anyone with unanswered
questions for instance in the 3rd paragraph
state the certain brain characteristics that you
have generalised.
- Also clarify "rule out other medical conditions.
- Your conclusion should have explained the main
goal of the so essay and how the body of the essay
worked towards that goal, lastly the life lessons
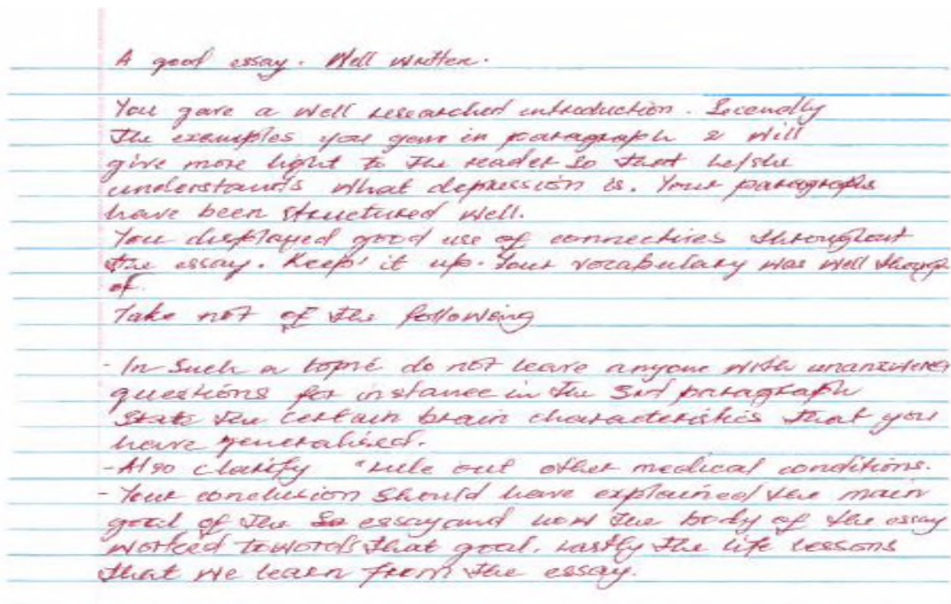that we learn from the essay.

**Figure 15: Essay sample after RtL Intervention: Topic: A stressful situation**

The work presented above has proved true that RtL is a catalyst to both receptive and productive skills. The learner has managed to prove that language is the focal point of transmitting thought processes through writing. Language as applied by the learner seems to have established itself as the universal cure on how one regards the world through encoding thought processes. This is evident in the write-up presented above. The progress registered seems to be a result of incremental vocabulary on the part of the learner. This is supported by (Stanovich, 1986; Coady, 1993; Joshi, 2005) who agree with the position that the size of a learner's vocabulary plays a crucial role both in reading and academic success. Considering the background and where the child was before intervention, the thought processes of the child appear to have developed as a result of the RtL intervention. The work presented has been written in a logical, critical and lively manner. The essay is introduced to the reader by a mind map which is an illustration of the concepts to be covered in the discussion. The ability to formulate a mind map is evidence of developed cognitive abilities (Zhang, 2010). The drafting of a mind map shows the ability to analyse and synthesise what ought to be included in the essay. The marks below are an indication of the development of the cognitive levels of the learners. Learning can only be said to be improving if knowledge and ability to read is seen promoting higher order cognitive skills like the ability to analyse, synthesize, solve problems and create new meanings from a text (Spencer & Hay, 1998). The bar graphs

compare the marks of the learners before the inception of RtL and the marks after the intervention using RtL methodology.

	Before intervention		After intervention	
	Creative Writing 1	Creative Writing 2	Creative Writing 1	Creative Writing 2
0 - 49%	7	10	5	4
50 - 100%	28	25	30	31

Table 25: Table of creative writing marks before and after intervention
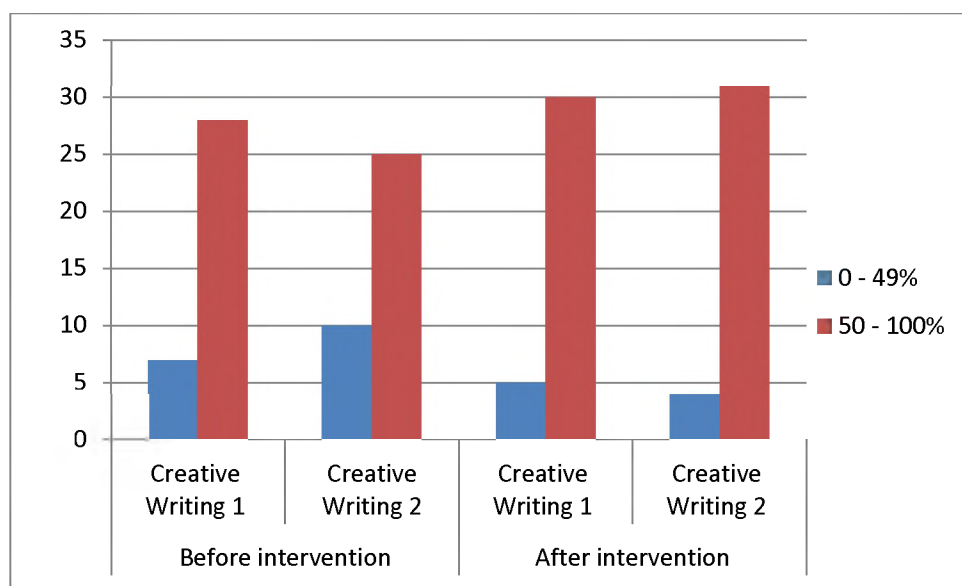
Table 26: A comparison of creative writing marks before and after intervention showing an improvement in the levels of cognitive development

The noticeable development in essay writing highlights the positive role played by RtL methodology in cognitive development of the learners from its inception with reading as the core stage to writing which is evidence of the mastery of reading. The gain in cognitive development has resulted in the acceleration of writing ability as indicated by the positive development in marks as well as in the samples displayed before and after intervention. In support of the functional and holistic use of language is Dewey (1944) who believed that the purpose of language has to be functional therefore the teaching has to reflect this and be applied to allow the learner to use it to depict their social encounters and be able to relate to their backgrounds. The ability to manipulate language to their advantage is a sign of being a critical thinker. The use of language triggers the intellectual engagement of the learner. This is confirmed by Vygotsky (1978) who confirmed that the learner will show improvement in

work presentation and use of technical vocabulary which may not have been evident before. Hedge (2003) in support of RtL confirm that language mastery gives the learners the right ammunition to communicate, to be able to direct their thoughts explicitly, master the conventions of capitalization, punctuation and syntax; and metacognitively regulate the entire writing process.

