

**AN INVESTIGATION INTO THE EFFECT OF AN EXTENSIVE READING
PROGRAMME ON BILINGUAL GRADE 3 LEARNERS' READING ATTITUDES IN
TWO PRIMARY SCHOOLS IN GRAHAMSTOWN**

A thesis submitted in fulfilment of the requirements for the degree of

**DOCTOR OF PHILOSOPHY
OF
RHODES UNIVERSITY**

BY

SIBHEKINKOSI ANNA NKOMO

**Supervisors: Prof Monica Hendricks
Dr Madeyandile Mbelani**

ABSTRACT

The focus of this study is to explore formative intervention of a bilingual Extensive Reading Programme (ERP) in two Grade 3 classes in Grahamstown, South Africa. ERP involves access to large quantities of reading materials for pleasure and to reading opportunities (Bamford & Day, 2002; Krashen 2004). The current focus on measurable reading achievement in clearly defined areas such as vocabulary, fluency and comprehension has resulted in reduced attention towards the affective component in relation to literacy development, and links attitudes to reading success. This study helps to fill this gap by examining the effect of an ERP on the reading attitudes of Grade 3 learners. The study draws on Cultural Historical Activity Theory (CHAT) to make sense of learning and social change through mediation, scaffolding, interaction and collaboration learning. The ERP is located within a broad framework of literacy and incorporates a balanced reading approach implemented in an informal reading setting so as to motivate, encourage and nurture reading for enjoyment. This formative intervention used expansive learning cycles to develop a responsive ERP that was implemented and evaluated to investigate its effects on learners' reading attitude. There were three phases (pre-, during- and post- intervention) that were designed over 31 weeks where rich, qualitative data was collected from questionnaires, observations, learners' drawings and interviews. To make sense of this data, concepts from CHAT such as contradictions, expansive learning, double stimulation, transformative agency and sustainability were used (Engeström & Sannino, 2010; Haapasaari & Kerosuo, 2015; Saninno, 2015). In addition, Mathewson's (1994) reading attitude model addressed the attitudinal aspects of the study whilst a multimodal social semiotic perspective (Kress & Van Leeuwen, 1996) was used to analyse learners' drawings.

The findings of this study demonstrate the effectiveness of combining top-down and bottom-up reading methodologies. In both research sites there was appreciable change in the number of books learners read. Learners also began to volunteer to read and participated in book talks. Through access to a variety of reading materials and reading opportunities, learners demonstrated agency, criticising some ERP practices and modelling new ways, thus claiming and sustaining the reading programme. Being provided with a safe, informal learning context where reading was presented as a social activity, learners gained confidence, engaged in meaningful discussions and improved their self- esteem. Finally, learners continue to access these resources even beyond the research programme.

DECLARATION

I, Sibhekinkosi Anna Nkomo, student number g12t1820, declare that this thesis entitled “**An investigation into the effect of an extensive reading programme on bilingual Grade 3 learners’ reading attitudes in two primary schools in Grahamstown**” is my own work. All the sources I have used or quoted have been duly acknowledged in the references. This thesis has not been submitted before for any degree or examination in any other university.

Signature

Date:

ACKNOWLEDGEMENTS

“We will help people to help themselves”.
(Will Keith Kellogg Foundation’s philosophy).

Firstly, I would like to thank the W.K. Kellogg Foundation for Southern Africa for financially supporting my studies for the entire three years. I would also like to acknowledge the Career Wise Team who worked so hard as the middleman between my scholarship funders and myself.

“Even if it is a little thing, do something for those who have need of help, something for which you get no pay but the privilege of doing it.”
(Albert Schweitzer)

Secondly, I would like to thank my supervisors, Prof. Monica Hendricks and Dr Madeyandile Mbelani, both of whom have worked very hard in making this journey a success. I really appreciate their insightful comments, constructive suggestions in shaping this study and above all their encouragement and patience.

Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved. (Mattie Stepanek)

I am sincerely appreciative of the generosity of organisations such as Biblionef SA who donated the reading books that were used in this research project. I wish to thank a number of individuals that I worked with at different phases of the study: these include Gladys Tyatya and Thulani Kate who were part of the research team as assistants; Yanga Sitshana; John Blouw; Noma Mtshizana and Buyile Sambu, who helped me with transcribing and translation of the isiXhosa field data.

“Education offers the best opportunity for really improving one generation over another.” W.K. Kellogg

My deep thanks go to the school Principals, teachers and parents who granted me permission to conduct this study. Thanks too, to the participants of the study for their commitment and contribution in making the study a success.

“I expect to pass through this world but once. Any good therefore that I can do, or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.”
(William Penn)

Finally, I would like to express my deepest appreciation to my family. Thank you to my husband Dion Nkomo, our children Nothando and Thando for their patience and understanding over the past three years as I constantly took our family time working on this thesis. Your words of encouragement motivated me to keep going, especially when the path seemed unending and with hurdles at times, still you kept me going, thank you.

DEDICATION

To my late father, Obert Godfrey Tshuma.

TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION	iii
ACKNOWLEDGEMENTS.....	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
TRANSCRIPTION CONVENTIONS.....	xiii
ACRONYMS AND ABBREVIATIONS.....	xiv
CHAPTER 1: INTRODUCTION.....	1
1 INTRODUCTION.....	1
1.1 MOTIVATION FOR AND BACKGROUND OF THE STUDY	1
1. 2 THE STATE OF LITERACY IN SOUTH AFRICA	2
1.2.1 READING INTERVENTIONS IN THE FP IN SOUTH AFRICA	5
1. 2. 2 READING CHALLENGES IN THE PRESENT CONTEXT	10
1.3 RATIONALE AND SIGNIFICANCE OF THE STUDY.....	14
1.4 RESEARCH OBJECTIVES	16
1.5 RESEARCH QUESTIONS	16
1.6 HYPOTHESIS OF THE STUDY.....	16
1.7 CHAPTER SUMMARY AND THE STRUCTURE OF THE THESIS.....	17
CHAPTER 2: LITERATURE REVIEW	18
2.1 INTRODUCTION.....	18
2. 2 READING THEORIES.....	18
2.3 A BALANCED READING APPROACH INFORMING THE ERP	21
2.3.1 TEACHER AND LEARNERS' ROLES IN AN ER PROGRAMME.....	25
2.4. EXTENSIVE READING AS A STRATEGY TO IMPROVE AND NURTURE READING	28
2.4.1 THE DEVELOPMENT OF READING COMPREHENSION, READING SPEED, AND READING FLUENCY.....	29
2.4.2 GAINS IN VOCABULARY KNOWLEDGE	30
2.4.3 IMPROVEMENT IN WRITING	31
2.4.4 IMPROVEMENT IN READING MOTIVATION AND READING ATTITUDES	32
2.5 CONCEPTUALISATION OF ATTITUDES.....	33
2.5.1 FACTORS CONSTITUTING LEARNERS' READING ATTITUDE.....	34
2.6 THE IMPORTANCE OF READING ATTITUDE.....	36

2.7 RESEARCH ON READING ATTITUDE THAT SITUATES THE STUDY.....	38
2.8 LIMITATIONS OF PREVIOUS STUDIES OF ER AND ATTITUDES	40
2.9 SUMMARY.....	41
CHAPTER 3: THEORETICAL FRAMEWORK	42
3.1 INTRODUCTION.....	42
3.2. CULTURAL HISTORICAL ACTIVITY THEORY TO EXPLORE AND ANALYSE THE ERP	42
3.2.1 FIVE PRINCIPLES OF CHAT AND THEIR APPLICATION IN THE STUDY	43
3.2.2 GENERATIONS OF CHAT AND THEIR APPLICATION IN THIS STUDY	46
3.2.3 THE ACTIVITY SYSTEM OF THE STUDY	48
3.3 EXPANSIVE LEARNING THEORY.....	51
3.4 THEORETICAL CONCEPTS CRITICAL FOR THE STUDY AND THEIR RELEVANCE.....	52
3.4.1 MEDIATION	53
3.4.2 THE ZONE OF PROXIMAL DEVELOPMENT (ZPD)	54
3.4.3 MORE KNOWLEDGEABLE OTHER.....	56
3.4.4 SCAFFOLDING.....	56
3.4.5 DOUBLE STIMULATION	58
3.4.6 TRANSFORMATIVE AGENCY.....	59
3.4.7 SUSTAINABILITY	60
3.5 SUMMARY.....	61
CHAPTER 4: METHODOLOGY	63
4.1 INTRODUCTION.....	63
4.2 METHODOLOGICAL FRAMEWORK.....	63
4.3 RESEARCH PARADIGM	64
4.3.1 MIXED METHOD RESEARCH: QUALITATIVE DOMINANT MIXED METHODS RESEARCH	66
4.3.2 APPLICATION OF QUALITATIVE AND QUANTITATIVE APPROACH IN THE STUDY.....	68
4.4 CASE STUDY	70
4.5 RESEARCH SITE DESCRIPTION	71
4.5.1 PARTICIPANTS OF THE STUDY.....	72
4.6 RESEARCH PROCESS.....	74
4.6.1 PHASE 1: PRE-INTERVENTION	75
4.6.2 PHASE 2: IMPLEMENTATION	76
4.6.3 PHASE 3: EVALUATION OF THE READING PROGRAMME.....	80
4.7. RESEARCH TOOLS.....	81
4.7.1 QUESTIONNAIRE	82
4.7.2 FOCUS GROUP INTERVIEWS AND DISCUSSIONS.....	83

4.7.3 DOCUMENTS.....	85
4.7.4 OBSERVATIONS.....	87
4.7.5 VIDEO RECORDING.....	88
4.8 DATA ANALYSIS.....	88
4.8.1 CONTENT ANALYSIS	89
4.8.2 ABDUCTIVE ANALYSIS	92
4.9 ETHICAL ASPECTS OF THE STUDY.....	94
4.9.1 VALIDITY.....	94
4.9.2 PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT	95
4.9.3 TRIANGULATION	96
4.9.4 RELIABILITY	97
4.9.5 GENERALISABILITY	98
4.10 SUMMARY.....	99
CHAPTER 5: DATA PRESENTATION: PRE-INTERVENTION PHASE.....	100
5.1 INTRODUCTION.....	100
5.2 ANALYSIS OF QUESTIONNAIRE, INTERVIEWS AND OBSERVATIONS USING CHAT	101
5.2.1 SURFACING RELATIONSHIPS AND TENSIONS WITHIN THE COMPONENTS OF THE ACTIVITY SYSTEM	101
5.2.2 PRIMARY CONTRADICTIONS	102
5.2.3 SECONDARY CONTRADICTIONS.....	106
5.2.3.1 TOOLS FOR THE CURRENT ACTIVITY SYSTEMS	106
5.2.4 TERTIARY CONTRADICTIONS.....	120
5.3 SUMMARY OF LEARNERS' PERSPECTIVES ABOUT READING.....	123
5.4 SUMMARY OF LEARNERS' PERCEPTION OF THEMSELVES AS READERS	132
5.5 INSIGHTS FROM THE PRE-INTERVENTION PHASE.....	134
5.6. SUMMARY.....	134
CHAPTER 6: IMPLEMENTATION PHASE: DATA PRESENTATION.....	136
6.1 INTRODUCTION.....	136
6.2 IMPLEMENTING AN ERP AS A FORMATIVE INTERVENTION	136
6.3 MEDIATION TOOLS FOR THE READING PROGRAMME	136
6.3.1 The ERP	136
6.3.2 The reading resources and the language range	137
6.3.3 Language as a mediating tool	139
6.3.4 The research team	139
6.3.4 Division of labour within the ER programme.....	140

6.4 CREATING A COMMUNITY OF READERS THROUGH CLW	141
6.4.1 Change Laboratory Workshop 1: Creating a safe learning Environment	142
6.4.2 Change Laboratory Workshop 2: Choosing books for individual reading	147
6.4.3 Change Laboratory Workshop 3: Reading as a continuous fun activity	149
6.4.4 Change Laboratory Workshop 4: Comprehension and Summarising.....	151
6.4.5 Change Laboratory Workshop 5: Managing Reading	155
6.4.6 Change laboratory Workshop 6: Managing reading through reading logs	159
6.4.7 Change Laboratory Workshop 7: Dealing with Challenging Vocabulary	160
6.4.8 Change Laboratory Workshop 8: Individual motivation session	162
6.5. EMERGENCE OF LEARNERS' TRANSFORMATIVE AGENCY IN ERP.....	164
6.6 AGENTIVE ACTIONS IDENTIFIED THROUGHOUT THE IMPLEMENTATION PHASE	164
6.6.1 RESISTING THE INTERVENTION.....	165
6.6.2 CRITICIZING THE ERP PROCESSES AND HIGHLIGHTING THE NEED FOR CHANGE.....	167
6.6.3. COMMITTING AND TAKING CONSEQUENTIAL ACTION	175
6.7 SUMMARY OF NUMBER OF RECORDED ERP SESSION	180
6.8 RESEARCHER'S REFLECTION ON SELECTED LEARNERS	181
6. 9 SUMMARY.....	183
CHAPTER 7: PHASE 3 POST-INTERVENTION PHASE (CONSOLIDATION, EVALUATION AND REFLECTION)	
.....	184
7.1 INTRODUCTION.....	184
7.2 AN OUTCOMES-BASED EVALUATION OF THE ERP.....	184
7.2.1 OUTCOME 1: KNOWLEDGE.....	186
7.2.2 OUTCOME 2: ATTITUDES	188
7.2.3 OUTCOME 3: BEHAVIOURS.....	194
7.3 LEARNERS' EVALUATION OF THE ERP.....	203
7.4 LANGUAGE AS THE MEDIATING TOOL OF THE ERP	206
7.5 A SYNTHESIS OF THE FINDINGS IN RELATION TO READING ATTITUDES.....	207
7.6 SUSTAINABILITY OF THE READING INTERVENTION PROGRAMME.....	211
7.6.1 REPORTING TO THE SCHOOL PRINCIPALS AND TEACHERS.....	211
7.6.2. COMMUNITY INVOLVEMENT.....	214
7.6.3 CELEBRATING THE SUCCESS OF THE READING INTERVENTION PROGRAMME	215
7.6.4 WORLD READ ALOUD DAY	217
7.6.5 EXPANDING/ CONTINUING THE READING PROGRAMME	218
7.7 SUMMARY.....	219
CHAPTER 8: DISCUSSION AND CONCLUSION.....	221

