

READING TO LEARN FOR SECONDARY
SCHOOLING: AN INTERVENTIONIST ACTION
RESEARCH STUDY WITHIN A SOUTH AFRICAN
UNDER-PRIVILEGED SETTING

By

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DECLARATION

The work, *Reading to Learn for Secondary Schooling: An Interventionist Action Research Study Within a South African Under-privileged Setting*, herewith submitted, is my own work. Wherever I have used the work of other scholars, I have acknowledged them. This work has not been submitted to any other institution, in whole or in part, for the awarding of any degree.

Signature:

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SUMMARY

The study examined the contribution that Rose's (2005) *Reading to Learn* (RtL) methodology made in development of advanced literacy abilities recommended in the schooling system. RtL was influenced by Bernstein's theory of pedagogic discourse, Bruner, Vygotsky's social learning theory and Halliday's systemic functional linguistics theory.

The study used the same cohort of learners during Grades 11 and 12 in a black township secondary school in Grahamstown, Eastern Cape, South Africa. RtL was birthed in Australia with the intention of accelerating literacy development of learners in disadvantaged communities. Based on its success in Australia, I implemented the methodology against a backdrop of continuously declining literacy standards in South African primary and secondary schools. Researchers on literacy acknowledge that socioeconomic and geosocial circumstances cannot be divorced from poor literacy performances in South African schools. Although these two factors play a role in regressing literacy, pedagogical approaches play a role.

RtL was employed as an intervention strategy with learners whose literacy abilities were found lacking in comparison to curriculum demands. Despite the focus being on learners whose performance was below expected academic levels, the able learners were motivated to further their advanced abilities. The learners whose performance was previously compromised performed to par with their able counterparts. RtL provided all learners an opportunity to apply, with less difficulty, the language approved by the schooling system.

The two research questions sought to illuminate the role RtL played in developing learners' ability to read, so that they could converse with text and put into writing practice what they had read. In this regard, creative and transactional assignments were written, and performance assessed to evaluate the RtL intervention. Secondly, the research allowed me to get an insight through interviews with learners as to how they were positively or negatively influenced through RtL in learning English as a First Additional Language.

The study was a longitudinal action research study which had a life span of 22 months. It was dominantly qualitative with a thin quantitative strand. Data to evaluate effectiveness was generated from learners' written work and interviews. The learners' work was analysed using an RtL assessment tool adopted from Rose (2018), for the purposes of uniformity and reliability. Findings from interviews highlighted various views regarding the positive impact of RtL. What emerged from the findings is a reflection of the positive impact RtL had on literacy development. Significantly, learners' work improved across the board, true to Rose's assertion that learners exposed to teaching using RtL principles experience accelerated literacy development. Based on these findings, RtL implemented in a township setting in South Africa yields results similar to those in Australia and other countries.

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DEDICATION

To you Mum and Dad who gave me the opportunity to see the sunshine and the bright stars, but never had the opportunity to see me carry my backpack to school, nor had the opportunity to meet my great teachers who took me through the journey of life till this day; I dedicate this thesis to you.

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ACRONYMS AND ABBREVIATIONS

ANA: Annual National Assessment

BICS: Basic Interpersonal Communication Skills

CAPS: Curriculum Assessment Policy Statement

C2005: Curriculum 2005

CALP: Cognitive Academic Language Proficiency

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

CHAPTER 1: CONTEXT OF THE STUDY

1.1 Introduction

The education system in South Africa is defined by inequalities in literacy across the school context. According to the University of Pretoria's Centre for Evaluation and Assessment (2016, p. 11), our levels of literacy are not anything to be proud of as a country. South Africa was the lowest performing country (mean score, 320) out of 50 countries in the *Progress in International Reading Literacy Study* (PIRLS) 2016. On the PIRLS scale, approximately 40 score points are equal to a year's schooling. This means that South Africa may be six years behind the top-performing countries. There was no change (no statistical difference) overall in the score for SA between PIRLS 2011 and PIRLS 2016.

Correspondingly, it was established that there was no significant difference between 2006 and 2016 in terms of the achievements registered in English and Afrikaans in South Africa. It appears there is no positive effect coming out of all the interventions being rolled out by the government yearly. There could be multiple reasons for these disappointing results. According to Zimmerman (2014), reasons range across "linguistic, socioeconomic, cognitive, pedagogic practices, familial and personal variables" (p. 2). The same views were illuminated by Pretorius & Klapwijk (2016), who confirm that "literacy development is impeded by higher levels of poverty, low parental literacy levels, poor governance in many schools, poorly resourced schools and poorly qualified teachers" (p. 2). The crisis facing the South African education context may be due to the slow pace of redress and in some cases, the lack thereof entirely, which is stunting literacy and perpetuating low levels of functional literacy. The concern here is the inability of learners to read or to learn to write in scholarly genres. It is only when learners can read to learn that they transform their thoughts into written words. The definitions of literacy and academic literacy are illuminated in Chapter 2.

The statistics published by the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2011) indicate that 75% of South African learners in primary schools were reading below the minimum international benchmarks. In the same vein, Spaul (2013) acknowledges that the Southern and East African Consortium for Monitoring Quality SACMEQ 111 (2007) illustrated that 27% of Grade 6 learners were illiterate, since they could not go beyond decoding a text and matching words to pictures. They could interpret meaning in a short simple text (p.

4). In addition, PIRLS (2013) confirmed that 43% of learners doing Grade 5 reading skills appeared stagnant (Howie, Van Staden, Tshele, Dowse & Zimmerman, 2012). Similarly, SACMEQ (2007) confirmed that 25% of Grade 6 learners seem not to gain in literacy skills, whilst fewer than 40% seem to acquire basic literacy skills UNESCO (2011). Like the international evaluation of literacy, South Africa administered its locally generated assessment tools for literacy and numeracy. The results of 2012/2013 established from Annual National Assessments (ANAs) reflected weak and highly differentiated outcomes. The picture painted by these results is saddening. The results for Grades 1, 3, 6 and 9 were startling. The national average for English First Additional Language (English FAL) for Grade 6 was 36% for 2012 and 46% for 2013, and for Grade 9 it was 35% for 2012 and 43% for 2013. This represents an unfortunate situation for the education system of South Africa. The situation did not get any better because, as stated earlier, the 2016 statistics illuminate an education system that is in a crisis. It is against this background that the Reading to Learn (RtL) approach, an academic literacy support intervention originating in Australia and proven to accelerate the rate of literacy development among learners from disadvantaged communities, was established as a study to provide scaffolding to a cohort of learners from Grades 11 to 12, in the Sarah Baartman District of South Africa.

The study focused on a Grade 11 class which I taught using RtL as an intervention approach, collecting data until they completed Grade 12. The data was generated from internal rather than external tasks. The genres were composed by the learners in response to CAPS curriculum expectations.

Below is a brief outline of the research site.

1.2 Hills Secondary School

The school is situated in a small town in the Eastern Cape province of South Africa. The school is in Quintile 1. The schools in quintile one are non-fee paying, hence they rely heavily on government funding for their daily requirements. The majority of the learners are from the township and surrounding farms. These constitute the working-class families. The school had an enrolment of some 1300 learners. It had Grades 8 to 12. There were 26 teachers, six maintenance staff and four administrative clerks. Additionally, it is a school that is active in a number of sporting codes such as soccer, cricket and rugby. Surprisingly, it is competitive in music, as almost yearly it progresses up to the national level.

Despite all the positives, the school is a hub for drug mules and addicted learners. Sometimes staff would ask the police to intervene, but such actions were always short-lived. The scourge of drugs appears to be a result of poverty ravaging the households of most children who attend the school. They sell drugs to escape the effects of poverty.

1.3 Physical appearance of the school

Nonetheless, the school's challenges do not reflect on the physical appearance of the facility. The school grounds are soundly maintained. Upon arriving at the school from the gate, you are welcomed by well pruned and green shrubs. The lawn is level, well mowed. Whilst you are on the premises, you are embraced by a jovial staff and learners, despite some of the unfriendly scenes which both parties endure because of drug-related behaviour. The more troublesome learners are also part of this jovial group. Above all, teaching and learning progresses uninterrupted. The teachers and principal maintain discipline within the confines of government laws.

1.4 Learners: English First Additional Class

The learners who were the research participants were bilingual. I termed them as such because of their ability to converse in isiXhosa and a bit of English, though they were not fluent. Often, they communicated in isiXhosa, only using English in class or upon request. Their ability to speak English was compromised. The learners were from the township and the surrounding farms.

1.5 Illumination of data

To be explicit, primary is the data collected for the purposes of the study by the researcher. The procedures were under the custodianship of the researcher for the purposes of this research only (Cohen, Manion & Morrison 2011).

The research data was accumulated and analysed through the qualitative approach, with some quantitative strands for the purposes of validity. In line with the study, qualitative data emerged from the written work, which comprised essays and other transactional genres as prescribed in the CAPS curriculum. In addition, interviews were undertaken to provide additional data to reinforce what emerged from the learners' written work. Most importantly, curriculum documents were consulted regularly to seek guidance on the genres to be covered and to fulfil the curriculum requirements. For the purposes of triangulation, marks were awarded

accordingly for the assessment of certain segments of writing in the various genres recommended. These segments were objectively assessed. Correspondingly, selected learners' work were the key qualitative data.

The data used was for assessing the efficacy of RtL as an intervention approach for 22 months, hence data considered a span of 22 months. However, the genres are those prescribed in the CAPS curriculum, hence some may be repeated under different topics. The writing activity involved product and process as modelled in RtL. This resulted in three essays and three transactional pieces for each focal learner. However, the learners had written multiple essays in 22 months; these were only samples. The lengths of essays were consistent, because I had to adhere to the CAPS curriculum guidelines.

1.6 Completed essays and transactional pieces

After the completion of the learners (participants) essays (qualitative data source) learners handed them in for assessment. The essays were assessed using the rubric and a score was awarded. The rubric was adopted from Rose (2018). The reason behind the use of such a rubric was for authenticity and consistency, because other RtL studies applied this rubric. Furthermore, the two research questions sought to ascertain the positive impact of RtL in literacy development. The evidence is illuminated in research questions one and two through learners' written work and semi-structured interviews.

Furthermore, the intervention structure followed the structure of the school calendar. During the first term in Grade 11, learners wrote an essay as a continuous assessment task and a longer transactional text. However, this was only for the fulfilment of the curriculum requirements, not a fulfilment of the intervention. For the intervention to yield positive results, a variety of genres within the dictates of the curriculum were used with learners. The effectuation of these genres was guided by RtL principles. The first evaluative assessment was in June 2016. The learners' essays and transactional pieces were marked and commented upon.

1.7 Focal learners

Although I was teaching a complement of 134 learners divided into four classes, I selected 12 learners for the case studies. I selected 3 weaker learners from each class. My selection was further influenced by the learners' daily attendance; hence their class and subject registers were

consulted. This was done to ensure internal validity, because learners who did not attend class regularly would compromise results. In the same vein, the threat of mortality was eliminated.

1.8 Problem statement and aims

The current study of literacy development trajectories addresses a significant problem through RtL methodology from Grade 11 to Grade 12 from 2016 to the end of 2017. Efforts have been made by the Department of Basic Education (DBE) to improve literacy skills among all learners in all grades, but it appears they are not getting the expected positive returns from their investment. The learners are supposed to decipher complex texts as individuals, write and make use of the appropriate academic conventions as prescribed by the genre. However, this is not all; there are many academic assignments they must attempt. It is because of these challenges that RtL was made the intervention of choice to advance the literacy abilities of learners in Grades 11 and 12. The aim of the study was to register success through RtL intervention.

1.9 Research questions and goals

Research question 1: What role does the pedagogic approach informed by RtL methodology play in developing Grade 11 and 12 learners' ability to learn from reading, read to learn and turn what they read into texts?

Goal 1: To apply descriptive analysis and some strands of statistical data to confirm improvement (or lack thereof) during and after intervention. The analysis tool was adopted from Rose (2018) and was also used as the rubric.

Research question 2: How do the participants experience the pedagogical approach used in the intervention?

Goal 2: To allow participants the opportunity to evaluate the intervention process through semi-structured interviews.

1.10 Preliminary literature review

1.10.1 Issues of literacy in brief: global debates

Learning to read is one of the most important things children accomplish in elementary school, because it is their foundation for most of their future academic endeavours. From the middle elementary years through the rest of their lives as students, children spend much of their time reading and learning information presented in text. The activity of reading to learn requires

students to comprehend and recall the main ideas or themes presented... in text (Stevens, Slavin & Farnish, 1991, p. 8).

The challenges of illiteracy appear to be a global phenomenon. The danger that results from a compromised level of literacy in learning institutions situated in disadvantaged societies is therefore also a global phenomenon (Elley & Mungubhai, 1993; Stern, 1994; Greaney, 1996; Smith & Elley, 1997). Research findings confirm these results. Many of the countries across the globe are battling to eradicate the problem. Zimmerman (2014) acknowledges similar results, “literacy is recognized as being crucial for economic, social and political participation and development, especially in the knowledge driven societies of today” (p. 30). However, this may remain a pipedream if the current trends of global illiteracy are anything to go by. UNESCO (2005) pointed out that about a fifth of adults who are supposed to be actively literate are illiterate. In the same vein, Zimmerman (2014) argues that “the majority of those without literacy skills are from sub-Saharan Africa, South and West Asia and Arab States; all regions with the lowest rates” (p. 30). Even though there are collaborative efforts to eliminate illiteracy, UNESCO (2005) established opposing evidence. The tests for literacy administered directly appear to confirm that literacy challenges are beyond the numbers from assessments. The scourge is within both developed and developing countries (Zimmerman, 2014). The participation of South African learners in PIRLS 2006 and 2011 proved the assertion true (Howie et al., 2007). 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. The established statistics in South Africa reflect the catastrophe that the literacy levels are in comparison to other similar states.

Despite Africa being singled out as the hub of illiteracy in many studies, the reading studies are of educational contexts in South Africa which have a steady supply of resources (both human and capital), with “easy access to reading texts in learners” vernacular, and where the “quality of instructional methods and literacy levels are not problematic” (Zimmerman, 2014, p. 30). Based on these findings, it is imperative to consider local research. It will allow researchers to get insight into the extent to which these problems affect literacy improvement. Echoing similar sentiments are Pretorius & Mampuru (2007), who confirm this possibility because of thriving academics and large organisations whose research findings are confirming that African learners are in a quagmire of illiteracy.

The UNESCO institute of lifelong learning (2007) pointed out that “in South Africa approximately between 7.4 and 8.5 million adults are functionally illiterate, and between 2.9 and 4.2 million people attended schools” (p.14). This is out of a confirmed population of 47 million. Despite the numbers of those that are functionally illiterate, there is an adult population of 86% of South Africans from 15 years of age and above that have basic literacy (Pretorius & Mampuru, 2007). In line with the United Nations Report (2003), this is defined as the ability to read and write with comprehension concerning one’s life. This level of literacy is devoid of advanced skills which are critical to academic progression. The dearth of comprehensive literacy is worsened by the prevalence of poverty, which drives guardians and parents to focus on bread-and-butter issues, further exacerbating the situation. Again, print materials are not easily accessible (Pretorius & Mampuru, 2007).

In the same vein, Spaul (2013) confirms that the Southern and East African Consortium for Monitoring Educational Quality (SACMEQ 111) for 2007 illustrated, “27% of Grade 6 learners were illiterate since they could not go beyond decoding a text and matching words to pictures and they could not interpret meaning in a short, simple text” (p. 4).

In line with the above discussion, it is pertinent to assess global literacy trends to be able to eliminate the effects of illiteracy on the world populace UNESCO (2005). The next section is going to discuss literacy issues in South Africa, since the study is based on a South African secondary school context.

1.10.2 Annual national assessment in South Africa:

Identical to the international evaluation of literacy levels, South Africa administered its locally generated assessment tools for literacy and numeracy. As the backdrop of these unsustainable conditions, Ribbens (2008) argues that “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” (p. 8). Although South Africa has brought in a raft of measures, progress appears to be slow, as confirmed by the PIRLS statistics between 2008 and 2011. A desperate situation requires joint efforts among researchers to find the best ways to curb the problem of illiteracy. A further home-grown assessment for both numeracy and literacy was

introduced in South Africa; it is called the Annual National Assessment (ANA) and the results thus far are discussed below.

Despite being local, they are comparable with international standards. The results established from ANAs and Grade 12 matric examinations are reflecting weak and highly differentiated outcomes (Westaway, 2015). Correspondingly, Westaway (2015) reiterated that, of the 20% of public schools that produced commendable results, 50% are former model C schools. According to Christie & McKinney (2017), these are schools established by the dominant National Party in South Africa during the end days of apartheid to “protect white schools - the best resourced in the system - in the face of impending change that would necessarily see the end of racially based privilege” (p. 9). They consumed the lion’s share of the education budget. They were better resourced with a lower teacher-pupil ratio. They have a legacy of functional and well-maintained physical resources. Furthermore, they boast highly trained teachers who were trained in former white or open colleges and universities, teaching in their mother tongue (Christie, Butler & Potterton 2007). There is a wide gap between the former model C schools and public schools, which have deficits in all facets of learning.

The remainder are township or village schools. As a result of dismal performance in basic literacy and numeracy, South Africa’s DBE introduced ANA for Grades 1, 3, 6 and 9 to further assess the challenges facing learners. The 2012 ANA results revealed a startling percentage of learners who were incapable of reading. The Continuous Assessment Policy Statement (CAPS) policy guidelines stipulate that 50% and above is the benchmark for a learner to be called literate. Findings from the 2012 ANA statistics, of the learners assessed, confirmed that 68,5% of the learners were still underachieving. It is worse in English FAL, which has an average of 36%. This is self-defeating because, “in Grade 4 we expect learners to learn in a foreign language that they have barely acquired, and we suddenly begin to teach them mathematics, science and other subjects in English” (Dampier, 2012, p. 18). There is less room to manoeuvre to remedy the situation. This requires drastic measures to be implemented so that the learners can be liberated from the oppressive chains of illiteracy. As if that was not enough disappointment, only 28,8% were able to achieve 50% and above, which is the nationally approved standard for one to be called literate. Similarly, as one progresses with learning up to Grade 5, the levels of success are also disappointing, as in home languages the average mark stood at 35%. One would assume that performance in one’s home language would be much better, but this was not the case. It is stated that from the total number of learners assessed,

27.6% scored above 50%. In 2012, 67.4% of the Grade 5 learners assessed in the Eastern Cape were shown as dysfunctional in their home language. Based on the statistics, the education system appears to be in a coma, needing life support.

Furthermore, the same grade's position in English First Additional language did not get any better; rather, it worsened. The average reading rate was 29.6% against a prescribed level of 50%. It is disturbing to confirm that 16.4% of learners can read and write with understanding, and 84.4% are not meeting the expected literacy standards in line with age and grade requirements. The same situation was found with Grade 6 learners. The average literacy rate ability was 35.6% against an expected average of 50%. The dismal performance persisted until Grade 9, which had a disappointing average of 34.9%. Most importantly, this is the transiting grade to Further Education Training band.

For this reason, Grade 12 results are of great concern. The inability to read to learn translates into failure in almost all subjects across the curriculum at the end of Grade 12, except for home languages. At the same time, English Home Language learners are negatively affected. They assume that speaking and writing are similar exercises, yet writing is more abstract and less context-dependent, hence they perform badly in academic writing. Despite being English Home language speakers, they appear to not be competent enough to manipulate academic discourse. More compelling evidence is the high dropout rate in university and other tertiary institutions. Although some adjustments are made to increase the pass rate at a national level, the brain cannot be adjusted. The same learners progressed during their secondary education will find content at university and colleges difficult to cope with.

In the same vein, there were no significant improvements registered from 2011 to 2014. According to the 2011 statistics, the reading average for home language was between 30% and 33% for English FAL. The table below is an illustration of trends in English First Additional Language for Grades 4, 5, 6 and 9 for the years 2012, 2013 and 2014.

Table 1: ANAs average marks for English First Additional Language for 2012; 2013 & 2014.

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

The reflections illustrated previously from SACMEQ, TIMMS and PIRLS evaluation on literacy levels reveal an educational system that is continuously stuck at a crossroads (Bloch, 2009). It seems that the situation has remained static since 1999, when these international assessments were introduced in South Africa. The situation appears to show an education system where the people tasked with the mandate to run it are falling short of solutions to mitigate the recurring literacy challenges. Most learners are at risk of becoming permanently illiterate.

This seems to draw on the notion of cultural capital, as argued by Delpit (1988) when she stated that “some children come to school with accoutrements of the culture of power already in place – cultural capital as some critical theorists refer to it – some with less” (p. 285). It may not be surprising to find that the small percentage of learners who reach the expected literacy standards are from the same middle-class backgrounds and seem to have the right cultural capital to be favoured by the school.

In this context, the learners that most concern education experts are those finishing Grade 9. Their literacy levels were under the expected levels needed to enable them to tackle the rigorous demands of the FET band. Besides FET, some proceed to vocational training institutions that may require an exceptional command of English. Below is a table reflecting Grade 9 achievements in English FAL.

Table 2: Grade % of learners achieving 50% in English as a first additional language.

Grade	EFAL 2012	EFAL 2013	EFAL 2014
9	21	17	18

The inability by most learners to acquire the basic literacy needed for schooling purposes is a state of social injustice. There is no doubt that illiteracy is a source of future socioeconomic vulnerability and a significant factor in the reproduction of such vulnerability through children (UNESCO, 2004). In addition, illiteracy results in “serious impediments towards social insertion, not only at a personal level (social inclusion difficulties, precarious work, high rates of disease) but also within the family (child nutrition, hygiene, health and schooling, among others) and at a societal level (lower productivity, high health care costs)” (Martinez &

Fernandez, 2010, p. 7). It is upon the realization of these dangers to the citizenry that the CAPS curriculum made reading and writing one of its principal aims.

The ability to read and write with understanding in English will allow meaningful participation in society as citizens of a free country, irrespective of socioeconomic backgrounds, race, gender, physical or intellectual abilities (p. 4). Despite the commitment of the South African department of education to universal literacy for all learners in its schools, some areas are lagging behind. Defects at a national level of the South African education system have a bearing on both provincial and district levels. One example is the Eastern Cape, where the study was conducted. Below are comprehensive results established from ANAs from 2012 to 2014, for the Eastern Cape Province of South Africa.

1.10.3 Annual National Assessment in the Eastern Cape

Despite the department's theme for 2016 being a "system on the rise" it is ironically on a steady decline in the Eastern Cape Province. Claims of an increase in the National matric pass rate illustrated on paper do not reflect the bleak picture present in the lower grades. The ANA results for the Eastern Cape presented below contradict the bright picture painted by the minister of education.

Indications for 2014 Grade 9 ANA results reflect the grade that is most at risk because of a lack of registered progress in the results. The ANA report (2014) confirms that "the learners have a thin vocabulary; worse still, they cannot interpret a sentence or give an own opinion if called upon" (p.11). This seems to be the same problem even in Grade 12. Learners struggle to respond if called upon to give their own opinion. In support is Taylor (2011), saying "the system is dysfunctional and unable to equip learners with the necessary literacy and numeracy skills they should be acquiring" (p. 8). It appears that all the officials from the national office to the school head of departments are concerned with simply meeting targets as prescribed. In addition, the teacher is instructed on how to teach, what to teach and when. Even the time spent on a task is decided as if one is administering medication to cure a certain ailment. The system in place seems not to realize that learners come to school with different levels of cultural capital. A lack of factoring in these different learners' abilities is what is perpetuating classroom inequalities. Below are the statistics of literacy achievement from Grades 4 to 9 from 2012 to 2014 as established by ANA results.

Table 3: Provincial trends in the Eastern Cape; acceptable achievement levels.

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%

The results are a reflection of learners whose education was compromised daily to the extent that as they progressed up, they were always a year behind. Although remediation may be implemented, it may be comparatively overwhelming because the learning gaps have been left unattended for a long time. Spull (2013) argues that Eastern Cape results reflect that learners are 1, 8 years behind the benchmark by Grade 3; however, this extends to 2 to 8 years behind the benchmark by Grade 9, resulting in remediation being insurmountable. It seems the largest number of learners are dropping out because they will have failed to satisfy one of the main curriculum objectives set out in 2008, stating that “by the end of Grade 9, these learners should be able to use their home language and English FAL effectively and with confidence for a variety of purposes, including learning” (p.8). However, this may be a far-fetched dream for the learners in the province, especially those in townships and rural areas, because the schools are understaffed. In some schools, for example the school where this research was conducted, learners in Grade 8 spend three years without a teacher for the English language and mathematics. The two teachers who were holding these subjects took early retirement packages.

This is one case among many that are reported in the media. In some towns, the parents have gone to the extent of confronting the DBE officials, demanding teachers for their children. These disturbing incidents appear to have a link to the apartheid era. Hart (2015) affirmed that the apartheid era gave birth to an unfavourable atmosphere for the evolution of literacy under the South African education system. Even today, after 25 years of democracy, both urban and rural schools are below standard, and infrastructure is deplorable because of a lack of maintenance. The staff of the school wherein this research was conducted had to take the department of education to court to get their toilets fixed. However, by the completion of this study, nothing had changed. Not only is infrastructure in a deplorable condition, but the schools also lack libraries or access to library facilities, and above all, the classrooms are overcrowded (Pretorius, 2002). Again, there is a lack of teaching and learning materials and if they are available, learners are forced to share, meaning that often learners will not have access to a

textbook because they sit apart from one another. Resultantly, literacy development is hindered and so is epistemological access.

In the same vein, learners may not have exercise books because the authorities responsible for the supply of books may have delayed the process of distribution or failed to supply the resources altogether. Pretorius (2002) asserts that the remnants of apartheid are observed in the teaching force that is not able to deal with poor literacy levels because of poor training in teachers' training colleges and universities. However, the issue of training can be disputed because there are several well-trained teachers who are unemployed despite their qualifications. The DBE frequently claims to be in a financial crisis and unable to employ more teachers, yet yearly billions are poured into their coffers by the Ministry of Finance. This position taken by the department seems to be destroying the future of learners in the affected schools. Considering the above, I believe the blame must not fall on the atrocities of apartheid but on the current inefficiencies of the DBE and the entire government.

As much as there are poor management systems present due to the education authorities, also to blame are the poor teaching practices in the initial three years of schooling that tend to sideline comprehension (Pretorius, 2002). Consequently, McDonald (1990) confirms that many children end up "barking at print", whereby they eloquently pronounce words without understanding them. The children who bear the brunt of poor teaching practices are the ones from impoverished backgrounds whose environments expose them to less print material. This appears to be the dominant paradigm in townships and rural areas. Their weaknesses are not only noticed at a provincial level, but in the district as well. My focus on Grahamstown was influenced by my research site, which is in that district. Below are the ANA statistics for Grahamstown district for Grades 3, 6 and 9 from 2012 to 2014.

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

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

Progress appears grim because of lack of commitment by various office bearers. The levels of literacy in Grahamstown reflect the rot that is rooted in the highest offices, which then manifests in the education system. The learners are the victims of a lack of will by the authorities in the

DBE. If investment in education equals efficiency in the system, results should be showing steady progress, but instead literacy levels are on a downward spiral.

In addition, it seems there is an increase in the number of teachers who are retiring upon reaching the age of 55 because of various reasons. Thereafter, it takes ages to replace the retirees. This seems to be worst affecting non-fee-paying schools because they are forced to wait for the district to provide them with a replacement teacher. In some instances, they go for a year or more without a replacement, as witnessed at Hills Secondary School where this study took place. Two mathematics teachers retired in May 2016 and at the time of completing this study in December 2017, there were no replacements to be found. These inefficient trends manifest themselves in poor matric results for both the district and the province. These and other factors could be the reasons behind the 59.3% provincial pass rate for 2016, the lowest among the nine provinces of South Africa.

1.11 Reasons for literacy problems in South Africa

The crisis that is facing the South African Education System from primary school to secondary school revealed the ill preparedness of learners to deal with texts that require advanced literacy abilities. There are multiple factors that contribute to these disconcerting levels. Reasons range from “linguistic, socioeconomic, cognitive, pedagogic practices, familial and personal variables” (Zimmerman, 2014, p. 2). The same views are highlighted by Pretorius & Klapwijk (2016) who confirm that literacy development is impeded by high levels of poverty, low parental literacy levels, poor governance in many schools, poorly resourced schools and poorly qualified teachers. More so, “there are factors that are associated more closely with languages” (p. 2). According to Webb and Williams (2018), these include “socio-political (which encompasses relationships between schools and minority communities, and intergroup power relations) and health issues, as well as issues related to culture and family life (including parent education levels and language or dialect differences)” (p. 108). The slow pace of redress and in some cases, lack thereof, is stunting literacy. In the same vein, Spaul (2013) posits that 58% of rural 13-year-olds in schools in South Africa are functionally illiterate. This is an indication of a desperate situation that calls for serious intervention strategies. According to Hanemann (2015), “as a social practice, literacy has the potential to enhance people’s capability and agency for the pursuit of freedom and to empower them to interpret their life realities (Sen, 1999; Freire, 1970; Giroux, 1997; McLaren, 1995, p. 3). Failure by any country to address the literacy needs of its populace despite age is tantamount to oppression. It is against this background that in the

South African constitution, education is a basic human right. However, the current situation witnessed in some townships and rural areas of South Africa is the antithesis of this assertion. The inability of an individual to read and write with understanding prolongs their entrapment in the intergenerational cycle of socioeconomic poverty. This may be perpetuated by the increased focus on technical, disciplinary and increasingly specialized discourse.

Although some scholars believe that learners at this level suffer a “fourth-grade slump” because of an increased number of subjects and languages, the situation in South Africa is slightly different (Moss, 2005). South African Grade 4 learners may not even have reached grade-level reading abilities. The learners are suffocated by the sudden increase in the number of subjects, while the Language of Learning and Teaching (LoLT) is alien to them. The situation seems to be worsened by the education policy of South Africa, which stipulates that learners should be taught in their home language from Grades 1 to 3. Although the practice has its benefits, there is a need to consider the negative impact on their learning in Grade 4 upwards. Their level of comprehension is limited because of limited opportunities to use English as the LoLT. As a result, this compromises their learning because they are only comfortable with conversational language, which does not fit into academic discourse. It does not fit into the academic discourse because it is day-to-day language for social intercourse, whereas learning requires specialized language. This limitation is prevalent among South African learners because interaction with the language is only for the few hours when they are in school. At times, the school itself is a limitation since the working-class learners who dominate in such schools may learn in their home language because the teacher may not be competent in English. It is due to such experiences that working-class learners suffer a dual disadvantage.

Dampier (2012) argues that learners are expected to learn in English which they can neither read nor comprehend, let alone speak. The additional subjects placed on their shoulders become a nightmare. This is a dilemma faced by the intermediate-phase teachers, whose assumptions as prescribed by the DBE (2002) are that the learners on entering Grade 4 should be able to read to gain knowledge of their new subjects. This is an international proclamation, whereby a learner is expected to use reading as a tool for learning after four years of schooling (Mullis, Kennedy, Martin & Saisbury, 2006). This leaves teachers frustrated and confused because they are in a quagmire of teaching, reading and meeting the curriculum needs of the new phase. In as much as they may try to catch up, they are not likely to be effective. Consequently, the

literacy arrears of yesteryear permeate and interfere with future educational plans as the gap between reading skills and curriculum demands widens (Zimmerman, 2014).

Desai (2012) argues that “language plays a crucial role in learning, as it is through language that learners develop ideas or concepts of the world around them; it is through language that children make sense of the inputs they receive in the classroom from the teacher and written texts; and it is through language that learners express their understanding of what they have learnt from this input” (p. 1). According to Dampier (2012), “South Africa’s language policy tries to meet two demands, simultaneously maintaining multilingualism and gaining access to global markets, but children are only exposed to the language relatively late and for a few hours per week” (p. 17). This appears to be the challenge that manifests among learners who are in Grades 10 to 12, whose abilities to fulfil the dictates of the curriculum will have been compromised during their early schooling life.

Collectively (Shabalala, 2005, p. 225 & Spaull, 2013, p. 40) SACMEQ 111 findings revealed that 40% of Grade 6 South African learners are “non-numerate” because of their inability to carry out operations beyond primary mathematical calculations and simple shape identification. Disappointingly, SACMEQ 11 (2000) and SACMEQ 111 (2007) illustrated an even sadder picture of events. There was no registered development in South African Grade 6 literacy and numeracy for a period of seven years. Additionally, PIRLS (2006) statistics illuminate the desperate position which South African learners find themselves in. Below is a table outlining the 2006 international benchmark results.

Table 5: Percentage of South African learners reaching the PIRLS 2006 International Benchmarks

PIRLS 2006 international benchmarks	Benchmark description	Inter-national median	South African median Grade 4	South African median Grade 5
Low (400-474)	Basic reading skills and strategies (recognize, locate and reproduce explicitly stated information in texts and answer some questions seeking straight-forward inferences).	94	13 (0.5)	22 (0.2)
Intermediate (475-549)	Learners with some reading proficiency who can understand the plot at a literal level and can make some inferences and connections across texts.	76	7(1.1)	13 (0.8)
High (550-624)	Linked to competent readers who can retrieve significant details embedded across the text and can provide text-based support for inferences.	41	3 (2.0)	6 (1.6)
Advanced (625+)	Able to respond fully to the PIRLS assessment by means of their integration of information across relatively challenging texts and the provision of full text-based support in their answers.	7	1 (1.5)	2 (1.1)

As can be seen above, “South African Grade 4 learners’ reading levels, the phenomenon of so-called ‘fourth-grade slump’ must be acknowledged” (Zimmerman, 2014, p. 35). Similarly, Moss (2005) confirms that the fourth-grade slump was observed in Grade 3 learners emerging from low-income households. Most compellingly, Moss (2005) highlights that at Grade 3, the learners will be reading at grade level, but as soon as they get into Grade 4 their reading scores drop. Zimmerman (2014) attributed these challenges to: a sudden change of school tasks from Grades 3 to 4; assessment instruments shifting from an emphasis on decoding to the reading of expository text between these grades: and the fact that previously ignored reading difficulties may arise for the first time in Grade 4, when children encounter informational materials.

Further research conducted in similar environments to South Africa has yielded similar findings. According to Chall and Jacobs (2003), “the low-income children in Grades 4 through 7 had the greatest difficulty defining more abstract, academic, literary, and less common words as compared with a normative population of word meaning. In Grade 4, the learners were about a year behind grade norms. By Grade 7, they were more than two years behind norms” (p. 2). Comparatively, Chall and Jacobs (2003) confirm that, “it is important to realize that the vocabulary scores of learners in Grades 2 and 3 were on par with the general population and

words are general and familiar. It is when words become less common (at Grade 4 and beyond) that problems start to surface” (p. 3). Furthermore, they argue that despite the less interrupted progress from Grades 1 to 3, it should have been borne in mind that learners were not oriented to meet the “greater challenge of the greater number of abstract, technical, and literary words characteristic of reading materials of Grade 4 and beyond. Such language – termed literary and abstract – is more complex than that used by children in everyday, oral interaction” (p. 4). The reading difficulties manifesting during the intermediate phases “will most likely, have serious trouble with the study of science, social studies, literature, mathematics and other content studies that depend on printed text” (Chall & Jacobs, 2003, p. 4). The research findings illuminated above are like many findings concerning the South African educational system.

1.10.1 Poor reading habits and performance:

Scholars have undertaken research to confirm the degree to which poor academic performance in South Africa can be associated with poor reading habits (Moloi & Straus, 2005; Pretorius & Mampuru, 2007; Fleisch, 2008). The findings established by these studies constantly associate poor academic performance with poor reading ability. Similarly, (Pretorius & Matchet, 2004; Christie, 2005; Pretorius, 2007; Howie, 2008; Hugo, 2010; Nassimbeni & Desmond, 2011; Lemmer & Manyike, 2012) have shown that the challenge cited is a system-wide one stretching from primary school to university. In the same manner, accountability increases in secondary school learners, as pressure mounts with the increasing number of subjects and demands from difficult and challenging content and curricula (Swanson & Hoskyn, 2001). Identically, Woodruff, Schumaker and Deshler (2002) confirm that as the content becomes challenging, demanding and complex, it means that learners are having to be more academically responsible and cope with an accelerated pace of learning. Kamil (2003) posits that struggling secondary school learners have insufficient decoding, fluency, vocabulary and comprehension abilities to master complicated content. In support of this idea, Webb (1999) realized that many first-year students of English Second Language at university had the reading abilities of Grade 8 learners. According to Pretorius (2000), this benchmark was at “frustration levels” of reading, with less than 60% comprehension. In most cases, this is the main reason behind learners giving up on reading. The findings revealed that South African learners are four years below the levels they should be at, at all levels of the schooling system.

It is against such a background that many secondary schools face increasingly punitive regulations, because learners continuously struggle with reading and yet it is mandatory that teachers select the appropriate reading strategies and materials to assist them (Kamil, 2003). As such, in order to assist struggling readers closer to reading for knowledge and enjoyment, teachers need to be furnished with the best knowledge available for reading practices (Woodruff et al. 2002). However, Pretorius and Matchet (2004) posit that there is not enough research done on teaching reading in South Africa, and Fleisch (2008) argues that few studies have been published to this effect, so there is insufficient knowledge of the patterns of classroom life that result in success or failure. This dearth of information makes it challenging to plan for future literacy initiatives in schools, or to institute training programmes or frameworks for monitoring and evaluation of learners' reading performance. In summary, Zimmerman, Howie and du Toit (2008) say:

“It is thus necessary to illuminate teaching practices in high school in order to aid mastery of 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” (p.3).

Basing on such challenges, interventions such as RtL should be implemented to solve the problem of illiteracy, due to the success they have registered in a number of countries across the globe.

1.11 Synopsis of Reading to Learn

RtL is an approach to literacy instruction established in genre pedagogy. It is a methodology for embedding literacy and language learning in teaching the curriculum across subject areas at all year levels. It embeds strategies for teaching reading and writing in teachers' classroom practices. It attains an improvement rate of approximately four times more than the expected rate (Rose and Martin, 2012). In the process, it narrows the achievement gap between middleclass (privileged) and working class (marginalized). The achievement gap was observed to be glaring between the classes of students. The historically privileged students had easy access to “discourse” of education, and historically marginalized students had limited access to this in their spaces of learning (Rose & Acevedo, 2006).

In addition, Rose, Gray and Cowey (1999) posit that RtL was birthed to eliminate disadvantage by guaranteeing that despite socioeconomic status or linguistic affiliation, learners have proportionate avenues to excellent literacy practices. The RtL methodology is a social justice approach, the focus of which is to democratize the classroom by making sure that all learners can access the language of the school, which is also the language of power.

1.12 Rose's scaffolded reading strategies: Reading to Learn

Reading to Learn (RtL) is a brainchild of Systemic Functional Grammar (SFG), which was designed to intervene so that the achievement gap between academically successful and academically less successful learners was reduced. It was developed to fill the gaps left unattended by other theories that placed much emphasis on learning procedures and the facilitative role of the teacher. In addition, it was formulated to remedy the exclusion of underprivileged learners using progressive approaches to teaching. It was formulated to mitigate the unfavourable performance in literacy of indigenous Australian students, through advancing educational access and achievement (Millin & Millin, 2018).

McRae et al. (2000) confirmed that knowing that the knowledge of language of the less successful is societal oriented and it has the potential to inform teaching and learning strategies that may intervene towards the narrowing of the literacy gap between the working class and middle-class learners. The variation in achievement was seen to be prominent in historically marginalised learners, who are from homes whose parents were illiterate, economically impoverished and worst of all, did not have access to reading material. The parents were not able to help their children access academic discourses through extended reading programmes at home. However, children from homes that were advantaged, whose parents had the capacity to buy books, read to their children and enrol them in ECD, stood out as high achievers compared to their working-class counterparts.

1.13 Prior Studies on Reading to Learn

There is a lack of research targeting the effectiveness of RtL in advancing literacy in the classroom. There are very few countries in the world that have been using RtL as a literacy intervention strategy. Some of the countries in which RtL is employed include Australia, where the methodology emanated; South Africa (Millin & Millin, 2014); Uganda; Kenya (Lucas, McEwan, Ngware, & Oketch, 2013); Portugal (Gouveia, 2014); Spain (Whittaker, 2014); Netherlands; Sweden; Denmark and Scotland (Coffin, Acevedo & Lövestedt, 2013). The

reasoning behind RtL is that it can promote access across the curriculum, therefore it is ideal to introduce it in a secondary school. Considering that tertiary students and high school learners are almost of similar age groups, RtL can play the same role in tertiary institutions as in a secondary school situation, improving the literacy abilities of both sets of learners.

When I applied RtL methodology during my Master of Education Research, there was an upward mobility in learners' written scripts and scores. Considering the success stories registered in the countries identified above, it is my hope that this research will complement the existing knowledge of RtL and give insight into its application in the South African context.

1.14 Research design and methodology

The research ran for a period of two years. It was a long-term action research study. The research followed the subjective and critical paradigms on how they impact the research. The focus was to demonstrate how transformation manifested itself over time. This is what prompted the research to take its long-term trajectory because “change takes time to emerge, and as such...” for RtL to bear visible fruit, the study needed two years (Holland et al., 2004, p. 2). The success of long-term study hinges on action research and its objective is to “study a real school situation with the view of improving the quality of actions and results within it” (Schmuck, 1997, p. 28). It seeks to provide insights with regard to transforming an education practice and improving it. Further elaborating how the process unfolds are Rose, Spinks and Canhoto (2015) who illustrate that “research proceeds as a cycle of joint planning, acting, observing and reflecting...” (p. 1). The main objective is to change the method being practiced becoming more beneficial. It is at the backdrop of the arguments that RtL became the interventionist pedagogy and again it is cyclic so is action research. The five stages of this process are: “preparing before reading, detailed reading, preparing before writing, joint reconstruction, individual reconstruction and independent writing” (Rose, 2006, p. 1). The intervention followed all five stages of the cycle because of the gravity of the challenges at hand. The study again selected the work of 12 focal learners, with analysis focusing on issues related to trends prevalent in the data. The selected works covered all the three genre categories prescribed in the curriculum. Six components were selected for each learner and these were analysed. In total, 72 components of learners' work were analysed and findings discussed descriptively. The analysis of the work qualified for a qualitative research approach. To authenticate findings, an RtL external rubric was adopted from (Rose & Martin 2012). This assisted in promoting objectivity in terms of both analysis and marking. Again, for validation

purposes, scores were presented as bar graphs for easy comprehension. Above all, during intervention, issues to do with subjectivity and bias were addressed.

1.15 Methods of data collection and analysis

Data was qualitatively generated for a period of two years at a school in the Sarah Baartman District of Grahamstown, South Africa. The study focused on 134 learners who were in four classes learning English informed by RtL principles. The data comprised the learners' written work and scores from the selected pieces by the 12 focal learners. The data was generated from the analysis tool, which also served as the rubric because of its similarity to those used in earlier studies. The analysis tool, which had dual roles, was adopted from (Rose 2018). Furthermore, data generated from interviews were coded and analysed to consolidate the data that were generated from the learners' written work and scores.

1.16 Ethical considerations

Research ethics refer to “moral principles guiding research from inception through to completion and publication of results and beyond...” (ESRC, p. 20). In addition, Pring (2006) states that “ethical considerations in the context of this research aim to seek out rules and regulations of behaviour that allow a researcher to operate fairly and honestly in the context of the study” (p. 142). The research carried out here was guided by many ethical considerations. For example, learners had the option not to participate in the research process despite being in the class. Additionally, the learners were informed that their grades would remain confidential and their names would not be publicised; instead, pseudonyms would be adopted. Again, data sources (written essays) were scanned, interviews transcribed and stored electronically in my personal computer. The data generated for research remained as such.

Although it would have been appropriate to access the learners' external assessment results, it would be challenging as it would interfere with participants' rights to privacy and confidentiality. Besides, National Examinations are legally sanctioned, and it would have been a challenge for those without the proper mandate to access them. As they are under the custodianship of the minister responsible for basic education, the ethical clearances necessary would have taken time due to the bureaucratic nature of the system.

1.17 Definition of key concepts

The dominant concepts that have continuously featured in this research were RtL and academic literacy. These two concepts are illuminated in detail in Chapter 2. However, the few terms below are going to be clarified as well.

1.16.1 Teacher/researcher: During the duration of the study, I was both the teacher and the researcher. I was studying the impact that RtL intervention has on literacy development among Grade 11 and 12 learners for two years. Besides being the researcher, I was the teacher responsible for the day-to-day learning of English FAL in the classroom. As a researcher, I collected data, analysed it, and consolidated it to become one comprehensive document which featured discussions, conclusions, limitations and recommendations for the study.

1.16.2 Academic development: In the South African context, this represents development in education that takes place in a secondary school, so that learners access discourses of power for equitable chances in the socioeconomic front of the community. The greater the chances of access, the greater the success in education.

1.16.3 Secondary School: Education in South Africa is housed in two departments. There is the DBE which is responsible for Grades 0 to 12. The Department of Higher Education and Training is responsible for tertiary education. For the purposes of this study, senior secondary is Grades 10 to 12, which fall under the auspices of the DBE.

1.16.4 Learners: These are the research participants. In the tertiary institutions there are students. The terms “advantaged” and “disadvantaged” in South Africa are measured by the availability of financial and material resources in the homes of the learners. The schools where learners are, are classified into quintiles. The descriptions of the two categories are elaborated upon below.

The quintile of a school is designated based on the rates of income, unemployment and literacy within the school catchment area. According to Fleisch (2008), Quintile 1 consists of schools which the children of the poorer classes attend. The schools are “dysfunctional, dilapidated, children in this section have low functioning reading and can perform only simple numerical operations” (p. 2). In addition, the schools lack in human resources, for example, insufficient teachers in key learning areas such as English, Maths and Science. They have a higher teacher-

learner ratio and their safety in school is compromised. They are also typically not fee paying, with the government providing money to pay for all the necessary services needed in the school (Sayed & Motala, 2009).

On the other hand, their advantaged peers are found in schools that are in quintiles 4 and 5. In line with Fleisch (2008), these are “well-functioning schools which are mainly historically white and Indian schools, are well resourced, serves middle class children of all race groups and performs at a level similar to that of middle-class children around the world. The vast majority of university entrants are produced by this well-functioning system” (p. 2). Furthermore, these are schools with adequate infrastructure, sufficient and competent human resources, secure learning environments, elite and informed school governing bodies, fee paying students and adequate financial reserves. Additionally, they receive little funding from the government (Sayed & Motala, 2009).

1.17 Research impact

There is very minimal use of RtL in the education system in South Africa. Therefore, this study intends to form part of the knowledge bases that are already in existence, to be considered as alternatives for academic progression.

1.18 Thesis design

This section gives an outline of the whole research organisation in line with recommended practice (Prosser & Webb, 1994). Chapter 2 outlines the research design, data collection procedures and analysis, subjective and critical paradigms, and how they impact on the research. Chapter 3 is a comprehensive discussion of literacy, academic literacy, language policy in South Africa, Discourse and discourse in line with literacy development. Chapter 4 discusses theoretical orientations that inform the study; these include Halliday, who argues that language is socially inclined and where genre theory fits in, as well as Vygotsky on scaffolding instruction, wherein he argues that learning is an interactive process and Bernstein discusses pedagogic discourse and codes in learning. Lastly the other approaches that are applied to develop literacy. Chapter 5 is a comprehensive discussion of RtL methodology and how it impacts positively on literacy and academic development. Chapter 6 is the description, presentation and discussion of qualitative data generated from the learners’ written work. Chapter 7 is a presentation and analysis of interview data. Lastly, Chapter 8 is the conclusion.

CHAPTER 2: STRATEGIES TO INVESTIGATE THE PHENOMENON

2.1 Introduction

This chapter focuses on methodological considerations employed to generate data for the study, the research design, methods, data presentation, research subjectivity and bias, validity issues, limitations of the study as well as those of action research, and finally, data analysis. In addition, this chapter explains how data was generated, including the processes enacted to reach conclusions with regard to sub-research questions 1 and 2. The chapter commences with a comprehensive discussion of qualitative study, which the whole project followed, and two research approaches, namely the critical paradigm and subjective epistemology. In addition, a brief discussion of qualitative and quantitative research is attempted. Additionally, a discussion on purposive sampling and data collection instruments is offered, namely to do with interviews (semi-structured), research intervention, bias and subjectivity, ethical considerations and documentary evidence.

The study is situated within the critical paradigm, subjective epistemology and largely qualitative research (to a lesser degree, quantitative). Documentary evidence (learners' written work, DBE curriculum documents and prescribed workbooks), semi-structured interviews and Reading to Learn methodology were the research tools used to generate data. Most importantly, theoretical underpinnings informing RtL methodology were used to conceptualise the study and make sense of research findings.

2.2 Aims of the study and research questions

This was a long-term study that stretched for a period of 22 months after the initial intervention of seven months, which was done during my studying towards my Master of Education degree. Although I registered some measurable success during my studies, the research established that learners (regardless of their improvement) could not effectively control punctuation in their reading and writing. Besides punctuation, confidence in reading was still very weak and spontaneity in speech was still lacking. This seemed to be evidence of limited vocabulary development. In addition, learners had only partially developed cognitively and hence needed a lot of time to experience repeated scaffolding. It against the backdrop of these findings that I established that seven months was not enough time to make conclusive judgments regarding

the positive impact of Reading to Learn as an intervention strategy. The choice of continuing with the study was because the National Trial Matric result was a big factor. The descriptive analysis of written work and interviews constituted the qualitative data. Data collection analysis took place using essays that described the sequence of during and after intervention.

The final statistical and descriptive analysis of data proved that Reading to Learn is effective in improving the literacy and academic skills of learners in Grades 10 to 12 in a disadvantaged context, as highlighted in the study. The results of the learners were impressive and the feedback from interviews was in support of RtL as an effective teaching strategy towards their success in literacy advancement. This resonated with similar international studies.

The research resulted in the birth of three research questions. Although a detailed explanation has been attempted in Chapter 1, below is a summary of the questions.

2.3 Research Question 1

What role does the pedagogic approach informed by Reading to Learn methodology play in developing Grade 11 and 12 learners' ability to learn from reading to learn, and turn what they read to written texts?

The question's intention was to illuminate the role of RtL in developing learners' ability to read so that they can converse with text and put into writing what they have read.

2.4 Research Question 2

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

This question allowed the researcher to get insight through interviews with the research participants as to how they were positively or negatively influenced by RtL in their learning.

The queries building up to the main research question were qualified through qualitative longitudinal research, which is discussed below.

2.5 Qualitative Longitudinal Research

According to Cohen et al. (2011), qualitative longitudinal studies are investigations that monitor participants' outcomes over an extended period. Similarly, the agenda of the researcher is to demonstrate how transformation manifests itself over time. Comprehension of longitudinal theory begins with an understanding of the role of time (George & Jones, 2000). Ployhart and Vandenberg (2010) emphasize that most constructs do not develop because of time, rather they do so over time. In this regard, it is not time that enables literacy and academic development, but the intervention that is effectuated within a certain time frame. Even though time is always given precedence, literacy and academic development witnessed in the process of the study were because of repeated scaffolding that was informed by RtL principles.

More so, the study was a concoction of motivation, attending to individual needs and scaffolding, among other things, which formed the backbone of literacy and academic advancement as confirmed by the research findings. Longitudinal studies have categories such as “panel study” and the “cohort study”. My current study is a cohort study because it involves successive measures which are enacted over a period. In addition, it involves follow-up interviews. Borg and Gall (1979) assert that, “in a longitudinal cohort study a specific population is tracked over a specific period but selective sampling within that sample occurs” (p. 291). It is through such methodology that from a group of 134 learners I selectively sampled 12 learners, who became my focal study participants. Without doubt, time was exclusively an appropriate scale for depicting developmental series of actions (Bollen & Curran, 2006).

Gorard (2001) asserts that qualitative longitudinal studies “have considerable potential for yielding rich data that can trace changes over time, and with greater accuracy” (p. 86). Guidance to settle on qualitative longitudinal study methods was sought from Ruspini (2002), who confirms that it enables researchers to “analyse the duration of the social phenomenon, highlight similarities, differences and changes over time in respect of one or more variables of participants (within and between participants); identify long-term (sleeper) effects and explain changes in terms of stable characteristics” (p. 24). The study undertaken analysed both numerical and qualitative data to ascertain validity.

Prominent in qualitative longitudinal studies is the prevalence of diverse, in-depth, semi-structured interviews. They add a very important component of qualitative data. These semi-structured interviews are two-fold because, after an interval of six months, like in my case I had

to get the views and concerns of the research participants regarding my teaching. In this regard, I had four sets of interviews, two in 2016 and two in 2017. At the end of each academic year, I had to do an evaluation of teaching informed by RtL principles. This was an ideal process, since it confirmed from the interviewees the depth and level of the transformation that transpired over this period (Holland et al., 2004).

Regardless of the fitness of qualitative longitudinal study to measure development over time, one must be mindful of when and how often data must be collected, so that results are authentic (Wilson et al., 1997). In the study, I took advantage of the DBE pacesetter and syllabi because they were my guiding tools. I would follow the time guidelines but when adjustments were needed for the successful completion of a task, I would implement them. However, time frames for data collection from written exercises were fortnightly because, in most instances, the cycle would have been completed.

In as much as qualitative longitudinal research is known for yielding positive results, it is not immune to internal validity threats, especially carry-over effects which are generally common in such types of research (Kirk, 1995). The precautionary measures implemented to minimize internal validity issues will be discussed later. One such threat is that of attrition, which can compromise validity. This can result in the mortality threat, which has also been addressed. To minimize the negative effects of attrition, I had a complement of 134 research participants housed in four classrooms, and it is from this cohort that I selected my 12 focal participants. This is informed by Farrall (2006), who advises that more samples are better because they provide cover if one experiences a high attrition rate. Again, the participants whose attendance rates were inconsistent had their data excluded from the final compilation and analysis.

To generate more data, which is one of the recommendations by Chan, Chang and Spring (1988), I had repeated measures in place. These were interviews and learners written work. Having very few is inadequate, because Singer and Willet (2003) argue that one or two measures “is by default linear (i.e. straight line) and it is impossible to determine the form of change over time” (pp. 9-10). They claim that putting a cap of two, “is merely an increment of difference between two times, and thus we cannot assess whether change was steady or delayed or whether it plateaued and then changed again” (pp. 9-10). Willet (1989) argues that more measures have the potential of increasing the amount of data, hence improving reliability. It is against the backdrop of these findings that the initial research done, though yielding positive

results, found that literacy and academic progress were not fully achieved because of time constraints. This has made me believe that other research projects done in under 12 months may have compromised findings despite the progress reported.

Due to the recommendations above, I decided to operate with maximum measures because they minimize doubts. Ployhart and Vandenberg (2010) define qualitative longitudinal research as “research emphasizing the study of change and containing at minimum three repeated measures (although more than three is better)” (p. 97). The reason for following the curriculum time lags (period between intervention and consequences) was because they were long enough to allow for time to complete the cycle of intervention and evaluate the consequences. In support of lags are Maxwell and Cole (2007), affirming that they assist in addressing many issues of causality. In the same way, Mitchell and James (2001) support lagging in qualitative longitudinal research, acknowledging that these periods of delay can be powerful; however, the question to be responded to is, how short or long the lag should be.

2.6 Defence of Qualitative Longitudinal Research

Qualitative Longitudinal Research (QLR) is a thoroughly planned research method which shields the researcher from being negatively affected by distortions and bias because of lack of planning. Because of proper planning, pre-intervention and post-intervention interviews are closely linked, thereby strengthening validity. During the study, I conducted interviews four times after six-month intervals because district, provincial and national examinations were written during this time. The interviews were a follow up to the written work. They helped in alerting me to the concerns of the learners and their enjoyment of teaching informed by RtL. It was through interviews that they informed me that they needed dictionaries to use whilst they work. I managed to buy two and got two from friends. That helped significantly, because it consolidated the teacher’s voice and their textbooks. Furthermore, this fostered trust and confidence among the research participants, because they were made aware that their contributions were valued. The procedure is a mechanism of boosting trust between the researcher and research participants (Farrall, 2006).

Furthermore, the strength of QLR of this nature is that it has the capacity to connect to both the micro and macro, particularly during the lengthy period of 22 months of sustained, continuous transformation. The intervention was a gradual and tedious process, the outcomes of which took time to manifest. Despite, multiple repetitions of the RtL procedure, the learners remained

motivated. The most outstanding moments were when the learners were assessing each other's work. They scaffolded and engaged with each other constructively. They would advise each other candidly, either verbally or through written comments. They gave each other the opportunity to ask where they went wrong and redirect each other towards the correct way of doing things. The confidence exhibited by the learners seems to have emanated from coaching informed by RtL principles, which include confidence building and motivation. I believe this could have been a result of the respect accorded to them as research participants, taking into consideration their concerns regardless of relative importance (Farrall, 2006).

Despite the direct benefits of lengthy periods of intervention brought about by longitudinal research, it has its own set of challenges. Firstly, it is time- and resource-intensive; for example, during the study, I had to dig deeper into my pockets to fund my transport costs to and from the research site. In addition to transport, I had to buy books and stationery, not mentioning thousands of Rand spent on photocopying. Secondly, the transformation that came with QLR was a process, the results of which can only be confirmed after a stipulated period. The results had to be confirmed after 22 months of study. The extra three months were for analysis and discussion of findings. Even though there were traces of literacy and academic development during the intervention process, these results were not conclusive since they manifested themselves in the middle of the research cycle. Thirdly, during the follow up interviews, careful thought needed to be invested in those interviews because there was a need to link the pre-intervention and post-intervention interviews to improve validity. Information confirmed before post-intervention interviews had to be approved or disputed in the process. This is encouraged because of the time intervals. Again, this was done "in order to assess the development of issues around the focus of the study" (Farrall, 2006, p. 5-6). The process succeeded because there was strict adherence to programmed time frames.

In conclusion, RtL that was immersed in QLR unfolded with the passage of time, gradually improving the literacy and academic skills of a selected cohort of learners. Its main thrust was to improve literacy and the academic abilities of learners whose backgrounds were compromised. To this end, Holland, Thomson and Henderson (2004) recommend that "QLR can help to develop effective as well as effective policies" (p. 2).

2.7 Research design defence

The resolve to carry out this study was catalysed by my Master of Education study data, which justified the need for further research. My trajectory of study during my MA was prompted by the challenges that I witnessed with the Grade 10 learners that I was teaching English FAL. Most importantly, having been introduced to RtL through Dr. David Rose, I was further motivated to employ it as both methodology and intervention tool to circumvent the reading challenges encountered by disadvantaged learners, such as those in the township which was my context of study.

It was the data established after the completion of my MA that led me to realize that seven months was not sufficient time to fully transform the academic lives of these learners from being non-readers to becoming well-rounded readers whose cognitive capacities were fully developed. In light of these findings, I decided to restructure my study to make it action research and further implement RtL to develop the literacy skills of the cohort of learners that were under scrutiny, from Grade 11 up to Grade 12 for a period of 22 months.

Action research was the preferred choice, because it provided a platform to implement RtL, evaluate and realign it towards improving a practice so that the intended outcome was achieved (Thomas, 2009). In support of this idea are Kimmins and McTaggart (1988), who reiterate that action research allows for continuous reflection and evaluation till the conclusion of the research process. According to Cohen, Manion and Morrison (2011), under action research, “the researcher plans, implements reviews and evaluates an intervention to improve a practice” (p. 128). Therefore, action research was selected for this study because the main objective of the study was to effect RtL methodology in a township secondary school to thereby uplift literacy levels.

However, it must be stressed that the main thrust of this research was not to come up with extended theories or dispute David Rose’s findings, but to give insight into how RtL can be successfully implemented as an intervention tool for learners whose educational backgrounds were compromised by their family and societal backgrounds, both in South Africa and other similar environments. This is in line with what action research seeks to achieve, that is to improve a practice rather than generate new knowledge, though new findings may emerge in the process, helping to improve RtL methodology (Carr & Kammiss, 1986). Nevertheless, there may be disagreements with the notion that at doctoral level, the expectation is knowledge

generation. Despite this, my focus is to introduce a new pedagogic practice that may reduce the levels of illiteracy and academic inequality in South African schools, especially those with learners from disadvantaged environments. I also believe that if a teaching approach proves to be yielding positive results, it may be adopted even by elite schools with the intention of bettering their results even further. The implementation of RtL is informed by the action principles outlined below.

According to Cohen, et al. (2011), in action research a problem is identified and both researcher and participants work toward eliminating the problem. It is against this background that my study was designed to trace the literacy development trajectories of the group of learners who were exposed to RtL methodology at Grade 10 in 2015 and later in Grades 11 and 12, where their written skills were evaluated. It would have been ideal to include the trial and final matric examination results, but because of ethical issues, this could not be done. At both grades, the RtL methodology was used to inform pedagogic approaches in English FAL. The broader purpose of the study was to develop an understanding of effective literacy development relevant to learners in underprivileged educational and social contexts in South Africa.

2.8 Validity

According to Yilmaz (2013), “validity refers to the accuracy of research data” (p. 318). In addition, Maree (2016) affirms that “validity is the extent of dependability of a research instrument to measure what it is intended to measure” (p. 239). Furthermore, Field (2009) highlights that validity refers “to procedures put into place to allow a study to offer correct inferences about research questions set out earlier in the initial stages of the research design” (pp. 11-12). Similarly, Creswell and Miller (2000) state that validity is “how accurately the account represents participants’ realities of the social phenomena and is credible to them” (pp. 124-125). To satisfy issues of validity, during the entire study, I ensured that the data generated was close to 100% accuracy so that validity was achieved. Below is a brief discussion of internal, construct and conclusion validity. These three ideas guided me towards authenticity of research findings throughout the entire process.

2.9 Internal validity

According to Yilmaz (2013), internal validity is “the causal relationship between the treatment and the outcome” (p. 318). In the context of my study, this was achieved by evaluating the extent to which RtL methodology positively impacted the levels of literacy in learners at Hills

Secondary School. Similarly, Campbell and Stanley (1963) state that internal validity is concerned with the question: “Is the intervention making any difference to the research participants?” Internal validity was maintained throughout the research process by following the recommended procedures of data collection prescribed in action research design and data analysis. There were no issues relating to testing threat because these were dealt with prior to the inception of the initial intervention in 2015. A testing threat is defined by Cohen et al., (2011) as the positive effect of a pre-test instrument on the post-test assessment because of making a similar evaluative task. Since the bases of my intervention were the results of my MA thesis the effect of pre-test was taken care of to avoid contamination of the final results.

Based on the results that I already had, my intervention was guided by the DBE curriculum. I was working with a variety of genres to make sure that the same kind of thought processes and writing was not reproduced. The varieties in terms of genres helped the learners improve their reading, writing and cognitive abilities. The process was guided by action research and RtL principles throughout. This enhanced the construct validity of the study. Most significantly, the testing threat was eliminated because of the summative assessment of a variety of topics. This strengthened the validity of the results because I did not concentrate on one genre but had to be guided by the CAPS requirements. Internal validity was further promoted by making sure that learners whose attendance was erratic throughout the intervention period were not included in the final analysis of the data. Obviously, these learners’ work was often incomplete and to exclude the mortality threat, their work was not part of my final data. Mortality threat may affect a researcher if many research participants withdraw, but in my case, I had a few who did not complete the assigned tasks. Internal validity was further reinforced by storing recorded data electronically (Cohen et al., 2011).

2.10 Construct validity

This is the process wherein terms and definitions applied in the research resonate with other applied studies of a similar nature (Cohen et al., 2011). Maree (2016) affirms that this is needed for standardization. For the purposes of this study, abbreviations and acronyms were listed before the introductory chapter so that there is a connection with related studies. In support is Cohen et al. (2011) who asserts that, “to establish construct validity I would need to be assured that my construction of the issue agreed with other constructions or theories of the underlying issue” (p. 188). Concurring is Yilmaz (2013) who argues that “construct validity refers to the degree to which conclusions can be made from operationalization of a study to the theoretical

constructs on which operationalizations are based” (p. 318). This implies that an intervention should reflect the principles it is based on.

In terms of this study, construct validity was achieved through several processes, such as, explaining the limits/delineation of the research, and outlining the research objectives. Again, each chapter was responsible for the explication/illumination of various constructs in the study. Most importantly, concepts used in the process of justifying an occurrence or employed to discuss a concept were illuminated. An attempt to form an alliance with other RtL studies attempted worldwide was made. RtL assessment tool and RtL principles formed the backbone of the intervention. The almost fully-fledged attention accorded to construct validity reduced the potential risk that may have resulted from inadequate pre-operational deliberations of constructs threat. Trochim (1997) confirms that, it is through a satisfactory ability to ring-fence your research focus before the actual process is done that construct validity is promoted.

2.11 Conclusion validity

According to Keppel (1991), conclusion validity indicates whether there is a relationship between the independent variable and dependent variable outcome. Trochim (2006) argues that conclusion validity is the “degree to which conclusions we reach about relationships in our data are reasonable” (p. 67). With regard to data that were generated from the study and the research findings, I may conclude that RtL provides the necessary bridging that is required in advancing literacy and academic skills in secondary school learners. Again, in comparison to other studies carried out internationally, the research can be generalized to be a way out of the literacy doldrums experienced in similar contexts. My argument is based on the results confirmed at the end of the intervention, which were impressive as illustrated in Chapter 8. The written work sampled and analysed, and interviews conducted corroborated this. There was insignificant variation between the quality of the work and what the learners were highlighting during interviews. Against the backdrop of these findings, Trochim (2006) concludes that conclusion validity is the degree to which the conclusion we reach is credible or worth relying upon.

2.12 Critical paradigm

Charmaz (2016) argues that a critical paradigm in education research grapples with issues and studies rooted in social justice. Through its numerous trajectories, it seeks to challenge disparities in power relations. Similarly, Denzin (2015) affirms that a critical paradigm is one “ingrained in the transformative agenda whose main thrust is to disclose, challenge, and redress

forms of oppression, inequality, and injustice” (p. 31). Furthermore, Canella and Lincoln (2015) elaborate that a critical paradigm initiates its inquiry with issues of justice and injustice. They point out 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 differences. This is often considered in terms of how the school system at both national and local levels, including its structures and curriculum, teaching and assessment methods, replicates gender, race, socio-political and economic inequalities. Studies located in this paradigm aim to contribute to a more equitable society.

At the same time, the intention of critical theory is not simply to narrate the state of the society and behavioural patterns, but to bring forth a society that is based on equality and democracy for its members, which is the objective of the Reading to Learn methodology of teaching. Similarly Flick, Hans, Hirsland, Rasche and Rohnsch (2016) concur that critical theory not only identifies a problem or a set of inequalities among vulnerable members of a society but works with these hard-to-reach groups to place them on level terms with advantaged members thereof.

Cohen et al. (2011) argue that “critical paradigm seeks to emancipate the disempowered to redress the inequality and to promote individual freedoms within a democratic society” (p. 31). This seems to be in agreement with Fick et al. (2016), Denzin (2016), Canella and Lincoln (2015), all of which argue that a critical paradigm plays an emancipatory role in redressing the injustices imposed upon marginalized members of society. Cohen et al. (2011) affirm that:

Critical theory examines how schools perpetuate or reduce inequality; the social construction of knowledge and curricula, which 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 (p. 32).

Schools by the very nature of their existence play a dual role. Schools are seen as playing both an emancipatory role and an oppressive one. The major aim of a critical paradigm is to bring about a level playing field, so that education ceases to be an agent of oppressive principles but rather an institution of liberation. According to Maree, (2016) the critical educational researcher aims “not only to understand or give an account of behaviours in societies, but to alter these

behaviours” (p. 64). It is through the critical paradigm that education is criticized as an agent of social reproduction whereby the status quo is maintained and nourished. It is the aim of critical theory to illuminate these prejudices (Maree, 2016). Most importantly, the critical paradigm does not end with exposing the unjust practices of society; it extends through searching for alternative ways of eliminating the roots of alienation and domination (Maree, 2016).

It is through research, Maree (2016) claims, that “critical theory challenges the proposition of the neutrality of data gathering and sees the aim of research as providing feedback into social life in ways that address what critical theorists call false consciousness and bourgeois ideology” (p. 65). This research from 2016 to the end of 2017 was grappling with these unjust social issues, attempting to establish neutrality by applying RtL methodology. As propounded by Rose (2005), RtL intends to make education the source of emancipation, contrary to the assertion that it is the means of perpetuating injustices among marginalized members of society (Freire, 1970). Rose’s methodology is designed as a tool for emancipation because it has the strength to unlock the doors of education for underprivileged groups, allowing them to be almost on par with their more privileged counterparts. The main objective is to provide an opportunity for success in learning despite these learners’ compromised backgrounds.

Reading to Learn methodology is in line with what Eagleton (1991) identified as the “false” or “fragmented” consciousness that has brought an individual or social group to relative powerlessness – or indeed to power – critiquing the legitimacy of this. The studies entrenched within the critical paradigm aim to contribute to a just and unbiased education system, which further extends into the society. Working within the critical paradigm proved to be effective for this study due to its intention, which was to investigate the extent to which pedagogic practices can be altered to effect positive socio-economic change, even in progressive constitutions such as South Africa’s. The school under investigation was marginalized during the apartheid regime and remains under-resourced, despite being an education hub for children from poverty-stricken backgrounds. The learners come from the township slums and surrounding farms, where the primary focus of their guardians and parents is survival. Drugs find their way into the school and the learners trade these with their peers. The school is poorly resourced, and its structures are poorly maintained. Worse still, the learners have insufficient textbooks with which to step up their learning. The situation is worsened by the fact that the school can neither buy books nor rehabilitate its infrastructure because it is entirely government sponsored. I had to rely on

print outs which were thin in terms of information, as their main objective was for use during the lesson. The traits displayed by the learners appeared to be the same as those which Rose pointed out in learners in rural Australia, dispirited, subjugated and lacking any hope for a better future. As stated by Rose (2005), the Pitjantjara indigenous community had suffered a catastrophe of self-destruction. He notes that children who were supposed to be of school-going age were addicted to substances and lived lives of despair, much like the children in this study. It is because of these factors that an approach that had a transformative agenda was used as an intervention strategy, to redress the injustices suffered by these school-going children.

According to Charmaz (2016), it is critical inquiry that has the capacity to challenge all forms of injustice and inequality. He affirms critical inquiry because it is ingrained in “a transformative paradigm that seeks to expose, oppose, and redress forms of oppression, inequality and injustice” (p. 2). Furthermore, Reeves and Hendelberg (2003) argue that the “critical paradigm aspires to deconstruct the ‘hidden curriculum’ or ‘text’ and search for the ‘truth’ and understanding within the social context” (p. 3) in somewhat subjective ways. The strategies that promote critical inquiry in learning allow learners to question facts and enquire “Why are things the way they are?” The learners, through their ability to read, can critique why certain pieces are written the way they are. There is serious dialogue with the text and learners have the capacity to debate certain styles of writing. Moreover, they can interact among themselves without being prejudiced. It is due to these factors that RtL is classified as a social justice project, the intention of which is to bring learners up to par.

Hammersley (2000), Mackenzie and Knipe (2006) maintain that critical research endeavours to do away with injustices in society and address inequalities especially related to ethnicity, gender, sexual orientation, disability, poverty, education and other sections of society that are marginalized. The major objective of this study was to effectuate social justice and promote equality for underprivileged children in an underprivileged school, emerging from impoverished homes with illiterate parents and guardians. The purpose of the research methodology was emancipation, attempting to eliminate the intergenerational cycle of poverty by furnishing learners with reading skills that would later translate to lifelong learning skills. To reinforce critical pedagogy, subjective epistemology was employed to improve validation of the study. Below is a comprehensive discussion of subjective epistemology.

2.13 Subjective epistemology

According to Denzin and Lincoln (2005), subjective epistemology enables the researcher and the research participant to co-create understandings. Lee (2011) argues that there is interaction/interplay between the inquirer and the knowable. This comes into play because the researcher and participants are working together. Guba & Lincoln (1994) state that a learning environment created in this context is such that there is an intimate relationship between the researcher, what is being studied, and the learners, allowing them to describe their unique experiences in the learning process. Yarmaz (2013) argues that subjective epistemology is:

...based on a constructivist epistemology and explores what it assumes to be socially constructed dynamic reality through a framework which is value-laden, flexible, descriptive, holistic, and context sensitive, for instance an in-depth description of the phenomenon from the perspectives of the people involved. It tries to understand how one social experience is created and given meaning. (p. 312).

Hugly and Sayward (1987) are of the view that the truth is always influenced by social and environmental factors. The truth is not objective but subjective, because it is based on prevailing circumstances at that moment. What is called the truth depends on context and societal factors. Truth is only established through persistent collaboration/engagement of parties involved. In the context of subjective epistemology, 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 is for this reason that Lincoln and Cuba (1985) state that the dichotomy between epistemological and ontological ways of thinking takes less precedence in constructivist research, as the researcher and the research participants under study are "...interactively linked so that the findings are literally created as the investigation proceeds" (p. 207). Conclusions in subjective research are agreed upon as the research process progresses, hence forgone conclusions are out of the question. The learners' poor performance must not result in condemning the learners, but the truth behind the poor results should be established through interaction and conversations. Through these forms of engagement, conclusions can be agreed upon.

In the case of the study, poor progress and success was due to many factors. Compromised progress by some learners was due to extended stays in hospital or going on maternity leave, as was the case with two of the learners whose data I had to leave out lest it contaminate the research findings (mortality effect). These events were a setback to the learners. The level of

success was determined by the learners' presence in class, participating as expected, which most of the learners were doing. They were receiving the right instruction informed by RtL principles and were present in class daily.

Having engaged with the learners at a personal level, the researcher managed to get to know the learner's difficulties, which in turn expedited intervention through the Reading to Learn approach. The synergy/interaction was effectuated with the help of semi-structured interviews, since they shed light on some additional and confidential information which could not be picked up through general performance observed in written work and marks. The procedure constituted 12 learners of varying performance. This proximity to the participants allowed them to open up and share their disappointments and joys with the researcher, who could assist using RtL in their learning. These interventions helped in narrowing the gap between top, middle and lower achievers, supporting them in reaching higher literacy levels, especially reading and writing academically, as demanded by the curriculum.

Since the main thrust of RtL methodology is social justice, especially bringing about equality in education, this can be achieved through a shift away from the widely preached gospel of progressivism, which tacitly ostracizes children from already marginalized groups of society. According to Reeves and Hedberg (2003), the intention is to interrogate the way things are, paying attention to contentions as well as restrictions prevalent in contemporary society, acknowledging the cultural and political assumptions underlying the effectiveness of an instructional programme.

The critical paradigm and subjective epistemology are appropriate for this study for two reasons. First, the study involved the researcher delivering lessons using RtL as a pedagogic approach. Secondly, the monitoring and evaluation of the learning and teaching experience engaged both the researcher and the study participants, as prescribed by the subjective orientation to the knowledge construction process (Guba & Lincoln, 1994). Mataka (2017) highlighted that "it is an interactive, two-way process that enables a better and informed literacy intervention underpinned by the principle of the Reading to Learn approach" (p.76). The knowledge and experience the researcher has gained from undergraduate and postgraduate studies on the one hand, and as a teacher of English FAL in a secondary school and a participant in the workshops offered by Reading to Learn South Africa, a non-governmental organization

(NGO) that supports in-service teachers), on the other hand and interaction with Dr David Rose's lectures and discussing with him ensured that literacy development goals were achieved.

This was an RtL interventionist action research done over a period of 22 months with learners as the key participants from January 2016 to October 2017. The month of October was the last month of the study, because learners were writing national examinations. The data from the examinations could not be included as part of the research, because that required clearance from the authorities responsible for dealing with them, and time was insufficient. It could have been of value in terms of conclusion validity. Although this was research, the CAPS curriculum statements were not violated during data generation, thereby upholding internal validity.

Furthermore, research participants were uniquely treated, so the points of view of each respondent were accorded due attention without prejudice or external influence. The resolutions reached with regard to achievement because of the pedagogic procedure were socially agreed, because the research focused on contextualized meaning rather than pre-determined conclusions. Research participants were co-researchers within the whole procedure, because the outcomes were negotiated, as witnessed in interview responses in the coming chapters. To improve validity, the researcher was largely qualitative in approach, with a thin quantitative strand. Below is a comprehensive discussion of the twin process.

2.14 Quali-quantitative research

For the purposes of this study, the preferred method was a largely qualitative one, and to a lesser extent, quantitative. According to Bricki and Green (2015), qualitative research is characterised by its aims, "which relate to understanding some aspect of social life, and its methods which in (general) generate words, rather than numbers as for data analysis" (p. 2). Pilkinghorne (1989) concurs that the distinguishing features of qualitative research are that, "it relies on linguistic (words) rather than numerical data and employs meaning-based rather than statistical forms of data analysis" (p. 22). In this study, most of the data was derived from in-depth analysis of learners' work on the appropriate and effective use of correct register in a specific genre written. Scores were awarded as a supporting structure, to aid in tracing academic development in the various genres the learners attempted. In addition, the learners' selected works, RtL literature was part of the qualitative data. The results from the qualitative and quantitative paradigms complement each other, hence improving the validity of research findings.