After the reading and writing processes learners were tasked to attempt two comprehension exercises applying the RtL strategies. Comprehension reading entails pre-reading activities, detailed reading and eventually independent responses to comprehension questions. The process is illustrated in (appendix 5).

The following procedure is a sample of how the comprehension was taught. The process improved the performance of thirty one learners' cognitive abilities in comprehension tasks.

Sage 1: **An outline of the background of the news report**

Firstly the learners where taught the characteristics of a newspaper report which are the headline, by-line, introduction, body, quotes and caption. They were informed them that a newspaper article must be able to answer the following questions: what, who, where, when, how and why. Thereafter the learners where taught what each section should contain, starting with the heading which is mainly four or five words. Its major purpose is to entice the readers by informing them what the article is about in a brief and appealing way. Secondly the term: 'by-line' was explained which simply means the person who authored the article. Thirdly, the first paragraph of the article was explained to be the highlights of the story containing the, who, what, when, where. The fourth point was the body which gave an in-depth picture of the whole event answering the how and why. The fifth point is the quotes, which shed light on who said what and how they were linked to the event. Lastly the meaning of the caption and photograph which do not always appear in every article.

Pre-reading exercises

- What a grand exit! Does it qualify to be the heading? If so why? Does it have four or five words and are these appealing?
- Who is the writer? Is there only or there are many? What is another term for reporter? Is it by – line?

- Who is the central figure in the first paragraph? Does the introduction address who is involved? Is it telling us what happened? Are we told of the time? Where did it happen? Is a South African football team involved; if so in which tournament and where was it being held and what happened? Did it win and by how many goals and why were they eliminated?
- How did it become a joyful elimination? Is it that they played well against France a soccer powerhouse and won? Why were they eliminated? Did another team win and accumulated more points than Bafana Bafana?
- Are there any notable quotes? Is this one of them, "The country was behind us and proud of us"? If so. Who said it? Is it Alberto Parreira? How is the message relevant to the story?
- Is there a photograph? If yes, why this photograph and not any other? Could it be that, they wanted the reader to identify the star players of the two footballing nations? Who are the star players? Is the caption related to the photograph, if yes, how?

According to RtL methodology, interaction with words, ideas, and phrases by way of questioning is a way of getting learners acquainted with the vocabulary and phrases in the text for the purpose of comprehending the entire text. It was confirmed that the process of knowing beyond the level of the text is a result of the capacities to be able to read with automaticity which is evidence of comprehension. If learners are able to read they are able to determine the application of certain strategies which they cannot apply if they cannot read, for example how to use certain strategies for learning or problem solving. For example (Zhang, 2010) asserts that when a learner is cognitively developed one is able to ask questions such as, what do I already know about this topic? How have I solved problems like this before? In addition revisiting a text and adjusting reading speed to understand a text or concept is proof of cognitive development. Also he further confirms that mind maps and flow charts of one's thoughts and knowledge are evidence of cognitive development. In addition Carr (2002) argues that the physical act of writing is a large part of cognitive development skills. The RtL methodology facilitates the processes.

The passage (referenced as appendix 6) was taught applying the RtL principles in the same way as comprehension (referenced as appendix 5) was taught. However it is only the

background and pre-reading activities that are different because this is a biography. Nonetheless it was taught using the RtL methodology as outlined in the comprehension referenced as (appendix 5).

5.12 Cognitive development: Evaluation of the two comprehension passages

After a critical teaching and instruction of comprehension passages informed by RtL methodology as demonstrated above, progress in comprehension was experienced as illustrated by the marks in the table and the bar graph.

The development in cognitive abilities seems to have played a major role in assisting the learners monitor understanding of comprehension while in the process of reading. As resonated in RtL pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post- reading (the reader continues to think about the passage after reading and encodes key details to long term memory). The teachings informed by RtL appears to have aided improvement in comprehension ability because background knowledge directly contributed to comprehension. Echoing the same sentiments as in the RtL teaching of reading are Palincsar and Brown (1984) who assert that to improve learners' text comprehension skills, they need scaffolded instruction of comprehension-fostering and comprehension monitoring strategies. Again, (Palinscar and Brown, 1984, p.273) comment, "generating one's own questions, summarizing parts of the text, clarifying word meanings and confusing text passages and predicting what might come next in the text", the dialogue leader that modelled the RtL strategies, that provided conditional knowledge about strategy use, helped learners to apply strategy to a passage. It is a result of these strategies dominant in RtL methodology that the positive results elaborated below were achieved. RtL covers almost all reading challenges eliminating age and grade as discriminatory factors thereby improving cognitive abilities.

Therefore, the first comprehension resulted in fourteen learners not surpassing 50%. In the second comprehension exercise, five scored less than 50%. When the intervention was started a number of comprehension exercises were administered and the two final evaluative comprehension exercises established the following: for comprehension one (referenced as appendix 5), seven scored under 50% and for comprehension two (referenced as appendix 6),

six scored under 50%. There was evidence of a progression in cognitive abilities because of the improved marks

The reason for the repetition of comprehension was to authenticate the effective role played by Reading to Learn methodology. This was done to gauge validity in data collection. Seliger and Shohamy (1989, p. 95) acknowledge that, "validity in data collection implies that findings truly represent the phenomenon being measured". The results must not be a one-off findings and be primarily repeatable.

Hence after the second exercise the findings for the comprehension were found to be conforming. Five learners were behind in their cognitive abilities. The failure to progress in comprehension confirms that there is a link between cognitive ability and academic development. However as espoused by (Zhang, 2010) the ability to read a text is evidence of higher cognitive capacities. RtL methodology has proved to be the answer to cognitive development and academic achievement.

During the learning process informed by RtL most deficits and drawbacks are likely to be resolved by the explicit teaching of reading through model reading aloud, providing meaning cues to the understand wording in each sentence (Rose, 2006).

Therefore, as a result of the RtL methodology the marks in the table, further illustrated in the bar graph exhibit significant progress in cognitive development compared to the period before intervention. The table and the bar graph below illustrate the results.