8.1 INTRODUCTION.....	221
8.2 RESEARCH QUESTIONS ANSWERED.....	221
8.2.1 FIRST RESEARCH QUESTION.....	221
8.2.2 SECOND RESEARCH QUESTION.....	224
8.2.3 THIRD RESEARCH QUESTION	225
8.3 SYNTHESIS OF THE FINDINGS.....	227
8.4 SELF REFLEXIVITY: MY ROLE AS INTERVENTIONIST/RESEARCHER.....	229
8.5 LIMITATIONS OF THE STUDY.....	233
8.6 IMPLICATIONS.....	234
8.7 RECOMMENDATIONS FOR FUTURE RESEARCH	234
8.7.1 RECOMMENDATIONS BY LEARNERS.....	234
8.7.2 RECOMMENDATIONS BY THE RESEARCHER	235
8.8 SUMMARY OF LESSONS LEARNT FROM IMPLEMENTING THE ERP	238
8.9 CONCLUSION.....	240
REFERENCES.....	241
APPENDICES.....	263

LIST OF TABLES

<i>Table 1: Descriptive features of FP Literacy classroom (Hoadley, 2016).....</i>	<i>12</i>
<i>Table 2: Contrasting intensive and extensive reading (Adapted from Day & Bamford (2002)</i>	<i>23</i>
<i>Table 3: Five principles of CHAT established by Engeström (2001)</i>	<i>44</i>
<i>Table 4: Activity System.....</i>	<i>49</i>
<i>Table 5: The process of expansive learning</i>	<i>52</i>
<i>Table 6: Characteristics of interpretivism.....</i>	<i>65</i>
<i>Table 7: Total number of participants per school</i>	<i>72</i>
<i>Table 8: Criteria for choosing select learners.....</i>	<i>73</i>
<i>Table 9: The Reading Programme book stock.....</i>	<i>77</i>
<i>Table 10: Planned outline of the reading session.....</i>	<i>80</i>
<i>Table 11: Sample population for the Post-Intervention Questionnaire</i>	<i>81</i>
<i>Table 12: Number of learners that responded to the questionnaire</i>	<i>83</i>
<i>Table 13: Summary of the steps for making sense of learners' drawings (Haring & Sorin, 2014)</i>	<i>91</i>
<i>Table 14: Matrix of attitude towards reading using Mathewson's tripartite model.....</i>	<i>93</i>
<i>Table 15: Subjects of the study</i>	<i>100</i>
<i>Table 16: Information of selected learners.....</i>	<i>101</i>
<i>Table 17: Learners' response to Section B: Concept as a reader.....</i>	<i>102</i>
<i>Table 18: Example of two learners' reading (I helped learners to read the underlined words)</i>	<i>103</i>
<i>Table 19: Example of a learner's reading (not part of the selected learners) (Site A - 2 June, 2015)...</i>	<i>122</i>
<i>Table 20: Example of a learner's reading (not part of the selected learners) (Site B - 4 June, 2015)...</i>	<i>122</i>
<i>Table 21: Learners' response to Question 9.....</i>	<i>129</i>
<i>Table 22: Summary of CLW that were conducted throughout the study</i>	<i>142</i>
<i>Table 23: Learner participation in the Post-Intervention Questionnaire.....</i>	<i>185</i>
<i>Table 24: Learners' response to Question 5.....</i>	<i>190</i>
<i>Table 25: Summary of total attendance during Term 3.....</i>	<i>198</i>
<i>Table 26: Summary of total attendance during term 4</i>	<i>198</i>
<i>Table 27: Summary of Phase 1 findings.....</i>	<i>223</i>
<i>Table 28: A summary of my observation of the learners' reading attitudes, self-efficacy, their book choices (genre) and their language preferences for these books during the implementation phase of the programme.....</i>	<i>224</i>
<i>Table 29: A summary of how the design features and process of the ER programme expanded learners' reading attitude.....</i>	<i>226</i>
<i>Table 30: Learners' response to Question 9.....</i>	<i>235</i>

LIST OF FIGURES

<i>Figure 1: An efficient model of extensive reading implemented in the study</i>	25
<i>Figure 2: Division of roles in an ER programme (Schoenbach, Greenleaf & Murphy, 2012)</i>	26
<i>Figure 3: The benefits of extensive reading (Krashen, 2004, p.17)</i>	29
<i>Figure 4: Structure of a human activity system (Engeström, 1987)</i>	47
<i>Figure 5: Two interacting activity systems as a model for the third generation activity theory (Engeström, 1999)</i>	48
<i>Figure 6: Visual representation of the activity systems during the Pre-Intervention using Engeström's (1987) triangles</i>	50
<i>Figure 7: Visual representation of the activity system during the Implementation Phase using Engeström's (1987) triangles</i>	51
<i>Figure 8: Application of the expansive learning cycles in the study</i>	52
<i>Figure 9: Research Process</i>	81
<i>Figure 10: Site A: School Library</i>	107
<i>Figure 11 Drawings emphasising learners' language preferences</i>	115
<i>Figure 12: Samples of drawings by learners from Site A reading with adults</i>	117
<i>Figure 13: Examples of drawings by frustrated learners from Site A</i>	120
<i>Figure 14: Drawings depicting reading as a social Practice (Site A)</i>	125
<i>Figure 15 A & B: Drawings depicting reading as a taught/learnt activity</i>	127
<i>Figure 16: Drawing of a learner expressing his love and hate relationship with reading (Site B)</i>	129
<i>Figure 17: Sample drawings from Site A and B showing learners reading alone</i>	131
<i>Figure 18: Learners reading a short story book in isiXhosa titled Ukuhlanjwa kwempahla</i>	138
<i>Figure 19: Rules from both research sites</i>	144
<i>Figure 20: Extensive Reading Principles (Adapted from Day & Bamford, 2002)</i>	145
<i>Figure 21: Rose reading for a Grade R learner (3 September 2015)</i>	146
<i>Figure 22: Learners from both sites choosing books for individual reading (27 & 29 July)</i>	149
<i>Figure 23: Sample of a response letter from Site A (17 September)</i>	150
<i>Figure 24: Learners enjoying their own book choice, Site A (27 July)</i>	151
<i>Figure 25: Example of the retelling strategy</i>	153
<i>Figure 26: CLW Site A (8 September)</i>	156
<i>Figure 27: CLW Site B (1 October)</i>	156
<i>Figure 28: Site A learners filling in their reading logs (3 November 2015)</i>	160
<i>Figure 29: Learners creating their word wall</i>	161
<i>Figure 30: Site A, one on one intervention (13 October 2013)</i>	162
<i>Figure 31: Research assistant reading with the learners</i>	163
<i>Figure 32: Learners reading silently</i>	174
<i>Figure 33: Learners from both sites marking the attendance register</i>	178
<i>Figure 34: Site A learner recording books taken out (24 November)</i>	179
<i>Figure 35: Reading programme celebrations</i>	216
<i>Figure 36: PGCE Intermediate Phase student reading aloud for learners from Site A</i>	217
<i>Figure 37: Foundation Phase learners in picture 1 and Intermediate and Senior Phase learners in picture 2 (Site B)</i>	218
<i>Figure 38: Learners receiving the additional book donation</i>	218
<i>Figure 39: Learners reading with the PGCE volunteering students</i>	219

TRANSCRIPTION CONVENTIONS

Highlights in bold: Indicate important information in a quotation.

(Italics): Italicised text in text boxes or quotation marks is translated text into English.

(Text): A text in normal font enclosed in a text box indicates excerpts from the researcher's journal

(): Underlined words in excerpts are words that I assisted learners with reading.

T: Teacher

R: Researcher

RA: Research Assistant

L: Learner

Lnrs: Learners

ACRONYMS AND ABBREVIATIONS

ANA- Annual National Assessments

CAPS- Curriculum Assessment Policy Statement

CLW- Change Laboratory Workshop

DoBE- Department of Basic Education

DoE- Department of Education

EC- Eastern Cape

ER- Extensive Reading

ERP- Extensive Reading Programme

FP- Foundation Phase

GADRA- Grahamstown Area Distress Relief Association (GADRA)

HL- Home Language

IP- Intermediate Phase

IR- Intensive Reading

L1- First Language

L2- Second Additional Language

LoLT- Language of Learning and Teaching

MKO- More Knowledgeable Other

MOI- Medium of Instruction

PGCE- Post Graduate Certificate in Education

ZPD- Zone of Proximal Development

CHAPTER 1: INTRODUCTION

1 INTRODUCTION

This chapter provides a brief background of what triggered the researcher to conduct this study (1.1). Firstly, I locate the study by presenting the state of literacy in South Africa and the challenges of developing literacy in this context and present relevant reading intervention programmes that have been implemented in the country to improve reading. Secondly, I discuss the rationale and significance of the study, explaining why the study is focused on literacy, and reading for enjoyment in particular. This is followed by the research objectives and the questions guiding this study. A hypothesis is provided so as to inform the reader about what the study investigated. The final section presents an overview structure of the thesis.

1.1 MOTIVATION FOR AND BACKGROUND OF THE STUDY

The trigger in conducting this study on extensive reading (hereafter, ER) defined as the reading of large quantities of material for information and for pleasure (Day & Bamford, 1998), emanates from the findings of my Master of Education research which was conducted in 2012–2013 with a group of Grade 3 learners at a school in Grahamstown. A reading club was designed and established at this particular school with the aim of improving learners' vocabulary. In summary, the results of that study pointed towards the need for learners (a) to be provided with opportunities to read for enjoyment and engage with meaningful and authentic texts; (b) to be allowed to make their own book choices; (c) to participate in large groups, small groups and individual activities to enable them to engage with a variety of texts; and (d) to encounter vocabulary in a variety of ways through multiple texts and genres (Tshuma, 2014). These results made me recognise the importance of an informal learning environment in language development and nurturing readers and as a result, I was interested to conduct this study and explore further the development of reading in a similar context.

The proposed study also takes into cognisance that complex learning takes time and involves multiple kinds of interaction with the text. As Au (1993) points out, literacy is not only about being able to read and write but also about the willingness to engage in literate behaviours like attempting to read, write and pay more attention when listening to stories. Overcrowded

classrooms, limited time and overloaded curricula make meaningful literacy education for all learners difficult to achieve and pose a challenge to maintain literate habits (Bush, Joubert, Kiggundu, & Van Rooyen, 2009). These are more likely to develop in a less formal space of an extra-mural reading programme as such skills and strategies are best learned in a community of practice where more knowledgeable others (MKO), both teachers and learners support and sustain each individual's development. Elley (2000) neatly sums up the challenges that learners face due to the dire state of their classroom as follows:

The typical Third World classroom still consists of an under-educated, underpaid teacher, in charge of 40-50 learners in a black overcrowded room, with bare walls and tiny blackboard. The learners are typically learning in a second or third language, by rote authoritarian methods, with the aid of a few textbooks, often of doubtful quality and marginal relevance to the learners' interests. There is no school or classroom library and virtually nothing of interest for the learners to read (p. 235).

The conditions stated by Elley in the above quotation are similar to my research site. As a result, within these constraints, through a formative interventionist approach, a bilingual after school ERP for Grade 3 learners was designed and implemented in two primary schools. This reading programme was informed by a balanced reading approach (Beard, 1998) and guided by a socio-cultural perspective of learning (Vygotsky, 1978), stressing collaborative learning, access to age-appropriate reading material in English and isiXhosa, talk about text, integration of reading, writing/drawing, and oral language. Implementing a reading programme of this nature, specifically sought to investigate the effects of an ERP on learners' reading attitudes as well as to instil a love of reading.

1. 2 THE STATE OF LITERACY IN SOUTH AFRICA

South Africa's education system is in crisis as reported in the 2013 ANA Diagnostic Report (DoBE, 2014); Fleisch (2008); Spaul (2011) and Pretorius, McKay, Murray & Spaul (2016) hence it gives high priority to the development of literacy among its population. The President, Jacob Zuma, has pledged his commitment to placing education at the centre of the government's programme and to raising reading levels at school (DoBE, 2011). However, this commitment is confronted with the challenge of improving the level of literacy in schools, especially in the Foundation Phase (FP), Grade R-3, and in historically disadvantaged schools (DoBE, 2014).

The Department of Basic Education (DoBE) in South Africa regards literacy as a critical foundational skill that is fundamental to all learning and is a key factor in a country's social and economic development (DoBE, 2014). UNESCO (2005) regards literacy as a fundamental human right as it has an impact on an individual's ability to participate in society and to understand important public issues. It also provides the foundation upon which skills needed in the labour market are built. Winch, Johnston, March, Ljungdahl & Halliday (2006) argue that literacy is integral to success in the modern society. Winch et al. (2006) propose that while it is a key component of the information revolution, literacy continues to pervade almost every area of social interaction including education, work, leisure, and communication. The school and the community can help learners develop strong literacy foundations and positive learning attitudes by providing access to books thereby creating a literacy-rich environment, supporting and constantly motivating children as they develop as readers (Pretorius & Currin, 2010). This will enable them to engage with the literacy demands of the curriculum and to participate effectively in a modern society.

Since the onset of democracy, South Africa has improved access to basic education. Before 1994, the school and university system was designed to serve the elite, which were a minority. Post 1994, education has become compulsory for all. However, the quality of education still poses a significant challenge. This is evidenced when reporting on the reading levels in South Africa, for example, with book titles such as "Primary Education in Crisis" (Fleisch, 2008), and newspaper headlines like "SA schools at rock bottom in international assessments" (Nkosi, 2012, *Mail & Guardian*); "EC schools' literacy shock" (Charter, 2016, *Daily Dispatch*).

The South African National Literacy Initiative which was launched by the Department of Education in 2000 estimates that there are at least three million people in the South African population who are completely illiterate (i.e. unable to read or write). There are millions more (estimates range from five to eight million) who are functionally illiterate (i.e. unable to function adequately in the modern world due to poor reading and writing skills) (ibid). According to the South African Book Development Council (SABDC) (2007), more than half of South Africa's adult population do not have any books in the home (p. 66). Only 26% read daily during their leisure time. Books amount to only 38% of reading matter. Such a context with adults who are deemed 'infrequent readers' (SABDC 2007, p. 53), is unlikely to produce learners who love reading.

In addition, South African learners' academic achievement, particularly in Grade 3 and 6, is low when compared with their counterparts globally and in other African countries which spend less on education and which have fewer resources (Spaull, 2011). The large-scale national systemic evaluation which was conducted by the Department of Education in 2001 in all nine provinces in South Africa, showed Grade 3 learners achieving a national mean of 38% for reading and writing in their home language (HL) (DoBE, 2002). In addition, the summary of 2012, 2013 and 2014 Annual National Assessments (ANA) gives a comprehensive picture of how South African learners are performing in Mathematics and Languages in particular, both nationally and provincially. Nationally, learners in the FP demonstrate low reading levels, poor reading skills, and poor comprehension in their HL, as reported in the 2013 ANA Diagnostic Report (DoBE, 2014).