The study required concerted efforts to analyse sources of data, since the intention was to demonstrate the efficacy of RtL as a effective intervention strategy for improving academic skills and literacy, and many learners' qualitative data sources were considered. The twin data sources were important as "...qualitative research can be a research marked by reliance upon multiple sources of data rather than by its adherence to one source alone" (Cochran & Dolan, 1984, p. 28). To avoid defects in each paradigm, qualitative and quantitative paradigms were put into effect (Cutcliffe & Mckenzie, 1999) and aid in enhancement of the "...depth and quality..." of findings (Begley, 1996, p. 688). The process was key to the study, considering that validity is conceived as a legacy of a specific balance midst of analysis (qualitative) that emerge out of some measurement (quantitative) (Cochran & Dolan, 1984) of participants' marks, written work, interview responses and frequency of analysed concepts.

The process was pivotal in coming up with dependable as well as authentic results against RtL methodology for the past 22 months. This study was a development from my MA and the data that were generated in Grade 10 formed baseline data as illustrated in Chapter 1. The conclusive results in Grade 10 revealed the following findings. At the end of eight months' worth of instruction that was informed by RtL principles, the learners had improved in reading, writing, cognitive development, class attendance, class discipline and responsibility in handling their work. In addition, they showed confidence in reading, and spontaneity in speech.

In as much as there were already identified positive outcomes, it was realized that learners still faced challenges in reading, writing in a variety of genres, cognitive development and confidence in independently tackling their academic work. As such, I realized that 8 months was insufficient time to develop the literacy capacities of this cohort of learners. To make conclusive pronouncements, a longitudinal action research study of 22 months was accomplished.

The initial data collected in Grade 10 informed the next stage of the intervention, which was done for 22 months till the end of September 2017. This was the cut off date, because the cohort of learners was writing their matric trial examinations. During the 22-month process, there was constant recording of results in the form of learners' written work, which was marked and commented upon. This was done throughout the intervention period.

The joint course of action, with quantitative data generation and analysis during intervention on the one hand, and the same process post-intervention on the other, interfaced with a qualitative process (in the form of interviews about their experiences), effectively adding a concurrent strand of qualitative data generation and analysis to the research. In the same vein, this twin process gave character and strength to the enquiry by reinforcing it with quantitative muscle. This supposedly complex package of embedded design, as well as its accommodating tendency in the direction of interventions, is expounded as strength rather than a constraint in the study. Backing the argument are Creswell & Clark (2011), who confirm that, “in an embedded design, qualitative and quantitative data can be collected either sequentially or concurrently or both” (p. 190).

It is against the backdrop of the reasons identified above that data generation occurred sequentially and simultaneously, because the two phases, before and after, both saw data collected during the intervention itself. Qualitative data collection and analysis, on the one hand, involved interviews with learners, and reading and analysing their written work. Quantitative data collection and analysis on the other hand, occurred using recorded marks of learners from the assigned essays and describing the sequence of the process both before and after intervention. According to Descombe (2008), the use of more than one paradigm enables the incisiveness of data generated. At the same time, it brings to the fore a comprehensive picture of the phenomenon under investigation. Furthermore, in line with the phenomenon under investigation, the twin process aided in evolving from primary data generated prior to intervention, up until inception of the intervention to affirm progression or lack thereof. Moreover, semi-structured interviews were employed to allow all participants to disclose their concerns, which may have been left out during the intervention process. This gave an opportunity to all learners, so that the main objective of the research was achieved, which was to arrest the continuance of the status quo. Again, semi-structured interviews gave a hand in the verification of data from the already marked work and from the researcher’s comments on the scripts. In supporting the use of semi-structured interviews, Maree (2016) confirms that semi-structured interviews allow the researcher to point out important arguments in the study. The findings from the semi-structured interviews highlighted those aspects of the research that needed transformation and guaranteed trustworthiness of results. Therefore, emphasis was placed on the qualitative aspects of the study and the quantitative research only characterized “the supplemental strand” Sandelowski (1996), which itself was an imperative segment of the study. The major thrust of the process was to establish a precedent of trustworthiness, together

with analysing in a coherent/logical fashion (amid the teaching of reading) the learning experience, along with ensuing results that demonstrated either the development of learners' academic achievement in English FAL or a lack thereof. The most exceptional, outstanding traits in the application of qualitative and quantitative paradigms are the ability to respond to 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 study conducted, written and marked essays, marks and interviews responded to the above questions. To improve validity, the researcher can make use of several methods as evidenced in the research.

The research was informed by predominantly the qualitative paradigm and to a lesser degree quantitative, to embrace intensely a transactional and subjective epistemology (Guba & Lincoln, 1994, p. 110) where "the researcher and participants are assumed to be interactively linked, with the values of the researcher... inevitably influencing inquiry". It is against this background that the research had the agenda to improve literacy ability so that the learners could participate fully and confidently in their academic circles and in their citizen duties through their ability to read and write. This would give them the capacity to question why things are the way they are, and the ability to live without fear rather than simply accepting the status quo. The data to authenticate all the arguments above was generated through RtL pedagogy, which was both a pedagogic approach and a data generation tool. Below is a comprehensive discussion and illustration of how RtL was effectuated in the classroom, guided by action research principles and procedures.

2.15 Reading to Learn methodology

The actual process of data generation drew from Reading to Learn methodology. RtL outlines that the reading process is an intensely complicated task that makes use of patterns of language at three levels:

- *At the level of the text: readers must recognize what a text is about and how it is organized, for example, as a sequence of events in stories, or as chunks of information in factual texts*
- *At the level of the sentence: readers must recognize what a text is about, what they are doing, where, when, why and how*
- *At the level of the word; readers must recognize what each word means and how letters are arranged into patterns that spell words*

Learners were acclimatized to the “genre” and “field” of the text before reading it. In the wake of what Rose (2005) has labelled “scaffolded interaction cycle”, learners were made to go through the stages of “preparation”, “identifying” and “elaborating” on a structured, consistent and intensive sequence meant to benefit them in total mastery of the complexities of the text. This instructional framework not only develops a praxis/routine embedded within child reading discourses at home, it augments Halliday’s (1985) theory of register divergence, in addition to drawing from the Vygotskian theory of social learning. Goal-oriented modelling and repetition were the basics for the twin processes of spoken and written language evolution, and attributes necessary to attend to learners impartially. A great amount of output was both expected from learners and achieved by all of them, in defiance of their social and language backgrounds.

In the RtL pedagogy concentrated on the evaluation of goals and objectives adapted from Fink (1995), which were employed to explore the attributes and impacts of this approach, which are:

- What role does the pedagogic approach informed by RtL play in developing a cohort of learners’ abilities to learn from reading, reading to learn, and turning what they read into written texts?
- How are learners who are study participants in the research experience the pedagogic approach informed by the principles of Reading to Learn Methodology?

In this method of assessment, it is important to recognize and determine a series of principles which were, in Fink’s (1995) words, “needed to provide convincing evidence of a programme’s effectiveness, an important component of an appraisal merit” (p. 7). The most fitting and dependable measuring standards for the study were:

- Testimony from learners in the form of verbal responses to semi-structured interview questions and their written work
- Learners’ informed, precise and critically written responses to prescribed academic readings and teacher’s comments on their written work
- Learners improved attitudes towards reading in general, and the ability to read complex academic texts

Inherent within the prior standards is a very distinguished philosophy of epistemology (which is to know of or substantiate the truth), the subjective epistemology. According to Worthen and Saunders (1987), subjectivism asserts its validity based on “an appeal to experience rather than

to scientific method. Knowledge is conceived of as being largely implied rather than explicit” (p. 46). This study’s methodology achieved validity because of the learner’s responses to interview questions, adding on their written work and the essay and comprehension scores, since cognitive development is further evaluated through the way the learners respond to a variety of questions. It is of paramount importance under subjective epistemology for the researcher to seriously interact with the research participants to minimize the researcher’s lack of confidence in their findings. The most excellent ideas appear to arise from data compiled from research participants. Furthermore, considering that four classes were engaged, it was fitting to confirm well-grounded and dependable findings in respect of the detailed communication between the researcher and the participants. However, 12 of the 134 learners became focal learners. Three low-performing learners were selected from each class. Therefore, an assessment of the scores, together with comments by the researcher, was attempted to evaluate the adequacy of the Reading to Learn methodology. This was achieved through the guidance of action research principles, which are comprehensively discussed below.

2.16 Action research [Design-based]

The purpose of action research is “to study a real school situation with a view to improve the quality of actions and results within it” (Schmuck, 1997, p. 28). It seeks to provide expert judgement, together with providing insight with regard to transforming an education practice and improving it. This was proposed by Lewin (1946), who argued that change is brought about through a “cyclical, iterative approach to research involving planning what has to be done, acting and fact finding about the results” (p. 35). Again, Meyer (2000) states that action research provides people-centred solutions to assist in addressing the needs of the vulnerable in a democratic process. Coghlan and Brannick (2010) affirm that “action is taken to improve a practice and research generates new knowledge about how improvements came about” (p.4). Furthermore, elaborating how the process unfolds are Rose, Spinks and Canhoto (2015) who illustrate that, “research proceeds as a cycle of joint planning, action, observation and reflection phase paves the way for further cycles of planning, acting, observing and reflecting...” (p. 1) in a cycle as reflected below. The main objective is changing the practice in question, favouring a more helpful and beneficial way of doing things. As such, RtL became the intervention strategy of choice as it is cyclic, like action research. The interpretive nature of action research allows “social reality to be collaboratively determined by participants’ multiple realities during inquiry, for example, the teacher and the learners sharing perceptions and attitudes with one another” (Schmuck, 1997, p. 29). Levin (1948) argues that action research is a means to solve

social problems and the larger problem of maintaining democracy within a contentious world. The close link between action research and RtL is strengthened by one commonality, which is their mutual aim to promote emancipation and democratise the classroom through an emancipatory pedagogy.

Similarly, action research was employed since the main agenda of the study was to spur pedagogic transformation, simultaneously discussing and evaluating that transformation within a specified frame of reference (McNiff, 2002). In addition, interventionist action research was the design of choice because it is a form of research whose main goal is not to introduce new concepts, but to improve educational practitioners' pedagogical practices (Kemmis, 1993). An "intervention is a deliberate attempt to change the world in some way with a view to assessing the impact of that intervention" (Arthur, Waring, Cor & Hedges, 2017, p. 19). They argue that intervention is arranged (designed) so that the researcher can ascribe cause to the results of the intervention. In the same vein, Maree (2016) confirms that interventionist action research is an appropriate design for those educational practitioners who want to develop their practices, such as was the case with this study. Similarly, Kemmis (1993) argues that action research is an approach rather than a method, emphasizing its emancipatory potential as, "an embodiment of democratic principles in research allowing participants to influence, if not determine, the conditions which sustain dependence, inequality, or exploitation in any research enterprise or life in general" (p. 179).

Interventionist action research is effective because of uninterrupted organization, discovery and evaluation that individuals and teams participate in. This results in progressive changes that are a necessity for social justice to empower disempowered groups. The intervention was implemented in three phases, with room for extension. According to Thomas (2009), the starting point was the third part of the five-stage cycle, which was effecting RtL, while the fourth stage was monitoring and assessment, and lastly analysis, deliberations and counsel. In line with what has been illustrated above, the objective of the research was emancipatory, shifting the practice that was in existence. For this reason, it can be acknowledged that the agenda of the study was to contribute towards educational reform, especially improving literacy standards in disadvantaged communities. The longitudinal process allowed for enough time to monitor and witness the expected transformation through repeated intervention and implementation (Cohen et al., 2011). It can be argued from the findings that action research was central to promoting positive change regarding the upgrading of literacy and academic

skills in the cohort of learners in a township school. Correspondingly, this promotes the analytical and informed application of RtL in similar contexts.

The application of the interventionist action research was prompted by RtL as a pedagogic approach. It was implemented over a period because it involved a methodical process of assessment, along with contextual adjustments of the procedure. Concurrently, there was reconstruction and realignment of the approach until it delivered the relevant results (Thomas, 2009). Along the same lines, Kemmis and McTaggart (1988) confirm that interventionist action research sets a favourable platform to accumulate data, including meditation during the process.

However, it must be noted that this research had an express agenda of gaining insightful knowledge into the most effective way of applying RtL principles and efficiently implementing them in a disadvantaged community and other similar contents. In this regard, interventionist action research deviates from traditional approaches because it adopts a unique teaching approach which is rarely used. The RtL approach was employed as a teaching pedagogy to address the inequity prevalent among the marginalized members of a society such as those that were under study. This is in sync with the key goal of action research, which is to improve a dire situation. In my study, this was through the application of RtL rather than inventing new knowledge (Spring, 2006). It is against this background that new ideas are likely to germinate, because of teaching that was informed by RtL principles. Consequently, the new ideas may be put into effect, with the hope of aiding literacy and academic development in line with the positive research findings that were confirmed through the teachings influenced by RtL principles.

Although it was RtL that was implemented in the context of my study, all the five stages of action research were honoured since the procedures implemented by RtL were embedded in action research. The diagram below informs the action research five-stage cycle and how it was effectuated, embedded in the RtL approach. The cycle was adopted from Lewin's (1946) ideas.



Figure 1: The action research cycle

To explain the process outlined above, guidance is sought from Gill and Johnson (2010) who confirm that during the planning stage, an action plan is developed that achieves the set goals. For example, the research settled to implement RtL as an intervention strategy to resolve the complexity of literacy and academic challenges in a cohort of learners who were in Grade 11 until they got to Grade 12. Secondly, the action stage involved the implementing of RtL as an intervention strategy to improve literacy development. Thirdly, the actioning of RtL was monitored whilst data was being collected through documents, marks and interviews. The fourth stage was reflection, in which the research participants collaboratively analysed, synthesized, interpreted, explained and drew conclusions (Kemmis & McTaggart, 1988). This process was aided by interviews which gave the research participants the opportunity to highlight their thoughts concerning the whole intervention.

According to Stringer (2014), action research has a critical component which emphasizes investing thought into the challenge to be cleared, at the same time as efforts are made to resolve it. I was actively involved daily and my teaching was informed by RtL principles. I was the primary source for planning of activities that were employed during the intervention process and for continuous assessment; however, I was guided by CAPs so that I remained within the confines of the DBE requirements. Again, to select the group for the study, purposive sampling

was used. Below is a brief discussion of purposive sampling and how it was attempted for the purposes of this research.

2.17 Purposive sampling

Purposive sampling was employed to select study participants. Counsel was sought from Popay, Rogers and Williams (1998) to determine sample size. They argue that qualitative data does not intend to bring about successful conclusions through numerical demonstrations, but to annex rich and exhaustive data rather than make sweeping statements. Purposive sampling was employed for the study, which was grounded by the intention to constitute what Johnson and Waterfield (2004, p. 124) termed “depth rather than breadth.” Additionally, to obtain rich data concerning the 12 focal learners, I conducted post-instructional interviews in addition to post-test results to gain learners’ insights on instructional intervention informed by RtL principles, and how this may have upgraded their academic achievements, and if not, the challenges to be noted for further research. The mid-intervention interviews provided a comprehensive picture of some aspects that needed attention. This opportunity set a platform for revisiting RtL teaching methodology without altering the RtL principles and framework.

Johnson and Waterfield, (2004) advise 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” (p. 124). This research was not about numbers but gleaning and accumulating rich data. In agreement are Fossey, Harvey, McDermott and Davidson, (2002) who state that no fixed minimum number of participants is necessary to conduct sound qualitative research. However, sufficient depth of information needs to be generated to fully describe the phenomenon under study.

The criteria that influenced the purposive sampling in 2015, when this group of learners was selected, was that they had no teacher of English in term one, the attendance was poor, performance was weak, and the class had many learners repeating the grade. The point of reference that guided the selection was to consider the least advantaged group among the classes to receive assistance through teaching informed by RtL principles.

Rich data was generated by focusing on a group of 12 learners for a period of 22 months, who were doing English FAL from Grade 11 till they were in Grade 12. Furthermore, learners’

essays and marks were examined closely to establish the reasons for their progress and the reasons behind the predominance of some errors. Additionally, the purpose of such a type of research is to give a voice to the disadvantaged so that they can reclaim their identity (Makamani, 2013).

2.18 Data collection instruments, procedure and rationale

2.18.1 Interviews: According to Maree, (2016) an interview is, “a two-way conversation in which the interviewer asks the participant questions to collect data and learn about the ideas, beliefs, views, opinions and behaviours of the participants” (p. 92). Interviews, especially qualitative ones, allow the interviewer to experience the universe because of the participant’s contributions to it (Maree, 2016). Moreover, an interview’s main thrust is to facilitate capturing of rich, descriptive data, that allows the researcher to grasp the participant’s creation of knowledge and a social reality (Maree, 2016).

Similarly, Cohen et al. (2011) submit that, “an interview has a specific purpose; it is often question-based with questions being asked by the interviewer” (p. 409). In the context of the study, (Keelinger, 1970) confirms that interviews can be used to follow up on results or to validate other techniques, or to delve deeper into the motives of participants for responding in the ways that they did. Gill, Stewart, Treasure and Chadwick (2008) concur 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 (p. 292).

An interview is a precisely organised activity, not a random event, hence this gives it the unique characteristic that distinguishes it from daily dialogue. In the process of an interview, the interviewer should abide by stipulated rules thereof. By the same token, Kitwood (1997) emphasizes that an interviewer must establish rapport with the interviewee so that the respondent is genuine and inspired to generate precise data.

2.18.2 Key features of effective interviews: Interviews are organised sessions that should be properly designed. An interviewer does not just emerge from nowhere and inform an interviewee that they are engaging in an interview without making the necessary preparations. Interviews require sufficient preparations because they are theme- and target-oriented. According to Kvale (1996), qualitative research interview questions should do the following for them to be effective:

- Engage, understand and interpret the key features of life for 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 lightly structured
- Accept that the interview may provoke new insights and changes in the participants themselves
- Be positive and ensure an enriching experience for all participants (p. 30)

These traits were all taken into consideration in the design of follow-up interviews during and after the intervention. The interviews had to be objective and thought-provoking, so that learners would think critically of how they were learning and their achievements. Interviews generate data that is totally unique because it is not pre-arranged. In the process of progression with interviews, the data culminates. There is bound to be an emergence of uncontaminated data themes leading to the research taking a new trajectory or bringing to light contemporary data which may assist in supplying additional information to answer research questions. It is against the backdrop of this reasoning that research questions should leave room for adjustments, and language used should be pitched at the level of the respondent.

The interviews I conducted during the research process were integral, because they gave the participants an opportunity to share the underlying causes that resulted in their success or their poor performances at times. The interview information was meant to augment the data derived from written work, textbooks, and curriculum documents. Below is a comprehensive discussion of semi-structured interviews.

2.18.3 Semi-structured interviews: Data emerging from research is usually verified using semi-structured interviews. In rare cases, these would proceed for a prolonged period, and participants are set to respond to prearranged questions. In the process, interrogation and illumination of answers through semi-structured interview questions delineate the boundaries of investigation. Similarly, Maree (2016) confirms that they can help one to locate the relevant lines of inquiry that are directly connected to the phenomenon being interrogated, to probe and explore these. According to Des Vos, Strydom, Fouche and Delport (2007), “general researchers use semi-structured interviews to gain a detailed picture of participants’ beliefs about, or perceptions or accounts of a particular topic” (p. 296).

Semi-structured interviews proved to be trustworthy instruments to gather qualitative data through arranging a condition in the seam of the interviewer and interviewee that grant for time and scope, and deliberation relating to their opinions with reference to a specific subject. It is the mandate of the researcher to bring into focus the focal point and the main areas of exploration. When using semi-structured interviews, open-ended questions tend to dominate because the main agenda is to comprehend the respondent’s view-point rather than draw conclusions on unsubstantiated points and behaviour patterns. Whilst one is engaged in semi-structured interviews, questions emerge and these support the already planned queries. In addition, questions can vary for all respondents, because of the different angles they approach the questions from.

Most importantly, semi-structured interviews are intelligible, productive and a practical way of seeking information on issues that one may find difficult to understand through observation. Again, with the establishment of shared trust, the researcher and respondents can delve into finer details of the issues under study. Furthermore, factors in the background of an act are likely to be brought into the open, as the interviewee holds the responsibility to pronounce his or her sentiments without or any cues from the interviewer. As noted earlier, the interviewer has the liberty to scrutinize those areas that have been understood through the interviewee’s answers, pointing out data that may not have been considered by the interviewer because of a deficit of prior knowledge. By and large, it is easy to capture interview data through tape recording or video recording. Nonetheless, there may be challenges in reproducing an interview and there is no established and authenticated way to prove if the information from circumstances where empirical data is being sustained in the current study.

In this action research approach, the principal aim of incorporating semi-structured interviews was to gain an all-encompassing understanding of the learning process as experienced by the group of learners from Grade 11 to 12 English FAL learners. The main thrust of the semi-structured interviews was to employ conversation, discussion and questioning of the learners (research participants) to gain comprehension of the direction of their learning, as informed by RtL principles.

In support of semi-structured interviews are Smith, Harre and Van Langhoven (1995), who confirm 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 (p. 25).

Semi-structured interviews were appropriate in the study considering that they were persistently related to the participant and social justice studies.

The affirmative conclusions, together with legitimacy, that come with semi-structured interviews, rest precisely on the standard within which the interviewee's ideals and ingenuity are truthfully taken into consideration. Undeniably, their voices must not be doctored. Jones (1985) concludes by affirming that:

In order to understand other persons' construction of reality, we would do well to ask them... and to ask them in 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 address the rich context that is substance of the meanings. (p. 102)

Issues worth discussing are impacted negatively by researcher bias during semi-structured interviews. Still, considering the standards of interaction which are based on the principle of one-on-one, along with the complexity of language, biases of that nature are difficult to eliminate. Nonetheless, the discussion of such issues retains its status as a source of rich, concentrated data, which is worth the risk.

2.18.4 Strengths of semi-structured interviews with regard to the research: Despite the pitfalls highlighted in the previous section, Gomm (2004) confirms that semi-structured interviews are a “fact-producing interaction” (p. 24). The trust established by the researcher with the participants enables him/her to gain access to those issues regarded as classified. It is against this backdrop that Gomm (2004) states, “the argument is that only by developing intimate, trusting, and empathetic relationships would respondents feel able to disclose the truth” (p. 230). Semi-structured interviews, by design, have the capacity to empower a researcher with the liberty to investigate deeper into the context of a case, resulting in the generation of new data in the form of authentic voices and these voices give use valuable insight.

2.18.5 Follow up interviews: As a recommendation and in line with interventionist action research, Walford (2008) affirms that for the purposes of triangulation of results established prior to intervention and after intervention, considers it important to have a set of follow up interviews. He claims that they assist in drawing rich, reliable data from the selected focal learners. This is done to derive apprehension of the process of reading and writing which was informed by RtL principles. This was to confirm how the process may have transformed learners’ ability to write academic genres that were prescribed in their curriculum. I informed the learners that their interviews would be recorded, and that I would ask them questions for the purposes of reflecting on the teaching they had experienced. However, I had to guard against repeating the same type of questions, because the learners would become conditioned. Moreover, I had to consistently make sure that all events were ordered from the first to the last, as previously addressed, and the last will be the future. Again, in the process, I had to refresh the interviewees on what they had highlighted earlier, for the purpose of ensuring continuity (Farrall, 2006).

I used the learners’ classroom as a venue so that I did not disturb their emotional stability. The interviews took approximately 15 minutes for each learner. I made use of the same introduction and similar questions for each, although some impromptu questions were also included, because more information would be needed, as would further clarification. I was audio recording their responses.

Amongst some of the questions, I asked learners to make a comparison between their essays before intervention and after. If they had experienced any positive or negative development, I

wanted to know why. If their responses were positive, I further asked the learners to articulate how their writing skills had improved.

Lastly, as an evaluative procedure, I asked the learners to account for their achievements made in reading and writing because of the teaching informed by RtL principles. The learners had to explain how helpful the procedure was in terms of assisting them to write academic genres, as prescribed by CAPS for English FAL. In addition, I encouraged pointing out their concerns and what they intended to see changed or added. Finally, I thanked the learners for their time.

2.18.6 Research intervention: Research-based intervention strategies bring into effect action to remedy taken-for-granted situations, by disregarding the reproduction of educational inequalities and unfair practices that promote the status quo. According to Hytten (2006), action research intervention strategies in schooling “foster democratic habits and sensibilities that should help learners become more self-reflective and communally active” (p. 224). This can only be achieved when learners in classes can read to extract information and reason with text. Based on this background, RtL intervention strategy was implemented on a group of 135 learners for 22 months, from Grades 11 to 12; however, the focus was on a group of 12 learners. These 135 learners had shown inadequacies in their reading abilities, contrary to the expectations of their age and grade level. Adding on to interviews as primary sources of data, documents were part of the backbone of the study. Below is a discussion of documentary evidence.

2.18.7 Documentary evidence: Documents have been viewed as primary sources of data since time immemorial. Prior (2003) labelled them “informants” (p. 822). Lambert (2007) again affirmed that, “documents are an essential source of information. Valuable information about certain episodes of development in the lives of people and transformation of countries and organizations is stored in documents either as written text or as visuals”. Considering the above, Prior (2003) states that, “documents do much more than serve as informants and can, more properly, be considered as actors”. Based on this argument, Grade 11 and 12 textbooks, together with other related texts, acted as informants and sources of evidence (Glazer & Strauss, 1967). The documents that I employed included textbooks, departmental syllabi and the pace setter, which was more of a lead determining what was to be done, when and for how long. However, in my case, I did not adhere completely to the pace setter because it was designed as if all the learners possessed the same intellectual capacity and operated at the same level, yet this was

not the case. For the purposes of validity, I examined the learners' written work and their scores for the various essays they attempted during the study. In addition, I assessed the class register so that I had an informed evaluation based on attendance versus performance. Additionally, lesson plans were critical because they formed the basis of how the intervention would progress. The success (or lack thereof) of a lesson did not imply that I had to relax. I would always note the strong points and weak points to improve on the next intervention phase.

Besides all these identified documents, I had my personal observation book to account for the progress of the 12 focal learners. Equally important, behavioural patterns that had a bearing on the learners' progress were also recorded in the diary. Furthermore, there were class lists which reflected the scores for the learners from Grades 11 to 12, which assisted me to check on the progress of the selected research participants.

Accompanying the mark lists was a diary, which was my bank for field notes, which I used to record all the daily occurrences that had either positive or negative impacts on the research. Each day had its own challenges. For instance, impromptu adjustments to the time table because of the food for learners that would not be ready, hence some would be affected by such shifts. Moreover, there were occasions where classes would be suspended because of South Africa Democratic Teachers' Union (SADTU) meetings. These drawbacks and other setbacks were recorded in the diary, to justify some prolonged periods taken to complete an activity.

Bailey (2007) notes that "official documents are compiled and maintained on a continuous basis by large organizations such as government institutions" (p. 294). He comments that, "it is of cardinal importance that the researcher evaluates the authenticity or validity and reliability of the documents" (Bailey, 2007, p. 317). Pertinent to the process of document study was their convenience, because every time I required them, they were at my disposal. For the entire duration of my research, I consulted these documents consistently because they were important to the success of my study. There were no artificial or staged elements because the intervention took place daily. The teaching and learning was not generic, but was guided by RtL principles. The data generated was natural and authentic. This is highlighted in the scanned sample essays under the data presentation section. There were distinctive passes registered from the cohort of learners. To uphold validity, the essays that were written were assessed with the help of the functional linguistic approach informed by Rose and Martin (2012). Essays by the 12 learners

were evaluated with the assistance of the Performance Criteria and Assessment tool, anchored within a functional linguistic approach (Rose, 2018).

2.19 Overcoming researcher subjectivity

Research is not immune to researcher bias, no matter the efforts that we put in place to curb it; however, precautionary procedures must be considered. Subjectivity and bias have some negative implications for data collection and analysis, particularly where the researcher is the one collecting, handling and refining the data. Nevertheless, researchers should subdue their individual biases by employing effective research methods during the process. This requires the researcher to own up to his or her own opinions and prejudices connected to the data that he/she will handle. According to Bogdan & Biklen (1982), the data collected make available a more comprehensive analysis of events that can be compared than even the most creatively disadvantaged mind might have conceptualized prior to the study. The issues that may call for attention may include the researcher's frame of mind during the data generation process, as well as the researcher's reflexive process. Junker (1960) confirms that biases and prejudices cannot be eradicated; however, what is required is the researcher's competence to create an equilibrium in the process of the research. Correspondingly, CARE (1994) asserts that all research categories whether qualitative, quantitative, experimental or naturalistic are a human action liable to similar failures of human activities. More so, CARE (1994) states that researchers are susceptible to inaccuracies. The researcher can err, and things can take a negative turn. Despite all the publicised defects of researchers to date, seemingly there is no tried and tested solution that ensures the removal of error and bias.

During the research process, I employed a diary to chronicle field notes, which I would consult whilst the study was in progress. Successes, failures and some intended solutions towards the success of the study were recorded. In addition to my own observations, prompted by my study, the Subject Head would routinely assess the learners' work as prescribed by the DBE. Despite only writing their signatures in green without any comments, I believe they were satisfied with the quality and standard of work. The twin processes of qualitative and quantitative data generation and analysis complimented each other, since they capped the breadth and depth of the case that was under study.

2.20 Further steps to overcome researcher bias

2.20.1 Selection of research participants: The main thrust of the research was to implement and evaluate RtL as a methodology to improve the literacy and academic skills of learners from Grade 11 till they got to Grade 12. Their teaching was informed by RtL principles for 22 months, until they wrote their DBE National Trial Examinations. The research participants were selected whilst doing Grade 10 for my MA in education. I selected disadvantaged classes which had a combination of problems that included the non-availability of an English teacher for the entire first term of the 2015 academic year; many of the learners were repeating the grade. The classes were benefitting from my study, because RtL's main objective is to provide social justice to the marginalized and disadvantaged. The goal of the intervention was to level the playing field so that the privileged and the underprivileged are brought almost to par. The selected group of learners was in a school situated in a township. Damaged infrastructure, drug use, poor socio-economic status, the absence of parental support and limited opportunities to interact with positive role models defined their circumstances. The school and learners were a window to some of the schools scattered around the township. To get an informed background of the classes, I interviewed the deputy principal, who gave an insightful explanation thereof. Noteworthy information from the interview included the fact that the DBE was slacking in its staffing duties, because it had not provided a teacher for English, a situation that lasted three years. He also attributed the non-attendance rates of other classes to the lack of an English teacher, because the English classes are the first scheduled for most days. He confided that this was a source of demotivation for the learners.

2.20.2 Data collection: To minimize researcher bias, my research process included interviews with the deputy principal, document analysis of learners' essays and the DBE-prescribed Continuous Assessment Policy Statements, syllabi and textbooks. I adhered to these documents because the research participants had to sit for a DBE-approved National Trial Matric Examination, the basis of which were these documents. Aiding the official documents was my diary, which was a record of all the field notes that had a bearing on my research. Included in the diary were accounts of success or failure at certain stages of the research process. Some of the drawbacks comprised unintended timetable adjustments that would result in discontinuity of lessons, particularly double lessons with one period after first break. Successful lessons were those after the first period, because most of the learners would be in class, but many others would be failures because the class would be half empty and I would be forced to repeat those lessons. With the help of my diary, I would always be reminded of those lessons that needed to

be revisited. The various methods of obtaining and analysing data resulted in triangulation. Below is a brief discussion of triangulation.

2.20.3 Triangulation: By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome weaknesses or intrinsic biases and the problems that come from single-method, single-observer, single-theory studies. Often the purpose of triangulation in specific contexts is to obtain confirmation of findings through convergence of different perspectives. The point at which the perspectives converge is seen to represent reality (Alexander, 2001, p. 2).

The process of authentication to improve validity of research finding is achieved by combining several perspectives as well as techniques. In my research, this meant combining semi-structured interviews, document analysis, RtL methodology and essay marks, and commenting on learners' work to reach a point of confluence on one design. The research was largely qualitative and had a quantitative strand to strengthen the findings.

In support is Cohen et al. (2008), who affirm that triangulation seeks to merge and validate findings through a variety of techniques engaged in the study of a phenomenon. Qualitative data collection and analysis was done through interviews with learners, and by reading their written essays, and quantitative data collection and analysis took place through the learners' essay marks, so this procedure illustrated the progression before, during and after intervention.

Since it was predominantly qualitative, this study's main goal was confirmed in the evaluative essays written across two years. This research was largely qualitative and this enabled it to give credibility to the phenomenon under study. It provided the much-needed significance because this provided the answers to the 'what' and 'how' and 'why' research questions. This was made possible by multiple research tools, which led to the generation of reliable and valid data that satisfied the requirements of the research questions. Most significantly, interviews enabled the unearthing of some of the information which may have had a positive or negative impact on the learners' abilities due to RtL methodology.

Cutcliffe and McKenna (1999) state that:

Confirmability 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. (p. 379)

The amalgamation of research techniques in the process of my study assisted in the minimization of intrinsic biases and eliminating the challenges posed by single-research approaches. If the learners were under pressure to perform, semi-structured interviews may have reduced their anxiety because this was a chance for them to talk freely and express their concerns about my teaching methods. The interviews were used to gather the participants' views which might otherwise have been excluded, not by design but by lack of knowledge. The semi-structured interviews illuminated data generated from the marked work and the comments accompanying learners' feedback. In the same fashion, Maree (2016) acknowledges that semi-structured interviews give room to the researcher to take note of emerging elements in the research. As such, prominence was accorded to qualitative aspects of the research, while quantitative research only occupied "the supplemental strand" Sandelowski (1996).

Triangulation, especially through interviews, assisted in getting clarity on some issues as highlighted in the samples of interview transcripts, thereby reinforcing findings confirmed through assessment rubrics and comments (Arthur, Waring, Coe and Hedges, 2012). The study findings from the learners' essays and their responses from the interviews were comparable, increasing confidence in the results (Lin, 2012).

The triangulation of data sources is important as "...qualitative research can be seen as research marked by reliance upon multiple sources of data rather than by its commitment to one source alone" (Cochran & Dolan, 1984, p. 28). The employment of assorted methods was motivated by the commitment to circumvent shortcomings in each of the paradigms (Cutcliffe & Mckenna, 1999), therefore supporting "depth and quality" of research findings (Begley, 1996, p. 688). Undoubtedly, this was critical to the study, since trustworthiness is envisioned as a heritage of significant equilibriums amidst interpretations (qualitative) whose origins are from some form of measurement (quantitative) (Cochran & Dolan, 1984), of participants' marks, written work, interview responses and frequency of the analysed concepts.

The principal component of triangulation was the ability to respond to 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 this research, marks, written essays and interviews related to these highlighted questions. The application of several methods was pragmatic, because the researcher was given the chance to find solutions to problems through the simultaneous application of both figures and words, as was the case with this research, although numbers were utilized at a lower scale.

The research was underpinned by triangulation and it adopted a largely transactional trajectory and subjective epistemology (Guba & Lincoln, 1994) “where the researcher and participants are assumed to be interactively linked, with the values of the research... inevitably influencing inquiry” (p. 110). The confirmation above corresponds with the main agenda of the research, which is to equip the learner with the necessary literacy and academic skills to fully participate in citizenry issues and move toward personal emancipation.

2.20.4 Analysing data to ensure reliability: After my research process, I possessed considerable quantities of data that required an inclusive design to arrange systematically. Having accumulated all the data, an intelligent way to organize both qualitative and quantitative information was required. Coding of interviews was called for, because these were conducted both during and after the data collection process. More so, essay marks needed better organization, because the essays were assessed by explicitly following the RtL analysis tool that analysed how different resources of language were manipulated and weighted. This was for an improved and thorough analysis, and a clear discussion of findings. To improve validity, learners’ essays were sampled and evaluated, so that conclusions were reliable. Rigorous planning and examination was demanded for the process to yield conclusive results. My findings were arranged based on how the research process unfolded. For example, responses that corresponded to the actual teaching informed by RtL principles. Associated to the responses were the learners’ samples of work and results of analysis, which helped to authenticate or disprove what the learners had highlighted in their comments. My choice for making the research largely qualitative was supported by this procedure. Figures were there but were not significant, although it does not imply that they were less important. They reinforced the rating on the application of linguistic resources in the process of essay writing. The procedure of data presentation is supported by Blanche and Durheim (2004), who affirm that triangulation is

critical in facilitating interpretative validity and establishing data trustworthiness. Triangulation may assist the researcher to assess how far the resolutions connected to qualitative data sources are reinforced by the quantitative aspect. In support is Maxwell (1996), who contends that triangulation “reduces the risk of chance associations and systemic bias and relies on information collected from a diverse range of individual teams and settings, using a variety of methods” (p. 93). Data collected from interviews and the essay presentations must be comparable. Furthermore, Joubert (2005) advocates that the concentration of the generated data in the process of the study is bound to carry weight, especially if it is analysed and evaluated against a complimentary frame of reference. Maree (2016) adds that, “data and information obtained should result in something new” (p. 42).

2.20.5 Being a teacher as well as a researcher: The challenge of being a teacher accustomed to the old school of teaching was likely to have negative implications for my research. I was a researcher who was trying to implement a new teaching methodology to improve an age-old practice, with the intention of uplifting the literacy and academic levels of a group of learners whose social and academic backgrounds negatively impacted on them. I was teaching while applying a unique and contemporary teaching approach, which was not so common in the South African education context. The methodology I was practicing was RtL, which had been proven to uplift the literacy and academic levels of disadvantaged learners such as those under study. However, temptations of resorting to the seemingly easy way of teacher talk would occur, but I always reminded myself of my position in the class. The reminders helped me maintain focus on generating data through the RtL approach. For the process to be successful, I remained chained to my research plan and objectives. This was made possible through consistent reflections so as not to deviate from research goals. I was constantly on guard to avoid the influence of my past experiences, so that my data generation process was not contaminated, so as not to compromise on trustworthiness. I tried to make it a priority that my past experiences did not affect my practice with the new approach, although involuntary actions at times cannot be ruled out. In any case, the interviews conducted with the learners were a guide and a monitor to allay my doubts, prejudices and anticipations.

In as much as collaborative endeavours are put in place to make sure that the research is spotless, there is no assurance to certify that the research is explicit and dependable. For the research to be credible, researcher neutrality is commendable with regard to the phenomenon under study.

2.21 Research ethics

According to Spring (2006), “ethical considerations in the context of research aim to seek out rules and regulations of behaviour that allow a researcher to operate fairly and honestly in the context of their study” (p. 142). Similarly, the Economic and Social Research Council (ESRC; 2009) states that “research ethics are the moral principles which provide guidance in how to deal with this complexity at all stages of the research cycle, from the inception of a research project, through to completion, publication and to the archiving and storage of data and samples” (p. 2). In the same way, Cohen et al. (2011) argues that “a major ethical dilemma is that which requires researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects’ rights and values potentially threatened by research” (p. 75). In the social sciences, like in my case, I had to be mindful of ethical issues at every stage of the research, starting with the system of accomplishing the intended outcome, along with data collection methods and the purpose of the findings upon completion of the research (Cohen et al., 2011). Resultantly, I had to adhere to many ethical considerations during the research process, especially with interviews.

The most significant ethical consideration that I upheld was the name of the school. This was done to protect the research participants, because the description of places along with the illustration of some unique traits may lead to the detection of the research participants’ status (Babbie, 2004). If there happens to be a slight link concerning the location of research participants, there is a likelihood of mistrust and future research processes may be impossible. It is in this regard that I used a pseudonym: Hills Secondary School.

The research involved interviews and these required greater sensitivity because the intensity of interaction between the interviewer and the respondent was greater (Farrall, 2006), (due to prolonged contact), “so too is the risk of disclosure of matters of a distinctly personal nature” (p. 11). Consequently, this naturally gives birth to the subject of confidentiality (when to disclose information to third parties) as well as interference (given that fieldwork may last several years) (Ward & Henderson, 2013). It is because of these facts that I was mindful of the safety of my research participants for the entire 22 months.

This research was part of a larger project that was under the auspices of the Further Education and Training Phase. The research was made possible by the permission granted by Rhodes

University in conjunction with the Department of Education at both provincial and district levels, through to the principals who are the gatekeepers of the school. According to Hagan (2006), gatekeepers are the people entrusted with the authority to give permission to a researcher to gain access to a research site (See appendix for letter from the University). However, I had to seek a school-based clearance. To make certain that consent was granted, I clearly outlined how I intended to carry out my research to the principal, teachers and learners, for the entire 22 months of my study. In addition, as an ethical issue, I informed the learner participants of the nature of my study, since they were the main stakeholders. I explained to them how far they would be involved. I illuminated to them that they would write and participate in all CAPS-designated texts and other additional exercises that formed part of the research. Again, I established that participation was voluntary, allowing withdrawal from the study, only requesting that they inform me should they decide to take such action. I assured them that aliases would be used throughout the research, even after the completion thereof. Moreover, I ensured that confidentiality would be maintained and participants would not be exposed to any physical or emotional dangers, or any form of prejudice. To maintain a high degree of ethical conduct, counsel was sought from Hill's (2005) principles, which are "autonomy/respect for the persons, beneficence, equality, 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" (p. 65).

2.22 Qualitative data analysis

According to Maree, (2016), "qualitative data analysis is generally based on interpretive philosophy that is aimed at examining meaningful and symbolic content of qualitative data" (p. 109). He reiterates that "it aims to attain how participants make meaning of a specific phenomenon through analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences to approximate their phenomenon" (p. 109).

The data generating process was, "an ongoing process and iterative (non-linear) process, implying that data collection, processing, analysis and reporting were intertwined, and not merely a number of successive steps" (Maree, 2016, p.109). The interim data analysis process allowed for the cyclic research process to be followed for trustworthy findings. The procedure gave room to noticing, collecting and reflecting (Maree, 2016). It was through this cyclical process that I could reflect on the data and fill specific gaps. In my case, this meant re-planning

the intervention process, bringing in additional resources to assist with scaffolding, and adding more activities related to the theme under discussion.

Post-instructional data collection from learners was followed up with interviews on how they experienced teaching and learning informed by RtL principles. In addition, they would evaluate how their essay writing and language skills had evolved in the past 22 months. In the same way, they gave an insightful reflection of the comments based on their work. The major reason for this was to get an informed assessment from the learner's point of view. Often, teachers have a tendency of writing comments that are void of guidance and motivation for the learner. Consequently, the learners continuously repeat the same mistakes, thereby hindering or delaying progress. In successful teaching, it is the feedback and motivation relayed to the learner through his/her work that acts as the first voice of guidance, before meeting them one-on-one. In support is Bruner (1978) when he says, "instruction is after all an effort to shape growth" (p. 1). Concurring is Vygotsky (1978) who acknowledges that growth is promoted to the next level with the help of the teacher, who is keen in shaping and promoting academic development. Comprehensive and motivating comments are a catalyst for the rectification and elimination of errors.

2.23 Limitations of action research

Despite the strengths of action research as an agent of emancipation, it has some shortfalls which are to be deliberated in brief. There are very few shortfalls attributed to action research. Firstly, action research focuses on problems, and is constantly searching for ways to comprehend a problem and strategies to solve it, resulting in missing opportunities to navigate other teaching alternatives which are external to the focused-upon problem Fanselow (1988). In a way, if the focus is diverted from the problem, there is an opportunity to experiment with other pedagogic strategies, which may result in helpful alternatives (Gebhard, 2005).

Secondly, persistently trailing an isolated procedure restricts exploring new teaching methods and it narrows the perception of problems. Although action research is procedural because it includes identifying a problem, doing preliminary investigation, reflecting, planning next actions based on reflection, and moving forward, it also limits the researcher in discovering unique teaching techniques outside this process (Gebhard, 2005).

In as much as these can be weaknesses of action research, the RtL methodology is a concoction of teaching styles which has been confirmed to overcome these.

2.24 Limitations of the study

Further research in a study is ignited by highlighting the limitations of other studies done. That may act as a driving force in designing better research strategies for improved results.

In this study, one major limitation was that I had to satisfy the dual roles of being a teacher as well as being a researcher concurrently. Even though I was both teacher and researcher, I was very cautious by putting in place several measures to minimise the likelihood of bias. As a first precautionary measure, I derived counsel from Rose (2018) to come up with a Performance Criteria and Assessment Tool for the analysis of the learners' essays for the two years of study. This boosted my research reliability because my tool was theoretically informed, appropriate for analysing and providing explanations on the learners' ability to manipulate the 14 identified linguistic resources which bear out ideational, interpersonal, as well as written meanings in argumentative and other creative writing genres. Although the tool seems reliable, the assessment of the competence of the learners in making use of the recommended linguistic resources remained subjective.

The Performance Criteria and Assessment Tool was in use for two purposes, since it brought in the sought-after guidance to illuminate how the identified linguistic resources could be exploited to craft a meaningful essay. Most importantly, learners had a scaffolding tool in the form of the Performance Criteria and Assessment Tool, whilst engaged in the individual writing stage of the RtL process.

Some learners may have had a well-grounded primary education or are from academically oriented households. This was an assumption because I did not carry out a survey to establish individual family backgrounds. It could so happen that, despite the school being in a township, there may have been some learners who were privileged to have had their foundations in well-functioning primary schools.

Similarly, the level of development of the learners' first language may have had a bearing on the levels of reading and writing. However, I did not measure how far they had developed. It is assumed that learners had been taught to read and write in their first language as prescribed in

the DBE curriculum for the foundation phase, and that it was then continuously developed as the learners' progressed in their schooling.

There were times when other subject teachers needed time to fulfil their curriculum requirements, hence some of the lessons for research had to be donated to them. At the same time, another serious drawback was learner absenteeism, especially towards the end of the term. This would force the cancellation of some of the activities, or at times fully suspend most of them. More, seriously there were some learners who needed extra time because their literacy levels were too low, hence time on a task had to be extended, thereby compromising the replicability of the study in a comparable context. However, Cope (2015) acknowledges that it must be noted that learning is not cast in stone and the rate at which learners learn varies regardless of being in the same environment or of the same age.

2.25 Conclusion

This chapter discussed the research methodology choices and processes and ethical considerations that were adhered to during the entire research process. Data generation processes were outlined and extrapolated in line with the research agenda. The first section justified my methodological choices and objectives. Furthermore, data collection tools qualified what was highlighted in the research design process and theoretical framework. The next chapter described Hills Secondary School, which was the research site. In addition, a discussion of data presentation and findings was attempted.

CHAPTER 3: LITERACY AND ACADEMIC LITERACY

3.1 Introduction

This chapter explores the idea of “literacy” and afterwards, “academic literacy”, providing the reader with insight on what academic literacy is in line with this study. This is not just a narration but an important part of illuminating the meaning of academic literacy in scholarly work. It is necessary to clarify academic literacy in the interest of this study, because there are multiple meanings attached to it depending on context. In addition to the unpacking of academic literacy, the concepts of “Discourse” and “discourse” are elaborated. Thereafter, the chapter is concluded.

3.2 Literacy and scholarly literacy

An illustration of the literacy picture regarding South African learners was highlighted in Chapter one. The focus was on both primary and secondary school learners to qualify the level of crisis that eventually manifests itself in tertiary institutions across South Africa. However, my focus is on literacy intervention in adolescents who are in high school, for a safe passage to university and other tertiary institutions. In this chapter, an exhaustive definition of the term “literacy” is going to be attempted. In addition, a discussion of what it implies to be literate is going to be attempted, to illuminate its complexities. Secondly, a comprehensive discussion of academic literacy is going to be carried out, because the term shall be used interchangeably with scholarly discourse during the study. In the process, two terms, “Discourse” and “discourse” are going to be discussed, because they will be referred to throughout the study.

3.3 Defining literacy

Terms such as those listed above are going to feature continuously in this study, hence they need a comprehensive discussion. In the process of illustration of the terms, literacy is explained in line with the study. Additionally, Dawkins (1990) posits that “literacy involves the integration of reading, writing, listening, speaking, and critical thinking. It includes the knowledge which enables a speaker, writer, or reader to recognize and use language appropriate to different social situations” (p.4). It is a prerequisite for one to have knowledge of the meaning of the terms highlighted, so that the researcher and those who read the research converge to establish a common understanding. A comprehensive discussion is essential because the concepts are contested in how they are presented in the context of the

study. The concept of literacy is illuminated to allay confusion of concepts and context. It is crucial to the study to have “literacy” and “academic literacy” clarified because they are often used interchangeably. The emphasis on explicitness is important because it dispels the wrongly publicised belief attached to literacy as merely the capacity to read and write, not knowing that there is more to it than just print.

According to Richmond, Robinson and Israel (2008), literacy is the ability to engage in “reading, writing and calculation for an individual’s own and the community’s development” (p. 18). In addition, literacy is one’s ability to interpret visuals, electronic media and other ways to comprehend and communicate to attain critical information that is dominant in a society and its culture. In the same vein, UNESCO (2006) expands upon literacy as, “a process of acquiring basic cognitive skills, to using these skills in ways that contribute to socioeconomic development, to developing the capacity for social awareness and critical reflection as a basis for personal and social change” (p. 147). Furthermore, Blake & Hanley (1995) assert that literacy is the ability to read and write to an appropriate level of fluency. However, it can be argued as to what exactly is an appropriate level, or what the terms “effectively” or “well” mean. “There is no universal standard of literacy” (Lawton & Gordon, 1996, p. 138). Besides, Williams and Snipper (1990) contend that, “the ability to read and write only well enough to function at a very basic level in a community can only be considered as ‘functional literacy’ or ‘low literacy’.” (p. 4). This is nowhere near the prescribed level for classroom literacy. On the contrary, Ginsburg, Sabatini and Wagner (2000) describe literacy as the “ability to understand and employ printed information in daily activities at home, at work and in the community to achieve one’s goals and to develop one’s knowledge and potential” (p. 10). Similarly, Gee (1996) posits that a literate person could implement an array of societal practices to keep social interaction in place. Gibson (1996) echoes similar views in classifying literacy as “a common sense social need” (p. 1). The nexus of the definitions highlighted above is the ability to read and write, but there are other forms of literacy which are going to be analysed for the benefit of this study. It is argued that if an individual possesses appropriate language tools to carry out his communal duties in society, he is classified as literate. On the other hand, it is debatable whether “low literacy” is associated with the ability to carry out societal functions if the level of literacy is rather basal. The narratives around literacy have proven to be complex, as highlighted by various scholars. Based on the above discussion, the sections below are going to attempt to unpack literacy in detail.

The subject of literacy is complex; however, Ginsbury et al. (2000) simplify literacy as, “a set of tangible skills – particularly the cognitive skills of reading and writing – that are independent of the context in which they are acquired and background of the person who acquires them” (p. 148). It is due to the concept of complexity that literacy is misconstrued in several disciplines, resulting in the birth of falsified information on how it is acquired and learnt. As a result, this prompted debate from various scholars on how literacy is developed, particularly in the field of Applied Linguistics and Language Education. In generic terms, literacy has come to mean the ability to read and write, but this is too thin. There is knowledge on how to count, interpret road signs and other things. More so, literacy is interpreted differently in the technological world, for instance, the ability to use a computer and other electronic gadgets. How one can use them is classified too; it can be basic or advanced. The thread of classification has roots in the approved levels of literacy in various fields; however, the benchmark is scholarly literacy. For one to be certified literate, one must meet a set standard within a field. In most cases, the general populace operates at the functional level of literacy needed to fulfill societal needs. According to Williams and Snipper (1990), “functional literacy” is the ability to read and write to meet the requirements of the society one resides in. As stated earlier, this may simply mean being able to read a prescription, signs within buildings, instructions on machines, road signs, newspapers and the writing of bank documents. Based on the discussion, functional literacy is perceived differently in different contexts, because of the different levels of technological and human resource advancement. Therefore, this has brought about the introduction of “high literacy” and “low literacy”, or the distinction between persons of “restricted literacy” and “full literacy” (Gee, 1989, p. 39). The development of higher mental skills is a result of the maturation of low literacy to high literacy (Rose & Martin, 2012). In line with the argument above, various types of literacy are in action within diverse communities of practice. As a result, they impose differentiated social, mental effects on the divergent compositions of people through communal and cultural contexts. In addition, Gee (1989) concurs that “literacy should be considered as a set of practices that enable the use of language to make sense of social interaction. Such a coherent set of practices is referred to as ‘Discourse’. These ‘Discourse’ practices are integrally connected to the societal or cultural grouping’s worldviews and sense of identity” (p. 39).

According to Govender (2011), simple, unsophisticated and indifferent comprehension of literacy generally “assumes that being literate is a matter of mastering the three R’s: reading, writing and arithmetic” (p. 16). This perception is not part of the contemporary concept of “New Literacies” (O’Brien & Scharber, 2008; Antonacci & O’Callaghan, 2011), which is currently

embracing mixed media such as print, film, music, technology and art and many others. Additionally, and less agreeably, there are communities whose knowledge is not disseminated or developed through print, but verbally or through multimedia; some farming communities for instance, are presumed literate because their members are able to function in said communities. In the same vein, Gibson (1996) refers to the case of blacksmiths and farm labourers, who carry out their duties diligently despite not using any printed text to learn their trades. They are still referred to as literate regardless of the skills required to carry out duties not confined to that ‘Discourse’ are not in any way acquired from conventional ‘literacy discourse’ practices.

In this study, the definitions of literacy and academic/scholarly language are specified for clarity. Again, this is to illustrate how contested literacy is and to seek clarification on what it entails to be literate. Furthermore, the expansion is to give insight into the factors that act as impediments to gaining expected literacy levels at certain stages during the learning process. Additionally, it is to outline and discuss the limiting factors for learners whose households and societies have less access to scholarly approved literacy practices. As discussed in Chapter one, progress in the global community hinges upon possessing the approved level of academic literacy. Functional literacy or low literacy constitutes a harsh reality faced by learners in terms of limiting employment opportunities. In this regard, South Africa finds itself in a very risky state, because of high levels of inequality which are worsened by unprecedented levels of unemployment, coupled with restricted levels of literacy. Being successful in scholarly literacy is assessed by how far one can go in terms of reading and writing according to prescribed standards. Similarly, Mqgwashu (2011) states that success hinges upon “students’ ability to produce discipline-specific and acceptable quality of written work, either as assignments or during examination periods” (p. 161).

The global society has approved a certain kind of discourse, which determines how far one can progress up the social ladder. Gibson (1996) confirmed that “influential discourses of society construct literacy as a common-sense social need”, (p. 1). The ability to be an eloquent speaker or good writer opens up avenues of employment in the global village, simply because one is labelled highly literate and is meeting the stipulated requirements of the employer. On the contrary, the inability to read and write at the prescribed standards is a hindrance to accessing employment, because one is deemed to possess low literacy. These two conditions are sources of inclusion and exclusion from spaces of power. This is a testimony to the state of the modern world, where your level of education determines how far you can go in terms of penetrating

spaces of power. However, this is delusional because it is a disservice to the business world, as there are individuals who receive on-the-job training yet can do the job more efficiently than someone with a high-level qualification. A case in point are artisans, whose expertise is sometimes incomparable to those with multiple qualifications in the same discipline. My argument for adoption of the term “delusional” is based on the fact that those who are able, yet lacking paper qualification, are denied the opportunity to contribute meaningfully in this contemporary society, where ability is seen as the possession of certain qualifications and a certain level of eloquence in English. These limitations are a common feature in South Africa, because of limited progress and a seeming lack of will in supporting the full implementation of the LiEP [1997]. The LiEP of South Africa and how it is neglected to the detriment of literacy development is discussed below.

3.4 Literacy and language in education policy in South Africa

Transformation in political administration is often associated with radical changes in the educational disposition of a country, and one outstanding example is the post-apartheid educational transformation in South Africa, the emphasis of which was the introduction of the Language in Education Policy (LiEP) in 1997, by the Department of Education. It was to be of assistance to the educational needs and promotion of indigenous languages. The introduction of the policy was in tandem with the National Educational Policy Act of 1996.

The purpose was to make education accessible by all population groups and to get rid of the deleterious effects of Afrikaans and Bantu education. Above all, it was to make sure that all population groups achieved similar levels of literacy.

According to Shohamy (2006), LiEP “is a mechanism used to create de facto language practices in educational institutions, especially in centralized educational systems. LiEP is considered a form of imposition and manipulation of language policy as it is used by those in authority to turn ideology into practice through formal education” (p.76). South Africa is such an example, as the language of teaching and learning was a contentious issue and remains so today. Literacy levels in the country are being affected by the debates centred on home languages and English.

There is a set procedure for implementing the Language in Education Policy of a country. Again, Shohamy (2006) outlines the specifics which include; “which language(s) to teach and learn in schools? When (at what age) to begin teaching these languages? For how long (number

of years and hours of study they should be taught? By whom, for whom (who is qualified to teach and who is entitled or obligated to learn) and how (which methods materials, tests etc.)?” (p. 76).

The answers to these questions are stated in the Language in Education Policy of a country. The South African Language in Education Policy gave equal status to all the eleven South African languages. The following were the conditions of the policy:

- All learners shall offer at least one approved language as a subject in Grades 1 and 2.
- From Grade 3 (Standard 1) onwards, all learners shall offer their LoLT and at least one approved language as subjects.
- All language subjects shall receive equitable time and resource allocation.

In addition, clarification on the requirements to be fulfilled in language for one to proceed to the next grade are extrapolated below:

- In Grades 1 to 4 (Standard 2) promotions are based on performance in one language and mathematics.
- From Grade 5 (Standard 3) onwards, one language must be passed.
- From Grades 10 to 12, two languages must be passed, one on first language level. At least one of these must be an official language.
- Subject to national norms and standards as determined by the Minister of Education, the level of achievement required for promotion shall be determined by the education department.
- Policy: Language of learning and teaching. The language(s) of learning and teaching in a public school must be an official language(s).

According to the South African Constitution, “language” means all official languages recognized in the constitution, including South African sign language.

Although this is clearly clarified in the constitution and various educational documents accessible to all who participate in education, the will to implement these premises seems to be lacking in all those concerned. Political figures accompanied by their counterparts in the

educational offices of authority use every available opportunity to preach policy despite their lack of concern. The situation in schools is contrary to what is stated in the policy. There seems to be a disparity in the allocation of needed resources for teaching and learning. Several cases of schools without textbooks and stationery have been reported in the media. Again, schools appear to be defying the prescribed policy requirements, especially on the use of home languages as a medium of instruction. In support is Tshotsho (2013), “practically speaking English and Afrikaans still have a higher status than other languages. The value attached to these languages even by the blacks themselves, undermines the survival of African languages. The result is that many black South Africans make English their language of choice as a medium of instruction” (p. 40). Similar thoughts were reiterated by Bengu (1996) in arguing that learners have the autonomy to choose their language of instruction.

Despite policy, there is bureaucracy around the availability of a language not offered in a school; for example, where there are fewer than 40 requests in Grades 1 to 6, or fewer than 35 requests in Grades 7 to 12 for instruction in a language not already offered by a school in a district, the head of the provincial department of education will determine how the needs of those requesting this will be met (Sibanda, 2012). It is in such situations that instead of depriving learners of the opportunity to learn because of the non-availability of an indigenous language, strategies to enhance reading and writing skills should be implemented to ensure that learners can access the curriculum.

The continuous failure in the implementation of the language policy is further explained by Tshotsho (2013, p.40):

...the practical implementation of this is not feasible in the foreseeable future since there are no books written in indigenous languages and there is little enthusiasm among African home language speakers to use indigenous language as a medium of instruction. At present, 80% of the South African population choose English as the language of learning and instruction.

Again, Tshotsho (2013) reiterates that black parents regard English as more critical compared to indigenous languages. They appear not to mind the challenges the learners face when learning English and learning through English. Appearing to support the narrative above is Alexander (2005), who posits that:

...it is in everyone's interest to learn the dominant language of power since this will help to provide equal opportunities in the labour market as well as in other markets. In post-colonial Africa, this has led to almost complete marginalization of local languages of the people and valorisation of English, French and Portuguese in the relevant African states. (p. 4)

Evidence from studies in South Africa indicates that the LiEP has been snubbed, with most parents voicing their disapproval of mother tongue in preference of exposing their children to English (DeKlerk, 2002; De Wet, 2002; Moyo, 2001; Skuse & Ward, 2003). This situation leaves learners in a quagmire, despite being given the power to select a language of learning by government policy. The high status accorded to African languages has been relegated and restricted to policy pronouncements, because seemingly nothing is coming out of it.

In the same vein, the progression in the use of indigenous languages as a mode of instruction is being thwarted by parents' negative attitude towards them, the multiplicity of languages, presence of multi-ethnic populations in cities, indigenous languages being technically underdeveloped (their standard written forms archaic, limited and context-bound needing to be modernized, regularized, codified and elaborated), inadequate manpower and material resources, the high costs involved in educating learners in indigenous language (large-scale projects on revision of their spelling and orthography rules, elimination of dialectical variations, lexicography and terminology development, and codification of their grammars), among a host of other restrictions (Sibanda, 2012). The solution lies in "children being equipped as early as possible with good command of English, since that is the language through which their educational performance will be judged" (Tshotsho, 2013, p. 42). Such a bilingual situation adds an additional language without compromising the survival of the indigenous language. It is against this background that approaches such as RtL can be included as part of packages in the national curriculum to develop literacy in South African schools.

In as much as the intention of the LiEP in South Africa is positive, there is a need to improve the teaching of literacy, especially in English. The reason being the prolonged time it is taking to get the various textbooks needed for the various subjects in the prescribed home languages. The adoption of such initiatives will allow learners to develop on par with their middle-class counterparts, who learn in well-resourced schooling institutions. There may be arguments for

home language schooling in all subjects, but this is like going against the tide in terms of the way the global economy is shaping. It is against this backdrop that Mqgwashu (2017) posits that the fight for equality of African languages continues to be an unconquerable task.

This is not a challenge for South Africa alone; other countries are facing the same issue and they are acting. As a result, it appears that several countries are hiring English experts to teach in their schools, and South Africa is no exception. In asserting the above, Alexander (2005) argues “unless African languages are given market value, i.e. unless their instrumentality for the processes of production, exchange and distribution is enhanced, no amount of policy change at school level can guarantee their use in high-status functions and, thus, eventual escape from the dominance and hegemony of English”.

We have understood for many years that the language-medium policy caused cognitive impoverishment and consequently, necessitated investment in compensatory, “on-the-job training by the private sector to enhance the trainability of the just-from-school recruits” (Alexander, p. 9). Based on the argument above, the situation seems to be getting worse daily. The decision adopted by organisations to do on-the-job training is an indication that the literacy levels of high school graduates are compromised. Therefore, there is a need to improve the way English is taught in schools, especially to adolescents, who are at the cusp of going into the job market and tertiary institutions. It will be tantamount to committing academic genocide if new and better methods to develop literacy in high schools are not adopted. This is not just general literacy but academic literacy, which holds the key to academic progress. The section below offers a comprehensive discussion on academic literacy.

3.5 Academic literacy

It seems that no debate on education in South Africa concludes without mentioning the disappointing academic literacy levels of students in schools and universities as earlier mentioned. Although studies have been done and statistics exposed, solutions to mitigate the problem seem elusive. The current set up seems to be rewarding those who had solid pre-school and foundation phase teaching and failing those who had inadequate primary school education due to poverty (Equal Education, 2017). There are still high levels of non-readers in both primary and secondary school. This is accompanied by a high drop-out rate from universities. The statistics are outlined in Chapter 1.

According to Equal Education (2017):

The root of matric underperformance lies in poor quality early childhood development and foundation phase education. Learners who cannot read fluently by the end of Grade 4 cannot engage with the rest of the curriculum in meaningful ways. This is primarily because in Grades 1-3 the curriculum focuses on learning to read and from Grade 4 there is a shift to RtL. For most of the learners, passing matric well and potentially obtaining a university degree is largely unattainable by the time those learners reach the end of Grade 3. (p. 1)

The culture of scholarly literacy is engendered in the learners at foundation phase and during the home reading sessions. It is during this time that learners get accustomed to scholarly language. Yin (2003) defines academic literacy as the ability to comprehend information presented in various modes, to paraphrase, to present information visually, to summarize, to describe (e.g. ideas, phenomena, process, changes of state), to write expository prose (e.g. argument, comparison and contrast, classification, categorization) to develop and signal own voice to acknowledge sources, and to form basic numerical manipulations.

Academic literacy is a combination of skills that are pertinent for one to progress in school. In this study, my focus is on academic literacy development in a high school, with a cohort of learners whose teaching was informed by RtL methodology from Grades 11 to 12, so that they can read and write according to the dictates of various genres prescribed in the curriculum. In the process, they are required to apply the prescribed conventions of the various academic genres. Learners need to shift from daily literacy practices to prescribed academic literacy conventions.

According to Lea, (2004) academic literacy "... is not a unitary concept; reading and writing – literacies – are cultural and social practices and vary depending upon the particular context in which they occur" (p. 740). More so, Street (2009) explains it as, "a kind of written world, with a set of conventions, or 'code' of its own" (p. 2). In the context of my study, there are different genres prescribed in the English First Additional CAPS curriculum for all grades. However, my focus is on those prescribed for Grades 11 to 12. The success of the learners is determined by their ability to speak the language prescribed by the curriculum, practicing certain ways of knowing, "evaluating, reporting, concluding, and arguing that define the discourse of the

academic community” (Batholomae, 1985, p. 623). The ability to employ the stated skills is evidence of being able to satisfy the requirements of the curriculum, and that will translate into passing of school and matric examinations. It is argued that an academically compliant learner is one who can read an academic text fluently with comprehension and be able to write a similar text coherently in the prescribed genre. This is the benchmark in South African schools for one to be academically successful.

It may be viewed as discriminatory if my discussion on scholarly literacy alienates the home language of the learners. However, my attention is not on home language, but limited attention is accorded to the nexus between the home languages of many South African learners and academic literacy development. In the discussion, the aforementioned limitations are given undivided attention, because focus must be maintained on the actual study. Evidence therefore indicates that academic literacy contains:

...a specific set of ‘discourse’ rules and regulations, influenced by written forms of language, and used primarily at institutions of secondary schooling and higher learning, students not able to fully embrace and utilize this ‘discourse’ are disadvantaged. (Leibowitz, 2001, p. 2)

The learners who become victims of lack of preparedness are the working-class children, whose primary Discourse is divorced from the Discourse of the classroom. These are the victims of a society that is continuously transforming. The main disadvantage will be the learners’ inability to cope with the language of technology and economics.

The advance of technology has brought about a new form of literacy other than the printed text. As a result, Van Schalkwyk (2008) and Ken (2000) confirm that academic literacy extends beyond the capacity to read and write. They argue that it embraces the capacity to read and develop ideas by writing, deciphering content knowledge from print and technological sources. Furthermore, evolving critical thinking allows the expansion of learners’ understanding of themselves and their world.

In accordance with Hyland (2009), academic literacy constitutes structured and prescribed ways of applying the language made available in academic spaces such as learning institutions. Gee (1989) repeatedly defines discourse as “connected stretches of language”; however, these

linked “stretches of language” are experienced as expanded “Discourse” which becomes a label used by a group of people, for instance, medical doctors (p. 6). As earlier stated, classifying genre, ‘academic discourse’ is not monolithic, it varies as community of practices increases. Kutz (1986) posits that “academic literacy is not cast in stone; whose traits remain the same. Instead, they are ever changing and vary from one discipline to the other.” (p.34). On the other hand, there is institutional academic discourse that is prescribed to suit the different needs of the organization. In addition, organizations have various units that have their own sets and conventions through which they examine their learners. In support is Kern (2003), who asserts that, “academic literacy is viewed as an elastic concept, its meaning varying according to the disciplinary lenses through which one examines it” (p. 23). Again, as highlighted, every genre has its own set of conventions that are prescribed, and so too do genres for various disciplines.

Regardless of this exhaustive discussion of academic texts and discourse, still it falls short of satisfying the requirements of the term “academic discourse” in line with my study. Gulliver-Brown and Johnson (2009) presented academic literacy as a complexity of skills or languages used in specific educational disciplines. This implies that one’s competence in reading and writing is considered. Furthermore, the ability to think critically results in the achievement of freedom of thought. Critical thinking is a rich source of effective, balanced judgement as one progresses with the academic journey. This is evident as one puts ideas into writing, especially academic essays of different genres. It has been proven in the discussion that cognitive and language abilities are a necessity in academic literacy expansion. It is against the backdrop of this assertion that listed, intertwined aptitudes are brought to the fore by Ratangee (2007, pp. 24-25), and VanDyk and Weidman (2004, pp. 16-17).

- Understanding academic texts, demonstrated through the composition of similar texts
- Identifying and constructing diction and discourse markers in line with context and text
- Pinpoint the thesis statement/argument, lead sentences and corroborative ideas
- Establishing and tracking intellectual discourse conferred in texts
- Comprehending ideas illustrated and appraising facts presented as backing the ideas
- The ability to reason out deductions and outcomes in line with vigour of the ideas
- Construing facts illustrated in viewable arrangement
- The capacity to critically read and dichotomise between information and the writer’s prejudices

- Competence in primary numeral ideas and data illustrated in figures through tables and graphs
- Recounting reality and giving an account of events
- Presenting written pieces of work that surpass conventional composition but are an epitome of ingenuity and criticality

The points above imply what it is to be academically literate. Academic literacy is a combination of skills that, if mastered, are applied unconsciously in scholarly work and according to the specifics of the genre. In support are Ballard and Clandy (1988), who argue that “academic literacy is not limited to the ability to write essays that show a clear argument, with analytical reasoning, an element of criticality and subject relevance” (pp. 7–8). The capability to manipulate specific genre conventions reflects academic literacy.

It is evident from the discussion above that academic literacy involves numerous skills, which include situated language use in specified academic settings, proficiency in reading and competency in writing, advancement in intelligent thinking capacities, independent learning, sound literacy routines, the expertise of academic writing traditions, and an assortment of many other skills. As a result, an academically literate learner could manipulate language to come up with essays that have an explicit argument, proof of critical thinking and intelligence. In addition, there is testimony of subject relevancy conjoined with the ability to conform to the rules and conventions of specific genres. In the interim, one could go beyond the set parameters should the situations be favourable.

To position this literacy study in its rightful space, there is a need to elucidate literacy development in secondary schools in South Africa, since the study is within this context. Holistic literacy development of learners occurs when the content taught is informed by the curriculum goals and objectives (Jacobs, 2015). It is a widely held assumption that second-language learners are always found wanting when it comes to English literacy advancement. Due to the challenges encountered in the teaching of English, some teachers end up teaching grammar through rote learning, which is devoid of literacy development.

The interventionist approach adopted by this study focuses on effecting RtL as a tool of literacy development in English. This primarily involves the teacher and the way he teaches and entails not seeing the learners as the problem. The main thrust of this study is to do away with the myth

that adolescent learners cannot be assisted out of the quagmire of illiteracy. The process succeeded because the barriers impeding literacy development were discovered during a similar study, when the learners were in Grade 10 in 2015. The identification of these barriers resulted in the effecting of an RtL interventionist approach for a period of two years, from 2016 to 2017. Learners' schooling was informed by the principles of RtL for the two-year intervention period.

RtL is a combination of various literacy development skills that provide support in developing the curriculum-prescribed literacy skills in learners who have been disadvantaged by their backgrounds and schooling systems. The skills highlighted by Ratangee (2007) and Van Dyk (2004) are prerequisites for literacy development and they are instilled in learners through teaching informed by RtL constructivist principles. The main thrust is to make learners apply language for meaning making, knowledge of self and power, and leading to knowledge. In the same vein, it illuminates how subject areas function as spaces of influence, allowing passage to knowledge of language suitable in specific genres. Learners master the languages of different genres through persistent scaffolding from the more knowledgeable other throughout the learning process. It is a continuous process because some learners relapse into their Zone of Proximal Development (ZPD) and the teacher should therefore scaffold them so that they are independent again and enter a new ZPD. Most importantly, the process promotes the expected reading and writing standard because of expert guidance and modelling. According to Jacobs (2015), genre-specific literacy development is best implemented through teaching within the context of the genre by the teacher or MKO, who are masters or at least more knowledgeable in the Discourse and knowledge construction of specific communities. Therefore, scholarly literacy for academic achievement ceases to be commoditized but treated as socially constructed. Furthermore, reading and writing are no longer treated as entities that exist in a vacuum, but are situationally oriented relating to specific practices. Learners therefore develop scholarly literacy through explicit assistance in identifying literacy conventions, genre characteristics and meaning-making processes. This conclusion refutes literacy development as the mastery of certain cognitive skills, which can be smartly applied to new contexts with minimized challenges (Street, 1984).

3.6 Discourse (D)

Gee (2012) defines "Discourse" as "ways of behaving, interacting, valuing, thinking, speaking and often reading and writing, that are accepted as instantiations of particular identities (or kinds of people)" (p. 3). In providing an identity, one is placed in a particular group. Discourse goes

beyond language or being a language, it embraces patterns of language use. Additionally, Discourse describes how one presents himself in a community or “forms” of being. This pulls together our language, acts, principles, mind-sets and social identities. More-so ‘Discourses’ are conduits of ideologies within ‘Discourse’ community thereby ascertaining what is appropriate or not in that community. Therefore, in line with this research, Discourses approved in schools have certified ways of doing, saying, valuing and believing which determine success or access to valued community spaces and events. It is against this background that the user of “discourse” shows his or her assimilation (or lack thereof) into the dominant “Discourse” community.

3.7 Discourse (d)

In line with the above, “discourse” as pronounced by Gee (2012) embodies ways of doing, saying, being, valuing and believing specific to the community that the discourse is situated. In Subsequently, a schooling discourse is grounded on the capacity to read, write and exercise critical thinking among a host of skills. For the purposes of this research, “discourse” is “any stretch of language use” (Gee, 1990, p. 103). The language can be spoken or written. This language forms the basis upon which members associate and it enables members of the community to identify with each other. Above all, the use of this language is situated to imply that “it is tied to an individual’s experiences relative to the ‘Discourse’ they use in the language” (Mackay, 2003, p. 4).

The development of these distinct language patterns gave birth to conventions which have to be adhered to as directions. The non-fulfilment of the discursive rules that determine what is accepted in school Discourses may come between the speaker and the community, thereby restricting the type of success expected in school. Taking into account the discursive access practices, it comes as no surprise that not all learners satisfy all the demands of formal educational practices. In the case of South Africa, learners from disadvantaged communities and other similar circumstances learners may find it difficult to blend into Discourses practiced at school (Boughey, 2002). In addition, Kaap (2006) states that this could be a result of environments that have fewer similarities with school literacy routines.

It is as a result of this premise that Bernstein (1990) argues that failure to satisfy curriculum dictates should not be blamed on the learner’s language inadequacies, but the curriculum practices which are a source of segregation. Therefore, the remedy to such is to make accessible

the Discourse of the school, to assist learners in grasping how the language thereof is used in a more formal and accepted context to transmit meaning. Along these lines, discursive conventions may be a limitation on accessing the dominant literacy practices of the school. Because of these drawbacks, the purpose of this study is to make available pathways to the school Discourse. This happens through RtL intervention, which constitutes preparing specific knowledge about how to write efficiently for assessment functions.

3.8 Discourse and discourse equal access and inaccess

It is pertinent to note that the dichotomies between primary Discourse and the discourse of school play a major role towards formal access and lack of access to education. According to Gee (1989), primary Discourse is that which is acquired from family friends and it resembles our natural way of being. It is a mirror of our primary socialization in the formative years of our lives. Primary Discourse is acquired through our primary socialization early in life, in the home and peer group. This initial discourse is the one we first use to make sense of the world and interact with others. Rarely is there formal instruction involved; learning occurs spontaneously.

However, a secondary Discourse blends the above with further improvements beyond the immediate family and friend groups. It is called non-home-based Discourse, because its mastery is through community and public sphere social institutions such as businesses, organisations and schools. Along the same lines, Gee (1989) posits that secondary Discourses have prescribed structures and protocols that should be followed to gain access to them, commanding particular ways of speaking, acting and doing.

The two types of Discourse are acquired at different times. A person acquires primary Discourse through early socialization in the family and through friends. On the other hand, secondary Discourse is through organised instruction with assistance of the more knowledgeable other (MKO), such as a teacher or instructor, who has advanced knowledge of the secondary Discourse and ways of doing, saying, believing and valuing within it (Gee, 1989). In the same fashion, Gee (2002) argues that, “anything beyond our primary ‘Discourse’ which we acquire later in life (after early socialization) includes the way we use language, the way we feel, think, act and interact in a more public community” (p. 161), thereby forming secondary discourse. The impact of the acquisition of primary and secondary discourse on access to the prescribed ways of the school curriculum is illuminated below.