	Before intervention		After intervention	
	Comprehension 1	Comprehension 2	Comprehension 1	Comprehension 2
0 - 50%	14	5	7	6
51 - 100%	21	30	28	29

Table 27: A comparison of comprehension marks before and after intervention

Comprehension marks
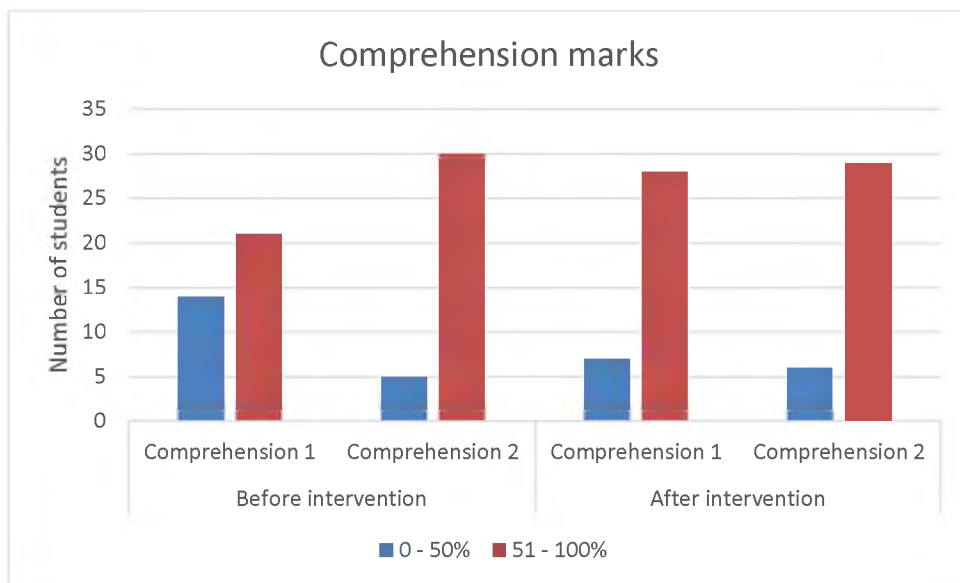
Table 28: Comparison of comprehension marks before and after RtL intervention

The major reason for comprehension assessment in the section was to ascertain its pertinent role in determining the learners' level of cognitive development through their writing. Reading comprehension is correlated with a number of cognitive and metacognitive strategies, such as activating background knowledge (Dole, Valencia, Greer, and Wardrop, 1991), summarizing text (Armbruster, Anderson, and Ostertag, 1987), and generating questions to capture the main idea of the passage (Rosenshine, Meister, and Chapman, 1996). It has been confirmed in research that there is an effective connection between the ability to read and academic success. A good reader is presumed to have the capacity to disentangle complications in a piece of written work and can comprehend an idea which is a good sign of cognitive development. In support are Rose and Martin (2005) who advocated for the explicit teaching of reading from the text, sentence up to the word. Furthermore Halliday and Hassan (1989) reiterate that language study should centre on meaning and on the way people exercise choices in order to make meaning of specific social contexts. The Reading to Learn approach has proved that it can play a very crucial role in developing cognitive development as illustrated by the positive results displayed in the graph.

Having gone through all the processes and being satisfied by the progress made by the learners an evaluative examination was administered and juxtaposed with the one administered after three months of the inception of the intervention and it yielded the results displayed below in the form of a table and a bar graphs below. The results highlighted below show a clear significance between the link of being an effective reader and positive cognitive development.

Marks (%)	Number of students in Exam 1	Number of students in Exam 2
0 - 16	7	2
17 - 50	17	23
51 - 75	9	7
76 - 100	0	3

Table 29: Examination marks during and after intervention
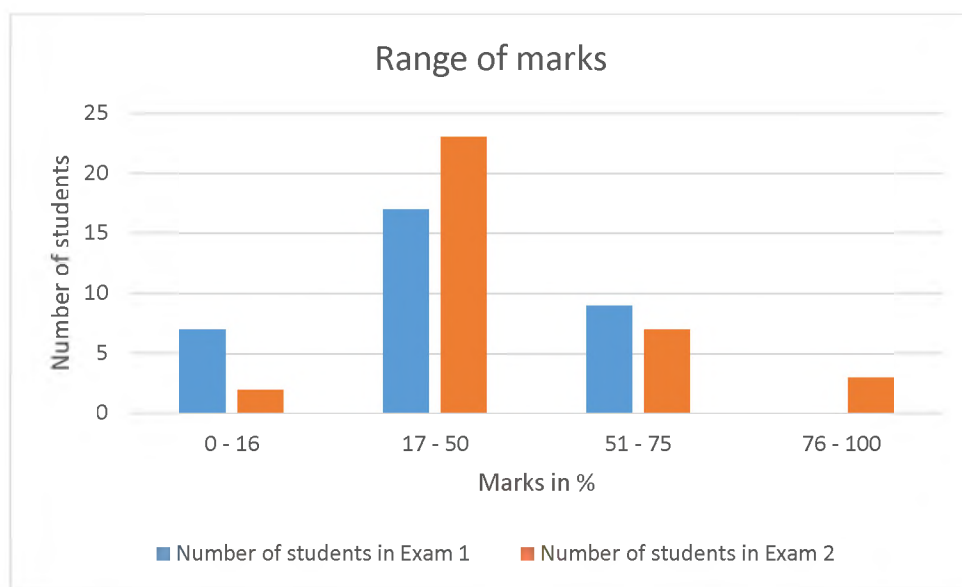
Table 30: Table of examination 1 and 2 marks after the initiation of intervention

Besides learners' written work, marks highlighted in the table and graphs have exposed a positive upward trend. Marks from different exercises were used as a yardstick to measure levels of cognitive development. Although metacognitive development is visible in written essays, the progression in marks appear to suggest cognitive development. I argue that marks are a positive sign of cognitive development because the world over, in schools, colleges and universities marks have been used as a measuring tool of academic progress or lack of. Therefore, the marks illustrated in the table are indicative of gains as a result of scaffolded literacy strategies. These patterns resonate what Rose established in the Australian study.

The success achieved by the learners does not only suffice from explicit teaching of linguistic structures and the means to achieve it but RtL on the other hand seek to improve personal self- esteem of the learners and boosting their self-confidence.