At a provincial level, the ANA results indicate that the Eastern Cape (EC) Province is amongst the poorest performing provinces. Howie, Venter, Van Staden, Zimmerman, Long, Scherman & Archer (2007), state that learners in the EC are reading approximately 4 years behind international norms (32% of Grade 4 learners are illiterate, while 60% of these learners cannot read for meaning). Out of 23 districts in the EC, Grahamstown district where the study was conducted is also amongst the poorest performing districts (number 20) in Grade 3 HL (isiXhosa). The ANA analysis conducted by the Grahamstown Area Distress Relief Organisation (GADRA)- Education (Westaway, 2015), indicates that no-fee paying schools in Grahamstown are failing to attain a 60% competency in language as stated by President Zuma in the state of the nation address in 2010. In addition, research conducted by the Molteno project reveals that in the Eastern Cape, one out of three children at Grade 3 level is literate (www.molteno.co.za). These local results confirm the findings of international tests such as the Progress in International Literacy Study (PIRLS) (2006) (Howie et al., 2007). High failure and dropout rates in schools, therefore, continue to perpetuate a cycle of illiteracy, which has far-reaching economic and social consequences.

These consistently low literacy levels suggest that learners are starting off poorly in reading, and staying on a poor reading path, an indication that the literacy foundation on which learning is built is weak. Spaull, Van der Berg, Wills, Gustafsson, & Kotzé (2016) indicate that the problem originates from the way learners acquire their additional languages and the lack of

mastery of the HL at an earlier stage. These results also indicate that reading is more than simply a language issue, even when the language of learning and teaching (LoLT) is the HL, reading does not just happen, it needs to be explicitly taught and nurtured (Pretorius, 2014). As shown in the 2013 ANA Diagnostic Report (DoBE, 2014), weak literacy skills are also noticeable in the additional language (L2) offered in the Intermediate and Senior Phases.

In order to improve reading competence in South African schools, it is important to understand factors that hinder the development of literacy and avoid or lessen them where possible, at the same time nurturing those factors that promote literacy (Van der Mescht, 2013). The DoBE (2008) states that poor literacy is generally associated with a host of factors in and out of school, some of which include the socio-economic conditions that predispose poor children to print-deficient environments. Fleisch (2008) extends the reasons for low levels of literacy to the social backgrounds that do not always prepare learners for the literacy demands they confront in school. In addition, Barbari & Richter (2001), Fleisch (2008) and Boylan (2010) attribute poor literacy in South Africa to the rote teaching method, misinterpretation of the new curriculum, and poor subject knowledge by teachers among a host of other constraining factors. Of particular interest to the present study is the challenge that a lack of appropriate reading resources (in terms of topics, setting, vocabulary, language density, age) and in indigenous African languages may lead to a poor reading culture in many disadvantaged communities which might have a negative influence on reading attitudes. However, efforts have been underway to try and address these factors that hinder literacy developments in South Africa and the interventionist nature of this study is a way of investigating meaningful ways to redress the low literacy levels in South Africa.

1.2.1 READING INTERVENTIONS IN THE FP IN SOUTH AFRICA

It is clearly important that promotion of reading should be placed at the core of both formal and informal education in the South African context. The state of literacy discussed in Section 1.2 is an indication that reading interventions and campaigns should be put in place both in schools and communities. Researchers are constantly looking for ways to improve reading levels and attitudes, making the topic of ER essential for this study. A number of researchers (Pretorius & Currin, 2010; Nassimbeni & Desmond, 2011; Pretorius & Knoetze, 2012; Tshuma, 2014; Scheckle, 2014) have implemented reading intervention programmes in varying

learning contexts and the overall findings from these studies indicate that learners should be given access, opportunities to read what they choose as it leads to improved performance, motivation and satisfaction. Reading should be advocated as a pleasurable activity and as a valuable skill, in order to promote reading for pleasure.

In addition, there are various civil organisations, non-governmental organisations and private institutions and enterprises, such as Biblionef, Nal'ibali, (PRAESA), The African Story Book Project (SAIDE) making efforts to try and curb the illiteracy rates through programmes that encourage reading in schools and in communities. These organisations are filling a vital gap by providing books for children to read and teaching them how to read, a critical skill required for one to be fully fledged. They also make reading resources freely and equally accessible to learners of different demographic profiles. However, limited research has been documented regarding the benefits of such programmes. Below follows a brief summary of some of these literacy programmes which are relevant to the study as they are concerned with instilling the love of reading in children.

• *Biblionef*

This is a literacy initiative driven by an organisation called Biblionef (Retrieved July 26, 2016, from <http://biblionefsa.org.za/about-us/>). Briefly, Biblionef is a book donation organisation which provides books nationwide in any of the eleven official South African languages. The organisation works in collaboration with civil society organisations, the Department of Basic Education, teachers, schools, university and researchers to ensure that they properly distribute books to those in need of them in the language preferred and most relevant to the children. The organisation aims at making books available and accessible to children so as to nurture a love of reading. The guiding theory of the organisation is “that access and use of attractive age-appropriate books will have beneficial effects such as better literacy skills, the promotion of confidence and improvement in learning” (<http://biblionefsa.org.za/about-us/>). However, the disadvantage of Biblionef is that books are donated to schools for example, and not much follow up is carried out to see that books are being used. While there are books in some schools as I have observed, they are often locked away.

The ERP in this study relied mainly on books donated by Biblionef. The first donation was 123 books, both in isiXhosa and English (see Appendix 1A). To sustain the reading programme beyond the research, a second book donation of 200 books both in isiXhosa and English was made in May 2016 (see Appendix 1B).

• *PRAESA-Nal'ibali Reading Clubs*

Nal'ibali (isiXhosa for 'Here is a story') raises awareness of the importance of stories in a child's mother tongue from an early age. It recognises and respects the power and potential that parents, caregivers, and community-based organisations have in literacy development. The organisation supports and provides mentoring to and training of people countrywide who are interested in and passionate about storytelling, reading and writing with children. According to Nal'ibali's website, the organisation was inspired by a reading club in Cape Town which was initiated and supported by PRAESA since 2006. The aim of this campaign is to grow and nurture reading clubs across the country (Retrieved July 26, 2016, from <http://nalibali.org/about-us>).

Similarly, to Biblionef, Nal'ibali also promotes reading and writing in mother tongue languages. Both believe that, for reading to be meaningful and enjoyable, children and adults need to understand what they are listening to or reading about. Hence, the campaign provides multilingual stories and resources. Nal'ibali develops and distributes bilingual newspaper supplements with stories, story-related activities, guidance, tips and activities to share with children of all ages in all of the 11 official South African languages which include isiXhosa which is the language used as a medium of instruction in my research sites. The campaign extends to radio stations and digital platforms to inform, inspire and equip adults to engage with children using stories and reading (Retrieved July, 26, 2016, from <http://nalibali.org/about-us>). The limitations of Nal'ibali reading clubs is that many do not focus on a specific target group, making its effectiveness debatable. The reading clubs are mostly mixed, consisting of children coming from different schools, varying age groups and at different reading levels. This makes it difficult for those children who need extra support and attention to perform at the same levels with their peers.

Although the programme is much publicised, from my personal experience, schools and other communities are still reluctant to access these reading resources thereby disadvantaging the children. However, in this research study, I used the bilingual stories and short video stories provided by Nal'ibali. I also adapted their online reading tips and activities to share with my participants. These bilingual resources from Nal'ibali gave rise to tensions which are germane to the study discussed in Chapter 6 and 7.

• ***GADRA Education and Project Read***

In Grahamstown, where the study was conducted, there are two organisations working in partnership to improve literacy in schools, namely Grahamstown Area Distress Relief Association (GADRA) Education and Project Read. Most schools in the FP supported by GADRA Education use an approach to teaching reading called “Bridge to English”. Both schools in this study are in the GADRA Education programme. The programme is designed to deal with problems that speakers of African languages have in learning English (Retrieved July 26, 2016, from www.molteno.co.za). The programme focusses specifically on developing HL and second additional language (L2) through an initial emphasis of a phonics approach and later adopts a whole language approach. Also, through GADRA Education, in-service and student teachers get training and support on literacy development.

Project Read operates under the sponsorship of Comprehensive Literacy Outreach Programme, now in its sixth year. This initiative facilitates the promotion and implementation of literacy projects focusing on developing L2 in four schools including Site A in Grahamstown. It has a Volunteer Programme that supports the FP children in these sites through utilizing “Word Works” and “Shine Centre” methodologies developed in Cape Town which emphasise the phonics approach to reading. In 2016 there were approximately 170 children on the programme. Although this programme has a specific target group and also aims at developing struggling children's reading skills, the only limitation is that it does not involve teachers who are in a better position to understand learners' needs, and strategies that may help learners become readers.

• *Inkwenkwezi Society*

I include this initiative because of its existence at both research sites. Inkwenkwezi (isiXhosa for 'Star') society is an early childhood society based at Rhodes University which was formed in 2010. Through its volunteer-run paired reading programme, it strives to improve early childhood literacy in four disadvantaged schools in Grahamstown. The two schools in this study are in the Inkwenkwezi reading programme. Working closely with Nal'ibali, the society aims to incrementally ease English into the children's vocabulary by adopting a whole language reading approach. They believe that an increase in incrementally administered, well-instructed English will lead to an increase in academic proficiency. Volunteers spend an hour a week reading, writing and playing educational games with a child so as to encourage children to learn to love reading (Broomberg, 2013). However, the programme relies on university student volunteers only which is problematic, as not all volunteers are well-informed about reading theories and strategies. Some of these volunteers only rely on the initial training provided by the organisation which is inadequate for fully developing children's literacy skills. The programme is exclusive as it only focuses on proficient readers in isiXhosa or English.

In addition, as part of the broader strategies to improve literacy, the South African Department of Basic Education is at the implementation phase of a project conceptualised in 2014 (DoBE, 2014). This project also seeks to inculcate a culture of reading in schools through the establishment of reading clubs in selected schools. In addition, as a framework for improving language in the FP, the 2013 ANA Diagnostic Report (DoBE, 2014) expects learners in Grade 3 to read two to three books per week in the classroom. It also states that learners should be exposed to a large variety of fiction and non-fiction texts. Given the importance of English (L2) as the language of teaching and learning, the report recommends a targeted programme in which learners should be exposed to a variety of reading resources that cater to various reading levels and interest. However, this might be difficult to achieve as most schools are under-resourced and some have no libraries, like site B of this study (Chapter 4, Section 4.5) therefore, the provision of suitable reading material is a source of great concern (Nassimbeni & Desmond, 2011).

Furthermore, the DoBE (2008) in their attempt to remedy the low literacy rates in South Africa also identified six focus area requiring attention. These are: teacher competency; libraries;

teaching conditions; print environment; language issues and inclusive education (pp. 8–10). According to Nassimbeni & Desmond (2011), Non-Governmental Organisations are trying to bridge this gap by targeting libraries, teaching conditions and creating print rich environment by providing additional resources and making them accessible to schools and communities without libraries. The establishment of an ERP in this study was an effort to provide a print-rich environment for learners from two research sites in an attempt to remedy the low literacy rates by nurturing positive reading attitudes, thereby instilling a love for reading.

In sum, reading programmes that aim at improving reading and instilling the love for reading are currently being implemented throughout the country. Therefore, the intention of the reading programme established in this study is to contribute to ongoing national efforts of creating a reading culture and nurturing positive attitude towards so as to develop a reading nation.

1. 2. 2 READING CHALLENGES IN THE PRESENT CONTEXT

Learners in the current context are faced with a challenge of the Language of Learning and Teaching (LoLT). In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3 and they need to be able to read and write well in English (DoBE, 2012). Prior to Grade 4, the instruction is in the learner's HL, although at most schools English is taught as an additional language in the FP. Unfortunately, Spaul et al. (2016) state that many South African learners complete FP without being able to read properly in their home language, with little understanding of the language (English) in which they will be taught from Grade 4. In Grade 4, learners are expected to transition, not only from the use of the HL to use of English as the LoLT but also from learning to read to reading to learn (DoBE, 2008). Many learners are not afforded the opportunity of learning to read with fluency, accuracy, prosody and comprehension and as a result, by the end of Grade 4, many learners cannot read for meaning be it in their HL or in English (Spaul, 2016, p. 20).

The decoding skills which represent learning to read are supposedly developed in the HL in the FP and can be used in English in Grade 4 to access information from texts. By the end of Grade 3, vocabulary knowledge or lack thereof takes a toll on textual comprehension in English (DoBE, 2012). The ideal then is that by the end of Grade 3, learners have not only mastered the art of reading in their HL but also have an English vocabulary repertoire adequate for

reading in Grade 4 where English is the LoLT. However, South African schools are still performing below the standard set by the curriculum. This is evidenced in the findings of a study conducted in ten schools with Grade 4 learners in the EC which indicate that Grade 4 learners' knowledge of words requisite for reading to learn is low (Sibanda, 2014). Research demonstrates that chances for success in school greatly deteriorate if children cannot read well by the end of Grade 3. Chall & Jacobs (1983) noted that many low-income Grade 3 learners, reading at grade level experience a drop in reading scores by Grade 4. The researchers referred to this phenomenon as the fourth-grade slump, indicating that these learners fail to thrive and can no longer meet grade-level expectations. As a means of remediating these learners' reading problems, Flanagan (1995) states that children should be given opportunities to play with books and discover what books and written language are all about. They need exposure to reading and extensive practice in order to develop the skills necessary for other learning undertakings. In this way, they acquire decoding skills incidentally through immersion in print-rich environments. In addition, Ross (2006) states that children who are fluent readers will be more successful in school and as adults, but attaining that level of reading ability requires practice.

However, children from disadvantaged backgrounds have less access to reading material than do children from higher income families (Krashen, 2004). Many stay with parents who have little time or ability to read with their children. Also, their reading is affected by overcrowded classrooms and teaching reading in such conditions is very difficult. According to Spaull et al. (2016), many FP learners are in classes that exceed what is stipulated by the government that each class must have a maximum of 35 learners in Grade R-4. In the Eastern Cape where this study was conducted, between 10 and 15% of Grade 1–3 students are in extremely large classes with more than 60 children (Spaull et al., 2016, p. 11). This places poor and working class children at an enormous disadvantage in learning to read and write, and teachers cannot provide meaningful feedback and one on one instruction. In addition, Bloch (2007), points to the barrier to the development of reading literacy in primary schools in Africa as a consequence of the tyranny of the textbook, which relegates storybooks to supplementary and therefore non-essential and unimportant material (p. 53).