3.9 The learning and developing of primary and secondary Discourses

It is important in the context of this study to assess how the acquisition of primary and secondary Discourses impacts learner achievements in school. This is pertinent because, when the Discourse of the school has similarities with primary Discourse, the chances of success of the learners are high (Gee, 1999). Furthermore, Bernstein (1996) argues that the Discourse that dominates the lives of the middle class and upper class is the language that features in the classroom. In the same vein, these are the individuals that appear to have an upper hand in accessing better educational opportunities, because the linguistic varieties that are promoted at home give them an advantage at school (Kaap, 2006). This is in contrast with their peers who are from the working class, whose linguistic varieties have less or do not possess any similarities with the language of the classroom. As a result, access and progress in education is limited because they struggle to cope with the language of the classroom (Heath, 2006). In the same vein, Delpit (1986) argues that:

...children from the middle-class homes tend to do better in school than those from non-middle-class homes because the culture of the school is based on the culture of the upper and middle classes – of those in power. The upper and middle classes send their children to school with the accoutrements of the culture of power; children from other kinds of families operate within perfectly wonderful and viable cultures, but not cultures that carry the codes or rules of power. (p. 25)

The divide that exists because of socioeconomic disparities forces learners to experience challenges in acquiring ways of doing, saying, being and valuing that facilitate a rewarding entry into and development in formal schooling (Rose, 2005). The language promoted in school is secondary Discourse (Gee, 1989).

3.10 Conclusion

The chapter has provided an audit of the ideas behind literacy and academic literacy. The complete discussion of these concepts can only be fulfilled through analysis of Discourse and discourse, because they provide a comprehension of an academically literate person. In that regard, the chapter was introduced with illumination/illustration of literacy and academic literacy and their definitions in the context of this study. Chapter 4 will be an overview of the

theoretical lenses informing the study and a brief discussion of literacy development approaches.

CHAPTER 4: THEORETICAL AND CONCEPTUAL LENSES TO ENGAGE WITH THE PHENOMENON

4.1 Introduction

The previous chapter submitted the ideas of literacy and academic literacy in light of the study. This chapter engages in an insightful discussion of the theoretical and conceptual lenses applied to engage with the phenomenon under study. Given the fact that the RtL methodology integrates ideas from Bernstein's theory of pedagogic discourse, Bruner and Vygotsky's social learning theory and Halliday's systemic functional linguistic theory, this chapter covers the ways in which the three theories shape the analysis, interpretation and discussion of data in the study. The chapter discusses how RtL is informed by Vygotsky's sociocultural learning theory, mediation and cultural tools, principles of scaffolding, Systemic Functional Linguistics, and Bernstein's pedagogic discourse. In addition, there is a discussion of how genre theory promotes the RtL agenda. The chapter concludes by giving a brief discussion of some literacy development approaches.

4.2 Vygotsky's theory of sociocultural learning

Learning within the precincts of sociocultural theory is a result of guidance and support of the novice learner and it is a dialogical process placed in a social context (Daniels, 2001). This implies that knowledge is a social construct and learning is the product of shared contexts, which plays a vital role in mediating learning. In the same vein, Vygotsky (1978) propounds that the twin processes of teaching and learning are social activities that manifest themselves among social actors in socially constructed scenes like schools and other learning institutes.

Therefore, Gibbons (2006) highlights that the cooperation between the teacher and the learners is a dialogical procedure, utilising language as one of the principle tools of mediation between the concepts to be learnt and the novice learner. Furthermore, Vygotsky (1978) argues that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (p. 88). Vygotsky views learning not as a product of the learner's personal effort, but a consequence of both biological and social interactions within defined cultural settings. Cultural tools that are pertinent for a holistic function in the society are acquired through social interaction. The same type of tools are the ones necessary in sharpening the communicative abilities that are crucial in accessing advanced learning

strategies. Additionally, the same cultural tools are defined in Bernstein's "restricted" and "elaborated codes of consciousness" (Bernstein, 1990, 1996).

Bruner (1996) states that "...learning and thinking are always situated in a cultural setting and always dependent upon utilization of cultural resources" (p. 4), thereby creating new knowledge. In support are (Mercer & Howe, 2012), who reiterate that:

Knowledge is not just an individual possession but also a creation and shared property of members of communities, who use cultural tools (including spoken and written language), relationships and institutions (such as schools) for that purpose. (p. 12)

The comprehension of the sociocultural dimension of the way one thinks, and the processes of learning and development are made possible through the holistic acceptance of individuals as products of historical factors that shape their being. It is with regard to the arguments acknowledged that the conduit to learning is the dialogic process embracing the synergy between learners and teachers, tapping into the developments influenced by history, cultural artefacts, social routines and communities where educational institutions are housed. As such, the success or lack of learning is a result of the quality of interactions in place, and the individual learner's personal efforts or the instructional strategies of the teachers (Rojas-Drummond & Mercer, 2003). This is contrary to the beliefs of the progressivists, who are strong proponents of the accumulative model built around Piaget's (1928) stages of development.

The current South African Curriculum Assessment Policy Statement (CAPS), which is in use, is crafted around progressivist principles. Francis and Wedekind (2005) oppose the progressivist approach by confirming that their pedagogical approaches are in favour of the middle-class and the elite, thereby discriminating against the working-class majority and perpetuating the status quo. This reproduces the stratified socioeconomic order, which is the reason for the wide achievement gaps experienced in various schools. Consequently, Rose and Martin (2012) point out that the gap between better performing learners widens further, because literacy and academic progress are individually determined. The better performing learners continuously progress even further, and the poor performers are doubly disadvantaged because they may not receive remedial attention from the teacher. This could be one of the reasons why the achievement gap between the learners may not be reduced. Achievement gap is the disparity in performance between the various cultural groups within a classroom.

The graphs below reflect current pedagogical practices, as propounded in the CAPS curriculum. Figure 1a reflects progressive pedagogies and Figure 1b is one influenced by Vygotsky’s sociocultural theory, as embraced in Reading to Learn (Rose & Acevedo, 2006). Graph 1 represents the cohort of learners whose teaching is informed by progressivist principles and 1b is of learners whose teaching is informed by RtL principles.

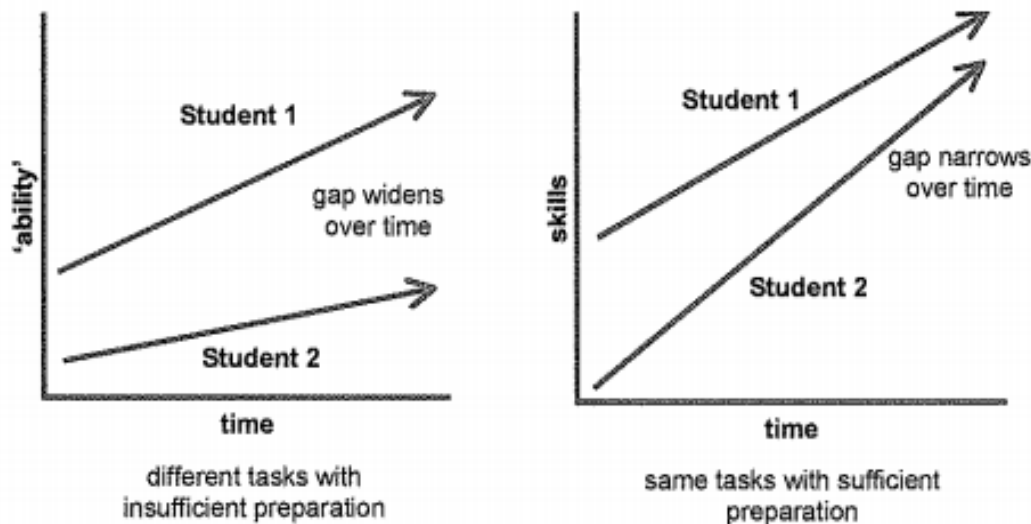


Figure 2(a,b): Student literacy performance. (Source: Rose & Acevedo, 2006, p. 37.)

If the results confirmed in the first chapter of the thesis are anything to go by, they illustrate disturbing trends in the literacy performance of learners in South Africa, as established through Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ), and the locally generated Annual National Assessment (ANA). As such, Vygotsky’s sociocultural theory takes precedence in addressing the problem of illiteracy pervading the marginalised majority.

According to Vygotsky (1978), every child in a learning situation deserves to be treated as an entity whose learning styles are unique. This is because the kind of epistemology, together with the skills necessary to learn, are different for every learner. Therefore, the process of learning must take cognisance of the learners’ experience, which may include previous concepts learnt in the class, as well as societal knowledge, which may provide insight and meaning into new concepts and illuminate new experiences.

It is against this background that differentiated learning and assessment practices come into effect, because learners may be having different challenges. For this reason, the teacher has to invest a significant portion of their learning time scaffolding a particular writing or reading skill (Millin & Millin, 2018). This is contrary to the views of Piaget (1928), who disregards societal influence and places all the responsibility of learning on the child. He believes that the learner in the classroom is responsible for the active construction of knowledge because of continuous experiences and maturation. However, Vygotsky (1978) disputes this argument by stating that it is in fact, the more knowledgeable other and the broader society that bring into existence experiences that provide the right conditions for effective learning.

Basing on the argument above, (Vygotsky, 1978) reiterates that it is the responsibility of the teacher to create a favourable atmosphere or conditions to facilitate learning. The teacher is not there to dictate how the targeted task should be done but to “facilitate the learner’s sense of agency and processes relating to implementation, reflection, restructuring and constructing modes of actions” (Zaretskii, 2016, p. 156). The learner is viewed as the teacher’s co-partner in the learning process, hence, “the actual lesson is a result of their co-creative activity” (p. 156). Therefore, it is argued that the teacher must be present to guide the learning process so that the partnership is fulfilled. Most importantly, the teacher is neither dominant nor passive, but in interaction with the learners as they seek direction through asking questions.

This approach to learning embraces vast experiences accumulated by the learner over the years, worked into the learning situation so that he/she becomes involved in meaning making and problem solving (Turuk, 2008). Vygotsky (1978), unlike Piaget (1928), believes that the purposeful disposition of interaction between the learners, teachers and their assigned tasks provides a view of learning as arising from dialogue with others (Turuk, 2008). Wascheur (2006) further argues that “learning to read or write is a social practice rather than an individual skill” (p. 89). Considering this conclusion by Wascheur (2006), it can be argued that the people and the environment surrounding the learner play a critical role in advancing the learning process. Ellis (2000) concurs that sociocultural theory assumes that learning takes place “not through interaction but in interaction” (p. 13). The implication is that learners get the task right because of assistance from a more knowledgeable other, who in this case can be the teacher, a peer or electronic devices.

Electronic devices can play a significant role in the learning process because they can provide systematic instruction towards the successful completion of a task. At the same time, the teacher can record himself and then share his voice with the learners through their iPad or phones, which may work as reference if the learners relapse. As the learners constantly receive the scaffolding experience, they internalise the processes of accomplishing the task before independently working on a new or similar task. If teachers and those given the responsibility to teach can allow teaching and learning to take place through social interaction, learners would acquire cultural tools that are central to accessing academic texts (Schaffer, 2004). The process of social interaction mediates the learning process through a variety of tools, of which language is a major one. Under the circumstances, the learners' thoughts and guidance towards important language features in scholarly texts are made possible by their mastery of language, which is the principle cultural tool.

Most importantly, it should be borne in mind that the language employed during the learning process, for instance high-order and low-order discourse, must not only ground communication but must steer cognitive development. According to Mitchell and Myles (2004), language facilitates thinking, provides a "tool for thought", or the conduit of mediation in promoting cognitive academic language proficiency (CALP). Furthermore, Schaffer (2004) acknowledges that social interaction plus the language manipulated in the process of communication is catalyst to higher-order thinking, which is mandatory to literacy advancement and the advancement of academic literacy abilities, and that this is a "mediated process". It is in this regard that classroom dialogue should foster development of academic discourse. The support availed to the learners in the entire process of language mediation practice uplifts and improves efficiency on the capitalization of "mental tools", which allow learners to comprehend Halliday's (1985) three layers of texts, namely lexico-grammar, discourse semantics and genre.

Ellis (2000) acknowledges that dialogic processes that positively mediate learning are those in which learners scaffold new tasks. This seems to suggest that the language applied as a mediation tool is understandable, because there are minimal issues of power relations. Communication is largely a two-way process, and the environment amongst the learners is conducive.

Additionally, Vygotsky (1978) claims that complex knowledge is well regulated by the social space from which learning takes place, and in his words is "semiotically mediated". This

insinuates the importance of the more knowledgeable other (MKO) (Vygotsky, 1978). In the same vein, he confirms that the MKO is a person who has the expertise to authoritatively render the appropriate help through modelling to learners who are in the ZPD. The expert help comes either from the teacher, peer or an expert within that field. According to Corden (1992):

Being an expert is about more than possessing and transmitting information. It's about understanding how children learn, encouraging and creating effective learning climates, developing interpersonal relationships and knowing when and how to intervene productively. (p. 184)

However, in some instances, electronic media such as computers can provide the necessary assistance so that learners navigate their way out of the ZPD. Learners are guided through instruction or prompts and upon successful completion, they move on to other assigned tasks. Since learners grasp concepts at different paces, some may not successfully sail through as others do, hence they should re-enter the ZPD until they successfully complete their assigned tasks. However, there are prerequisite conditions that allow learner progression in the ZPD whilst the adult plays an intermediary role. To have a clear understanding of the ZPD, it is pertinent to shed light on the mediation and cultural tools as they form the basis of navigating through the ZPD.

4.2.1 Mediation and cultural tools

Wertsch (2007) defines mediation as "... the use of tools especially 'psychological tools' or 'signs'. Instead of acting in a direct, unmediated way in the social and physical world, our contact with the world is indirect or mediated by signs. This means that understanding the emergence and the definition of higher mental process must be grounded in the notion of mediation" (p. 178). Schmidt and Gibbs (2009) argue that mediation is the use of ways of communicating, primarily through signs and symbols, to understand and explain or represent the world and our experiences in it. More so, mediation is better understood if the terms, "signs" and "symbols" are unpacked in the context of the study.

According to Schmidt and Gibbs (2009), "a sign is a combination of meaning and form. The form of a road sign for instance is something made of metal and meaning relates to some information or warning about roads and/or traffic. A triangular road sign stands for danger" (p. 22). In the process of the research, visuals and printed texts are made use of almost daily in the

process of reading to learn, and in various genres prescribed in the FET English curriculum. The learners write descriptive essays based on visuals and interpretation is determined by one's social background.

In addition, according to Schmidt and Gibbs (2009) a “symbol encapsulates and conveys meaning. The numeral two means more than one and less than three, the letters c-a-t mean an animal (cat) and the red cross indicates a place where help for the injured or sick can be found” (p. 121). In the same vein, letters are basic mediation tools because they constitute language, which in turn is transformed into speech. The fact that they are fully accepted qualifies the socio-cultural aspect. For signs and symbols to be understood by a group of people, it means they agree and accept them to be a medium of communication or instruction.

Cultural tools as propounded by Schmidt and Gibbs (2009) are “socially structured ways in which society organises the many tasks the child encounters and the tools which may be mental (which means internal or psychological) or physical (which means external or material) that the young child is provided with to master those tasks” (p. 21). Cultural tools include social software (web applications, social applications) books, media, computers, psychological tools such as language, signs, writing and symbols (Macohon, 2014). These cultural tools aid memory after the cessation of the activity. The concept of remembering establishes a connection between thought, cultural tools and memory (Schmidt & Gibbs, 2009). In this study, the ability to read and understand is transformed into an approved way of writing. A failure to fulfil the prescribed monolithic world view of writing results in silent exclusion from the progressive world view (Mgqwashu, 2017). It is in this regard that genre theory formed the basis of my intervention because it explicitly exposes the learners to elitist ways of writing so that they fit into the discourse community of the academically informed.

For clarity on mediation tools, Vygotsky (1978) extended the elaboration of cultural tools and in the process, distinguished between mediating duties of tools which are “externally oriented” and “serve as the conductor of human influence on the object of activity and signs that are internally oriented’ and ‘aimed at mastering oneself” (p. 55). In addition, Thompson (2013) acknowledges that the following sociocultural theorists (John-Steiner & Mahn, 1996; Moll, 1990; Wertsh, 1985) and activity theorists (Cole, 1996; Engestron, 2001) refer to “cultural tools as both physical tools (e.g. pen and computer) and psychological tools such as language” (p. 249). In the same vein, Vygotsky (1978) argued that “thought development is determined by

linguistic tools of thought and by social experience of the learner... The child's intellectual growth is contingent on [their developing expertise in] the social means of thought" (p. 88). This implies that the cultural tools at the individual's disposal (Wertsch, 2002) influence the actions that we take as individuals and the transformation of the mind. The electronic gadgets like computers, books, videos, wall displays, and scientific equipment are used to support learning (Brown, Ash, Rutherford, Nakagawa & Camprone, 1993).

Importantly, mediation is central to learning. Moll (2000) posits that, "...human beings interact with their worlds primarily through mediational means; and these mediational means, the use of cultural artefacts, tools and including language, play crucial roles in the formation of human intellectual capacities" (p. 257). The tabulated mediational tools are an integral part of this study because they were key towards the success of the intervention process. In using some of the gadgets, learners were not only learning language but also information searching, discovering important information they could apply in other subjects.

As such, it is important to focus on the ZPDs of learners. This is because "the mediational tools that we provide to help scaffold the learners' learning development, and the range of social interactions and activities involved in the process of learning, which includes reading and writing, feeling and thinking, observing and acting" (Bazerman & Prior, 2004, p. 7) will determine their progress or lack thereof. More so, their accuracy in dealing with the targeted concept. These considerations fall into the midst of the research. It is further argued that mental functions are largely social because they involve "socially developed and socially structured human tools" (Wertsch & Tulviste, 1992, p. 551). In addition, Vygotsky (1981) confirms that, "the word 'social' when applied to our subject has great significance. Above all, in the widest sense of the word, it means that everything that is cultural is social. Culture is the product of social life and human social activity" (p. 164).

In line with the study, reading and writing are socially mediated activities which learners "develop to deploy the psychological function of deliberate semantics – deliberate structuring of the web of meaning" (Vygotsky, 1986, p. 182). Thompson (2013) argues that "it is at this point that Vygotsky's 'tools' of ZPD are again instructive for the activity" of reading and writing" (p. 249). In summary, he confirms that "mediated, social activity is the key both to learning and to cognitive development" (p. 250). This was the backbone of RtL as an

intervention strategy. Mediation was at the epicentre of all activities, especially the selection and appropriate use of tools.

4.2.2 ZPD and adult/MKO learning conditions: Zaretskii (2016) identified a set of prerequisite conditions that allow the learner to make progress whilst being assisted by the adult or more knowledgeable other (MKO). He stated that there should be contact between the learner and the MKO. This is one of the major strengths of RtL because the teacher and the learners are in constant contact during the teaching and learning process. This is in stark contrast with the progressivist principles, which advocate for individual learning whereby the teacher is alienated from his/her learners, all in the name of a learner-centric approach. The adult and MKO have the mandate to establish a meaningful relationship with the learner and understand the meaning of what he/she is doing and why the MKO's participation is necessary. It should be emphasised that the unavailability of contact impedes the accomplishment of other supporting conditions. In the process of intervention, learners would ask the meaning of some comments they did not understand. This became one of the strengths of being both teacher and researcher, which I found lacking in other previous studies. It is advantageous to be available in class because some of the comments may be misunderstood and may mislead learners, resulting in worse errors. If you are available to help, you can clarify. According to Zaretskii (2016):

If the contact established between the learner and the assisting adult becomes – in a way – more important than activity itself. If this contact is deep, emotional and meaningful, if the relationship is built on collaboration, if the child tends to trust the adult (even when the child mistrusts him/herself) and believes him, these may be decisive factors in overcoming learned helplessness. (p. 158)

The above assertion is what I established with my cohort of learners in 2010. These learners were stuck with labels such as, “overage”, “teen mother”, “drug addict” and “rebel”. The first thing was to make sure that I instilled confidence in them and encouraged them to trust themselves as capable learners. The learners adopted for the research had reached learned helplessness, because 30 individuals out of 38 had repeated Grade 10 twice. Some were young mothers. A few boys had resorted to using drugs within the school. I could not establish why, because that was beyond my research limits. The danger of learned helplessness is that learners were stuck with the belief that their persistent failures reflected their uselessness, a mentality I

needed to get rid of. I succeeded in doing so in a space of three years, through the implementation of RtL intervention strategy. The danger of learned helplessness is that, “it may become a factor suppressing progress in other dimensions as it hinders realization of the prerequisite condition – that is developing the learner’s sense of agency in learning, self-actualization and self-effectiveness” (Zaretskii, 2016, p. 126). This mentality was fought and I managed to convince the learners that they were capable; we started to register a little success, until it became major as they progressed to Grade 12.

The basic principle of RtL that was at play was the creation of a motivated, free environment and equality in the classroom. The little success registered in Grade 10 appeared to have been nucleic in the further improvements that were experienced during the study. This became a continuous process until they completed Grade 12 in 2017. They were successful learners, as depicted by their results in Chapters 6 and 7. This proves that intervention goes beyond the teaching of reading and writing. Several emotional factors affect the learning process; therefore, as the teacher, you must attend to them, otherwise the whole learning process will be in vain. It is in this regard that as a teacher, one must provide some counselling for the learner to lower the affective filter. When the affective filter is high, as was the case before the commencement of intervention, learning tends to be a challenging task. But when it is low, learning is accelerated (Krashen, 1981).

In addition, meaningful development is registered if the learner assumes the status of a complete and genuine actor in the learning process, fulfilling the reading and writing demands as prescribed in the objectives of the intervention, which are literacy and cognitive development. More so, the MKO synergy during the entire intervention process is based on cooperation between the learner and the MKO, providing much-needed guidance to the learner (protagonist). Consequently, this results in maturation. Therefore, the learner makes strides in improvement by exercising those skills mastered from the guidance of the MKO (interiorization, Vygotsky, 1978) and “through reflection of his/her own shared modes of action” (p. 155). Lastly, in the joint activity session, the agenda of which is to prepare the learners to get the better of a challenging setting, improvement may crop up in various areas concurrently. On this Vygotsky says, “a single step in learning can represent a hundred steps in development” (p. 230). Although RtL’s main goal is literacy development, skills such as eloquence, graphology, writing, cooperation, tolerance, appreciation, confidence and cognitive development evolve in the process.

4.2.3 Zone of Proximal Development fundamentals: According to Vygotsky (1978), the Zone of Proximal Development (ZPD) “is the distance between a child’s actual development level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). The area between independent performance and assisted performance is the ZPD. Similarly, Wells (1999) confirms that, “zone of proximal development applies to any situation in which, while participating in an activity, individuals are in the process of developing mastery of a practice or understanding a topic” (p. 333). It is within this zone that the teacher must focus their attention, because that is where the concepts that the learner can, with assistance, attempt and succeed. More so, the ZPD is the region where learners with deficits in literacy skills are furnished with the right tools needed to meet the demands of schooling, which involve complex academic texts. The main tool that learners are armed with is language, which is the backbone for meaning making.

Vygotsky (1978) believed that a child could perform at a higher level through any type of social interaction with peers as equals, with imaginary partners, or with children at other developmental levels. Again, it must be noted that the ZPD is not static, it shifts as the child attains a higher level and with each shift, the child is able to learn many more concepts, and more complex skills. Obviously, there are concepts beyond the learner’s ability. As a result, the learner re-enters the ZPD, which requires more assistance to exit.

Whilst learners journey through the process of learning, they progress at different levels, hence assisted performance must not be uniform. The teacher or expert must design developmentally appropriate practices that are defined by the learner’s repertoire of fully developed skills and concepts. Teachers should wait until a desired behaviour emerges spontaneously before providing activities to encourage it (Bedrova & Leong, 2007). Along the same lines, Vygotsky (1978) argued that the most effective teaching is aimed at a higher level of the child’s ZPD, not at the lower levels. A sensitive teacher’s intervention can enable children to operate at a higher level of the zone and that should be considered developmentally appropriate. The teacher can prompt the use of objects and new creative ways to model higher levels of symbolic play.

Therefore, this implies that more teacher intervention gives learners better tools to express themselves. It is upon this basis that Vygotsky (1978) underpinned ZPD as the tool to help in

regulating the learner's intellectual activities to fully develop, disregarding the fact that they are in the process of developing and their acts are still in their germinal phases. In aligning with the ZPD, the teacher assists the learners by providing the structure and the questions that are necessary to initiate the assembling of the relevant information and its layout (Moll, 1990; Rose, 2006). Vygotsky (1978) recommends that the teacher is entrusted to work in alliance with the learners by providing guidance to allow successful completion of the task. Consequently, this process also requires cooperation among the learners to formulate their own learning and be their own teachers. Learners can be paired, mixing advanced and developing ones. In the process, many skills evolve, for instance, the art of speaking. Not only are speech opportunities promoted, but alliances to solve difficult problems are established. Simultaneously, learners facing challenges are accorded the necessary support by an MKO.

Since the main thrust of assisted learning is towards independent learning, learners are encouraged to write, dialogue or even to talk to themselves about issues. The basic goal of Vygotsky is developing an independent and self-regulating individual who could work with others to use the lessons of the past to push the envelope of the present (Bodrova & Leong, 2007). Indeed, association between the more knowledgeable learners and the less capable will continuously provide mediation opportunities, thereby increasing the chances of reducing the achievement gap.

However, it must be noted that learners can successfully accomplish unfamiliar tasks through implementing what the teacher modelled. It therefore implies that the learner recreates what was exercised in the previous class. Most importantly, it must be emphasised that the teacher's role is not one of ordering the class with commands, but to be in partnership with the learners by providing direction on how the task can be completed successfully (Dahms, Geonnotti, Passalacqua, Schilk & Wetzel, 2007).

Most importantly, in addressing the ZPD, the content is broken down into smaller constituent parts that can successfully be done by the learners. It is during the same process that redundancy is built, through remodelling and repetition of directions on several occasions to promote mastery (Bodrova & Leong, 2007). The process of breaking concepts into sub units is a catalyst, enabling learners to perform at the highest level of the ZPD (Rogoff, 1986). As the learners improve their mastery of concepts, the goals of the task are later merged so that the same learner can consolidate operational processes.

In the same vein, Moll (1990) affirms that learners interrogate themselves on the anticipated connotation of a text, tally words or phrases against the text, and continue until the passage or text is restored. The process is facilitated by questions that are employed to seek information, allowing the learners to tap information from the classroom dialogue. This process is considered scaffolding and is illuminated below.

4.2.4 The principles of scaffolding: Engin (2014) defines scaffolding as “a process of guided intervention within a socio-cultural framework” (p. 27). Furthermore, “sociocultural theory is a theoretically framed approach to the study of learning and development as social constructions” (Gee & Green, 1998, p.146). This principle places importance on the interactive and societal nature of learning, which embraces the directed creation of knowledge between the teacher and the learner. The cardinal argument in scaffolding is premised on the idea that learning is at the heart of social and cultural processes. This implies that knowledge is jointly constructed instead of being passed on between the teacher and the learner. Correspondingly, Bruner (1983) illustrates scaffolding as a process of “setting up the situation to make the learner’s entry easy and successful, and then gradually handing the role entirely to the learner as he becomes skilled enough to manage it” (p. 60). On the other hand, Bruner (1986) illustrated the principle of scaffolding by comprehensively explaining it:

...what the tutor did was what the child could not do. For the rest, she made things such that the child could do with her what he plainly could not do without her. And as the tutoring proceeded, the child took over her parts of the task that he was not able to do at first, but with mastery he became consciously able to do under his own control. And she gladly handed these over. (p. 76)

Vygotsky (1978) further confirms that scaffolding helps the learners to accomplish those complex tasks that were beyond their abilities before scaffolding. Scaffolding apprentice learners into the discourse of various genres involves pinpointing the technical vocabulary applied in various subjects. In line with this study, this implies meeting the grade-specific CAPS requirements for the two-year period from Grade 11 to Grade 12, since this was a longitudinal study. To fulfil these requirements, there was close consultation with CAPS drafters and attendance at curriculum workshops to get constant updates on the developments taking place. In addition, Wood, Bruner and Ross (1976) seem to align with Vygotsky in their interpretation

of scaffolding. They explain that, “it is a tutorial process; the means whereby an adult or ‘expert’ helps somebody who is less adult or expert” (p. 89). The procedure is the nucleus of the RtL approach because:

...the course of action initiates with understanding of ‘lower order’ or essential problems that are indispensable to accomplishing the major task. Each stage instigates the next, for instance, with reading, the understanding of words allows for the elucidation of sentences and consequently, the same sentences assist in extricating the meaning of some words. (Smith, 1971).

The constant interaction between the learner and the teacher (MKO) allows the learner to observe, imitate and then internalise knowledge for attempts at tasks. Correspondingly, Daniels (2008), Wells and Claxton (2002) acknowledge that success or lack thereof in learners’ academic exploits is not theirs alone but is a result of culturally linked styles of social interaction. In support is Mercer (1994), who highlights that in the process, the use of “we” is emphasized to expose that learning is being shared. Besides scaffolding being an instructional process, “the teacher supports learners cognitively, motivationally, and emotionally in learning while helping them to further develop autonomy” (Meyer & Turner, 2002, p. 18).

It is in this regard that Tharp and Gallimore (1988) argue that RtL principles are rooted in sociocultural theory, which emphasises actuation, motivation and arousal of the mental faculties and speech, thereby providing clues to the teacher so that he/she can help as well as assess the learners’ requirements for extended assistance. Similarly, Rose (2006) emphasises the teacher’s role as that of modelling and regulating practice in the classroom. Wood, Bruner & Ross (1976) further contend that, “modelling and imitation... often involves a kind of ‘scaffolding’ process that enables a child novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90).

It is against this background that progressive teaching methodologies are found wanting, because the learners are left operating with little scaffolding, all in the name of problem solving. It is through these exploits that RtL seems to have an edge over progressivist teaching strategies. This is because the methodology appears to yield academic success in comparison to a learner who had fewer experiences of scaffolding. Furthermore, Wood, Bruner and Ross (1976) affirm that scaffolding “may result, eventually, in development of task competence by the learner at a

pace that would far outstrip his unassisted efforts” (p. 90). For the scaffolding to yield positive results, they recommend that the teacher or expert must:

Reduce or simplify the number of steps required to solve a problem so the learner can manage them, maintain interest in pursuing the goal, point out the critical features that show the difference between the child’s performance and the ideal performance, control frustration and demonstrate the idealised version of what the child is doing (p. 60).

In collaboration are Rose, Chivhizhe, Macknight and Smith (2003) who acknowledge scaffolding as one of the principles formulating RtL and afford teachers the opportunity to “support learners to read and write far more complex texts than they normally could on their own” (p. 42). The implementation of RtL in a classroom allows for the covering of most facets of the teaching of reading contrary to the other approaches of teaching reading discussed in the next chapter.

The recommended way of teaching reading is the adoption of the brick-and-mortar model, which starts from the base with phonemes, words, phrases, sentences, paragraphs, text register, and genre to give learners the opportunity to read and understand (Rose, 2006). RtL embraces the whole scaffolding cycle as illustrated by Vygotsky, Bruner and Halliday, all proponents of social learning. Similarly, Vygotsky claims that learning collaboratively using the target language changes learners’ thinking. Once more he illuminates that language act as both, as a cultural tool facilitating development because he argues that learners who are involved in collaborative active learning institute contemporary comprehension strategies of thinking which are not for individual benefit but in some cases for their peers with whom they are in constant interaction. On top of that, Mercer and Howe (2012) concur with Vygotsky in their conclusions that indeed, “collaborative learning does not only promote learning in interaction with others, but also how collective understanding is created amongst individuals” (p. 13).

Barron (2000) states that collaborative learning in classes is based on principles of Vygotsky’s sociocultural theory, which provides learners with the opportunity to coordinate and persist in their attempts to accomplish a task, collaboratively establishing shared knowledge. In addition, there is an interdependent, consolidated responsibility towards the successful completion of a task through cooperation and constant mediation of meaning, since it is an agreed undertaking.

Besides, Mercer (2000) argues that learners are not only interacting in cooperative activities, but they are “interthinking” as well.

Despite much assistance being in favour of progression towards independent learning, there is also support that weakens and constrains learning. In response, Lantolf and Thorne (2006) affirm that:

...interpretation of the ZPD which reduces and simplifies learning to a lock-step process can have a constraining effect on learner development. Uncontested ‘rules’ about academic writing, for example, may inhibit critical understandings of academic literacy which will enable learners to make subtle decisions about writing in future. Teacher support should make tasks accessible (rather than simplifying the task); emphasise engagement and participation (rather than task completion); accept partially correct answers (rather than perfection); and make tasks explicit to avoid pitfalls (rather than waiting for the student to make mistakes and then correcting them. (p. 264)

The goal of sociocultural theory is to allow the learners to be able to do what they were not able to do but still can, with appropriate scaffolding. They can realise distinctive levels of performance than they would not reach whilst working independently, or in the absence of skilful direction from the teacher. The main agenda of scaffolding activities is to develop literacy and language skills in the targeted group of learners. This is by targeting specific areas that are within their ZPD. Against this background, Gibbons (2002) argues that scaffolding makes available situations that allow learners to jointly create new knowledge with their teachers. Concurring with Gibbons are More and Schleppegrell (2014), who acknowledge that, “knowledge is created through dialogic interaction and co-constructed through classroom talk rather than transmitted from teacher to learner” (p. 94). Equally important to joint construction of knowledge, Vygotsky (1978) and Halliday (1987) point out that the repetitive movement in a sequence offers sufficient opportunity for teachers to guide learners to the targeted forms of language through methodical instruction on how to design the oral and the written text.

Furthermore, Gee (1996) confirms that the scaffolding process is designed to initiate novice learners in the direction of specified learning assignments and texts that are a necessity and are compensated for through schooling. For scaffolding to be effective in guiding learners through their ZPD, “it should be task-specific support designed to help the learner independently to

complete the same or similar tasks later in new contexts” (Hammond & Gibbons, 2005, p. 8). In addition, Mariani (1997) recommends that scaffolding should constitute “high challenge” and “high support” in learners’ learning. He advocates that learners be presented with challenging problems, which surpass their present abilities. Low-challenge assignments or activities result in being too involved and learners eventually get bored, whereas demanding tasks are motivating and provide opportunities for learners to move into a new ZPD.

However, the process must be reciprocal because challenging tasks require specialised support or high support. Furthermore, if the learners are given tasks that are too demanding, or some feel they are unreasonable they become discontented, lose interest in the work and lose confidence too. This may also push the learners to exercise acts of plagiarism and copy from others. On the other hand, if the task becomes too simple, it may be labelled unnecessary and less motivating, leading to a lack of interest.

It is against this background that Rose, Gray and Cowey (1998) assert that the scaffolding literacy approach requires teachers not to initiate their literacy lessons with:

Lower texts [...] in the belief that these will be easier to read... Instead, [they] begin with, and support learners to read, higher-level texts that can provide access to important literate language features. Once a learner can read such a text fluently, it then becomes a powerful resource to develop the academic-literate writing skills they need to progress. (p.8)

The idea illustrated above is very important in RtL, because repeated scaffolding is central to its success. The theoretically informed RtL approach is a merger of a number of theoretical establishments, of which scaffolding is a major part. It was birthed by Vygotsky (1978), Bruner (1978) and Martin (1985), Christie’s (1990) genre theory, systemic functional linguistics by Halliday (1985), and theories of sociology by Bernstein (1990, 1996), advocating universal language support for all diverse learners, despite linguistic and social backgrounds. What is more pronounced with Vygotsky is that learning takes place when the assistance towards the main goal is availed at stages within the ZPD that call for the help of the MKO for a successful implementation of the scaffolding process (Tharp & Gallimore, 1988). Immersed in RtL are three major components, namely “social interaction”, “mediated learning”, and “independent

learning”. They are vital in facilitating the transformation of cognitive skills in the learner’s ZPD.

The current set up of the curriculum requires the learners to show their mastery and development of cognitive capacities by sitting for end-of-term, semester or end-of-year summative examinations to be certificated or promoted to the next grade. Being successful proves they have mastered the material, while failure means one has failed to meet the prescribed scholarly ways of writing and reading, because learners are assessed in both. In most of the proven cases, as highlighted in international and internal literacy measurement tools such as PIRLS and ANAs, many South African learners lack in cognitive development. It is because of this disparity that RtL was designed to assist in reducing this achievement gap, especially in environments where inequalities are prevalent, such as South Africa.

Vygotsky detailed four phases in the evolvement of ZPD below.

4.2.5 Assisted performance and four stages of the zone of proximal development:

Although it has been highlighted that the more knowledgeable or able peer is a significant figure, this is only a part of the broader theory. Vygotsky (1978) affirmed that what a learner can accomplish today with help or assistance, tomorrow he/she can do alone without any assistance. In this regard, Tharp and Gallimore (1988) illustrate the four-phase ZPD procedure, which constitutes the following:

- Stage 1: Assistance provided by MKO or capable peers
- Stage 2: Assistance provided by self
- Stage 3: Automization through practice
- Stage 4: De-automization; recursiveness through the previous three stages

The diagram below is a summary of the development that takes place as one progresses with the four stages involved in learning during a ZPD. The discussion is presented below the diagram.

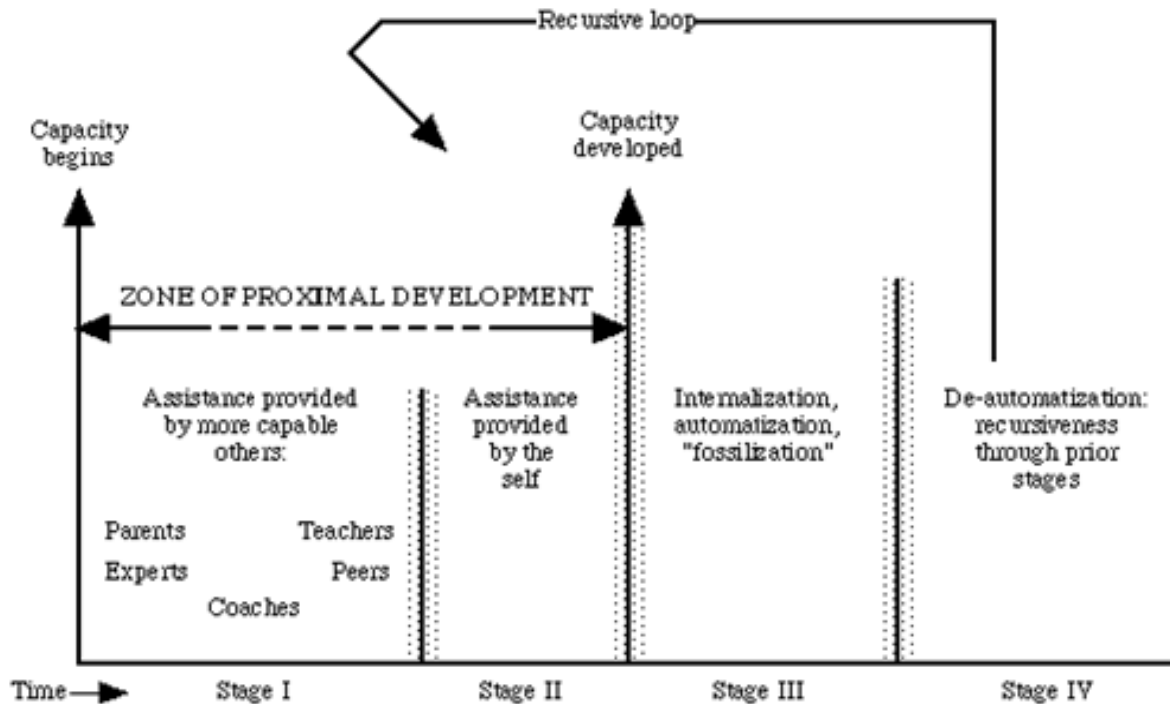


Figure 3: ZPD summary (Source: Gallimore & Tharp, 1990, p. 188)

Stage 1: Where performance is assisted by more capable others: This is the stage when learners are still novices. They are not yet in a position of doing tasks as individuals, because they still have limited competence; therefore, they need an able expert to supervise the accomplishment of the task. However, it must be noted that moderation of the task must not be generic but must be age-related and task-centred, in other words, the magnitude and extent of improvement must be through the ZPD of the task being attempted (Gallimore & Tharp, 1988, p. 184). Assistance does not only emerge from the MKO but also from the environment in which the activities are taking place. The environment must allow the targeted skills to develop. The atmosphere must be a free, democratic space that allows the learners to question, experiment and dialogue among each other and with the more knowledgeable other. Concurring is Vygotsky (1978), who confirms that “instruction is only useful when it moves ahead of development. When it does, it impels or awakens a whole series of functions that are in a stage of maturation lying in the zone of proximal development” (p. 212). It is in this regard that goal-centred assistance within the ZPD results in learning. This is so because appropriate and relevant assistance goes where needed.

Assistance is through authoritative modelling, providing clues, cues and directions and the learners’ responses are largely imitation (Dunphy & Dunphy, 2003). In addition to the peers,

adult, teacher and expert as illustrated in figure 7 above, electronic media can be included. For instance, computers or iPads are employed to record the teacher's voice for future reference if learners relapse, or some programmes can be extracted from educational websites to give directions. Additional materials such as dictionaries and pamphlets can also be made available to provide guidance. According to Anderson and Faust (1973) and Gagne (1985), the MKO provides the much-needed help by reclassifying assignments, redesigning them into sub-goals and sub-sub goals in the same manner as task analysis.

It should be borne that the expert must be well versed with the subject matter to provide effective assistance. If there is a knowledge deficit, the assistance will be compromised because simplifying and reframing will be difficult. As a result, the learners will not graduate from the ZPD. In addition, Borchelt (2007) asserts that, "learning is determined by the interactions among learners existing knowledge, established social context and the problem to be solved" (p. 2). This is in sync with Vygotsky (1978) who point out that advanced cognitive development is initially in action and later in thinking as the learners reach the independent operation stage.

In line with the above, Borchelt (2007) concludes that, "the potential for cognitive development is optimised within ZPD or an area of exploration for which a learner is cognitively prepared but requires assistance through social interaction" (p. 2). The learner steadily comprehends the connection of the various constituencies of a task. At the same time, once there are traces of mastery of the process, extended help can be given through questioning and feedback, together with additional changes to his or her thinking. This can be achieved through asking several task-related questions. Additionally, the MKO or expert (teacher) provides help by assessing the appropriate tasks that are grade- and age-related. and at the same time setting them into various levels and simplifying them further whilst the ZPD is navigated in collaboration between learners. Tharp & Gallimore (1988) confirm that developing from being dependent to independent can take place if the processes of aiding and providing transfer, including task execution, has been transferred to the learner. In the process of the reading stage, one corresponds with joint deconstruction in RtL.

It is during the deconstruction stage that the expert teacher is responsible for guiding the learners through the process of reading. At the same time, there is reading and analysis of various language features so that all learners progress at the same pace. Learners move to the next stage after ascertaining that the achievement gap has been reduced to almost zero. It is

during this stage that learners are assisted to read in detail by the teacher. There is no short-circuiting of the process. The reading process is done comprehensively, starting with the identification of the letter patterns, syllables, word phrases, sentences, paragraphs and the whole text.

Stage 2: The self assists performance: The learners can apply accumulated knowledge without supervision. A close analysis of the utterances of the learners at this stage have traces of stage 1's problem solving effort "on the intermental plane now allow him or her to carry out task on the intramental plane" (Wertsch, 1979, p. 18). The learner at this stage can attempt independently assigned tasks, but it must be noted that performance is not yet fully developed, and the learner has not yet reached the level of automisation, hence in some instances, assistance is needed (Gallimore & Tharp, 1990). The learners are free from external control. The implication is that they have reached a significant stage in the progression of a skill through the ZPD. According to Berk (1986), this stage is defined by self-guidance and minimum interference from the teacher. In support is Vygotsky, who reinforces that school instruction should always be supported by moments of practice for learners to expand the socially practicable skills and knowledge that they will come to internalise.

The events elaborated upon above fit into the individual writing stage during the RtL approach. This is when learners manipulate what has been learnt with assistance in the previous lessons. Again, it is reiterated that learners still need help, although some will be self-directing. In addition, the learners can use electronic media and additional reading materials that provide the necessary support. The expert or more knowledgeable other can be invited to their work station if they fail to communicate with the reading material, so that he/she can give clarification or some cues towards comprehension and completion of the task.

Stage 3: Automisation and fossilisation of performance: This is the stage where the learners apply accumulated knowledge to deal with tasks. There is no self-regulation and the learners have exited the ZPD. The accomplishment of tasks is flawless, and it joint several processes learnt previously. This is perpetuated further because the learners have internalised processes and are at the automisation stage. However, some learners will need much more time to graduate and be in Stage 3. Besides, learners require autonomy because constant interfering in their work can irritate them. More so, self-awareness is not needed at this stage because it is a drawback to development of self-control and communal guidance, because performance has

passed the stage of development but has fully matured (Tharp & Gallimore, 1988). In addition, Vygotsky calls this “fruits of development”, but also described this stage as “fossilised”, stressing the fixedness together with the gap prevailing between the social and psychological impact of transformation.

Stage 4: Deautomisation of performance leads to recursion (repetition) through the Zone of Proximal Development: According to Gallimore, Dalton and Tharp (1986), lifelong learning by learners shows because of uniform, monitored, ZPD series from the assistance of the more knowledgeable other with learners. The activities are repeated to develop brand new competencies. However, it appears as a common factor that during deautomisation, learners at various stages of accomplishing some assigned task exchange leadership roles. As a result, there is an interchange of control. Again, automated processes are employed interchangeably to solve problems.

The mastery of concepts and the ability to manipulate them to solve assigned tasks gives birth to discovery learning, which may be through experimentation. The learners would try different combinations to complete an assigned task successfully. At this stage, routines are suspended, and prior knowledge is embraced to solve new challenges and to create new knowledge.

However, in the event of difficulties, learners may also seek assistance by asking the expert or more knowledgeable other (Gal’perin, 1969). In the diagram, this is replicated by the recursive loop redirecting the learner to the more knowledgeable other. An outstanding feature at this stage is self-control, unlike in the earlier stages where being controlled was dominant. Besides being in control, the teacher can repeat a process that was covered earlier, because learners may have forgotten the concepts. In support, Moll (1990) acknowledges that:

...it often happens that self-regulation is not sufficient to restore performance capacity, and a further recursion - the restitution of other- regulation is required. The readiness of a teacher to repeat some earlier lesson is one mark of excellent teaching. (p. 187)

This was a recurring feature during intervention because, lessons were not always successful. Upon evaluation through interviewing learners informally, or after marking their work, I would realise that certain concepts were not mastered. I would revisit the same lesson; however, with some adjustments in line with the learner’s feedback. Regardless of the intensity of repetition,

the main aim is to re-enter right through assisted performance to self-regulation, and to move out of the ZPD as a transformed learner.

When instruction is guided by RtL principles, learners' skills of cognitive maturity are exhibited as they independently write their own selected genres. Although there is learner autonomy, the teacher is always ready to assist learners who would have lapsed. The teacher would take them through the whole process again, until they can write independently. The principal aim of the whole process is to democratise the classroom by according all learners' opportunities to be literate and to improve their academic skills and achievements.

Nonetheless, it should be realised that the evolution of cognition is not absolute. As initially, elaborated instruction must be task-specific during scaffolding in the learners' ZPD. However, this calls for teachers to be experts in their subjects, otherwise the level of literacy among South African high school learners would remain disappointing. Although the DBE calls for staff development workshops on the teaching of English continuously, there has been slow progress in achieving the intended objectives of improving literacy skills among learners. Despite these setbacks, it is ideal for the DBE to persistently conduct these workshops so that contemporary and emancipatory approaches such as RtL can be workshopped with educators, to achieve the much-needed literacy and academic progress among learners. RtL development is a direct influence of Systemic Functional Linguistics (SFL), and below is a comprehensive discussion of SFL.

4.3 Systemic Functional Linguistics: language and social semiotic theory

The genesis of Reading to Learn is a direct influence of genre pedagogy informed by Systemic Functional Linguistics (SFL), whose principles date to approximately 60 years ago and were established by Halliday and others in the field of applied linguistics. Systemic Functional Linguistics is a fully developed functional theory of language that germinated from an investigation of the way language is applied in social life to give meaning to experience (Ramos, 2012). According to Martin and Rose (2008), the theory becomes systemic because it illuminates the systematic arrangement of language as an alternative for understanding. Besides, it plays a functional role elucidating the structure of language concerning how people make use of it.

The analysis of any given text is based on social semiotic theory, which links linguistics and the societal practices. The process makes use of appropriate strategies to analyse any given text as informed by the three main classes of meaning, namely: ideational, interpersonal and textual (Halliday & Matthiessen, 2004; Martin & Rose, 2008). Therefore, “the three enveloping understandings or meta-functions of language render the functional lens on the meaning potential of any given text” (Ramos, 2012, p. 11). In this regard, the implied meaning of a selected text can be made clear by employing the ideational lens, for example, the content of the text plus the intelligent manner in which a writer amalgamates ideas within it. In addition, the potential meaning of a text is also elaborated upon through the application of the interpersonal lens, for instance, the evaluation endorsed by either the speaker, the writer, reader or listener in relation to a subject. Conclusively, the meaning potential of any given or selected text can be construed by applying the textual lens, for example, the technique by which a piece of writing conspires to communicate and how it is structured (Halliday & Matthiessen, 2004; Macken-Horarik, 2006).

Basing on the analysis of this theory, the tripartite that is field, tenor and mode are comprehended as discipline-specific technical terms of a text, whereas genre is perceived as the universal social purpose of a text. Martin and Rose (2008), and Rose and Martin (2012) highlight that field, tenor and mode are intertwined constituencies immersed at the level of genre. To demonstrate in an argumentative piece whose title is, “Freedom of speech should be upheld in a democracy or not”, the field may be whether there should be laws to regulate what ought to be said, the tenor may be individuals that encourage debate amongst readers and writers, for instance outreach programmes in various parts of the country, and the mode may be recorded public debates to be aired on television or radio.

The composition of domain-specific words and genre are pertinent in teaching to scrutinize the two, which are, context, where genre is contained and produced with its linguistic characteristics that illuminate the essence within a specific genre (Derewianka, 2003). Considering the ideas earlier stated, approaches within the genre-based category, Reading to Learn, have the capacity to give teachers the opportunity to focus on the genesis of understanding at both global and local levels of a text, or the path that comprehension concentrates on as the text progresses (Derewianka, 2003). Resultantly, “this engagement with creating and comprehending meaning within the context of a text promotes effective language learning” (Derewianka, 2003, p. 136).

Ingrained in this outlook on genre, the component parts of field, tenor and mode reciprocate to clarify ideational, interpersonal and textual meanings as central ideas of interest in relation to comprehension and selection, context of situation and context of culture (Christie & Martin, 2007; Derewianka, 2003). Again, Christie (2007) confirms that:

Any context of situation for example (social context of text), language choices are in part a condition of the social activity (for example field), the nature of the relationship (for example tenor), and the role that language plays (for example mode). Text and context are mutually intelligible, for the one constructs the other. (p. 5)

In addition, evidence of the extended interdependence between register and grammar is confirmed in Halliday's (1994, 2004) functional theory of language. That is, the overlapping understandings established at every point of a genre are confirmed by the vocabulary plus grammatical options opted for, that in the process are patterned through the various domain-specific words (registers) or the socio-cultural context of text (Christie, 2007; Derewianka, 2003; Martin & Rose, 2008). Therefore, cultural routines practiced by the culture in which the genre is located give a certain pattern (shape) to social context, that in turn gives birth to the context of a situation.

Against this background, Martin and Rose (2012) state that genre is a cultural vein over and above register. Specifically, genre as a cultural practice is a lens for seeing field, tenor and mode arrangement as genre tools for universal use in all genres. On the other hand, Martin and Rose (2008) elaborated that the affirmed register variables were noted to differ in standardised approaches, because universal arrangements of comprehension conflict with every text presented. This then called for explicit teaching towards the identification of the rhetorical devices employed in developing the contents of the text.

The different domain-specific lexical items (registers) varied within and across genres (Ramos, 2012). An example would be an argument against the drilling of natural gas in the Karoo in South Africa, to propel gaining the support of the reader. Language resources that will be employed vary, depending on the author to bring the specifics of a topic for (field) to dialogue with the reader (tenor), including the designing of the text (mode). The register variables will continuously change as different genres are written, for example, in a criminal report there are

specific registers given to that genre, such as narrative on one's accident experience. This is summarised in the genre, register and language model below.

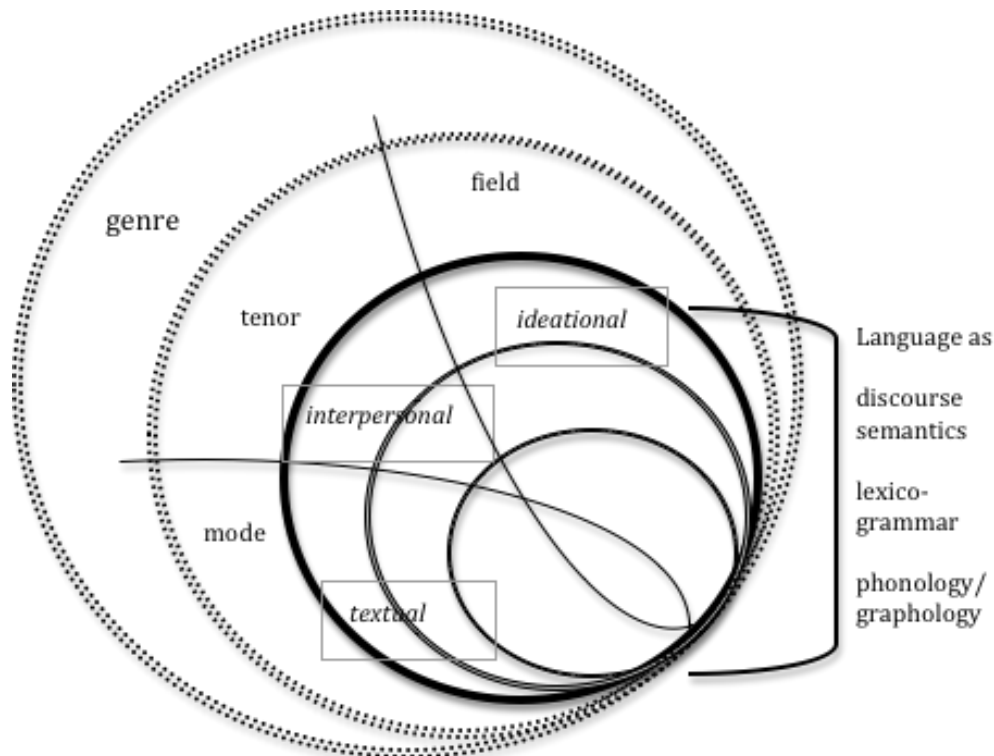


Figure 4: Genre, register and language. (Source: Martin, 1997, p. 8)

A comprehension of the interdependence that exists among ideational, interpersonal and textual understandings, for example, the context of situation and genre, forms a key component towards enforcement of genre pedagogy (Ramos, 2012). In support are Martin and Rose (2008), who state that readers require a decent approach in identifying the dichotomies that exist among a variety of genres, so that learners are satisfactorily taught to successfully write diverse, academically accepted and valued genres in school.

In response, Derewianka (2003) argues that the learning of a variety of genres is the outlet to taking part in a contemporary culture which may have been alien to them at first. In the same vein, this allows learners to get experience and knowledge on how they can be productive members of a brand-new culture. Echoing these sentiments is Derewianka (2003), who reiterates that in a classroom situation, genre pedagogy can be the backbone which teachers can manipulate and use as a pathway to educate learners on a new genre. This is initiated by navigating its use socially (cultural context), superseded by an illustration which elaborates that

the socially intended purpose of a genre has a bearing on the development of comprehension, illustrated by the various stages of the identified genres.

Arguing in support are Rose and Martin (2012), who acknowledge that genre pedagogy immersed in Systemic Functional Linguistics gives teachers the opportunity to improve the learners' repository of lexical and semantic options. For example, lexico-grammar which is influenced by the context shaping the situation, which is pertinent for genre progression through its various stages. Therefore, the teacher has the mandate to shed light on why the options settled for are swayed by the context in existence, or the different domain-specific terms that are core to the text. This points to what is taking place in the text, or what it is about (field,) and the participants involved in moving the story, including their relationships, roles, status, rank and lastly, the temporariness or permanency of their establishments, as well as the mode employed to structure text.

Lexico-grammar choices in this regard are connected by teachers through understanding the context of a situation that is determined by the text's universal social purpose (context of culture). Above all, Martin and Rose (2008), Rose and Martin (2012) underline that a piece of writing's context is not the sole determinant of the alternatives that are opted for in the designing thereof. Instead, it can be regarded as the introduction, implying that some options are more suitable in comparison to others. Conclusively, Derewianka (2003) asserts that, "the creation of a text is an ever-shifting process in which a text and its context are mutually determining" (p. 141). This poses a serious threat to learners if their orientation to literacy is as unstable as witnessed in the South African schooling context. It is against this background that Halliday's Stratified Model of Language becomes important towards instruction of reading.

As a result, Martin and Rose (2005) designed a competent approach to assist learners in overcoming the challenges they face with reading, despite the levels of marginalisation in their socio-economic backgrounds.

This stratified language model by Halliday illustrated below has been immersed in RtL to alleviate the reading problem that is a serious challenge among English Second Language speakers and in some cases, First Language speakers. Even some learners whose home language is English find that their literacy levels are still under CALP.

Millin (2015) points out that the capability to deal with the technicalities of reading and crafting of texts or parts of texts requires a certain degree of competence and knowledge on how to connect the various patterns of language at the three different levels of “discourse semantics”, “lexico-grammars” and “graphology”, as propounded by Halliday (1996). Echoing similar sentiments Halliday’s (1985) language model acknowledges that learning is not a smooth and straightforward process but requires “functional diversification, an extension of the learners’ communicative range” (Baynham, 1993, p. 5). Hammond & Gibbons (2005) argue that language development “is a process of learning to control and increasing range of registers and genres, rather than viewing development in relative terms of ‘more’ or ‘less’ language” (p. 5). This is influenced by the amount of exposure learners experience with various genres. Again, Hammond and Gibbons (2005) reiterate that, “learners’ successful achievement in school relies upon the opportunities they encounter to use the language in context and ‘meaning-making’ and the support or scaffolding that they are given to do successfully in English” (p. 5). However, the curriculum prescriptions in South Africa fall short of most of these basics. The dichotomy found between the context and Halliday’s recommendations is such that the South African curriculum still seems aligned to the incremental system, whereas the approach yielding progressive results is recommending the bottom-up approach of reading.

Although the RtL approach seems a puzzle because of a methodical combination of approaches to reading, it appears to be the panacea to the literacy challenges in South Africa and other similar environments. Despite the daily dialogues surrounding the contemporary, bottom-up approach as the solution to literacy challenges, there are still assumptions held that acquiring CALP is the solution to dealing with the complications associated with literacy development. However, the situation prevailing in South African classrooms, especially at FET level, is disconcerting, as learners fail to cope with the expected demands of academic work. This implies that polished reading and academic skills are critical to successful academic progress. This can be achieved if the stages illuminated in Halliday’s Stratified Model of Language below are adopted.

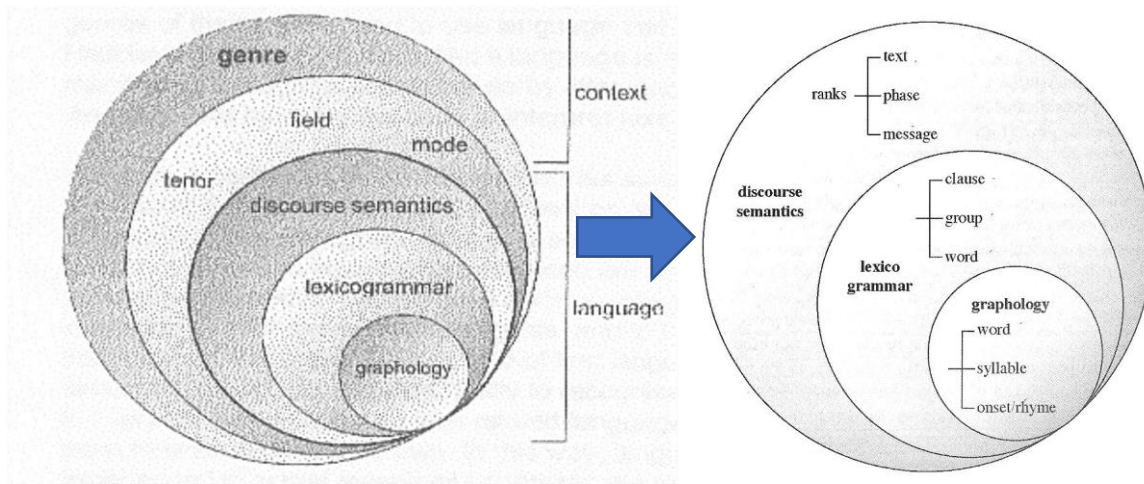


Figure 5: Martin's (1992) Stratified Context Model of Language.

4.4 Explanation of Martin's (1992) Stratified Model

The explanation of the illustrations is dove-tailed to follow the procedure applied in the classroom. The explanations are adopted from Rose and Acevedo (2008), and Rose and Martin (2012).

Firstly, discourse semantics is a group of minute elements of language that are outside the clausal at sentence level. As such, learners need to be able to identify the meaning of a piece of writing and its sequence. A piece of writing makes sense only if there is comprehension about the issue under discussion (field) and how it is organised (genre) so that recognition of what is taking place is noted in every episode. It is of paramount importance for learners to be able to determine the different episodes within a text, be it narrative or parts of information in a factual piece. For this to occur, it requires a closer observation and understanding of the genre in question, as comprehending this allows the learners to classify the text to highlight its intention and describe how it is organised.

The second strata are "lexico-grammar", an assortment of language structures that are found at the phrasal as well as clausal level. In the process of reading and writing, it is a recommendation that learners identify word order in sentences or phrases, so they can extrapolate the purpose of each phrasal part. This requires learners to pinpoint sub-units of various clauses concerning the process under discussion (what is taking place), verb phrases and participants (who is it about or what is it about), noun phrases, and lastly situation (where, when, why and how) (Ramos, 2012).

Thirdly, “graphology” refers to all intricacies and facets that are found at word level. The reader should find out the interrelated nature of letters and syllables until they form a word that results in proper pronunciation, if authoritative modelling of pronunciation is effected in the learning process. The ability to pronounce words accurately is pertinent to proper reading, comprehension and communication, either in writing or through speech. However, all is possible if the learners master the connection that is present among distinct symbols to generate lexical items. (Ramos, 2012).

Considering the complexity associated with making a breakthrough in reading as illustrated earlier, Rose (2005) contends that the instructional strategies towards being literate require one to get down to basics. This is to allow complex patterns to be itemised to simple parts that guarantee learners entry to all identified three levels of language, ensuring that learners’ affective filters are not increased because of the nerve-wracking make up of assignments to be read (Krashen, 1981). In summary, the affective filter is an ideological factor in second language acquisition, the intention of which is to explain how learners’ emotional variations can be an inhibition or a motivation towards the mastery of a second language. The affective filter is an inconspicuous mental filter, which can act as an agent of successful achievement or an impediment to second language mastery. A low affective filter promotes trying without fear of failure, as learners practice and learn a second language (Krashen, 1982).

The concept of the low affective filter is in harmony with RtL principles of creating an enabling environment that motivates learners to learn. Learners can learn better in a free atmosphere that allows freedom of exploration. This entails that teachers must methodically design their learning spaces and instructional strategies for successful classroom learning. There is a need for teachers to avoid obsession with error correction or the passing of demotivating comments both in class and in written work. High-risk spaces should be avoided, since they are detrimental to learning. It is therefore argued that teachers create a consenting atmosphere for the flourishing and transformation of language.

As earlier stated, learning becomes a simplified process and less daunting if texts are broken down into smaller units for easy access. The comprehension of a specific genre acts as the base for learners to make sense of the whole piece of writing. In this regard, the genre allows awareness of field, tenor and mode (Derewianka, 2003). Furthermore, Rose (2006) confirms

that specific sentences are only meaningful if they can connect with the sentences that come before or after them, hence the need to make explicit these links to learners. Correspondingly, meaning in a text is established only when words are used connectedly or have similar meanings. Considering this background, it can be concluded that the conceptual framework that informs RtL assumes that if learners construe a text subject (discourse semantics) and understand the layout of clauses present in a text (lexico-grammar), they stand a better chance of successfully providing meaning to specific lexical items (Rose & Acevedo, 2006).

When learners have the potential to decipher the level of difficulty of a text, they are accorded access to the codes of knowledge, as well as the ability to comprehend the significance of language structures applied to relay meaning (Rose, 2006). As would be anticipated in the South African context of secondary and tertiary institutions, students are expected to be able to analyse high-level academic texts that are written in specialised language, therefore the knowledge of the three text levels is required. However, most teachers state that having domain-specific technical terms accompanied by their definitions is adequate support for English Second Language (ESL) learners to gain access to abstract and technical texts (Cohen, Glasman, Rosenbaum-Cohen, Ferrara & Fine, 1979). There are of course, other researchers who discredit this assertion by arguing that understanding of technical terms and vocabulary is not the sole factor needed to enter academic content (Selinker, Todd, Trimble & Trimble, 1976). The assessment above reinforces the observation made with several learners, where knowledge of generic textual aspects – for example, referencing instruments such as lexical and semantic linkage tools, including theme and organisation – become impediments to understanding given texts.

In concurrence, Rose (2006) alludes that challenges in gaining access to texts are intimately associated with the scarcity of knowledge, including failure to carefully attend to the actual function of the various rhetorical devices applied in said texts. The challenges identified are a result of the complicated nature of academic discourses, which call for constant scaffolding of learners so that they can comprehend the procedures through which meaning is conveyed in various academic genres, rather than concentrating on understanding the technical terms used therein. This further promotes effective writing because the ability to read and comprehend manifests with the ability to write fulfilling the expected academic standards. Be that as it may, scaffolding must be an ongoing part of the learning process despite age, grade and level of operation, and this is a major argument put forward by Vygotsky.

Because of the discussion thus far, what has emerged from the theoretical considerations emanating from both SFL and RtL theories, this study asks the following questions:

- What role does the pedagogic approach informed by RtL methodology play in developing Grade 11-12 learners' ability to learn from reading, reading to learn and turning what they read into written texts?
- How do the study participants experience the pedagogic approach informed by the principles of RtL methodology?

In this context, it is important to set standards that, in Fink's (1995) words: "provide convincing evidence of a program's effectiveness, an important component of an evaluator's appraisal merit" (p. 7). The most appropriate, measurable and credible standards for the purposes of the study are:

- 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 teacher's comments on written work

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) assert that subjectivism bases validity claims on "an appeal to experience rather than to scientific method. Knowledge is conceived as being largely tacit rather than explicit" (p. 46). In this context, the effectiveness (or not) of methodology was established from the learners' responses to the interview questions, in addition to their written work. An evaluation of marks and comments by the teacher on learners' written work was undertaken to assess the effectiveness of the RtL methodology.

4.5 Bernstein: education as a pedagogic tool

Despite massive resource mobilization since the inception of democracy in 1994, South African education is still a cause for concern. South Africa is still grappling with issues of inequality in

its schools that have resulted in compromised output in comparison to its peers in Africa and other parts of the world.

UNESCO (2011) pointed out that the poor literacy abilities of learners in secondary schools who are taking English as a first additional language and as a subject are at the mercy of an ever-expanding literacy challenge. In addition, UNESCO highlights the gap in literacy performance between learners in former model C schools and those in public schools, which is consistently widening as if no restitution is taking place. Former model C school learners are excelling in comparison to those in public schools. An assessment of this leads one to conclude that there is a link between socio-economic status and literacy performance. Furthermore, it can be argued that literacy performance is equally attributable to the child gaining access to early childhood education (ECD), to be socialised into dominant discourses of formal education (Duncan & Seymar, 2000; Gosh, 2013).

In the same vein, Bernstein (1996), Rose and Martin (2012) assert that learners' performance is closely linked to innate capacities and cultural links. Although this cannot be denied, there is a connection between innate biological capacities and social interactions concerning academic progression. This must not be used as a scapegoat for legitimizing the failure of learners. Besides, there is a need to investigate and redress the inequalities behind the dismal performance in schools (Bernstein, 1996).

Whilst more attention is accorded to competence in literacy evolution, RtL's main thrust rests more on functionality and performance. Rose specifies that the literacy development model focuses more attention towards the learning of distinct literacy skills that are a requirement to successfully tackle a specified academic text at school. In the process, those skills that are critical to accomplishment of an academic assignment are explicitly taught in the classroom. The teaching accords equal opportunities to all learners despite relative levels of performance. Bernstein (1996) acknowledges that the teacher moves from being the "guide on the side" to being the "sage on the stage". This implies that there is a need for a shift from the progressive approaches of teaching, which leave the learners to sail without a captain, in favour of constructivism, whereby the captain sails along with the crew, as it were. However, this must not be done blindly, because the best teachers are entitled to adopt the method that suits their context best. Reading to Learn intervention in the classroom makes academic knowledge more

luminous to learners and at the same time, assists in eliminating the hidden curriculum that is so common in many educational systems around the globe (Rose, 2005).

To comprehend the subject of the hidden curriculum, there is a call for individuals to consider concurrently the issues of instructional and regulative classroom discourse (Rose, 2005). Rose (2004) further underlines that reading is dominant in much of the activities enacted in schools. This therefore requires the teachers to make emphatic manoeuvres to ascertain that learners are furnished with the appropriate reading skills to promote literacy development. Hart (2009) asserts that the ability to read is important in that, if not thoroughly attended to, learners can be hindered in writing about what they have learned from reading. It is because of this that they need the opportunity to exercise their reading abilities. The development of all-round reading skills implies that reading is a critical component needed to achieve academic success (Bernstein, 1990; Rose, 2004).

This calls for a thorough and holistic development of reading skills from early childhood, not merely focusing on later stages of secondary education, as is seemingly the case in South Africa. There seems to be a misconception held by those in authority in the South African education system that only learners about to write their matric examinations require remediation. There is a tendency to worry only when Grade 12 learners are about to write exams yet remain complacent in all the years prior. Tangible and lifelong education cannot be achieved with three months of rote learning.

Despite the blind eye turned to ECD, the educational terrain is not even in South African schools. The schools are unequally resourced in terms of human and capital resources, resulting in widening literacy achievement gaps. UNESCO (2011) pointed out that 75% of learners in South African primary schools failed to acquire the elementary literacy benchmarks, while 45% of Grade 5 learners had challenges in expanding their primary reading skills. Consequently, the retrogressive brunt imposed through instruction and regulative classroom discourse on learners' literacy improvement is one of the reasons why it is convincing to accept that the language of the classroom may be regarded as powerful ingredient of learners' literacy inadequacies (Rose, 2004).

Bernstein (1996) and Rose (2005) ascribe institutional discourse to various favourable circumstances made available in the classroom to advance the evaluation of reading and writing

techniques. In addition, regulative discourse constitutes the formation of a character and administration of academic achievement (Bernstein, 1996; Rose, 2005). Furthermore, instructional discourse is the development of skills required for effective academic development, whilst regulative discourse concerns itself with upholding of social order (Rose, 2005). Considering the illustration, Bernstein (1996) confirms that insufficient or poor instruction (regulative discourse) in the teaching of academic literacy techniques (instructional discourse) is the major force behind unequal literacy achievement among learners, instead of the widely believed assertion that biological make-up is the key. What must not be excluded in this discussion are Bernstein's codes of consciousness or knowledge.

According to Rose (1999), middle-class children are advantaged by belonging to the group of elaborates because they are cultured into the culture of schooling before they even enrol in formal schooling, whereas working class children are restricted because at home or in their social circles the culture of schooling is almost none. In other words, middle-class learners have expanded vocabulary (elaborated code), whereas working class children have limited vocabulary (restricted code). As a result, Bernstein (1996) ascribes the underperformance of working-class learners to their social status, and the progressive literacy achievements of middle-class learners to theirs too. This forces the teacher to create classroom practices that encourage equal participation and achievement despite the learners' social and academic levels in the classroom. The accessibility of codes of consciousness (restricted and elaborated codes allow learners of divergent paths to construe meaning through their experiences (Bernstein, 1996).

Halliday (1989) differs to Bernstein (1996) in how he defined the codes of language, both spoken and written. Both elaborated and restricted codes of consciousness or knowledge, written (elaborate) or spoken (restricted) facilitate contrasting intensity of skill. By this assertion, written codes call for intense mental activity, in other words, the process is cognitively demanding, whereas speaking is not cognitively demanding because it is dominated by face-to-face interaction and the prevalence of cues and gestures for clarity and meaning. More so, written codes of instruction are hypothetical/complex because they require domain-specific language structures such as rhetorical devices, for instance, lexical and semantic linking instruments. Reading to Learn emphasises the authoritative and explicit teaching of these rhetorical devices to learners whose backgrounds did not accord them the right opportunities to learn academic discourse.

As earlier stated, the level of literacy achievement is determined by how early a child is enrolled in a pre-school for ECD. The earlier a child is introduced to formal ways of speaking and writing, the greater the chances of literacy achievement due to early childhood linguistic activation. In response, Rose (2004) confirms that learners from families that are highly literate are privileged because they could spend an estimated time of 1000 hours interacting with reading materials with their guardians or parents, prior to enrolling for any form of schooling. For this reason, their reading and writing skills are perfected at an accelerated pace because the school will be simply reinforcing and polishing what the home has already grounded. Once again, they have the capacity to engage in reading as soon as they enter formal schooling. Contrastingly, the learners from working class families may face serious challenges in developing skills that are compliant with their schooling needs, especially reading and writing. Their challenges are made even more complex yearly upon the introduction of a new academic curriculum, placing additional demands on already overburdened learners. Consequently, the learners fail to cope with the heavy load and eventually fail in their continuous and evaluative assessment.

This illuminates the assumed obstacles that are immersed in the sequencing and pacing of the South African literacy development curriculum, as portrayed in the two juxtaposed figures below, sequence and pacing and the South African Literacy Scenario (Rose, 2006).

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

Figure 6: Reading Levels in South Africa.

The sharp difference in literacy achievement between the middle-class and working-class learners is a result of successful orientation into the appropriate reading and writing pathways that are emphasised in schooling (Rose & Martin, 2012). A prevalent but unfortunate assumption is that learners in secondary school can learn from independent reading, which in the majority of cases is not the truth. The learners will still be struggling to read independently. Because of that assumption, most work is given to learners as homework assignments, not as classroom-based activities, which in the end will force learners to copy or plagiarise information which they cannot comprehend. However, if the learners could read independently, it would provide them the opportunity to learn more from independent reading, hence improving their reading and writing skills. Rose's (1999) findings acknowledge that the learners who are able to read and write can confidently annex content knowledge from what they read. Nevertheless, learners who lack the capacity to do so are silently excluded from the academic cycle and the

majority end up in the working-class strata. This occurs because the system is incremental, so as the workload increases, the chances of performing adequately diminish.

Based on the above argument, the failure to execute literacy assignments as stipulated in the curriculum goals and objectives as highlighted by Rose's (2004) demarcated stages makes the schooling situation detestable, because the learners' chances of graduating to appropriate stages in their academic journey is most likely to be disrupted and possibly postponed to a later stage. Accordingly, it is conceivable to uphold the conclusion of pacing literacy development curriculum which is twofold: learners from homes whose literacy levels are so advanced are liable to multiple opportunities to succeed, whereas the learners whose backgrounds reflect low-literacy homes are likely to be silently eliminated from gaining access to the skills so critical to one's successful achievement in school (Millin & Millin 2015). These circumstances resulted in the creation of RtL, so that interventions could be done through informed, explicit teaching of both academic reading and writing techniques, creating equal opportunities in the learning process.

4.6 Genre and text type

Traditionalists and progressivists regard texts as motionless pieces of writing that do not have any connection to the outside world. As such, the prescriptive nature of their teaching results in limited writing opportunities for learners (Schaffer, 1995). This discontentment gave birth to genre theory, which initiated the development of unique and peculiar instructional tools that allow learners to gain access to dominant discourses of power (Rose, 1999).

First, there is need for an informed definition of genre. According to Richards and Schmidt (2002), genre "is a 'discourse' that transpires within a particular setting that comprises distinctive and recognisable patterns" (p. 224). More so, genres are found to be characterised by specific guidelines of composition together with formation, which are symbolic designs that expose the distinctive conversational duties. Martin (1984) defines genre as, "staged, goal-oriented, purposeful activity in which speakers engage as members of a culture" (p. 25). Similarly, Richards and Schmidt (2002) highlight genre as a type of "'discourse' that transpires within a very particular setting that comprises distinctive and recognisable patterns" (p. 224). Repeatedly, Martin (2000) asserts that genres are envisaged as tools that enable us to carry out duties in society and fulfil expected social objectives.