The RtL methodology impacts positively on the level of cognitive development of the learners as witnessed by the progress made by the learners in the examination. The examination was timed and had a variety of questions of differing cognitive levels which ranged from knowledge, comprehension, application, analysis, synthesis and evaluation (Anderson et al., 2005). The study has proved that there is a link between RtL and cognitive development. Most importantly it is worth mentioning that after a relatively short space of time instruction informed by the RtL showed that learners were in position to be independent readers as propounded by (Rose, 2009, p. 14) "little and often". Additionally, it has been confirmed that the length of the intervention is not necessarily associated with outcomes but interventions that are short and explicit are highly likely to provide positive results as with the RtL methodology

Conclusion

The chapter presented baseline data before the inception of the intervention. Secondly, it outlined how different sets of data were presented in response to research questions 1 and 2. The data was presented in line with the demands of the research questions. What emerges in the chapter is that the RtL appears to have been effective in resolving reading problem in the classroom. The next chapter presents conclusions and pedagogical implications, limitations, recommendations and personal reflections. The reason for this focus is to authenticate the success or failures of RtL methodology in developing literacy.

Chapter 6
Recommendations and conclusions

Introduction

The purpose of the previous chapter was to present data revealing the successful role played by RtL in promoting reading ability and cognitive development in the classroom. This chapter's focuses on the conclusions to be drawn from the research and their pedagogical implications for the class and the school as a whole. The chapter will also point out the limitations of the study, make some recommendations and record some personal reflections.

The seven-month period of investigation enabled the accumulation of enough evidence to support emphatic recommendations regarding learners in disadvantaged communities. As the findings unfolded, a variety of trends, conclusions, pedagogical implications and limitations become evident. The teaching of English at Hills Secondary School stands to benefit from noting the following conclusions and implementing the recommendations made.

6.1 Conclusions

Having taught English to classes using the RtL approach for a period of seven months, various positive outcomes emerged. Firstly, the learners improved in their reading abilities according to their age and grade dispositions. This in turn boosted their exercise and test scores in English. Additionally, the learners displayed a satisfactory capacity to read at age- and grade-appropriate levels. The improvement in literacy and comprehension had a positive influence on learners' engagement with other subjects in the curriculum. It would be ideal if scaffolded literacy strategies were implemented across the curriculum. It would be the beginning of positive achievements across all grades, because reading standards would be considerably improved.

The ascendance of reading and comprehension abilities enhances personal reading capacity, which in turn leads to a call for reading books. This means that the schools must establish as a matter of priority class libraries and school libraries, things which are non-existent at Hills Secondary School. As a starting point, encouraging the learners to visit the community and town libraries should be supported. But the optimal solution would be to have a school library as this would facilitate interaction between the class teacher and learners, and enable the recommendation of suitable readers for the learners whose abilities and interests need to be

developed. This would be facilitated by a librarian, since he/she would have access to the necessary information on the available literature for this purpose. (The school initially had a library, but this was later converted to a computer laboratory which at the moment is privately run.)

Although the learners can be encouraged to visit the town library to borrow books, financial limitations are most likely to thwart the process, and certainly prevent their buying their own books. This is likely to result in an adult age group whose lack of reading experience might impact negatively on their future parenting, because they might not consider it worthwhile to expose their children to basic reading, which is critical in literacy evolution before formal school (Bernstein, 1996). Thereafter, the persistent and consistent development of reading and comprehension requires regular reading practice, as per Rose's RtL approach.

One of the important resolutions linked to RtL is the period of implementation and depth of scaffolded instruction, and its positive outcomes for the learners. RtL is "systematic structured, cumulative and sequential" (Singleton, 2009, p. 20); and according to Scammacca et al. (2007), a RtL-like highly structured, systematic approach has been found to be most effective. It was noted that learners developed confidence and improved their reasoning skills; even their level of language use in both speaking and the decoding of thoughts improved. Their reading experiences instilled a sense of ownership of the language in the learners. Gratifyingly, the other teachers of English were keen to learn about the implementation of RtL, though unfortunately there was insufficient time available during the school day for this.

One of the critical lessons of the RtL approach towards literacy development concerns written feedback on learners' scripts, which proved to be one of the most important teaching tools. Well-written simplified feedback is the voice of the teacher in his/her absence.

Another conclusion drawn is that the teaching of reading is multifaceted. The majority of the methods of teaching reading can be applied because one will be working with diverse learners with mixed-ability learning. There is no one-size-fits-all reading approach. Every situation requires a unique approach and RtL appear to be the most suitable approach in such situations.

Along with successes in reading as well as writing, it appeared that the learners found much joy in learning through RtL because their comments suggested a great boost of confidence

and self-esteem. They also demonstrated a high degree of independent thinking, as illustrated in their essays. Although motivation is admittedly difficult to determine, the learners seemed inspired by the RtL participatory approach. They repositioned themselves from being passive learners to active learners, as witnessed in class engagement and organised debates. This resonates with Gee's observation that "learning involves an active engagement with the world, with words, and with other people. It is not about information. It is about actions, dialogue, producing knowledge, and changing ourselves and the world, as well" (2012, p. 61).

6.2 Pedagogical implications

The most important pedagogic implication to emerge from the findings concerns the power that literacy wields in enabling and legitimizing learners' access to the language of power. This is the direct result of teaching and scaffolding, with reading as the basis of achievement in schooling generally. Additionally, modelling and inspiring encouragement are catalysts to academic progress. Most importantly, they establish a positive environment that promotes the development of reading and helps to eliminate the oppressive mechanism of hidden curriculum sections in their syllabus. Bruner (1978, p. 4) insists that "conflict free coping" opportunities need to be made available to all learners, regardless of their level of ability or background, so that they can experience success in learning. This will in turn act as a confidence booster to see them through the Zone of Proximal Development (Vygotsky).

According to Dewey (1944), the purpose of education and schooling is to prepare the student to live in a democratic society. The curriculum to be implemented in schools should be experiential, because literacy development is for citizens to participate in the betterment of their society. Accordingly, learners must be accommodated in an environment that provides the necessary experiences to inspire them to learn and to have an understanding of the importance of what they are learning. Most importantly, learning must not be divorced from learners' previous experiences: rather, these should be activated through knowledge acquisition and learning strategies, in order to effectively present new information in a context that students can readily process. Instructional activities should be structured in such a way as to mediate between where learners are and the cognitive level that schools wish them to achieve. Furthermore, information processing calls for learners to receive instruction that moves them from the knowledge and comprehension levels of a known cognitive taxonomy to higher levels of evaluation and analysis (Bloom et al., 1956).