Furthermore, in many classrooms, and as presented in Chapter 5, teachers do not give precedence to other learning approaches that motivate learners to want to read and explore the power and value of stories and other texts. Noticeable in many FP classes and poor schools are

graded readers, more than varied story books to read for pleasure, which learners decode through intensive study and develop limited comprehension (Hoadley, 2016). This poses a challenge in the later grades when learners are required to read different types of text and apply their skills by writing in workbooks. In addition, there is a lack of authentic material that can expose learners to natural language and learners are given little or no opportunity to practice reading or engage with texts in meaningful ways (Ibid). As a result, when reading for pleasure was introduced in this study it was a new and exciting experience for the participants who had been previously deprived of exploring reading on their own as will be presented in Chapter 7. Table 1 provides a summary of a typical FP classroom as observed by Hoadley (2016).

Table 1: Descriptive features of FP Literacy classroom (Hoadley, 2016)

• Students have limited opportunities to handle books and bound material • Students mainly read isolated words rather than extended texts • Students mainly write single words and single sentences. There is very little writing of extended text. • Focus is on decoding texts rather than comprehension and reading for meaning • There is little or no elaboration on student responses • Learning is largely communalised • There is virtually no vocabulary and spelling development • There is little systematic teaching of phonics and decoding skills • Oral discourse predominates • There is a lack of (good) print material in classrooms • There is a shortage of sufficient texts at a range of reading levels, both ‘big books’ and graded readers
--

Although the phonics approach to reading noticeable in many FP classrooms summarised in Table 1 above is an important part of learning to read, South African researchers like Bloch (2009) believe that it is not enough and I agree. In her view, children learn through taking part in a social experience, that is, by being immersed in oral language as a result of taking part in a social experience, which I also observed in the study I conducted earlier (Tshuma, 2014), a reason for framing this study in socio-cultural theory (Chapter 3, Section 3.2). Each learner has his or her own reading personality to be catered for in class reading programmes; failure to provide appropriate and varied reading and an over-emphasis on intensive reading might lead to learners becoming frustrated and forming negative opinions about reading. Cole (2002) states that a one size fits all classroom reading programme cannot guarantee reading success for all learners because learners are motivated by a number of very different types of texts and activities. Similarly, Day & Bamford (1998) state that “the pleasure of learning in areas of

personal interest and curiosity is hard to foster in more traditional reading classes, in which every learner reads the same texts selected by the teacher” (p. 26). Therefore, there is a need for reading programmes with an emphasis on literacy development of learners by increasing reading time with learners and access to reading material.

In an interview with Koen (2015) from *City Press*¹, Bloch mentioned that having access to an environment that ignites the love for reading is important for children who are learning to read. Such an environment provides a social learning experience where reading is presented as an enjoyable, meaningful and rewarding activity. It is only when children engage in something meaningful and rewarding that it sparks the urge to want to read by themselves. However, in most South African schools, such conditions do not exist for most underprivileged children as they have limited access to books at home, parents who read to them and they do not have access to books written in African languages (Howie et al., 2007; Janks, 2014) and as a result most learners lack a culture of reading (Pretorius, 2002; Sisulu, 2004).

Hence a bilingual Extensive Reading Programme (ERP) was implemented with aims of instilling the love for reading by increasing more reading time and offering a variety of reading material both in the learners’ L1 and L2 (see Chapter 2, Section 2.4). The study views literacy as a social practice (Heath, 1983; Scribner & Cole 1981; Gee, 1996) as will be discussed in Chapter 2, therefore, the environment that was created was more of a social space so as to foster reading habits. In this space, learners were inspired and motivated to read and reading was presented as an enjoyable activity so as to develop learners’ positive attitudes towards reading. According to Guthrie & Wigfield (2000), when learners engage in reading they are practising “holding a purpose, seeking to understand, believing in one’s own capability, and taking responsibility for learning” (p. 403). The study adopted a formative research methodology (Chapter 4, Section 4.2) which stems from the Cultural Historical Activity Theory (CHAT) (Chapter 3, Section 3.2) which aims at sustaining an expansive transformation process led and owned by the participants (Engeström, 2011).

¹ City Press- It is South Africa’s third-biggest- selling newspaper aimed at black readers. It is published in Johannesburg, Gauteng every Sunday and written in English.

1.3 RATIONALE AND SIGNIFICANCE OF THE STUDY

Reading is a powerful tool that enables one to acquire knowledge and understanding and it is of importance that learners learn to read for meaning as early as in the FP. According to Spaul et al. (2016), FP is a critical phase for acquiring basic learning skills at school, and specifically reading skills, and once these are not fully acquired by Grade 4, then little learning might be expected to take place later. Therefore, like any other activity, reading needs to be practiced, and according to Loh (2009) one practices something by actually doing it. However, research has shown that children from economically disadvantaged communities have less access to reading material than children from higher income families. In disadvantaged or poor communities, people do not have money to buy books, and as a result, reading is not common practice in these communities (Alexander & Filler, 1976; Saxby, 1997; Howie et al., 2007). For them, the school library is the only possible source available for reading resources. Sadly, evidence from both international studies (Smith, Constantino & Krashen, 1997; Neuman & Celano, 2001) and local studies (Nassimbeni & Desmond, 2011; Equal Education, 2011) indicate that school libraries are not succeeding in helping these children in most cases because of their dysfunctionality and lack of appropriate reading resources.

Many South African learners do not have easy access to books. In the Eastern Cape Province, there are 5669 schools and only 167 have functioning libraries (Equal Education, 2011). As will be discussed in detail in Chapter 4, Site A is amongst the schools with dysfunctional libraries and Site B has no library space, material, nor librarian. This situation is worsened by the fact that 85% of the South African population lives beyond the reach of a public library (Equal Education, 2011). This leaves many learners with little or no exposure and access to meaningful reading material. Hence, Krashen (2004), states that “Children from high-income families are deluged with books, children from low-income families must aggressively and persistently seek them out” (p. 68). According to Loh (2009), children from low income families become the low-achieving learners and very often are not “turned onto reading” (Saxby, 1997, p. 215), or “hooked on books” (Pilgreen, 2000, p. 2). As a result, such children tend to refrain from the reading activity because they have little love for reading and they may not be proficient in reading at all.

In addition, the time many learners spend engaged in reading both at school and at home is not enough. Reduced reading opportunities mean that both learners' competence and confidence suffer. Without ongoing and supported reading experiences, learners stop growing as readers and even lose ground. Therefore, to avoid this downward spiral, I created a supporting and sustaining print-rich environment in two research sites through the implementation of an ERP which brought back reading into the learners' lives both at school and at home. By implementing such a programme, I also began to change the conditions of learning (Cambourne, 1995) and reclaimed education and literacy as a public good.

The present study sought to modestly contribute to knowledge: theoretically by designing and implementing an ERP as an intervention informed by diverse hypotheses and views such as that there is a need for programmes that accommodate each learner's reading personality (Cole, 2002); and that learners should be provided with reading material in both their L1 and L2 (Camiciottoli, 2001). This study confirmed that both extensive reading and intensive reading have their own advantages, therefore a combination of both can be beneficial to both teachers and learners in the language classroom.

According to Cunningham & Stanovich (1997), children who start reading for pleasure at an early age are exposed to greater opportunities to develop literacy skills than children denied early reading experiences. They go on to say "we believe that independent reading may help explain the widening achievement disparities between the educational haves and have-nots" (p. 68). An ERP creates access for learners to a variety of reading materials in a reading-input-poor setting like that of Site B in this study and many other disadvantaged communities in South Africa, and provides a learning experience which is different from the one which is dominant in many FP classrooms as evidenced by Flanagan (1995) and Tshuma (2014).

Finally, there is a paucity of investigation into the affective domains of reading, yet, attitude as an affective component is a significant element of literacy instruction due to the link between attitude and reading success. Methodologically, the study is innovative in its use of data collection instruments which are different from those of other studies, such as employing learners' drawings to explore and reveal their attitudes in the reading process. For example, in previous studies (Walberg & Tsai, 1995; Yamashita, 2013), attitudes towards reading were assessed by learners' written responses to written statements about reading. However, Baker

(1992) posits that “this measurement of an individual’s attitudes is unlikely to reveal their attitude perfectly” (p.18). Also, adopting a Cultural Historical Activity Theory methodology of expansive learning (Engeström, 2001) gives an opportunity for the young learners to participate in the process of their own transformation so as to be able to take charge of their learning and be in a position to sustain the reading programme beyond the research. The above context, together with the literature on the interface between literacy and reading in the FP inform the present research study which is guided by the following research goal and research questions.

1.4 RESEARCH OBJECTIVES

According to Sainsbury & Schagen (2004), there are two main goals involved in the teaching of reading: (a) instil in learners the necessary skills to read effectively and (b) develop a sense of enjoyment toward reading. Taking this into cognisance, the objectives of the proposed study were to:

- Design and implement a bilingual ER programme at two schools for Grade 3 learners and critically reflect on learners’ participation and reading attitudes through CHAT expansive learning.
- Promote reading for enjoyment by learners in order to investigate shifts or stasis in their reading activity and attitude in their L1 and L2.
- Immerse learners in the experience of reading as an ongoing process of development and growth.

1.5 RESEARCH QUESTIONS

The study aimed to address the following questions:

- 1. What is the nature of learners’ reading attitudes in Grade 3?*
 - 2. What differences can be observed during the ERP in terms of learners’ reading attitudes, self-esteem as readers, their book choices and language preferences of these books?*
 - 3. How do the design features and the process of the ERP expand learners’ reading attitude?*
- Ultimately, this study hoped to answer the question, “Does an ERP impact on learners reading attitude?”

1.6 HYPOTHESIS OF THE STUDY

As will be discussed in detail in the next chapter, a number of ERP in varying age groups and learning contexts have shown a positive effect on children’s reading development. It is my hypothesis that the use of the ERP outlined in this study will have a positive effect on all the

participants and that there will also be a positive effect on the reading attitudes of the participating Grade 3 learners.

1.7 CHAPTER SUMMARY AND THE STRUCTURE OF THE THESIS

The intent of this chapter was to set the scene for the study. The chapter provides the reader with information about the state of literacy in South Africa and other contextual information that is useful in understanding the study.

Chapter 2 is a review of the literature. Relevant reading theories are discussed as they also provide a basis for understanding the key concepts of the study such as reading, extensive reading and attitudes. Studies that are similar to the current one are discussed so as to identify a gap in research and locate the study within the broader context of related studies.

Chapter 3 presents a discussion of the theories related to the topic. It focuses on the theoretical framework, Cultural Historical Activity Theory (CHAT) and the key concepts which inform and guide the analysis. Chapter 4 is concerned with the methodology used to investigate the effect of an ERP on learners' reading attitudes.

Chapter 5 discusses the findings from the Pre-Intervention Phase. Findings from this phase are important as they inform the next phase of the research, the Implementation Phase, which is Chapter 6. In in this chapter I discuss how the reading programme was implemented, tensions surfaced and the attitudes of the learners towards reading and the reading programme. Thereafter, Chapter 7 is the evaluation and reflection phase. In this chapter I discuss findings gathered from the Post-Intervention phase.

Finally, Chapter 8 ties the research together, noting the effect that the implemented programme has had on the learners' attitudes. Ethical issues are discussed and recommendations based on the findings of the study are provided. Copies of all the data collecting instruments used, samples of data collected and important letters for this study are included as Appendices.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to critically review research through discussing and summarising current knowledge on extensive reading and reading attitude. I begin by discussing relevant reading theories resulting in the theory that informs the ERP which was implemented in this study. This discussion leads on to an understanding of the conceptual differences between reading and extensive reading, which I discuss in detail. In addition, I discuss attitude, a key concept of the study, arguing for its importance in reading development. I then locate my study by identifying debates in literature concerning extensive reading and reading attitude. This study approaches reading as a social practice, therefore a body of literature on extensive reading and attitudes has been selected to help understand these concepts and show how they play a crucial role in reading development. I have identified that there is limited research on extensive reading in the South African context, a gap which the study seeks to address, hence examples of research in this discussion are mostly of international studies. A chapter summary concludes this chapter.

2.2 READING THEORIES

The South African DoBE regards literacy as a critical foundational skill that is crucial for young people to succeed at school and to also participate in a complex society (DoBE, 2011). Therefore, learners need necessary knowledge, skills, attitudes, and understanding to engage with the literacy demands of the curriculum and to participate effectively in a modern society. However, the definitions of literacy have evolved through the years resulting in autonomous and ideological models of understanding literacy (Heath 1983; Street, 1995). This study is informed by an understanding of literacy as a social practice (Heath, 1983; Scribner & Cole 1981; Gee, 1996). This theoretical position is an ideological model of literacy and recognises that literacy does not only reside in people's heads as a set of skills to be learned, nor does it just reside on paper captured as texts to be analysed. Rather, like all human activity, it is essentially social and is located in the interaction between people (Vygotsky, 1978). The implementation of an informal bilingual ERP was seen as a platform that would potentially enhance literacy by embedding it in an authentic social practice where learners would learn

from each other, and actively engage in authentic activities for real purposes. In such a context, support is provided to encourage a love for reading and positive reading attitudes are nurtured.

The focus of my research is on reading and specifically reading for meaning and pleasure because it is around this facet of literacy teaching that there is controversy. Over the past century, sharp divisions have occurred throughout the world between researchers and theorists as they try to tackle the subject of understanding reading itself and teaching of reading. As a result, different institutions approach reading from different standpoints informed by different theorists. Two strong theoretical schools have emerged: on one side are those who stress the bottom-up view of reading (phonics approach) that is, reading is a unidirectional process from letters to sounds to meaning (Gough, 1972). On the other side stand those who are termed top-down or whole language theorists (Goodman, 1967; 1998). The latter theorists have been termed top-down because they emphasise what the reader brings to the print and the primary importance of meaning generally. They view reading from a holistic point of view.

In language learning and instruction, both the phonics and the whole language approaches to reading may be used concurrently (Waring, 2006). However, according to research conducted in South African classrooms (Flanagan, 1995; Pretorius, 2002; Bloch, 2009 Ramadiro, 2012; Hoadley, 2016), the phonics approach is the most common approach noticeable in many FP classrooms and often the only one used. Learners are only exposed to the phonics approach or bottom up view of reading because often teachers do not know a whole language approach (Bloch, 2009). Early literacy teaching is often technical, focusing intently on alphabetic principles and letter-sound recognition and combining them to make words and sentences. Learners at the FP are considered still to be learning to read the print, therefore, they read simple texts, usually narratives containing language and thought processes within their experiential frame of reference (Pretorius & Ribbens, 2005, p. 140).