Based on this perspective, it can be concluded that the composition of a culture is the sum of its executed/staged and purposeful acts or social activities. Figueredo (2010) reiterates that, “genres are functional because their overall pattern is not random or arbitrary; each genre is as it is because its structure has proved effective to achieve its purpose(s)” (p. 135). In support is Painter (2001) who argues that, “the structure is a facilitating convention: “the text has identifiable parts precisely because of these steps that enable the interactants to achieve social purpose” (p. 170). What must be appreciated from the functional perspective is that genre theory provides a grounding for a curriculum that conforms to socially inclined, purposeful activities (Figueiredo, 2010).

Equally important is that, “the primary concern [of systemic functional linguistics] is with the functions of structures and their constituents and their meanings in context” (Lock, 1996, p. 1). In this regard, genre theory fulfils the linguistic needs of the learners because “the grammar of a language is a resource for making and exchanging meanings. A functional grammar is therefore the kind of grammar most likely to have useful things to say to language learners and teachers” (Lock, 1996, p. 3). Most importantly, in genre, emphasis is on the relationship between language and context. The main contention in this is that it is impossible to understand the meaning of what someone has said or written without knowing something about the context surrounding the text (Figueiredo, 2010). Furthermore, Hyon (1996) asserts that the genre-based approach points directly to three frameworks for literacy education, where the concept of text is central to instruction and curricula. These frameworks are English for Specific Purposes, American Rhetoric and Systemic Functional Linguistics.

This implies that genre is culturally linked and socially positioned. In addition, genre has a certain purpose to play with specialised discourse. Moreover, it follows certain conventions that make it peculiar to other forms of genre. Genre can be oral or written. Examples of oral genres include eulogies, service transactions, jokes, introductions and sermons. On the other hand, written discourse can include newspaper editorials, job applications, letters, fairy tales, recipes and contracts. All these texts are written in specialised language that requires specialised skills. Systemic Functional Linguistics conceives texts as “any instance of language, in any medium, that makes sense to someone who knows language” (Halliday & Matthiessen, 2004, p. 3). From the statement above, “any instance” implies that a text can be a single clause or working in combination, as in the case of a patient buying medication in a pharmacy, or orally illustrating the procedure of fixing a bicycle tyre. The implication is that the most important aspect is that

language manipulation, despite length and depth, contains meaning for someone and is “doing some job in some context” (Halliday & Hasan, 1989, p. 10).

Because of these categories, genres are characterised by specific guidelines of composition, together with formation called symbolic designs that expose the distinctive conversational duties. This implies that genre is culturally linked and socially positioned. In addition, it has a certain purpose to play with specialised discourse. Moreover, every genre follows certain conventions that make it peculiar to other genres. Most importantly, genre is also influenced by external criteria because it is a representation of a certain discourse community. Notably, the same genre can have diverse linguistic characteristics (text type) (Biber, 1988). Additionally, Hedge (1988) presents text type classes such as static descriptions, process descriptions, narratives, cause and effect discussions, comparative classifications, definitions and reviews. Furthermore, Derewianka (1991) confirms that genre can fall within the same category of text type because the linguistic features applied in these genres are similar, as highlighted below.

Table 6: Examples of Genres and Text types (Source: Hammond et al., 1992)

Genre	Text Type
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police Report	Description
Student Essay	Exposition
Formal letter	Exposition
Formal letter	Problem-solution
News item	Recount
Health	Procedure
Student Assignment	Recount
Biology Textbook	Report
Film Review	Review

Although the genres are different, they may have the same text types. In the process of teaching, a teacher can group them according to the commonality of linguistic features and teach accordingly. This may also assist learners in mastering the appropriate registers for the various

genres through joint teaching, hence accelerating literacy development. This seems to be in sync with Bhatia (1998), who confirms that genre mastery, “requires practice as the more skilled one is in a better position to start manipulate the rules and regulations to serve the purpose of the author, whilst still meeting the requirements of the disciplinary genre” (pp. 25-6). However, Starfield and Paltridge (2010) assert that ‘genres’ are “dynamic and open to change” but it must not be a free for all scene to disregard the standard set for a particular genre at their own free will” (p. 86).

4.7 Genre theory and genre pedagogy

The genesis of genre theory was prompted by the continued frustration brought about by the retrogressive teaching of regulations and conventions of grammar, the main emphasis of which was on the correctness of an idea (Rose, 1999). Rose reiterates that this development was in response to the traditional way of teaching that promoted unequal learning outcomes and the continuous widening of the achievement gap because of the presence of a hidden curriculum (Rose, 1999). Blame for the appearance of the hidden curriculum is levelled against progressivist pedagogies of reading and writing (Cope, et al., 1993). They were not able to authoritatively model the academically acclaimed discourses and worse, they were not scaffolding the learners to achieve the approved standard of literacy and academic competence. Furthermore, the pedagogy was to be a source towards the successful mastery of writing abilities that are essential to satisfying examination requirements in formal schooling (Rose, 1999).

Genre teaching is characterised by enabling learners to absolutely be focused on the various structures of language, bringing about comprehension. That being the case, it requires learners to be accorded the freedom to explore and experiment with language but requires the teacher to be well versed with content and pedagogic knowledge, otherwise it will be an exercise in futility. In this regard, there is uneasiness with regard to content knowledge of some of the teachers in the South African context. There is a misplaced belief that teachers are well informed of the content and pedagogical knowledge of the subjects they teach. However, this has been found to not be the case, because there is a content and pedagogy gap among the teachers, regardless of whether they are English first language speakers or second language speakers. Although there are many challenges bedeviling literacy development in South Africa, the lack of content knowledge and pedagogical skills needed to teach learners whose backgrounds are compromised is a serious setback.

A teacher with the requisite skills and content knowledge can assist his/her learners fully until they develop the academically approved skills that are prescribed in the CAPS of the DBE. This will assist them in penetrating the impenetrable academic world. Macken-Horarik (2002) contends that learners, especially ESL, are likely to perform well in a “visible curriculum”. Learners need explicit induction into the genres of power if they are to participate in mainstream textual and social processes within and beyond the school” (p. 17). This is a development from SFL by Halliday (1985).

According to Halliday, SFL is a meaning-based theory of language which was developed with the sole intention of linking language to social situations. This is made possible because SFL itemises grammatical options as they relate to meaning and context at various levels like the word, sentence and text. The pertinent assertion in SFL is that language is informed by context that the theory picks at two stages, namely culture and situation.

Furthermore, profiling patterns of language at the level of culture, SFL outlines its impression of genres, described “staged, goal-oriented social process” (Martin & Rose, 2008, p. 6). However, it should be observed that genres are not stagnant and fixed, they evolve and are patterns. On the other hand, “recurrent configurations of a given culture ... that ...enact the social practices of a given culture.” Also, as “goal oriented, the scrutiny of genre intends to expose the language arrangement in a situated context. It is important to conscientise teachers to comprehend that language operates in context, not in isolation. This allows them to make a distinction between writing tasks labelling all genre writing as stories” (Martin & Rose, 2008, p. 18).

Still, the perception of genre involves the systematic arrangement in structure as a ‘staged’ because it is not a one-stage process but a collective procedure towards achievement of a set goal. Once more, SFL genre analysis also covers the several ordered acts effectuated by the learners in both reading and writing processes, with the aim of achieving set goals and objectives. Schleppegrell (1998) confirms that teachers can provide assistance to learners to be able to manipulate semantic structures that played a part in the construction of the text by explicitly analysing the whole text, pointing out various language features and how they are used to convey meaning. This process is the cornerstone to provide the learners with the right skills needed to be in control of their academic discourse.

However, this can only take place if the teachers have the knowledge about discourse features and language patterns (lexico-grammatical choices) of the prescribed genres in the curriculum. The availability of this knowledge will allow the teacher to give the necessary support to learners so that they can navigate how contexts of culture and contexts of situation are intertwined in reading and writing activities in school (Hyland, 2007; Schleppegrell, 2012).

Along the same lines, Schleppegrell (2012) further argued that, “every subject that is taught and learned through language makes meaning in the subject taught but, cannot provide all children with robust opportunities to learn” (p. 12). Researchers and linguists have experienced the capacity possessed by genre theory in reading achievement and the capacity to close the gap between mainstream English-speaking learners and English second language speakers (Schleppegrell & de Oliveira, 2006). Although there has been an emphasis on implementing genre pedagogy in schools, there have been some mixed reactions that manifested in mixed success (Brisk & Zisseelberger, 2011). This discontentment that is being experienced seems to be an indication of how obsessed some teachers are with traditional and progressive approaches to teaching, which are detrimental to literacy and academic progress.

In using genre theory, the contexts of certain situations are determinants of how a specific genre is written. It determines the lexical structures involved. Halliday (1978) defines it as register, meaning, “a set of meanings that is appropriate to a particular function of language together with words and structures which express meanings” (p. 195). The knowledge of register analysis allows teachers to scrutinize and explain at clausal level language features as they fit into specific situations. It must be noted that SFL’s approach to register methodically acknowledges a position through variables “the field (the content being communicated) tenor (tone of language and depending on relationship of participants) and mode (form-written or spoken whether accompanying other semiotic resources)” (Martin & Rose, 2008, p. 56). When a learner is well groomed in the culture of genre writing and understands these variables, they can select language structures that comply with the situation and achieve their objective. These variables are all-purpose, so are the functions of the meanings conveyed by the writer. Concurrently, any written text must be able to present an idea or message (the ideational meanings), attend to relationships of participants in the exchange (the interpersonal meanings), use language to guide the reader through the text, and make it cohesive (the textual meanings) (Martin & Rose, 2008).

In the same vein, Christie and Derewianka (2008) argue that SFL has at its disposal tools for discussing methodical systems of meaning and clarifying selected language choices at the sentence level through register analysis. It is through studying and comprehending a variety of register characteristics in diverse settings that learners can point out the most intelligent ways of making use of language that are compliant with the targeted genre's objective. Referring to the relevance of the notions of context, register and genre to language education, Christie (2005) states that:

A great deal has been accomplished in the space of a few years in developing a theory of language in education drawing on SFL theory. [...] The theory of register and genre gives us a principled way to identify different text types or genres and to explain their significance to young learners. [...] The fact that more work remains to be done in developing pedagogic accounts of the grammar for the use of students indicates that we have reached a new milestone in the unfolding and development of the theory. The challenge is, as always, considerable, but the intellectual resources to do the work are certainly available. The basis for development of improved models of grammar for teaching to students in school is available, and the research in determining what should be taught at what ages across the years of schooling has begun. As has always been true in the SFL tradition, the work will be undertaken in partnership between theoretical and applied linguistics, for the dialogue between the two has been the source of much of the productiveness of the SFL tradition. (pp. 34-35)

4.8 Genre and situation

The description of formal linguistic features in a text is made possible through the text-based approach. However, the new rhetoric's attention is on the dynamic, complex illustration of situational contexts of writing. This is unavoidable because genres are increasing due to a variety of global needs and new scientific inventions, as well as hybridisation of language and culture.

Correspondingly, Miller (1984) asserted that genre is situated and is a motivated action. He substantiates that text types are neither static nor dormant; they are ever evolving because of emerging needs. In the same vein, Chen (2008) states, "the crux of genre, like a living organism evolves and takes form as a functional response to recurring rhetorical situation" (p. 197).

However, there is scepticism from some rhetorical theorists such as Freed & Medway (1994) about the depth of knowledge which learners can gain from scaffolding. They contest that writing is centred more on rewriting the standard text. Their argument is that teaching should proceed from the minute lexical units until the end of the exploration of the rhetorical situation. However, this fear is countered during the Reading to Learn intervention approach to literacy development, because it comprehensively travels from the broader text to the last word in the sentence. Additionally, Chen (2008) confirms that this should include the purposes and functions of genres, the attitudes, beliefs and values of a community where genre is situation. Furthermore, Freed & Medway (1994) confirm this pedagogical viewpoint:

Producing an example of a genre is a matter not just of generating a text with certain formal characteristics, but also of using generic resources to act effectively in a situation through a text. While a learned structure provides a crude framework as well as a set of constraints, achieving an effective text involves innumerable local decisions for which the decontextualized rules learned in advance will provide no guidance. (p. 10)

The main argument in this discussion is that genre in contemporary times is understood, “as a linguistic, situated relational process” (Chen, 2008, p. 197). Furthermore, Bakhtin (1986) and Voloshinov (1973) emphasised that the key feature of the language theory is that it must not be overly stuck in abstract forms of language (Voloshinov, 1973). Similarly, Voloshinov advocates that attention should be inclined towards the practical use of language (i.e. communicative events) which breathe life into words (or genres) and meaning. It is against this assertion that Voloshinov (1973) reiterates that language is a medium that values attainment of authenticity over the complexity of language. Again, Voloshinov (1973) restates:

Thus, the constituent factor for the linguistic form as for the sign, is not at all its self-identity as signal but its specific variability; and the constituent factor for understanding the linguistic form is not recognition of the “the same thing” but understanding in the proper sense of the word, i.e. orientation in the given context and in the particular given situation-orientation in the dynamic process of becoming and not “orientation” in some inert state. (p. 69)

This assertion is reinforced by Bakhtin (1986), who explains genre as emerging from situated communication. He further argues that language is social and situated. It is said that it reacts to previous utterances and conforms to the prevailing situations and contexts. In its situatedness, Voloshinov (1973) says, “its structure is determined by both the immediate social situation and the broader social milieu wholly determine- and determine from within, so to speak the structure of an utterance” (p. 86). The situatedness of language in genre is influenced by a specific social situation and ideological beliefs that are practiced by a community. Most importantly, Halliday (1978) points out, “the context of situation is a theoretical construct for explaining how a text relates to social processes within which it is located” (p. 10). The context and situation influences the choice of linguistic structures (text type).

4.9 Genre implementation challenges

Despite the success associated with genre theory, there are several challenges towards its implementation in the teaching and learning process. Firstly, if sufficient time is not allocated towards teaching and learning, then there is the likelihood of failure to fully comprehend regulations and conventions of a genre. The limitations encountered because of time constraints are the reasons behind the failure by learners to achieve automation as well as autonomy. Instead, learners’ level of creativity is compromised because they are not confident enough to explore with language, as they have limited understanding of regulation, content and conventions. In addition, Kress (1993) argues that, “genre pedagogy seems to have narrowing limits” (p. 236). This trait is common in genre because the main emphasis is on the production of a text that satisfies the approved literacy and academic standards. This means more time is invested in making sure the regulations and conventions are adhered to. For learners to get their skills sharpened, time on task should be improved (Farrington & Page, 2008). As earlier stated in the scaffolding process, learners’ literacy progression corresponds with the level of authoritative modelling of the specified genre regulations and conventions.

As prescribed in the South African DBE curriculum for English FAL, competence in the prescribed genres is required; anything less than that and a learner is labelled incompetent or academically unfit. Besides the generic knowledge of genre, the learners should be acquainted with different domain-specific terms for various genres across the curriculum. This may consume a substantial amount of time and as a result, time on task may be limited. This is important because different subject genres are structured differently, and language is manipulated differently, although in some rare cases, linguistic structures are similar. These

limitations emerged at the end of 2015, which was the first year of the intervention process implementing Reading to Learn. The study was initiated in 2015 with the same cohort of learners and that is when it was discovered that the development of literacy and cognitive skills was not satisfying the prescribed standards. Hence it was further extended for another two years, till the end of 2017. However, it must be noted that there was progress in literacy development, but time was not sufficient to fully develop the literacy skills needed to meet the expected literacy standards, which require learners to learn from independent reading and to possess advanced cognitive development, which manifests through their writing, speech and reading.

Again, this was done to have near fool-proof conclusions that RtL is emancipatory and can improve literacy and academic achievement. The evaluative tools to test transferability were the two categories of essays that form the backbone of the matric examinations discussed in Chapter 6. In addition, that gave me the opportunity to assess how effective RtL is in situations independent of the teacher. The various pieces of writing used as evaluative tools were internally marked using an approved rubric, which was also the analysis tool adopted from (Rose, 2008).

4.10 Genre typology and social purpose

In the South African context, either at school or at tertiary institutions, success depends on one's ability to present information either read or heard in the approved academic discourse of the various subjects. In secondary school, there are various genres that learners need to show their competence in, by writing in an academically approved format and using the correct conventions. Despite the difficulties encountered by the learners in meeting the requirements of the Discourse of formal schooling, Rose (1999) contends that, "it nevertheless is going to be a long time coming until writing of essays for assessment purposes in schools and universities is abolished in favour of less alienating forms of assessment" (p. 10). It is against this background that it becomes mandatory that learners and students master the basics of different genres across the various subjects so that they are not denied access into discourses of power, those approved by the schools and universities. According to Paltridge and Wang (2010) "one way learners can articulate their ideas is through written exercises" (p. 82). For this to take place, learners should have intense comprehension as well as possess satisfactory knowledge of different genres that are prominent in their respective educational and academic disciplines. However, there should be emphasis on the link between genre, text type and social context. Text type (linguistic structures) determines how accurate the situation or ideas presented are.

Below is a typology of different genre types and some of their traits. However, it must be emphasised that some genres may have multiple roles. More so, Christie (1999) argues that genres or text types of differentiated approaches use language to answer to the prescribed social intentions and situations within a culture. Genre-based approach is visible pedagogy that unveils what learners need to learn and how they will be assessed. Secondly, it draws on SFL to show how specific linguistic choices relate to their context of use and to the language in general. Thirdly, it sees teaching as assistance that supports learners' evolving ability to create meaning; this assistance occurs through "interaction in the context of shared experience" (Martin, 1999, p. 126). Fourth, it sees teaching as an overt intervention to empower learners for accessing understanding and challenging valued texts (Callaghan, Knapp & Noble, 1993).

Lastly, it aims at increasing learners' and teachers' awareness of how texts work by disclosing the language resources chosen to create texts and the social reasons behind those choices (Rose & Martin, 2012). Most importantly, the genre-based approach; provides explicit knowledge and expands learners' meaning-making potential, that is their ability to flexibly deploy language to communicate in context (Halliday, 1993). The tree diagram below is a representation of the various genres that learners grapple with in the process of their learning. Despite adopting them from Rose (2015), these are the same genres that were prescribed by the CAPS curriculum and they are part of the continuous assessment process and evaluation at the end of Grade 12. The components that were dealt with during the research process were in line with the CAPS requirements.

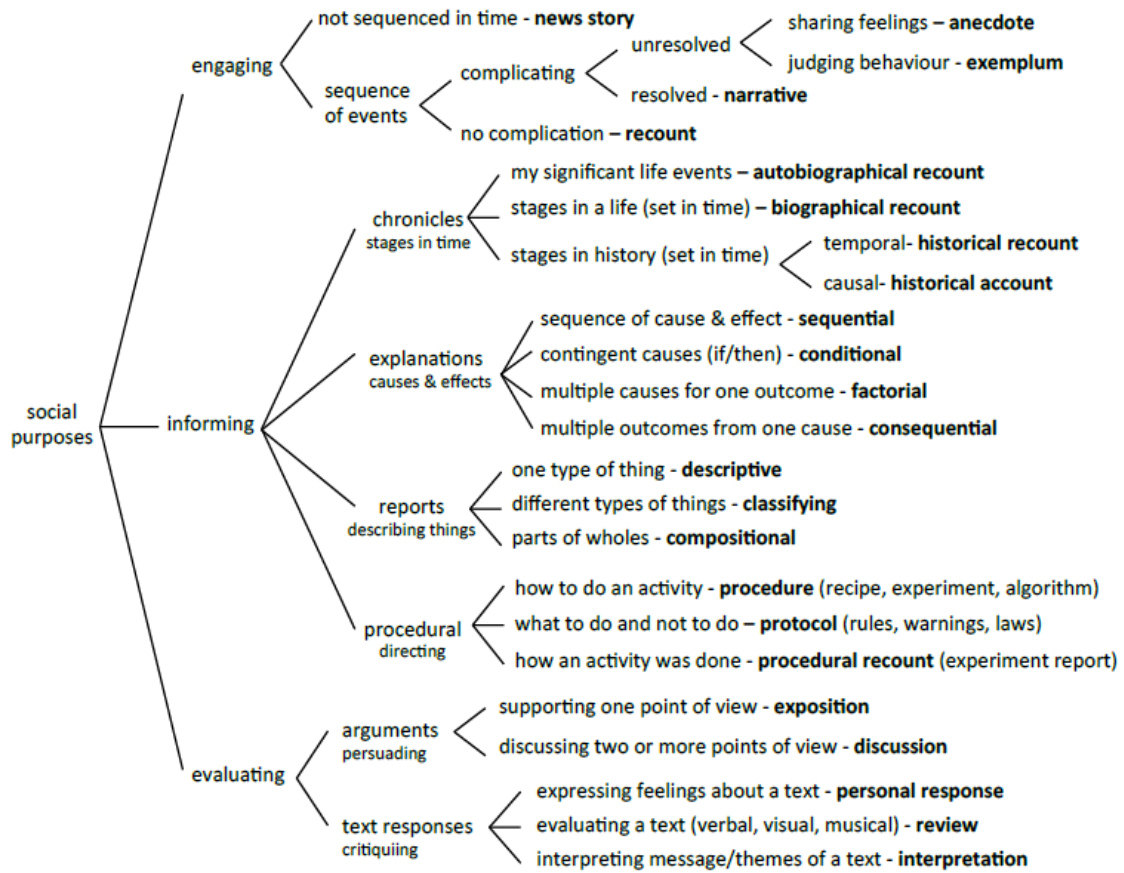


Figure 7: Genre typology and social purpose (Source: Rose, 2015)

“Introducing the concepts of genres, their stages and phases through negotiated practice prepares teachers to identify the primary knowledge genres across school curricula” (Rose, 2015, p. 12). The intensive orientation into various genres during the process of schooling allows learners to understand the regulations, conventions and their linguistic structures. More so, as they progress through writing and reorientation back into the ZPD, the greater their chances of gaining access into the opaque academic discourses. Although reorientation into the ZPD is for learners who would have lapsed, the process reawakens and reinforces other skills that may have been dormant.

“Genre theory’s backbone lies in language use and the language varies according to the content of the genre, purpose of the ‘genre’ and the relationship between the author of the text and the readership or interlocutor, or intended audience” (Paltridge & Wang, 2010, p. 85). In addition, language applied to relay two aspects, namely written and spoken, includes cultural context that shapes the linguistic features determine meaning in a genre. On that account, it becomes crucial for the learners to have the requisite knowledge so that they can write explicitly and in-depth

the specialised genre using the prescribed rules and conventions. Therefore, the less the learners are given the right support in expected academic and formal schooling discourse, the greater the chances of compromising their literacy achievements. Their work presentations either in examinations or assignments are found to be unsatisfactory, resulting in them being silently excluded because they will have failed to meet the expected academic requirements. This makes sense given that their inability to express themselves in the correct register becomes a barrier to academic progress. These results are a manifestation of the failure by the learners to assimilate into the discourses of formal education.

4.11 Genre teaching/learning cycle (Rothery, 1994)

The qualities building the genre-based approach are symbolised by the teaching and learning cycle below. According to Burns (2010), the teaching cycle represents the cyclic approach to learning which moves from joint construction to independent production of meaning within texts. Besides constant changes effectuated to the model of instruction, the three stages have been maintained in their order: “one stage in which teacher and learners analyse in detail one or several model texts of the genre that instruction targets, a second stage in which teacher and learners jointly construct a new text belonging to that genre, and a final stage in which learners construct another text of the same genre independently” (Herazo, 2014, p. 19). Rothery (1996) implies that these stages are adjustable and repeatable/iterative, giving room to instruction to be initiated at any phase or even revisiting the initial stages based on learners’ understanding of the genre. This is contrary to lessons where model texts are used as examples and replicated in the cycle, giving learners the freedom to reinvent texts to conform to authentic communicative duties under the teacher’s guidance. Below is the instructional cycle adapted for the purposes of this research. It illustrates content and contextual knowledge as recurrent concerns throughout the cycle, rather than as separate entities of instruction at all stages.

The instructional cycle below is initiated by setting the context and building field activities. The activities identified take place concurrently, just like the other stages (Feez, 1998). It is through orienting the learners to context and construction of the field that awareness is created of the social context and duty of the genre they will be working with. The concept is a brainchild of SFL’s vision, that language is closely linked to context and that learners first need to understand the context of a given text before comprehending its purpose as a genre.

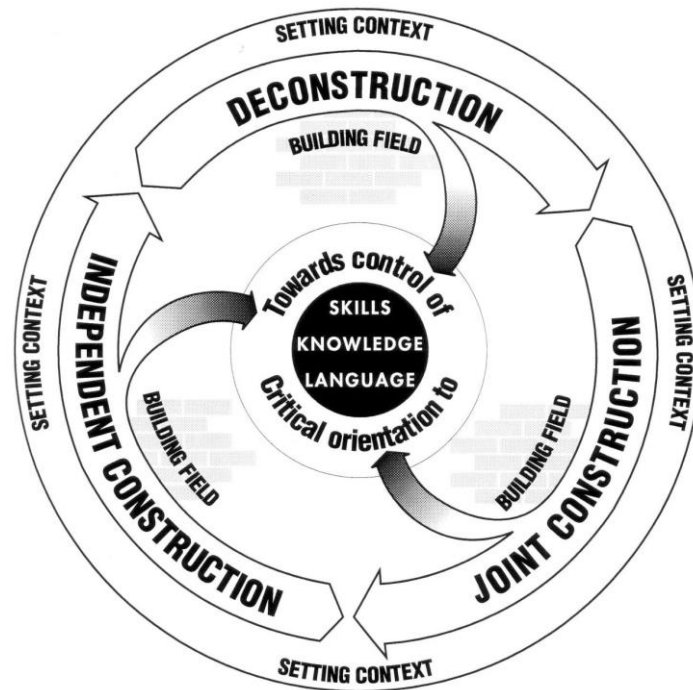


Figure 8: Write it Right teaching/learning cycle (Source: Rothery & Stenglin, 1994)

Because of this process, learners orientate themselves with the social purposes of genre, together with the characteristics of the situation in which they occur (i.e. its register: the types of relations among the people realising the genre, the content knowledge that the genre covers, and the channel of communication it occurs in. Amid deconstruction, teacher and learners jointly scrutinise several model texts to allow learners to learn the different types of rhetorical organisation or schematic structure of the genres the texts embody, and the specific lexicogrammatical resources used in creation of meaning in those texts (Derewianka, 2003). Furthermore, Callaghan et al. (1993) argue that the reason for deconstruction is to “draw out significant features of each genre: those things which make a report, or discussions and not a procedure” (p. 181). An example is when learners are given an opportunity to sort out a jumbled text and rebuild it to its former state.

The concept of deconstruction emanates from first language development (Halliday, 1975), that highlights caregiver interaction with children as highly interventionist and based on joint intention. Similarly, Callaghan et al. (1993) illuminate that joint construction allows learners to construct a piece of text resembling the original genre, because of the ability to use meta-language, as earlier introduced during the deconstruction stage (Rose & Martin, 2012). The importance of the systematic use of language provokes the underlying linguistic (text) understanding that learners negotiate their genre creation in English. In the process of joint

construction, learners select certain sentences while the teacher is writing. At the same time, the teacher changes sentences and some words given by the learners if there is a need, but that must be explained to learners so that the dialogic pattern persists.

At the end of it all, the ultimate stage is independent construction, wherein learners work independently on a text that is the intended genre. Even though the learners are off the teacher's continuous guidance, they can always call for help in terms of co-editing or refreshing their memories, or receiving other forms of feedback (Derewianka, 1990). The process of taking the learners through the ZPD again helps them regain automation, which had temporarily lapsed. At the same time, their cognitive development, which is critical to literacy and academic development, is reinforced. In the process, when the learners exercise oral developments, for instance, as they are having their discussion/dialogue, they evoke the environment and meta-language or discourse-specific terms for the genres to be used out of the learning environment (Herazo, 2014). Before the exercise takes place, learners need to engage in creating the "field and setting context activities, where they research and learn vocabulary and discuss the contextual factors (e.g. roles and relationships of participants) of the conversations they will have" (Herazo, 2014, p. 37). At every stage of the cycle, there is a culmination of learners' analytical control of genre, "their mastery of the genre and ability to transform it in creative ways as depicted by the arrows pointing towards the centre" (Herazo, 2014, p. 37).

As previously stated, the cycle is a product of sociocultural principles that confirm the development of language and literacy to be influenced by the learner's participation in social, language-based activity (Rose & Martin, 2012). More so, the cycle is a creation of the principles of scaffolding (Wood, Bruner & Rose, 1976), as well as ZPD (Vygotsky, 1978), that views instruction as the planned and targeted assistance given to learners to reach their independent potential through continuous support (tuned learner ability status and availed particularly when needed). It is important for learners to be informed of how language works, because it allows them to oversee the actual language use (Painter, 1996).

In summary, Rose and Martin (2005) have illustrated genre as the universal social duty of a given text. The duty of any specified text determines the type of text that it is. If one is to write an argumentative text, its social purpose is to debate and convince the audience to align with a certain line of argument. Its orientation towards setting is determined by how, why and what to the progression of the argument, which then requires a conclusion or some form of agreement

or compromise. To succeed in one's mission or intention, it is vital to have knowledge of discourse-specific terms and knowledge of regulations and conventions of the genre in question. Against these assertions, RtL was introduced to the academic discourse to make use of genre pedagogy, the intention being for teachers to apply pedagogic techniques that can help learners write genres that are compliant with schooling requirements. Martin and Rose (2005) stipulate that one of the key aims behind the implementation of RtL is to employ genre theory to cement knowledge about language (KAL) as contained in the formal educational curriculum.

4.12 Literacy development approaches

There are a number of approaches that are applied in various learning contexts to develop or upgrade literacy levels within high school and other similar institutions of learning. They are: direct approach, immersion, synthetic approach and whole language, book flood or extensive reading, among many. These approaches have a way of permeating into each other, and that is going to be illuminated in this section. The paragraph below is going to briefly discuss the direct instruction approach.

Direct instruction refers to instruction led by the teacher in solving problems. It is a process whereby the teacher models and demonstrates a skill (Rosenshine, 2008). For example, the teacher models pronunciation, reading speed and the use of various tools in writing. In literacy, “there are very few words that do not follow any phonic rules and that must be learned by sight” (*All About Learning*, p. 1). Credit goes towards explicit instruction of reading to allow for concurrent acquisition of vocabulary and meaning (Scheepers, 2008). In addition, Lawrence, White and Snow (2010), in favour of explicit teaching of vocabulary, call for learners to pronounce, spell, and write about words. Mastery through repeated practising of pronunciation is a viable strategy. The clear or unclear articulation of word sounds determines the accuracy of communication.

More so, meanings of various words are established through pronunciation. According to Brady and Shankweiler (1991), phonemic awareness is the key proponent to accurate pronunciation. It is further illustrated that with phonics, learners can demystify the challenges of reading and spelling. There is a clear distinction made where “English letters and letter combinations (phonemes and phonograms) stand for sounds and learners appreciate being let into the “secret” or “code” of how written language works” (Brady and Shankweiler, 1991, p.12). The USA National Reading Panel (2005) recommends organised, distinct, accurate phonics instruction as

an equitable literary plan of action in the early years of schooling. Correspondingly, it posits that literacy activities should encompass instruction in phonics and their technicalities, such as fluency, comprehension and teaching of vocabulary. Hattie (2009) acknowledges that synthetic phonics teaching positively affects the size of vocabulary in learners. He reiterates that, “phonics instruction constitutes part of the best practices in the teaching of early reading” (p.1).

Furthermore, Hattie (2009) indicates that “the learners identify letters of the English alphabet and use the sounds represented by most letters.... They listen to rhyme, letter patterns and sounds in words” (p. 1). Some critics may argue that this is a foundation phase way of teaching reading, but the learners, as highlighted earlier on, may have different reading problems that may need the use of such an approach. Again, in line with my intervention, learners may be required to “listen for, reproduce letter patterns and clusters...” (Hattie, 2008, p. 1). The argument for embracing the phonic approach is its proven role towards literacy advancement. Concurring is Martin (2011, p. 28), who argues that, “phonics instruction teaches learners to understand and learn the relationship between letters (graphemes) of written language and the individual sounds (phonemes) of spoken language”. It also teaches children how to read and write words accurately (Armbruster, Lehr & Osborn, 2001). The mastery of phonics allows the learners to exercise the use of language holistically. The argument behind this is that knowledge of individual words must be mastered first, before one traverses the whole text.

The effective grounding of learners during direct instruction is bound to achieve positive results during the whole language approach. Whilst learners exercise the whole language approach, they are likely to perform better in comprehension and tests without any difference (Krashen, 1999). Furthermore, Gillmaster-Krause, Weaver and Vento-Zogby (1996) acknowledge that it is through the whole language approach that learners perform better in standardised reading tests, including tests that measure awareness and phonetic knowledge. In addition, they develop vocabulary, spelling, grammar and punctuation skills better than learners who are in traditional classrooms. The learners also make use of phonics knowledge more effectively than learners who will have learnt in isolation. Most importantly, instead of just identifying words, learners can read for meaning and employ better strategies in dealing with reading problems. Lastly, it was proven that they develop a greater facility with writing and show more freedom in their ability to read and write. It is against this background that the phonic approach forms the foundation of literacy development, so that learners from different socioeconomic backgrounds benefit from literacy education. When learners can engage with text with minimum limitations,

they can move a step further to learn through the immersion approach. This may be at the teacher's discretion, because learners' performance varies.

According to Mol and Bus (2011), the immersion approach is a process of second-language learning through which the curricular learning activities are carried out in the target language. The target language is used as a medium of instruction, not as an object of instruction. Research established that learners whose teaching was informed by the immersion approach were found to be good readers and eloquent speakers. A possible explanation for learners' improved reading skills is that "two-way" (TWI) education may foster more direct attention to language use. That is, TWI students are more aware of their different languages, and they are encouraged to use both regularly. The mixing of languages may result in increased multilingual knowledge, which has been shown to correlate with bilingualism (Bialystok, 1988; Campell & Sais, 1995; Cromdal, 1999). Likewise, it has been shown to "predict later reading skills" (Dreher & Zenge, 1990, cited in Marian & Schroeder, 2013, p. 179).

On the same note, the process of immersion is defined as a process of teaching content in a target language. Genesee (1987) argues, "...at least 50% of instruction during a given academic year must be provided through the second language programme to be regarded as immersion" (p. 1). Learners benefit from an immersion programme if they are involved in it for a prolonged period, which is a minimum of two years (Artigal, 1993). Against this background, Botswick (2011) affirms that:

...immersion students by far outperform students in traditional foreign language classes. However, students do not become "native-like" in the foreign language; they do become functionally proficient in the targeted language and are able to communicate according to their age and grade level. In addition, immersion students achieve in academic areas as well as students in first language-only programmes. (p. 3)

When learners or students reach a stage where limitations with language are reduced, especially when they can interact with the target language to comprehend content from various subjects, they can start to read extensively. This appears to suggest that extensive reading may effectively benefit learners whose ability to read and understand is almost flawless.

Some classes employ extensive reading, or the book flood approach, as a literacy development strategy. It is a widely held belief that learners who read a wide collection of books and simultaneously are exposed to an assortment of media that is age-appropriate, entertaining and educational, are bound to improve their language proficiency. In extensive reading, “learners are given the time, encouragement and materials to read pleurably, at their own levels, as many books as they can, without pressure of testing for marks” (Davis, 1995, p. 329). This is to the benefit of the learner, because he/she can pause and search for meanings of words, phrases and sentences which they do not comprehend.

More evidence regarding the power of extensive reading is illustrated by Nutall (1982), who affirms, “it was the vast amount of reading that I read that contributed significantly to my language development” (p. 168). Pretorius and Mampuru (2007) confirm that expansive reading is the answer to improvement in language proficiency, expansion of vocabulary, increasing the volume of in-depth knowledge, and improved performance in many subjects whose medium of instruction is English. The more reading material available, the greater the choice for learners to select from. The reading material brought in class must be authentic, readable and ranked. This is to accommodate all learners despite their levels of vocabulary. It has been proven that, despite ability differences, the quality of books brought into the class can stimulate learners’ interest in reading.

However, many learners in rural and township secondary schools seem to be facing a host of challenges with word usage, hence their literacy levels are compromised (Elley, 2000). Elley (2000) argues, “once pupils had acquired the basic skill in reading, they would require more material to challenge and extend them” (p. 235). Considering this, independent reading is possible if the basics of reading are effectively taught to the learners. The ability to independently read and comprehend allows learners to expose themselves to the target language and practice with minimum challenges. They may not fear being part of an environment that uses the target language for communication and learning. In this regard, learners will not hesitate to attempt new challenges presented to them in the target language.

4.13 Conclusion

The discussion in this chapter was on the theoretical and conceptual lenses that inform the interpretation, analysis and discussion of data in this study. The discussion gave an insightful analysis of how RtL was influenced by Bernstein’s theory of pedagogic discourse, Bruner and

Vygotsky's social learning theory, and Halliday's Systemic Functional Linguistics theory. These were combined in the design of RtL methodology as a strategy to eliminate the multifaceted reading challenges facing children from disadvantaged communities, such as those at Hills Secondary School. What stood out from the research is that reading and writing can be taught to any learner using RtL methodology. In addition, a comparative discussion was carried out of various literacy development approaches and how they permeate one another. The next chapter is a comprehensive discussion of how RtL methodology was implemented as an intervention strategy with the study participants.

CHAPTER 5: READING TO LEARN

5.1 Introduction

Chapter 4 discussed the theoretical and conceptual lenses that inform the interpretation, analysis and discussion of data in this study. This chapter provides a detailed discussion of RtL and why it is a relevant intervention strategy to improve literacy in secondary school and other similar situations. In addition, this chapter outlines how RtL was implemented during the intervention to positively influence learners' reading and writing abilities. Furthermore, as a conclusion, a comprehensive discussion of the RtL cycle and how it influences cognitive development is attempted.

To bridge such glaring disparities, RtL was designed. According to Rose and Acevedo (2006), RtL is designed to redress the past educational prejudices inflicted upon the disadvantaged groups in society, by readjusting the classes of consciousness generally connected to middle-class profession to working class dominated society which is disadvantaged by the 'discourse practices' of higher literate groups in the society. In this regard, Rose, Gray and Cowey (1999) confirm that this achievement gap can be reduced through literacy intervention that involves scaffolding, so that learners can master the basic reading and writing skills that are accepted in the academic field or in formal schooling.

Although RtL was designed to cater for disadvantaged learners in Australia, further studies confirmed it suitable to reduce achievement gaps among South African middle-class and working-class learners (Rose & Martin, 2012). The pedagogical approach has been identified to be compliant with the teaching of adolescent learners in high school. Again, it is approved to be a multilingual pedagogical approach, which is capable of catering for all multicultural groups. Most importantly, it forms an intimate connection between the general curriculum standard and the current practices. Furthermore, RtL is associated with a flexible mode of delivery in comparison to progressivist approaches that are rather too rigid. RtL has been approved to possess a firm supporting base for progressive literacy development that is critical to reading and writing. At the same time, grammatical skills are attended to. RtL is not a selective approach, because it caters for both able and weaker learners. The able learners, whose literacy skills are already improved, are further perfected, while the marginalised are elevated to a similar level as that of their advantaged peers (Rose & Acevedo, 2006).

RtL's main agenda is to promote literacy development, as pronounced by its three guiding principles, which are based on the premise that reading makes available the basic mode of knowledge acquisition. The implication is that it is through the teaching of the basics of reading that content is taught. In addition, "explicit teaching of reading needs to be integrated with teaching the curriculum at all levels and all teachers need skills to teach reading and writing in their subject areas" (Acevedo & Rose, 2006, p. 1). Secondly, "all learners can and should be taught the same level skills in reading and writing across the school curriculum, so that the gap between more and less successful learners narrows instead of widening over school years" (Acevedo & Rose, 2006, p.1). Lastly, "learning takes place when teachers support learners to do learning tasks that are beyond their independent assessed abilities, thereby allowing for learning activities to be designed to support all learners to succeed at the same level" (Acevedo & Rose, 2006, p. 1).

With regard to the core principles noted, South African literacy development initiatives in education seem to be taking a positive turn, despite the current shortage of teacher expertise needed to put in place RtL strategies (Nel & Muller, 2010; Kruger & Fourie, 2014). Research has established that many teachers situated in marginalised socioeconomic schools seem deprived of basic English language skills, therefore they find it difficult to teach specialised English skills and structures as specified in the DBE CAPS (Kruger & Fourie, 2014; Fakeye, 2014).

This is a challenging situation because the traits and implementation of genre theory, as well as systemic functional grammar, are hardly taught in South African universities responsible for teacher training. Those individuals studying towards a qualification in English Language Teaching are somewhat better equipped. Despite all the setbacks identified, the DBE in South Africa should not be deterred, but should retrain teachers for improved literacy teaching.

If the core principles of RtL are implemented, cases of continuous inequality in classrooms countrywide are likely to be reduced (Rose & Acevedo, 2006; Rose & Martin, 2012). This is made possible because the main thrust of RtL is to accord equal opportunities to all learners through an accepted discourse approved in institutions of learning. The two critical skills which cannot be divorced from learning are reading and writing, which are mastered because of

continuous scaffolding. The table below summarises the central tenets of the Reading to Learn Framework. Thereafter is a discussion of the Reading to Learn Cycle.

Table 7: Central tenets of the Reading to Learn Framework (Rose & Martin, 2012, p. 146)

Central Tenet	Explanation
Reading involves four levels of meaning	The levels of meaning are decoding words, identifying meanings within sentences, inferring connections across a text, and interpreting relations to the social context of a text.
Learning to read occurs through explicit guidance	Guidance through interaction in the context of shared experience makes literacy and language learning visible to all learners.
Guidance takes place in highly predictable cycles of interaction.	Teachers ask focus questions, affirm learners' responses, and elaborate with further information, explanations, or examples. These elaborations may be interactive.
Reading development occurs overtime and extends throughout all years of schooling	Literacy instruction begins with a high level of support; in later stages, learners can be guided to identify, infer and interpret meanings as the text is read.

Below is a comprehensive discussion of the RtL Cycle, which elaborates the central tenets summarised above.

5.3 The Reading to Learn Cycle

According to Acevedo (2010), “the fundamental principle for the design of an intervention like (RtL) is that ordinarily nearly all subject content to be studied at school is not merged with skills that are required (Discourse of school) to enable learning of curriculum material” (p. 18). These two skills are intertwined and cannot be separated. At first, the learners are given the opportunity to learn independently from reading, which then translates to the approved classroom skills that are critical for literacy and academic advancement to become independent scholars. Included in the mastery of skills are techniques embraced in presenting dialoguing, assessing and beliefs accepted in the formal educational domain. These skills are not closely connected to assist learners in literacy development. It is because of the disjointedness of these various skills in teaching practice that RtL amalgamates the instruction of curriculum content with the techniques learners may require in learning through reading and communicating with other learners and teachers (Acevedo, 2010). The whole process is achieved by taking learners through the three stages of reading and writing. The procedure is illustrated below.

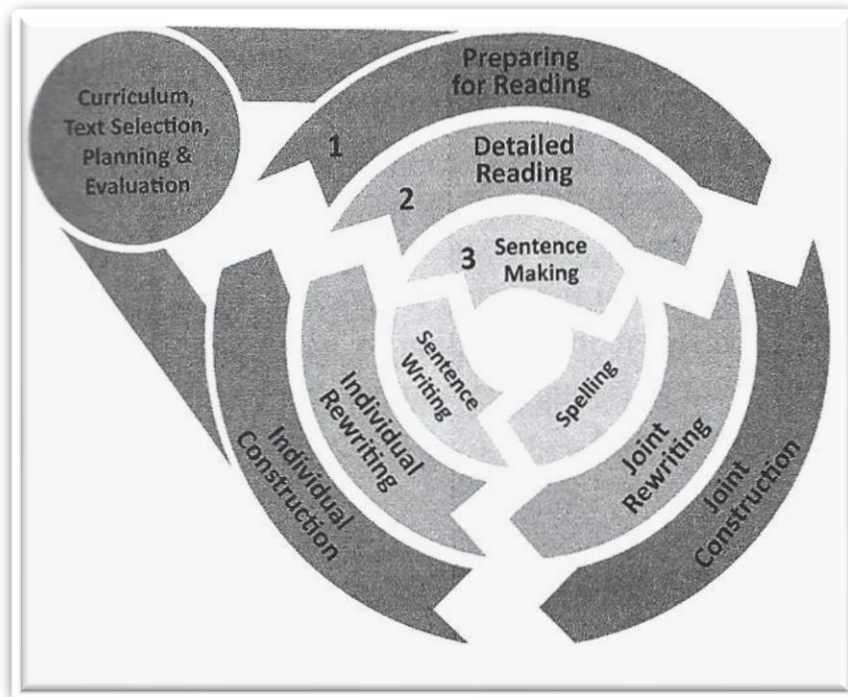


Figure 9: Reading to Learn Layered Cycle (Source: Acevedo, 2010, p. 19)

The process may not be uniform because the needs of the learners vary. The needs analysis assessment determines the number of stages and they vary according to individual needs. Learners who can carry out their reading tasks proficiently may not require more than three strategies of the peripheral layer of the sphere. On the contrary, the learners who are desperately in need of concentrated scaffolding are most likely to gain from the three procedures immersed in the peripheral layer and approaches in the central layer. There is an assumption that the three inside strategies (sentence making, spelling and sentence writing) are often applied to foundation phase learners; however, in my study, they were the pillars of my intervention, because the FET learners had crippling reading challenges and needed these basic approaches.

In line with Acevedo (2010), “the first three (outer) layers prepare learners for classroom reading and the subsequent comprehension of texts, together with reconstruction of chosen text types” (p. 19). The carefully selected texts to be used as teaching models guide and provide backing towards independent rewriting activities at a later stage. For the procedure to yield the desired results, materials identified for teaching and learning in the classroom should be selected with the utmost care. For them to perform the assigned duty with a degree of precision, especially text construction, they require expert crafting. This may be a challenge in the South African context, because those who select the curriculum texts may not be conversant with the

curriculum genre types and may end up compromising the literacy and academic development of learners.

Acevedo (2010) confirms that “the second (middle) level of the cycle is employed to expand learners’ comprehension of the text, and to help learners make use of the text’s information, together with embedded language patterns in the reconstruction of their own text” (p. 19). Weaker learners are privileged to recreate tasks as challenging as those accomplished by their more able peers, whilst the teacher provides exhaustive scaffolding processes. At the same time, weaker learners are paired with their stronger peers for additional support. The learners whose language proficiency is compromised, and whose discourse of formal education is at risk, benefit from the strategies targeting foundation phase learners.

Acevedo (2010) points out that “the third inner layer of the cycle provides a high level of scaffolding to furnish learners with the skills needed to manipulate language patterns encountered within sentences of the text. Learners are also assisted with spelling of words foreign to them” (p. 19). Besides being strategies to assist learners to gain knowledge of the construction of sentences and spelling, they are also an alternative towards creating a larger vocabulary bank for learners.

As the progression with reading takes shape, the three-stage cycle is upgraded to a six-stage process for the explicit teaching of reading and writing, illustrating the RtL top-down approach. This implies that guidance is offered from the top (general meaning of the text) until the learners are introduced to the sentence and eventually, the word. This is an antithesis to the conventional classroom approach to aid literacy advancement. The level of scaffolding in a class depends upon the performance of the individual learners. In such a scenario, there is a variation in scaffolding because learners’ literacy needs are not the same and their rate of progress is different.

A comprehensive discussion of the six-stage RtL curriculum cycle follows.

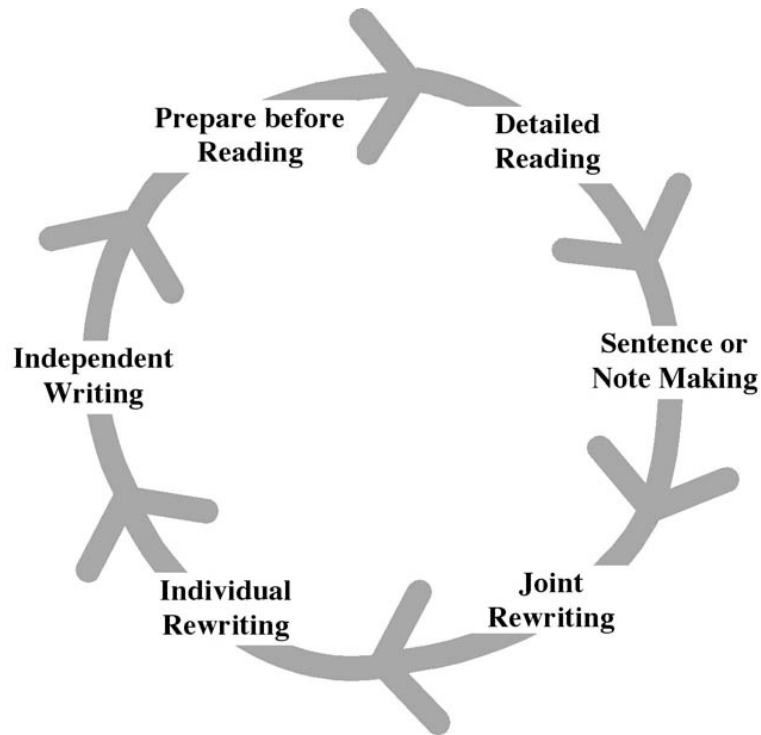


Figure 10: The six-stage pedagogic cycle, (Martin & Rose, 2005, p. 263?)

Most of the literature was adopted from Martin and Rose (2005) and Acevedo and Rose (2007). Preparing for reading, detailed reading, individual reconstruction and independent writing strategies were for the fulfilment of the intentions of this study.

Preparing before reading: It was proven a challenge to task learners to engage analytically and robustly with given academic texts in South Africa (UNESCO, 2011; Howie et al., 2012). This was further exacerbated by the poor reading culture in learners’ lives, especially in this era of social media. As such, most reading tasks are unfamiliar to the learners because of lack of exposure. As a result, access to subject content or discourses approved in formal education will remain a fantasy and literacy and academic progress will remain implausible. Learners cannot critically engage with a text if they are not familiar with the language of the subject. This happens because learners are too accustomed to daily patterns of language which are alienated from academic language, thereby creating a barrier between the learner and the discourse of the classroom or subject matter. This resulted in the creation of RtL intervention, guided by the six-stage cycle that begins with the preparation of learners to master classroom discourse. The first stage is to make learners aware of the “field” of the text by rephrasing the entire meaning and order of the text and explaining its meaning through diluting terms and language concurrently. Despite the teacher taking the central role, the learners are actively involved. In the process,

they can also suggest alternative vocabulary or phrases where necessary. This takes place because the learners are at different levels of operation. Some are at an advanced stage of literacy development, hence moving along with the teacher and motivating other learners to do so. Other than language structures and technical terms, learners' focus is also directed to various stages of the text's "genre". The process gives room to learners to take note of the unfolding piece of writing. In an example of a narrative, there is the orientation then transformation to complication followed by resolution and conclusively the coda. However, a critical point to note is that learners must not be overwhelmed with meta-language. During this process, the teacher can have a discussion with the class concerning the text topic, getting learners' views and thereby giving more sense to the text. Besides, it has been approved that text identification is a key part of the successful accomplishment of the scaffolding process. Therefore, the texts that teachers select should be age-appropriate and culturally compliant with English second language speakers. In support is Freire (1970) who asserts that literacy teaching should be packed with words and phrases that are relevant to learners. Selected topics should not be alien to the backgrounds of the learners. Topics should be contextually relevant so that learners can relate.

The South African curriculum is restrictive and teaching everything that is expected within a specific genre may be problematic, hence it is ideal to select those relevant areas that can benefit the learners. Even though there is limited coverage of the text, learners whose teaching is informed by RtL principles are exposed to advanced discourses due to authoritative modelling. In this regard, learners can access opaque academic discourses if the preparation for reading is carried out thoroughly. Through RtL, learners can access context genre or discourse semantics, an act that is regarded as impossible for the less able readers to accomplish independently.

Detailed reading: This is the ensuing stage after exhausting the preparation before reading. During this phase, learners are aided in getting through one or two pages of the selected texts. This process calls for thorough identification of the main parts of the text that are pertinent in the elicitation of meaning. It should be noted that this is the central component of scaffolding progressive reading techniques, since the learners are instructed to construe ways in which selected language tools assist to build meaning from the text. There are three stages immersed in this stage, namely: preparing, identifying and elaborating.

During the preparatory stage, passage to detailed meaning of individual sentences is attempted to allow learners to comprehend the targeted text. To satisfy the demands of the text, sentences are paraphrased in everyday language to allow learners to assimilate the sense of the piece of the text being scrutinised. In addition, extended help is proffered to learners through cues. At this stage, learners are furnished with three positional cues. Initially, cues are made available to learners to allow them to decipher the background of the text, which in this case embraces the understanding of the entire sentence. Secondly, learners are provided with cues regarding the placing of the various words in the sentence for it to be meaningful.

Thirdly, cues are supplied so that words are explained in generic terms for easy understanding. Therefore, the three cues are a component of the cognitive procedure, which is a prerequisite in the construing of texts. This is achieved through the unpacking and analysis of the text in context. The analysis of full sentences is made possible by understanding the order of each lexical item, and its purpose within the syntactical structure. Henceforth, this is an advantage to accelerating understanding of the text. However, the assumption is that all teachers have sound knowledge of English and are well versed with the terms of teaching and learning methodologies, so that the scaffolding process is done effectively during the preparatory stage. Balfour (1999), Fakeye (2014), Kuregel and Fourie (2014) discovered that the prevailing conditions in South African schools are such that teachers – both English First Language speakers and English Second Language speakers – have serious deficits in content knowledge as well as teaching methodologies.

In the identification stage, learners specify the lexical items connected to highlighted cues, and are then directed to underline the word and write the technical words and phrases that it is connected to. Although the teacher is playing a central role, he/she is not isolating the learners in the process; further explanations on alternatives include the participation of learners. The extension into the elaboration phase is an addition of the much-needed extra information to aid understanding linked to vocabulary, function and structure. Most significantly, Martin and Rose's ideas are informed by Vygotsky's notion of scaffolding. The processes of identifying words, teacher elaboration, defining technical words, explaining new concepts or relating them to experiences is illustrated above. Ideally, in such a situation, the teacher breaks the ice by initiating the learners into the geography of the text. The preparations are done through orienting the learners to the text and providing positional cues, whilst they answer back accordingly, and the teacher affirms the feedback. Thereafter, there is comprehensive feedback

or further expansion of explanations. Furthermore, if the style of questioning proves difficult to learners, extensive feedback is provided to support the learners. Upon comprehension of the text, the teacher gives learners affirmation. Immediately after the teacher is satisfied with the performance of the learners, they migrate to the preparing for writing stage. The illustration below illustrates what Figures 8 and 9 above highlighted.

5.4 From preparing for reading to individual construction

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). To acquaint the learners with the genre and field of the text, pre-reading activities were constructed. This section of the lesson follows the six stage cycle of Reading to Learn as outlined in Figures 8 and 9.

Pre-reading activities

Preparing before reading (pre-reading activities). Stage 1 (See Figure 8):

Preview of the story by the teacher before reading it with the class.

This is a story of a South African heroine who fought the apartheid system with other women. Her name is Lilian Ngoyi. She was continuously arrested by the police. In 1956, she and other women demonstrated against the government. Thereafter, she was arrested for not having a pass. She was an executive member of the ANC national council. She had the power to motivate men and women to fight the system.

However, she did not get many chances to address the audience because she was constantly arrested, starting from December 1956, and was eventually restricted to her home in Soweto. She spent 18 years under confinement in a small house. Upon her death, more than 2,000 people were part of her funeral. On the funeral day, Desmond Tutu highlighted that her name should be written in gold, as it is an important part of South African history.

The background knowledge of the story was illustrated, together with the key characters. In the same vein, a summary of the complications and resolutions was done to the point of un complication (Lilian Ngoyi’s death).

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 for all non-Europeans in 1800 and were only abolished in 1994 at the dawn of democracy.

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

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

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

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 presumption 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, to add clarity to the reading exercise, the class was read to, to address the contents and what was taking place in the text.

Detailed reading (Stage 2): (See Figure 8.) In this stage, I was guiding learners to identify wordings within each sentence of the passage from the reading text, and then elaborating on their meaning in detail (Rose & Martin, 2012).

The passage was selected because it appears rich in language resources that learners can make use of in their writing. In addition, it has the register that dominates in South African history, especially as it pertains to the oppressive period of apartheid. Importantly, the passage has the

register that learners can apply in their writing about historical issues. Lastly, it fits into the 45-minute slot for the lessons.

This stage involved recognising the main phases in distinct paragraphs of the text, including 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 was collaboratively drawn to important information in each phrase and paragraph, including attending to how syntactical preferences support the writer to fulfil his/her intention, such as inquiring into how Lilian Ngoyi ended up being isolated. Jointly, an identification of the topic sentence, point and argument, including other phrases in the text, was done to establish how these influence the intention of the writer in relaying his or her message to the readers.

Detailed reading transcript for “Isolated for Two Decades”:

Prepare passage

Lilian Ngoyi was the pioneer of the Federation of South African women and she became the president. She was part of the leading group of four women to lead a march of 20,000 women to the Union buildings on 9 August 1956, in expressing their displeasure on the extension of pass laws to black women. [*That is the setting*].

During their protest, she could not show the authorities the disliked “dompass” and that resulted in her being instantly arrested and sent to prison. [*That is complication*]. They were taking their petition to the Prime Minister J.G. Strijdom. They argued that mothers and children were being separated in their thousands [*That is the argument*].

Lilian Ngoyi was an eloquent and persuasive speaker who would influence men and women to join forces to fight a system [*She occupied a position of authority and was influential*].

Her time to play an influential role in the community was limited, because she was arrested and accused of wanting to remove the government unconstitutionally. She was arrested with other leaders like Nelson Mandela [*Trail of events*]. She was tried in court for four years. In 1960, she was imprisoned for five months. In 1961, she was released from prison and was not allowed to address the public or visit places outside Soweto.

She was restricted to her small house for 18 years, struggling to make a living. She was stopped from talking freely. Eventually, she died, and Desmond Tutu spoke highly of her and said that she deserves a special place in the South African books of history.

Reading aloud

The next stage was reading the passage aloud. Thereafter, I prepared the first sentence of the text, highlighting the true meaning of the sentence, simplifying it so that all learners comprehended and were reading along.

Prepare sentence

The first sentence tells us who Lilian Ngoyi was and the positions she held in the ANC women's organisation. Look at the sentence as I read it: *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.*

The sentence preparation allows all learners to comprehend the sentence whilst it is read, hearing the words as they see them. According to Rose and Martin (2012), this stage is important because:

It harmonises the written words with their spoken expression, as a sequence of meanings that learners can understand. Since meanings have been prepared, learners will not have challenges in deciphering the sentence. The reading process reduces the burden of providing meaning of unfamiliar words. More so, this minimises the semiotic load, allowing it to process complexity of meanings, vocabulary and pronunciation as early as possible. Furthermore, it furnishes a meaningful context for pinpointing and understanding each word in a sentence as they are emphasized and discussed. Importantly, the learners upon hearing the words being pronounced, will be able to see and pronounce the words aloud, being called upon by the teacher to pick on them and illustrate them. (p. 155)

The next step in detailed reading is to provide meaning cues for the first word, along with a position cue. This is termed a Prepare move in Detailed Reading as follows.

Prepare: *The sentence outlines the role that Lilian Ngoyi and others played and posts she occupied.*

The whole class could see the word that is referred to by the cue *co-founder*. In the process, I asked Lee to say the word with a focus question, that repeats the meaning cue:

Focus: [Lee] *Identify the word that says Lilian Ngoyi founded the organisation with others?*

At this preparation stage of the entire sentence and the vocabulary, every learner reads the words with confidence and the question illustrated is directed to the class. Importantly, the meaning cue/signal was repeated to eliminate any cases of ambiguity and the position cue that take precedence of the question makes it highly accessible. The reason was to minimise the semiotic load and emotional stress on learners, so that they could focus on identifying alternative words from the meaning cue (Rose & Martin, 2012). Therefore, all learners in class had equal chances to discuss, with the teacher affirming. The learners had the task to identify the lexical item in the text (Rose & Martin, 2012).

Learner: [identify] *Co-founder*

Teacher: [Affirm] *Very correct*

The affirmation of the learners' answers motivates them and strengthens their attention and interaction in their scholarly work (Rose & Martin, 2012). Affirming learners' responses with more than one word was used, because of lack energy to motivate and energise learners to do better. As a result, phrases like "*exactly right, excellent and fantastic* can easily roll off the teacher's tongue" (Martin & Rose, 2012, p. 156). This approach promotes a high level of engagement among learners in the classroom. Correspondingly, reading abilities of learners are uplifted, since all can read the various words with comprehension, "even the words beyond their independent reading competence" (Martin & Rose, 2012, p.156). Thereafter, the teacher leads the learners to the words to highlight and make certain that all learners can pinpoint the words and mark the same words.

Direct: Let us underline *co-founder*.

The success registered in reading the word was a sound background to enhancing a deeper understanding in the elaboration phase.

Elaborate: *Co-founder means founding or starting something in partnership with others. Lilian Ngoyi and other women teamed up to form the Federation of South African Women.*

The first procedure was to define the word and then explain it in the context of the passage. The other words were singled out, applying the same procedure. In the same vein, the focal point of the discussion consists of Focus-Identify-Affirm as illustrated below. However, as the dialogic process is purposely planned, learners were led to underline and elaborate as follows (Martin & Rose 2012).

Teacher [Prepare]: Then it says she held two positions.

Focus [Sethu] Can you identify the posts?

Sethu [Identify] President and Vice President

Teacher [Affirm] That is excellent

Direct *Can we all underline president and vice president.*

Teacher [Prepare] *Lilian and other women led an event.*

Focus [Sekai] *Can you identify the word for the event?*

Sekai [Identity] *March*

Teacher [Affirm] *Correct, keep it up.*

Direct: *Underline march.*

Elaborate: *March means walking in a planned or organised way in protest/showing unhappiness over something. The women were showing unhappiness over the dompass.*

In the process of the activity, I focused on the three elements that exposed the positions that Lilian occupied, what she and other women organised, and why. She was the president and vice president, they organised a march to protest, they were protesting over the dompass. The two terms “president” and “vice president” were given to learners through the ‘wh’ cues for what positions she occupied. These two terms were easy to figure out because it was simple recall. The word “march” was difficult to explain, hence literal meaning cues such as “what” were employed. However, in instances where reading and comprehension were simple, cues such as “who; what; where and how far” were used (Rose & Martin, 2012, p. 157).

Having provided the foundation, control was handed over to learners to tackle the exercise independently. It was with cues such as ‘wh’ where the assignment was to point out specific lexical items from the generic meanings (Rose & Martin, 2012). The application of the mind allowed for the learning process to be transferrable to other texts (Rose & Martin, 2012). The general meanings direct learners’ concentration on word meanings of word groupings that build sentences, “including people (who), things (what), processes (what doing), place (where), times (when), and qualities (how, what like)” (Rose & Martin, 2012, p. 157). Learners will within a short time master the recognition of these chunks of meaning in other sentences and often come to predict the teacher’s questions in detailed reading (Rose & Martin, 2012).

The words “co-founder” and “march” were distant from the learners’ everyday language, hence phrases to explain the terms were used. The compound word “co-founder” was explained through first the prefix ‘co’ which means together and the synonym partnership in line with context. Thereafter, “march” was explained as a planned walk expressing unhappiness. I used some of the examples that occur in the township, town and the country. This made it easier for the learners to recognise the word and term. The purpose of synonyms or paraphrases was to select an unfamiliar word from the general meaning cue. This develops the learner’s ability to build up their knowledge of words and structures as they read (Rose & Martin, 2012, p. 157). The elaborations exercised further the learners’ vocabulary knowledge, by defining words and structures in terms of the context in the sentence (Rose & Martin, 2012).

Repeated definitions in context, such as the process exercised, assist learners to apply contextual clues as they read and derive the meanings of words (Rose & Martin, 2012). Furthermore, they acknowledge that “this is a more effective technique in expanding learners’ vocabulary and grammar knowledge than attempting to memorise words or grammar structures out of context or relying on dictionaries for definitions” (p. 158). In addition, learners are led through elaborations to picture the scene through attaching images and emotions evoked. *She was one of the four women who led the march of 20,000 women to the Union Buildings on 9 August 1956 to protest against extending pass laws to black women.*

On the whole, where words were simple to read and comprehend, they were authenticated with “wh” cues; however, in situations where there was less understanding, synonyms or paraphrasing were used (Rose & Martin, 2012). Elaborations correspondingly lead learners deduce links across the text “text and to interpret the context” (p. 158). Despite these principles being applied in high school learners, they can be appropriate to all age groups. Detailed Reading will include circumstantial and interpretive levels of meanings that are scaffolded in elaborations, even where the literal words are supposedly explicit (Rose & Martin, 2012). The principles discussed above were applied below.

Teacher: [Prepare]: In the next sentence her failure to present the much disliked dompass [Sentence] resulted in her arrest. I will read it “Not being able to produce the hated “dompass” on demand resulted in immediate arrest and imprisonment.

Prepare: At the start it says... ‘the hated dompass’

Focus [Lise] Can you explain what would happen to one without a dompass.

Learner [Athi] Arrested and imprisonment.

Teacher: [Affirm] That is excellent.

Direct: Lets underline arrest and imprisonment.

Focus: If they are arrested and imprisoned, where are they likely to end up in?

Learner: [Sekai] Prison or Jail.

Teacher: [Affirm] Well done.

Elaborate: They are going to be tried and sentenced to stay in prison.

Teacher: Focus: [Nathi] Can you identify the words that show without having a dompass.

Learner: [Lee] Not being able to produce the hated dompass.

Teacher [Affirm] That’s correct. Keep it up.

Elaborate: When you had no dompass it meant jail.

Focus: How would you react upon being informed that you are going to be jailed?

Learners: Frightened/Afraid/Uncertain.

Teacher: [Affirm] That is correct.

Elaborate: That is the reason why Lilian and other women were marching as a sign of protesting.

During the exchange process, I was dialoguing with learners to further clarify by giving examples of what would happen to one if one does not have a *doppass*. I followed the RtL approach of using focus questions to direct learners to come up with answers from their prior knowledge, contrary to picking words from the text. In addition, the focus question was structured in such a way that it would always be affirmed. More so I was noting my direct position in the second cycle, through reading up the exact words with increased pitch for emphasis '*arrest and imprisonment*'. This is a regular questioning technique employed by the teacher during detailed reading, to enable learners to pick the actual words.

The sentence coming next was prepared along its implied meaning, which is “families will be destroyed”.

Teacher: [Prepare] In the following sentence, Ngoyi and fellow leaders explained what will happen after arrests and imprisonment. I will read it ‘Ngoyi and other leaders argued that homes would be broken up and children left uncared for.

Prepare: Therefore, they argued.

Focus: [Neli] what was the argument about?

Learner [Zipho]: Broken homes and uncared for children.

Teacher [Prepare] They delivered their petition.

Focus: Why do you think they delivered their petition to the Prime Minister, John.

Learner [Propose]: They wanted to tell the Prime Minister their position and problem with the *doppass*.

Teacher [Affirm]: Excellent.

Elaborate: They were expressing their unhappiness/displeasure with being arrested and restricted by the *doppass* to J.G. Strijdom the Prime Minister.

This sentence had two phrases that needed background preparation. They were likely to mislead or confuse learners. They were “homes would be broken up”, and “petition”. Firstly, I prepared what the writer meant by “homes would be broken up”. I asked certain learners’ views because I presumed they may highlight their answers. The next was explaining the term “petition”. I made the term explicit. I illustrated terms such as “appeal”, “request” or “a formal written request signed by many people”.

The next sentence was prepared with close reference to the previous sentence.

Teacher: [Prepare] The next sentence described the effects of the enforcement of the [Sentence] dompass law. Follow as I read: *But the new law took effect and mothers were indeed separated from their children- by the thousands.*

Prepare: The sentence describes the effects of the pass law.

Focus [Zipho]: What happened to mothers and their children?

Learner [Neli]: They were separated in their thousands.

Teacher: [Affirm] Well done.

Direct: Underline; *separated ... and thousands.*

Elaborate: After the pass law was implemented by the Prime Minister, mothers were separated from their children. The children left without mothers were in their thousands.

When I elaborated, I was leading the learners to explain the meaning of “separated from their mothers by the thousands”. The statement was a simple outline, but it needed explication. It was prepared by ‘how’ because it was not clear to the learners. It must be noted the learner responded in a similar way *‘They were placed apart from each other in thousands.’* The information contained in the above sentence is critical, because it illuminates why it was important to fight the repressive dompass law.

Despite the lengthy discussion implemented in the class on Detailed Reading of only one paragraph, the approximate time for the interaction was not more than thirty minutes, which was within the stipulated time for one English lesson slot. The process was repetitive in terms of learning points, because the same types of language features were encountered continuously in this lesson and in other Detailed Reading sessions (Rose & Martin, 2012).

Upon the completion of every sentence, it can be read aloud by the class and the whole passage can be read again when Detailed Reading is complete. It rests with the teacher to highlight (label) the phrases on a projected version of the passage that the whole class can see, as learners label the phases in their own copies (Rose & Martin, 2012, p. 160). This technique strengthens the structures of the text and provides more detail. The passage is highlighted and labelled as below.

Isolated for Two Decades:

Setting: 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*]

Problem 1: She was one of four women who led the march of 20 000 women to the Union Buildings on 9 August 1956 to protest against extending the pass laws to black women. [*reason for demonstrating*]

Problem 2: Not being able to produce the hated “dompass” on demand resulted in her immediate arrest and imprisonment. [*consequences of defiance*]

Problem 3: Ngoyi and other leaders argued that homes would be broken up and children left uncared for. [*Argument*]

Reaction: They took their petition to the then Prime Minister, JG Strijdom. [*reacting*]

Problem 4: But the new law took effect and mothers were indeed separated from their children – the thousand. [*Argument 2*]

Position of authority, influence and theme: 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. The author Es’kia Mphahlele said of her:

Metaphor to qualify her influence, power and theme: “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.”

Trail of events: But there were not many opportunities for Ngoyi to address audiences. She was first arrested in December 1956 on charges of treason, along with other leaders, including Nelson Mandela.

Elaboration: The trial dragged on for more than four years.

Problem 5: In 1960 she was arrested again and spent five months in prison.

Problem 6: No sooner had she been released and acquitted in 1961 than she was served with her first – year banning order.

Reaction: She was confined to the area of her home in Soweto, not allowed to attend meetings and prevented from speaking in public.

Problem 7: 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.

More factual elaboration on the argument: 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 suppressed.” Conclusion of a journey of a life: Her funeral was attended by more than 2000 people. 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.

In exercising Detailed Reading, lexical items such as pronouns and articles are not underlined, so that gaps are left between words as learners underline them. After about 30 minutes of Detailed Reading with the class, all learners who attended classes daily were able to read with in-depth understanding. It was after Detailed Reading that the weakest learners were able to read passages that were more than their normal independent reading scores. However, they were not able to read other texts of the same level, because they required more scaffolding and repeated practice as illustrated above. Knowledge of language choices used by the author was identified during the Detailed Reading of the passage (Rose & Martin, 2012).

The next stage is rewriting of the passage using the same language resources. This prepares them for their own texts (Rose & Martin, 2012).

Joint and individual rewriting – appropriating language resources:

According to Rose & Martin (2012), “the aim of Rewriting is to guide learners to appropriate the language resources of accomplished authors into their own writing” (p. 162). However, seasoned writers unconsciously tackle the activity. For learners, this a conscious process since they focused on language structures learnt during the Detailed Reading stage. The process involved Rewriting whilst applying the same language patterns as illustrated above during the Detailed Reading process. This was despite a new field being introduced. There was a likelihood of a new field with new characters, events and settings (Rose & Martin, 2012). This process prepared learners to attempt complicated assignments of writing, applying the same language patterns of the text worked on earlier.

The learners selected the field through brainstorming a variety of topics/ideas, and these were written on the chalkboard. Although many topics were brought up, one was selected for Rewriting. The passage used for introducing the process was printed and given to learners for easy access. This allowed learners to select new terms for the new phases of the text. I prepared the learners to identify ideas by noting what the author did at every stage in the model text, and I asked what alternative choices the class could make.

Depending on the learners' responses, evaluations and elaborations through rephrasing were effected in sync with the dictates of evolving the Rewrite. I provided the language resources that assisted learners in crafting a new text, drafting learners' ideas into an intelligible text. The purpose of this process was to tap into the language resources possessed by the learners to enable learning.

As the lesson progressed, ideas were written on the chalkboard and grouped to be fused into the text as it unfolded. The stock of language resources was further used during the individual Rewriting process. Learners were taking turns to write their ideas on the chalkboard. This gave collective ownership of the text and prepared them for individual Rewriting. Importantly, the process allowed issues such as "grammar, spelling, punctuation and letter formation to be addressed collectively as the text is written" (Rose & Martin, 2012, p. 162).

It is important to note that the practice of Rewriting does not only support learners to make use of specific language resources from each Detailed Reading passage, but through Repeated Practice after "Detailed Reading teaches learners how to identify fascinating and important language features in their reading and to borrow them into their writing" (Rose & Martin, 2012, pp. 162-163).

The text below is an illustration of how Rewriting works. Below is the Complication with significant boundaries marked by a slash, where punctuation is not yet available (Rose & Martin, 2012).

Not being able to produce/ the hated/ "dompass" on demand/ resulted in her immediate arrest and imprisonment.

Ngoyi and other leaders/ argued that/ homes would be broken up/ and children left uncared for.

They took their petition to the then Prime Minister, JG Strijdom.

But/ the new law took effect/ and mothers were indeed/ separated from their children/ by the thousand.

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.

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.”

But /there were not many opportunities/ for Ngoyi to address audiences.

She was first arrested in December 1956/ on charges of treason, along with other leaders, including Nelson Mandela.

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.

She spent only three years unbanned, from 1972 to 1975.

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 suppressed.”

Her funeral was attended by more than 2000 people.

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.”

For the Rewrite of Lilian Ngoyi, a new character must be settled for. The character must possess resilience and bravery. Above all, they must be likeable. The character should be able to influence others to fight the status quo. Lilian Ngoyi was substituted by a similar

character, Nehanda Nyakasikana, a brave woman warrior in the Zimbabwean history. This is illustrated below.

Rewrite using sentence patterns from the text above:

The failure to provide/the illegal/disliked/ 'dompass' upon request / led to the instant detention and incarceration.

Nehanda in the company of fellow leaders/ declared that/ homesteads were going to be destroyed and children neglected.

Nehanda with other leaders delivered their appeal to XP Bravo.

However, this did not stop the implementation of the punitive pass law/ where thousands of mothers were alienated from their children.

In the history of Nzara party, she was the leader of the top decision making body, popular individual/ during meeting as well as an intelligent, motivational speaker who had the ability to ignite masses into action.

A writer Clemence Seven described her "Nyakasikana could fling her listeners/ in her palm, leading to leading to meals speak inaudibly/murmur in humiliation/together with an emotion of insignificance, hence instill/permeate in all people/ with reaffirmed determination."

Barely/ were there plenty of favourable moments for Nyakasikana to deliver a speech to the masses.

Her initial/detention/jailing was in December of 1956/ because/of rebellion, in the company of other prominent leaders such as Gaba Rinocheka.

Their court case/litigation was a tedious/length process that went beyond four years.

She was detained further in 1960 and was imprisoned for 5 months.

Immediately after/she gained her freedom/ and all charges dropped in 1961/sooner she received papers outlining her initial year of isolation.

Nyakasikana was isolated at her residence/ in Mbare, prohibited from being present at any assemblies as well as forbidden/restricted from addressing the people.

Shortly, after the lapse of the first isolation, they banished her again.

Constant/Repeated isolation turned out to be systematic.

She had three years of non-prohibition from 1972-1975.

One of her best friends penned down the following about her: "For a period of 18 years/this intelligent/gorgeous lady exhausted her life caged in a small dwelling,

censored/repressed/restricted sweating to raise cash engaged in tailoring, plus her immense power thoroughly contained.

At her interment/burial, in excess of 2000 people were present.

Tendai Tsombo/ secretary general of the council of churches, acknowledged/ that/ upon the chronicling of the factual South African history Nyakasikana's name deserves to be recorded in bold letters.

Teacher-learner exchange in joint rewriting:

Teacher Direct: Let us read the first problem together.

Learners [Read] Lilian Ngoyi was co-founder and co-founder and president of the Federation of South African Women and Vice-President of the Transvaal branch of Women's League.

Teacher [Focus] What's the problem here?

Learner [Sipho] She was the President and co-founder?

Teacher [Affirm] That is good.

Teacher Prepare: In that regard, identify our first problem.

Focus: Is Lilian going to take action as a leader?

Learner [Propose] She is going to lead the protest march.

Teacher [Affirm] Write ideas on the chalkboard [Excellent]

Elaborates: This protest march is not going to be allowed to proceed peacefully. People are likely going to be arrested.

Teacher [Prepare] Assume Lilian and others start marching/protesting.