Cope and Kalantzis (1993) assert that this pedagogical method argue will help ensure that the goal of universal literacy is attained by equipping marginalised learners with much needed literacy practices as well as thinking. Facilitating learners' journeying from prior knowledge to scholarly exposition is the burden of the school (Cope and Kalantzis, 1993). Rose (2006) agrees that the school has the responsibility to champion the instruction of academic discourse, and this is promoted and enhanced by the application of scaffolded literacy strategies in the classroom. The process gives learners the opportunity to be critical of societal motives embedded or exposed in the text, and consequentially encourages them to interrogate socially dominant discourses. Learners must understand a text in order to be able to deconstruct it and become aware of its subtexts and biases. The ability to read opens all avenues of language and linguistic application, which in turn provide admission to distinct spaces of social participation and power.

The RtL approach is an alternative to the perception of learners as passive recipients of information. In other words, RtL seeks to counter-attack and eliminate the banking model of education, in terms of which learners are presumed to be information depositories (Freire, 1970). In RtL, learners are part of the knowledge generation process as they are involved from the outset of the lesson through questions and discussion. In addition there is follow up modelling. It is as a result of these activities that learning ceases to be a one-way process. Learners engage in class discussions and debates whilst the teacher plays the role of facilitator and guide, rather than a dictator. The learning process is interactive as the teachers and learners engage in a two-way learning procedure. This implies that teaching and learning should embrace vital recurring issues (Freire, 1970). According to Gee (2012, p. 62), RtL enables the learner to practice reading both "the word" and "the world":

> "Reading the world" and "reading the word" … deeply similar – at some level, equivalent processes. … one cannot learn to "read the word" (make sense of a text) in some domain unless one has learned to "read the world" (make sense of the world that the text is about) in that domain. How one "reads the word" and how one "reads the world" are heavily dependent on each other. They are inextricably interdependent.

RtL is all about a classroom where learners are furnished with the skills and knowledge to emancipate themselves, so as to question the world order and interpret it in the way they see fit, rather than merely repeat what has been said and done before.

In this study there were learners who lost contact time as a result of continual absence from school. This made it impossible for them to be on a par with others who did attend regularly. If two or three sessions are missed, the learner may lose a substantial amount of work and sharing of ideas with others, which in the end will result in compromised academic performance. This is because there is so much preparation and discussion involved in every text analysed and thought informed by the RtL approach. In such circumstances learners may not recover because catching up is very difficult. Potential gains made in grammar, spelling and other important language aspects are lost, and they may subsequently find that a text will be beyond their reach because of limitations in language. Irregular contact comprehensively undermines the RtL approach, otherwise pronounced by Rose (2003, p. 1) to be "highly successful."

The RtL approach can achieve commendable results if deserved consideration is accorded to it and it is implemented across the curriculum. It can bring about desired improvements in language and literacy skills which are the basics, according to the CAPS curriculum. Rose's RtL has been proved to possess the capacity to bridge the gap between disadvantaged and privileged learners by providing them with the same skills to read at grade- and age-appropriate levels. Teaching informed by RtL may usher in a new democratic dispensation in the classroom, where learners are afforded equal opportunities for the attainment of literacy. It can therefore be concluded that the application of the RtL approach to literacy development plays a positive role in minimising literacy inequalities and may be a panacea for a range of literacy challenges across all grades. RtL has been proved to make a comprehensive intervention that assists marginalised learners and brings about significant changes in education.

6.3 Limitations of the study

I used a case study approach because it was convenient for me in terms of the available time and resources. The study was conducted over only seven months. This was a major limitation because it may have somewhat compromised the findings. Secondly, there was a limited supply of teaching and learning materials, which possibly affected learners' ability to interact effectively during the research process. Despite these shortcomings, the case study provided specific insights into how RtL impacts on learners' academic achievement and development. This should prove useful, especially in contexts similar to that in the study. But the findings of this study may not be applicable to other schools because of contextual differences so cannot be generalised.

In any didactic environment the teacher plays a critical role as far as providing an enabling environment for the social construction of knowledge is concerned (Vygotsky, 1978). In this study the teacher/researcher who played a mediatory role was not the subject of scrutiny. I recommend that in future the teacher also be the focus of attention, so as to attain more conclusive results. This is because the mediatory strategies that a teacher employs in class have a bearing in the progress of the learners.

Thirdly, lessons were inconsistent owing to the continuous disruption of classes during lesson time. This is because the school is the centre of a number of communal activities. Then there were learners who had ailments that were not observable if there was no personal interaction with them. For instance, one research participant could not see what was written on the chalkboard or in the textbook, which meant that reading and writing were effectively impossible.

The time allocated for data analysis was insufficient. I underestimated the amount of data that I had: there was only one class, but it generated a great deal of data. Lastly, it was difficult to generalise from the data because of the small number of research participants.

6.4 Recommendations for further study

This kind of study requires a period of from 12 to 36 months for conclusive results that might be generalised to a larger population group. Before the inception of the research one must carry out a survey on the availability of resources so that one can avoid compromising the research findings. Most importantly, it would be ideal to carry out interviews with research participants so that one could form a clear picture of the participants' social and physical background. It is also recommended that one keep a record of changes in their well-being and other circumstances. For instance, a learner might go on maternity leave in the middle of a term and only return after missing a lot of work. Having such a record may assist in providing an accurate account of the research. It is also of great importance to get a calendar of events of the school, so that planning can be done to minimise loss of time.

Future research needs to be cross-linked with the other subjects, so that progress can be assessed across the curriculum and produce conclusive findings. Besides analysing written work, video-recording learners engaged in debates and impromptu speeches would help in the assessment of vocabulary development and spontaneity in speech. This in turn will assist in gauging the level of the learner's cognitive development.

6.5 Personal reflections

The research odyssey was eventful. It was loaded with learning experiences. If I am to look back from the time of writing the research proposal to the time of compiling the final draft I see a lot of academic growth. At first I thought I just wanted to evaluate how RtL promotes academic growth in high school learners, but later realised there was a lot more.

The research odyssey took me through a lot of literature linked to my study. The more I read on the theoretical framework, research methodologies, related literature, other studies similar to mine, and various other reports on learner performance the more I realised I still had a lot to learn and a lot to read. This was a strenuous and scary journey.