According to Stanovich (1980), the advantages of the phonics approach is that it leads to increased automaticity of word identification skills which is essential for accurate decoding. However, Cole (2002) argues that a 'one size fits all' classroom reading programme can disadvantage many learners in the classroom because each learner has their varying text preferences that need to be accommodated so that all can succeed in reading. Hence, the ERP

implemented in this study first established each learner's history and experiences regarding reading, and based on these a responsive reading programme was designed.

In addition, the phonics approach has been criticised in that it holds children back from reading real books and encourages children to read words separately in a sentence, yet, children should be introduced straight away to real books and environmental print (Bloch, 2007; Rose, 2016). In the same vein, Clay (1991) refuted the practice of focusing on phonics and decoding only in the FP as well as the expectation that learners will mysteriously know how to read to learn when they begin the IP. In the IP, expectations for learners dramatically change. Learners are expected to apply sight words and decoding skills supposedly gained in the FP to new and challenging content and information. However, many learners need more practice with these basic skills. They also need continued emphasis and instruction on interpreting and comprehending what they read. This then means that learning to read and reading to learn should be happening simultaneously and continuously from FP through IP and beyond (Rose, 2016). In fact, in the process of decoding, learners also work hard to understand what they are reading, therefore comprehension strategies can and should be taught at length in the FP.

Due to the limitations, and also a recognition that each of the two approaches is important and that they are complementary, rather than in competition, a consensus of opinion is emerging, that reading is neither top-down nor bottom-up, but rather both (Rumelhart, 1977; Stanovich, 1980; Freebody, 1992). A balanced approach or an interactive reading model incorporates both aspects. Beard (1998), suggests that there is evidence that a balanced view is a logical and valuable one for the teacher of literacy. In this process, the teacher acknowledges the learners' background knowledge and the reader utilises all the knowledge they have, which includes linguistic knowledge, background knowledge, cognitive and metacognitive reading strategies. Winch et al. (2006), state that a balanced approach is essential in that it places meaning at the core of all reading and recognises the interaction between reading and writing and the importance of context in reading. Acknowledging that context is important for learners to be motivated to learn to read aligns well with Vygotsky's (1978) perspective. Hence, the balanced reading approach informed the ERP that was implemented as it mainly focused on reading for pleasure and reading for meaning in a social learning context.

2.3 A BALANCED READING APPROACH INFORMING THE ERP

Reading is needed for success in every society and if reading success is not achieved, educational careers are negatively affected due to a lack of understanding and inability to comprehend written material. According to the National Reading Panel (2000), there are five components of reading that need to be developed in order for children to learn to read, namely phonemic awareness, phonics, fluency, vocabulary and comprehension. It is the responsibility of the schools and the community to ensure that all these components are developed through reading intervention programmes and the school curriculum for learners to be able to read for meaning and enjoyment. However, there is a constant struggle to find the best way for children to learn to read and grow to be life-long readers. According to Harmer (2007), for learners to fully benefit from their reading, they need to be involved in both intensive and extensive reading. Echoing the same views, Brown (2007), states that extensive reading should be used in conjunction with other focused reading instruction. In addition, Nuttal (1996), states that both intensive and extensive reading are complementary and necessary. This means that these are not two contrasting ways of reading, but they entail interrelated and overlapping pedagogies.

ER is contrasted with intensive reading which mainly focuses on language rather than meaning, and the teacher usually chooses what to read (Bell, 1998; Waring, 2006). Extensive reading is sometimes referred to as reading for pleasure, sustained silent reading (SSR), free voluntary reading (FVR) or book flood. Bamford & Day (2004) define extensive reading as “an approach to language teaching in which learners read a lot of easy material in the new language. They read for general, overall meaning and they read for information and enjoyment” (p. 1). The purpose of extensive reading according to Richards & Schmidt (2002) is “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (pp.193–194). In extensive reading readers choose the material they are interested in, they read at a time, pace and place convenient for them. The reader continues the reading act because they are interested in the activity. They read as much interesting material that is slightly below, at, or barely above their level of competence as possible (Krashen, 2011).

As discussed throughout Chapter 1, many South African learners come from underprivileged contexts and cannot read beyond the most basic or literal levels of understanding (Spaull,

2011). Adopting an extensive reading approach is seen as the best way to bridge this gap as it affords learners pleasurable reading, choice and there are proven benefits of this approach presented in Section 2.4 of this chapter. However, this approach to reading has been criticised by researchers in that it ignores the fact that a large amount of time must be devoted to extensive reading for one to effectively acquire vocabulary. In as much as extensive reading is given the credit for learners' pleasurable reading and choice, its failure to address the needs of non-readers who constitute the majority within schools in underprivileged contexts makes it insufficient for this study. As a result, my version of extensive reading is slightly different from the traditional version as will be discussed in Section 2.4

Intensive reading (IR), is done under a teacher's guidance and it focuses on reading for information/content and understanding. The strength of IR as a methodology is in vocabulary development. Nation (1993) supports the notion that direct instruction offered in intensive reading is an efficient way of vocabulary building for both L1 and L2 learners. However, this reading methodology has come under criticism because it is mainly teacher-centred, meaning that the teacher chooses what to read and when to read and also sets the pace for reading. This puts learners at a disadvantage as it does not allow them to explore their abilities and interests (Bell, 1998). Hence there is an alternative approach to reading called a balanced reading approach.

Appreciating the strengths in both ER and IR approaches gave rise to a balanced reading approach (Winch et al., 2006). There are notable studies internationally namely Hayashi (1999); Lao & Krashen (2000) and Horst (2005), and nationally Ntombela & Mhlongo (2010); Tshuma, (2014) that have also demonstrated the effectiveness of combining intensive reading and extensive reading approaches. This study also values the integration of these two types of reading approaches. I believe the study assumed a balanced approach to intensive and extensive reading. However, I highlight the most important aspects I chose from each approach which were necessary for an efficient ERP.

Table 2: Contrasting intensive and extensive reading (Adapted from Day & Bamford (2002))

Type of reading	Intensive reading	Extensive reading
Class goal	Read accurately	Read fluently Individual silent reading for enjoyment
Reading purpose	Reading for information Understanding (read to reach high comprehension) Answer questions	Reading for Enjoyment No comprehension questions Texts to engage with and react to
Focus	Words and Pronunciation	Meaning
Material	Often difficult Teacher chooses what to read and genres are mainly factual, information-base texts such as school textbooks	Easy Learners choose from a range of genres with no or minimum teacher participation
Amount	Not much	Read as much as possible
Speed	Slower	Faster
Method	Reading a book to finish it Use dictionary	Stop if you don't like the book and choose something else No dictionary

There were a number of principles of ER and IR that were considered in this study to implement an ERP that is slightly different from the traditional one shown in Table 2. Firstly, the ERP that was implemented in this study did not ignore vocabulary and grammar, but found ways and activities to address these, compared to the traditional view of extensive reading which is purely reading for pleasure. For example, learners were encouraged to write on the chalkboard difficult words encountered during independent reading or later discussion. This is an example of putting both extensive reading and intensive reading approaches into practice.

In addition, the traditional view on extensive reading as articulated by Day & Bamford (1998) does not involve any activities and assessment. The only assignment that learners are given by the teacher is to read. I would argue extensive reading does not completely mean no to activities or assessment, but activities and assessment should be fun, interactive and focus on the meaning. In this study, activities included after-reading, listening and speaking activities. Simple comprehension questions were asked to stimulate learners to share with me or their peers what they had been reading. In addition, learners were asked questions such as what the story was about, what the most interesting thing in the story was, or whether or not they liked the story. Learners were also given opportunities of free writing such as either writing a letter to the character they liked or the author of the books they finished reading. I am aware that for

some learners writing might not be an interesting activity and might impact on their attitudes towards reading, however, its positive effects on language development and attitudes cannot be ignored.

The balanced approach to reading also aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD). It stipulates that the teacher must observe individual learners and establish an environment with appropriate mediating tools that will meet the needs of individual learners. In this established context the teacher models a particular aspect of learning and is actively working in collaboration with the learners to support and collectively build bridges of understanding through social interaction (Dixon-Krauss, 1996). Similarly, the ERP that was implemented in this study encouraged collaborative learning and learning was scaffolded (see Section 3.4) unlike the traditional extensive reading approach which requires learners to read independently with minimum teacher support. The reasons for scaffolding were that most of my participants could not read because they came from less print-rich communities and were not used to the idea of reading for pleasure besides decoding texts. Therefore, simply immersing learners in books without any form of support was not going to ignite a love for reading. They needed support, opportunities to be read to, read with others, talk about their reading and engage in writing activities. In addition, for reading to be a success, a social learning context, informed by socio-cultural theory (Vygotsky, 1978) had to be created where learners could talk about their reading and engage in meaningful discussions.

Furthermore, according to Orenca (2006), effective reading programmes need to consider a variety and balance in materials and in methods, as well as a balance in shared responsibilities between the teacher and the learners (division of labour: Chapter 3, Section 3.2.3). As will be shown in Chapter 5, some learners depicted reading as an activity that is controlled by the teacher. The teacher chooses topics that at times do not excite them. I saw it important that in this study learners be given access to a variety of reading material and a choice of what to read, when and how to read. Within the ERP roles were shared between the researching team and the participants. A balanced, interactive, complementary approach was implemented in the study as shown in Figure 1 to come up with a responsive ERP.

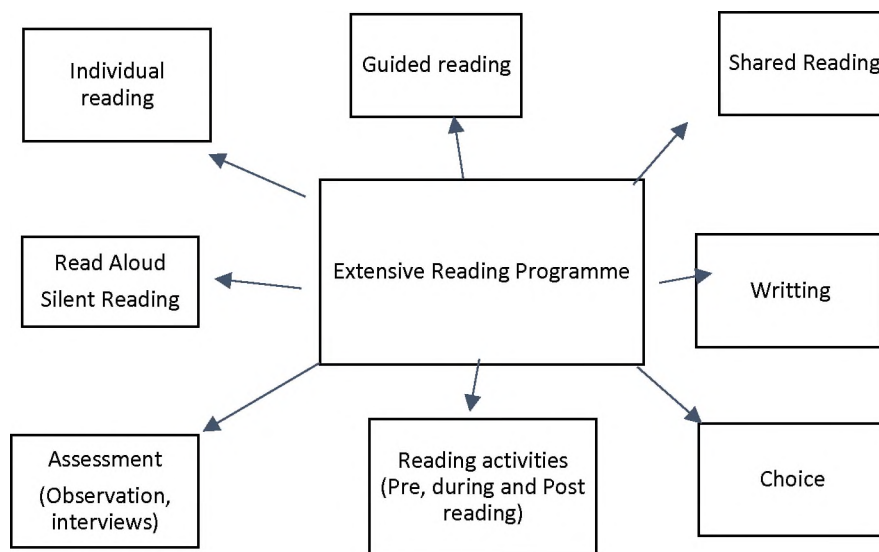


Figure 1: An efficient model of extensive reading implemented in the study

In summary, the ERP that was implemented in this study was innovative as compared to a traditional view on extensive reading as purely reading for pleasure. As a result, there was collaborative learning, and interaction during each reading session. There were also opportunities for scaffolding and the researcher's role was that of a mediator and facilitator. The researcher treated all the learners equally and viewed them as strong and capable of learning and also eager to learn; language was seen as central to learning, and learned best and most easily in authentic situations and when serving real functions (Goodman, 1998).

2.3.1 TEACHER AND LEARNERS' ROLES IN AN ER PROGRAMME

This section gives a general overview of what is expected of a teacher/adult and learners participating in an ERP. Specific roles which the researcher and the participants of this study assumed in the established ERP unfolded during the Implementation Phase (Chapter 6).

In an ERP, the teacher/adult and the learners have different but interacting roles. An ERP provides a space where the learner and the teacher meet each other half way. The roles of the teacher and the learners can be neatly summed up as shown in the diagram below adapted from Schoenbach, Greenleaf & Murphy (2012).

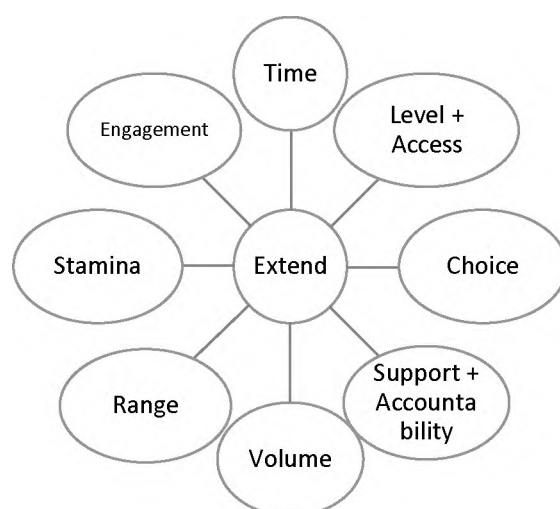


Figure 2: Division of roles in an ER programme (Schoenbach, Greenleaf & Murphy, 2012)

In the diagram (Figure 2), the role of the teacher is to extend the **time** for reading and rereading texts. The teacher also extends **reading levels** of texts by providing differentiated readings as well as a ladder of increasing challenge. Learner **access** to a variety of reading material is extended so as to add interest and varied entry points. Teachers also extend **learners' choice** of what they read by providing a wide variety of texts that can be read independently or as shared reading. The teachers' role is to also **support** learners reading as this allows them to extend what they expect from their learners, to extend learners' **accountability** of their reading. During the course of the programme, teachers can observe or keep a record of what each learner has read, the number of books read and the learners' reactions to what was read. For example, in this study learners kept reading logs and book journals to keep track of their own reading. Based on this information, I encouraged learners to read as widely as possible and assisted with book choices as needed. However, I emphasised that there would be no testing after reading, and instead, learners could share their reading experience through book talks, reviews, and short summaries.

The complementary role of learners was to extend the **volume** of reading they accomplished. With the teacher providing increased access to a variety of reading material at different levels, learners extended the **range** of what they read. When learners read more kinds of texts, they extend their reading **stamina**. As they extend their stamina for reading longer and more challenging texts in combination with extended opportunities to make their reading choices, they become more competent readers, presumably more **engaged readers**. By extending the

opportunities and support for learners' reading, teachers should hope to see a transformation in the roles they and learners assume.

In addition, Day & Bamford (2002) extend and detail the roles of a teacher in ERP. They state that to begin the programme, teachers are expected to orient and guide the participating learners. Learners need a careful introduction to extensive reading. This entails explaining the nature of the programme to the learners and the overall gains that extensive reading has in language learning. The teachers should be in a position to assist with book choices, especially for learners who are not used to choosing books for their own reading because being able to choose what to read is an important aspect of ER. In his popular quote, Frank Serafini states that: "There is no such thing as a child who hates to read; there are only children who have not found the right book to read." This implies that most learners with negative attitudes towards reading are those that have not yet found books that interest them.