Focus: What are the dangers that Lilian and other women are likely to face?

Learners [Propose] Beaten, arrested, insulted racially.

Teacher [Writing ideas] Well noted.

Elaborate: Then lets discuss 'beaten and arrests'.

The discussion is initiated by the introduction of the term “problem”, which surfaced earlier in the reading. When learners can identify the type of text, they can reflect on their prior knowledge to craft a new text. During the process, I was providing minimal assistance to the learners' in comparison to what I was doing during Detailed Reading. However, I was finalising what ought to be written and availing ideas whenever there was need. The aim of Detailed Reading was “to support all learners to read the passage fluently with literal,

inferential and interpretive comprehension, and advanced personal engagement, and this required precise preparations and affirmations for each learner” (Rose & Martin, 2012, p. 164). There is gradual withdrawal of support if learners’ manifest signs of achievement. This gives them space to infer and analyse comprehension without being pressurised.

The gradual withdrawal of support during joint Rewriting is necessary because it allows learners to utilise the vocabulary data bank, which is a critical step closer to independent Rewriting. Although support is minimised, “it is maintained through identifying the words in the Detailed Reading passage and naming the type of language features to propose but Focus questions are more open” (Rose & Martin, 2012, p. 165). This was illustrated in the demonstration above. This process orients learners to submit complementing ideas that are in line with the character of Nehanda settled for. As the prominent components of the field are in place, the Rewriting begins with explicit composition which encompasses, “position cue, the type of language feature (conjunction) and its definition...” (Rose & Martin, 2012, p. 165).

Teacher Prepare: Then the first problem with the text is the sentence starts with two consecutive words which are proper nouns.

Focus: Which are they?

Learner [Peter] Lilian Ngoyi.

Teacher [Affirm] That is correct.

Teacher [Prepare] In place of the proper noun we can start with a pronoun.

Learner [Propose] She

Teacher [Elaborate] [Writing] She was...

Direct [Athi] May you write the statement on the chalkboard. [Indicating where to write]

The assistance with identifying proper nouns and pronouns helps learners avoid repetition of names that will have been used earlier. I prepared the learners to come up with the appropriate ideas, which I would affirm in the process, such as “she” a replacement of Lilian Ngoyi. Writing on the chalkboard was started when all words to be used were agreed upon.

Teacher [Focus] Whilst the learner is writing I would ask the learners to identify the punctuation after the whole sentence.

Learners [Propose] Full stop.

Elaborate [Full stop marks the end of a sentence.

Focus: Where else is a full stop used?

Learner [Lee] in abbreviations.

Teacher : Excellent

Elaborate: Full stop indicate that a thought is complete.

Besides the full stop, I reinforced the function of quotation marks to mark words which are not English, for example, “dompass”. They add emphasis to the word. In the same passage, it signals complication, because something was about to occur.

Having constructed a number of instances of complications, the term “theme” was introduced to the class. The section below introduces meta-language. This is a language feature that is rarely elaborated upon but used constantly. I used the feature in the passage and later picked other examples, especially from their poetry.

Teacher [Focus]: Attention was in paragraph 3 sentence 2. What did Lilian toss her audience with?

Learner [Lee] ... toss her audience with little finger.

Teacher [Affirm] Well done.

[Focus] So what is Lilian going to toss with?

Learner [Propose] Words

Teacher [Affirm] That is good.

Teacher [Prepare] Therefore Lilian was powerful.

[Focus] What characteristics can we give to Lilian?

Learners [Propose] Fearless, motivational, brave.

Teacher [Affirm] Brilliant [Writing] these are all characteristics of a brave fearless leader.

Elaborate: We can say, she is fearless and motivational so that the citizens can believe in her and trust her.

Teacher [Prepare] And fearless leaders' voices penetrate into the masses emotions and brain when they talk.

Focus: Have you ever witnessed how the people react to such? [Demonstrated by soft bangs on tables]

Learners [Propose] At school gatherings and rallies.

Teacher [Focus] How do we explain that?

Learners [Propose] She was a powerful speaker.

Teacher [Affirm] Awesome.

[Direct] [Athi] Please write the sentence.

During the process illuminated above, learners collaborated whilst affirming their ideas. More so, I elaborated on the authenticity of their ideas, words or even phrases. Furthermore, this stage emphasised the function of rhetorical devices, for example, conjunctions to build coherent and cohesive texts. The learners were writing their new ideas on the chalkboard and at the same time, scaffolding them. They gave room for a mediated, reconstructed, modelled text.

In addition, I would comment regarding lexical choices for the rewritten text. I motivated the learners to assess if their original construction of the field of discourse may have been transformed in the new text through the use of new words and phrases.

Orientation

Setting

Nehanda Nyakasikana was a brave woman. She is among the women who decided to take up arms to fight the oppressive system. She spearheaded, the aggression against displacement of the black people.

Problem

However, her refusal to backdown on the demands to stop the resistance resulted in her arrest and detention without trial. This was before they even met XP Bravo who was the President. The government of Bravo introduced the death penalty for such aggression.

Reaction

Nehanda was frightened. She was the first woman to challenge the oppressive system.

Solution

Upon her arrest protests calmed.

Setting

She believed that protests will motivate the authorities to release her from prison.

Complication

Problem 1

After some weeks of detention, newspapers were awash with scary news. She was going to be hanged because she was defying the oppressive order.

Problem 2

There was uncertainty in the country because the leader of the struggle was going to be killed.

Resolution

In less than two weeks she was hanged and, the country was covered with a dark cloud. Nehanda Nyakasikana had been hanged for defying the government. The wheels of the struggle were off the rails

Individual reconstruction and independent writing:

The foundation for this stage is set during negotiated joint reconstruction, because learners exercise autonomy in their writing because they will be using their own notes, a complementary step towards independent writing within the same genre on a unique topic. In the process, the teacher will be furnishing the learners with the requisite skills needed to become independent in their academic work. The process is a concoction of two methods. The process-based approach to scholarly writing, supported jointly by the product-based approach. The two approaches are made use of by the learners as they share ideas, rough sketches, and re-draft a brand-new narrative of the text under study. To support learners, they are given sufficient feedback. It is this same feedback that the learners utilise to independently create their own texts that may be suitable for scholarly assessment duties.

Having completed the cycle and other activities similar to the above – which cannot be outlined because of space and the expected length of the thesis – below is an illustration of an individually constructed essay replying to the example above. The essay is discussing what has improved in terms of what the **struggle stalwarts** identified above were fighting against.

12 May 2018

Topic

Historical Period - Apartheid to democracy:
Essay writing

Setting → South Africa has transformed. *Has it? convince others*

How? South Africa has (changed positively) since the birth of democracy in 1994. *How others view it*
 in 1994 the majority for most citizens has improved. *Synthesis (turning knowledge into writing) are*
 Although there is *use of conjunction*
 admirable changes, crime rate is on the increase.

Where did you get this information? *argument not solid. Refer to some readings.*
 Repressive laws, now a thing of the past. *Who said so?* There is a compulsory *Good use of every conjunction*
 and free education from grade R up to 9. *all students*
all gone regardless of colour and now access started and provided by
 the government to go to the university. This has increased the number
 of black student graduates. *Who said this and where did get the information? evidence.* *(claim) - has no evidence.*

Evidence? There is a remarkable improvement in the standard of living. The
Account to what? Substantiate citizens of South Africa and those who live in it can now access
 health services freely more *than* *Full stop* *Next sentence* there is a positive change in the
 administration of social support grants. Additionally, there is
 improved care for the elderly, orphans and those with HIV/AIDS.
 The above paragraph need facts. Do not generalize. Who said all this?

What do you mean? 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 officials.

from the newspaper or internet? *20/10/18*
 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 the by giving examples *extra*
 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.

This essay is one among a number that were written by the learners after repeated exercises of RtL cycles. Although not yet improved to the expected level, there are some positives derived. There were no comments concerning punctuation, because in this essay, content was key.

Essay ^{Discuss}
 Stressful Situation depression

Stressful Situation depression is life events that brings on depressive symptoms.

2-25 When a stressful situation is particularly hard to cope with, we react with symptoms of sadness, fear or even hopelessness - a type of reaction that is often referred to as situational depression. Unlike major depression, when you are overwhelmed by depression symptoms for a long time, situational depression usually goes away once you have adapted to your new situation. If situational depression goes untreated, it could develop into major depression.

Depression tends to run in families. People who are depressed have certain brain characteristics that are different from people who are not depressed. Stressful situations, such as the loss of a loved one, a major life change, or a serious illness.

Depression affects a women more than men, at least two times more often. Depression in women could be related to gender specific factors like pregnancy or differences in how women and men react to stressful situations.

Lastly, if you are experiencing stressful situation depression, talk with your family doctor. Your doctor can discuss your symptoms with you, rule out other medical conditions.

A good essay. Well written.
 You 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.
 You displayed good use of connectives throughout the essay. Keep it up. Your vocabulary was well thought of.
 Take note 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 essay and how the body of the essay worked towards that goal. Lastly the life lessons that we learn from the essay.

5.5 The influence of Reading to Learn on cognitive development

RtL methodology has proved its relevance in improving the literacy standards of adolescent learners in high school, and even in tertiary institutions. It has the ability to get rid of unfair classroom routines that give an advantage to the elite and relegate the working class learners to the margins of failure (Mgqwashu & Makhathini, 2017). In the same vein, it is argued that “with sufficient exposure to RtL, learners across class lines have the opportunity to experience education for all, epistemological access, and education for success” (p. 30). The ability to read does not imply reading print and putting ideas on paper alone. There are other complex processes involved.

According to Booth (2003) and Tompkins (2003), the sequence that is present between the stages of reading and writing are agreed as inclined processes relying on almost identical cognitive strategies that include planning and goal setting, tapping prior knowledge, organising ideas, constructing a gist, monitoring, applying fix-up strategies, revising meaning and evaluating. Correspondingly, Flavell, Miller and Miller (1993) posit that cognitive development is “knowledge, consciousness, intelligence, thinking, imagining, creating, generating plans and strategies, reasoning, inferring, problem solving, conceptualising, classifying and relating, symbolising, and perhaps fantasizing and dreaming” (p. 2). These authors echo almost the same sentiments, although in different words. These processes can reach automation after continuous scaffolding and training in reading.

The ability to read awaits the opportunity to understand how a task can be performed because of comprehending the content and context. Similarly, the ability to read with comprehension activates the various task performance cognitive skills (Imel, 2006). More so, the ability to read to comprehend facilitates the application of various cognitive processes mentioned earlier. Along the same lines, Rand Study Group (2002) acknowledges that effective mastery of reading gives learners the opportunity to analyse a text to distinguish the main point(s) and critically examine and possibly apply what has been understood. The critical process may call for the “identification of the various components such as identifying word meanings, processing sentences, linking ideas across sentences and inferencing” (Williams & Atkins, 2009, p. 1). Meanwhile, Rose and Martin (2012) define the process as decoding, “the graphological level of letter patterns within sentences, inferential to the discourse level patterns across texts, and interpretive to the contextual of experience and social relations beyond the text” (p. 144). When

learners can read independently, the decoding process becomes an unconscious process, which is the goal of Reading to Learn methodology.

Additionally, cognitive enhancement through reading proficiency allows for strategic reaction, because even the proficient learners stumble. As such, the learners take strategic action through re-reading or interrogating themselves to illuminate certain information in the text (Williams & Atkins, 2009). However, more advanced readers' actions are more automatic and unconscious (Paris, Wasik & Turner, 1991). What emerged as a manifestation of cognitive development was the ability by learners to employ a variety of tactics in literacy. Wade, Trathen and Schraw (1990) say "the greatest use of text-noting tactics (e.g. paraphrasing in notes, diagramming, but also used reading tactics (e.g. reading slowly, skimming, reading selected portions of the text... and mental-learning to draw connections between ideas in the text and to mentally summarize" (p. 9). Again, Griffith (2004) reiterates that evidence of cognitive advancement is noted in organising information, flexibility in reading, noting text, mental integration and memorisation. In support is Dole, Brown and Trathen's (1996) acknowledgement that high-achieving learners grasp or progress more when they exercise their choices when dealing with texts or literacy challenges. This was evident with one of my research participants, who requested an audio book and a video to clarify certain issues in her literature text.

Similarly, cognition is visible in writing as it is in reading. This is despite the non-uniformity of the application of the cognitive strategies. To illustrate, Langer (1983) confirms that constructing meaning whilst writing occurs recursively, because constantly the writer must construct a new text. Again, Flower and Hayes (1981) elaborate that, whereas readers are involved in adapting their representation of the text to fit the author's message, the writer is engaged in a process of fitting the text to "the needs of another person, a reader, and to the constraints of formal prose" (p. 17). Although the process starts directing the reading stages of various texts, as learners' exercise with different genres, they select the appropriate registers to suit the persons being addressed, the situation and place. The register used is for a purpose. The maturity of cognitive process is vital to differentiation and situatedness. The learners are afforded the opportunity to apply what they have learnt about language in their reading and in writing (Rose & Martin, 2012).

5.6 Conclusion

A critical discussion of RtL was offered, including how it can improve the literacy levels faced by learners in disadvantaged communities. Furthermore, a comprehensive discussion of how it can be effectuated in the classroom to achieve the intended results has been fulfilled. Importantly, a description of how RtL can influence literacy advancement in a cohort of learners was done, and the chapter was concluded.

CHAPTER 6: DESCRIPTION, PRESENTATION AND DISCUSSION

6.1 Introduction

Chapter 5 provided a detailed discussion of RtL and why it is a relevant intervention strategy to improve literacy in secondary school and other similar situations. In addition, this chapter outlined how RtL was implemented during the intervention to positively influence learners' reading and writing abilities. Furthermore, as conclusion, a comprehensive discussion of the RtL cycle was attempted, including how it influences cognitive development. The present chapter's main intention is the presentation and interpretation of data generated according to research questions. The main agenda is to present data in relation to each research question. The main data in this section is the learners' sampled work. Thereafter, there is presentation, analysis and discussion of every task of work presented. The discussion and analysis are highlighting the role played by RtL methodology in promoting academic writing progress.

6.2 Data presentation and discussion

Research Question 1: *What role does the pedagogic approach informed by Reading to Learn Methodology play in developing Grade 11 and 12 learners' ability to learn from reading to learn, and turn what they read into written texts?*

The question's intention was to illuminate the role of RtL in developing learners' ability to read, so that they can converse with text and put into writing practice what they have read. In this regard, creative and transactional assignments that were written applying RtL principles are going to be analysed and findings discussed.

The topics included transactional and creative writing pieces. Included in the essays were argumentative, narrative, descriptive and discursive essays. In addition, transactional pieces included longer and shorter pieces. They were, friendly letter, letter of congratulations, business letter, letter to the press, dialogue, formal speech, diary entries, invitations advertisements and instructions for a procedure. The genres attempted by the learners are those prescribed in the curriculum by the Department of Basic Education in South Africa. The guide to how they are structured is attached as part of appendix 1.

6.3 Genres prescribed by South African curriculum for Grades 11 and 12

The guidelines for structuring are attached as part of appendix 1.

6.4 Analysis of writings of focal learners

An analysis tool for the written pieces was adapted from Rose (2018). The key to the scores is illustrated below.

Table: Criteria and rating scores (Source: Rose 2018)

Criteria	Score
Higher than the expected of school age	3
Stronger but not at the top	2
Evidence is available but weak	1
No evidence of mastery	0

6.4.1 Focal learner #1: Lee

See Appendix 1 for examples of Lee’s work and analyses thereof.

Evaluation of Lee’s work: The work produced by Lee is reflective of the benefits that come with intervention informed through RtL principles. The work sampled showed steady progress from the first essay. It is therefore argued that the targeted areas fell within the ZPD because it is only when a skill is within the ZPD that learners can progress. This is because “the mediational tools that are provided to help scaffold the learners’ learning development, and the range of social interaction and activities involved in the process of which include reading and writing and thinking, observing and acting” (Bazerman & Prior, 2004, p. 7) will determine their progress or lack thereof; more so, the accuracy of dealing with the targeted concept. The progress registered by Lee followed the recommendation stipulated in RtL intervention. These are identified by Zaretskil (2016), who argued that there should be contact between the learner and the more knowledgeable other.

Lee’s progress was a result of the MKO having the commitment to establish a meaningful relationship with him, to scaffold in areas that were in need and were in the ZPD. It should however, be emphasized that non-contact between the teacher and the learners hinders the accomplishment of other supporting conditions. The direct contact between learner and teacher during the RtL cycle was key to the literacy development manifested in Lee’s work.

6.4.2 Focal learner #2: Sekai

See Appendix 1 for examples of Sekai's work and analyses thereof.

Evaluation of Sekai's work: The work produced by Sekai is a reflection of the fact that, if learners' intervention is informed by RtL principles, progress will be registered. Sekai's progress suggests that genre pedagogy can be an effective, emancipatory tool to curb inequalities in the classroom (Rose & Martin, 2012). Again, it has been proven that the teacher plays a pivotal role in influencing change in the positive direction. However, it demands commitment in terms of planning and daily teaching. Sekai's success pronounced the elimination of the invisible pedagogy which is barrier to epistemological access, because the two critical literacy challenges faced by learners, reading and writing, were overcome (Rose & Martin, 2005). The fact that Sekai was taught daily using RtL principles appears to be the reason behind the success exemplified in her work.

6.4.3 Focal learner #3: Sethu

See Appendix 1 for examples of Sethu's work and analyses thereof.

Evaluation of Sethu's work: Sethu's competency in structuring various academic genres improved immensely. The processes of modelling and scaffolding multiple texts appear to have brought the much-sought literacy development. It is against the backdrop of such exercise that Sethu developed the expertise to differentiate between genres, as illuminated among the six sampled pieces of work. Besides knowledge of genre, Sethu expressed evidence of mastering discourse is associated with scholarly correctness. Above all, she showed a high degree of understanding and reason, which manifested in the work that was produced during the intervention.

In addition to all the other mediational tools that worked towards this improvement, Sethu was one learner who requested the availability of audio books and videos to improve her mastery of concepts. Accordingly, this was provided. Amazingly, the participants transformed how they approached their literature texts and how they responded to many writing exercises, including their essays. This illustrates the importance of a conducive learning atmosphere wherein the teacher and the learner work together towards a common goal and treat each other as equals. This was made possible through evaluative interviews, because the learners were pointing out some of the areas that needed attention. In the process, the principle of a free learning

environment, as stipulated in RtL, allowed for the progress registered by the learners. The use of various mediational tools allowed for the development of incremental vocabulary, because the repetitive scaffolding process gave the learners the platform needed to develop. Stanovich (1986), Coady (1993) and Josh (2005) posit that the learner's vocabulary plays a crucial role in reading and academic writing. The work presented testifies to the development in vocabulary build up.

6.4.4 Focal learner #4: Andy

See Appendix 1 for examples of Andy's work and analyses thereof.

Evaluation of Andy's work: Andy's levels of writing showed a high degree of distinct transformation. This was reflected through consistent progress registered in her work. This change seems to be the result of RtL intervention strategy, because in the 22 months of the intervention, there was hardly any support extended to the learner. Change was inevitable, because the learners had their English First Additional lessons guided by RtL principles daily. One may question how Andy and others became good writers in a space of 22 months. The answer is that these learners received intensive instruction, feedback on their drafts (scaffolding) and would redo those drafts until they were academically acceptable.

This continuous interaction boosted their confidence in both writing and reading. This promoted alertness to connectedness and coherence in their writing. Consequently, this heightened their readiness to tackle scholarly writing of any kind, which may be due to high levels of confidence (Rose, 2006). The intensive nature of the scaffolding cycle of RtL appears to be the reason why there was a high level of success, because there was equitable support and feedback among all learners. According to Rose and Martin (2012) RtL is in deviation from the incremental model which is based on formative assessment, wherein if one succeeds, one moves to the next stage, thereby maintaining the achievement gap. It is in this regard that RtL is an intervention approach that democratizes the classroom (Rose & Martin, 2012; Acevedo, 2010).

6.4.5 Focal learner #5: Wethu

See Appendix 1 for examples of Wethu's work and analyses thereof.

Evaluation of Wethu's work: Wethu took a while to progress to an academically approved standard in comparison to some of her peers. However, learners are unique and the rate at which

they grasp concepts varies. Vygotsky (1978) argued that every child in a learning situation deserves to be treated as an entity whose learning styles are unique and require specific attention that is in line with the need. This is because the kind of epistemology and skills necessary to learn are different for every learner. Therefore, the process of learning must take cognisance of the learner's experience, which may among other things, include previous concepts and illuminate new experiences. This is in contrast to the views of Piaget (1928), who disregards societal influence and places all the responsibility of learning on the child. He believes that the learner in the classroom is responsible for the active construction of knowledge because of continuous experiences and maturation. However, Vygotsky (1978) disputes this argument by stating that it is in fact, the more knowledgeable other and the broader society that bring into existence experiences that provide the right conditions for effective learning. The teacher is not there to dictate how the targeted task should be done but to "facilitate the learner's sense of agency and process relating to implementation, reflection, restructuring and constructing modes of actions" (Zaretskii, 2016, p. 156). Wethu's progress was assisted through reflecting on the errors that were prevalent in her work. The errors were resolved as single entities through intensive Detailed Reading, modelling of texts and scaffolding. One method that assisted in navigating around the problem was the creation of a conducive learning environment and conditions that facilitated learning (Vygotsky, 1978).

The basic principle established through RtL was the creation of a motivational classroom environment, which allowed Wethu to open up and get assistance in dealing with academic challenges. Wethu's challenges were resolved because they were divided into minute parts that she could deal with at different times. During that process, redundancy was built through remodelling and repetition of directions on several occasions to promote mastery (Bodrova & Leong, 2007). The process of breaking concepts into subunits enabled learners to perform at the highest level of ZPD (Rogoff, 1986). The process was repeated during the RtL cyclic process, because there was re-entry and movement into the new ZPD. When the learner reached automation and fossilisation, the learner improved mastery of concepts, and the goals of the task were later merged to perform a task. This was evident in the tasks that Wethu accomplished successfully, as illustrated in the assessment tool.

6.4.6 Focal learner #6: Wona

See Appendix 1 for examples of Wona's work and analyses thereof.

Evaluation of Wona’s work: There is evidence that enforcement of RtL during the entire intervention process was critical to her development. According to Rose and Martin (2012), “preparing for reading includes strategies for supporting students to read texts in the curriculum, along with the deconstructing of model texts for writing (termed deconstruction in genre writing)” (p. 147).

Although the teacher played an influential role, the learner was actively involved in the process. During the participatory stage, the learners suggested alternative vocabulary and phrases, learning spelling, punctuation and rules of sentence construction. Be that as it may, learners’ focus was directed to various stages of the genre. Wona’s essays and transactional pieces were an exhibition of that knowledge, despite some shortcomings. Furthermore, Wona’s mastery of the use of conjunctions, pronouns, articles, demonstratives and other language structures seems to be a result of her progression to higher-level support for learners, to read the language of curriculum texts with detailed comprehension and to use the language they have learnt in their writing (Rose & Martin 2012). During the RtL intervention process, comprehension and writing skill strategies were employed to develop explicit knowledge about language at the level of grammar and discourse (Rose & Martin, 2012). The exercises that were repeated in various texts appear to be the reason behind the progress registered by Wona. Comparatively, her success may have been due to increased confidence levels. The continuous development registered by Wona proved that RtL intervention played a huge role towards her literacy development.

6.4.7 Focal learner #7: Lisa

See Appendix 1 for examples of Lisa’s work and analyses thereof.

Evaluation of Lisa’s work: The results established appear to reflect that intense and well-designed scaffolding and multiple exposures to modelling of example texts, combined with intensive feedback, seem to have been the solution towards the improvement of Lisa’s reading and writing skills. Her writing became skilful, coherent, organized, intelligent and scholarly. According to Rose (2006), apprenticeship experienced can be a source of heightened levels of confidence, that may eventually give birth to improved performance and accelerated progress in coherent and cohesive writing, eventually resulting in improved interest with academic writing. Corresponding to scaffolding were additions of cultural tools, which the learners accessed as reference. These cultural tools, as Malcom (2014) noted, included social software

(web applications, social applications), books, media, and computer programs, as well as psychological tools such as language, signs, and writing. In the cohort that participated in this research, they had books, print-outs and media (audio and visual) at their disposal. These cultural tools aided memory after the cessation of the activity. Furthermore, one of the key determinants of this accelerated progress was uninterrupted RtL academic intervention with Lisa, because she was present in class every day. According to Zaretskii (2016), for there to be visible progress, there should be contact between the learners and the more knowledgeable other. This was a major strength of RtL during the process, because as both teacher and researcher, I was in constant contact with the learners during the teaching and learning process.

It is against this background that it should be emphasised that the non-availability of contact impedes the accomplishment of other supporting conditions, which form the backbone of the learning process. There could be intensive scaffolding in place if one is a resident researcher and teacher, but if there happens to be a relapse, learners are likely to revert to their earlier state, before scaffolding. Therefore, continuous contact seems to be more advantageous than the progressivist proposition of distant learning in the name of learner centeredness. The continuous contact experienced by Lisa and others may have been one of the key reasons that led to her success during the intervention process. Furthermore, if one is available as a teacher/researcher during the intervention process, there is a likelihood of doing away with all misunderstood concepts in class, especially pertaining to comments on learners' work. Some comments may be vague and need clarification, though upon receiving clarity, repetition of the same errors is eliminated. In addition to the progress registered by Lisa and others, there was a need to fight helplessness, which slowed progress among learners.

The learners had challenges beyond their inability to read and write. There were some social and emotional issues that negatively affected learners who required constant motivation, because in the absence of motivation, the whole intervention process would be in vain. The constant motivation allowed for the lowering of the affective filter. When the affective filter is high, as was the case with some of the learners, learning tended to be a challenging task. But through motivation, it became low and learning was accelerated (Krashen, 1981). Besides being an inspirational teacher in the classroom, one should be approachable.

By the same token, Lisa's meaningful development was registered because she was present in class every day, receiving teaching informed by RtL principles, cooperating with the teacher,

doing the work assigned and receiving informative feedback. This was evident in the continuous development registered in her work. More so, the MKO synergy during the entire intervention process was based on cooperation between the learner and the MKO, providing the much-sought assistance.

6.4.8 Focal learner #8: Nathi

See Appendix 1 for examples of Nathi's work and analyses thereof.

Evaluation of Nathi's work: The progress manifested in Nathi's work was evidence of the effectiveness of RtL as an intervention strategy towards academic development. The ability to understand what constitutes different genres was mastered during the deconstruction process. The teacher and learners jointly analysed several model texts to give the learners the opportunity to comprehend different types of rhetorical organisation or schematic structure of the genres the texts embody, and the specific lexico-grammatical resources used in the creation of those texts (Derewianka, 2003). It is against the backdrop of such knowledge that Nathi was successful in crafting pieces of work that were genre-specific, age-appropriate and suitable for English First Additional language. As the knowledge was accumulated, the learner's ability to write improved. Evidence is glaring within the assessment tool, which was also the analysis tool. Nathi's progress was uniform because during the intervention process, there was continuous teacher guidance (more knowledgeable other), because I was available in class daily to assist and co-edit or refresh their memories and provide other forms of feedback (Derewianka, 1990).

The scaffolding cycle, which was always recurring during lessons, resulted in a culmination of learner analytical control of genre (Herazo, 2014). Similarly, accelerated development of literacy was the result of planned, targeted assistance given to learners to reach their potential through continuous support. This strategy and others seem to have been the key to Nathi's improvement in not having the same spelling and language challenges continuously. After the evaluation of every intervention procedure, the areas that still needed reengagement were noted and targeted intervention was effectuated. Nathi's success, as illustrated through the sampled essays, is suggestive of the impact of knowledge to do with discourse-specific terms, regulations and conventions of the various genres.

Against these assertions, RtL was introduced to the academic discourse to make use of the genre type of pedagogy, the intention of which is for teachers to apply pedagogic techniques that can help learners write genres that are compliant with schooling requirements. In the same vein, Martin and Rose (2005) stipulate that one of the key aims behind the implementation of RtL as an intervention strategy was to employ genre theory to cement knowledge about language as contained in the educational curriculum.

The improved performance by Nathi confirmed RtL to be a suitable intervention strategy that can be applied to reduce the achievement gap in South African learners (Rose & Martin, 2012). Most importantly, RtL is not discriminatory; all learners, regardless of performance, are treated equally. The able learners, whose literacy skills are already improved, are further improved, while the marginalised like Nathi and others from similar backgrounds are elevated to a similar status as that of their advantaged peers (Rose & Acevedo, 2006).

6.4.9 Focal learner #9: Dipha

See Appendix 1 for examples of Dipha's work and analyses thereof.

Evaluation of Dipha's work: Dipha's notable progress in various texts that are CAPS-inclined appears to confirm that through planned, target-oriented, repeated scaffolding, modelling example texts supported through concentrated feedback can accelerate the development of writing skills in essays, long transactional and shorter transactional texts. The use of content vocabulary (lexis) was on a progressive trajectory throughout the intervention process. Dipha's significant progression was witnessed in the schematic structuring of her work, because of the almost accurate work that complied with genre requirements. According to Martin and Rose (2005), one of the aims of RtL as an intervention strategy is to explicitly make knowledge about genre available to learners, so that in their endeavours to show mastery of genre, they craft near accurate pieces, both in structure and in grammar.

In as much as structure improved, language used by Dipha in her writing improved as well, which is suggestive of improved reading and comprehension abilities. This might have been due to detailed analysis, modelling and intensive scaffolding of similar texts that are recommended by the curriculum. The repetitive procedure seems to be nucleic to language improvement, so that responsiveness to diverse situations is meaningful (Clarence-Fincham, 2001).

Furthermore, Dipa's ability to discuss topics such as "Money can't buy everything" and express her own views may reflect her wider cultural context. In her argument, she elaborated that money cannot buy love, honesty, respect and happiness. These are societally held views which form the person that she is, but some societies do not subscribe to her thoughts. Therefore, Derewianka and Jones (2010) contend that texts are subject to different worldviews depending on cultural contexts. The texts that learners produce are rooted in such backgrounds. It is against this background that Systemic Functional Grammar makes available a societal vantage point as frame of reference, which implies that language is occupational. The progress registered is testimony to how RtL conscientised the learners on how to present their ideas. For example, in terms of "field", they could specify what was happening or what action was taking place (Rose & Martin, 2012).

What emerged from Dipa across her work was uniform progression in giving insightful discussion of context of situation or tenor of discourse (Halliday, 1985) during academic writing. There was clarity in how characters related their different roles and positions at different times. Dipa had mastered the art of attaching different personalities to different characters to develop the plot of a genre to accommodate different readerships (Clarence-Fincham, 2001). By the same token, the language used for writing across the genres was largely academic despite some spoken elements, implying attentiveness to the purpose of the intervention process and the effectiveness of RtL.

In the final analysis, Derewianka and Jones' (2010) Systemic Functional Grammar asserts that language usage is occupational and precisely connected to the need that characters use language to accomplish many objectives in selected social contexts.

6.4.10 Focal learner #10: Lise

See Appendix 1 for examples of Lise's work and analyses thereof.

Evaluation of Lise's work: Lise's knowledge of the qualities of various genres learnt through RtL intervention resulted in the progress registered in writing. The multiple essays and functional pieces written indicated that the RtL intervention approach appears to have uplifted the ability to write academically valued texts, despite some challenges which persisted until the end of the intervention. Lise's scholarly writing remained largely academic despite some slips

into an orature type of writing. The dominance of writing in academic language was witnessed in the work presented. It may have had errors, but the discourse remained academic. Again, there was development towards writing using the correct structure when one writes essays.

According to Colombi and Schleppegrell (2002) and Rose and Martin (2012), the ability to write in academically approved discourse has positive implications for young high school adults, because opportunities to access societal power are made available. The difference in performance experienced from the period before intervention, during and after intervention reflected the ability to manipulate appropriate linguistic resources that work to comprehend knowledge in the school-based genres that are CAPS-compliant, indicating that the Reading to Learn intervention approach may have contributed to providing the window to enter academically approved ways of writing.

As such, genre pedagogy outshines other approaches in terms of ridding learners of challenges in reading, as well as in supporting advanced literary practices. In support are Colombi and Schleppegrell (2002), who argue that the fact that English Second Additional Language learners are at risk of school failure means that the need for instruction that supports learners with literacy challenges must not be taken for granted. The need for support in literacy development through scaffolded opportunities to master the discourse and grammatical and lexical resources of the genres and registers valued in schools is acute (Colombi & Schleppegrell, 2002).

6.4.11 Focal learner #11: Vuyo

See Appendix 1 for examples of Vuyo's work and analyses thereof.

Evaluation of Vuyo's work: Vuyo's progress as highlighted in her essays was testimony of the impact of RtL on literacy development. The progress was evidence that SFL can help teachers unlock some aspects of text and text construction that are barriers to learning, particularly in learners whose access to scholarly discourse and micro-genres outside school is limited (Graham, 2015). Teaching informed by RtL drove Vuyo to understanding larger systems of language and various options to select from in the process of writing. Reiterating similar sentiments, Schleppegrell (2013) states that "thinking in terms of the functional categories helps learners begin to see the larger systems in different contexts which carry so much value in learning" (p. 165). Vuyo's progress seem to resonate with Schleppegrell (2007) in arguing that, "many of the students in our schools rarely encounter academic language

outside of school, and the students who have no opportunities to use academic language outside of school rarely just pick it up informally” (p.126).

Prior to the inception of intervention, Vuyo’s literacy status was below age, grade and the expected level and worse still, her language usage was largely oral. It is in this regard that (Schleppegrell, 2007) concludes; “academic language development is challenging. But a better understanding of how grammar – the systems and resources of the language – provides a range of options for meaning that responds to different contextual demands can enable more powerful support of students’ language development. Language is the most important resource for meaning in the context of schooling” (p. 127). It is against this background that Vuyo’s success with regard to different genres may have been the effect of RtL scaffolding, because there were no intervention classes at the school. Furthermore, RtL resulted in the ability to intelligently apply registers relevant to various genres to develop field, tenor and mode. Additionally, the texts written exposed Vuyo’s competence in maximising vocabulary to relay various social contexts.

6.4.12 Focal learner #12: Neli

See Appendix 1 for examples of Neli’s work and analyses thereof.

Evaluation of Neli’s work: Neli’s progression as illustrated in the sampled texts was constant. However, there were some areas of her writing which still demanded more attention. These were paragraphing and grammatical conventions. For Neli to reach the level that resulted in the work illuminated, there was intensive reliance on teaching techniques that were informed by the RtL cycle. The main agenda was to ameliorate field resources through the analysis of similar texts that related to the various genres prescribed through the CAPS curriculum (Derewianka, 1990). This was effectuated through explicit instruction to allow her to accumulate sufficient knowledge before the independent construction of texts illustrated. Furthermore, Neli’s transformation came to light in her abandonment of formulaic writing in favour of using flexible and target-oriented discourse. It is against this background that Neli’s text manifested the power to construct the field and make use of the mode resources to craft a coherent and cohesive text. In addition, the improvement in writing made her work more appealing to read.

The progress experienced by Neli was in sync with teaching that was guided by language goals and RtL principles to support learners in mastering the appropriate language and text types that

conform to the discourse recommended. The data accumulated from Neli's work and that of other learners illuminates that the learner's meta-language that resulted in their progress was a result of the intelligent manifestation of SFL that learners supported and took off for their own academic requirements in the classroom. Correspondingly, Vygotsky (1978) asserts that this language acts as a mediating tool between learning, language and learning activity in that "speech not only accompanies practical activity but also plays a specific role in carrying it out" (p. 25). Reiterating this idea is Graham (2015), who argues that "shared and evolving learners' meta-language is best explained as a sociological and psychological tool for learners to develop self-regulation necessary when engaging in the 'learning to write' activity, with meta-language as the tool to assist in this development towards internalisation" (p. 319).

6.5 Explanation of learners' writing abilities

The data that was analysed and discussed presented an improvement in the way the learners wrote their academic work. The evidence from the analysis tool, which was also the assessment tool, portrayed significant improvements in the academic writing skills component, as illuminated statistically. This implies that there was encouraging transformation in the way the learners wrote their academic work, despite some weaknesses still prevalent at the end of the intervention. There was systematic progression registered during the RtL intervention. In the same vein, the progression experienced may also be due to the continuous reading exercises, because of one set work and short stories that were continuously read through the entire intervention period. This may have been reinforcing some of the reading skills mastered during RtL intervention.

Furthermore, reading a variety of books is a source of language proficiency. In support is Davis (1995), who argues that "learners who are given the time, encouragement and materials to read pleurably, at their own level, as many books as they can without pressure of testing or marks" (p. 329) are bound to improve in their reading and writing skills. However, this can only take place if the learners are taught the basics of reading, hence the significance of RtL in the whole literacy development process. Despite the assertion that provision of reading materials can be the panacea to literacy development, the special skills of writing I presented through RtL intervention were the reason for the consciousness in the learners' writing skills. The level of academic writing improvement was seen in both creative and transactional writing. The much-noticed improvement was in the structuring of the essays. The evidence that was presented from

the analysis tool, which was also the rubric, indicated significant improvements in the learners' work.

What was outstanding from the learners' pieces of written work were the higher scores registered with transactional pieces of writing, as reflected within the analysis tool. This may have been due to the limited length and the lesser demand of higher-order cognitive abilities in comparison to creative writing pieces, which require high cognitive abilities. Nevertheless, RtL worked its magic in uplifting the scholarly literacy abilities of the entire cohort of learners, despite the disparities in scores for different genres.

However, despite the successes registered, there were still some notable disparities among the performance of learners, as noticed in their written work and scores. There could be multiple factors that contribute to such disparities. Reasons range from "linguistic, socioeconomic, cognitive, pedagogic practices, familial and personal variables" (Zimmerman, 2014, p. 2) to the negative effects of the Language in Education policy of South Africa, upheld by the Department of Basic Education. The policy stipulates that from Grades 1 to 3, all learning should be in an indigenous language. English is used as the language of learning and teaching from Grade 4 upwards and this compromises the reading abilities and comprehension levels of learners. Their levels of reading and comprehending English are limited because of scarce opportunities available to use it, despite it being the language of learning and teaching. Learners are comfortable in using conversational language, which does not satisfy the academic discourse requirements. This limitation is a common occurrence among South African rural and township learners, because interaction in the language of learning and teaching is only for a few hours when they are in school. Therefore, it is recommended that "the solution lies in children being equipped as early as possible with a good command of English, since that is the language through which their educational performance will be judged" (Tshotsho, 2013, p. 42). Such a bilingual situation adds an additional language without compromising the survival of indigenous language. It is against such backgrounds that an approach such as Reading to Learn be included as part of national curriculum development in South African schools. This is not just a recommendation based on my research findings, but one entrenched in the positive results established on a global scale. According to Rose and Acevedo (2006), RtL was proven to possess the appropriate ingredients towards literacy development of young learners from Grades 1 to 7 across the globe. One may argue that the conditions in South Africa and other places in the world are not the same, but in my case, the research site and the Australian

conditions which my argument for the study was based upon were similar, hence its credibility is authenticated.

6.6 Conclusion

The chapter was introduced with an explanation of the previous chapter, which outlined the research methodological processes and ethical considerations. This chapter presented the data from the 12 focal learners. The data was analysed and discussed. What emerged in the chapter was that RtL appears effective in addressing the literacy problems in the classroom. The next chapter is an analysis of data generated through interviews during and after RtL intervention. The reason for the twin process is to authenticate the success (or lack thereof) of RtL intervention in improving scholarly literacy.

CHAPTER 7: DATA PRESENTATION AND DISCUSSION OF FINDINGS

Research Question 2: *Why do learners who are study participants in this research experience the pedagogic approach informed by the principles of Reading to Learn methodology the way they do?*

7.1 Introduction

The purpose of Chapter 6 was to present, analyse and discuss raw data, which was learners' sampled work. The findings were presented and discussed. In addition to descriptive analysis, bar graphs were used to summarize each learner's work. What emerged from this chapter, given the purpose of this study, is that RtL can be the best alternative towards solving problems associated with reading in the classroom. There were notable developments registered among learners during the intervention process. This chapter presents data in relation to the research question. The data is from interviews conducted during and after intervention. The data explained why the learners experience RtL the way they do.

The question allowed me to get insight into the whole intervention process through interviews with research participants on how they were positively or negatively impacted by the RtL intervention in their learning of English FAL for a period of two years. Interviewer and interviewee co-create understandings through systematic interaction (Denzin & Lincoln, 2005). The interviews were conducted to derive apprehension of the process of reading and writing which was informed by RtL principles. This was to confirm how the process may have transformed their ability to write academic genres that were prescribed in their curriculum.

7.2 Overview of findings

The evidence accumulated reflected a positive shift in the reading abilities of learners compared to the period before intervention. The standard of specificity that was informed through RtL principles contributed to the improvements of reading and writing abilities of learners. Lawrence and White (2000) encourage learners to pronounce, spell and write about words. It is through speech sounds that differences in meanings of words are established. These differences were manifested in how the learners presented their work. The ability to write, as manifested in the sampled work, was because of the abundant opportunities for learning in interaction that

were promoted through the application of RtL principles, whereby contact learning plays a pivotal role. The process availed opportunities for learners to overlearn concepts, which resulted in near perfection of writing skills. As a way of evaluating the RtL intervention process, interviews were established with the cohort of 12 learners, and these covered the whole of 2016 and 2017. The 12 learners expressed that RtL was beneficial to them. This is all illustrated in the table of responses below.

Table 8: Summary of learners’ comments

Focal learners	Impression of RtL intervention in English FAL classes in first 12 months of 2016
Lee	Sir! (Smiling). I have improved a lot. I <i>enjoyed</i> the lessons, I have also gained a lot in English as it was my challenge. I can attempt any essay and answer comprehension questions confidently. Thanks to you sir.
Sekai	Well, the journey has been very <i>exciting</i> in a sense that I have grown to love English. I love the way that you are so patient with learners and you have never once discouraged us even though at some point we tend to be irritating. Your teaching techniques and teaching us how to write essays is what I enjoyed most.
Sethu	I have <i>enjoyed</i> the year with you. You have English easy.
Andy	Woo, my learning of English has been exciting. Ever since you started teaching me, I now have more knowledge on my school work. I <i>enjoy</i> writing essays and I even now practice at home.
Wethu	I gained a lot. You were patient guiding us and on the other side I felt motivated. There were times when I would be lazy to do the work you would encourage me requesting I do the work until I do it. So, the experience was enjoyable and productive.
Wona	I <i>enjoyed</i> every minute of my English classes. The joy came from learning new things daily in English. I found less challenges. Everything was new and <i>exciting</i> ... Even my vocabulary has improved so far. My language has improved.
Lisa	I have <i>enjoyed</i> this journey. I had the joys of having a teacher of English who knew much about the subject and who cared about me.
Nathi	I have found my learning improving because you taught me how to write a summary, how to write an essay and how to answer different questions.
Dipha	It has been good. I have found my learning improving because every lesson I was learning something new. You made me improve my English. I know how to read and write thoroughly. I am now writing good essays and am getting excellent marks for my hard work.
Vuyo	I have experienced so much in your teaching Sir and my English marks are at good level, you make sure that when you teach we understand everything.
Lise	Well, Sir, I have improved but I still need help with my reading. It is not so good.
Neli	Yaa, it has been a period of learning a lot. I am a confident with the way I write. That’s it Sir.

The emerging theme from the responses highlighted above is that RtL was a source of success. They enjoyed teaching that was informed by RtL principles. As evidence, **Lee** had this to say: “I enjoyed the lessons, I have also gained a lot in English as it was my challenge. I can attempt any essay and answer comprehension questions confidently”.

Similar sentiments were echoed by Sekai: “Well, the journey has been very exciting in a sense that I have grown to love English. I love the way that you are so patient with learners and you have never once discouraged us even though at some point we tend to be irritating. Your teaching techniques and teaching us how to write essays is what I enjoyed most”. These pronouncements have also emerged from the learners’ work, which was showing progression. The fact that RtL is target-oriented, largely dependable, structured and effective resulted in the positive results registered in writing.

There is consensus among West and Stanovich (1991) and Josh (2005) that continuous exposure to print is effective regardless of the learner’s cognitive and comprehension abilities and even learners with limited abilities will build vocabulary and cognitive structures. The continuous practice of scaffolding during RtL resulted in constant exposure to print, which was of benefit to both reading and writing skills of learners. Correspondingly, Wood, Bruner and Ross (1976) posit that “scaffolding may result eventually in the development of task competence by the learner at a pace that would far outstrip his unassisted efforts” (p. 90). This appears to be the reason for the registered improvement by all 12 learners. In the same vein, the RtL approach has proven that it can move learners from assisted learning to independent learning. It assisted learners to meet the requirements of pacing and sequencing rules of the curriculum. In support is Bernstein (1990), who confirm that, “children who can meet the requirements of the sequencing rules will eventually have access to their own discourse” (p. 75). This may be the reason behind the joy derived from learning that is guided by RtL principles. The critical process of scaffolding was catalyst to the social justice processes that are the main goal of the RtL intervention process. The evidence of their success, which was also the source of their joy as highlighted from the interview findings, was the ability of the learners to write essays and transactional pieces that were academically compliant.

The learners had similar views regarding feedback written on their drafts and final write-ups. Among the various comments passed, these were some of them. Sethu said, “your suggestions after marking and discussions helped”. The same sentiments were echoed by Sekai, “Also, your written and oral feedback was helpful”. Adding on, Wethu repeated what was illuminated by Sethu and Sekai, “and your comments in my work were helping”.

Written and oral comments can result in the much-needed effect if they are clear on what they demand of the learner. They provide direction to learners, especially with language applied to

a genre. Significantly, the first sight of the more knowledgeable other is the written feedback before the learner and the teacher see face-to-face. Furthermore, written feedback is a record or reference which can always be referred to in case the learner forgets. Both types of feedback (oral and written) are important in comparison to marks, because they instruct and guide. Besides providing guidance, they motivate learners, especially through encouraging comments. However, it must be noted that engaging feedback comes from the mind connected to the learners' work because if not, there is no academic growth. In support, Bruner (1978) argues that "instruction is after all, an effort to shape growth" (p. 1). Similarly, Vygotsky (1978) affirms that growth is promoted to the next higher level with the help of the teacher who is interested in shaping and developing learners. Comprehensive comments lead the learner to the next stage and they are a model of what is expected towards achieving the intended goal. Constructive individual comments may act as a source of dialogue between the learner and the teacher regarding areas of concern that may need individual attention. In addition, the fact that I was available and accessible from Monday to Friday and giving undivided attention to the learners towards their goal may have been the reason behind improved confidence and academic performance.

The findings from the learners resonate with proponents of RtL that constructive feedback has a positive impact on writing development. Furthermore, the uniform responses are an indication that RtL allows learners to create awareness of the linguistic resources that are pertinent to comprehend academically compliant genres that are recommended through the CAPS curriculum. Evidently, Rose and Martin (2012) confirm that, it is through iterations of the teaching and learning cycle that learners especially disenfranchised learners who have experienced limited success in school may begin to develop advanced literacy practices. Comparatively, Hyland (2002) illuminated that genre pedagogies "begin with the assumption that students' current norms and literacy abilities are widely different from those that they need and that clear research-grounded genre descriptions are required to bridge the gap" (p. 126). The findings that emerged from the interviews form a trail that can be linked to the focal learners' written work attached in research question 1.

Table 9: Focal learners’ impression of back-to-basics literacy development during the intervention

Focal learner	Impression of back-to-basics literacy development during intervention
Lee	We learn reading skills. Even in comprehension questions we’re able to read and analyses. So, it is quite an aid.
Sekai	Sir, the process has been helpful in a way that whatever topic we are currently discussing you get to understand it so much better in more depth. Also, your written and oral feedback was helpful.
Sethu	Yes, they help because we do not end up making careless mistakes in our essays. Your suggestions after marking and discussions helped.
Andy	They help because, Sir, spelling and pronunciation are a challenge. So, we learn spelling and pronunciation.
Wethu	I have benefitted a lot because my spelling and pronunciation was weak. And your comments in my work were helping. Now it has improved.
Wona	Sir it has helped. My spelling of various words when I write has improved.
Lisa	It helps a lot because we would understand the work better and be able to move on. It becomes easy to understand your mistakes.
Nathi	That has been helpful sir. I have improved in spelling and writing.
Dipha	It has helped me a lot sir because now I know how to use words in my essays and I know how to read properly.
Vuyo	It helped me to understand and know words more wisely.
Lise	I have improved sir. I am much better with spelling and writing.
Neli	Sir, this has helped me a lot especially with spelling and reading.

The approach of breaking words into smaller constituent parts seems to have made a difference in the reading abilities of learners. The cohort of 12 focal learners seems to be in support of the brick and mortar approach, whereby the basics of reading are used as a conduit to develop literacy. According to “All About Learning” (2015), “there are very few words that do not follow any phonic rules and that must be learned by sight” (p.1). Credit goes towards explicit instruction of reading to allow for the concurrent acquisition of vocabulary and meaning (Scheepers, 2008). This process was celebrated by the learners because they could not fully engage with their various academic texts. Andy had this to say, “they help because, Sir, spelling and pronunciation are a challenge. So, we learn spelling and pronunciation”.

In their study, Lawrence, White and Snow (2010) argue that explicit teaching of vocabulary calls for learners to pronounce, spell and write about words. Repeated practicing of pronunciation is one of the other strategies to master meaning and pronunciation. The clear or unclear articulation of word sounds determines the accuracy of communication. The benefit derived from the basic approach to reading was also highlighted by Lise, “I am much better with spelling and writing”. Similarly, (Brady & Shankweiler, 1991) posit that phonemic

awareness is the key proponent to accurate pronunciation. It is further illustrated that with phonics, learners can demystify the challenges of reading and spelling. There is a clear distinction made where “English letters and letter combinations (phonemes or phonograms) stand for sounds, and learners appreciate being let into this ‘secret’ or ‘code’ of how written language works” (<http://www.allaboutlearningpress.com/wholelanguage.orphonics-which-approach-is...> Adding their voices in support of teaching are (UK Rose Review- “Independent Review of Early teaching of Literacy”, 2005; US National Enquiry into Teaching of Literacy” 2005), which advocate for a systematic and phonics-based instruction approach as a balanced literacy programme in the early years” (Athenian, 2012, p. 1). Again, Athenian (2012) posits that “the literacy programme ought to include phonemic awareness, fluency, comprehension and vocabulary instruction” (p. 1). Comparatively, Hattie (2008) acknowledges that synthetic phonics teaching positively affects learners’ vocabulary size. The increase in the size of vocabulary is catalytic to reading and writing effectively, as evidenced in the sampled work and testimonies from the interview findings.

During the RtL intervention process, the synthetic approach played a pivotal role towards coaching of various reading skills. The approach was dominated by constant repetition and scaffolding to promote mastery and development of language. Uniquely, to bring more effectiveness to the process, professionally recorded audio compact discs used to model reading with accurate pronunciation were employed as mediation tools. The skill of reading is promoted by the mastery of letter sounds. Concurring is Hattie (2008): “the learners identify the letters of the English alphabet and use sounds represented by most letters... They listen to rhyme, letter patterns and sounds in words” (p.1). Some critics may argue that this is a foundation phase strategy of teaching reading, but the learners faced reading challenges which required this approach. As such, positive results were achieved because learners emerged as readers at the end of their two-year cycle of RtL intervention. Besides learners being adolescents, “they listen for and reproduce letter patterns and clusters...” (Hattie, 2008, p. 1).

The argument for embracing the phonics approach in RtL has proven its significant role towards literacy advancement. Comparatively, Martinez (2011) argues that:

Phonics instruction teaches learners to understand and learn the relationship between the letters (graphemes) of written language and individual sounds (phonemes) of

spoken language. Importantly, it teaches children how to use these relationships to read and write words accurately. (in Armbruster, Lehr & Osborn, 2000, p. 28)

This and other reading strategies embraced seem to have been the reasons for the success of the RtL intervention strategy. The evidence is the progression in the writing abilities of learners.

7.3 Perception of the RtL intervention process

This was the third and final part of the follow-up interviews. The 12 focal learners were asked to respond to two questions regarding how they comprehended learning of English First Additional Language that was informed by Reading to Learn principles. This section was an overall evaluation of the entire process that involved reading and writing of various genres that were recommended in the CAPS curriculum.

Table 10: Perception of the Reading to Learn intervention process in English

Focal learner	Perception of the RtL intervention process in English for the past 22 months.
Lee	All I did was to listen attentively and did what you instructed me to do especially in Essay writing and attempting questions in grammar. Therefore, this was the journey that helped me raise my literacy knowledge.
Sekai	Your teaching techniques and revision booklets you gave us helped. Also listening to audio books and watching the videos was amazing. I learnt a lot of skill for example attaching emotion and action to words. You were patient with us to make sure we do better. You encouraged us.
Sethu	I applied the tips that you taught me in class to deal with more exercises. Learning in groups helped because I could find out other people’s perspectives. I loved it most when you brought the audio book and the video because I prefer to listen and watch. That way I understand better.
Andy	You made everything easier for me to understand, you have played a huge role in bring about change in my English. The videos and audios you used helped me to pronounce words and to write bringing in action and emotions in my words. My essay writing skills improved.
Wethu	The journey was fun in an academic way. You made learning easier and understandable where you provided audio and visual recordings for the different stories and literature texts. Lastly the oral exercises boosted my confidence.
Wona	I enjoyed the journey. What I loved most was learning how to read and write and the use of audio tapes and videos to teach us. It made everything real. My understanding of literature improved. My essay writing improved.
Lisa	It was a lovely journey, an educational journey that helped me improve my English content. A journey that helped me grow in literacy and confidence in speaking the language. All those extra learning materials were a great aid towards my achievement.
Nathi	Your teaching was good because you managed to teach us what we did not understand.
Dipha	You were a good teacher who always made sure we understood everything, and you gave us the chance to do our best.
Vuyo	I have learnt a lot and you assisted me to improve my English Sir. You made sure when you teach we understand everything.

Lise	You have been a great teacher to us. You taught us, and we understood better than all these years. I understand English better now. My writing skills improved. You helped us.
Neli	Working in groups made things a lot easier because each person would come up with a different opinion about a certain topic. We were also able to learn from each other. The correction of each other's work and giving each other, feedback helped.

The findings emanating from the interviews are almost like what was established from the Chapter 6 analysis and discussion of findings. There seem to be convergence between the findings from the learners' written work and the results from the interviews. The cohort of 12 learners expressed confidence and excitement in their teaching, which was informed by RtL principles. The learning of reading informed by RtL principles may have affected the learners positively in the way they read and write. This is evident in the work presented as part of Chapter 6 in appendix 1. The 12 learners corroborated that RtL was the driver in improving their essay writing skills, style of writing, confidence levels, learning to work in groups, accepting divergent views from each other and appreciating constructive feedback from peers and the teacher. The patterned, meaningful developments in the learners' written work were a result of RtL intervention. I am convinced that the improvement in writing skills was a result of RtL, because there was not any other form of literacy intervention support taking place in the school and occurring in tandem with RtL intervention. However, this conclusion may not be conclusive because I did not enquire if there were any other individual interventions that were taking place outside schooling hours.

Relatedly, convergence in responses is a manifestation of the fact that RtL can boost knowledge of academic linguistic resources that are integral to the writing of approved curriculum genres. Besides the findings from the interviews, the learners' work exposed knowledge of academic writing. The learners' work featured linguistic resources such as modality, summative discourse, plot progression and causal links within their essays and transactional pieces. Again, their essays and transactional pieces had a clear structure that was genre-compliant and approved by the CAPS curriculum of South Africa. This implies that the learners are capable of writing in ways that are certified by their teachers in the classroom and are recommended in writing assignments for formal assessments in school and national examinations. The essays had the introduction, body and conclusion (staging), and phasing (background statement, thesis statement, evidence and elaboration). The conclusion would reconnect the reader with the thesis statement.

It is against this background that the ability to write work that is academically approved allows learners to enter the discourse of power (Rose & Martin, 2012). The written work and interview findings presented may be the certificate to authenticate that the RtL intervention approach is a catalyst to accessing academically recognized ways of writing. The strength of RtL stems from explicit instruction in various language structures. Attention is paid to the way grammatical and lexical choices influence academically approved discourses (Christie, 2012).

The reason for the adoption of this approach is that learners who are at the cusp of being relegated to the academic dustbin require support, which may only be provided through scaffolding opportunities to learn the discourse features and grammatical and lexical tools that are prominent in the genres and registers that are valued in school (Colombi & Schleppegrell, 2002). RtL strategy is crafted around the genre-based pedagogical approach and in that regard, teachers can build their teaching around it because of “the active role that grammatical and lexical choices play in realizing advanced literacy contexts” (Colombi & Schleppegrell, 2002, p. 10). According to Rose and Martin (2012), research from various scholars established that the ability of learners to achieve advanced literacy discourses is critical in giving them the intellectual stamina to challenge the status quo (Hasan, 1996).

The success registered in writing and the testimonies from the interviews appear to refute the argument that genre pedagogy stalls creativity because of its perceived focus on language structures, and the assumption that it is a tool to reproduce the dominant culture (Martin, 1999). Colombi and Schleppegrell (2002) argue that genre pedagogy is “a literacy pedagogy that can help learners gain access to educational discourses of the kind that they might otherwise not become familiar with in their daily life” (p. 14). Based on the findings from Chapters 6 and 7, this seems to suggest that the RtL intervention approach provided the learners with the potential to read and write in academically approved ways. Importantly, the learners’ confidence to work independently on assigned academic tasks improved.

7.4 Conclusion

The purpose of Chapter 7 was to present data that revealed why the learners experienced RtL the way they do. It was illuminated from their interview responses that the RtL intervention approach created conditions necessary for academic literacy development. The conclusions from the interviews reinforced the findings from Chapter 6 and other scholarly conclusions. What was outstanding was that learning that is guided by RtL principles promotes advanced

literacy development. It also permits learners to air their concerns, which allows them to get individual attention related to their specific needs. The next chapter presents the summary regarding the birth and objectives of this study, a summary of findings, pedagogic implications, limitations, recommendations and self-reflections. This is done to validate the success (or lack thereof) of the RtL approach in its drive to advance literacy in the classroom.

CHAPTER 8: CONCLUSION

8.1 Introduction

Chapter 7 presented a discussion of findings as they emerged from the interviews conducted during and after the intervention. The results corroborated the findings that emerged from Chapter 6 because of RtL intervention. Furthermore, the results offered insight into some of the strengths and limitations of the study. The emerging issues were from the voices of the learners. They illuminated what they appreciated and what they wanted added to strengthen the effects of RtL during the intervention process.

The two-year period of investigation allowed for the accumulation of enough evidence to support recommendations to improve the literacy abilities of learners from marginalized backgrounds. The findings from the research brought to the fore many tendencies, conclusions, pedagogical implications and limitations.

8.2 Birth of the study, questions and aims

The synopsis of the study outlined in Chapter 1 provided an insightful account of the literacy challenges facing South African learners. The challenge is tackling academic literacy assignments and using academic discourse in classroom communication. The trends that emerged from the research conducted illustrated that there are serious literacy challenges from primary school to high school, resulting in a difficult transitioning process into tertiary institutions, especially universities. Based on my experiences as a high school teacher, the widening gap between learners from the middle class and working class is a cause for concern. My concern for the learners' poor literacy abilities was the reason for implementing RtL. I was introduced to RtL by the non-governmental organisation, Reading to Learn South Africa, through workshops and had an opportunity to interact with Dr David Rose during one of his academic visits to the country. In addition, I had the opportunity to watch his videos on the RtL methodology. This was the drive behind this study.

For one to engage in research, there must be a specific area of interest. It was against this backdrop that I opted to investigate the literacy challenges faced by adolescent and young adult learners in a South African high school. My influence was the positive development that I witnessed from Dr David Rose's RtL intervention among the disadvantaged communities in

Australia. After these experiences, I started my research intervention with a cohort of 38 Grade 10 learners in a township secondary school for a duration of 7 months for my Masters in Education research project. The results that emerged from this pilot study made me realize that RtL can make a difference, but more time is needed for the learners to reach their full potential. Thereafter, I proceeded with 134 learners from Grade 11, whom I took to Grade 12, and among them, 12 became my focal learners. I was their English FAL teacher daily, teaching using RtL principles until they started writing their Grade 12 trial examinations. I may be criticized for objectivity and researcher bias, but I remained accustomed to my research plan and objectives.

The birth of RtL was due to the life of scholarly disadvantage that was prevalent among Australia's indigenous communities. Its purpose was to develop literacy in the disadvantaged groups through acts of scaffolding, so that the learners could access academic discourses. RtL's main thrust is to break literacy barriers, so that learners gain access to all language structures that provide entry to the Discourse of the different socioeconomic groups of society. Again, it is through RtL that elimination of the dominant middle-class pedagogy Discourses and discourse practices are registered. In the same vein, Chapter 3 offers a broad discussion of the scholarly thoughts on the phenomenon that was under study.

It is in the same chapter that debates on various approaches to challenging illiteracy were discussed. In addition, Chapter 5 justifies why RtL was the approach of choice considering the literacy challenges in both primary and secondary school. It is against the backdrop of this dire situation in both primary and secondary schooling systems in South Africa that this study sought to apply RtL principles to improve the literacy abilities of adolescent learners in a township secondary school. The broader research was informed by the two questions below.

What role does the pedagogic approach informed by Reading to Learn methodology play in developing Grade 11 and 12 abilities to learn from Reading to Learn and turn what they read to written texts?

This question intended to illuminate the role of RtL in developing learners' ability to read so that they can converse with the text and put into writing practice what they have read. The research question was extrapolated through learners' written work and scores reflected on the analysis tool, which doubled as the rubric as well. The intention was to use the analysis tool

and the rating scale to determine the depth of academic literacy development. The next question is research question 2, which was clarified through interviews.

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

The research question sought to get a comprehensive insight into the whole research process through interviews with research participants. This was done to solicit their views on how they were positively or negatively impacted by the RtL intervention approach in their learning of English FAL for a two-year period. The question wanted to get the learners' views concerning their learning experiences of RtL. The interviews covered the period during the intervention and after. During the intervention, interviews were conducted to solicit the learners' experiences with regards to experiencing teaching informed by RtL principles. Lastly, post-intervention interviews sought to get their views on the entire intervention process, which involved "teaching language explicitly bringing unconscious knowledge about language to consciousness" (Rose & Martin, 2012, p. 236). The results established from the written work and interviews were consolidated to establish the authenticity of the intervention process. Furthermore, hearing the learners' concerns during the learning process was a way of democratizing the classroom. The learners' views and concerns were critical to improving the effectiveness of the RtL intervention process.

The summary of results upon the finalization of the analysis and discussion requires an audit of the methodological strategy. The research was dominantly qualitative, with faint traces of the quantitative strand. The qualitative strand was critical to the study, because the data generated required comprehensive descriptions to clarify why the performance of each learner was the way it was. The process of data generation required me to be in class every day, teaching English FAL and applying Reading to Learn principles. During the intervention process, I assigned learners tasks which I would work through with them, following the RtL cycle. When the learners completed their written work, I would mark and analyse using the analysis tool adopted from (Rose, 2018)

8.3 Summary of findings

The emerging issues established from research question 1 corroborated that RtL can be applied in schools housed in communities that are dominated by disadvantage and can become nucleic

in promoting scholarly literacy advancement. The research findings confirmed that RtL, supported with the appropriate mediation tools, can be the catalyst towards academic literacy development. The qualitative analysis laid bare the expected benefits of RtL. There was continuous commendable development in the learners' written work during the entire intervention process. Testimony is from the sampled written work of the 12 focal learners. Transformation was observable in their work progression, particularly vocabulary use, register and style of writing, which was noticeable in the context and discourse categories of the various genres attempted. There was consistent progression in the learners' written work, as extrapolated in the descriptive analysis. The descriptive analysis was reinforced by the faint statistical analysis outlined through bar graphs at the end of each learner's sampled work in Chapter 6.

It is against this uniform progress registered in the learners' work that RtL can be authenticated to have influenced their positive scholarly development during the process of intervention. Although there is authenticity in these findings, there may be other interventions or factors that may have worked to accelerate progression in academic literacy. Nevertheless, these are assumptions, but at school there were no other intervention activities that were being run in tandem with RtL intervention. It is therefore important to highlight that the differences experienced in the learners' written work were not in any way a result of extended intervention processes within the school.

The tasks assigned to learners were specific to the dictates of the South African Curriculum Assessment Policy Standards (CAPS) for English First Additional Language. The learners attempted narrative, reflective, descriptive, discursive/expository, argumentative/persuasive and longer and shorter transactional texts. The learners' work showed significant progress in both quality of writing and presentation. Although variations were noticeable, the work satisfied the approved basic academic standards of the South African curriculum. The learners manifested progress fitting into the Discourse of the school. Although progress was being recorded, there were some learners who had challenges in mastering the language of the classroom. The results appear to suggest that the continuous application of RtL intervention "brought the unconscious knowledge about language to consciousness" (Rose & Martin, 2012, p. 236). The RtL analysis tool which I adopted as a marking rubric is comparable to the CAPS marking tool, making the results established from the cohort of learners conform to the CAPS requirements to be labelled academically successful. Correspondingly, the interviews

confirmed that the experiences gained through RtL were helpful towards successful academic writing.

It can be concluded from the work presented by the learners and interview findings that scholarly literacy improved over a period of two years through the application of RtL as an intervention approach. The performance exhibited by the focal learners illuminated that the context of and discourse divisions were significantly improved. In as much as improvement was registered, the written work produced by the learners varied. As part of the context, there was visible progress with the field in almost all 72 sampled pieces of work. What was outstanding was the ability by the learners to craft essays that constituted the appropriate register that suited the purpose and the genre despite some flaws. The implications of the findings were that RtL can facilitate entry into the discourses of power. This was because knowledge about language was made explicit and learners got to know more about the different build-up of words. The positive results came to fruition because the RtL intervention approach was largely influenced by acts of intensive support through scaffolding, detailed text analysis, modelling and continuous constructive feedback. Furthermore, individual attention was continuously accorded to learners, both after and during assessment. This was to attend to individual needs depending on the problems they were encountering during intervention.

The work of the 12 focal learners reflected anarrowing of the gap because of the positive effects of the RtL intervention approach (Rose & Acevedo, 2006). The work of the 12 learners fits into the academic discourse, despite some dissimilarities. However, RtL succeeded in bringing the learners to par because of this approach that brings democracy into the classroom.

However, the success registered through the application of RtL is not what is registered in the average South African classroom, because of the dominance of the incremental system which is rooted in progressivist principles, the ideas of which dominate the curriculum. Learners in class receive support according to how they perform academically, thereby perpetuating academic marginalization and widening the achievement gap. The system continually perpetuates the promotion of the status quo. On the contrary, RtL principles advocate for differentiated support for learners depending on their academic strengths. In that regard, weaker learners receive additional support in comparison to their stronger counterparts, so that their performance is on par regardless of the tenacity of the task. Additionally, the conditions created during teaching informed by RtL principles were nucleic in its effectiveness to bring to level

terms working-class and middle-class learners, as the former are alienated from accessing the language of power which dominates the education system. The establishments realized from the study appear supportive of the nexus between the language of the school ‘academic literacy’ skills actualization among the working class and middle-class learners.

The second research question was answered by the learners’ voices, where they confirmed that RtL methodology improved their academic literacy development. These conversations were imperative, because they allowed me to make an informed conclusion regarding RtL intervention towards academic literacy development and skills mastery. Besides making informed conclusions, interviews assisted in continuous improvements to the intervention approach because of learners’ feedback.

8.4 Pedagogical implications

The synopsis chapter of this study outlined my intention of how I would add value through research to the area of scholarly literacy advancement. The study was informed by RtL principles and their positive impact on literacy development within a high school in a township setting. It is from the findings established and research methodology implemented that the following pedagogic recommendations were made.

Reading to Learn proved that it is a powerful pedagogical approach that can accelerate the reading abilities of learners and increase their chances of accessing the language of power. Referencing the above, RtL must be part of the broader curriculum in the secondary and primary schooling context to advance literacy development. It is through RtL that learners are exposed to multiple opportunities, individual attention, modelling of related texts, and inspiring encouragement that motivates academic progress. Furthermore, it creates an environment that is conducive to the promotion of reading and assists in the removal of the hidden curriculum that permeates sections of the syllabus.

According to Bruner (1978), “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” (p. 4). This becomes a tool for promoting confidence that will take learners through the ZPD (Vygotsky, 1978). In the event of time constraints, the application of RtL towards academic literacy development may not need a full circle to register academic literacy success. Therefore, for it to be fully effective, it must be part of the broader curriculum so that

its principles are applied daily in the classroom, in conjunction with other approaches prescribed in the curriculum for literacy development in school. In addition, universities should make it part of their curriculum, so that teachers in training are empowered.

This may be helpful in the South African context, where teachers have been discovered to be lacking knowledge on how to teach reading. Proper training of teachers appears to be the panacea to reading challenges among learners. In support of knowledge on how to teach reading, Christie (2002) argued that the characteristics of advanced literacy must be explicitly taught to avoid an “invisible pedagogy” that disadvantages learners who may not have access to such knowledge outside school. It is through proper teaching that learners learn to be creative. Martin (1999) states that “creativity depends on control of the genre and that without relevant discursive capital; learners cannot produce highly valued creative texts in narrative or any other genre” (p. 128). Again, Hasan (1996) postulates that genre-based pedagogy functions on the supposition that learners’ opportunities for advancing in education are bolstered substantially when they are appreciated in school.

It is against this background that proponents of genre-based pedagogy like the RtL approach encourage it as an explicit strategy for literacy instruction that accords all learners the opportunity to apply language as a tool for reading and writing academic genres for their own social and political purposes (Clombi & Schllepegrell, 2002). In the same vein, research suggested that teachers need to have knowledge about language (KAL) as an imperative towards instructional design for effective teaching of advanced literacy practices (Clombi & Schllepegrell, 2002). According to Scarcella (2002), knowledge of multiple linguistic and metacognitive efficiencies linked to reading, writing, listening and speaking qualify advanced literacy. With reference to the above, it is a prerequisite that teachers obtain specialized knowledge of grammar, vocabulary, discourse features and patterns and metalinguistic strategies to guide learners to attain knowledge (Rose & Martin, 2012).

Equally important, the effectiveness registered using RtL may qualify it to be employed to teach content subjects other than reading and writing. Correspondingly, the use of RtL in teaching of both content subjects will allow the extermination of the banking model which treats learners as passive recipients of information (Freire, 1970). When learners learn through RtL, they become part of the team from the outset of the learning process, through discussions and questioning. RtL inducts learners into a literate culture which promotes critical reasoning.

Freire (1970) argues that productive literacy practices must be a culture within a school. RtL has an obligation to shift a learner away from the knowledge of everyday discourse to specialized discourse approved by the school. Furthermore, RtL application in the classroom has the ability to chlorinate the classroom of practices that are agents of disadvantage favouring the minority elite (Mgqwashu & Makhathini, 2017). It is through “sufficient teaching of learners applying RtL principles that learners can experience education for all, epistemological access, and education success” (p.30).

The application of RtL in the learning process makes it possible to assess learners’ writing resources of field, tenor and mode through reading and writing notes and then discussing these, rather than through the obsession with numbers for grading based on a rubric. The strategy of note taking can allow the teacher to make practical decisions concerning learners’ academic needs at a given point in time. During my intervention period, I could make instantaneous analysis of my learners’ work so that appropriate mini lessons could address certain challenges. Importantly, RtL should be embraced in the mainstream curriculum because it is an effective pedagogical approach. If applied daily in the classroom, it can yield amazing results. By the same token, it creates freedom among learners to the extent that they become active in the creation of more language tools to facilitate their learning, at times requesting additional mediational tools that suit their different learning styles. This implies that teachers should create spaces that foster co-constructions of language and literacy using sociocultural theory to promote teaching and learning.

8.5 Limitations of the study

Limitations are circumstances that may have swayed the research in a certain direction or affected the research findings in a certain way. These circumstances are usually beyond the researcher’s control. In this section, I discuss those issues that were out of my control and those that were avoidable because of the nature and accessibility issues by the reader, such as the thin veil of quantitative data. This was a matter of choice, because I wanted to make sure that my findings were accessible to ordinary teachers and other researchers who are still new in the field. I needed them to understand what I meant when I said there was progress or a lack thereof in literacy development.

Being the researcher and the teacher alike appeared to have been an advantage, but it was a limitation. Be that as it may, I took the requisite precautionary measures so as not to invalidate

my research findings. In my assessment and analysis of data, I adopted Rose (2018) analysis tool, which played a dual role by being a rubric as well. The adoption of such a tool gave me confidence that I had a reliable, theoretically compliant tool.

The study was a small-scale and qualitative one, wherein RtL was used as an intervention approach towards addressing literacy challenges in a secondary school in South Africa. The reason for adopting a largely qualitative approach was for an analysis of how research participants write their work and what kind of assistance they required. However, if a hypothesis is to be proven, there is a need for some quantitative elements to be added and applied for conclusive results (Muijs, 2011).

One additional important aspect which I exhibited was that I did not find out how the learners' backgrounds and home languages influenced their performance in English First Additional language. However, the findings from the interviews may have allayed those fears because they confirmed that RtL lessons helped in improving their academic literacy writing skills across the recommended genres in the English First Additional syllabus.

For the research's credibility to improve, the June and November evaluative examinations in Grades 11 and 12 should have been considered to add impetus to external validity, but the ethical protocol would not allow that to happen. Again, if the protocol allowed, I would have used the final November matric examination results, because they were published before the final write up of this project.

For further studies to improve, there is a need for collaboration with the powers that be in the Department of Basic Education, so that permission is granted to use the standard tests and examinations. This will allow the research to be more authentic. There is no research that is fool-proof in terms of bias, but as a researcher, one must try his/her best to avoid it. As a bias-avoidance measure, my marking was informed by an externally designed rubric, and blind assessments were effectuated so that validity was not compromised. Furthermore, the learners' feedback from interviews showed me areas where I was lacking and where I needed to adjust.

8.6 Self-reflection

Reflection in research is critical because it promotes sound and effective processes. It makes available the opportunity for one to scrutinize personal progress, research aims and objectives.

Personal reflection on one's work assists in responding to the following questions: What directions can one give if one intends to embark on a similar kind of research? If the research must be revisited, what is it that I need to fine tune or transform to improve research findings?

In response to question 1, there seems to be a dearth of knowledge to do with genre pedagogy among South African teachers in comparison to Australia, where RtL originated. It is therefore plausible to make genre pedagogy accessible through training of teachers, so that it can be part of their teaching package to be used in classrooms. Additionally, the use of genre pedagogy requires more time in the classroom, because one needs to invest substantial time on a task to achieve the desired results. It should be remembered that RtL's role is to provide all learners with access to the same level of curriculum knowledge. According to Rose and Martin (2012), the critical intention is for learners to "acquire knowledge about language at the levels of genre, register, discourse, grammar and graphology/phonology" (p. 310). This is possible to achieve if RtL principles become part of the curriculum package that is applied in the classroom every day. I believe if it is used across the curriculum, many of the learners are going to benefit for as long as they attend their classes daily, receiving tuition that is informed by RtL principles.

If I am to do this research, I will continue being the teacher and researcher simultaneously, every day teaching using RtL principles. RtL is an effective approach for a resident teacher or researcher, because learners' performance is not only about understanding what they read, but the social issues which they deal with daily. These can disturb progress and they can only be resolved if one is in contact with the learners daily in class teaching. Additionally, being in class daily allows contact with learners and one gets to know their challenges, both academic and social. A teacher plays dual roles. That of being a teacher and a counsellor. Equally important, I would add more reference materials for the learners to use, for additional practice and reference. These materials may include readily accessible materials such as newspapers, novels, dictionaries and texts that have the recommended curriculum genres.

In conclusion, I see this study adding value to how RtL can be applied as an intervention strategy in areas that are marginalized, such as Hills secondary school in South Africa. However, I believe this research has opened other avenues for further research in similar environments.

8.7 Conclusion

This chapter gave a summary of the facts that emerged from the research and how they impacted the learning situation in the classroom. Resolutions arrived at, pedagogic implications, limitations, recommendations and personal reflections were all informed by the research findings. What emerged from the research is that if the teacher or researcher can be with learners, teaching them daily using RtL principles, there is bound to be continual development in their reading abilities, which is then manifested in the way they write their scholarly work. It is when learners are able readers and critical thinkers that they can make use of libraries in class, as well as access online libraries and engage with e-learning. In conclusion, the capacity to read with comprehension promotes critical thinking, which is vital to cognitive development. Correspondingly, the ability to critique is the gateway to questioning the status quo, because learners will have the knowledge to reject what they read about the world, giving them the space to make informed choices without societal prejudices.