Data gathering started with baseline exercises to ascertain the level of operation of the learners who were the research participants. The data generated was of great value beyond this particular study. This baseline data is an important tool in everyday teaching and learning because teachers have a tendency to sheepishly follow the prescribed teaching programmes controlled by pacesetters. Pacesetters strictly prescribe the topics to be taught on given dates. The teachers are not given the opportunity to deviate from the programme. The use of baseline data would require a situation where teachers are accorded the opportunity to revisit and re-teach, applying the most appropriate strategies to assist the learners to master content and be effective in certain skills. This would assist learners to learn new concepts successfully. It would mean digressing from the pacesetting programme and in most cases failing to finish the prescribed topics within the stipulated time. It is my view that baseline data should be generated to ascertain the level of conceptual content, rather than to just start teaching new content and concepts without any idea of learners' prior knowledge.

After the generation of baseline data I moved on to implementing my research intervention (RtL) which was also my teaching approach. It was not easy because I had to first motivate the learners to enjoy being in class: because they had had no teacher for the first part of term one, being in class was not a routine experience for them. However, I was lucky: they started attending their classes regularly. The intervention progressed smoothly, despite minor setbacks I experienced during the process.

I gained a lot of experience from administering, marking and transcribing interviews from the research participants. A lot was revealed during the analysis in terms of the challenges and joys experienced in teaching. If I could have had the opportunity to share my experiences

with the other teachers I would have been happy to have contributed thus to the betterment of other learners and their learning process.

The most challenging part of the odyssey was the final write-up of the thesis. This was the time I had to put the pieces of the puzzle together to build one coherent unit. I was moving back and forth throughout trying to get things together. It was not a smooth sailing process from Chapter 1 to Chapter 6 but an iterative process, which called upon me to be consistently reflexive. For instance when I was analysing data in Chapter 5 I realised that the concept of cognitive development requires the input of Piaget, whom I had read about in passing, so I had to revisit my literature in order to produce sound and useful discussion. Perhaps most challenging of all was to audit my references to make sure all are included. I learnt the hard way that one must know how manage references electronically, or have a source that is updated regularly so that at the end one's suffering is minimised.

Conclusion

This chapter discussed the facts established by the research and their pedagogic implications. Conclusions reached, pedagogic implications, limitations, recommendations and personal reflections were all informed by the research findings. The lessons learnt are that RtL improves the performance and cognitive abilities of the learners, and that if learners are to improve their comprehension skills there is a need for the consistent and persistent development of their reading. Once learners are literate, libraries in classrooms and schools should be a prerequisite. Lastly, the ability to read has been proven to promote critical thinking, which corresponds to cognitive development. And critical thinking gives learners the power to accept or reject what they read about the world, enabling to make informed choices about what affects them as individuals.

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APPENDICES

Appendix 1: Letter to the school principal

LETTER TO THE PRINCIPAL OF SCHOOL

RHODES UNIVERSITY

P O BOX 94

GRAHAMSTOWN

6140

EASTERN CAPE

SOUTH AFRICA

18 – 02 – 2015

The Principal

<u>REF : PERMISSION TO CONDUCT A RESEARCH PROJECT AT YOUR SCHOOL</u>

I Mataka Tawanda Wallace am seeking permission to conduct research in your School. I am a Masters student having a research project titled: **Learning to Read, Reading to Learn, Learning to Write. Literacy Development for Secondary Schooling.** The project is concerned with how teachers' teaching methods of English enables success or failure in there studies. I would like to involve Grade 10 English First Additional Language learners class from term 2 up to term 4. I shall be teaching using The Rosa (2005) Learning to Read, Reading to Learn, Learning to Write approach to gauge how effective it is as a comprehensive learning approach for the duration of my research. I shall be monitoring the following in the process: reading ability, reading with comprehension, answering of questions in writing and orally and independent writing.

During the research programme, all information and discussions will be treated with confidentiality. The University, the Head of the school, teachers and the students will never be linked with what transpires and said during the research sessions. Teachers' names and students' names will never be used but pseudonyms will be supplied.

Should you wish to get more information concerning this subject, you can contact my supervisor.

Prof   Faculty of Education, Rhodes University, Grahamstown.

Telephone number:

Cell number:

Thank you

Yours faithfully
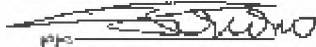
Mataka Tawanda W.

(4)

Declaration

I.. (Full name/s) hereby confirm that I understand the contents of this document and the nature of the project, and I give consent to Mataka Tawanda W in getting assistance from the teachers in the English Department for the period of his research.

I understand that teachers and students are at liberty to withdraw from the project at any time, should they desire to do so.

18/02/2015 .

SIGNATURE OF HEAD.   DATE.

Appendix 2: Introductory letter from University

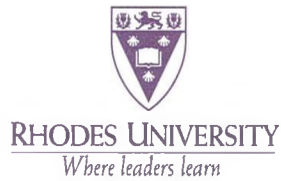**Education Department**
Cnr. Grey & Somerset Streets, Grahamstown, 6139, South Africa
PO Box 94, Grahamstown, 6140,
South Africa
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www.ru.ac.za

RHODES UNIVERSITY
Where leaders learn

To whom it may concern.

Dear Sir/Madam.

Permission to conduct research.

Candidate: Mataka Tawanda Wallace.

Student Number: G12M6045

This letter is to confirm that Tawanda W. Mataka is a registered student in the Education Faculty at Rhodes University. He has been registered for a Masters of Education.

Tawanda is a Master of Education student in a large research programme funded by the National Research Foundation in conjunction with the Department of Higher Education and Training. Its overall goal is to examine the nexus between Reading to Learn and Academic achievement. The overall research programme has obtained ethical clearance from Rhodes University as well as from the Provincial Department of Education.

Tawanda will be required to conduct research for his thesis. This letter serves to request permission for him to conduct research in your school for this purpose.

His proposal was approved by the Education Higher Degrees Committee on the 12th of March 2015. The proposal complied with the ethical clearance requirements of the Faculty of Education.

Yours sincerely

Professor Emmanuel M Mgqwashu.