In addition, the teacher should be a role model of reading. According to Nuttal (1996) "reading is caught, not taught" (p. 229); the implications of this for teachers are explained by Maley (1999), "We need to realise how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us" (p. 7). This means that as an extensive reading interventionist, I had to be a reader myself, modelling the acceptable and expected attitudes and behaviours of a reader, in other words, I was "selling reading" (Henry, 1995, p. 52).

Prowse (2002), confirmed that, for productive discussions in ERP, the teacher must make an effort to also read the books that the learners are reading. Henry (1995) agrees and explains, "By reading what my students read, I become a part of the community that forms within the class" (p. 53). My experience was not different to Henry's. Before implementing the reading programme, I made an effort to read most of the books that I had sourced for the reading programme so as to be part of the reading community. As I shared reading with the participants, each reading session became a place where the researching team and the participants experienced the value and pleasure found in books.

Finally, teachers are also required to monitor learners' reading habits, emerging attitudes early in the programme and offer guidance as necessary (see Section 2.5). In Otto's (1991) view

The essential point is that teachers need to give explicit, systematic and persistent attention to helping novice readers mainly by setting aside sufficient time and providing guidance in the selection of appropriate materials to attain fluency/automaticity (p. 71).

Thus, in this study, I assumed the role summarised by Hedge (1985) that in an ERP, the teacher or the MKO serves to counsel, advise, assist, remedy, widen learners' interest and encourage them to analyse their own reading experience by talking about the books they have read.

2.4. EXTENSIVE READING AS A STRATEGY TO IMPROVE AND NURTURE READING

Spaull (2013) reported that South African learners, whether tested in an African language, their L1 or English L2, manifest same results, they cannot read for meaning by the end of Grade 4 and by the end of Grade 6, almost a third are illiterate in English. I argue that insufficient input in both languages results in learners struggling to read and write. Krashen (2011) posits that to become fluent in the target language, learners should be given abundant comprehensible input that is slightly below, at, or barely above their level of competence (Comprehensible Input +1). They need to be exposed to a variety of books and other literacy activities in and out of school.

There is an indispensable annotated bibliography (Jacobs, Renandya & Bamford, 2000) and a lot of research published by researchers such as Krashen (2004) and Clark & Rumbold (2006) to prove the numerous benefits associated with ER. Almost every study conducted to investigate the effect of extensive reading on literacy development has reported positively about this approach, despite their different methodologies and contexts. For example, Krashen (2004), in his review of the research on extensive reading, summarised a number of studies that show that ER had a significant effect not only on reading ability and vocabulary but also on spelling, writing and listening skills. Learners also get motivated to read because of the rich input they get when reading their self-selected books independently (Krashen, 2004). Figure 3 summarises the results of the benefits of in-school and out-of-school extensive reading.

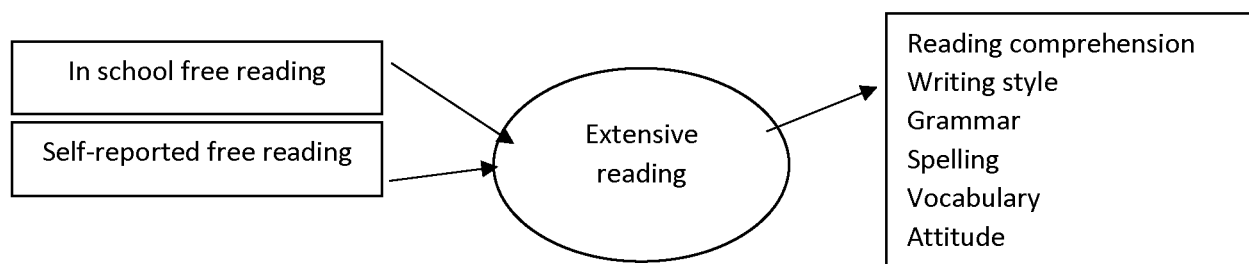


Figure 3: The benefits of extensive reading (Krashen, 2004, p.17)

Despite extensive reading being well documented and recognised as an important approach in teaching reading, it is often not given the attention it deserves in many formal educational contexts, and is simply tolerated as an add-on (Ramani & Joseph, 2002). The ER programme that was implemented in this study as a strategy to encourage positive attitudes towards reading and as well as to improve literacy development was mainly informed by Day & Bamford (1998), insights from Krashen's Free Voluntary Reading (FVR) (1993; 2004) as well as studies on book-floods which aim to create a reading culture (Elley & Mangubhai, 1983). These researchers argue that extensive reading can provide learners with opportunities to read in the target language and improve their L2 competence. Affording learners with opportunities to read for pleasure can contribute to positive attitudes and increase self-confidence. According to Gambrell (2004), when learners are given enough time to read for pleasure, the result is usually increased reading competency, improved vocabulary, fluency and comprehension. In addition, learners become more creative and critical thinkers.

2.4.1 THE DEVELOPMENT OF READING COMPREHENSION, READING SPEED, AND READING FLUENCY

As mentioned earlier, comprehension, fluency and reading speed are important reading components that should be developed for learners to be able to read for meaning. There is evidence, mainly from one study conducted in the South African context by Elley & Mangubhai (1983) which demonstrates that extensive reading helps learners improve their reading comprehension and reading speed. According to Elley & Mangubhai (1983), learners participating in ERP develop their vocabulary knowledge and have stronger knowledge about syntax. This helps them become both faster and more fluent readers. Grabe (1991) emphasised the importance of extensive reading as it exposed learners to practice their decoding skills and improved their word recognition.

Internationally, the book-flood research conducted in Fiji by Elley & Mangubhai (1983) is a notable study that reported the positive effect of an extensive reading approach on comprehension and word recognition. In this study, high-interest story books were available to the participants, and findings reported after the first year of the study showed significant gains in reading comprehension and word recognition. After two years, the participants showed improvement in their oral and writing skills. In a similar study, Elley (1998) devised a reading program which provided a choice of graded readers in South Africa and Singapore with learners in Grades 4, 5, and 6. The participants of this study were EFL learners who lived in print-poor environments. These learners were provided with sets of 60 high-interest books and another set of 60 books with six identical titles which were placed in the classrooms for read aloud, shared reading, and silent reading. The results of that study showed that children who were engaged in reading for pleasure performed better than learners who were only exposed to the intensive reading approach. They showed improvement in their reading comprehension, fluency and other literacy skills.

According to Krashen (1982), for learners to successfully acquire a language, they need exposure to the language through reading interesting books in a social-learning environment. However, in most cases learners are exposed to a language in “planned, restricted, gradual and largely artificial context” (Elley & Mangubhai, 1983, p.55). This constrains language acquisition, yet exposure to language is important. Elley (1991) suggests that learners should be provided with a variety of reading material so as to reduce the ‘exposure gap’ between L1 learners and L2 learners. In Elley’s (1991) study, learners in an ERP which offered a lot of exposure to the language showed growth in language development compared with learners in other traditional reading programmes. There was a “spread of effect from reading competence to other language skills – writing, speaking and control over syntax,” (Elley 1991, p. 404).

2.4.2 GAINS IN VOCABULARY KNOWLEDGE

As shown in Figure. 3, extensive reading can also increase and deepen learners’ vocabulary knowledge, an important component in reading development. In an ERP, learners encounter words and word patterns as they read as much as possible. Over time, their vocabulary size tends to increase and they also develop a deeper understanding of the words. Words learned in this way can be more readily incorporated into learners’ speech and writing (Nation, 2007).

International research conducted with L2 learners by Hayashi (1999); Lao & Krashen (2000) and Horst (2005), showed that extensive reading participants made significant gains in vocabulary growth. They also gained new knowledge; through extensive reading they learnt more than half of the unfamiliar words that they encountered in their reading books. In addition, Pigada & Schmitt (2006) in their case study of a French learner, explored the effect of an ER programme on lexical knowledge. Their results indicate an improvement in word recognition, spelling, meaning and grammatical knowledge. Through extensive reading, it is evident that vocabulary acquisition is possible.

In addition to the above, L1 reading research has shown that incidental learning of vocabulary predominantly occurs through ER. The incidental vocabulary learning hypothesis (Nagy, Herman & Anderson, 1985) posits that it is through ER rather than direct instruction that children acquire the vast majority of words in their L1. They claim that per year, children between the US Grade levels 3 and 12 learn up to 3000 words. It is suggested that most of the words are acquired through extensive reading, while a small percentage of the words is learnt through direct instruction. Unfortunately, for many South African learners, exposure to a large vocabulary is limited due to lack of access to reading material (e.g. Site B participants in the study) or lack of reading opportunities (e.g. Site A participants in the study). In addition, the traditional approach to the teaching of vocabulary that is practiced in many FP classrooms in South Africa, in which new words are carefully controlled and presented in sets, is less effective for vocabulary development than simply allowing learners to choose what they want to read and reading independently.

2.4.3 IMPROVEMENT IN WRITING

In his research review, Krashen (2004) presented a number of L1 studies that showed the positive effect of extensive reading on the learners' writing skills. For example, Hafiz & Tudor (1989) revealed that Japanese learners in an English ERP made significant gains in writing in L2, even though they were not given any particular writing tasks. In addition, Mason & Krashen (1997) also report that extensive reading itself had a positive influence on L2 writing improvement. In their study, Elley & Mangubhai (1983) reported that young children participating in the ERP made substantial improvements in learning written English syntax.

2.4.4 IMPROVEMENT IN READING MOTIVATION AND READING ATTITUDES

Finally, there is evidence that extensive reading has a positive effect on reading attitude and motivation. For example, Takase (2007) who investigated the impact of extensive reading on motivation found an increase in L1 and L2 intrinsic motivation. Furthermore, in Nishino's (2007) study, an interesting reading experience enhanced and maintained two girls' intrinsic motivation to read during the duration of extensive reading experience. Mason & Krashen (1997) also found that the once struggling and reluctant learners developed into eager readers while participating in an ERP. This means that positive reading attitudes can be nurtured, which is what the current study aimed at achieving.

In addition, extensive reading can help learners develop positive attitude towards reading. Positive attitudes can motivate learners to read in the second language and learn about the cultures and people who speak the language (Day & Bamford, 1998). A number of studies, for example, (Hayashi, 1999; Lao & Krashen, 2000) also reported the positive effect of extensive reading on L2 reading attitudes. The more positive attitude to reading in L2 was an important consideration in this study so as to measure the effect of an ERP. A positive attitude also influenced other skill areas of language learning, such as listening, speaking, and writing (Renandya, 2015). Another positive outcome of extensive reading is that learners are afforded opportunities to engage with a variety of text which helps them to develop a lifelong habit of reading. During extensive reading, learners get to discover themselves and also learn about the world through the word. Through this exposure they begin to gain confidence to talk about their reading and respond to what they have read in both their L1 and L2 (Lesesne, 1991).

In summary, the benefits of extensive reading are captured by Bamford & Day (1998) when they state,

“Good things happen to students who read a great deal, they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies become richer. In addition, they develop positive attitudes toward reading and increased motivation to study the new language” (p.1).

Despite these results, I also argue that it is evident that reading is one of the ways to develop literacy. In literacy development positive reading attitudes have to be nurtured, hence, the following section discusses reading attitudes and the importance of these in reading.

2.5 CONCEPTUALISATION OF ATTITUDES

The common notion of attitudes refers to someone's basic liking or disliking of a familiar target. Ajzen (2005) defines attitude as a "disposition to respond favourably or unfavourably to an object, person, institution, or event" (p. 3). Reading attitude has been defined by Alexander & Filler (1976) as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (p.1). Both definitions are insufficient as they ignore the cognitive element in attitude. Smith (1990) defines reading attitude as "a state of mind, accompanied by feelings and emotions, which makes reading more or less probable" (p. 215). I find Smith's (1990) definition for attitude relevant for this study as it is specific to reading.

The other challenge that this concept has posed among researchers, according to Roy-Campbell & Qorro (1997), "is the status that makes it difficult to measure as it is directly unobservable and very subjective" (p. 43). In a number of studies that I discuss in this section, the development of attitudes has been documented through surveys and meta-analysis of learners' written responses to written statements about reading. However, Baker (1992) posits that "the measurement of an individual's attitude is unlikely to reveal their attitude perfectly" (p.18). In addition, Moodley (2003), states that attitude cannot be directly or accurately measured because people's thoughts and feelings are hidden components. Echoing the same view, Ajzen (2005) emphasises that attitudes cannot be observed because they are part of a person's thoughts and feelings. Finally, Eagly & Chaiken (2007) also stress the challenge of measuring attitude by stating that "an attitude is inside the person, not directly observable and is manifested by covert or overt responses" (p. 584). In this study, the covert behaviours that could be observed as evidence of a learner's reading attitude would be the number of books the learner has read and the overt behaviours would be the way the learner engages in book talks and other reading discussions.

This discussion reveals the challenge of investigating attitudes. Therefore, in the present study I explored the use of children's drawings to understand attitude towards reading. A limited number of educational studies have used visual images such as drawings to investigate a variety of issues in the classroom context. In South Africa, Murriss & Thompson (2016) used drawings as a way of investigating how young children aged six responded to a particular picture book. In an international study similar to the current study, Kendrick & McKay (2004) used young

children's (5–6 years) drawings as a method of investigating their perception and understating of literacy across the broad context of their lives. Using 8–10-year-old children's drawing to understand their reading attitude adds to the uniqueness of this study.

Malchiodi (1998) argues that using drawings provides a multi-dimensional view of children and that unlike questionnaires with set statements, drawing tasks are open-ended, unstructured and not constrained by language. They are also child-centred, inclusive, engaging and fun for most young children still in the Foundation Phase. Based on my knowledge of the township schools' situation gained through my experience as a researcher, many Grade 3 learners were not able to use English language beyond the word level because of their lack of exposure to English, and some even struggled with reading in their home language. Therefore, using drawings with such young learners was appropriate because it included all the learners as they were not restricted by either their L1 or L2 to fully express themselves. However, I acknowledge that using children's drawings to gather firm evidence on their perceptions about reading is an unusual way to approach a difficult concept of attitude. Other methods that were employed to measure reading attitude in this study such as questionnaires, observations, learners' written work and videoing will be discussed in detail in Chapter 4 (Methodology).