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APPENDIX A: Focal learners' writings: genre guidelines raw data and basic analyses

Argumentative: In an argumentative essay, the writer states his or her side and a discussion is pursued in agreement or disagreement with a stated view. In this type of essay, the writer's thesis is located in the introduction and the upcoming paragraphs elaborate the line of argument that promotes the reasoning. Further opinions are presented as objective truths that are persuasive due to rational and logical argument instead of emotional attraction. Importantly, they are backed by factual examples, making the essay more academic (Harris & Keal, 2013).

Reflective: This type of essay allows the writer to explore his/her thoughts concerning a subject or thought. The writing is dominated by the writer's opinions on that issue without influencing others' ways of thinking. The essay is dominated by one's personal philosophy in line with what he/she feels strongly about. It is dominantly written in descriptive form (Harris & Keal, 2013).

Descriptive: The purpose of such an essay is to share and involve readers in experiences. The writer may decide to be subjective and in so doing, employs emotional and figurative language. Key to a descriptive essay is answering the following questions: who, what, where, when and why (Harris & Keal, 2013).

Discursive: A discursive essay navigates various aspects, and divergent points of views are explored before converging at some form of compromise. The writer appears impartial by giving his/her viewpoint in the last paragraph, to influence the reader through analysing the facts presented. Above all, the essay remains objective, with ideas being presented without prejudice (Harris & Keal, 2013).

Informal letter: The address is written on the right-hand side. In addition, there is no punctuation employed in the address, greeting and salutation. The name of the road, suburb and city (and province and country, if included) should be written out in full – these should not be abbreviated. The only exception to this rule is when the letter is addressed to a Post Office Box, in which case the abbreviation "P.O. Box" is considered.

The letter should be divided into three paragraphs. It should be started with “Dear” and end with informal salutation like “With love”, “Yours sincerely” or “Your loving niece”, depending on the relationship between correspondents. Lastly, there should be no surname at the end of the letter if the relationship is close (Harris & Keal, 2013).

Letter of congratulation: This letter can follow the format of a business letter and be set out as such. The address and date must be included. The first paragraph must state the reason why the letter is written. Additionally, the body of the letter should indicate your pleasure and support for the achievement. The last paragraph should be the conclusion (Harris & Keal, 2013).

Formal letter of invitation: The format is the same as that of a business letter, with the address, date and salutations written in block form. The letter is written in paragraphs, with each paragraph focusing on an aspect related to the invitation. The language is formal, and the tone respectfully sincere. In addition to contact details, other pertinent information regarding the event and the role of the invited individual in that event may also be included (Harris & Keal, 2013).

Business letter: Business letters are written for different purposes depending on the information the writer intends to convey. However, it remains formal in tone and layout. The block format is used for the address and the greetings, with only the sender’s address against the right-hand margin. Further, no punctuation is used either in the address or in the greetings. In addition, a line is left between each phase, as well as between each paragraph. Each paragraph expands on the main idea that has been identified in the subject line. Similarly, the department and name of the business are clearly identified above the business address. The letter is addressed to the particular individual. Where the name of the individual to whom the letter is sent is unknown, the writer ends with “Yours faithfully”; when the name is known, “Yours sincerely” is used (Harris & Keal, 2013).

Obituary: An obituary is written after someone has died and pays tribute to that person by looking at the achievements that have been attained during that person’s lifetime. An obituary will appear in print in a journal, magazine, or newspaper. It is written in

paragraph form and it includes a summary of the person's life. Importantly, the language is formal and emotive. Lastly, it is written in past tense (Harris & Keal, 2013).

Dialogue: A dialogue is an exchange between two individuals. It follows a pattern of questions and answers. It is a more involved record of events, not only in conversation, but in tone of voice, the body language, and movements of individuals involved. The language is colloquial and is a reflection of real-life conversations. Individual speakers respond to the words of the previous speaker. Additionally, the tone and register will reflect the relation between the speakers. Each speaker's name is followed by a colon to introduce his or her speech. The conversation is written in direct speech; however, no inverted commas are used. Further, a line is left between each speaker's words. In conclusion, extra information, such as tone or behaviour, is placed in brackets (Harris & Keal, 2013).

Formal speech: There are many situations where formal speeches can be presented. A formal speech should be prepared targeting the intended audience. More so, it must be in line with the purpose it intends to fulfil. In some instances, it is accompanied by visuals (Harris & Keal, 2013).

Diary entry: A diary is a personal record of the writer's experiences. A series of diary entries may reflect changing thoughts, emotions, and attitudes towards particular situations or events occurring in the writer's life. The entries are often brief and emotive reflections. They may contemplate past actions, explore a present state of mind, or consider future circumstances. A diary is characterized by the following characteristics. Each entry is headed with the date (and sometimes the time, if more than one entry is made in a single day). In addition, it is a first-person account, therefore making use of personal pronouns. Furthermore, it is often emotive (both word choice and punctuation may express this). Dominant in a diary entry is informal, colloquial language. It may switch between past, present and future tense, depending on the subject. Lastly, an informality is achieved through simple and sometimes incomplete sentences (Harris & Keal, 2013).

Invitations: They reflect date, time and venue of the activity. In addition, requirements such as gifts, food and drink may be mentioned. Importantly, an address and telephone number should be given so that people can reply. (Harris & Keal, 2013).

Advertisements: The purpose of an advertisement is to try and sell a product or a service. A printed advertisement will try to capture the attention of a particular target market through the use of attention-grabbing pictures, a big bold heading, and a catchy slogan. The interest of the potential buyer will be further engaged through emotive text that tries to persuade the reader that this particular product or service is a necessity. Both the picture and text of the advertisement will be carefully chosen and create a desire in the reader – the desire for luxury, acceptance, status, security or a healthy lifestyle. In advertisements that are promoting certain products, statistical details may be included to influence readers to buy the product being advertised. An advertisement is accompanied by the following characteristics.

It must have an appealing picture and an attention-grabbing headline. In addition, it must have a symbolic logo attached.

Again, emotive text containing the following criteria may be included. The language suiting the target market must be used. More so, jargon may be used if the product is appropriate. Besides, colloquial language may be used, if relevant to audience. In conclusion, attention should be given to sentence structure, choice of words and punctuation (Harris & Keal, 2013).

Instructions for a procedure: Giving instructions for a procedure is identical to giving directions to a place. The instructions should be explicit, short and concise sentences. They can be written in paragraph or point form. In the event that paragraphs are used, then logical connectors should be used to help sequence the chronological order of actions and for point form, the numbering of instructions must be accurate. In the same vein, the sentences must be as short and simple as possible, while still remaining complete. Despite how they are written, the imperative should be used, and all the instructions should be in the present tense (Harris & Keal, 2013).

Focal learner #1: Lee: Assignments and analyses of work

Assignment 1: Modern technology is a blessing and a curse in our lives. Discuss.

Modern Technology is a Blessing and a Curse in our lives

Modern technology is the use of knowledge and skills and equipments within factories, devices and computers, which can be operated by an individual. The world has ^{has} massively changed since technology was introduced. However technology can bring about a blessing and a curse in our lives. ~~Here I argue that~~ Regardless of facts mentioned, I argue that technology brings a blessings in humanity and humankind.

We can communicate with people who are far from home, quick and easy, thanks to technology. Modern technology has transformed our lives for better. We can access information easy. ^{There are} Great benefits like, applying for a job, school and ~~has~~ ^{has} ~~varieties~~ ^{varieties} and getting informed about the state of our countries ^{through} ~~in~~ television news. This shows that technology has taken over such that ~~Modern technology~~ ^{that} has made our lives easier.

In spite of facts mentioned, ~~the~~ Modern technology is a curse in our lives. We are no longer safe in our homes. ~~Our~~ ^{Our} Mobile privacy is invaded as we have hackers hacking our mobiles. ^{life span} ~~life span~~ ^{we see} ~~life span~~ expectancy rate decreases as ~~we see~~ ^{we see} many ~~citizens~~ ^{Citizens} die younger. Families are separating as there is a ~~to~~ lack of respect ^{within} ~~among~~ the members. Students spend more time on social networks than

on their studies. Indeed ~~Modern technology~~ has taken over, it bless us and curse us.

Although many people use modern technology in a bad way, many citizens benefit from it. Therefore modern technology brings a blessing to us.

Analysis of the work above:

	R2 Descriptor	Score
Genre	Argues for position - satisfactory discussion	2
Stages	Fairly developed, thesis, argument and restatement	1
Phases	Position statement developed but weakly discussed.	1
Field	Everyday topic, authentic ideas, but not well explained.	1
Tenor	Daily examples used, subjectively discussed	2
Mode	Fairly written, many spoken elements.	1
Lexis	Daily lexis applied	2
Appraisal	Minimal complex judgments, hacking, stocker, mobiles	1
Conjunction	Minimum use of conjunctions to connect and organise arguments	1
Reference	Fair use of reference	2
Grammar	Satisfactory use of grammar, many errors, minimal grammatical metaphor.	1
Spelling	Minimal spelling errors.	2
Punctuation	Simple punctuation used in sentences	1
Presentation	Well-developed handwriting, paragraphs used for each phase, well-shaped letters.	2
Total		20/42

Assignment 2: My turning point in life

My turning point in life.

We all experience those turning points in our lives. However a turning point ^{is} the moments ^{we} make ^a decisions which ^{change} everything in ^{our} lives. My life changed a lot since I also experienced my life turning point.

Use an appropriate conjunction.

Back in Primary, when I was young, I never had friends ~~or~~ peers. I was that boy who enjoyed playing alone, eating lunch alone. Those were the happiest moments of my life. I liked ^{quite} places where I could relax and think a lot. My life skills teacher talked to me one day, asking about my loneliness behaviours in school and reasons for those behaviours. I ^{answered what} replied ^{that} telling her I did not want friends and that I loved to be on my own as my dad ~~taught~~ ^{taught} me not to rely on others.

One morning when I prep was preparing for school I had a funny feeling, I was feeling dizzy and that was strange. During school hours I ^{suffered} severely from a headache. I did not know what was happening to me that day. I ^{suffered} from that headache to a point where I could ~~not~~ ^{no} not ~~have~~ ^{go over} have the pain. (I felt so) I told my

Life Skills teacher about the matter. She gave me painkillers. It felt better for a few seconds but the pain got worse. I fainted that day. I woke up in hospital not knowing what was going on. That moment I was shocked and scared. Doctors checked my body temperature and what was wrong with me. The results came and I was suffering from cluster headache. A cluster headache ^{is associated with} severe pains due to ~~thinking~~ ^{too much thinking abilities of a person} and stress. I almost died. *Try to shorten your sentences. Take note of the use of an apostrophe.*

Wise men say that 'You Only Live Once,' doctors gave me advice to find people I can relate and talk to. I made that decision. I have peers now, since then never ^{so} ~~suffered~~ ^{suffered} from that kind of headache. That changed my life. Now I get to know and talk to different people. That's how my whole life changed. If I have personal issues I have my friends' support. I have never been happier before. ~~thank alot! thank mom!~~

[246 words]

Well tried. Spelling and punctuation need attention. Always write short sentences they will assist to reduce the amount of mistakes.

Analysis of the work above:

	R2 Descriptor	Score
Genre	Satisfactorily developed narrative. It meets the basic requirements.	2
Stages	Summary of narrative as complication, fairly developed resolution – a friend’s support	2
Phases	Settings and problems of the narrative, resolution built up through a chain of events with final problem and overcoming pain.	1
Field	Fair introduction of narrative plot in resolution, theme of true friendship defeating claustrophobic	2
Tenor	Readers engaged through character’s reactions to problems building tension, released in the discovery of the cause of the sickness	2
Mode	A considerable range of written words, some spoken	2
Lexis	Fair range of lexis constructing settings and occurrences	2
Appraisal	Fair range of appraisal especially the character’s reactions and feelings	2
Conjunction	Moderate use of conjunctions to connect events and sequence of text	1
Reference	Fair use of reference	1
Grammar	Fair range of written grammar, some spoken	2
Spelling	Frequent words used, many spelling errors	1
Punctuation	Simple punctuation used in sentences	1
Presentation	Uses paragraphs for stages and phases of narrative, handwriting legible and well shaped	2
Total		23/42

Assignment 3: The New South Africa offers a better life for a few people. Discuss.

If The New South Africa offers a better life for a few people

Some are those days, when South Africa offered a better life for few. South Africa has changed to a better nation for all, since the birth of Democracy. Therefore, I oppose the topic, with regards to the fact that everyone has access to social services and they have rights. ✓✓

Nevertheless, there may be factors to backup my argument. Regardless of the ~~the~~ Apartheid legacy that is still observable in this country, citizens have rights to access any service that is needed in their lives. One of those services is Education. Schools are built yearly to grant study opportunities to every young person, including the old aged, to promote skills and advance the level of knowledge. In addition, Universities or tertiary provide ~~and~~ ^{work} advanced studies that prepares every student for a workplace. Universities also strengthen every student's reasoning, ~~and~~ innovativeness and research skills.

Other than Education, Health-Care is another service that has improved. At local areas, Clinics are built and Hospitals are available around Central Business Districts with

Adding up, since the Birth of Democracy, Trade unions were implemented to ensure the safety equity in employment, To also make sure that the employer and employees obey the rights of employment.

Transport has heavily improved too, for everyone. However, the improvement in taxi industry has resulted in violent taxi strikes, this implies that crime ~~is~~ has also increased, as a negative factor. Corruption is ~~at~~ maximized, we experience poor service deliveries ~~at~~ local areas due to this corruption. Undoubtedly, the government officials try by all means to decrease the corruption rate. Even those who are found guilty, they are provided with legal representation. Therefore, what ^{person a sick} can ~~for?~~ more when everyone is provided with goods and services. ✓

To our grandparents, disabled, Uneducated with poor jobs and children in poor families, the government provides a social grants. Unquestionably, everyone has access to social services. Therefore, South offer a better life for all, not ^{only} for few people. ✓

Well done. connectives well used to link ideas.

Analysis of the work above:

	R2 Descriptor	Score
Genre	Well-developed thematic argument	2
Stages	Fairly developed Thesis argument and restatement	2
Phases	Position statement well presented, and supporting arguments in line with topic	2
Field	Satisfactory synopsis of discussion, arguments well-reasoned	2
Tenor	Readers engaged through writer's discussion of facts	2
Mode	Highly written, some spoken elements	2
Lexis	Satisfactory range of lexis used to construct arguments	2
Appraisal	Fair range of appraisal	2
Conjunction	Successful use of conjunctions to structure argument and connect ideas	2
Reference	Good control of reference	2
Grammar	Good range of written grammar, some spoken	2
Spelling	A balance of non-frequent words and frequent words in the discussion, few spelling errors	2
Punctuation	Simple punctuation used in sentences	2
Presentation	Paragraphs have been presented for each phase, legible and well developed handwriting	3
Total		29/42

Assignment 4: Letter to the editor

The Editor ✓
 Bona Fide ✓
 P.O Box 196 ✓
 First London ✓
 5660 ✓

C - 17
 W - 9
 $\frac{26}{30} = 87\%$

Dear Sir / Madam ✓

Drugs abuse leading to Crime ✓

I have rationalized this issue of drugs abuse. There it is in my will to state that drug raze our community. There may be factors to back-up ~~the~~ argument which I wish they ~~could~~ be publishes

Crime has grown exponentially and somehow people do not seem to have taken any actions about it. Rapid use of drugs has led to a lack of education. This affects the future of our country's economy. We live in fearfull communities, knowing who next is going to die or who's home is to be ~~broken~~ ^{broken} in next. This specifically means that you're is possessed by drugs to commit ^{the} mentioned criminal activities. ✓

As a member of the Communist Community I sincerely urge that we work together as the community. In the same manner I would like ^{the} police to unite with the Community to find better solutions. As a group of youth it would be also wise to

formulate a March of awareness.

It is my hope that your paper is going to publish this letter and communities with law authorities unite for a common cause. ✓

Yours Faith-Fully ✓
 Tshila Lizo ✓

Tshila Lizo ✓
 34 Wood Street ✓
 Fingo location ✓
 Grahamstown ✓
 6139 ✓
 28 February 2017 ✓
Well tried you wrote well. A well written piece.

Analysis of the work above:

	R2 Descriptor	Score
Genre	The criteria for the genre has been met. The different stages of the letter to the press have been followed.	3
Stages	Background setting well developed	3
Phases	Different themes have been placed in different phases	3
Field	Detailed knowledge of the topic	2
Tenor	Consistently objective with the subject of communication	2
Mode	Good range of written language resources, some spoken	2
Lexis	Satisfactory range of daily language	2
Appraisal	A fair range of objective appraisal	2
Conjunction	Satisfactory use of conjunctions in the letter	2
Reference	Reference is clear for people and things	2
Grammar	There is wide range of written grammar	2
Spelling	A balance of daily and unfamiliar vocabulary	2
Punctuation	Simple punctuation for simple sentences	2
Presentation	Legible handwriting, well-shaped letters, paragraphs for different phases	3
Total		32/42

Assignment 5: Dialogue

2.1 A Dialogue.

(At the clerk's office, a conversation between me and the clerk about the preparations ~~of~~ of my grandmother's journey to and from Cape Town.)

Lizo: ~~Evening~~ Evening Sir!

Mr Doppler: Hey Son! Take a seat.

Lizo: Thank you. (I settled).

Lizo: I believe you are the person I am ~~not~~ sent to. My mother ~~o~~ requested me to make reservation for my grandmother ~~o~~ who is going to Cape Town to visit her sister for her 80th ~~Birth~~ birthday celebration.

Mr Doppler: Yes, I can help you with that. How old is your grandmother.

Lizo: She is 83 years old, sir.

Lizo Mr Doppler: Okay, should I locate a seat for her? Or she is okay with every seat in the bus.

Lizo: About that, I would ~~sincerely~~ sincerely urge you to allocate a seat for her at downstairs, due to her age.

Mr Doppler: That will not be a problem ^{going} son, is she

spend a week at Cape Town, or you might as well brief me with the vacation span, how long will she stay at Cape ~~Town~~^{town}? So that I can make effective arrangements for her.

Lizo: It will be a one night celebration ~~site~~, that is why mom requested a bus to ~~take~~ her to and from Cape Town.

Mr Doppler: Everything is in order, son. It is all sorted. Sign here as a proof ~~of~~ visit and close the door when leaving. Thank You.

(I signed, I went home, my job was done).

Analysis of the work above:

	R2 Descriptor	Score
Genre	The criteria for the dialogue has been well developed giving an account of Lizo and Mr Doppler	3
Stages	Background well developed and various levels of the dialogue taking shape	2
Phases	The stages of the dialogue well, with stages like greetings building up the tension towards the resolution of finally securing granny's ticket as the resolution	2
Field	Detailed knowledge of the topic	2
Tenor	Good range of resources to evaluate causes and effects.	2
Mode	Good range of written language, some spoken	2
Lexis	Satisfactory range of lexis, mainly in relation to the dialogue and theme of discussion	2
Appraisal	Strong range of appraisal evaluating the characters engaged in the dialogue	2
Conjunction	Fair use of conjunctions	2
Reference	Clear reference to the few characters	2
Grammar	Good range of written grammar features	2
Spelling	Many frequent words used, no spelling errors	2
Punctuation	Simple sentence punctuation used	2
Presentation	Legible handwriting, paragraphs after every speaker, well-shaped letters	3
Total		30/42

Assignment 6: How to prevent overweight

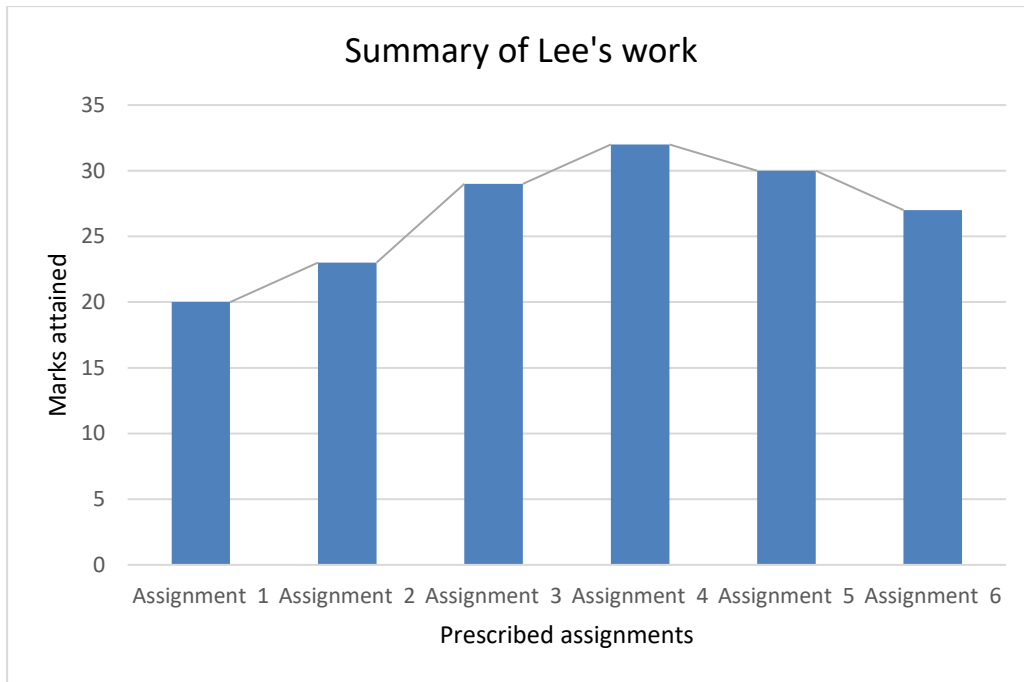
3.3. Instructions

A motivation speaker came to our school today and told us the following tips on how to prepare ~~our~~ ourselves for exams.

1. First Formulate a time table study for your exams
2. Find a mentor or someone who can assist you with your studies.
3. As a class form study group so when you all participate in bringing up information to help yourselves.
4. You should all practise and study everyday.
5. It is important to minimise the time you spend on social networks and friends.
6. Revise the past question papers, that can help you in knowing the format of question you can be asked on exams.
7. It is important to love and pass all your subjects, as that is important for your NCE level requirements for tertiary.

Analysis of the work above:

	R2 Descriptor	Score
Genre	The instructions satisfy the requirements of the genre	3
Stages	The instructions are in point for reflecting each stage	3
Phases	Every phase is demarcated by a bullet	3
Field	Good knowledge of the subject	2
Tenor	Fair knowledge of what a motivational speaker entails	2
Mode	Good range of written language	2
Lexis	Good range of lexis, subject related	2
Appraisal	Sufficient range of appraisal	2
Conjunction	No conjunctions	
Reference	Clear reference	2
Grammar	Fair range of written grammar	2
Spelling	Frequent words used	2
Punctuation	Simple punctuation of instructions	2
Presentation	The instructions are in point form, hand writing is legible	3
Total		27/42



Focal learner #2: Sekai: Assignments and analyses of work

Assignment 1: Reducing speed limits on all roads is the best way to reduce fatal accidents.

Essay

Topic: Reducing the speed limits on all roads is the best way to reduce fatal accidents.

In as much as I agree that reducing speed is one of the best solution to help minimize the fatal road accidents. I would also like to highlight other issues that also lead to fatal accidents other than speeding.

Road accident is a global tragedy with the ever rising trend. Almost everyday, we hear the news of the accidents on the television, radio and internet. Most people continue to neglect and ignore the danger involved in their driving and so, these accidents happen.

Besides speeding there are other issues involved such as being careless. Under carelessness we have various examples, which include, using the mobile while driving, breaking the traffic rule and entering from the side road into the path of the vehicle. Furthermore, when inexperienced drivers and untrained drivers and those with blur eyesight that drive at night is also one of those major escalating accident rate in our world. In addition, most of the people drive after consuming alcohol, which may lead to dangerous road accidents.

Issues that need to be considered in order to curb accidents are policies made by the government.

To make sure that roads are well constructed and maintained. In addition, enforcement of appropriate legislation to make sure that all commercial and private drivers should be well trained before they attain driving licence to drive on the street. Furthermore passengers should also be vigilant enough to check drivers when they are over speeding and driving under the influence of alcohol. Police can play the pivotal role to decrease the number of accidents.

To sum up, there are many causes of the fatal road accidents in our world other than speeding and with good strategies and with the participation of both government and individual, we can easily overcome this potential problem.

Geo P. Nork. However

Work on shortening your sentences

Analysis of the work above:

	R2 Descriptor	Score
Genre	The essay meets the main criteria of the genre.	2
Stages	Fairly developed Thesis, Argument and Restatement	2
Phases	Position statement, preview, supporting arguments with topics and reasons restates position with highlights of accidents having multiple causes.	2
Field	This is an everyday topic, well thought ideas for arguments and reasoning	2
Tenor	Objective evaluation based on facts	2
Mode	Highly written language, some spoken	2
Lexis	Mainly everyday lexis	2
Appraisal	Satisfactory judgments availed in the discussion	2
Conjunction	Satisfactory use of conjunctions to structure and sequence ideas of the argument	2
Reference	Good control of reference	2
Grammar	Fair range of written grammar, some spoken	2
Spelling	Frequent words used, minimal spelling errors	2
Punctuation	Simple sentence punctuation used	2
Presentation	Well-developed handwriting, well-shaped letters and paragraphs for phases and stages	2
Total		28/42

Assignment 2: That was a turning point in my life.

Topic: "That was a turning point in my life"

accident ✓
Distraction ✓
Self-harm ✓
getting better ✓

"That was a turning point in my life"

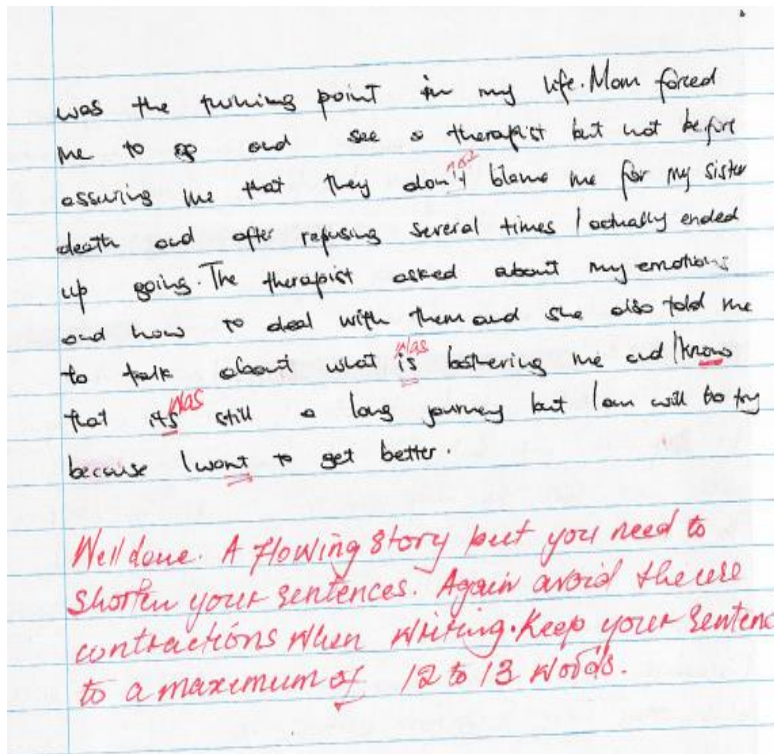
losing someone very close to your heart through death is a grief that one cannot get over. It is a pain that consume you each and everyday and even though it is difficult you try by all means to accept the fact that they are gone forever. You try to find ways to cope without them and trying to forget them, but how is it possible to forget someone who gave you so much to remember. How can one cope knowing that they lost their only reason to live for. ✓

Growing up, I have always been close to my elder sister, she was always there by my side everytime I needed her and she would be the one to wipe away my tears. I always looked up to her she was my role model my anchor and my all but all too soon that was taken away from me, one moment she was here and the other she was gone just like that. At the age of 15 I lost my sister through a tragic car accident.

that we were both in but unfortunately she never made it. I was the one who survived the accident while my sister died. I have always felt guilty about the passing of my sister. I hated my self for surviving. I wished that I was the one who should have died instead of her. Her death left me damaged and scarred. I couldn't get over the grief. I just could not believe it that she was gone from my life so sudden. ✓

After hearing the news about the death of my sister my heart broke, my whole world came crumbling down and buried me underneath the surface of the earth. For days I could not eat, speak or even sleep, all of it was just too much for me that I ended up being depressed. I was always so sad, cried my self to sleep everyday never got out of my room let alone speak to my family and friends. The guilt consumed me that I ended up feeling like a burden to my family and deep down in my heart thought that my family blamed me for my sister's death. I knew that I needed to talk to someone after experiencing that kind of trauma but I was just too naive to go and see a therapist and things turned from bad to worse. ✓

After my sister's death I felt lost and alone. I knew that she was gone forever and I would never ever get a chance to see her again or hear her beautiful voice and everytime I thought about her my heart would tear into pieces. I found a way to relieve



Analysis of the work above:

	R2 Descriptor	Rating
Genre	The story meets most of the criteria for the genre. It recounts the story in the past tense.	2
Stages	Summary of the narrative as complication, fairly developed in the resolution	2
Phases	Setting and problems of narrative, built up through a chain of events with the resolution in the therapist.	2
Field	Imaginative ideas to evoke emotions	2
Tenor	Readers engaged through the character's reactions the challenges, building tension released in the engagement of a therapist.	2
Mode	Good range of written language resources	2
Lexis	Satisfactory range of lexis, building settings and events	2
Appraisal	Fair range of appraisal, especially the character's feelings	2
Conjunction	Satisfactory use of conjunctions to structure ideas and order sequence of events	2
Reference	Clear reference to the few numbers of characters and text reference of events	2
Grammar	Good range of written grammar features, some spoken	2
Spelling	Daily vocabulary used, minimal spelling errors	2
Punctuation	Simple sentence punctuation used	2
Presentation	Uses paragraphs for phases and stages, well developed handwriting and well-shaped letters.	3
Total		29/42

Assignment 3: As I sit here.

1.2 As I sit here ...

1.2 As I sit here ...

I have learnt to live through pain and keeping the sufferings and pain to myself, for all my life all that I have ever known ~~was~~ was pain and I have learnt the hard way into never sharing any emotions. *This sentence is too long.*

Our Past can either break us or make us and running away from your past will not make things easier but more difficult. Growing up I once had a happy childhood, a place to call home and my own family, but an accident that took place while I was on my way ~~to~~ from school snatched those things away from me. Memories of my home burning into ashes along with my family. Still keeps me awake at night and everyday I live with the regret of not having done anything to help them except ~~for~~ for crying for help. I know I was only seven years old but I should have done something to help them out. ~~and~~

Even today I hate myself for not being able to save them. *You need to adjust your sentences.*

Soon after the death of my parents my uncle

took me under his wing but later he took me to a foster care home as he could not take care of me due to financial ^{constraints} ~~trouble~~. At the age of 16 years, I was adopted ^{by} ~~my~~ ^{new} family ^{that} loved me as if I was one of them and I got to share the joy of having a family once again. My happiness was short-lived after my ^{new} father had lost his company due to bankruptcy and he started drinking and beating up his wife just like my own father always did to my mother before they died. I felt as if the past was repeating itself because my father was also a liquor slave and my mom was the one who felt his wrath when he was drunk.

Just like any mother would do she kept quiet and bore all the beatings in the middle of the night I would hear her painful sobs and I could not stop blaming myself for her condition because before they adopted me she was never beaten nor was her husband a drunkard.

I smile through the pain and I have been keeping up this facade for so long that no matter how deeper you look you will find no sadness, tears, sorrows nor misery in my eyes. As I sit here, I bear the scars of the past. I am broken and my heart has been torn into shreds but still I am standing strong. As just like what Khalil Gibran says "out of suffering have emerged the strongest souls, the most massive characters are seared with scars".

A good piece of creative work. However you need to write on writing short sentences. Long sentences may give you grammatical challenges.

Analysis of the work above:

	R2 Descriptor	Score
Genre	Satisfactorily well-developed thematic narrative, giving an account of a life event. The requirements of genre well met.	3
Stages	Summation of the narrative as complication well developed into the resolution	2
Phases	Settings, problems, resolution well-structured through a culmination of events with resolution is emotional resilience	2
Field	Fair introduction of the narrative piece, vivid imaginative plot and resolution	2
Tenor	Readers are engaged through the narrator's reactions to the accidents creating tension leading into resolution, emotional resilience	2
Mode	A good range of written language resources, some spoken	2
Lexis	Satisfactory range of lexis building setting and events	2
Appraisal	A good range of appraisal especially through the reaction and reflections of the character	2
Conjunction	Fair range of conjunctions, connecting events in the plot.	2
Reference	Clear range of reference to characters, things and events	2
Grammar	Fair range of written grammar features, some spoken	2
Spelling	Non frequent words and frequent used, minimal spelling errors	2
Punctuation	Simple sentence punctuation	2
Presentation	Paragraphs used for phases and stages, handwriting legible, letters well shaped	3
Total		30/42

Assignment 4: Crime in my community: Letter to the Editor/Press

10448 Mpanoc Street
 Yukuani Location
 Grahamstown
 6139
 23 February 2017

The editor
 Southern Courier
 P.O. Box 997
 East London
 5540 ✓

Dear Sir / Madam ✓

CRIME IN MY COMMUNITY (YUKUANI) ✓

I am writing to your paper to express my worry of the crime situation in Yukuani. ✓

Crime nowadays is such a major issue especially in our community. The rate of crime is increasing rapidly and I believe that if we could as a community work together with the law authorities, we might find the right solution to decrease the crime rate.

Word argument

The main reason behind crime is the youth mostly. If we along with the community members could find something to keep them distracted it may help. The community can introduce youth clubs such as soccer teams, netball something that they can engage in and keep away from the streets. This may be another way in helping decreasing the crime rate. Youth like to get entertained so if we could open up clubs according to their hobbies they are likely to join them instead of being in the street and getting up to no good. If we could open up things like Bats clubs, hip-hop sessions and all other stuff that they enjoy doing they might just stay away from crime and in that way crime rate may decrease. ✓] The last sentence is too long. It needs adjustment.

I suggest that it would be the best idea to select few members of the community that will form part of the police force and work together with the law authorities to catch the criminals. The selected members of the community will team up and do some road checks at night along with the police and roam around the street to make sure all is fine.

I intend to talk to the youth of my community so that they could also take part in some of the work along with the police force.

It is my sincere hope that our initiative is supported and that the ministry, council and community members are going to realise the gravity of this issue through your paper.

Yours faithfully ✓
 Nuyiseko Nonyazi ✓
 Nuyiseko Nonyazi ✓

Excellent work. Language for the piece has been effectively used. Keep it up Nuyiseko.

Analysis of the work above:

	R2 Descriptor	Score
Genre	The criteria of for this genre has been met. It is written in a business-like format, and polite	3
Stages	Background satisfactorily set in the introduction, with block formatting for address and greetings	3
Phases	Crime situation as theme of the letter well set in the introduction , tension and resolution is through dialoguing with the youth	2
Field	Comprehensive knowledge of the topic	2
Tenor	Argument constantly convincing, with both objective and subjective ideas	2
Mode	There is a good range of written language resources, some spoken	2
Lexis	A good range of technical lexis in the field	2
Appraisal	Satisfactory subjective appraisal in the field, some instances objective	2
Conjunction	Satisfactory use of conjunctions that have enabled sequencing and coherence of ideas	2
Reference	Clear reference has been used for both people and the issues involved	2
Grammar	Satisfactory range of written grammar, some spoken	2
Spelling	Frequent spellings used, no spelling error	3
Punctuation	Clear simple instruction used in sentences	2
Presentation	Well-developed handwriting, paragraphs used for stages and phases, salutation satisfactory.	2
Total		31/42

Assignment 5: Dialogue

Question 2.1 Dialogue

(I am currently ~~sitting~~ in the Principals' ^{Mottabane's} office after being summoned at the office)

Mr Mottabane: Hello Thoriso, thank you for coming. You know the reason I asked for you here right?

Thoriso: Afternoon Sir, I think you called me in because you want to know the details about what happened yesterday.

Mr Mottabane: Indeed, so tell me about everything you know and do not leave out any details.

Thoriso: Three guys from Grade 11 entered the computer centre yesterday and they did not seem ~~happy~~ but after 30 minutes one guy came out carrying a computer and I knew right then ~~that~~ something was fishy and I hid behind a wall so they would not see me.

Mr Mottabane: So what you are telling me is that you saw the faces of those guys?

Thoriso: (starting to feel nervous, I shifted on my seat and gulped before answering) yes sir lol!

Mr Mottabane: (looking me straight in the eye) so you can point them out even in the crowd?

Thobiso : (I knew exactly what was coming next and I am not ready to do that, why would I risk my life like that) I am really not sure Sir (I answered voice shaking with fear)

Mr Mottabane : You know you don't have to be scared, you are doing a right thing here we can't just let those criminals walk away free after stealing what belongs to the school and will later benefit you.

Thobiso : I can show them to you without having to pick them out in the crowd, yesterday I took some pictures. (I handed him the phone)

Mr Mottabane : (looking at what is in the picture) this, this is the evidence that we need. Thank you for doing this it really shows that you are responsible student that cares for her school.

Thobiso : Its my pleasure Sir, Can I take the permission to leave now Sir I have a class after break. (as if in cue the bell rang)

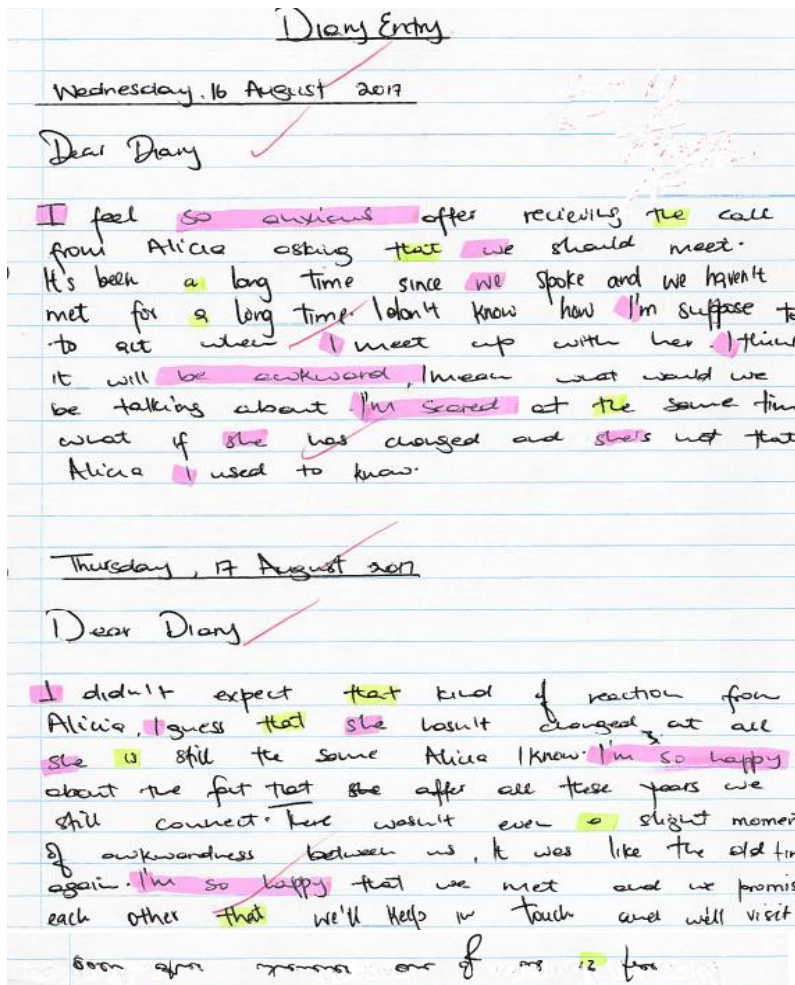
Mr Mottabane : Ofcourse, once again thank you Thobiso and don't worry we won't mention your name.

(I left the Principal office happy knowing that I did the right thing and all that is left now was for the law to take its course) (words = 150)

Analysis of the work above:

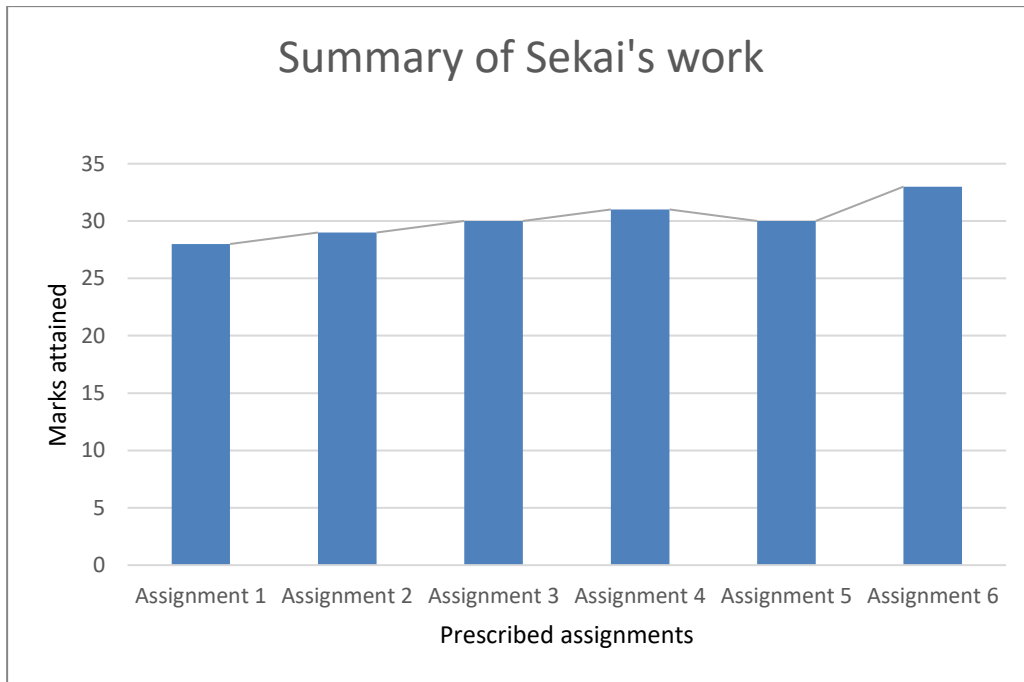
	R2 Descriptor	Score
Genre	The criteria for the genre has been met in the above genre with each speaker's words introduced with a colon after his name.	3
Stages	Background satisfactorily illuminated with various stages of dialogue in place	2
Phases	Setting and theme of discussion, resolution built through the conversation leading to the truth and happiness of Thobiso at the end of the conversation	2
Field	A clear picture of the dialogue exposed, cordial power relations are illuminated till the resolution	2
Tenor	Consistently objective dialogue, issue around conversation is clear	2
Mode	Good range of written language resources, some spoken.	2
Lexis	Frequent lexis, less technical terms	2
Appraisal	Satisfactory range of subjective appraisal	2
Conjunction	Fair use of conjunction to structure the dialogue and order of events.	2
Reference	Clear reference made to the parties involved.	2
Grammar	Good range of written grammar features, some problems	2
Spelling	Frequent spellings used, minimal spelling errors	2
Punctuation	Simple sentence punctuation	2
Presentation	The dialogue is blocks, legible handwriting, well-shaped letters.	3
Total		30/42

Assignment 6: Diary entry



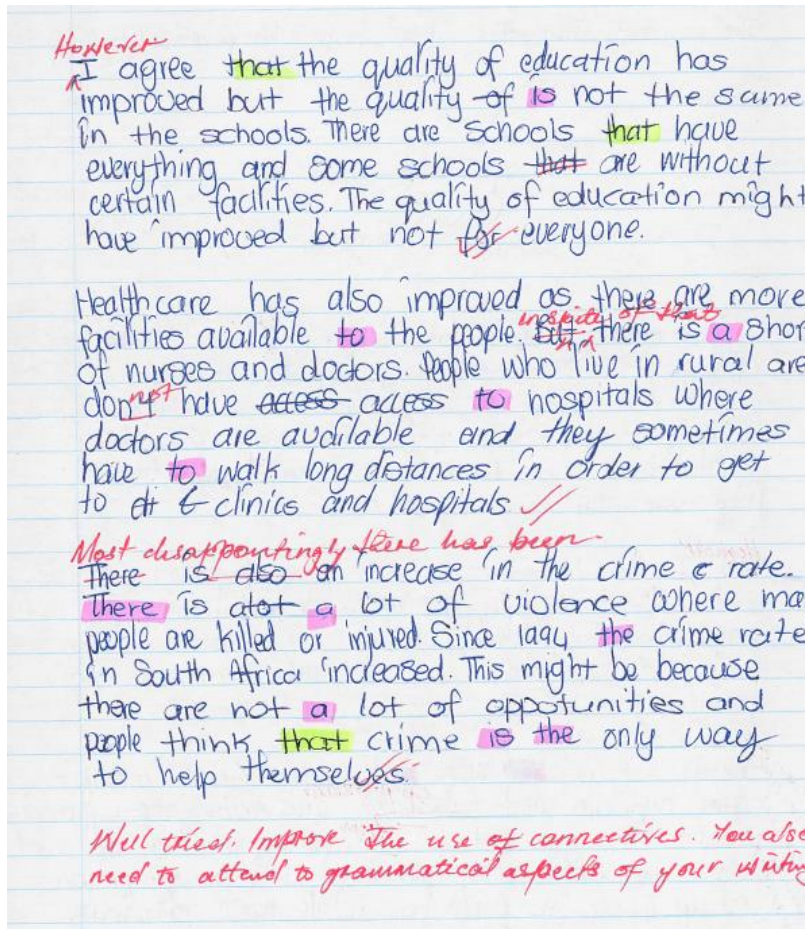
Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed account of a personal record of the writer's experiences	3
Stages	Background well developed in the first entry.	3
Phases	The two stages of the writer's experience well set in the two entries.	2
Field	Sufficient knowledge of the topic under discussion.	2
Tenor	Consistently objective, despite an emotional appeal.	2
Mode	Good range of written language resources, some spoken due to genre.	2
Lexis	Good range of lexis.	2
Appraisal	There is good expression of appraisal especially anxiety, uncertainty and excitement as resolution.	2
Conjunction	Minimal conjunctions used.	2
Reference	Explicit reference to the two characters.	2
Grammar	Good range of written resources, some spoken	3
Spelling	Frequent spellings used. No spelling errors.	2
Punctuation	Simple punctuation used due to the nature of writing.	2
Presentation	Paragraphs used to show different entries. Handwriting is legible and well shaped.	2
Total		33/42



Focal learner #3: Sethu: Assignments and analyses of work

Assignment 1: The new South Africa offers a better life for a few people. Discuss.



Analysis of the work above:

	R2L Descriptor	Score
Genre	The essay meets the main criteria for an argumentative essay.	2
Stages	Fairly developed thesis arguments and restatement	1
Phases	Position statement weakly framed, supporting arguments loosely stated	1
Field	Everyday topic lacks quality in the imaginative ideas raised	1
Tenor	Subjective arguments raised to engage the reader	1
Mode	Fairly written, some spoken elements	2
Lexis	Mainly everyday lexis	1
Appraisal	Lacks in sophisticated judgments- full of corrupt, there is a lot of violence	1
Conjunction	Moderately used conjunctions to allow for coherence and sequencing of ideas	1
Reference	Clear reference for people and things	2
Grammar	Many grammatical errors, less grammatical metaphor	1
Spelling	Some spelling errors	1
Punctuation	Simple sentence punctuation	1
Presentation	Paragraphs for the different phases, legible handwriting	2
Total		18/42

Assignment 2: What a match

What type of match is this. What a match who is involved in this match
 how did I feel about this match
 what happened in this match

2 April 2017, The day of the biggest event in wrestling today. The day that you get to see once in a lifetime events taking place and that is Wrestlemania. ~~But~~ ^{Awesome} this wrestlemania isn't ^{not} just any, it's the one where the Deadman had his last match. It's the one where we watched the the Phenom took off his legendary hat for the last time and where the world said goodbye to him.
Good Introduction

His last match was against a new comer ⁹⁰ named Roman Reigns who had to use every single move in the book to keep him down. The two men fired shots at each other for what felt like forever. And neither one of them seemed to want to give up. Both men gave their all in this match. The audience cheered them ~~on~~ during the whole match with chants of "This is awesome"

Good Writing

One minute Roman would have the upper hand and in the next the undertaker would have him in a headlock. The Undertaker would chokeslam ⁴⁰⁰ him and Roman would counter with a superman punch. You'd ^{expect} have both men down and then miraculously Taker would sit up like he was never down.

~~However,~~ But when all was over Roman ~~on~~ won the match and the crowd including me was left thinking, what a match! Even when Taker took off his gloves, his black coat and his hat before he ~~to~~ did the thing he always does with his eyes that used to scare me, I ~~couldn't~~ ^{couldn't} have been more happier because it was the greatest match by far. ✓

This is an excellent piece of writing Sphssethu. You have displayed a great skill in language use. Keep up the good work.

Analysis of the work above:

	R2L Descriptor	Score
Genre	The story satisfies the requirements of the genre (an effective narrative).	2
Stages	Fairly developed with detail in thesis and argument.	2
Phases	Setting has been well developed, resolution of the narrative built around a series of events with interesting characters.	2
Field	Wide range of imaginative ideas to generate interest in the reader, imagination borrowed from commenting of events.	2
Tenor	Satisfactory engagement with characters reactions and expressions.	2
Mode	Largely written features with some spoken.	2
Lexis	Good range of lexical items for the development of the setting (The undertaker would choke-slam him).	2
Appraisal	Extensive feelings were evoked (dead man, fired shots, chokslam).	2
Conjunction	Fair use of conjunctions.	2
Reference	Multiple characters, reference clear and consistent.	3
Grammar	A variety of sentence patterns, few grammatical errors.	2
Spelling	Minimal spelling errors	2
Punctuation	Fair sentence punctuation	2
Presentation	Well-developed paragraphs, legible handwriting	2
Total		29/42

Assignment 3: Reducing speed is the answer to reducing fatal road accidents. Discuss.

Although reducing the speed limits on all roads could ~~to~~ reduce fatal road accidents, it has to be considered that there are other factors that cause road accidents. These factors should be evaluated and ~~soul~~ solutions should be found.

Besides speeding, fatal road accidents can be caused by drunken drivers, people who do not concentrate while they drive or people who simply ignore the speed limits that are on the road. Also there are people who drive while they are stressed or fatigued. This hinders their concentration and they either cause or are in an ~~accidents~~.

Reducing speed limits on the roads may reduce accidents but not by much. People in this modern age simply choose to ignore the speed limits and in addition the government seems to not be doing anything to help reduce the number of road accidents. The government should make laws that will force people to not ignore the speed limits. They should also increase the number of traffic officers on the road.

Also car manufactures should work together to ensure that cars have some sort of software that allows the car to drive itself when a ~~per~~ person is ~~to~~ either tired, drunk or stressed. Furthermore they should also programme cars to stop after every 200km when traveling long distances. They should also programme sensors on cars so that when they sense loose animals, they slow down.

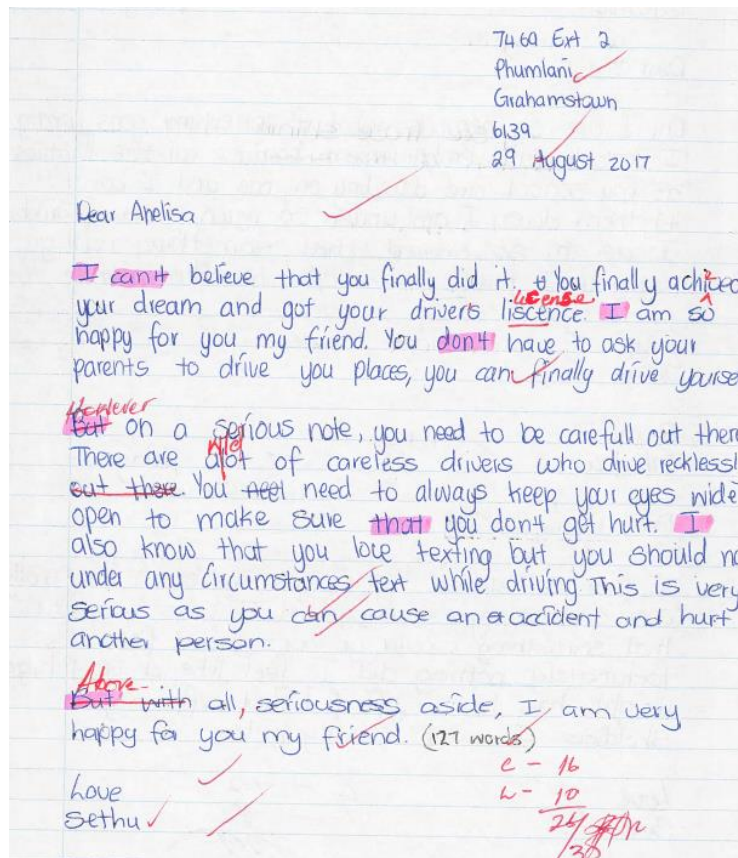
In conclusion, I think that the government should work together with the people to try and establish ways to help reduce the number of road ~~accident~~ accidents. Reducing speed limits ~~alone~~ will not help anyone because people will carry on ignoring them. Reducing speed limits will not help the drunken driving issue or the animals on the roads.

(285 words) *Excellent work. Keep it up.*

Analysis of the work above:

	R2L Descriptor	Score
Genre	The essay meets the dictates of the genre, argues for position, sound exposition.	3
Stages	Thesis well stated, supported by various arguments and restatement of the theme.	2
Phases	Position statement, supporting argument with topics and reasons satisfactorily stated.	2
Field	Factual ideas well stated for arguments and reasoning.	2
Tenor	A good combination of various facts and persuasion	2
Mode	Mostly written features, internal conjunction and some spoken lexis and grammatical structure.	2
Lexis	Frequent lexis used daily.	2
Appraisal	Fair range of appraisal arguing on road accidents.	2
Conjunction	Satisfactory range of conjunctions, sequencing facts in the plot and construction of reasoning.	2
Reference	Clear reference made to the few characters.	2
Grammar	Good range of grammar, some errors.	2
Spelling	Frequent words, no spelling errors.	3
Punctuation	Clear simple sentence punctuation.	2
Presentation	Uses paragraphs for stages and phases, legible handwriting.	2
Total		30/42

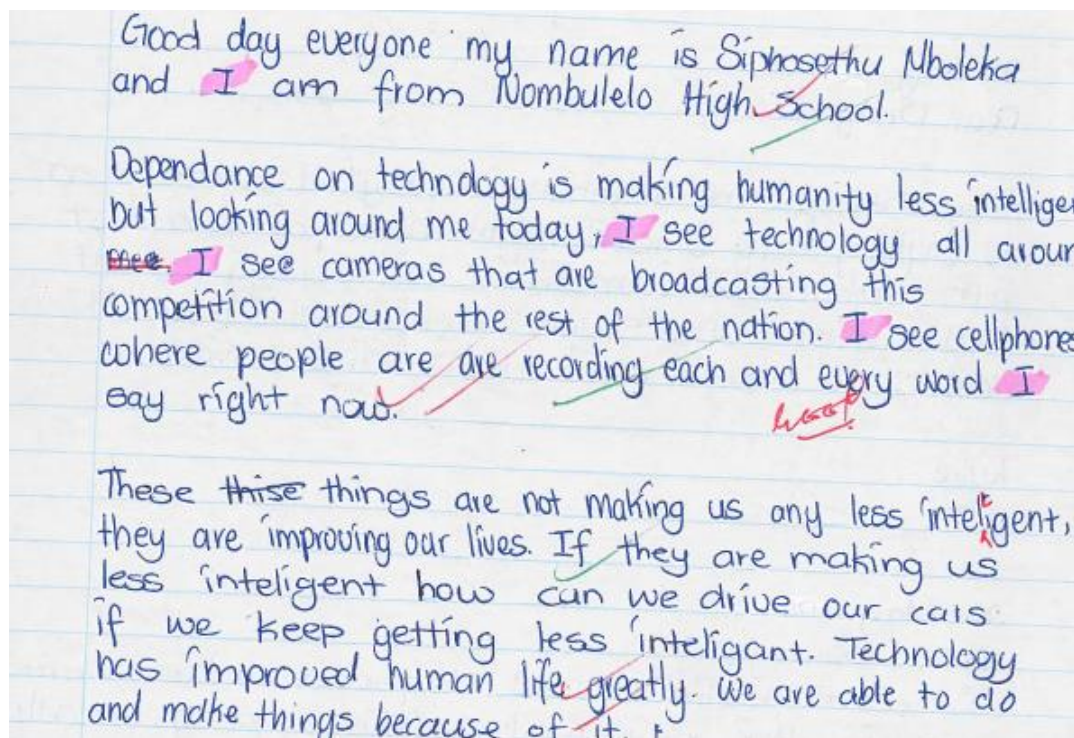
Assignment 4: Friendly letter



Analysis of the work above:

	R2L Descriptor	Score
Genre	The demands of the genre have been met, tone relaxed and informal.	3
Stages	Well-illustrated thesis statement, ideas leading to resolution	2
Phases	Position statement, supporting topics well stated.	2
Field	Fair presentation of facts.	2
Tenor	Satisfactory range of resources illuminating the theme.	2
Mode	Fair range of written resources.	2
Lexis	Good range of lexis illuminating the theme.	2
Appraisal	Limited range of appraisal	2
Conjunction	Moderate use of conjunctions for sequencing and structuring of ideas.	2
Reference	Clear reference to people and things.	2
Grammar	Fair range of grammatical features	2
Spelling	Frequent words used with one spelling error.	2
Punctuation	Satisfactory punctuation used.	2
Presentation	Uses paragraphs for stages and phases, legible handwriting.	2
Total		29/42

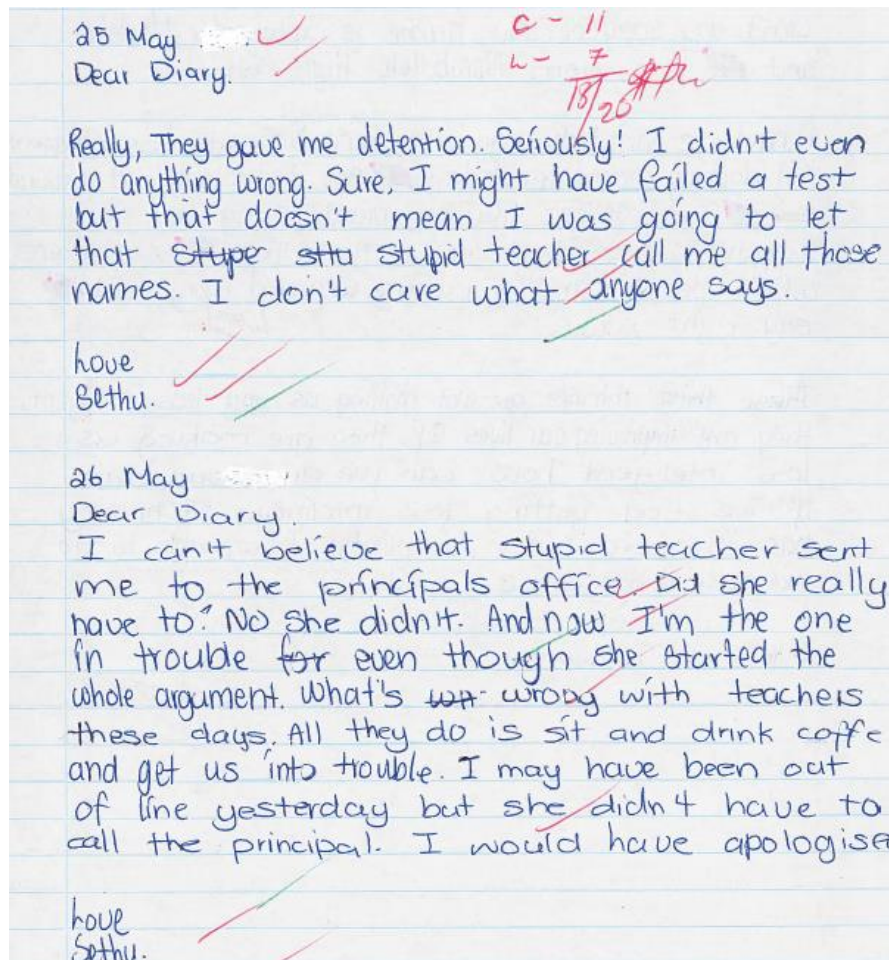
Assignment 5: Prepared speech



Analysis of the work above:

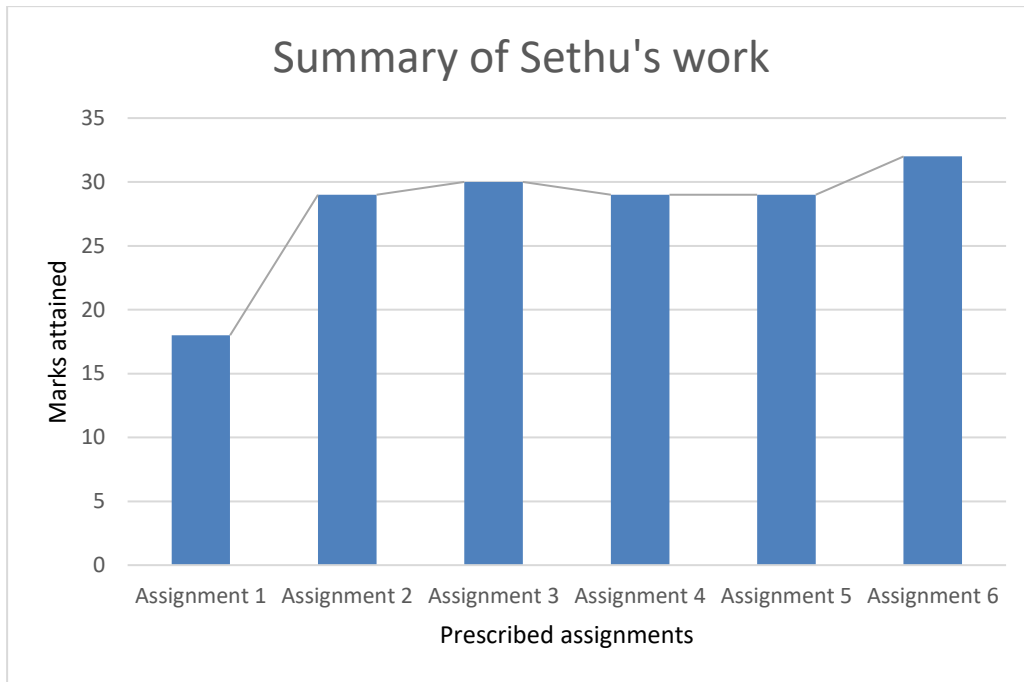
	R2L Descriptor	Score
Genre	Well-developed interpretation of the theme, theme well introduced.	2
Stages	Theme and arguments fairly developed.	3
Phases	Position statement of the speech fairly set, supporting arguments satisfactorily positioned.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently objective in the speech.	2
Mode	Good range of formal language.	2
Lexis	A fair range of formal language, some spoken.	2
Appraisal	Satisfactory appraisal.	2
Conjunction	Fair range of conjunctions structuring and sequencing the ideas.	2
Reference	Clear reference to technology and people.	2
Grammar	Satisfactory range of grammar.	2
Spelling	Few spelling errors	2
Punctuation	Simple sentence punctuation	2
Presentation	Paragraphs used for the different segments of the speech, legible and well-shaped letters.	2
Total		29/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	The criteria for the genre has been well developed with each entry headed with the date.	3
Stages	Well-developed record of stages.	3
Phases	Account of event clearly outlined in entry one and evaluation in entry two.	3
Field	Detailed knowledge of topic and requirements.	2
Tenor	Subjective and satisfactorily evaluated.	2
Mode	Satisfactory range of written language resources.	2
Lexis	Good range of daily lexis, some spoken	2
Appraisal	Fair subjective appraisal.	2
Conjunction	Fair range of conjunction sequencing ideas and structuring stages.	2
Reference	Clear reference to people and events.	2
Grammar	Fair range of written grammar.	2
Spelling	Frequent words used, no spelling errors.	3
Punctuation	Simple sentence punctuation used.	2
Presentation	Well-developed diary entries, legible and well-formed handwriting.	2
Total		32/42



Focal learner #4: Andy: Assignments and analyses of work

Assignment 1: What a match

Football match

What a Match!

Spectators
Students

Mary Water
vs
Ntsika Secondary
School

Mitiyili Stadium

Today's Competitions, quiz shows, matches, tournaments of various kinds have become an integral part of modern life. Sports matches, in particular have become the most favourite pastime of our generation. Thousands flock to watch these matches as they offer excellent entertainment and moments of relaxation. Cricket mania and football fever often sweeps over our land like a passing hurricane leaving its scars.

Good Introduction.

Recently, I got an opportunity to witness an exciting football match. It was played between Mary Water secondary school team and Ntsika Secondary school team. at Mitiyili Stadium. Many students and a large crowd of spectators had gathered to witness the match. The entire stadium was jam-packed with the crowd.

The match began exactly at 4:00 pm as scheduled. Mary Waters School team won the toss and chose the western half, while Ntshaba's school team took the eastern side of the field. Mary Waters School team splendidly defended their position and warded off all the opponents' attempts. As the Ntshaba school team rushed in, the spectators cheered and shouted with delight. //

Immediately the captain of Mary Waters School team gathered his team for a minute and encouraged them not to give up but to fight back. As the game recommenced after the first goal, Mary Waters team took the lead. They were determined to give back. They rushed in to the opponents' area and within minutes they were able to score a goal. It was an excellent shot by the centre-forward and was most unexpected. The entire stadium roared with shouts and cheers. No one had expected that kick would turn into a goal. Little later, the referee blew the whistle for the half time. //

The interval lasted for five minutes. When the game resumed, both sides appeared to be determined to get better off the other. In the second half, the Mary Waters school team dominated the show. The ball was mostly in their hands. They got several excellent opportunities for striking. But the goalkeeper of Ntshaba's team warded it off.

by his superb defence. Besides, the ^{full} backs of Nkika's team put up a well-coordinated defence. All of Mary Water school team's attempt to strike ended in vain. Finally, the match ended in a draw. The students of the respective schools rushed in to the field to congratulate their teammates for their splendid performance.

The excellent team spirit shown by Nkika school team, as well as their cool performances and brave defences won the hearts of the spectators. The Mary Water school team, too, put up a fine show.

Their sportsmanship, determination and teamwork were applauded by one and all. It was one of the interesting, lively and exciting football matches I witnessed in the recent past. The memory of that lively match is still fresh in my mind, even though it occurred several years ago.

This is an excellent piece of work. Keep up the good standard. Indiswa.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed thematic narrative meeting the demands of genre.	2
Stages	Summary of narrative as complication, well developed resolution	2
Phases	The setting through the narrative well developed through the resolution.	2
Field	Good summary of narrative, imaginative plot in resolution theme of sportsmanship in sport.	2
Tenor	Readers engaged through the narration highlighting the progression of the match.	2
Mode	Satisfactory range of written language resources.	2
Lexis	A good range of lexis constructing setting and events.	2
Appraisal	Good range of appraisal especially characters and events.	2
Conjunction	A fair range of conjunction use ordering and structuring events.	2
Reference	A clear reference to the characters and text reference to the match.	2
Grammar	Satisfactory range of written grammar features, some spoken.	2
Spelling	Few spelling errors.	2
Punctuation	Clear simple sentence punctuation.	2
Presentation	Uses paragraphs for stages and phases of text, handwriting legible and well shaped.	2
Total		28/42

Assignment 2: Reducing the speed limits on all roads is the best way to reduce road accidents. Discuss.

I agree failing to follow the speed limit is the most common cause of road accident. Road accidents are the most unwanted and unlawfully things to happen though they happen quite often.

Drivers always try to blame road conditions, equipment failure or other drivers for these accidents. However, when facts are truthfully presented, the behaviour of the implicated driver is usually the primary cause.

Furthermore, fatal accidents are caused by excessive speed or aggressive driver behaviour. Also uneven or worn-out tyres are the most serious problem and can lead to tyre failure. Again, neither is another major cause of road accidents, inclement conditions can aggravate existing hazards and sometimes create new road surfaces (ice and snow). Further, faded road signs obscured by foliage occasionally contribute to accidents. In the same way, potholes cause a small number of accidents, but accidents that usually occur at low speeds and do not cause serious injuries.

Modern cars are manufactured to very safe standards and the environment they are driven in is engineered to minimize the injuries suffered during an accident.

It is thus the capabilities and perception of the human which is the central factor in collision avoidance and not how good or bad the vehicle is. The modern car may have improved tremendously over the older cars but capabilities and perception of the human has not improved. On the other hand, fatal accidents may occur when a driver becomes distracted, perhaps by a phone call or a spilled cup of coffee. In the same way rural two lane roadways are statistically the most dangerous because of a high incidence of deadly head-on collisions and the difficulty impatient drivers while overtaking slower vehicles.

In addition the faster the speed of a vehicle, the greater the risk of a fatal accident. Moreover, speeding in the wrong place is also dangerous, speeding is a deliberate and calculated behaviour where the driver knows the risk but ignores the danger.

Drinking under the influence of alcohol and narcotic drugs are well-known for compromising judgement leading to fatal accidents. Too, people tend to want to have fun while driving, not knowing they are putting others in danger.

In conclusion consultants have spent years getting road barriers, utility poles, railroad crossing to their current high level of safety. I much prefer that anyone who does not obey road rules must fully cover the cost of medical care, pain and suffering each victim endured due to road accidents.

Excellent work. Your essay is well balanced and well researched. Your ideas are well connected and the correct language has been applied. Keep it up.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Argues for position, satisfactory discussion of exposition.	3
Stages	Fairly developed thesis argument and restatement	2
Phases	Position statement well stated and supporting arguments with topics and reasoning.	3
Field	Everyday topic in South Africa, factual ideas stated for arguments and reasoning.	3
Tenor	Appropriately subjective to engage the reader.	2
Mode	Satisfactorily written, some spoken.	2
Lexis	Daily lexis used.	2
Appraisal	Satisfactory judgments pronounced (engineered to.., minimise.., calculated behaviour).	2
Conjunction	A variety of conjunctions used to organise and structure argument.	2
Reference	Satisfactory management of reference.	2
Grammar	Few errors, many complex sentences.	2
Spelling	Minimal spelling mistakes.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Uses paragraphs for the different stages and phases, legible handwriting, well-shaped letters.	2
Total		31/42

Assignment 3: My solutions to the problems caused through social networking.

Social network has played a huge role in our lives. Many young people and older use social network to interact with their friends and family members.

Nowadays we have experienced a major increase in cases such as abduction, murder of young people, because of social network. I personally think that a better solution is that people use social networks to promote their brands or to market yourself, maybe if you are a cater, rapper or musician. Young people must stop using social network to expose their private life or use nasty videos and pictures because at the end of the day it kills your reputation.

If you are using social network for wrong ideas, then you better not use it at all. There are a number of young people who were involved or may I say affected by social network. Moreover there should be an organization which will work with police forum, in order to help the victims. There must be a rule which is to provide awareness to those who are in social networks.

furthermore if someone wants to post something he/she must start to get permission to the police, so that if it is disgusting or nasty, the police officer will not allow for that certain thing to be posted.

Many people are living in fear because of what social network has portrayed them. Many of them have committed suicide, because of being afraid of people. I also want to come up with the solution of preventing these problems, if you want to be on social network, you first have to register at the police station, so that if ever you post something that upset someone else, they can be able to track you. In doing this we will be solving or preventing someone who have been wrongly-accused

let us as young people use social network in a dignified manner, let us not use in a such a way to expose other people's problems.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Genre requirements met.	2
Stages	Moderately developed thesis argument and topics for argument.	1
Phases	Sequencing fairly developed.	1
Field	Some knowledge of the problems of social media	2
Tenor	Engaging readers through wide illustrations.	2
Mode	Some written language features, some spoken.	2
Lexis	Frequent lexis used, fewer mistakes.	2
Appraisal	Fair range of subjective appraisal.	2
Conjunction	Fair use of conjunctions to structure the argument and sequence ideas.	2
Reference	Clear reference used.	2
Grammar	Some grammar problems, use grammatical metaphor.	2
Spelling	Few spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Uses paragraphs, legible handwriting and well-shaped letters.	2
Total		26/42

Assignment 4: Dialogue

We were on our way back from school, it was in the afternoon when Dinethu saw a brown wallet lying on a grass, this caused argument between her and Andiswa.

Dinethu: What's that thing over there friend? (Pointing at the grass)

Andiswa: Lets get close so that we can see (finching her eyes)

Dinethu: (Jumping up first towards the wallet) Its a wallet! (Opening it) and it has money inside it.

Andiswa: (Grabbing the wallet), what! its soo heavy.

Dinethu: lets have a look inside.

Andiswa: (Surprised) friend its not a small amount of money its a ten of it.

Dinethu: (Excited) What?? How much friend?

Andiswa: Its R300.

Dinethu: lets grab it now before someone sees us.

Andisna: (Concerned) Wait friend, I know that you've been craving for chips and sweets, but don't you ^{think} we must find the owner of this wallet?

Olwethu: No; No; no this is our luck Andisna. God has blessed us with this money.

Andisna: I know that Olwethu, but taking something that does not belong to us is a sin, and you know that God does not deal with sinners but saints.

Olwethu: I know that but there is no time for being saints now, here is the money and it is waiting for us to spend it.

Andisna: I suggest that we surrender the wallet to the owner, as it is the good thing to do.

Olwethu: But friend this is our money; it belongs to us now.

Andisna: Yeah I know but there are fortunes which are meant for us, and this one is not for us.

Olwethu: (Angrily) You know what? I'm getting sick and tired of your innocence. Because he didn't steal this money WE SAH IT!!

Andisna: How can we argue ^{over} something that does not belong to us, why can't you have sympathy for the person who own this money (emotions)

Olwethu: (Grabbing the wallet from Andisna) I'm going home with this money and if you change your mind, you will find your share at home (Turning back and walking)

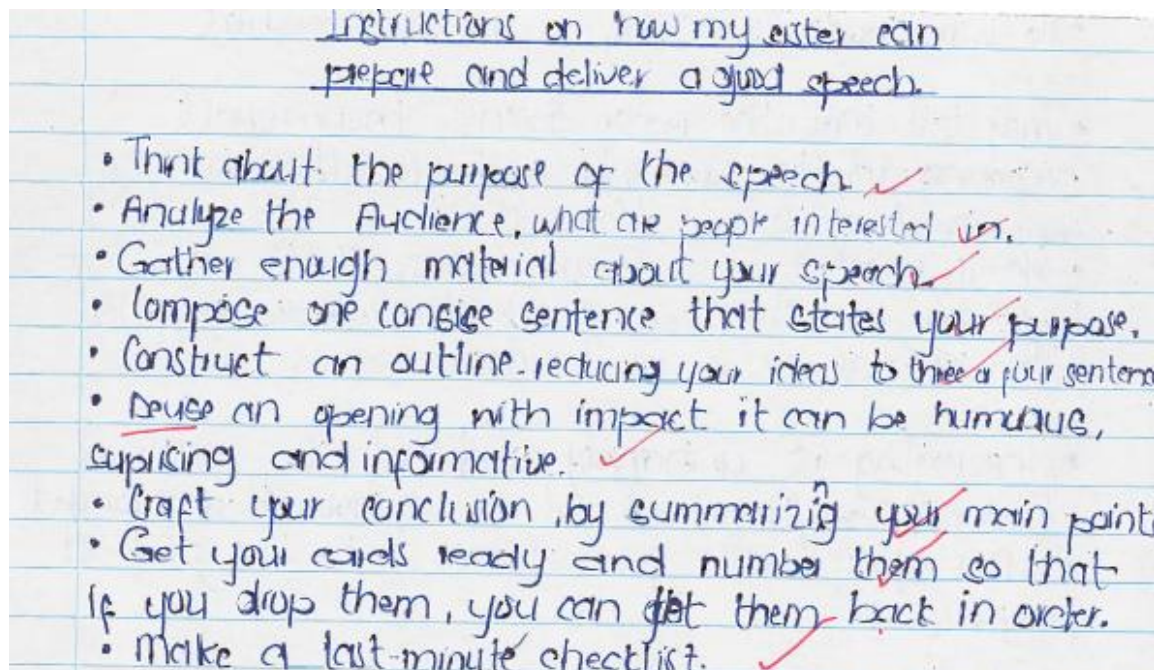
Andisna: Oh! I give up, (Talking to herself) being sure won't take her ^{anywhere}, but she will have a rotten heart forever.