046 603 8698

Appendix 3: Comprehension 1: Read the passage below and answer the questions
Farewell, Busi

By Bongani Mahlangu

1. It is strange coincidence that Busi Mhlongo, the acclaimed *maskandi* artist who had been battling cancer for years, died on the eve of Youth Day 2010. During a conversation we had early last year she had said to me in a frail voice: "It is the appreciation of my work by the youth that has kept me going."   5

2. Thousands of young people embraced her album, *Urban Zulu*, which was released in 1999. It was later remixed by several DJs including Black Coffee and Rudeboy Paul.

One had the rare opportunity to witness the full might of the Inanda-born artist's music a little over a decade ago. An American RandB die- hard colleague at a community radio station was stopped in his red, blue and white – tracks by Mhlongo's song "*Uganga Ngengane*",   10

which was being played full blast from the studio during a show hosted on Sundays.

"Busi Mahlangu, who's this?" he asked

"Busi Mhlongo," yours truly answered.

3. The colleague was instantly brought back to his African roots by the spirited, *maskandi* – driven music.   15

4. In a South African music magazine feature celebrating Mhlongo's legacy, young singers emphasised Mhlongo's ability to bring young Africans closer to their origins. "I get from her a sense that I should not apologise for my roots or where I come from. She is about the authenticity of our culture and I look up to such people," said Ayanda Nhlangothi, an inspirational entertainer, the greatest musician and true (living) legend of our time, "said 20

Rae Nhlabethi, another young singer. Even Europeans were left spellbound by *Urban Zulu's* skill. Recording Busi was definitely like being in the presence of God," London 'Will Mowatt, who produced *Urban Zulu*, told the same magazine.

5.About two weeks ago Thandiswa Mazwai performed at Mafolo Park in Soweto and the thought crossed my mind: "Here is someone who will evoke Mhlongo's memory and   25

spirit from time to time."

Glossary

Authenticity – being genuine; true to the origins.

Biography – a person's life story told by another person.

Maskandi – a type of Zulu folk music.

Questions

1. What kind of music was Busi Mhlongo famous for? (1)
2. Quote one sentence from paragraph 2 which proves that the youth appreciated Busi's music. (1)
3. If Busi Mhlongo died on the eve of Youth Day, on which date did she die?(1)
4. Where was Busi born? (1)
5. Choose one option. A decade is: a) 100 years b) 10 years c) 1 year. (1)
6. What do you think an "R&B die hard" is? (2)
7. "… was stopped in his red, blue and white represent about the writer's colleague"

    7.1 Explain the meaning of the context in relation to the context.(2)

    7.2 What does the word "paved" tell us about the kind of environment this person comes from?

    7.3 How different is this environment from Busi's musical background? (2)

8. Choose one option. If he was stopped in his tracks, it means that he was

    a) Shocked   b) impressed   c) unimpressed. (1)

9. According to this article how did Busi Mhlongo's music influence the youth? (2)
10. The words "Urban Zulu" have two different meanings in paragraph 3. Name the two ways in which the words are used. (2)
11. What do you think the purpose of this article is? Justify your response.(2)
12. "Here is someone who will evoke Mhlongo's memory and spirit from time to time." Who will evoke Mhlongo's memory and spirit? (1)

Total : 22 marks

Source: Awerbuck, D. Dyer, D. Nonkwelo, N. Norton, J. Pillay, N. Ralenala, M. *Platinum English First Additional Language. Grade 10. Learner's Book.(p.151)*

Appendix 4: Comprehension 2 – Margaret and Dikeledi

Comprehension 2.

Margaret and Dikeledi. Read the passage below and answer the questions.

1.The young woman named Dikeledi looked away into the distance and spoke at the

same time in that cool, assured voice: "Would you like some tea?"

"Yes, please," the other young woman said.

2. Dikeledi looked down. A slight frown flitted across her face. It was the first time that the

other had spoken and she could not quite place her in the scheme of things. The near   **5**

perfect English accent and manners did not fit her looks. In fact, not one thing about her

fitted another and she looked half like a Chinese and half like an African and half like God

knows what.

"What's your name?" she asked at last.

"Margaret Cadmore," the other said.   **10**

"Is your father a white man?" asked Dikeledi.

Since the atmosphere between them was so relaxed, the other young girl spoke without

hesitation:

"No," she said. "Margaret Cadmore was the name of my teacher. She was a white woman

from England. I am a Masarwa."   **15**

3. Dikeledi drew in her breath with a sharp, hissing sound. Dilepe village was the stronghold

of some of the most powerful and wealthy chiefs in the country, all of whom owned

innumerable Masarwa slaves.

"Don't mention this to anyone else," she said, shock making her utter strange words. "If

you keep silent about the matter, people will simply assume that you are a Coloured.   **20**

I mistook you for a Coloured until you brought up the other matter." (By "Coloured"

Dikeledi meant children of mixed race marriages.)

4. "But I am not ashamed of being a Masarwa," the young girl said seriously. "Let me show you something."

She opened her bag and took out a small framed picture.   **25**

"My teacher made this sketch of my mother the day she died," she said, and handed it to Dikeledi. Dikeledi took the picture, glanced at it with that strange, wide stare, then looked away into the distance, an almost smoky haze clouding her lovely eyes.

5. "Did a white woman write that?" she asked. "And about a Masarwa? 'She looks like a goddess'?"   **30**

Her face suddenly broke into pretty, shy smile.

"I am not like you, Margaret," she said. "I am afraid to protest about anything because life overwhelms me, but you are right to tell anyone that you are a Masarwa."

Questions

1. Why did Dikeledi frown when she heard Margaret speak for the first time? (2)
2. What was different about Margaret that confused Dikeledi? Mention two things. (4).
3. Dikeledi drew in her breath with a sharp, hissing sound." What emotion is expressed in the word: shock? (1)
4. What does Dikeledi advise Margaret to do when she hears that she is a Masarwa and why? (3)
5. How does Margaret feel about her identity as a Masarwa? (2)
6. Why is it difficult for Dikeledi to believe that a white woman could write such words about a Masarwa? (2)
7. How do you think Dikeledi feels about Margaret? Explain your answer. (3).
8. Do you agree that Margaret is "right to tell anyone" that she is a Masarwa even though she might be treated badly? Support your answer. (3)

Total : 20 marks

Appendix 5: Comprehension 5 – What a grand exit

What a grand exit! (Comprehension 1).

Bafana might be out of the World Cup, but their 2 – 1 win over France did us proud.

STAFF REPORTERS.