2.5.1 FACTORS CONSTITUTING LEARNERS' READING ATTITUDE

The society, family and the school context can influence negative or positive attitudes towards reading (Bamford & Day, 2002). In the early years of schooling (Foundation Phase) most learners view themselves as readers, they feel positive about reading. Those who are exposed to books both at school and at home begin to appreciate them and enjoy the reading activity, while those learners with limited access to books lag behind in their reading compared to their peers (OfSTED Report, 2004). As they go up the ladder of their schooling, they realise that they struggle to read for learning and to catch up with their reading peers. As a result, they develop a negative attitude towards reading. The OfSTED report (2004) regards this as a "vicious, reinforcing circle", a process whereby learners fail to succeed in their reading or to catch up with their peers and as a result their negative attitudes harden. However, these negative attitudes can be reversed (Day & Bamford, 1998) by implementing responsive reading programmes as in this study, which can nurture reading, support and motivate learners to read in a social learning context, which in turn might result in positive reading attitudes and reading success.

A thorough investigation into how one develops positive reading attitude has not been conducted. Studies (Walberg & Tsai, 1995; Kubis, 1996) have mainly focused on identifying variables that affect the development of positive attitudes toward reading in learners. In their study, Walberg & Tsai (1995) found that a positive attitude toward reading was an important factor for reading success. Attitudinal aspects that contributed to reading achievements among their 9-year-old participants included:

- *Believing* that reading is important
- *Enjoying* reading
- Having a *high self-concept* as a reader
- Having a *supportive, verbally stimulating home environment* where verbal interaction takes place regularly.

In another study conducted with secondary school students who demonstrated positive attitude towards reading, Bintz (1993) found that these learners had role models such as friends, parents and siblings who valued and supported reading and had a positive influence on their attitude toward reading as they valued and supported reading.

Kubis (1996), concluded in her study with Grade 9 learners that learners attribute their positive attitudes toward reading to a significant event or role models. Learners with positive reading attitudes were those with reading role models and coming from homes which encouraged and supported reading development (reading to children, storytelling). They also had their own book collection which has a significant impact on the development of positive attitudes toward reading. Kubis (1996) also identified access to the library facilities and visiting the library as another literary event that influenced the development of attitudes. Hence, the social structure and environment may also affect reading attitude. In his study, Kubis (1996) reported that learners who visited the library and had library cards reported having a positive attitude toward reading. In the case of this study, a prediction can be made about the ERP's positive effect on the participants' reading attitude. In this study, a reading programme was implemented which provided learners access to a variety of reading books. In such an environment it is likely that participants will choose to read. Availing a variety of reading material and different literacy activities changed the environment in a positive way, which positively affected reading attitude of the participating learners.

As mentioned, attitudes to reading are formed during the early years of an individual, long before they enter school. This is true for children who live in literacy-rich communities where literacy practices relevant to schooling are well-established (OfSTED report, 2004) and also for children from disadvantaged communities like many South African learners where there are few or no opportunities to participate in literacy activities who struggle in the early grades (Ramadiro, 2012). However, an increase in reading opportunities and access to a variety of reading material not only develops reading, but also improves the reader's attitude towards reading. As McKenna, Ellsworth & Kear (1995) state, attitudes are not permanent whether they are essentially positive or negative.

Finally, the language of instruction used at schools can also affect learners' attitudes towards reading. Camiciottoli (2001) states that in some cases when learners spend more years studying an additional language such as English, they become less inclined to read in English during their spare time, due to lack of interest in reading extensively; in contrast, the more learners read in their HL, the keener they are to read books in the additional language (in this case English). Hence, I also examined these differences in reading attitudes between L1 and L2. Mathewson (1994) states that there is a need for teachers to understand the learners' motivation, attitudes and self-concepts in relation to reading. Such information can be gathered through varying data collection methods including observation, interviews and learners' writing, in order for teachers to influence them in a positive manner, to help change their attitudes and also to learn new of changing attitudes. This is an important recommendation that this study also makes for future studies in Chapter 8, Section 8.7.2.

2.6 THE IMPORTANCE OF READING ATTITUDE

The emphasis in this study on learners' attitude towards reading stems from a concern that a focus on reading proficiency and other reading skills has led teachers to ignore the importance of children's attitudes in the process of becoming literate. McKenna (1994) posits that a learner's reading attitude plays a key role in whether or not s/he becomes a competent reader. Cosgrove (2003) argues that promoting positive attitudes towards reading is equally important as teaching phonics and comprehension strategies because a positive attitude is essential for mastery of the printed world.

Smith (1990) argues that attitude towards reading is the primary reason most non-readers do not read and unfortunately, there is a decline in interest for reading after the early years of schooling. Therefore, it is important for educators to implement early interventions in an effort to reverse this decline in interest. This study is important because it comes at a time where nationwide literacy results indicate that most South African learners cannot read (e. g. Spaul, 2013). It is evident that for learners to be successful readers, they must be willing to read and also be skilled in reading. In addition, they need to be motivated to read for enjoyment and for academic purposes. If children do not enjoy reading when they are young, then they are unlikely to do so when they are older, while children who like reading will read more, develop their reading ability and become lifelong readers (Clark & Rumbold, 2006). However, the big challenge to teachers and other stakeholders interested in education and literacy development in other contexts in Grahamstown in particular is not only getting learners to read, but also getting them to enjoy reading. At FP Level, learners trudge through set readers in class with the assistance of a teacher, but there is no guarantee that they will open another book when they get home or during their spare time. Hence, becoming a lifetime reader is based on developing a deep love for reading, and the best readers are those children who have positive attitudes towards reading, and who read for pleasure.

There is also a positive correlation between attitudes towards reading and reading achievement. Because of this relationship between reading achievement and attitude, Guthrie & Wigfield (2000) state that it is important to promote learners' level of engagement early in their schooling. The advantage is that at such a young age learners are aware that literacy is an important tool for one to succeed in life. Therefore, it is important that learners are exposed to reading in the early years and to both intensive and extensive reading approaches to avoid later difficulties with reading that might impede their self-concept and self-esteem as readers.

Poor reading attitude may contribute to what McKenna & Kear (1990) refer to as aliteracy, a situation when fluent readers choose not to read when other options like television or video games exist. Given the importance of positive attitudes towards reading, it is important that learners be given every opportunity to become involved in reading and practice so that they can eventually become successful. Strickland & Morrow (1990) state that continued exposure to books helps in the development of children's vocabulary and gives them a sense of story structure, which assists in the process of learning to read. Since the ER approach affords

learners an opportunity to choose their own books for individual reading, learners are bound to make their own personal discoveries on what excites them and this will result in positive attitude toward reading. Interestingly, Day & Bamford (1998) state that the most important point about attitudes is that they are subject to change as they are not concrete. The working hypothesis of this study shows that those learners who have already established negative attitudes towards reading can change and regard reading as an enjoyable activity that they will engage in willingly.

2.7 RESEARCH ON READING ATTITUDE THAT SITUATES THE STUDY

There is scant research that has investigated the effect of reading attitudes, behaviour and enjoyment on reading, and the interplay of these variables. For example, Twist, Schagan, & Hodgson (2007) reported on a study that was conducted in 41 countries focusing on 10-year-old children's reading enjoyment, reading behaviour and reading attainment. Findings from this study indicate that learners who enjoyed reading and who read frequently are mostly those that perceived themselves as good readers. They read more and improved their reading comprehension skills. There is further confirmatory indirect evidence cited in Cremin, Mottram, Collins, Powell & Safford (2009). In this study conducted in England, participants across the primary school level who were initially recognised as unenthusiastic readers became attracted to reading when they began to view themselves as readers and they read regularly and independently. Their self-confidence improved as they also began to talk about their reading. This had a positive impact on their yearly attainment average mark.

In a nationwide survey in the US which consisted of 18,185 students between Grades 1 and 6, McKenna et al., (1995) used the Elementary Reading Attitude Survey (McKenna & Kear, 1990) to measure attitudes. The findings of this study showed a decrease of children's attitude with age. At the beginning of Grade 1 the participants had positive attitudes towards reading, but by the end of Grade 6, a shift to negative was noticed in some participants. When gender was examined, the researchers found that more girls maintained positive attitudes towards reading than boys. McKenna et al. (1995) found that as children progress through elementary school, their attitudes towards reading for pleasure and academic purposes tend to become more negative and are the most negative for struggling readers. However, McKenna et al. (1995) state that attitudes are not permanent whether they are positive or negative. Similarly, Logan & Johnston (2009) conducted a comparative study with over 200 students to investigate

differences between girls' and boys' reading ability and attitude. They found that girls possessed more positive attitudes towards reading which had a positive impact on their reading ability.

Several South African studies are notable which are relevant to this study. Pretorius & Currin (2010) implemented a reading intervention with learners that initially had low reading levels in both their L1 (Northern Sotho) and their L2 (English). Although their study was longitudinal and conducted with older learners (Grade 7) compared to my participants, its findings point to the importance of providing disadvantaged schools with books. Once learners had access to books and received consistent motivation to read, their reading levels improved. In addition, Pretorius & Currin (2010) provided insights for other researchers who wish to conduct reading intervention in similar contexts. For example, they stated that any reading interventions intended for a disadvantaged South Africa context needs to be pitched at levels appropriate for different groups. Taking this into consideration, I implemented a bilingual ERP which catered for my participants' needs.

Another study worth mentioning was conducted by Pretorius & Knoetze (2012) with teachers of literacy in a disadvantaged township in Pretoria. Through implementing a reading club as an intervention, they aimed at broadening the participating teachers' knowledge about reading and building their self-confidence. Of importance is their findings regarding positive changes in teachers' behaviour, attitude and affective factors in reading, concepts that are also investigated in this study.

In addition, Sheckle (2014) illuminates my study with findings that underscore the importance of reading programmes. Although this study was conducted in a Grade 8 class, its findings show how positive learners' attitude and agency can be nurtured by allowing book talks and book choice. Of importance to this study are the issues of transformative agency. Sheckle (2014) mentions that initially some learners felt compelled to be part of the reading club. They attended because they felt obliged to do so, but as the sessions progressed they took agency of their reading, participated in the reading club willingly, thus there was a change in reading attitudes.

Recently, Prosper & Nomlomo (2016) implemented a multilingual literacy programme in a linguistically diverse Grade 1 class in Cape Town. This study sought to investigate the use of multilingual reading books and the pedagogical strategies used by the bilingual Grade 1 teacher and his teaching assistant. One of the relevant findings from this study was that the multilingual reading books proved to be useful resources in facilitating learners' understanding of the stories in their L1. The current study is similar in that a bilingual ERP, making use of bilingual books was implemented in FP classroom to develop reading and nurture positive reading attitudes (Chapter 6, Section 6.3). The study is also influenced by an understanding that children learn better when they read stories in a familiar language (August, 2006), as home language literacy skills can be transferred to additional language and literacy learning (Street, 1995).

2.8 LIMITATIONS OF PREVIOUS STUDIES OF ER AND ATTITUDES

This section identifies some of the research gaps in studies that have been conducted on extensive reading and reading attitudes (as discussed in the previous sections) which are conspicuous within the research. Such gaps provide the rationale of the study.

Many studies conducted using the extensive reading approach reported the joy and pleasure that was observed in participants due to extensive reading. In a review of works on ER mostly conducted in the global north in well-resourced contexts, Jacobs, Renandya & Bamford (2000) summarised a number of experimental studies which show significant increases in vocabulary, comprehension and academic performance as a result of extensive reading. However, despite the fact that there is a lot of research on the effect of extensive reading on skills and abilities, there is a surprising paucity of research into the ways in which extensive reading may have an effect on the affective components such as attitude.

The annotated bibliography of the Extensive Reading Foundation (www.erfoundation.org) consists of over 400 published works on ER, and yet 36 of these studies looked into the affective aspect and 13 focused on young learners. My literature review has identified a gap in research into reading attitudes among young children. Relatively little is known about reading attitudes of young bilingual learners. Most of the studies have been conducted with older L1 students. Since these learners can read independently, with limited support from the teacher, findings from these cannot be applied to learners in the current context. It is this gap that this study intends to investigate and help fill.

Finally, in South Africa, for example, Pretorius' research studies have been a milestone in the investigation of reading practices, attitude and problems as discussed in Section 2.8 and studies such as Pretorius 2002 and 2014. However, research into reading conducted in South Africa has mostly focused on the teacher as the unit of analysis (Pretorius & Machet, 2004; Pretorius & Knoetze, 2012; Van der Mescht, 2013), or learners reading in two languages as the unit of analysis in formal classroom settings (Ramadiro, 2012). Teachers have been identified as the most significant variable in learner's success or failure (Ensor & Hoadley, 2004). The current study fills this gap by supporting the view of children as active constructors of their own learning. In addition, there has been little or no research conducted in the South African context and with FP learners in particular, on the effectiveness of extensive reading. Therefore, the purpose of this study is to explore the possibility of using extensive reading as an intervention programme to nurture reading for pleasure and also investigate the effect of this programme on the reading attitude of learners.

2.9 SUMMARY

In this chapter I presented and discussed the key concepts of the study which are mainly extensive reading and reading attitudes. There is evidence that both extensive and intensive reading approaches have their strengths and a combination of both will enable the development of reading in learners. Discussing both extensive reading and reading attitudes was of importance as it helped me in identifying gaps in research, thereby locating this study within the broader context of related studies that preceded it. I reviewed literature on reading attitudes by firstly highlighting how complicated defining attitudes was, before choosing a working definition for this study and justifying the focus of the study on reading attitudes.

All in all, a sound understanding of the study's key concepts was vital so as to provide the reader with information that will enable an understanding of the upcoming chapters and the overall study as these terms will be mentioned throughout the study. The next chapter presents a discussion on theoretical frameworks informing this study.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In this chapter, I present theories that inform this study which is framed within a literacy as a social practice. I begin by discussing Cultural Historical Activity Theory (CHAT). I discuss in detail the application of this theory in the study. I discuss the Expansive learning theory which guided the research process. Finally, I present key concepts from these theories which are mediation; More Knowledgeable Other (MKO); Zone of Proximal development (ZPD) and scaffolding (Vygotsky, 1978) and transformative agency and sustainability. These concepts underpin the implementation of the ERP and also guide the analysis of data collected throughout the study.

3.2. CULTURAL HISTORICAL ACTIVITY THEORY TO EXPLORE AND ANALYSE THE ERP

The study required a methodological approach that situates literacy in the social, cultural and historical environments in which young learners acquire attitudes, dispositions towards reading, and in so doing are inducted into the practice(s). I drew on CHAT, an interdisciplinary approach for studying learning and development which is grounded in socio-cultural theory (Vygotsky, 1978). Leontiev (1978) and Luria (1976) expanded upon Vygotsky's theory to include human activity and the interactions that happen within such a context mediated by tools. Therefore, it acknowledges that subjects carry out activities using the necessary tools, within a particular context to achieve their goals. The strength of CHAT is that it includes a range of activities that human beings carry out in everyday life, making it generic as a theory. This implies that it can be applied to almost everything that human beings do including the implementation of an ERP in the case of this study.