Make the scene lighter. Good work

Analysis of the work above:

	R2L Descriptor	Score
Genre	The criteria of a dialogue well met with each speaker's words introduced with a colon after his name.	3
Stages	Well-developed thesis and arguments and resolution.	2
Phases	Position statement well stated in the dialogue, reasons and topic of discussion and resolution.	3
Field	Everyday topic with vivid imaginations and illustrations	2
Tenor	Readers engaged with characters conversations through the creating of tension and resolution.	2
Mode	Good range of written language resources.	2
Lexis	Wide variety of lexis constructing settings and events.	2
Appraisal	Satisfactory range of appraisal through characters reactions and reflections in the dialogue.	2
Conjunction	Fair use of conjunctions aligning the plot to structure the dialogue and develop the plot.	2
Reference	Clear reference to characters and things.	3
Grammar	Wide range of written grammar features, some spoken.	2
Spelling	Frequent words used, minor spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Uses paragraphs for stages, clear handwriting with well-shaped letters.	2
Total		31/42

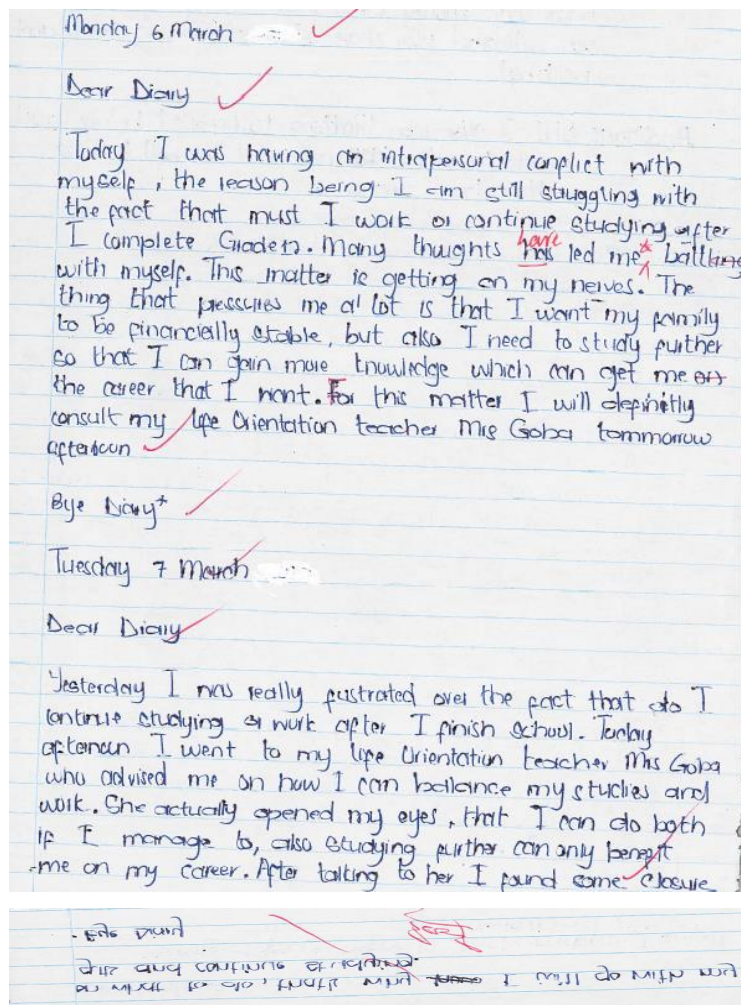
Assignment 5: Instructions



Analysis of the work above:

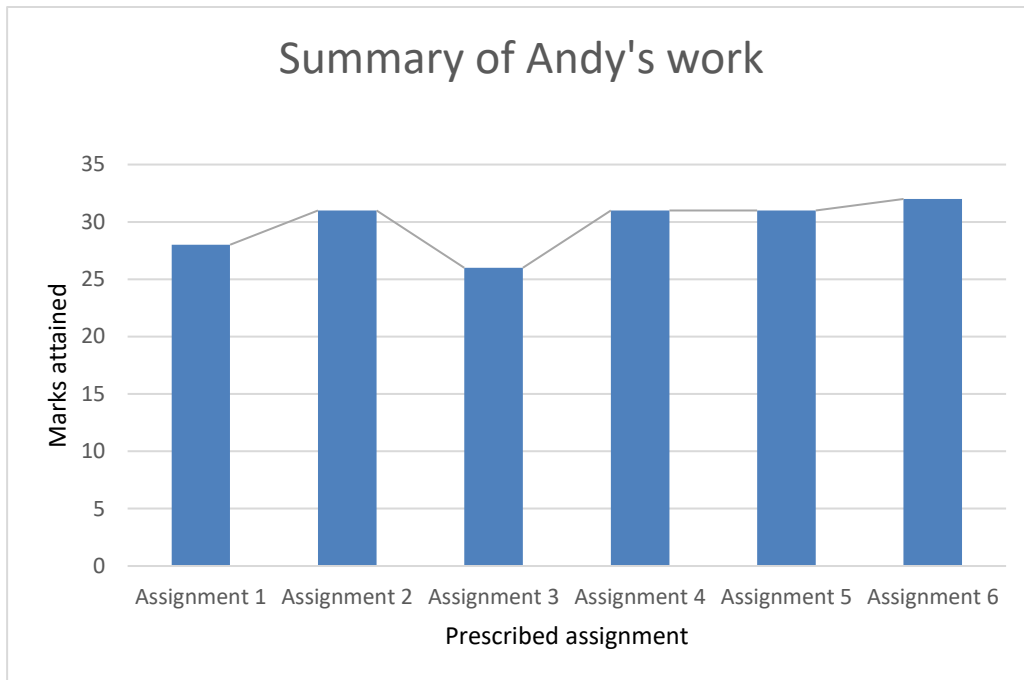
	R2L Descriptor	Score
Genre	Well-developed genre with clear instructions.	2
Stages	Well-developed instructions in point form.	2
Phases	Position statement stated, supporting arguments as instructions..	2
Field	Satisfactory introduction, instructions fairly developed in point form.	2
Tenor	Readers engaged through reaction and reflections of instructions.	2
Mode	Satisfactory range of written language.	2
Lexis	Fair range of regular lexis indicating setting and process.	2
Appraisal	Fair range of appraisal.	2
Conjunction	Fair use of conjunction for logical connection.	2
Reference	Clear reference to individual character.	2
Grammar	Satisfactory range of grammar features, some spoken.	2
Spelling	Minor spelling errors of frequent words.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Uses point form to illustrate instructions, writing legible and letters well shaped	3
Total		31/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed personal diary entries outlining the setting in entry one. Meets the requirements of the genre.	3
Stages	The two entries illustrate the complication and resolution in entry 2.	3
Phases	Well-developed setting in entry one and tension, resolution stated in entry two	2
Field	Satisfactory illustration of imaginative ideas, challenges and resolution.	2
Tenor	Readers attached through the writer's reaction to the problem birthing tension, released by the life orientation teacher.	2
Mode	Good range of written language resources	2
Lexis	Good range of lexis , building tension and resolution.	2
Appraisal	Satisfactory range of appraisal.	2
Conjunction	Fair use of conjunction for logical connection of thoughts building the plot	2
Reference	Clear reference to character and things.	2
Grammar	Good range of grammar resources, with some spoken	2
Spelling	Minor spelling errors of frequent words	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Well-presented diary entries, dates, entries showing transformation of thoughts, writing legible and letters well shaped.	3
Total		32/42



Focal learner #5: Wethu: Assignments and analyses of work

Assignment 1: Reducing the speed limits on all roads is the best way to reduce fatal road accidents. Discuss.

Speed is indeed a major cause of fatal accidents ^{on our} roads but there are other causes playing a role leading to unexpected accidents. This brings bad effects to people because they end up losing their loved ones and thus affecting the population of a country ^{able to} with high death rates. ^{eg. Defective} But there are things that can be done to overcome or decrease this problem. ✓

First of all there are potholes ^{on} roads and sometimes when there is rain they are filled with water. Hence ~~these~~ vehicles ~~that~~ ^{are} in use ^{on} the roads ^{at} night ~~they~~ ^{the} may accidentally bump in the potholes filled with water. ^{the} Local municipalities ^{may} ^{take} ^{care} ^{to} ^{solve} ^{this} ^{problem} ^{by} ^{at} ^{least} ^{rehabilitating} ^{the} ^{roads} ^{every} ^{after} ^{two} ^{years} ^{and} ^{that} ^{will} ^{lead} ^{to} ^{fewer} ^{potholes} ^{and} ^{less} ^{accidents}. Again there is a bad habit that drivers ^{are} ^{used} ^{to} ^{adopt} ^{and} ^{that} ^{is} ^{overloading} ^{their} ^{vehicles} ^{with} ^{passengers}, ^{this} ^{may} ^{affect} ^{other} ^{parts} ^{of} ^{the} ^{car} ^{and} ^{malfunction} ^{where} ^{they} ^{will} ^{lose} ^{their} ^{function} ^{because} ^{of} ^{the} ^{weight} ^{of} ^{passengers} ^{leading} ^{to} ^{sudden} ^{accidents}. In this case drivers must have two trips where they will load first and second trip of passengers to and from places to avoid ^{damaging} ^{the} ^{vehicle}. ✓

In addition there are many people who use faulty vehicles ^{on} the road and the ^{other} common problem is driving with ^{worn out} ~~worn~~ tyres and broken screen wipers. Vehicle owners must be responsible; they must take their vehicles to car repairing companies to be serviced at least every month. ^{Also} if these vehicles are found in use ^{on} the roads they must be fined a lot of money as a way of punishment. Furthermore the us

of cellphones whilst driving is ^{dangerous} ~~major~~ because the driver might get destructed and lose control of the vehicle. ^{using a cell phone} If the driver is caught in ^{the} ~~act of that~~ they must be arrested for atleast three days just to bring awareness to them of condoning that behaviour while driving.

New paragraph Moreover, another ^{serious} ~~major~~ factor contributing to fatal accident is driving under the influence of alcohol and drugs. This may lead to the driver wanting to increase speed or not seeing clearly the road and end up crashing. ^{As a result of} ~~There also~~ strict laws must be developed for an example prolonged years of imprisonment or community service under the supervision of police ^{that} ~~might~~ decrease drink and drive habit ^{of} ~~in~~ people. *In a like manner,*

Also driving under stress and tiredness might make the driver to ^{lose} ~~not~~ focus on the road and end up knocking a pedestrian. If this happens the driver must relax for 30 minutes to gain freshness and the ability of concentration. Lastly loose animals may cause accidents ^{whilst} ~~to~~ drivers drive at night. This may be solved by putting signs instructing drivers to slow down to avoid ^{hitting} ~~bumbling into~~ animals.

Overall the case of fatal accidents may be reduced if people obey and follow the rules of the road. In other words the other causes of accidents noted above must be paid serious attention ^{to} and the people caught ^{committing such offences} ~~going there~~ must be punished to avoid unnecessary death.

Well tried. However you need to reduce the length of your sentences to minimize grammatical errors. Secondly the use of prepositions need attention. Lastly, conjunction and spellings punctuation need attention. Keep working hard to improve.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Fairly developed argumentative essay with some flaws.	2
Stages	Satisfactorily developed thesis, argument and restatement.	2
Phases	Position statement, supporting arguments, compromised due to weak expression.	2
Field	Everyday topic, general ideas, arguments and reasons fairly presented.	2
Tenor	Readers engaged through the writer's reactions and reflections to problem	1
Mode	More spoken, less written	1
Lexis	Everyday lexis.	1
Appraisal	Moderate range of appraisal.	1
Conjunction	Moderate use of conjunctions.	1
Reference	Clear reference for people and things.	1
Grammar	Fair range of written grammar features, some spoken.	2
Spelling	Many spellings errors.	1
Punctuation	Simple sentence punctuation.	1
Presentation	Paragraphs for different phases, well-shaped letters and handwriting.	2
Total		20/42

Assignment 2: My vision for the future

13. My vision of the future

Passing with bright colours.

Building organisations

Being a psychologist

I indeed approve the saying of 'education is the key to success'. Many of today drop out of school early because of the following wiliness of life and the peer pressure from friends also has a great impact of taking decisions of leaving school. In that wiliness the results will be getting pregnant, being a criminal and elating older people for the love of money. Their future just fade away right in front of them and As time goes on they will start having regrets of leaving school. ~~On my side~~ ^{however} I told myself that I will stick to education. Being wild and falling for things that will not take me anywhere will be just a waste of time. If I'm uneducated I will not have visions about my future; so education is like a weapon then an individual can use to conquer the world.

Most importantly of all I want to pass my matric with bright flying colours so that I can have access to university institutions. Also in university I want to excel so that I can get a position in my everyday dream work; being a psychologist. By achieving these long term goals

I can be able to fulfill my visions and wishes I had when I was growing up. I have been longing for years to live in the suburbs, so with my first salary I will be able to afford one. In addition I will look after my family as if they are my own children especially my mother. I will be her hope whenever she needs something. Since she will had played a vital role in making sure that I get the best education, I will thank her by ^{giving her} a brand new car.

I used to envy being wealthy, everytime I saw wealthy people I used to be ~~inspire~~ ^{inspired}. But as I grew up I saw that everybody was meant to be wealthy not poor, but what we are lacking on is the mind of exploring ways of being wealthy. So to reach that goal I will keep and ^{look} ~~grow~~ my own cattle, where as time goes by I will sell ~~it~~ ^{it} and invest the money in a bank for certain years. In that way I will be gaining interest and at the same time having a lot of money that I will spend wisely.

Today many children are not well-loved after by their parents and others are abused by their parents. ^{As a result} so I aim to run an organisation where I will try by all means to help these children by giving them their basic needs that their parents are depriving them from receiving. In addition I will build a venue where I would hire volunteers to be available all time, where they will be helping children with their ~~academic~~ ^{academic} work and other school stuff. In that way I will be inspiring ^{the} fellow ^{generation} to love school and to see it as a valuable thing.

Getting married is every girl's dream, and I want to be a white wedding. In my ~~fellu~~ ^{family} none of the married ones had ~~married~~ a white wedding, so I want to be the first one making my surname shine. I want to be married to an educated man, where we will live a happily smooth life.

With education I can be able to obtain these visions, with the help of perseverance and commitment ^{at any} to schoolwork. ^{hence} so I will start working hard now for the preparation of achieving what I want in life.

Well done! Improve the use of connectives. Again, there is a difference between a colon and a full stop. Shorten your C - 26 sentences because they are too long. Long N - 14 sentences are a source of error. Keep S - 4 working. You can do it much better.

42/50

Analysis of the work above:

	R2L Descriptor	Score
Genre	The essay developed the reflective theme using subjective opinions satisfying genre demands.	2
Stages	Synopsis of the reflective complication towards a resolution	1
Phases	Settings and problems of the reflection, resolution through a chain of illustrations.	2
Field	Fair introduction of the reflective imaginative plot in resolution.	2
Tenor	Readers engaged through illustrations by the writer.	2
Mode	Fair range of written language resources, some spoken.	2
Lexis	Fair range of lexis constructing setting and scenes.	2
Appraisal	Fair range of appraisal mainly the characters' emotions.	2
Conjunction	Fair use of a range of conjunctions to build the plot.	2
Reference	Clear reference to characters and things.	2
Grammar	Fair range of written grammar features, some spoken.	2
Spelling	Minor spelling errors, frequent words used.	2
Punctuation	Simple sentence punctuation.	1
Presentation	Uses paragraphs to structure and organise ideas for different phases and stages.	2
Total		26/42

Assignment 3: My beautiful dream

Question 1

1.1 Be encouraged → Persistence & Resilience

1.2 My beautiful dream

Believe in yourself → Dreams can be true → Be able to face obstacles

I was sleeping on a cold black winter ^{day} in my bedroom when a dream approached. It was not a bad dream nor a scary one; but it was a beautiful, sweet and encouraging dream that left myself me ~~or~~ wearing a smile the following day I woke up.

Well in my dream I was sitting ~~sitted~~ ^{sitting} on the chair studying Geography. As I was studying, I started crying silently. ^{the} reason I was crying was because the chapter I was reading was not understandable. I tried ^{many} study strategies but still I didn't understand it. With frustration I gave up and closed my textbook and went to my friends. As I was hanging out with my friends I saw a young boy playing a puzzle game outside his home. I watched him as he was struggling to connect the pieces correctly. That young boy ^{had been} ~~was~~ ^{playing} ~~the~~ ^{the} game ^{for} ~~for~~ ^{for} numerous hours but he was failing; he did not make any progress. Suddenly I heard him screaming with joy calling his mother to show her his ~~big~~ success in connecting all the pieces. As my sleep was approached by the dream, the dream was interrupted by my mother's

loud voice calling my name and I woke up smiling. Well my mother was puzzled by the smile I was wearing on my face and she asked me why I was smiling. I just answered her with a simple phrase "I'm encouraged." "I am encouraged."

The dream then taught me so much in such a way that I started believing in myself. I started applying to the terms of perseverance and persistence especially towards my academics. As a person you must never give up no matter what obstacles you are facing but try to find a solution to overcome it. There are times when I decide to give up on something, especially when I'm studying Geography and my results always bring show fail written in big bold words.

As time went on I started making Geography textbook my friend. My classmates would always discourage me saying "Oth Olwehu you would never pass that; because you know it is the hardest subject." I would just ignore them and carry on with what I'm doing; when June exams were over I saw ~~impr~~ and I went to collect my report and I saw improvement in my Geography marks. That made me proud and it also encouraged me to carry on or doing what I am doing.

Indeed it was my beautiful dream because ever since I dreamt it I was able to overcome problems. With that dream I use it as my weapon and encouragement in whatever hardship I face and with it I feel like I can conquer the world, applying to the words of perseverance and persistence. [Phiso] *A good improvement in writing it is*

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed narrative with an imaginative resolution.	2
Stages	Summary of narrative as complication, satisfactorily developed resolution.	2
Phases	Setting and events of the narrative of the dream, resolution constructed through a chain of events with the final resolution being the ability to overcome problems.	2
Field	Satisfactory summary of the tale, imaginative plot, resolution in dream, overcoming problems.	2
Tenor	Readers are captured through the imaginative description of the events building tension and resolution in the end of dream.	2
Mode	Good range of written language resources, some spoken.	2
Lexis	Wide range of lexis, constructing setting and events.	2
Appraisal	Satisfactory range of appraisal.	2
Conjunction	Good range of conjunctions ordering activities in the plot.	2
Reference	Clear reference to characters and text reference to the situations.	2
Grammar	Wide range of written grammar features, some spoken.	2
Spelling	Many frequent words, minor spelling errors.	2
Punctuation	Simple sentence punctuation	2
Presentation	Uses paragraphs for stages and phases of text, writing legible and letters well shaped.	3
Total		29/42

Assignment 4: Obituary

Obituary of Mr Taki Nkomo

Mr Taki Nkomo was born in 1953 on April in Port Elizabeth, Walmer; ~~he died~~ he died on the 23rd of August 2011. He went to school at Magazeni High where he was the headboy of the school and also a cricket player for the first team. He pursued his interests and played cricket for South Africa, he was indeed a remarkable man.

He ~~was~~ later worked at FANSA in Grahamstown where he was a counsellor helping a lot of people. After working there for 10 years he retired but he continued with his work in the community helping assisting people with problems. He visited local schools motivating learners and also advising them with career choices. In addition he brought solutions and plans to people who were abused verbally and financially in relationships; and he assisted children who were had bad behaviours by talking with them. He was known by the community members as a kind and reliable man and also someone you can turn to when obstacles blocked your way. He always had a motto that people would always remember him with; "Never give up."

We extend our condolences to his three children and wife. We also hope that they will be comforted to know that their husband and ~~was~~ father was indeed a remarkable man in the community.

-19
-10 Rest in piece Mr Taki Nkomo you will always be remembered
29/08/11

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed narrative describing the deceased.	3
Stages	Summary of the deceased's life, well-illustrated resolution.	2
Phases	Setting and development well illuminated through a connection of events with final resolution in death	2
Field	A satisfactory synopsis of the entire imaginative life of the deceased.	2
Tenor	Readers are attached through the emotional description of the deceased.	2
Mode	Good range of written language resources.	2
Lexis	Satisfactory range of lexis constructing setting and events	2
Appraisal	Good range of appraisal, especially the writer's emotional feelings.	2
Conjunction	Satisfactory use of conjunctions ordering events and plot.	2
Reference	Clear reference to people and things.	2
Grammar	Good range of written grammar features, some spoken.	2
Spelling	Frequent words, no spelling errors.	2
Punctuation	Simple sentence punctuation	2
Presentation	Uses paragraphs, legible handwriting and well-shaped letters.	3
Total		30/42

Assignment 5: Dialogue

Dialogue
Classwork

They were on our way back from school, it was in the afternoon when Olwethu saw a brown wallet lying on a grass with a lot of money. She was arguing with her friend whether to return the wallet to the owner or not ✓

Olwethu: What's that thing lying over there ^{Andiswa} friend (pointing at the grass)

Andiswa: Let's get close so that we can see (frowning her eyes)

Olwethu: (Jumping up first towards the wallet) It's a wallet! (opening it) and it has money inside it ✓

Andiswa: (Grabbing the wallet) Whoo! it's so heavy. ✓

Olwethu: Let's have a look inside.

Andiswa: (Surprised) Whoo! friend its money; ~~and~~ I don't mean a small amount its a ton of it. ✓

Olwethu: (Excited) What? How much friend? ✓

Andiswa: Its R350 ✓

Olwethu: Let's share it now before someone sees us ✓

Andiswa: (Concerned) Wait friend. I know that you've been craving for chips and sweets. But don't you think we must find ✓

the owner of this wallet?

Olwehu: No, no, no this is our luck Anelawa. God has blessed us with this money.

Anelawa: I know that Olwehu; but taking something that does not belong to us is a sin and you know that God does not deal with sinners but saints.

Olwehu: I know that but there is no time for being saints now here is the money and it is waiting for us to spend it.

Anelawa: I suggest that we surrender the wallet to the owner as it is the good thing to do.

Olwehu: But friend this is our money; it belongs to us now

Anelawa: Yes, I know that but there are fortunes which are meant for us; and this one is not for us.

Olwehu: (Angry) You know what? I'm getting sick and tired of your innocence. Because we didn't steal this money WE SAW IT!

Anelawa: (Annoyed) You know what? this is really annoying.

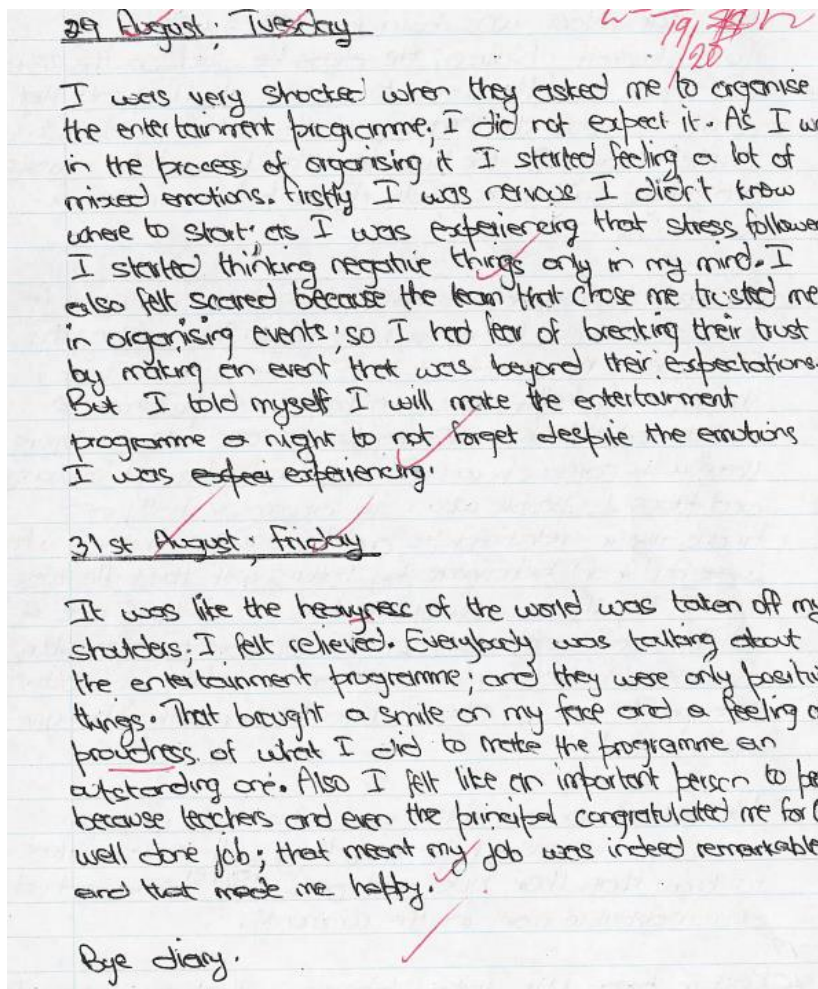
Olwehu: (Grabbing the wallet from Anelawa) I'm going home with money and if you change your mind; you will find your share at home. (Turning back and walking).

Anelawa: Oh! I give up (Talking to herself) being civil was

Analysis of the work above:

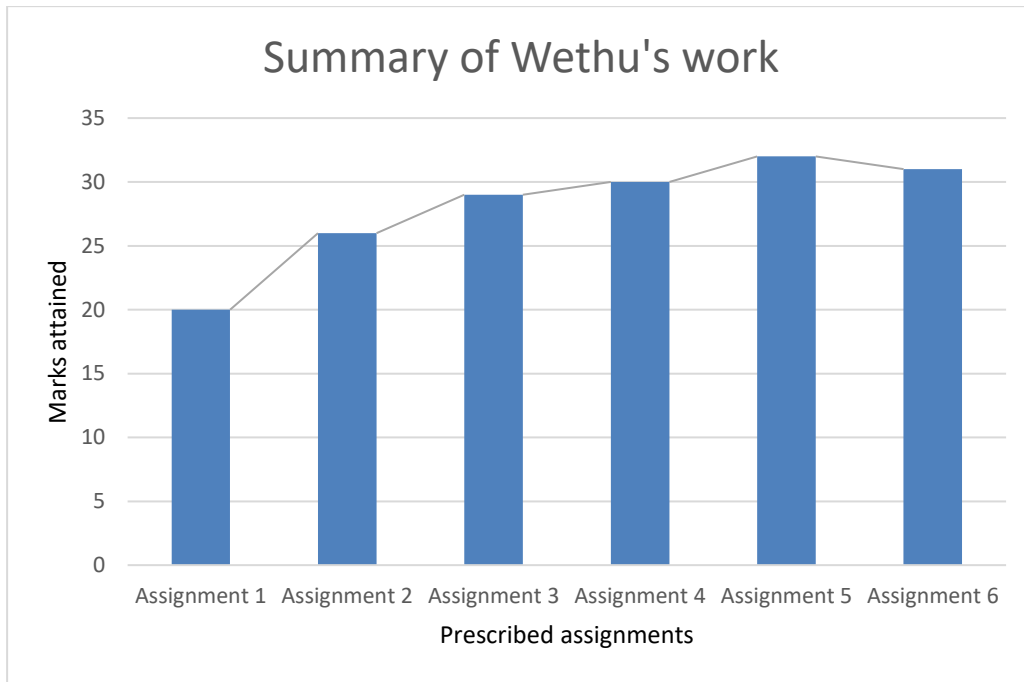
	R2L Descriptor	Score
Genre	Well-developed thematic dialogue, well imagined conversation	3
Stages	Synopsis of the theme as complication, well developed resolution.	2
Phases	Well-developed setting and problems, tension leading to resolution well developed.	3
Field	Good synopsis of the imaginative dialogue.	2
Tenor	Readers attached to through the characters' reactions, problems building tension leading to resolution.	3
Mode	A variety range of written language resources.	2
Lexis	Good range of lexis building setting and events.	2
Appraisal	Good range of appraisal, especially the characters' feelings.	2
Conjunction	Fair use of conjunction sequencing events and structure in plot.	2
Reference	Clear reference to characters and things.	2
Grammar	Wide range of written	2
Spelling	Many frequent words, no spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs well used, handwriting legible, well-shaped letters.	3
Total		32/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed imaginative personal emotional narrative.	3
Stages	Well-developed complication and resolution	3
Phases	Setting and problem of the task, resolution constructed through successful task completion.	2
Field	Satisfactory summary of challenge and resolution through task completion.	2
Tenor	Readers engaged to characters through attitudes to the building tension and resolution upon task completion.	2
Mode	Fair range of written language resources.	2
Lexis	Satisfactory range of lexis, structuring settings and resolution	2
Appraisal	Good range of appraisal through character's reactions and feelings.	2
Conjunction	Satisfactory range of conjunctions ordering events of the plot.	2
Reference	Clear reference to events and individuals.	2
Grammar	Good range of written grammar features, some spoken.	2
Spelling	Frequent words used, minor spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Entries well presented, with dates, writing legible, letters well shaped.	3
Total		31/42



Focal learner #6: Wona: Assignments and analyses of work

Assignment 1: The new South Africa offers a better life for a few people. Discuss.

The new South Africa offers a better life for a few people.

Gone
Corruption

This new South Africa has become a better life for others. For some people it has become a living hell but for some it has been an improvement to them. Things have become very complicated because of how South Africa has changed over a long period of time.

From my own point of view ~~I could say that I agree with this fact.~~ The reason ~~for me to say this~~ is because, I have noticed some few changes in the world of work. Now I have noticed that there are job opportunities for a few people but only for those ~~peo~~ who have connections and well connected families. ~~The~~ New South Africa offers people jobs with little salaries that do not fulfil their needs for their future. The government give people false hope and promises. To some this may seem as a best way of reaching out to people and trying to see their own views in creating jobs for them. I can also say that the government offers jobs only to those who are highly qualified and those who are willing to do the work.

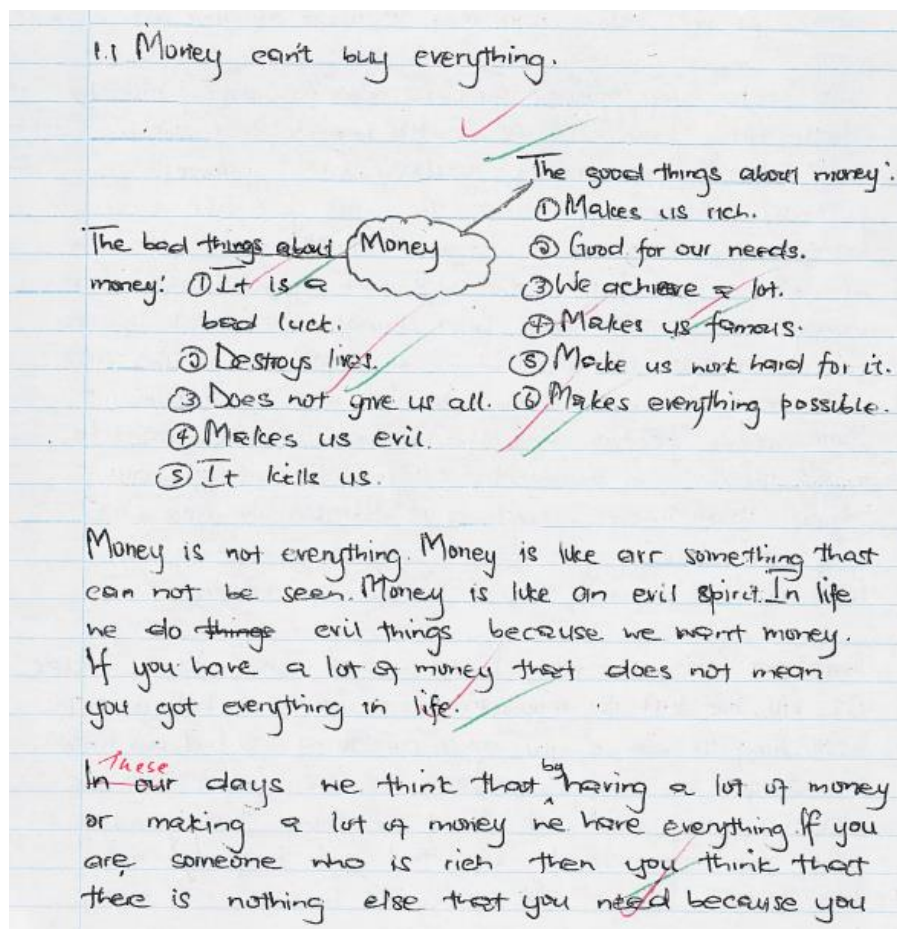
I also disagree because even if the government do create jobs ~~people get~~ those jobs ~~through~~ corruption because the people who get those jobs are the relatives of the people giving out the jobs. ~~So~~ They only give their families ~~also~~ ~~more~~ jobs only go to people who ~~are~~ long have been in the field of work for a very long time not to the youth. Even if the jobs are created they only last for a short time and then again become scarce. The people who get the jobs must have qualifications and be recognised today we have a youth sitting at home with their certificates waiting for job opportunities but they keep on holding on to false promises and false hope of getting work.

Work on the use of connections
 had a waste.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Fairly argued position to the satisfaction of the genre	2
Stages	Thesis, argument and restatement	2
Phases	Position statement, supporting argument moderately structured	2
Field	Everyday topic, weak factual argument.	1
Tenor	Weak expression fails to engage the reader.	1
Mode	Largely spoken, less written.	1
Lexis	Everyday lexis	2
Appraisal	Less sophisticated judgments.	2
Conjunction	Fair use of conjunctions.	2
Reference	Clear reference.	2
Grammar	Many errors uses less grammatical metaphors.	1
Spelling	Some spelling errors	1
Punctuation	Simple sentence punctuation.	2
Presentation	Use paragraphs, legible handwriting.	2
Total		23/42

Assignment 2: Money can't buy everything



are rich that is not true. You can have money, be rich and famous but at the end of the day you are nothing. In this world that we live in today if you have money or you are rich that means you are the world's biggest enemy. You end up having enemies. Some people act strangely towards you. Some even become your best friends. All they want to do is to have a share in your money. Some of them could even end up killing you only because of your own money.

Also there are things that we do for money. We do witherisfts that we use to kill people and destroy their lives. Money causes jealousy. Once someone is jealous of you because they see you like you have everything, they could do anything just to have all what you have. There are some good things about money and also some bad things. The good things about money is that. You can have everything that you want to have. You may be rich and famous. Some other people work hard because they want to make their own money. We all know that if you have money that means everything is possible for you. Once you have money you forget about everything like love, kindness, respect and become an animal.

There are also some bad things about money. Money makes us kill. We kill for money because we think killing is the best thing to do if you want something. We put our lives in danger by joining gangsters. We even forget that one day you may end up losing everything that you got using the evil money. We know that evil things do not last forever. Some of the money we have is evil money.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactory interpretation of genre.	2
Stages	Thesis, arguments, restatement fairly argued.	2
Phases	Fair evaluation of argument, theme illustrated in arguments, re-evaluation and resolution-money is the root of all evil	2
Field	Satisfactory discussion of theme	2
Tenor	Reader fairly engaged with the reactions of characters with regards to money.	2
Mode	Fair range of written language resources.	2
Lexis	Satisfactory range of lexis.	2
Appraisal	Satisfactory range of appraisal.	2
Conjunction	Fair use of conjunctions to structure and sequence events in the discussion.	2
Reference	Satisfactory range of reference of people and things.	2
Grammar	Reasonable range of written grammar features.	2
Spelling	Minor spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Uses paragraphs for stages and phases of essay, well developed letters, legible handwriting.	2
Total		28/42

Assignment 3: The fears I have.

The fear / fears I have

How bad are they for me?

What do the eyes have in our lives? → The fears ← What do I fear?

How do these fears make me scared? → ← Why do I have that fear?

What can be done to fight the fear?

Fear is something that we as people have to live with. We mostly fear for our lives. Some of us may also fear about their future. It is good to have fear because fear is like a warning when you want to do stupid and dangerous things.

What I fear the most in my life is the way I do things. I feel like the way I do my things is not the way I have to do them. What makes me to have these fears is because in nowadays people see things in very different ways, it's like a competition. So I feel like I am in a compo-

tion where I have to fight for the best prize which is to achieve my goals and dreams. So as I am growing up I have passed too many phases which I think have helped me to become the person I am today. The only thing I think I have to do in order for me to fight this fear is for me to stand strong and fight my enemies because I feel like they are my competitors. Then that makes me to be more fearful because they are going to do the best they can do just to make sure that they don't win the best prize and that I won't let it happen.

Avoid contractions

The most fearful things I have in my life are my thoughts. Sometimes I think of doing something good and then again I start feeling worried that it may turn out bad. When I get those thoughts I just feel helpless as if I don't have the power to fight through and prosper. Again I know that I do have the power to make it through, but I end up letting go. My fears sometimes can make me think that maybe I am not the person I was meant to be or just maybe there is some one who is already doing what I plan to do so I am too late to do it. Fear is an emotional feeling which sometimes it's hard to deal with because it makes us and we feel weak. When I have to do something I always do it with fear because I know that I may either lose or win but it all depends on how I do it.

(294 words)

Good Writing. Avoid using contractions. The concluding

Analysis of the work above:

	R2L Descriptor	Score
Genre	The essay satisfies the dictates of the genre, subjective and opinionated	2
Stages	Background well developed with illustrations of fear.	2
Phases	The theme of fear well explained in topic sentences and examples and concluding by restating theme.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently subjective, evaluates fear and effects.	2
Mode	Some range of written language resources, some spoken.	1
Lexis	Good range of lexis suitable for the genre.	2
Appraisal	A variety of feelings and judgments	2
Conjunction	Relative use of conjunctions to sequence and structure the essay.	2
Reference	Clear reference made for people and things.	2
Grammar	A considerable range of written language resources.	2
Spelling	Some spelling problems.	2
Punctuation	Simple sentence punctuation	1
Presentation	Uses paragraphs, well-shaped letters, legible hand writing.	2
Total		26/42

Assignment 4: Letter to a friend

10 and Avenue Street
 Hoogheemog location
 Grahamstown
 6139
 29 August

Dear Nosipho

I want to congratulate you for making it this far. I've always known you for being the best driver because you are very good my friend. I heard that you have passed your driver's licence and I am sure now you have become the best of the best drivers. I am so happy for you and I know its always been your dream to have your own car. I just hope you buy it sooner so we can ride on it during the december holidays. What I want to mostly remind you of, is safety! Always drive safely and follow each and every law of the road because you know that you only live once. Always make sure that you put on the safety belt before you hit the road and please never drink and drive please my friend I do not want to lose you.

Give them all my love at home.

Yours friend
 Andro

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed genre.	2
Stages	Relative development of thesis, argument and resolution	2
Phases	Different themes of the letter presented in two phases instead of three.	1
Field	Everyday topic with some imaginative ideas for a letter.	2
Tenor	Consistently objective.	2
Mode	Good range of written language, some spoken.	2
Lexis	Good range of everyday lexis.	2
Appraisal	Favourable range of appraisal.	2
Conjunction	Moderate range of conjunctions.	2
Reference	Clear reference made of person and events.	2
Grammar	Good range of written language choices, some few errors.	2
Spelling	Frequent spelling, few spelling errors.	2
Punctuation	Simple sentence punctuation	2
Presentation	Moderate use of paragraphs, legible writing, well-shaped letters.	2
Total		27/42

Assignment 5: Dialogue

21 DIALOGUE

After arriving at the bus offices. There was a counter under the name of a bus called Greyhound I was ~~at~~ the queue ~~writing~~ waiting for help then I got helped...

Clerk: Next customer please! (looking around and smiling)

Anona: My name is Anona, I am here to book for my grandmother she is going to Cape Town.

Clerk: Ok darling... (Smiling at me) Uhm but where is your grandmother?

Anona: (looking worried) She is at home.

Clerk: (Curious) Was she the one who sent you here?

Anona: (Nervous) Uhm.. Yes! ma m'am.

Clerk: (~~reaching~~ ^{reaching} her hand out to me) May I have your ID please. If I may ask how old ~~are~~ you and what is your ~~name~~ ^{grandma's name}?

Anona: (giving the ID) Her name is Nomakheya m'am.

Clerk: (looking at the computer in front of her) Ohk Anona... I got you a bus, the ~~best~~ bus is leaving at 18:30
it will be leaving in the evening, I also made a place for your grandmother she will be sitting on the second chair behind the driver OK!

Anona: Ok! thank you

Clerk: So it will be R850 for her

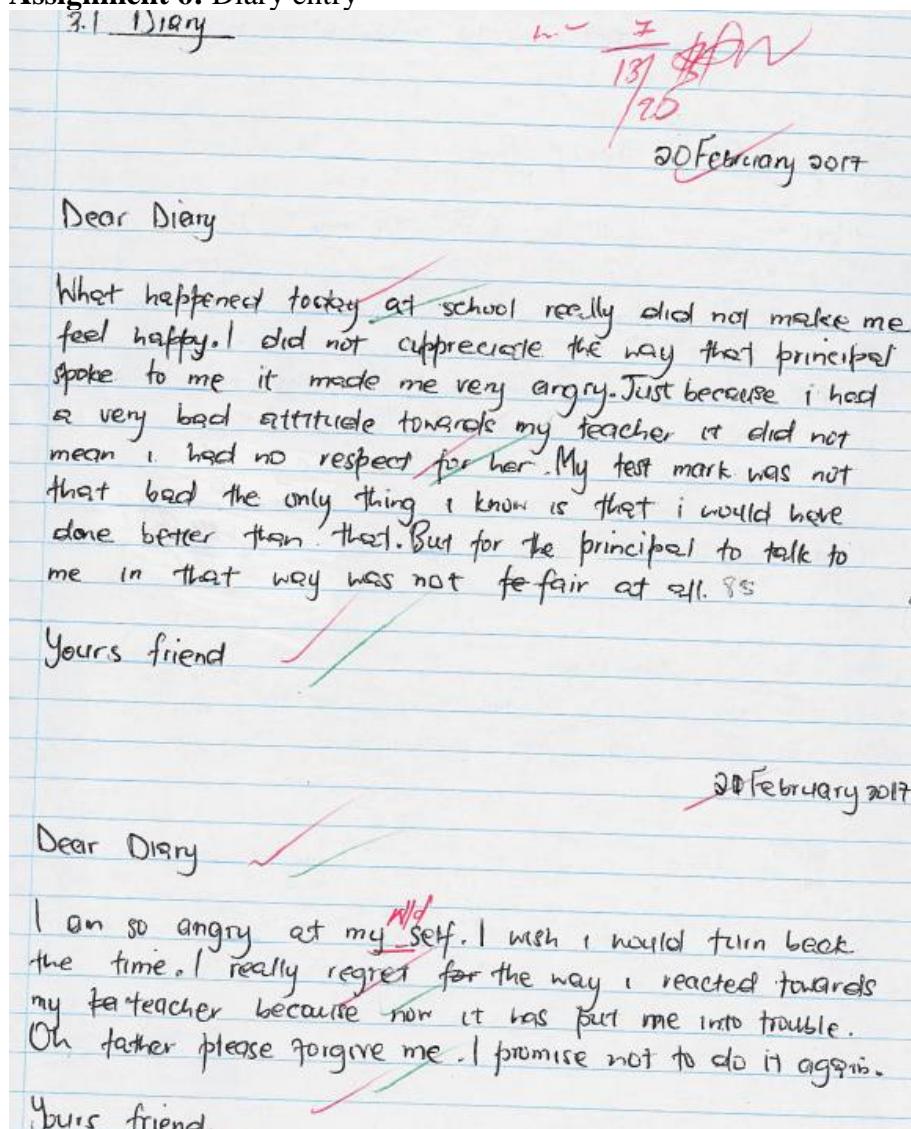
Anona: (giving the money) Thank you very much.

Clerk: You are welcome bye (smiling and waving) and here is her ticket. Please don't forget to be early!

Analysis of the work above:

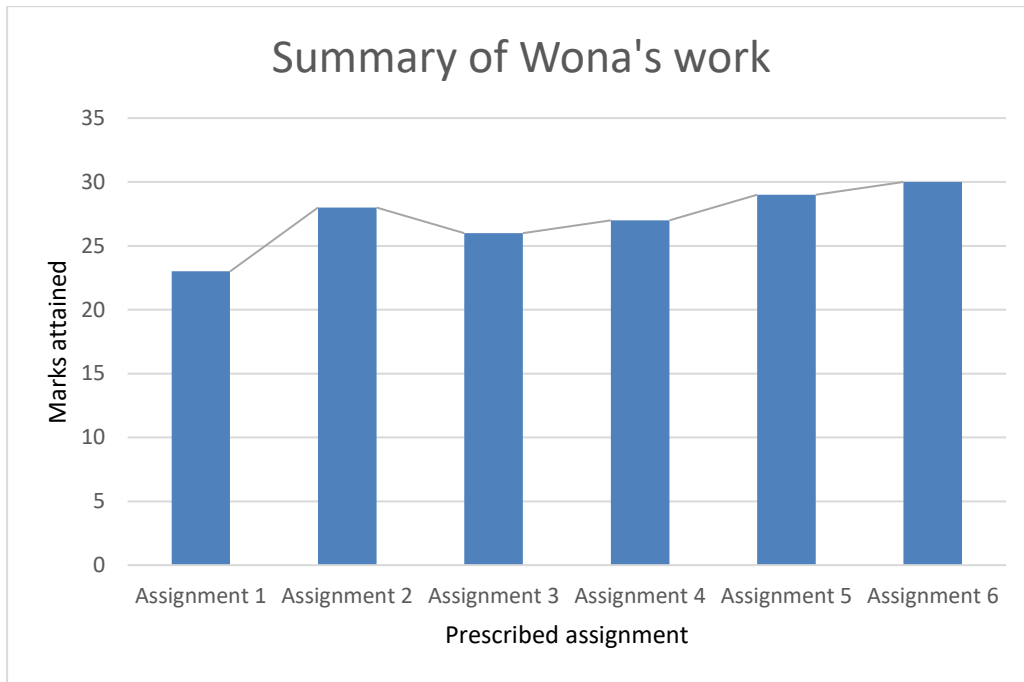
	R2L Descriptor	Score
Genre	Well-developed dialogue.	3
Stages	Background fairly illustrated showing development of discussion.	2
Phases	Well-developed theme in the various paragraphs.	2
Field	Satisfactory knowledge of the topic	2
Tenor	Consistently objective, evaluates cause and effect.	2
Mode	Acceptable range of written of written language, some spoken.	2
Lexis	Reasonable range of appropriate lexis in the field.	2
Appraisal	Good range of appraisal.	2
Conjunction	Fair use of conjunctions to structure events and plot.	2
Reference	Clear use of reference to things and people, minimal extended reference.	2
Grammar	Good range of written grammar features.	2
Spelling	Many frequent words, minor spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Uses paragraphs to present dialogue, well-shaped letters, legible handwriting.	2
Total		29/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed genre outlining an account of personal feelings.	2
Stages	Background reasonably developed in entry one.	2
Phases	The two stages well developed in two entries.	3
Field	Good knowledge of the topic.	2
Tenor	Consistently subjective pouring personal thoughts.	2
Mode	Considerable range of written language resources.	2
Lexis	Good range of the appropriate lexis in the field.	2
Appraisal	Reasonable variety of appraisal due the subjective nature of reactions and reflections.	2
Conjunction	Fair range of conjunctions.	2
Reference	Clear reference to the characters involved and to situations.	2
Grammar	Good range of grammar features, minor errors.	2
Spelling	Frequent words, no spelling errors.	3
Punctuation	Simple sentence punctuation	2
Presentation	Well-presented diary entries, legible handwriting, well-shaped letters.	2
Total		30/42



Focal learner #7: Lisa: Assignments and analyses of work

Assignment 1: Reducing speed limits on roads is the best way to reduce fatal road accidents.

Discuss.

Reducing the speed limits on all roads is the best way to reduce fatal road accidents. Discuss?

Although I believe that reducing speed limits can be an aid in lessening fatal road accidents, however, it is ~~also~~ ^{wise} to also focus on the other causes ~~to~~ ^{of} fatal road accidents. Therefore, dealing with the other causes can lead to better solutions for ~~fatal~~ ^{reducing} fatal road accidents.

Speeding is not the only cause for life endangering road accidents, there are other causes such as faulty vehicles and the use of cellphones while driving. If we say there are laws that limit speed, then in the same manner there should be laws to control the usage of faulty vehicles and cellphones on our roads.

In addition, breaking road regulations and driving under the influence of alcohol and drugs can also cause fatal road accidents. ^{as a result,} therefore, traffic officers should level up their patrolling system and spend more time on our roads. That could save many lives and help to minimize the rate of fatal accidents. Furthermore, overloading of vehicles and driving during a bad weather can also play a role in the causing of fatal road accidents. Speed is limited so ~~over~~ ^{is} overloading ~~and~~ the reason is to prevent the loss of lives. So people who overload should be punished the same way as those who overspeed.

In conclusion
Closing it, I ~~highly~~ ^{strongly} recommend officials to seriously look at the other causes of road accidents besides speed. Although we have limited speed the rate of road accidents has not drastically decreased. It's ^{as} basic limiting speed ~~is~~ the minority of the causes, so I suggest that we address such problems. [252 words]

Well done. Your essay is well structured. However improve the use of connectives. Keep it up.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed argument fulfilling the demands of the genre.	2
Stages	Fairly developed, thesis, argument and restatement.	2
Phases	Position statement fairly stated with some supporting arguments with topics and reasons restating position.	2
Field	Everyday topic with satisfactory imaginative arguments and reasoning.	2
Tenor	Reasonably objective to influence readers' reflections and reactions towards the theme.	2
Mode	Satisfactorily written, some spoken elements.	2
Lexis	Variety range of lexis in line with the theme.	2
Appraisal	Good range of appraisal to engage the readers.	2
Conjunction	Average range of conjunctions used for structuring the plot and sequencing of events.	2
Reference	Good control of reference.	2
Grammar	Uses grammatical metaphor, some minor errors.	2
Spelling	Some spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs for each phase, good handwriting, well-shaped letters.	2
Total		28/42

Assignment 2: 'Many people will walk in and out of your life but only true friends leave footprints in heart.' Eleanor Roosevelt

Eleanor Roosevelt ~~once~~ once said 'Many people will walk in and out of ~~of~~ your life but true friends leave footprints in your heart. I used to think of friendships as child's play, well not until I found a true friend. A true friend shows true love, I mean what is a true friendship if there is no love. Not just any love but true love. ✓✓

Her name is Zusonge Kamana, a young beautiful, wise and matured girl who I am proud to announce as a woman. She made me believe into myself when I could not, she makes me laugh when there is no reason. The say friends should lead you into the right path, and she has been that kind of a friend to me. She likes to say "Xolisa whatever you do I support you 100% but friend do not do something that you will later on regret in life." You know these words have found a place into my heart where nobody will never remove them, they are like a stain in my mind I think about them every night. ✓✓✓

Many have tried to be my friends but it only lasts for a month, while my friendship with her has been going on for many years. She is now like a sister to me, my family knows her and her family knows me. They trust and believe that our communication is fruitful. My heart is like a park, I have let her walk into it. Her feet speak the words she utters every we communicate, leaving pieces of information ^{about} with life lessons. ✓✓

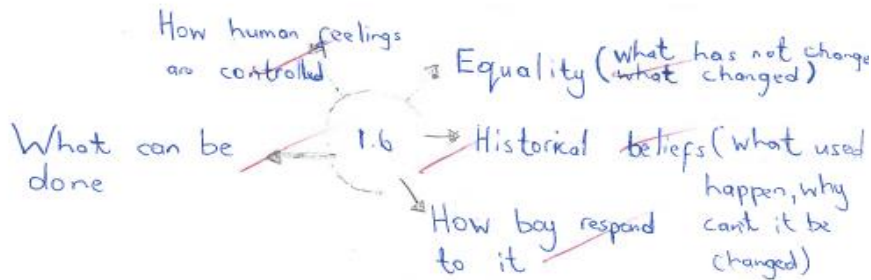
I have found my true friend, find yours but be patient. Life is full of surprises. Surprises you might get yours soon, but be careful about whom you pick. Things change, people change and feelings change too. It is up to you. [298 words]
An excellent piece of work. You used language and figurative expressions constructively. Your work is well organized. Keep it up.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed narrative with an imaginative resolution.	2
Stages	Complication of the story well introduced and imaginative resolution developed.	2
Phases	Setting is clear, complication constructed through a series of events with the resolution in finding true friendship.	2
Field	Satisfactory introduction, imaginative plot, resolution and plot of true friendship.	2
Tenor	Readers engaged through writer's imagination of friendship, relationships and resolution upon realisation of true friendship.	2
Mode	Good range of written language resources.	2
Lexis	Satisfactory range of lexis in construction of settings and events	2
Appraisal	Good range of appraisal especially in the character's reflections and reactions.	2
Conjunction	Good range of conjunctions for sequencing and structuring the narrative.	2
Reference	Clear reference to characters and situations.	2
Grammar	Good range of written grammar, some minor flaws.	2
Spelling	Frequent words, no spelling mistakes.	2
Punctuation	Simple clear sentence punctuation.	2
Presentation	Uses paragraphs for stages and phases, legible handwriting, well-shaped letters.	3
Total		29/42

Assignment 3: Girls can ask boys out. Discuss.

Girls can ask boys out



The more we preach about human rights ~~em~~ equality, the lesser we practice it. If we say women have equal rights as men, ~~then~~ why cannot a girls ask boys out. I fully believe that ⁱⁿ as much as boys can ask girls out, ~~then girl is as much as girls~~ ^{as much as boys} ~~can ask boys out.~~ ^{can ask boys out.}

Human feelings are controlled by historical beliefs. Historical beliefs are like boxes, they occupy us inside their darkness, blocking us from expressing our feelings. In the olde days, girls were expected to obey our cultural norms. They were treated differently from boys, they were not allowed to communicate or ask boys out. ~~When~~ Well! I understand that back then girls had to obey those norms ~~t~~ in order to show morality and respect. Although that was the right thing to do, I feel that has affected ~~our~~ our future and they

way we progress in life.

Boys have made a big effect, that has affected the emotions and feelings of girls in a bad way. They have discouraged the ~~em~~ expression of feelings in girls. Take for examples, this girl approaches this boys asking him out and the boy ~~turn~~ her down, how do you think the girl would feel. To make it even worse & worse the boy will discuss that matter with his peers of how unmann ~~unmann~~ unmann the girl was and that girls should ~~not~~ ask girls out.

Situations like these need to be attended to, people have to be educated about ~~these~~ these situation. We as human beings are shutting down the dreams and Imaginations of how girls see things. I believe that girls can ask boys out, in order to stay true to our human right and build a well structured future.

*An intelligent argument.
Keep it up.*

[280 words]

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed argument	2
Stages	Synopsis of the genre as complication reasonably structured and well imagined resolution.	2
Phases	Setting, complication and resolution of the argument constructed through a chain of illustrations with the argument.	2
Field	Well thought introduction, plot well imagined in resolution, and a vivid resolution of girls taking charge of asking boys out.	3
Tenor	Readers engaged through reader's illustrations and resolution that girls can decide who to date.	2
Mode	Satisfactory range of written language resources.	2
Lexis	Good range of lexis building setting and events.	2
Appraisal	Satisfactory range of appraisal.	2
Conjunction	Good range of conjunctions to structure and order the discussion.	2
Reference	Clear reference to people and situations.	2
Grammar	Good range of written grammar, some spoken.	2
Spelling	Frequent words, no spelling errors.	2
Punctuation	Good simple sentence punctuation.	2
Presentation	Uses paragraphs for stages and phases of the argument.	3
Total		30/42

Assignment Number 4: Letter to the editor

The editor
 Bona fide ✓
 P.O. Box 96
 East London
 5660 ✓

Dear Sir/Madam ✓

Drug abuse leading to Crime .

I have rationalized this issue of drug abuse. Therefore it is in my will to state that drugs raze our Community. There may be factors to back up my argument which I wish ~~they could~~ could be published.

Crime has grown exponentially and Somehow people do not seem to have taken any actions towards drugs as one of the leading factors ~~of~~ ^{contributing to} crime. The majority of youngsters in our Community have become addicted to drugs. In addition, the rapid use of drugs has led into a lack of education and that affects the future of our country and its economy. We now live in a fearfull Community not knowing who is going to be die next or not knowing when are they going to break into your house. This specifically emphasizes that youngsters are possessed by drugs to commit the mentioned criminal activities. ✓

As a member of the community I sincerely

Urge that we work together as the Community and youngsters in fighting the demon called drug. In the same manner I would like police to unite with the community to find better solutions. As a group of youth it would be also wise to formulate a march of awareness. ✓

It is my hope that your paper is going to publish this letter and communities together with law authorities unite for a common cause.

Yours faithfully ✓

74 Ext 5
 Joza Location
 Grahamstown
 6139

28 February

Well done Keep it up A well written essay. Language registers and connectives well used.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed letter to the editor with a well imagined resolution.	3
Stages	Good summary as complication and reasonable resolution.	2
Phases	Setting, problem, building tension leading to resolution by writing to the editor.	2
Field	Good introduction illustrating the problem ,writing to the editor as resolution.	2
Tenor	Readers engaged the writer's discussion on the issue creating tension, released in the resolution.	2
Mode	Satisfactory range of written language resources.	2
Lexis	Good range of lexis building settings and scenes.	2
Appraisal	Fair range of appraisal mainly character's reflections and reactions.	2
Conjunction	Satisfactory range of conjunctions structuring order of events in the plot.	2
Reference	Clear reference to the situation and actions.	3
Grammar	Good range of written grammar, some spoken.	2
Spelling	Many frequent words, no spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs used for phases, salutation well done, writing legible and letters well shaped.	3
Total		31/42

Assignment 5: Dialogue

2.1 Dialogue

Mrs Hurt: Afternoon Xolisa.

Xolisa: Afternoon Mrs Hurt.

Mrs Hurt: So, please Can you please clear the picture for me.

Xolisa: Whats do you mean madam?.

Mrs Hurt: I mean the recent fight that happened this afternoon, give details details.

Xolisa: Well mam, I do not clearly know the details of what caused the fight, but I can tell you what happened.

Mrs Hurt: Yes, Im listening.

Xolisa: Both of these pupils come from opposite sides and they were saying harsh words at each other. So once they got close to each other, Sarge started the fight by slapping Liyema and they started fighting.

Mrs Hurt: Oh, so that is what happened today at this. Hmm I am surprised surprised because that is not the story that

Mrs Hurt: they told me. Well thank you for your honesty and time Xolisa.

Xolisa: Pleasure Madam.

Mrs Hurt: Ok, bye bye.

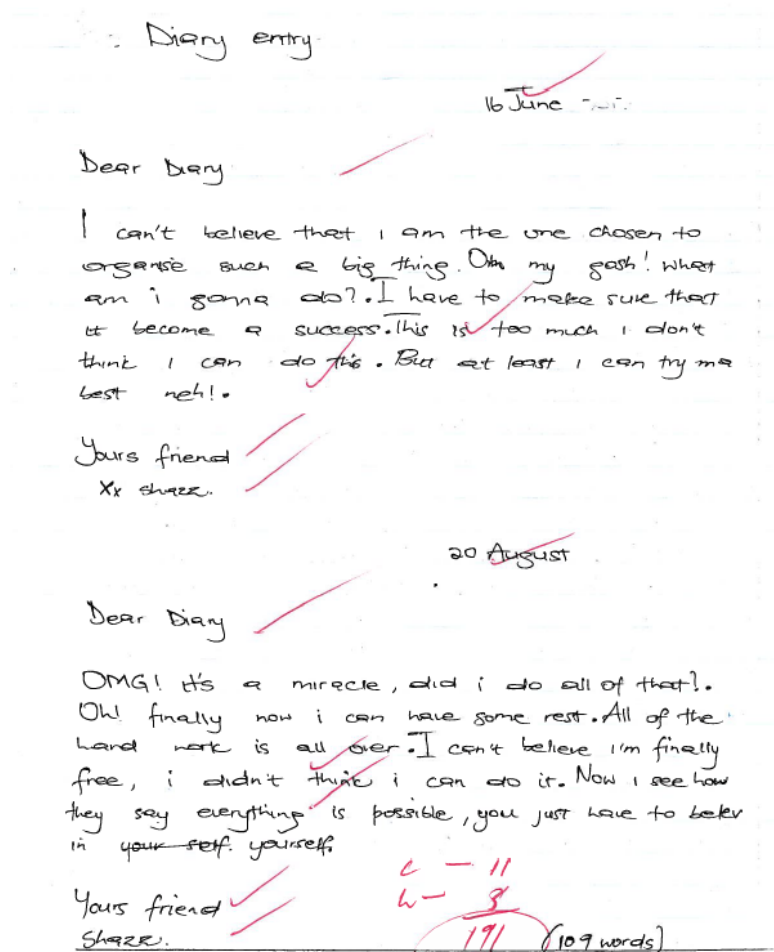
Xolisa: Bye bye [130 words]

Good work. Introduce your dialogue.

Analysis of the work above:

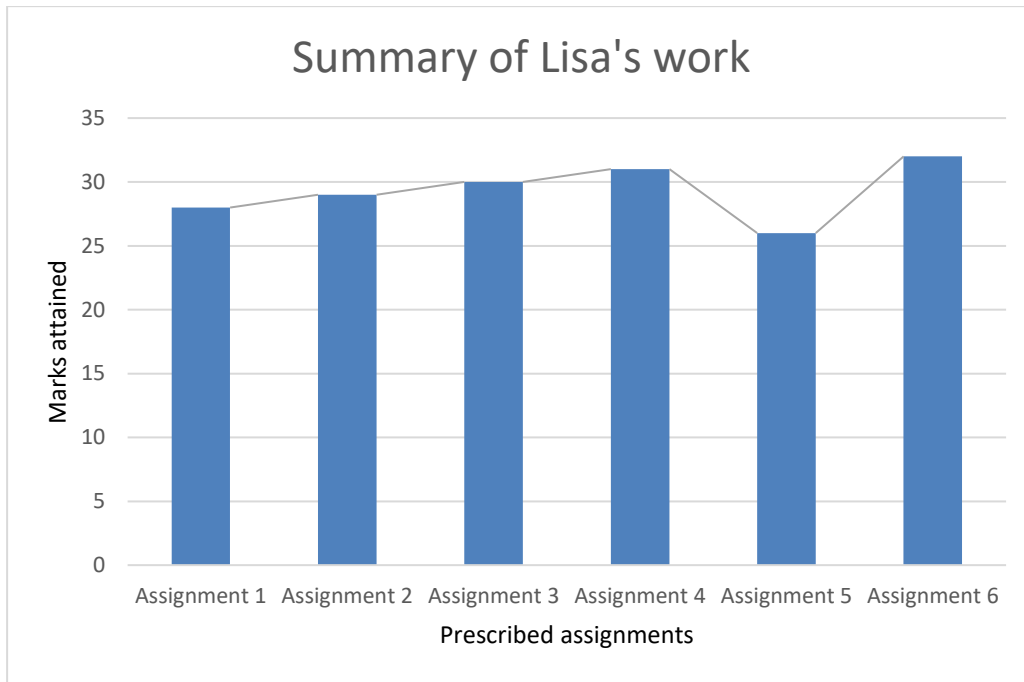
	R2L Descriptor	Score
Genre	Fairly developed genre, no introduction, less imagination.	1
Stages	Summary of dialogue missing, complication, satisfactory resolution.	2
Phases	Setting moderately established, tension leading to resolution fairly developed.	2
Field	Fair presentation of dialogue, imaginative plot, theme of honesty in resolution.	2
Tenor	Readers engaged thru characters' dialogue creating tension, resolved in truth.	2
Mode	Fair range of written of written language.	2
Lexis	Satisfactory lexis constructing settings and scenes.	2
Appraisal	Fair range of appraisal especially the characters feelings.	2
Conjunction	Moderate range of conjunctions structuring events in the plot.	1
Reference	Clear reference to characters and situations.	2
Grammar	Fair range of written grammar features, some spoken.	2
Spelling	Frequent words used, no spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs for phases of the dialogue	2
Total		26/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed personal reflection of a diary satisfying genre requirements	3
Stages	Summary of complication in entry 1 with a satisfactorily developed resolution in entry 2	2
Phases	Setting and problem in entry 1 with a well-developed resolution.	2
Field	Good introduction of reflection in entry 1 and resolution well done in entry 2.	3
Tenor	Readers engaged with reader's reflection, tension built in entry one and resolution in entry 2.	3
Mode	Moderate range of written language register suitable for the genre (informal personal talk).	2
Lexis	Good range of lexis building setting and events.	2
Appraisal	Good range of appraisal mainly character's reactions and reflections.	2
Conjunction	Moderate use of conjunctions.	2
Reference	Clear range of reference to characters and events.	2
Grammar	Mostly spoken.	2
Spelling	Frequent words used, no spelling errors.	3
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs used, legible writing and well-shaped letters.	2
Total		32/42



Focal learner #8: Nathi: Assignments and analyses of work

Assignment 1: My dream career

My Dream Career

Am I the great person for it?
How it will help people?
What is my dream career?
The qualifications of my dream career

My dream career is to become a veterinarian. A veterinarian or vet is someone who gives animals medical treatment. They are doctors for animals. There are many different types of veterinarians, some work with small animals, large farm animals, or wild animals. Veterinarians learn to treat all animals, but sometimes work with a specific type. Other veterinarians specialize in a particular type of medicine - for example veterinary dermatologists work with animals with skin problem or human diseases. I want to work with small animals like dogs, cats, ~~etc~~ ^{and many others} and I want to specialize in veterinary dermatologists work.

In order to become a vet, you must go to a ~~college~~ ^{college} for at least 2 or 3 years, and take several required classes, including many science classes. You then apply to veterinary school. If you are accepted, you are in veterinary school for 4 years, and then graduate with the degree Doctor of Veterinary Medicine.

I think I am the right person to become a veterinarian because if you want to be a veterinary doctor you have to be humble, polite, sensitive, person who helps people/animals, you must love animals and be a hard worker who ^{knows} what he/she want, and I am that person.

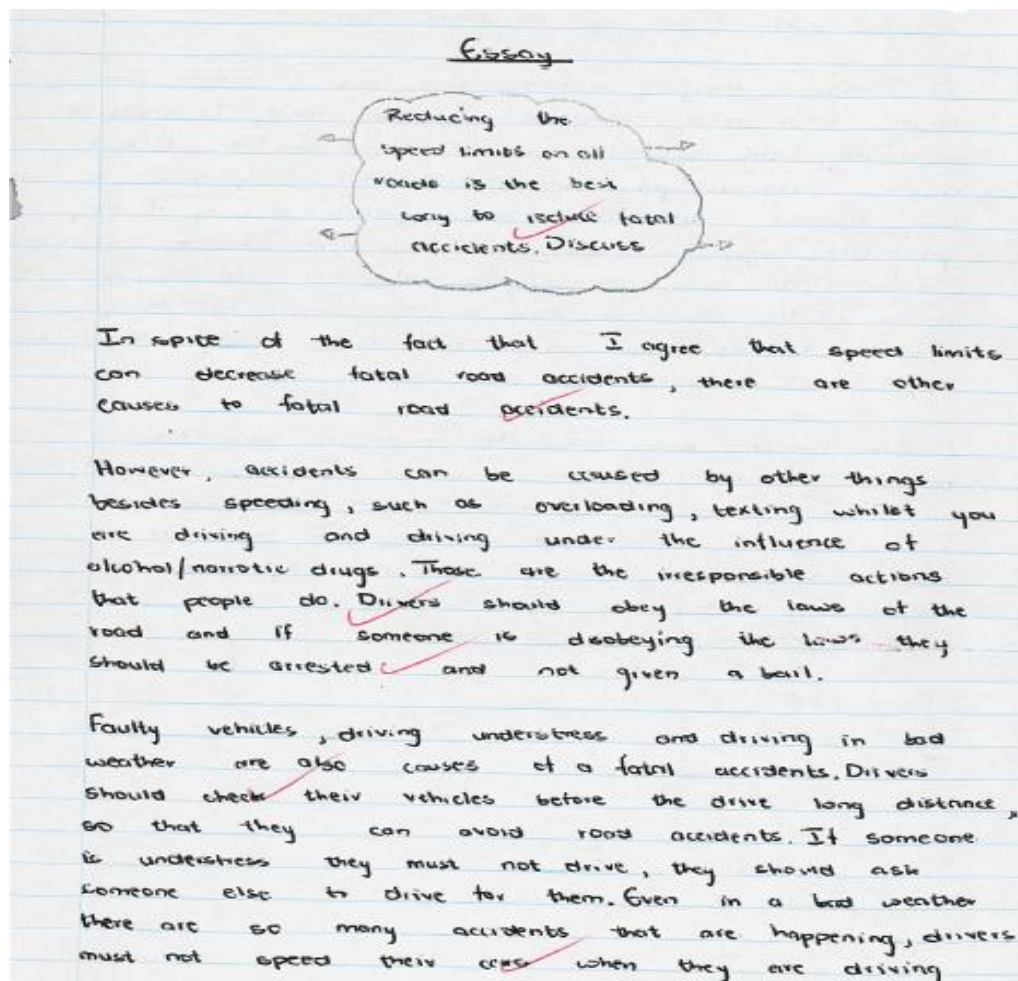
It will help the environment, families, even the whole country because we ~~will not~~ ^{will not} see dead cats, dogs or any animal lying around without being covered or buried. People and animals are dying because of the air pollution. People get sick because the air is not clean because of the dead animals. I would like to help those sick ^{animals} ~~animals~~ ^{which} ~~can't~~ ^{can't} help themselves, I want to save them. I want to save our ~~country~~ ^{country}.

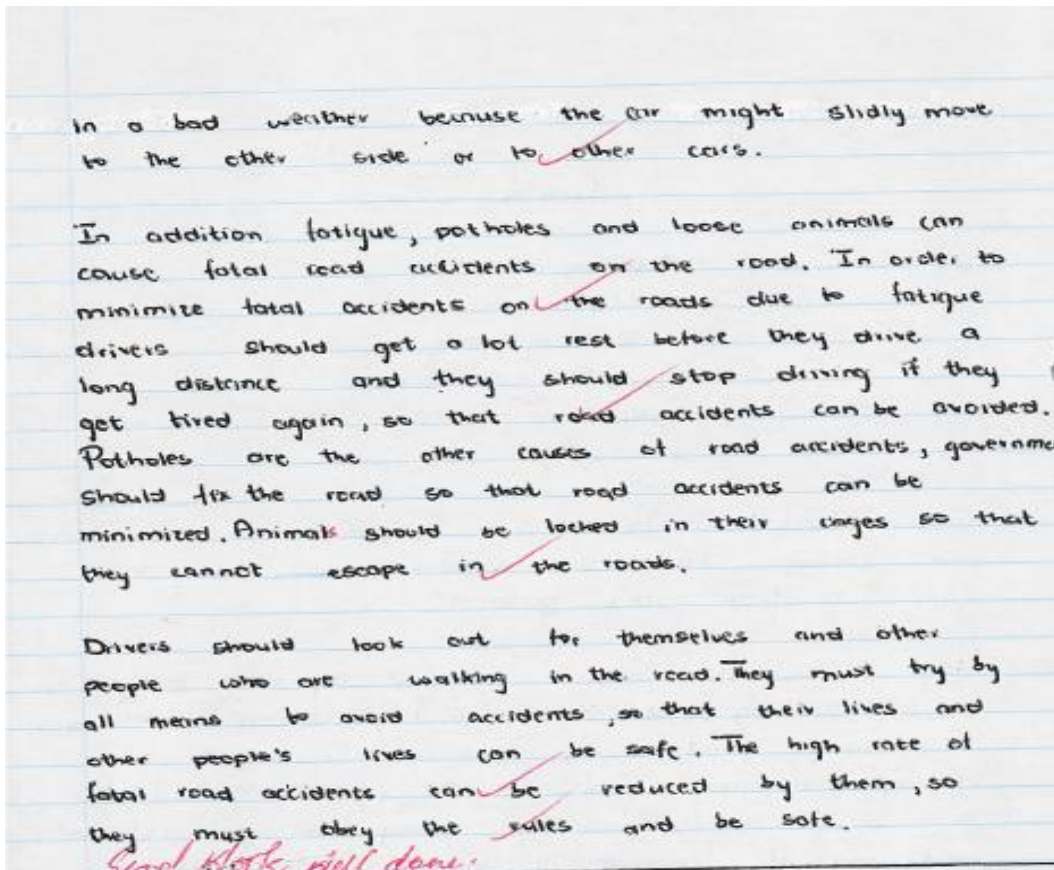
A good essay. You really explained all the basics of a veterinary doctor. However note on 250 words the contractions. Avoid using contractions in your written work.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed factual narrative.	2
Stages	Background fairly developed, explanation of the job in stages.	2
Phases	Definition well set, topic sentences and different types of vet doctors.	3
Field	Detailed knowledge of the topic.	2
Tenor	Consistently objective.	2
Mode	Good range of written language.	2
Lexis	Satisfactorily developed range of technical lexis.	2
Appraisal	Wide variety of both subjective and objective appraisal.	2
Conjunction	Fair range of conjunctions to structure the factual narrative.	2
Reference	Clear and wide reference for people and animals.	2
Grammar	Wide range of written grammar.	2
Spelling	Good range of non-frequent words, some spelling errors.	2
Punctuation	Clear simple sentence punctuation.	2
Presentation	Uses paragraphs for phases and stages, legible handwriting and well-shaped letters	2
Total		29/42

Assignment 2: Argumentative essay





Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactory knowledge of the requirements of genre.	2
Stages	Fairly developed background, arguments and restatement in resolution.	2
Phases	Knowledge on the cause of accidents, well outlined in topic sentences and illustrations concluding restating the theme.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently objective, some instances are subjective.	2
Mode	Good range of written language	2
Lexis	Good range of technical lexis in the field.	2
Appraisal	A wide variety of appraisal.	2
Conjunction	Satisfactory range of conjunctions to structure the argument and sequence ideas.	2
Reference	Clear reference on issues and people.	2
Grammar	Wide range of written grammar features, some problems.	2
Spelling	Many frequent words, no spelling errors.	3
Punctuation	Clear simple sentence punctuation.	2
Presentation	Paragraphs used for phases and stages, legible handwriting.	2
Total		29/42

Assignment 3: I regret the day I laid my eyes on him

How he broke my heart
rumour I heard

I regret the day I laid my eyes on him!

LOVE IS BLIND
The relationship at first

It is true when they say love is blinded. I was in love, happy and grateful because I had a man of my dreams. He was honest, kind and he was a gentlemen. He was my everything until I realised that he was not the one.

34/40 We first met at school, we started as friends then we found ourselves falling for each other. First it was weird and awkward because we had not known each other for a long time but we decided to give it a try. He was a romantic guy, funny and charming. These were the things that attracted me to him. When we were together we would always laugh and he always made me smile even if I was not in the mood.

People were warning me about him, that he is a player and he would break my heart. I never listened to them because I thought they were jealous that I am happy. I also heard that he was dating my best friend. That is where I became suspicious because when they were together they were cosy and they would flirt. I asked him if he was dating my friend and of course he denied. We started fighting about this because I wanted him to tell me the truth. Then finally he told me that everything I have heard about him is true. He was dating my best friend while he was dating me.

I was confused, shocked and very embarrassed. I thought he loved me so much, because that is what he usually said when we were together. My heart was crushed into pieces, I was fooled, played and destroyed. I suffered for a long time I wanted to let it go but it was not easy. I guess that is how life is.

Keep it up.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed narrative fulfilling the demands of genre.	2
Stages	Summary of tale as complication and well developed resolution.	2
Phases	Setting and problems authentic in building tension and satisfactory resolution	2
Field	Satisfactory introduction, imaginative plot in resolution, theme of love and double crossing.	2
Tenor	Readers engaged through characters actions and reactions and reflections to problems creating tension released in resolution.	2
Mode	Good range of written language resources.	2
Lexis	Satisfactory range of lexis, building settings and events.	2
Appraisal	Satisfactory range of appraisal mainly characters reflections and reactions.	2
Conjunction	Good range of conjunctions ordering the plot.	2
Reference	Clear reference made to characters and situations.	3
Grammar	Satisfactory range of written grammar features, some spoken.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs used for stages and phases, legible handwriting.	3
Total		30/42

Assignment 4: Formal letter

4364 Hlalan. Location
Grahamstown
6139
27 February

Station Commander
John Molefe
Police Station
P.O. Box 16
Grahamstown
6140

Dear Sir

CHEAP ALCOHOL

Alcohol has been the main problem in our community and it is increasing. However the most common alcohol that elders drink is Push and Sleep beer (mtshovalale). This is one cheap alcohol and dangerous in our community.

Our grandparents, mothers and fathers even youth are affected in this problem. It is scary because people who drink this beer become addicted, they never stop drinking.