1.BAFANA BAFANA are out of the World Cup, but their courageous 2 – 1 victory over former world cup champions France did South Africa proud.

2. Coach Carlos Alberta Parreira wept at his post-match conference as he bowed out, praising his players, and saying: "The country was behind us and proud of us."

3. Katlego Mphela, the man of the match, who had seven shots at goal, scoring once,   **5**

said he was "not sad at all" at the result. We missed a couple of chances. The win is history in the making."

"But we gave it our all. I was unfortunate, but we fought for every ball. We beat France in the World Cup, and we will try to be the biggest side in Africa again."

4. Bafana needed to score many goals against Les Bleus. But with French   **10**

midfielder Yoann Gourcuff sent off in the 26th minute for an elbow jab at Macbeth Sibaya, a final 16 suddenly looked possible.

5. Two early goals, and another that was disallowed, had fans biting their finger nails as the other Group A decider, Mexico versus Uruguay in Rustenburg remained goalless. In the end it was too little, too late as Uruguay beat Mexico 1 – 0.   **15**

6. But the national side went out with honour. Fans at Port Elizabeth's St George's fan gave the team a standing ovation for beating the French.

Spirits dropped, along with temperatures, and a trickle of fans started to leave, but those remained clapped and smiled.

7. Bafana's two goals set a new noise record at Cape Town's Grand Parade fan fest.   **20**

The yelling and vuvuzela blasts from the 18 000 – strong crowd measured over 110 decibels after each goal was scored.

8. Dejected fans at Soweto's Elkah Stadium fan fest consoled themselves with the fact that it was Bafana's first win over France in a World Cup.

Local organising committee chief Danny Jordaan said the team won the hearts of   **25** the nation.

"Yes, they did not make it past the group stage, but they did what the country asked of them – they played with pride, passion skill and commitment,"Jordaan concluded.

Comprehension questions: Answer all the questions.

1. In which country was the match between Bafana Bafana versus France played?   (1)
2. What could be the reason for one being named the man of the match? (1)
3. Explain why the score was termed "too little, too late"? (1)
4. What new record was set during the Bafana Bafana and France game and why did it become a new record? (1)
5. "The team had won the hearts of the nation" What does this imply in relation to the passage? (1)
6. What had brought hope that Bafana Bafana might get into the "last 16" round? (1)

7.1 Why was the coach emotional during the interview? (2)

8.1 What effect did the match have on the Elkah Stadium fans in Soweto? (2)

8.2 Do you think there was any reason for you to be proud of the team? Justify your response. (1)

9. Bafana Bafana received standing ovation, even though they were knocked out of the World Cup. From your understanding of sport, was this necessary even if the team had lost? (3)

10. What more information has been highlighted by the reporter concerning the people's attitude towards soccer in South Africa? (3).

Appendix 6: Comprehension - Miriam Makeba: South Africa's first lady of song

Miriam Makeba

South Africa's first lady of song.

1. Miriam Makeba was born in Johannesburg on 4 March 1932. When she was a baby, she went with her mother, who was jailed for brewing homemade bear. As a child, she sang in the school choir.

2. She joined the Manhattan Brothers at 21. Later, she formed her own group, The Skylakers. But Makeba had her sights set on the USA. Her break came in 1959 when she appeared in **5**

the anti – apartheid documentary Come Back, Africa. While touring Europe, she met the singer Harry Belafone who helped launch her career in the USA.

3. While in the USA, she released many hit songs, including "Pata Pata" and "The Click Song". In 1962, she sang with Belafonte as President John F Kennedy's birthday party. In 1965, she won a Grammy Award for the album, An Evening with Belafonte/Makeba.   **10**

4. The dealt with political difficulties black South Africans faced under apartheid rule. Makeba was shocked by the racial situation in the USA. She saw the Civil Rights Movement led by Martin Luther King. At first she was wary of speaking out about her own country's human rights abuses. But her South African passport was when she tried to return to South Africa in 1960 for her mother's funeral. In 1968 she married Stokely Carmichael, civil   **15**

rights activist from Trinidad. They separated in 1973. Makeba continued performing in Africa, South America and Europe. She was a delegate to the United Nations, and won the Dag Hammarskjold Peace Prize in 1986.

5. After Nelson Mandela's release from prison on 11 February 1990, he persuaded Makeba to return home. Over the next 18 years she worked to promote peace and reconciliation in   **20**

South Africa. She starred in the much talked – about 1992 film Sarafina, about the 1976 Soweto Uprisings. In 1999 she became a Goodwill Ambassador for the United Nations. In 2000 she won another Grammy Award for her album Homeland. In 2000 she won another

Grammy Award for her album Homeland. In 2001 she won the Gold Otto Hahn Peace 25

Medal "for outstanding services to peace to peace and international understanding." In 2002 she took part in the documentary Amandla!: A Revolution in Four – Part Harmony which recalled the days of apartheid.

6. Makeba always said, "Our surrounding has always been that of suffering from apartheid and the racism that exists in our country. So our music has to be affected by all that." In 2004 Makeba was voted Number 38 in a ranking of the top 100 great South Africans. **30**

Sadly, 9 November 2008 in Italy Makeba suffered a heart attack after singing her most famous song, "Pata Pata."

7. Throughout her life, Makeba communicated a positive message to the world about the struggle of the people of South Africa and the certainty of victory over apartheid. It was because of her dedication to her home continent that Miriam Makeba became known as Mama Afrika. **35**

Source: *Platinum English First Additional Language Learners' Book Grade 10.* (186 – 187).

Comprehension questions: Write down the answers to the following questions in your book.

1. Why did Miriam go to jail? (1)
2. In your view, was it fair to send Miriam's mother to jail? Discuss why. (2)
3. Can you justify Miriam's reasons of wanting to go to the USA? (2)
4. Miriam sang about the difficulties of black South Africans. Was there not anything to sing about? Explain Why? (2)
5. Why was Miriam's passport revoked? (2)
6. Miriam's passport was revoked. Critically analyse the government of the day three sentences. (2)

6.1.Discuss how you think she felt at this point in her life? (2)

7. What may have prompted Nelson Mandela to call Miriam Makeba back to South

Africa. (2)

8. "Soweto Uprisings" What would you think about? Take significance of June 16.(2)

9. Do you think it is important for music to be used as social commentary? Refer closely to the text. (2).

10. It is now 7 years after Miriam's death. What do you think her message would be to those born after independence. (3)