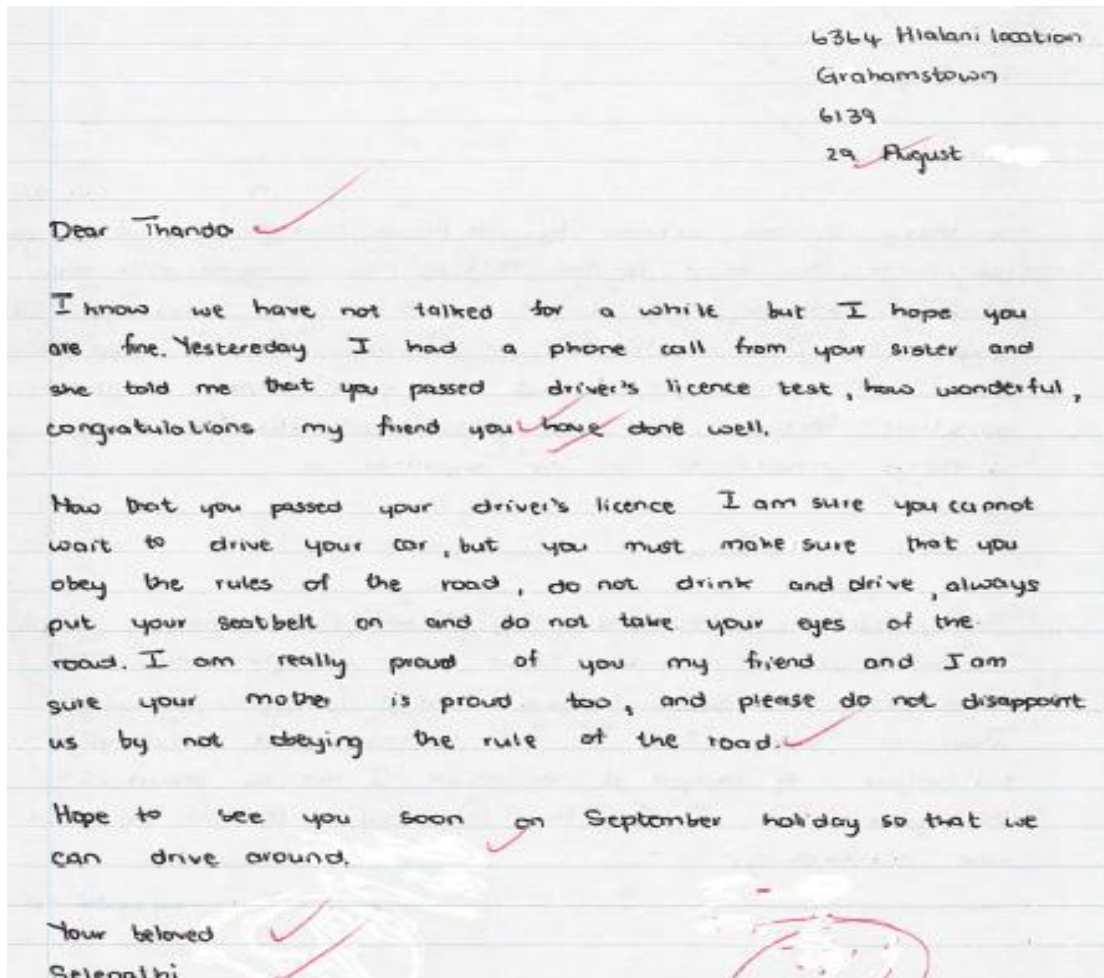
I suggest that people who find this alcohol a problem should work together with the police and the street committee, to stop the people who sell mtshovalale, by calling meetings and the main targets would be the people of the community.

Yours Sincerely
S. Mantla
Selencithi Mantla
Well written. Your language use and layout are well done. Keep it up.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed formal letter satisfying genre requirements.	3
Stages	Background satisfactorily developed as stages.	2
Phases	Topic sentences as and examples outlining the theme, and tension released in the resolution.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Balanced due objective and subjective arguments.	2
Mode	Good range of written language resources, some spoken.	2
Lexis	Fair knowledge of technical terms of the field.	2
Appraisal	Satisfactory range of appraisal.	2
Conjunction	Reasonable range on the use of conjunctions.	2
Reference	Clear reference to people and things, minimal extended reference.	3
Grammar	Satisfactory range of written grammar features, minor problems.	2
Spelling	Frequent words used, no spelling errors.	2
Punctuation	Simple clear punctuation.	2
Presentation	Legible handwriting, well-shaped letters, paragraphs for phases and stages.	3
Total		31/42

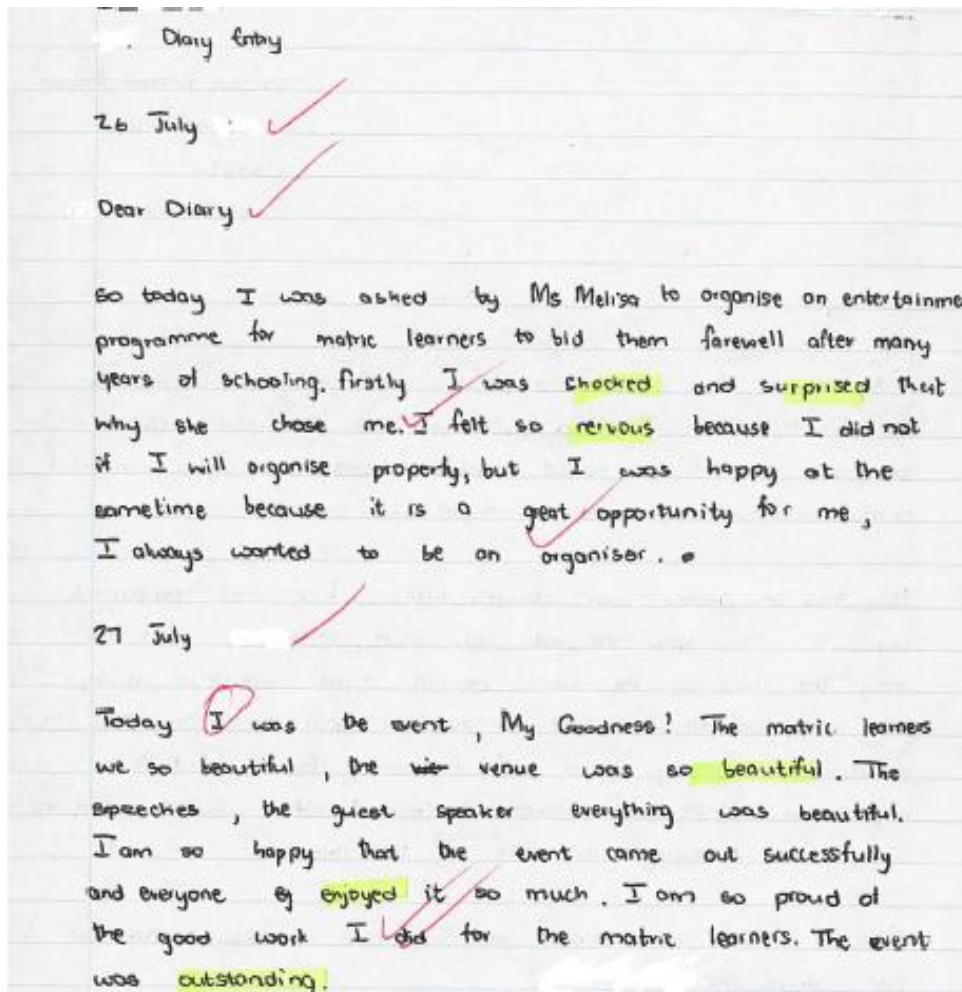
Assignment 5: Informal letter



Analysis of the work above:

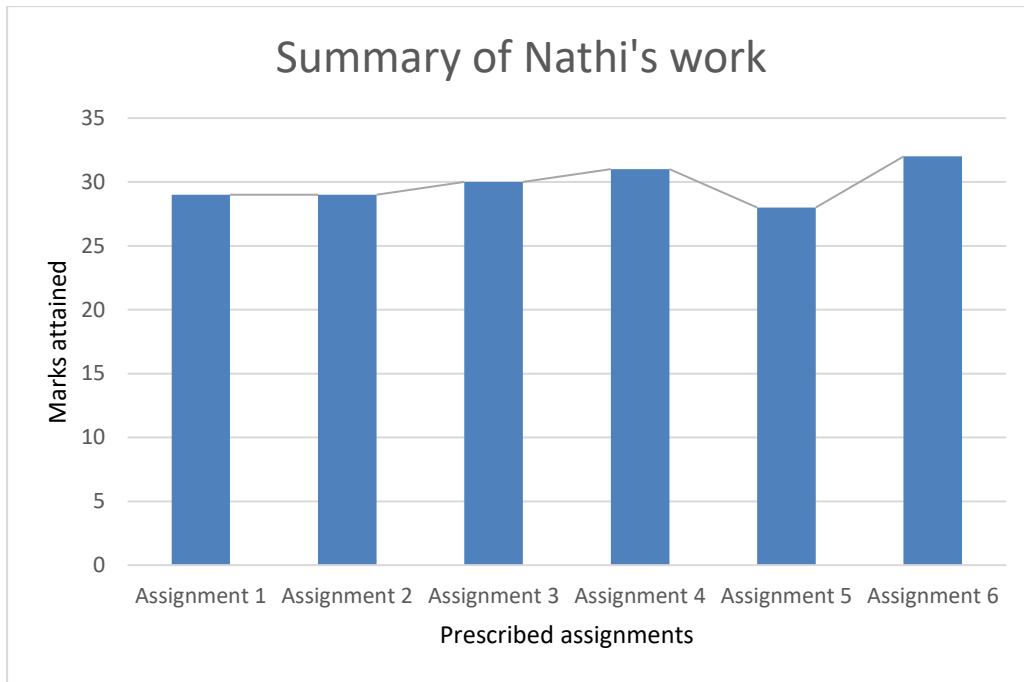
	R2L Descriptor	Score
Genre	Good knowledge of genre with some errors in how to start the letter. Start with theme of congratulations.	2
Stages	Background satisfactorily developed.	2
Phases	Stages fairly set, topic sentences and explanations.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Highly subjective letter.	2
Mode	Moderate range of written language, some spoken.	2
Lexis	Frequent lexis in the field.	2
Appraisal	Limited objective appraisal.	2
Conjunction	Limited use of conjunctions to order and structure the letter.	2
Reference	Clear reference to people and scenes.	2
Grammar	Fair range of written grammar features.	2
Spelling	Frequent words used, no spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-shaped letters, paragraphs used for phases, stages.	2
Total		28/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed genre expressing personal feelings.	3
Stages	Background, sufficiently structured, record of events in stages.	3
Phases	Record of events clearly set.	2
Field	Detailed knowledge of the topic.	3
Tenor	Consistently subjective.	2
Mode	Good range of written language.	2
Lexis	Good range of technical lexis.	2
Appraisal	Satisfactory variety appraisal.	2
Conjunction	Fair range of conjunctions to sequence development of theme.	2
Reference	Clear reference to characters and events.	2
Grammar	Good range of written grammar.	2
Spelling	Frequent words used, no spelling errors.	3
Punctuation	Simple sentence punctuation applied.2	2
Presentation	Well-presented entries with dates to specify phases and stages.	2
Total		32/42



Focal learner #9: Dipha: Assignments and analyses of work

Assignment 1: Money can't buy everything. Discuss.

Money can't buy everything

Money can't make you happy. ✓

Money can't buy respect. ✓

Money can't buy love. ✓

What can money buy?

Money can't buy everything

There are so many things that cannot be bought or sold. For example Love, honesty, Loyalty and respect, family and friends. ✓

Money is just a piece of paper which can buy goods and other things. I know some people think that if they have money they have everything whereas that is not true. ✓

There was a time last year on the 16th of December when I gained something valuable that **can't** be bought or sold, God blessed me with such a wonderful soul, a baby girl. The love I have for her is unconditional it **can't** be bought by money. It happens naturally.

Money **can't** buy love, you can love someone unconditionally but if that person **doesn't** love you back, you **can't** force him/her. Even if you have Millions if that person does not love you he/she **won't** still. Instead of loving you he will pretend as if he does and spend your money

and then again when you **don't** have money he loses interest. ✓

Also money **can't** buy respect. *However* but in most cases people are being respected because of what they have. Many people who have money are being respected. Even though this happens money **can't** buy respect. In this case people also pretend as if they respect you, but they **don't** they only want you to spend your money with them.

Having money **won't** make you happy. In most cases people have money but they don't know what to do with it. Many females who have money they are not happy at all, because men use them for their money. So all in all there are so many things that **can't** be bought by money.

A good essay. However avoid throwing in words by the careless use of contractions.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well developed narrative meet genre requirements.	2
Stages	Background satisfactorily illustrated with a record of stages.	2
Phases	Arguments, examples well set out, concluding comment restating theme.	2
Field	Satisfactory knowledge of topic.	2
Tenor	Consistently subjective through reactions and reflections.	2
Mode	Good range of written language.	2
Lexis	Satisfactory range of lexis in the field, some spoken.	2
Appraisal	Moderate range of appraisal.	2
Conjunction	Fair range of conjunction sequencing narrative.	2
Reference	Clear reference to people, situations and things.	2
Grammar	Satisfactory range of written grammar, some spoken.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Well-formed letters, legible handwriting, paragraphs used for stages and phases.	2
Total		28/42

Assignment 2: My beautiful dream

My beautiful dream

Get married and have children Get educated

My beautiful dream

Get a job and work for my parents

Help the poor

I have many dreams, my first dream is to pass my matric with flying colours and after I finish my matric I want to go to ^{the} university for further studies. At the university I want to do medicine, the reason why I want to study medicine is because I want to be a nurse or a doctor. I love helping people who are suffering from pain that is why I want to be the one of the two.

After my studies I want to get a job and be a qualified nurse or doctor. I want to work for my parents first, do anything they want and give them all they need. In that way I will be thanking them for all they did, for being there ~~not~~ for me in times of sorrow and pain and for picking me up everytime I fell. I want to do such wonders for them.

When ^{am} I'm done doing everything for my parents I want to buy a house for my self. After I have finished paying for my house, I want to buy myself a car and then I'll be happy and say I have fulfilled my dreams even though its not all. I want to be happy in my life

and enjoy ~~an~~ each and every second that God gives me.

When I am stable having all I want in life, I want to help the poor by sponsoring them with clothes that I no longer need, ~~but not old clothes~~ I want to do a feeding scheme for them so that no one dies of hunger whilst I'm there and can help. I will be helping the poor with my heart. ~~and I will~~

When I am old enough I want to get married to a God fearing man. After atleast two years of marriage I want to have ~~to~~ one or two children and live my family happily with my family. I want to raise my children with love and care. I want them to learn from me. They should ~~love~~ and respect their selves and then respect and love ^{others}.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed reflective account.	3
Stages	Background satisfactorily developed, outline of the future.	2
Phases	An outline of intentions, wishes set out in topic sentence.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently subjective, evaluates reactions and reflections to the interest of the reader.	2
Mode	Good range of written language resources, some spoken.	2
Lexis	Moderate range of lexis building settings and events.	2
Appraisal	Fair range of appraisal, especially characters feelings.	2
Conjunction	Moderate use of conjunctions in sequencing and structuring	2
Reference	Satisfactory reference to people and things.	2
Grammar	Fair range of written grammar features, more spoken.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible handwriting, paragraphs for stages and phases.	3
Total		30/42

Assignment 3: Argumentative essay: Reducing speed limits on all roads is the best way to reduce fatal accidents. Discuss.

I strongly believe that either way ~~to~~ fatal accidents are bound to happen whether one has reduced or has not reduced speed limit. Many fatal accidents occur under the influence of the instructed speed limit and not above. However, we can not say it is the best way to reduce speed limit. There are many factors that cause the fatal accidents and mostly humans are the ones who risk their ~~lives~~ ^{lives} by being careless.

They either drive under the influence of drugs and alcohol. Driving with one hand on the steering wheel ~~also~~ ^{and} driving while texting on smartphones. These are mostly the main reasons these accidents happen and cause death and serious disabilities and injuries.

Besides speeding and it being the most cause, roads that are not yet done or damaged can cause fatal accidents, faulty vehicles too are life threatening and dangerous. Potholes are also a major reason for these fatal accidents.

In fact having an overloaded vehicle can affect and reflect into results of fatal accidents.

I ^{agree that} say the people who are caught by traffic or police should not be the only ones who are being arrested, those who also overload vehicles should be held responsible and arrested.

Not only humans are victims but animals too go through accidents because of not being aware.

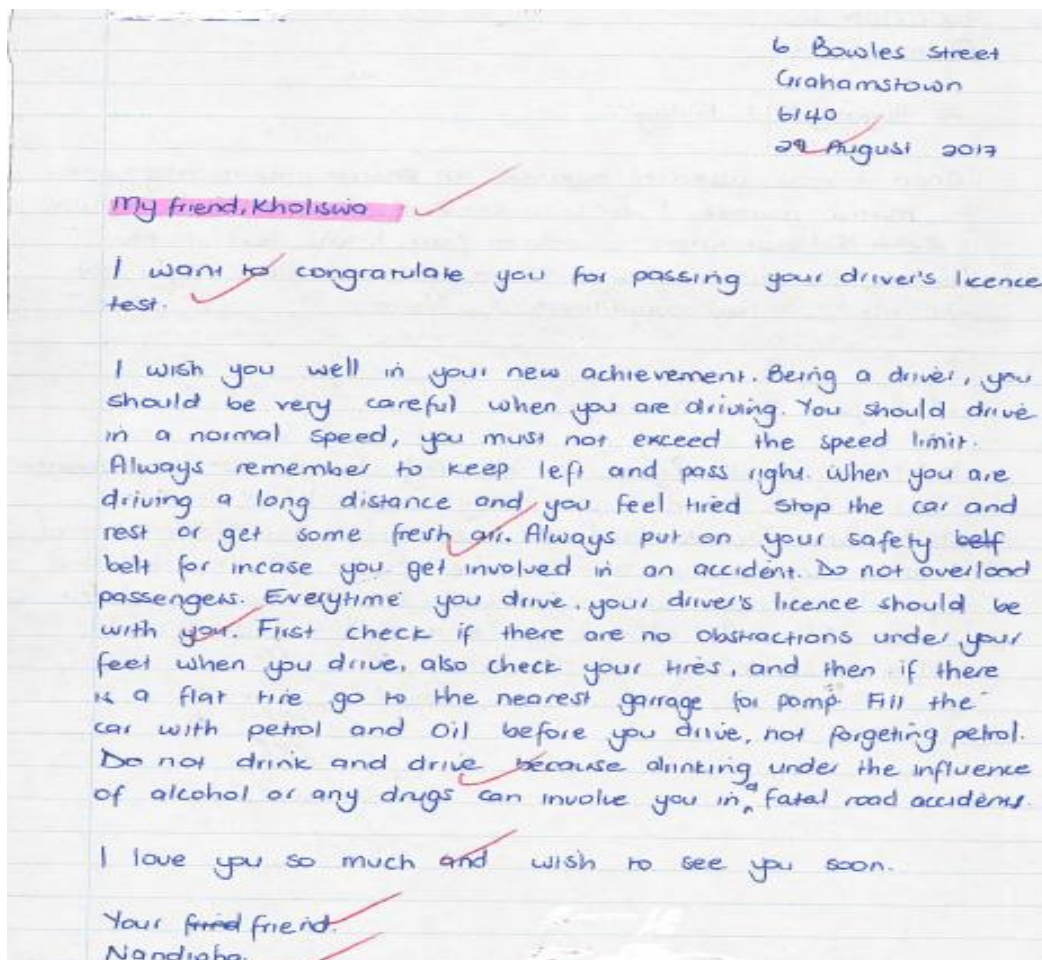
In conclusion I would personally advise that people limit on using cellphones while driving and limit on drugs when knowing that you will have to drive later on. There should also be a campaign from time to time to let people hear for their actual selves or survivors from fatal accidents and tell their stories and let people know how important it is to follow instructions that are given on road policies and do the right thing.

Excellent work. Keep it up. Take note of the use of the comma and full stop.

Analysis of the work above:

	R2L Descriptor	Rating
Genre	Argument is appropriate for genre-successful exposition.	3
Stages	Well-developed thesis, argument and restatement.	2
Phases	Position statement, supporting argument, topics, reasons, restates position.	2
Field	Everyday topic, factual arguments and reasoning.	2
Tenor	Convincing ideas to attract readers objective arguments.	2
Mode	Highly written, less spoken elements.	2
Lexis	Mainly everyday lexis.	2
Appraisal	Satisfactory authentic resolutions.	2
Conjunction	Wide range of conjunctions to sequence and structure the arguments.	2
Reference	Well managed reference.	3
Grammar	Few errors uses grammatical metaphor.	2
Spelling	Minor spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Paragraphs for each phase and stage, legible handwriting.	3
Total		31/42

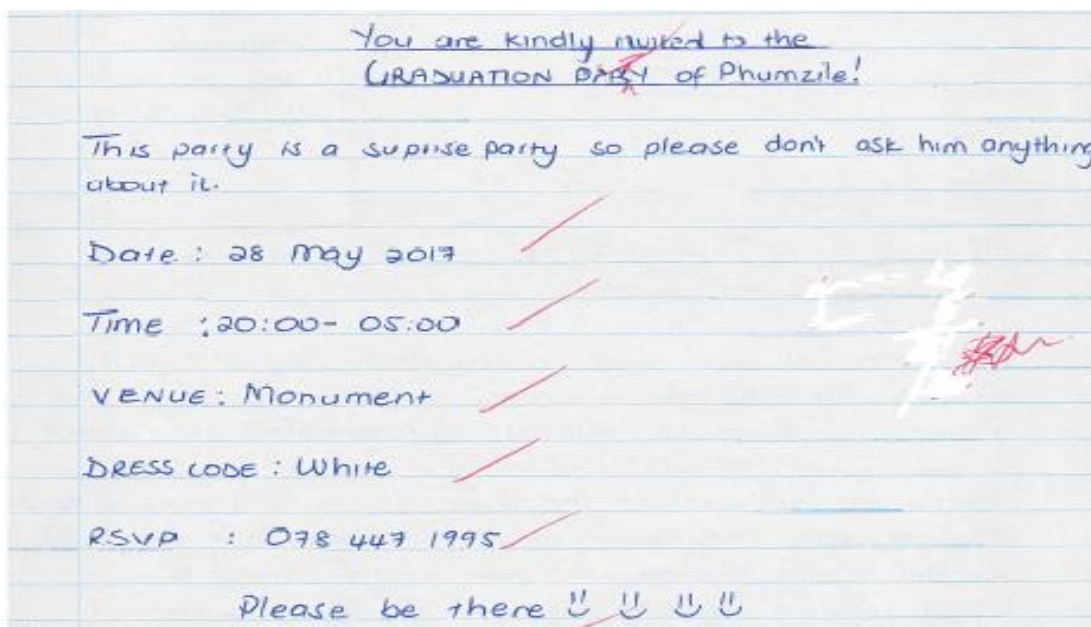
Assignment Number 4: Friendly letter



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed friendly letter, criteria to genre fulfilled.	3
Stages	Background, well developed stages.	2
Phases	Topic sentence, setting the scene well set with exposition.	2
Field	Detailed knowledge of topic.	2
Tenor	Consistently objective.	2
Mode	Good range of written language, some spoken.	2
Lexis	Good range of the appropriate lexis.	2
Appraisal	Wide variety of objective appraisal.	3
Conjunction	Satisfactory use of conjunctions sequencing of ideas.	2
Reference	Clear reference to people and things.	2
Grammar	Satisfactory range of written grammar.	2
Spelling	Frequent spelling, no spelling errors.	3
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, paragraphs used for the different phases and stages.	3
Total		32/42

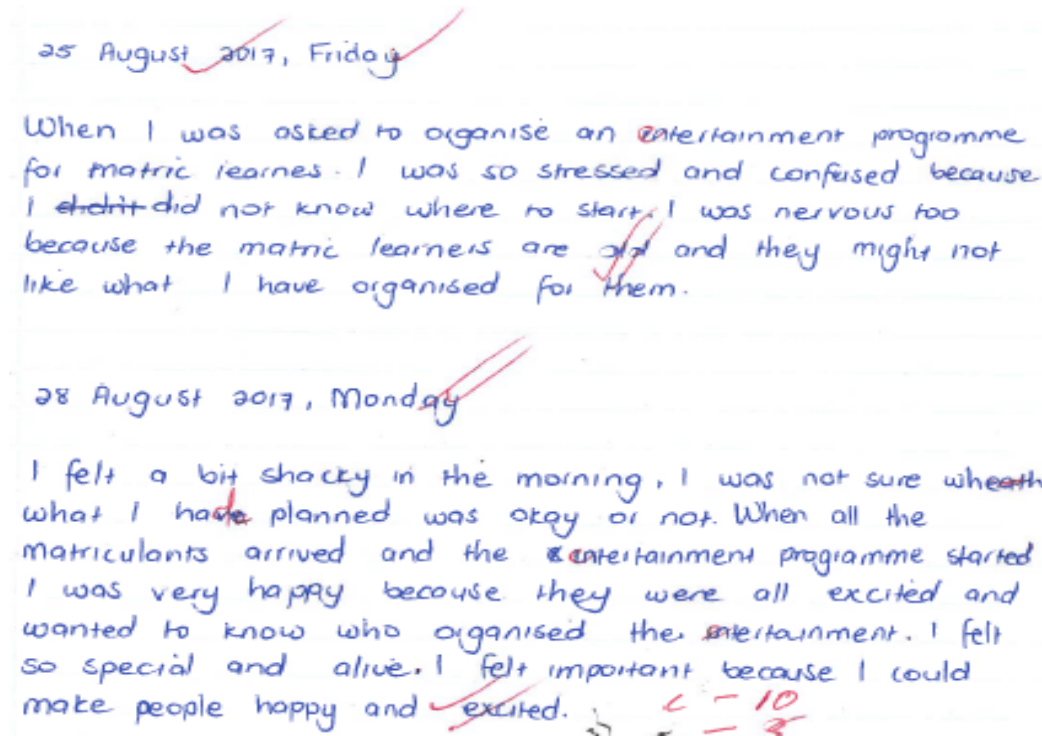
Assignment 5: Formal invitation to a graduation party



Analysis of the work above:

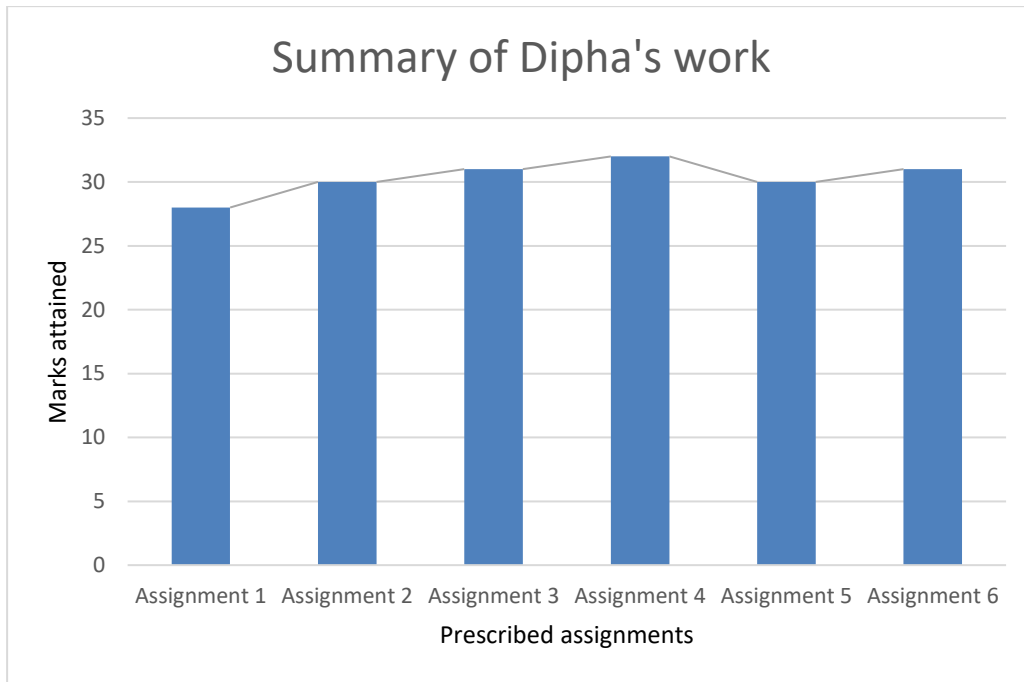
	R2L Descriptor	Score
Genre	Genre expectations fulfilled.	2
Stages	Background well illustrated in the heading.	2
Phases	The three phases, purpose, time and venue all illustrated.	2
Field	Detailed knowledge of topic.	3
Tenor	Consistently objective.	3
Mode	Good range of written language.	2
Lexis	Frequent lexis used.	2
Appraisal	Fair range of appraisal	2
Conjunction	Limited conjunctions	1
Reference	Clear reference to people and things.	2
Grammar	Good range of written grammar.	2
Spelling	One spelling error.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible, well-formed letters. Handwriting well shaped, paragraphs used.	3
Total		30/42

Assignment 6: Diary entry



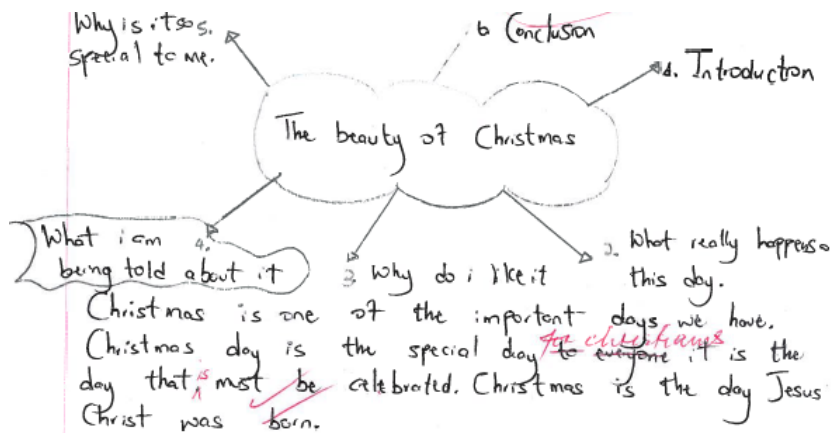
Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed personal reflection of events, genre requirements fulfilled.	3
Stages	Background well developed in first entry.	3
Phases	The occurrence of events well set in entry one and two.	3
Field	Detailed knowledge of topic.	3
Tenor	Consistently subjective.	2
Mode	Good range of written language, some spoken	2
Lexis	Satisfactory range of the appropriate lexis.	2
Appraisal	Good range of appraisal	2
Conjunction	Reasonable use of conjunctions to structure the entries.	1
Reference	Clear reference to things and people.	2
Grammar	Good range of written grammar, some grammatical errors	1
Spelling	Frequent spellings, few spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-structured entries and dates.	3
Total		31/42



Focal learner #10: Lise: Assignments and analyses of work

Assignment 1: The beauty of Christmas. Discuss.



On this day young and old, are celebrating the day of ~~birth~~ Jesus Christ. The beauty of Christmas comes in many ways. On Christmas day small children are wearing new clothes and looking beautiful and also the old people (some of them) are wearing their new clothes.

What I really like about the Christmas day is that we always spend it with my loved ones, sharing stories or being told the old memories of our grandma.

My grandmother always says Christmas is no longer ~~the~~ the old days, but I do not understand what she is trying to say but she says in the old days when it was Christmas they would wake up very

early to see look at the sun playing she says the sun was like a coloured ball, it was changing ~~from~~ ~~to~~ looking like red from red to blue. All the bright colours of the sun was looking like that.

When I woke up on Christmas day I would go to the kitchen and see my beautiful mom making food for the day, she is not like other moms she is aint perfect but when I look at her shining eyes I just see my paradise.

This day is the most important day. It is like getting family and friends close.

*less of narrative.
However, work on shortening your sentences. Grammar need attention.*

Analysis of the work above:

	R2L Descriptor	Score
Genre	Fairly developed narrative.	2
Stages	Background satisfactorily developed.	2
Phases	Historical stages fairly set with topic sentences and examples.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Highly subjective in reflections and reactions.	2
Mode	Range of written language resources.	2
Lexis	Moderate range of the relevant register.	2
Appraisal	Limited range of appraisal.	2
Conjunction	Moderate use of conjunctions to structure and sequence events.	2
Reference	Clear reference to people things and events.	2
Grammar	Moderate range of written grammar features, some problems.	1
Spelling	Frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation.	1
Presentation	Legible handwriting, paragraphs used to develop phases and stages.	2
Total		26/42

Assignment 2: My vision for the future

Question-1

5. My parents and family

6. Conclusion

1. Introduction

My vision of the future

4. Why I want to be successful

3. How do I get there?

2. What do I want to be in future?

Everyone has his or her visions of the future but surely in those visions there is ~~never~~ never a person who see him/her not being something in future.

In future I see myself being an educated ~~young~~ and successful young lady. I want to be well known ~~thru~~ through out the country. I want to be an individual doing my own things ~~in~~ on my own time. But ~~most~~ most importantly I want my parents to see me in the future and get the chance of telling them how grateful I am for them for sending me to school.

I come from a poor family, where we have no respect from the place we are staying. I want to lift my family name high and get all the respect that we never had.

I want to become a doctor in order for me to be a doctor I have to work very hard focus on my books and I must be sure that I do every school work that I am required to do.

In future I see myself driving a fortune car, I want to make a history in my family and community. I really want to make my parents very proud of me.

As I am coming from a poor family, I want to build my parents a big huge house and buy them whatever they need just to show to them how much they mean to me and how grateful to have them as my parents.

Getting married or having children is the last thought in my visions, but as a human being you need someone who you can cry to. I pray to God that he keep my parents and see me in the future when I am a successful woman.

Good discussion

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed reflective essay.	2
Stages	Background fairly set, record of intentions and wishes.	2
Phases	Different stages well set highlighting different thoughts.	2
Field	Fair knowledge of topic.	2
Tenor	Largely subjective reflections and reactions.	2
Mode	Satisfactory range of written language.	2
Lexis	Moderate range of sophisticated lexis.	2
Appraisal	Fair range of appraisal.	2
Conjunction	Moderate use of conjunctions for sequencing and structuring scenes.	2
Reference	Clear use of reference to things, people and events.	2
Grammar	Satisfactory range of written grammar, a few problems.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-formed letters, paragraphs for stages and phases of text.	2
Total		28/42

Assignment 3: My beautiful dream



First of all there is a difference between a dream and a goal; in order for one to have a goal or achieve a goal he or she must dream first. A dream I would describe it as something that is being visualised first and a goal is something that you act on.

My dream as a matric student is to pass with flying colours at the end of the year so that I could go on further my studies at a university. I want to have good marks so I can have ~~bursaries~~ ^{bursary}.

Since I come from a family that knows very well about poverty, I dream of taking my family

away from that situation. I dream of becoming a successful woman who will take care of her family without any ~~doubt~~ or depending on some other people. I want my family to be very proud of having me, in fact I want my parents to see me more than just a blessing I want them to not ^{to} see me as someone who brought ~~struggle~~ ^{unpleasant} in their lives.

I dream of becoming an independent woman I want to be the kind of woman who does not lean on people everytime and I want to be the woman of my words. I also wish to travel ground the world to explore different things in life.

In order for me to be a successful woman in life I need to pass my matric first and then after the matric I must go and study at ^{uni}versity and get qualifications and after that I would be able to get the job that I want and do the things that I like like helping people as I want to study for law.

My beautiful dream is to be something in life and take care of my family, because they raised me so hard and what I had gone through I don't do not want my children one day to go grow as I did I want their childhood to be the best thing ever.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed account of genre.	3
Stages	Background well developed, record of stages.	2
Phases	Life stages of progress well set out with topic sentences and arguments, with thoughts restating the theme.	2
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently subjective, evaluates reflections and reactions.	2
Mode	Good range of written language.	2
Lexis	Fair range of written lexis.	2
Appraisal	A variety of appraisal.	2
Conjunction	Good range of conjunction.	2
Reference	Clear reference to people and things.	2
Grammar	Good range of written grammar features, a few problems.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible handwriting uses paragraphs for stages and phases of text.	3
Total		30/42

Assignment 4: Friendly letter

79 Nomyayi Street
 Extension 9
 Grahamstown
 4139
 17 August ✓

Dear Dipro ✓

I hope you are doing great, and I also hope your family members are doing well too.

My friend I am writing this letter to celebrate with you the greatest achievement that you ~~had~~ ^{have} achieved. I am so proud of you, I knew that you will pass your driver's licence test. But my friend I want to tell you ~~this~~ ^{that} since you passed your driver's licence test that does not mean you are the master of the road or vehicle. I want you to drive safely when you are driving, you must not ignore the roads instructions. You must not use your cell phone while driving, or eating while driving those things may disturb you. Also you ~~must~~ shall never drink and drive. I do not ^{you} want to loose ^{you} at all so be careful my friend.

Your friend ✓

Siydise ✓

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed friendly letter.	2
Stages	Satisfactory background, set out, record of stages.	2
Phases	Stages clearly set out, theme of letter specified though at a the wrong place.	2
Field	Fair knowledge of the topic.	2
Tenor	Consistently subjective.	2
Mode	Moderate range of written language, some spoken.	2
Lexis	Limited range of technical lexis.	2
Appraisal	Moderate range of subjective appraisal.	2
Conjunction	Limited range of conjunctions use for structuring and sequencing events.	2
Reference	Clear reference of things and people.	2
Grammar	Moderate range of written grammar.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-shaped letters, paragraphs for phasing and staging.	3
Total		29/42

Assignment 5: Obituary

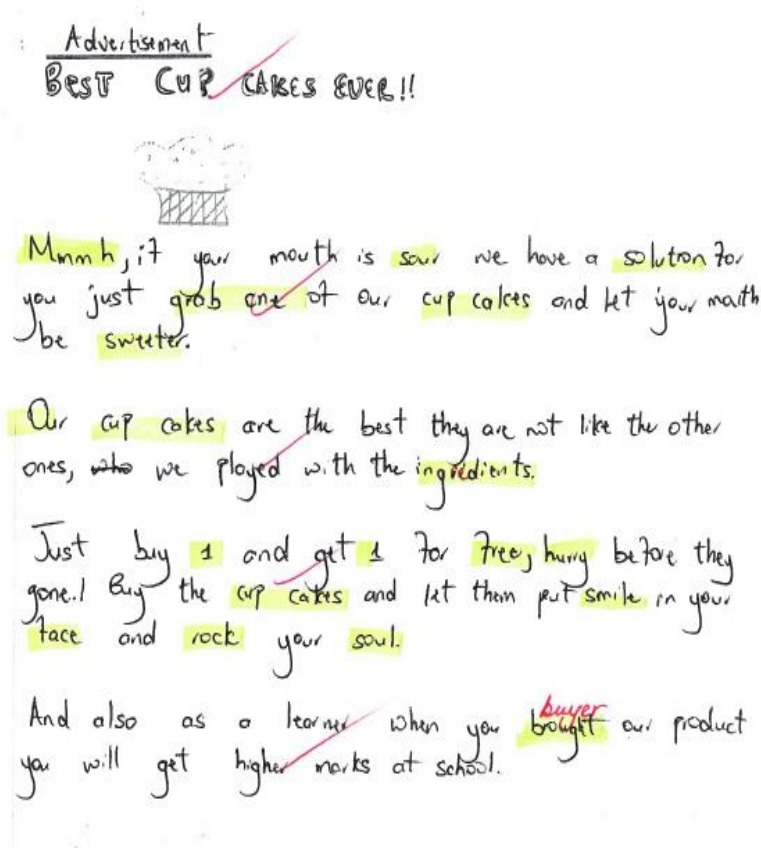
2.3 Obituary

The person lying here is Mvuzi Mvuzi who was born on the 28 of February 1973. He was born in Port Elizabeth. His parents are Nokuthula Rembe and Mawondile Mvuzi who are no longer with us. Mvuzi studied his lower grades at Fumisukoma Primary school in Port Elizabeth and upper grades in Ndyabo Senior Secondary school. After he passed his matric he went to Rhodes University, where he focused on his dream of becoming a health care worker. After few years ago he fulfilled his dream and became a health care worker. In our community he played a huge role, he was a good role model to us he made health care services in our community. He changed many childrens souls and lives. He wasn't a person who was sick, we were set shocked when he was ill, the doctors pointed that it was a bad flue. We will always remember the good work he always done for us. May his soul rest in peace.

Analysis of the work above:

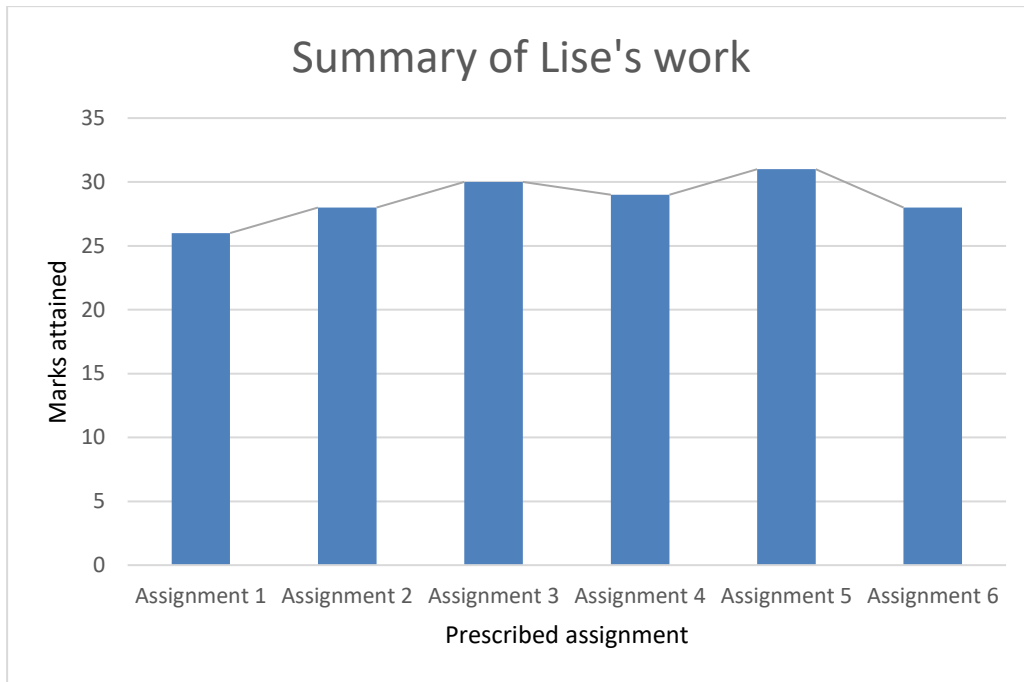
	R2L Descriptor	Score
Genre	Fairly developed obituary, giving a synopsis of the deceased's life and achievements.	2
Stages	Background well developed, record of stages of achievements in life.	2
Phases	Different stages of Mvuzi's life outlined.	2
Field	Detailed knowledge of the topic.	3
Tenor	Consistently objective.	2
Mode	Good range of written language.	2
Lexis	Satisfactory range of written lexis.	2
Appraisal	Wide range of appraisal.	2
Conjunction	Limited use of conjunctions to structure and sequence events.	2
Reference	Clear reference.	3
Grammar	Good range of written grammar.	2
Spelling	Frequent spelling, no spelling errors.	3
Punctuation	Clear and simple punctuation, use of punctuation conventions.	2
Presentation	Legible handwriting, clear handwriting.	2
Total		31/42

Assignment 6: Advertisement



Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed genre with attention grabbing headline, meeting the demands of genre.	2
Stages	Background well developed.	2
Phases	Well outlined phases on how the cakes are the best.	2
Field	Satisfactory knowledge of genre.	2
Tenor	Consistently subjective.	2
Mode	Fair range of written language.	2
Lexis	Satisfactory range of lexis.	2
Appraisal	Minimal range of subjective appraisal.	2
Conjunction	Limited use of conjunctions to sequence and structure the advertisement.	2
Reference	Clear reference to people and things.	2
Grammar	Fair range of written grammar features with few problems.	2
Spelling	Many frequent words used, one spelling error.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Well-shaped handwriting, paragraphs for phases and stages.	2
Total		28/42



Focal learner #11: Vuyo: Assignments and analyses of work

Assignment 1: Reflective: At last I finally got what I want

At last
~~Success~~ ~~My wish~~
 At last I finally got what I want.
~~free some struggles~~
 road to success

Everyone in life has her/his wish. ~~As I'm~~ I'm also one of them I had my wish of going to university and study medicine. I always wanted to help people who are sick and I (always) wanted to put my family at a high standard.

When I was doing my matric things at home were not good there was no money no everyone my parents where not working I was the only one who was going to school. When I had passed my matric I had to go to work because ~~there~~ ^{there} was no money for me to go to ~~university~~ university so I had to go and do some piece jobs so that I can ~~save~~ save some money for the registration of the University. I worked very hard and did ~~all~~ ^{kind} of my jobs and earned every good money ~~but~~ but that was not enough because I had to work for everyone at home and also for my registration fees. When I had finished ~~work~~ my jobs at that time atleast ~~say~~ I made my self ~~a~~ ^{some} money ~~in~~ ^{to the tune of} worth R4500 and my registration fee was R3000 so I had to pay for ~~so~~ that I can be able to go to the University and study medicine.

Still
 But that was not enough because I had to pay for my studies, so I had to go and look for a job while I ^{was} in University. I ~~found~~ ^{found} a job at a restaurant which ^{was} near the University so I had to work as nightshifts so that I can ~~attend~~ my ~~class~~ classes in the morning and in the afternoon.

One day when I was working a man came to me and said to me I am going to be his ~~waiter~~ waitress and he ^{was} going to ~~pay~~ ^{pay} me a good tip. I agreed because I really needed the money, so the man kept on coming to this restaurant and I ~~felt~~ fell in love with him so keep on dating and he paid all my fees at the University and I had ~~to~~ study my medicine and became a Medical Doctor and I uplifted my ~~home~~ home to the high level.

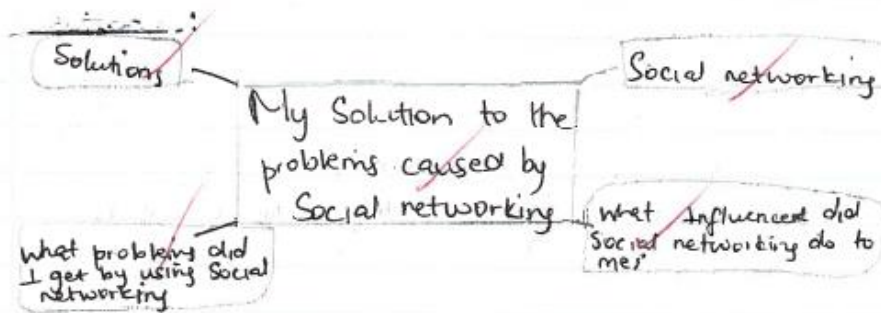
visit []

*Good Piece language well used
 Keep working you will improve
 Sentences need to be shorter
 You must not use more than
 two conjunctions in one
 sentences.*

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed narrative.	2
Stages	Background satisfactorily developed, record of life events.	2
Phases	Reasonable outline of life reflection set out in stages.	2
Field	Satisfactory knowledge of topic.	2
Tenor	Largely subjective, evaluates reflections and reactions.	2
Mode	Fair range of written language resources.	2
Lexis	Fair range of written lexis.	2
Appraisal	Good range of written appraisal.	2
Conjunction	Fair range of conjunction use, sequencing of thoughts and life stages.	2
Reference	Clear reference of people and things, little extended reference.	2
Grammar	Satisfactory range of written grammar.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible handwriting, uses paragraphs for stages and phases.	2
Total		28/42

Assignment 2: My solutions to the problems caused by social networking.



Social networking is the most common drug in the world. It is the one that damages children's brain because ^{they} children love social networks very much, ~~I was~~ I'm one of them who ^{have been} ~~are~~ influenced by social network.

I got influenced by social network ~~base~~ because of so many things. firstly social network has the application that ~~is~~ whatsapp. whatsapp help us to communicate with our families who are far away from us. Whatsapp also help us because ~~it~~ in whatsapp there are whatsapp groups which ~~in there~~ ^{where} ~~the~~ ^{where} ~~are~~ ^{are} people who are there to help us with the knowledge or helps us with some other ~~st~~ stuff. Secondly social network has internet ^{and} internet ~~some~~ most of the time it helps us with some school work when we are struggling ~~to do them~~, it helps us with ~~a~~ rease research and the best information we want. Thirdly there are ~~so~~ so many application that social networking has like facebook, ~~face~~ in facebook we see so many things, we hear about the ~~news~~ ^{of what is} ~~that~~ are happening in the ~~west~~ whole world

facebook is more like a gossip column.

I am addicted to whatsapp and facebook. ~~Everyth~~ Everytime I touch my phone or someone's phone I go to those two application. they are my drug. Because ~~through~~ on facebook I read so many story stories about people's lives bad and good lives, ~~about~~ ^{and} how ~~stet~~ they grow up and some other stuff. On whatsapp I ~~take~~ talk with my friends, ~~to~~ family and some other people everyday. I go to ~~stet~~ sleep in the middle of the night because of ~~th~~ these social networks.

My solution to these social networks is to delete them out of my phone because ~~there~~ they are distracting ~~me~~ ^{distracting me} and my studies because every day I ~~don't~~ ^{not} read, I am always on the phone. My other solution is to get ~~ready~~ ^{rid} of the cellphone when I am about to write my exams or to switch it off and ~~give~~ ^{give} it to my parents when I am about to read my books. ~~It~~ that will help me ~~to~~ ^{to avoid} ~~having~~ social networking problems

[Words = 284]

*Well improved and keep it up -
Attend to spellings, use of
conjunctions and sentences
construction. We need to shorten
the sentences.*

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactory development of genre and discussion of social networks.	2
Stages	Background fairly developed lack of a broad definition of social network.	2
Phases	Fairly set out discussion, some examples.	2
Field	Moderate knowledge of the appropriate language of the topic.	2
Tenor	Highly subjective, evaluates reflections and reactions.	2
Mode	Moderate range of written language resources.	2
Lexis	Limited range of technical lexis.	2
Appraisal	Moderate range of subjective appraisal.	2
Conjunction	Limited range of conjunctions outlining different thoughts on social networking.	2
Reference	Clear reference to people, things and situations.	2
Grammar	Moderate range of written grammar.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Simple sentence punctuation used, weakly managed.	1
Presentation	Legible handwriting uses paragraphs for stages and phases.	2
Total		27/42

Assignment 3: A moment of truth that changed me.

Not needed
 Look then It was Saturday afternoon I was sitting at home with my family. My mother was ~~at~~ ⁱⁿ the kitchen busy preparing lunch for us. After some time she called us for ~~supper~~ ^{lunch} we went to dig in. ~~At~~ ^{Our} ~~supper~~ ^{lunch} time meal, my father choked his food and that was the end of his life. My soul was or let me say my heart was shattered, my life was miserable. My mother made me her slave, ~~She~~ she was abusing me, but at that moment I did not see that as abuse I thought she was grooming me to be a better person. *This paragraph too long. It required shortening*

Mid-~~time~~ ⁱⁿ year of 2010 I was doing grade 10 at Mount Arthur Girl's high school in Keshyfiere. It was a boarding school and I was staying there. ~~and~~ ^{with} My mother had two daughters that were also in the school as me, and they were also doing the same grade but we were in different classes. My mother used to come to school and bought so many ~~time~~ things for them, but ~~for me~~ nothing. ~~I~~ ^{for me} ~~used to~~ ^{would} play pray but it seemed like my prayers were not being received by God. I ended up dropping ~~at~~ ^{out of} school because I did not have enough things that were needed at school.

After
 I ~~drop~~ ^{was} dropped out of school then I went to the streets to make a living by huckling. I was enjoying the street life but at some time it was a horrible life going to the dustbin to look for some food. It was so embarrassing. ~~Until~~ ^{One day} I met a gentleman that took me to his home and gave me life. This gentleman was my brother, son of my late father, he then told me that that evil woman that was treating me so badly was not my mother. That moment of truth really changed me. *Well written and emotionally touching. Improve the way you structure the sentences. Also attend to punctuation. Excellent piece.*
 Word [300]

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed genre.	2
Stages	Fair development of the narrative with some topic sentences.	2
Phases	Phase to build up complication fairly structured leading to resolution discovery of truth.	2
Field	Satisfactory knowledge of topic.	2
Tenor	Consistently subjective-evaluates causes and effects.	2
Mode	Range of written language.	2
Lexis	Satisfactory range of lexis.	2
Appraisal	Variety subjective appraisal.	2
Conjunction	Limited range of conjunctions, structuring and sequencing problems in the narrative.	2
Reference	Clear referencing to people and things.	2
Grammar	Moderate range of written grammar features, some problems.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Simple sentence punctuation, some errors.	2
Presentation	Legible, well-formed handwriting uses paragraphs for phases and stages.	2
Total		28/42

Assignment 4: Dialogue

Dialogue

(I am the one who saw what was happening here)

Principal: My girl what was happening here?

Londi: Sorry Sir I was busy eating my lunch here when I had someone screaming I ran to see what was happening when I got there I saw Sibebelwe beating up Zandile and that he was on top of her I tried to stop him but he didn't want to stop what he wanted was to beat me but I ran away

Mr Mthwa: Why didn't you go and report this to your teacher

Londi: Sorry Sir when I was about to call Mr Mantsini our class teacher he was already in his way sir so I told him every thing.

Mr Mthwa: What were they fighting about?

Londi: Well Sir Zandile is Sibebelwe's girlfriend so sir I had that she cheated on him so that is why they are fighting

Mr Mthwa: Oh well thank you my girl I will sort this out

Londi: It my pleasure Sir
word: [143]

Analysis of the work above:

	R2L Descriptor	Score
Genre	Fairly structured conversation meeting genre requirements.	2
Stages	Satisfactorily developed synopsis and re-evaluation.	2
Phases	Dialogical stages well set out.	2
Field	Satisfactory of knowledge of the topic.	2
Tenor	Consistently objective evaluation.	2
Mode	Satisfactory range of written language, some spoken.	2
Lexis	Moderate range of technical lexis.	2
Appraisal	Fair variety of subjective appraisal.	2
Conjunction	Moderate range of conjunction connecting the dialogue.	2
Reference	Clear reference to people and events.	2
Grammar	Good range of written grammar, some spoken.	2
Spelling	Frequent words used, no spelling errors.	2
Punctuation	Clear simple sentence punctuation.	2
Presentation	Legible handwriting uses paragraphs to separate speakers and for stages and phases.	2
Total		28/42

Assignment 5: Friendly letter

2013 J. Street Taiti location
 P.O Box 776
 Grahamstown
 6139.
 29 August

Dear Sharon

Sharon I hope that you are doing fine actually I know that you are okay. Thank you about the previous letter that I got from you.

My friend I heard that you have passed you driver's license test, I am so happy for you I thought you not going to pass it since you didn't need for it. Well done my friend I am so happy for you. I just want to advice you about important of observing road safety. When you are driving your cars make sure your seatbelts are on you and make sure that you are not driving your speed is limited every time you drive, always look on the road when you are driving. Drinking and driving is not accepted because you will get arrested if you drink alcohol whilst you are driving.

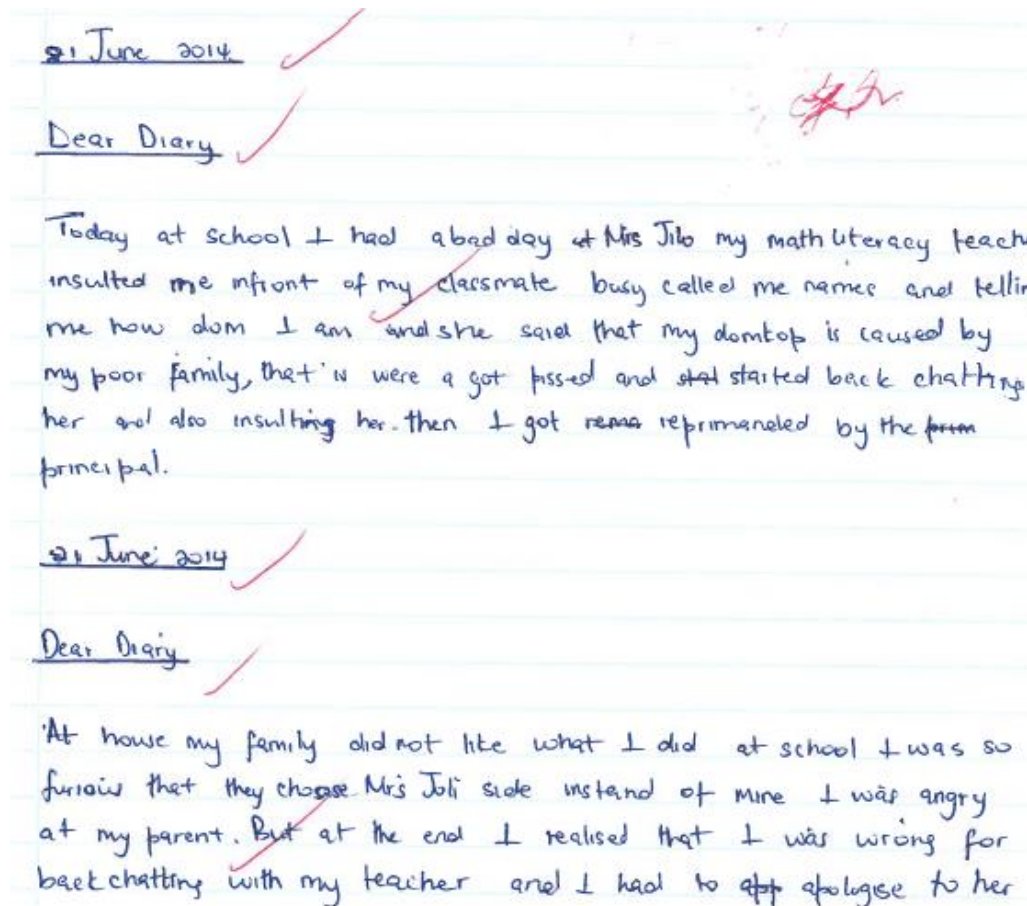
I hope that what I have said to you will be always in your mind. Have a happy driving

Yours faithfully
 S. Ceshembu

Analysis of the work above:

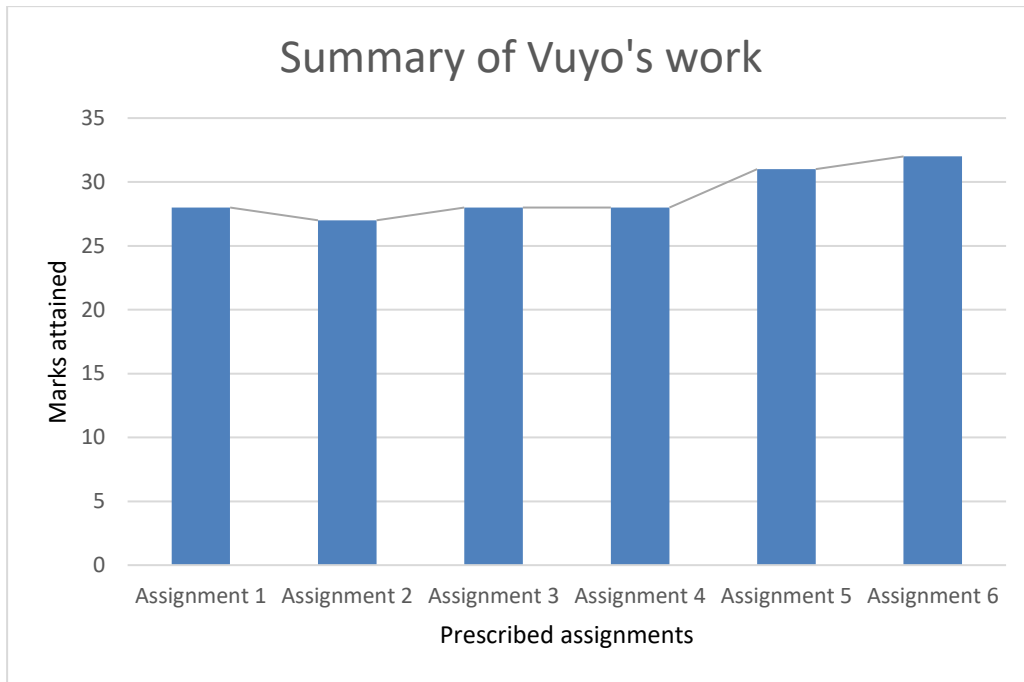
	R2L Descriptor	Score
Genre	Satisfactory knowledge of genre.	2
Stages	Background fairly developed outlining the purpose of letter.	2
Phases	Developmental stages following congratulatory message.	2
Field	Fair knowledge of the topic.	2
Tenor	Consistently subjective in comments.	2
Mode	Good range of written language.	2
Lexis	Satisfactory range of appropriate vocabulary.	2
Appraisal	Moderate range of appraisal.	2
Conjunction	Limited use in the use of conjunction to sequence and structure ideas.	2
Reference	Clear reference to people and things.	3
Grammar	Good range of written grammar, some problems.	2
Spelling	Frequent used, no spelling errors.	3
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-formed letters, uses paragraphs for stages and phases.	3
Total		31/42

Assignment 6: Diary entry



Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed account of personal reflection.	3
Stages	Background well illustrated record of stages.	2
Phases	Personal thoughts well outlined in the two entries.	3
Field	Satisfactory knowledge of the topic.	2
Tenor	Consistently subjective.	2
Mode	A balance of written and spoken, satisfy needs of genre.	2
Lexis	Good range of appropriate lexis.	2
Appraisal	Satisfactory range of subjective appraisal.	2
Conjunction	Minimal use of conjunction.	2
Reference	Clear reference to people and things.	2
Grammar	Satisfactory range of written grammar.	2
Spelling	Frequent vocabulary used, no spelling errors.	3
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting, well-illustrated entries.	3
Total		32/42



Focal learner #12: Neli: Assignments and analyses of work

Assignment 1: Argumentative: Reducing the speed limit on all roads is the best way to reduce fatal road accidents. Discuss.

"Reducing the speed limits on all roads is the best way to reduce fatal accidents."

Even though I agree that reducing speed limits can help in reducing fatal road accidents but this is not all. ✓

Despite speed limiting, driving under the influence of alcohol and drugs is the other cause of road accidents. Many people think that drinking alcohol whilst driving is being perfect or maybe being cool but they forget that if someone is drunk she/he loses control of everything and that is how drunk people ~~get~~ be involved in accidents. In as much as, there are laws limiting speed, there should also be laws to control people who drink and drive and also faulty vehicles. ✓

Another ~~causes~~ ~~is~~ that ~~causes~~ fatal accidents is driving under stress and also driving potholes. A person who is stressed is not supposed to be driving because if someone is thinking too much ~~one~~ forgets about what is going on at that moment and start thinking deeply until something bad happen if you are driving. I suggest that if a person is ~~is~~ stressed ~~he~~ must avoid driving. Also potholes ~~is~~ ~~one~~ ^{all causes} of the problems that we have and the only solution to that is to talk to the Municipality and explain that ~~potholes~~ are causing this and that ~~is~~ in our ~~life~~. ✓

In conclusion I advice that we should also pay attention to other causes of road accidents not speed limiting only. Potholes, Drinking under the influence of alcohol, driving under stress are also causes of ~~fatal~~ road accidents ✓

Analysis of the work above:

	R2L Descriptor	Score
Genre	Satisfactorily developed argument in line with genre requirements.	2
Stages	Introduction, topic sentences, arguments fairly presented.	2
Phases	Reasonably organized stages of the genre, with examples.	2
Field	Comprehensive knowledge of the topic.	2
Tenor	Consistently objective, uses examples that are authentic.	2
Mode	Comprehensive range of written language.	2
Lexis	Good range of the appropriate lexis in the field.	2
Appraisal	Satisfactory range of appraisal used.	2
Conjunction	Good range of conjunctions for structuring and sequencing ideas.	2
Reference	Clear reference to scenes, people and things.	2
Grammar	Good range of written grammar.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Clear simple sentence punctuation.	2
Presentation	Legible, well formed handwriting uses paragraphs for various stages and phases.	2
Total		28/42

I went to the river ~~at~~ that morning singing ~~one~~ song one after another. They were all about asking God to help. I saw three mangoes, ~~three mangoes~~ in a tree. I wanted to pick them but they fell into the river then I told my self I ~~want~~ let them go I jumped in to the water and followed the mangoes, they went under the water and I went after them.

Suddenly I was in a palace, it was a palace of a sea king. The sea king was sitting in the middle and pointed at me ~~and~~ he asked why did I come here. I started to think to my self, ~~what is this is the light?~~ I was praying for them ~~and~~ I smiled and told the king that my people back at home are hungry we need food to eat.

The king stood up and went to a big shelf ~~and~~ he opened it and ~~took~~ ~~a~~ the wooden spoon and told me that it will feed ~~me~~ and my people. He showed me how to ~~held~~ ~~up~~ the spoon and food was all over the palace. I took the spoon and went back home and called all people ~~and~~ I held up the spoon and there was food for everyone, they ate ~~and~~ ~~ate~~ they song and danced.

I looked up to the sky and I said.
At last....

Excellent piece of creative work. Sentences need to be shorter.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Well-developed narrative historical tale fitting genre requirements.	3
Stages	Background well developed, record of stages.	2
Phases	The various stages, introduction, setting, complication and resolution satisfactorily set out.	2
Field	Comprehensive knowledge of genre, imaginative plot, resolution theme of overcoming hunger.	2
Tenor	Readers engaged through characters reactions and reflections to hunger, building tension released through solving the drought problem.	2
Mode	Good range of written language, some spoken.	2
Lexis	Satisfactory range of appropriate lexis.	2
Appraisal	Good range of both objective and subjective appraisal.	2
Conjunction	Satisfactory range of conjunctions structuring and sequencing tale.	2
Reference	Clear reference to people and things.	3
Grammar	Good range of written grammar features, some spoken.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Clear simple sentence punctuation.	2
Presentation	Legible, well formed handwriting uses paragraphs for stages and phases of the tale.	3
Total		31/42

Assignment 3: My beautiful dream

11 My beautiful dream.

Dreams are always with us to give us directions, sometimes to motivate us in doing something that will make our lives better. In some cases dreams are true and sometimes are not.

This sentence is too long. It has to be shortened.

I always dream of ~~me~~^{myself} in a better place with people I love, having all that I want and in this dream I still have both my parents with me, I know that will happen and I always pray for that to be like that. So as I was saying with me having everything but I was not having an affair that is the only thing that was missing in my life and did not think about it. Then I saw my self ^{old} in the shops going around with nothing to buy I was window shopping, then came along this ^{young man} who was handsome, tall and dark, he came to me and I was so not in the good mood to talk with him but we ended up having a nice conversation.

Then After a few hours I told him that I was in a c... I had to go back home and he was ^{at night} ~~at day~~ with that, we exchanged numbers and I left. All the way to my house I was thinking about him I don't know why but he was in my mind. I got home then went straight to my room, I ~~kept~~ ^{tried} down then started to think about my day. I was ~~disturbed~~ by my phone, a message from him. I did not believe what I was reading, the guy told ~~me~~ that he loved me and he wanted to spend the rest of his life with me. That moment I knew my life was about to take a big step, I was going to get married! and that morning my alarm went off I opened my eyes and it was all a dream, My beautiful dream.

Everytime I think about this dream because I really want to be here all I had in my dream and I know that I am going to get them and at the right time.

Will tried You need to write short sentences. Punctuation need maximum attention. Lastly paragraphs need attention. They are too long.

300 words.

Analysis of the work above:

	R2L Descriptor	Score
Genre	Fairly developed genre.	2
Stages	Background well developed outlining a series of thoughts.	2
Phases	Reflective phases of a dream tale, problems leading to tension, resolution getting married.	2
Field	Good introduction of the tale in dream, complication, resolution as conclusion.	2
Tenor	Readers engaged through the reader's narration of dream, how problems built tension and resolution.	2
Mode	Satisfactory range of written language resources.	2
Lexis	Good range of lexis building setting and events.	2
Appraisal	Good range of appraisal mainly characters feelings.	2
Conjunction	Satisfactory range of conjunctions, structuring tale and sequencing plot.	2
Reference	Clear reference to people, things and events in the tale.	2
Grammar	Satisfactory range of written grammar features, some spoken.	2
Spelling	Frequent words used, some spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible handwriting, well-shaped letters, paragraphs used to organize ideas in stages and phases.	3
Total		29/42

Assignment 4: Formal letter

8114 Transit Camb
 Crahamstown
 b139
 05 September

Mr Glaze D'chings
 P.O BOX 17
 Crahamstown
 b140

Dear sir

Buying of the 1989 Streetcar

I saw your advertisement and I am interested in purchasing the bicycle. However I have a problem with the price. Looking at the items there are so many things that are old for example, knikes, pedals and shock.

I am still at school I cannot afford to pay R1600 I would like us to negotiate an affordable price.

I want this bicycle because it will help me when I am going to school. Therefore I will paint it so that it looks good and I can also change the brakes so that it would be safe to cycle to school.

I will be very happy to hear from you soon. My contact details are: 084 847 955.

Yours faithfully
 Akhona Burneli
 Burneli.

Analysis of the work above:

	R2L Descriptor	Score
Genre	The criteria for genre has been met since the letter is written in a business and polite manner.	3
Stages	Background, complication and resolution fairly constructed.	2
Phases	The specific details of the buyer are included in the different phases.	2
Field	Detailed knowledge of the topic.	3
Tenor	Consistently objective.	2
Mode	Good range of written language resources, some spoken.	2
Lexis	Satisfactory range of appropriate lexis for the subject.	2
Appraisal	Good objective appraisal.	2
Conjunction	Limited range of conjunctions of structure and sequence of facts.	2
Reference	Clear reference of people and things and people	3
Grammar	Satisfactory range of written grammar features, some spoken.	2
Spelling	Frequent words used, no spelling errors recorded.	3
Punctuation	Simple sentence punctuation.	2
Presentation	Legible handwriting uses paragraphs for stages and phases, accurate salutation.	2
Total		32/42

Assignment 5: Obituary of Mthimkhulu Mabuza

Obituary of Mthimkhulu Mabuza 26 April 2016

It is with deep sadness that the activist has passed away - Mthimkhulu Mabuza on Sunday, 10 April 2016.

He passed on peacefully in the company of his family around 00h50.

The man who was to become one of the world's greatest icons was born in Transit, Grahamstown (Eastern Cape) on 27 May 1919, to Noseko Maki and Michael Mabuza.

When he was only 25 years old his attention was on social issues such as HIV and AIDS and the wellbeing of the nation's children. He started to fight for their rights and formed the prestigious group called 'We are One' to help address major causes of human suffering and promote the shared interests of humanity.

On the 16 July 1957 Mabuza and Mandi Moss were married at a local Mashu Church. They had two children, Zinei (1959) and Eanote (1961).

Mabuza is survived by his wife Mandi, two daughters and 7 grandchildren.

Rest in Peace. Nqonde, Togu, Lawu.

See
Work
Keep a

Analysis of the work above:

	R2L Descriptor	Score
Genre	The text meets the requirements of the genre.	3
Stages	Background of the life of Mabuza well defined in stages.	2
Phases	The phase outlining the history of Mabuza has been placed in different phases of the obituary.	2
Field	Detailed knowledge of the topic.	2
Tenor	Good range of resources to engage the reader.	2
Mode	Good range of written language resources.	2
Lexis	Satisfactory range of lexis building on the life and achievements of the late Mabuza.	2
Appraisal	Good range of the writer's appraisal mainly the writer's feelings.	2
Conjunction	Fair range of conjunctions sequencing life history and achievements.	2
Reference	Clear reference to the main character and things.	2
Grammar	Good range of written grammar features, some spoken.	2
Spelling	Frequent words used, no spelling errors.	3
Punctuation	Simple sentence punctuation used.	2
Presentation	Uses paragraphs for phases and stages, well-shaped letters, legible handwriting.	3
Total		31/42

Assignment 6: Instructions

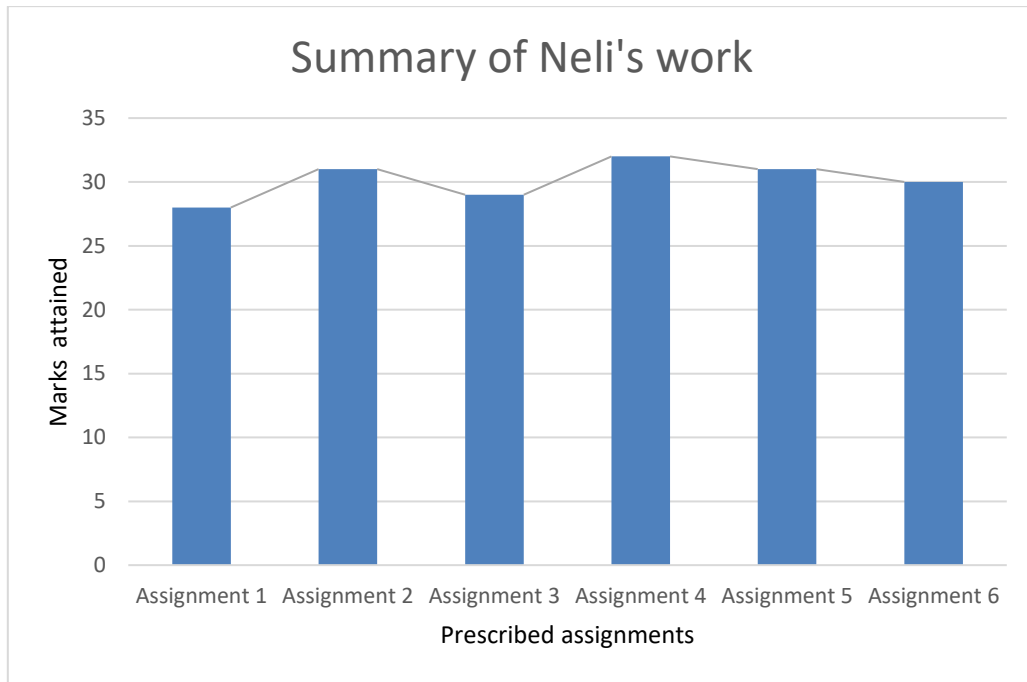
Instructions

It is important to know your dreams and goals in life, all those will help and encourage you to do good in this life. This month I know you are about to write your exams let me give you tips on how to prepare for an examination.

- Make a study table for yourself.
- Study hard and take a break every time you are studying.
- Eat healthy.
- Wake up early and be prepared.
- Get enough sleep.
- Spend time with people who will help you.

Analysis of the work above:

	R2L Descriptor	Score
Genre	The point form set of instructions satisfies the demands of the genre.	3
Stages	Background, complication, resolution well illustrated in the set of instructions.	3
Phases	Phases of instructions well organized as points.	2
Field	Satisfactory knowledge of the theme.	2
Tenor	Consistently objective.	2
Mode	Good range of written language.	2
Lexis	Good range of the appropriate lexis.	2
Appraisal	Variety of objective appraisal.	2
Conjunction	Minimal use of conjunctions to organize text.	1
Reference	Clear reference to people and things.	2
Grammar	Good range of grammar features, some spoken.	2
Spelling	Many frequent words, some spelling errors.	2
Punctuation	Simple sentence punctuation used.	2
Presentation	Legible handwriting, illustrations written in point form.	2
Total		30/42



APPENDIX B: Letter of credentials



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

EDUCATION DEPARTMENT
Tel: +27 (0) 46 603 8383
Fax: +27 (0) 46 622 8028
PO Box 94, Grahamstown, 6140
E-mail: education@ru.ac.za

To whom it may concern

Dear Sir or Madam

Candidate: Mataka Tawanda Wallace Student Number: G12M6045

This letter is to confirm that Tawanda Wallace Mataka is a registered PHD candidate in the Education Faculty at Rhodes University. He has been registered for a Doctor of Philosophy degree.

Tawanda Wallace Mataka is a PHD candidate 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 has obtained clearance from Rhodes University and from the Provincial Department of Education.

Tawanda Wallace Mataka will be required 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 Higher Degrees Committee on the 14th of July 2016. The proposal complied with the ethical clearance requirements of the faculty of Education

Yours sincerely

Professor E M Mgqwashu

046 603 8698

APPENDIX C: Letter to principal



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

The Principal

EDUCATION DEPARTMENT
Tel: +27 (0) 46 603 8383
Fax: +27 (0) 46 622 8028
PO Box 94, Grahamstown, 6140
E-mail: education@ru.ac.za

REF: Permission to conduct a PHD research at your institution

I Mataka Tawanda Wallace G12M6045 am seeking permission to conduct research in your school. I am a PHD candidate whose research project is titled: **Reading to Learn for Secondary Schooling: An Interventionist Action Research Study within a South African Under-Privileged Setting.** The project is concerned with how teachers teaching methods of English enables success of failure in their studies. I would like to involve Grade 11 whom I will take to Grade 12 till the time they will be writing their trial examinations in term 4. I shall be teaching applying the Rose (2005) Reading to Learn approach to develop the scholarly literacy levels of the learners. I shall be monitoring the following in the process: reading ability, reading with comprehension, answering of questions and writing of creative pieces of work and functional writing, oral and independent writing.

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

Should you wish to get more information concerning the subject, you can contact my supervisor Professor EM Mgwashu of the Faculty of Education, Rhodes University, Grahamstown.

All contact details are in the letter head above.

Thank you.

Yours faithfully

Mataka Tawanda Wallace

Declaration

..... (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.



SIGNATURE OF HEAD.

18/02/2015

DATE.