What also made CHAT suitable was that since I was to implement a reading programme, I was not a mere observer of what was going on in each reading session, but as an interventionist, I actively participated. This, according to Scanlon & Issroff (2005), enables the researcher to understand and observe the emergence of patterns in human activity in terms of achieving goals, focus of attention and tools, and understanding the learner experience. Of interest is how the ERP could expand (see Chapter 7) the reading attitudes of Grade 3 learners.

CHAT also emphasises that research should be transformative, not only transactional, hence it is considered as a tool for transformation (Engeström, 1999). CHAT encourages an in-depth analysis of activity systems, which in turn provokes change and development (Engeström, 2001; Kaptelinin & Nardi, 2006). To enable transformation, the research should include the participants in meaningful ways (Engeström, 1999). In this study, the researcher worked in collaboration with the participants to transform the object of the activity system. I observed, had conversations with learners and reflected on what had happened in each reading session. Through reflection we looked at our own activity and also planned the way forward (i.e. How can we make our writing/comprehension/retelling better? How can we make the reading programme better?). It was possible to gain a clearer understanding of the participants and the aims they wished to accomplish which enabled transforming the activity. Thus, the study aimed at not only understanding the processes of the reading programme, but also wanted to assist the participants to be able to develop positive reading attitudes, work together and independently, thus transformation. Hence, Scribner (1997) states that “theory is not only meant to analyse and explain the world, but also to facilitate practices and promote changes” (p. 3).

Through CHAT I saw a way of articulating this transformation, an important aspect of the study. During the Pre-Intervention Phase of the study, I was concerned with the ‘*what*’, ‘*how*’ and ‘*why*’ of learners’ reading practices. However, as the sessions progressed, that is during the Implementation and Post-Intervention Phase, I realised I needed to make sense of the process of the ERP. It can be argued that CHAT provides the researcher with the necessary tools to move from the identification of literacy events in the reading programme to the literacy practices including learners’ actual reading, text-based interactions and participation, exactly because events are not examined as isolated activities but as the part of a bigger whole (Engeström, 2001). Hence, CHAT was applied to analyse and make sense of human practices within a given context (Engeström, 1999).

3.2.1 FIVE PRINCIPLES OF CHAT AND THEIR APPLICATION IN THE STUDY

Central to the analysis are the views of the subjects and adherence to five principles established by Engeström (2001). Table 3 below demonstrates how these principles will be enacted in the study, and how CHAT is an appropriate analytic tool for the analysis.

Table 3: Five principles of CHAT established by Engeström (2001)

Five principles established by Engeström (2001)	How these principle were enacted in the study
1. The prime unit of analysis is a collective, artefact-mediated and object-oriented activity system seen in its network relation to other activity systems.	1. The activity systems analysed were the Grade 3 learners at two different schools participating in the bilingual ERP
2. The multi-voicedness of an activity – heterogeneous voices need to be heard as an activity will be different for each individual, revealing multiple layers and perspectives.	2. The voices I paid attention to in the analysis were those of the participating learners, research assistant and voluntary information from their teachers and parents.
3. The historicity of an activity system – an activity system “takes shape and gets transformed” over time (Engeström, 2001, p. 136) with the analysis uncovering its history.	3. I worked with history that was gathered thorough the use of pre-intervention questionnaire and interviews to understand the school context, learners’ learning experience and their existing reading attitudes, and how such attitudes create tensions as potential fruitful sites of learning.
4. Contradictions as driving forces of change in activity – clashes between “opposite starting points” (Engeström, 2001, p. 137) can not only generate conflict but also reveal opportunities for change.	4. I identified and analysed contradictions occurring in each activity system. These included primary, secondary, tertiary and quaternary contradictions as presented in my data presentation chapters.
5. Expansive transformation in activity systems – new understandings of an activity arise from participants addressing contractions and questioning their actions, leading to new possibilities.	5. Vygotsky’s concept of ZPD helped me to understand the learners’ initial reading attitudes and how these develop towards a new desired state with help of MKO and scaffolding.

I will extrapolate briefly how the acknowledgement of history, culture and collaborative learning were also important features of the study.

- **Culture**

The importance of culture in a child’s cognitive development is asserted by Lantolf & Thorne (2006), as they state that culture determines the individual development. For this development to happen, Cole (2002) suggests that adults should create environments that will allow children to actively participate in culturally organised activities mediated by language. In this study, a bilingual reading programme was established which allowed learners to use their L1 or L2. Activities such as reading and book talks were modelled to enable learners to do these on their own. As stated by Garton & Pratt (2009), while adults make use of cultural tools to achieve a goal, children observe, learn and internalise their observations so that it becomes part of their competency. Therefore, whatever we observe cannot be understood independent of the culture within which this occurs. Hence, culture influences the way we think about the world and cultural-historical forms of thinking evolve from one period to another (history).

- ***History***

According to Vygotsky (1978) “children’s learning begins long before they attend school and any learning a child encounters in school has a previous history” (p. 84). In addition, he put forward the notion that learners bring existing knowledge to the classroom and it is upon this knowledge that the teacher builds through mediation (Vygotsky, 1978). Taking into cognisance the importance of the learners’ history in learning, the starting point of this study was to first ascertain the learners’ history in relation to reading before implementing a reading programme. A Pre-Intervention questionnaire was administered with all the participating learners and follow-up interviews in an effort to understand their existing reading practices happening both at home and school. This understanding provided me with the tools to implement a responsive reading programme and also made me understand how literacy skills can be developed as I was aware of their current perspective and attitude about reading, reading experiences and their future aspirations. Understanding my participants’ history also enabled me to track transformation due to the implementation of the reading programme, an important aspect of this study.

- ***Collaborative learning***

Freire (1984) states that education should be about collaborative and collective production of knowledge and acknowledging learners’ lives. In collaborative learning, learners are regularly given opportunities to work collaboratively and as a result they take responsibility for their learning. In such a context, the teacher serves as a guide to facilitate the learning process (Matusov, 2001). However, creating such learning environments in many South African schools is a challenge due to overcrowded classrooms which makes it difficult for teachers to attend to individual needs (Fleisch, 2008). Hence, I implemented an after-school reading programme that encouraged collaborative learning. However, I was aware that in collaborative learning contradictions and tensions may surface as a result of participants’ varied attitude, beliefs and life experiences. I was able to deal with these because the ERP was guided by rules that promoted social skills and I consciously guided the learning process without taking over the process. Contradictions were also allowed as they are considered opportunities for transformation.

In each activity setting, tensions could arise due to human activity and interaction with other members of the community and other components of the activity system or lack thereof. This tension surfaces contradictions, a fourth principle of activity theory as shown in Table 3. Engeström (2001) defines contradictions as “historically accumulating structural tensions within and between activity systems that can lead to both conflicts and innovations” (p. 137). Engeström identifies and explains four levels of contradiction that may happen between or within an activity system. Contradictions at level one are called *primary contradictions*, which can occur within a single component of the activity system. A level two or *secondary contradiction* is a tension that arises between two components of the activity system such as subject and tool as they interact. A level three or *tertiary* contradiction may arise when new ways of thinking or doing come in conflict with traditional or currently accepted ways of thinking and doing between the activity system (Engeström, 1987). A level four or *quaternary* contradiction occurs when an activity system clashes with any of its neighbouring activity systems.

Kuutti (1996) states that “contradictions are sources of development; activities are virtually always in the process of working through contradictions” (p. 34). When contradictions are resolved, learning happens and a more advanced activity system emerges. Therefore, when contradictions are surfaced in the activity system, they should not be regarded as signs or obstacles of weakness. Rather, Foot (2001) suggests that they should be considered as the “illuminative hinges through which participants in an activity can reflect on their activity system’s developmental trajectory and understand its dynamics” (p. 12).

3.2.2 GENERATIONS OF CHAT AND THEIR APPLICATION IN THIS STUDY

There are three generations of activity theory: the first, second and third generation CHAT, and the study draws from all three generations. The first generation activity theory drew on Vygotsky’s concept of mediation which explains the relation between **subject**, **object** and **tools** (Kuutti, 1996) as represented in the upper triangle in Figure 4 below. It is concerned about understanding individual behaviour, hence the unit of analysis is the individual. However, this model came under criticism as it could not explain some of the systematic relations between the individuals and their environment. Hence, Leontiev (1978) and Luria (1976) developed further the first generation model and the first generation provides a base of the second one.

The second generation adds three further elements to the Vygotsky triangle of mediated action (Daniels, 2001). The added components are **rules**, **community** and **division of labour** which brings about interrelationships between the individual and the community as shown in Figure 4 that follows. **Rules** refer to acceptable procedures that guide the interactions within the activity system. The **community** includes anyone who participates in the activity system to achieve the desired outcome of the activity system. Hence, there is an **object** component in the activity system, which is the ultimate goal of the activity system. Within an activity system, **division of labour** means sharing of tasks and power (Engeström 1993).

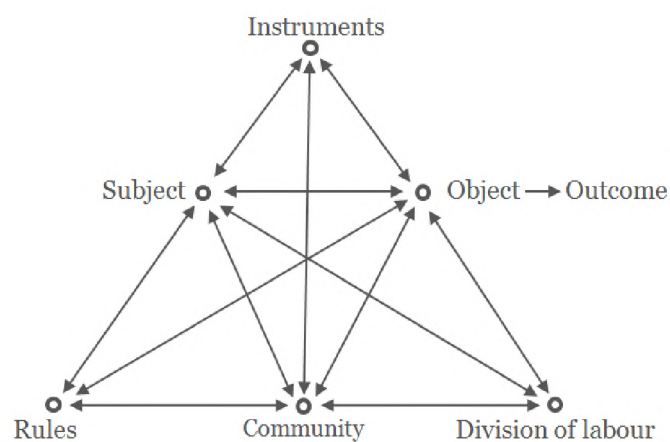


Figure 4: Structure of a human activity system (Engeström, 1987)

In addition to the second generation, there is a third generation activity theory (Figure 5) which focuses on the interaction between two or more different activity systems rather than the single activity system of the second generation as represented in Figure 4 (Engeström, 2001). The third generation was developed to deal with challenges that the second generation failed to address, including questions of diversity and dialogue between different traditions or perspectives (Engeström, 2001), hence the focus on two or more different activity systems. For example, this study deals with issues of diversity by creating an environment which accommodated all learners regardless of their reading history and culture. By creating such an environment, I am aware that “The multi-voicedness ... is a source of trouble and a source of innovation, demanding actions of translation and negotiation” (Engeström, 2001, p. 136).

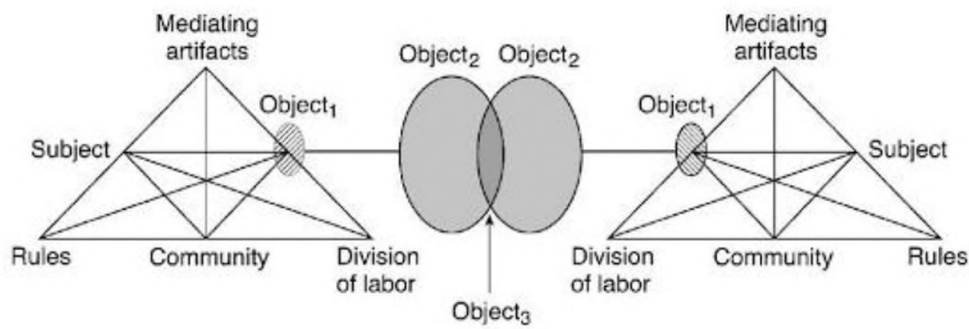


Figure 5: Two interacting activity systems as a model for the third generation activity theory (Engeström, 1999)

As will be shown in the next section, during the implementation phase of the ERP, the contextual profile of the proposed study revealed more than one activity system of the second generation. The first activity system was the research site (Schools A and B) and the second one being the implemented reading programme. In this instance, the third generation CHAT was applicable so as to understand and analyse the interaction between the activity systems.

3.2.3 THE ACTIVITY SYSTEM OF THE STUDY

In activity theory, the unit of analysis is the activity system or activity setting which is described by Sawchuk (2013), as the minimal meaningful environment that provides the context in which activities take place. Rogoff (1990) states that an activity setting is important in that it provides the researcher with tools for understanding and interpreting the relationship between the participants and the social context, and how these influence each other. Russell (1997) describes an activity system as “any ongoing, object directed, historically conditioned, dialectically structured, tool mediated human interaction” (p. 510). I will break down this definition in relation to the study in the following table:

Table 4: Activity System

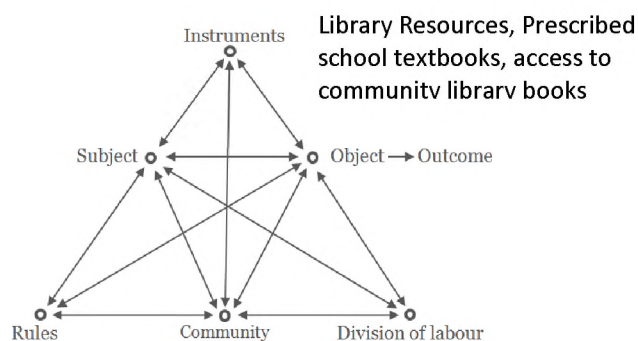
Description	Explanation and application in this study
Ongoing	This study is concerned with looking at how a system functions over time. The two Grade 3 classes located in different schools were the activity system over a period of 31 weeks.
Object-directed	Activity theory is concerned with activities that are goal-directed. The object of the formal classes of Grade 3 learners is reading, which is accomplished through instruction. The object of the implemented ERP was to promote voluntary reading by the learners.
Historically conditioned	Activity systems come into being because of practices that have a history. For instance, ways in which a class carries out its activities is developed over time. In contrast, the ERP being an informal space, created new practices which allowed learners to read for enjoyment what they choose, different from the formal instruction to which they were accustomed.
Dialectically-structured	According to Kain & Wardle (2004), the term “dialectic” describes a relationship in which aspects of a process, transaction or systems are mutually dependent. When one aspect changes, other aspect changes in response. For example, when learners were exposed to a variety of reading books as tools, the way they began to accomplish tasks related to the activity of reading began to change.
Tool-mediated	Different kinds of tools are used to accomplish activities. These tools may be physical objects such as books or symbolic system such as language. For example, in the ERP we used books written in two languages to accomplish our goals for reading.
Human interaction	Activity theory is concerned with how people work together using tools towards outcomes. In the reading programme, Grade 3 learners interacted with each other (peers) and the researcher and with the tools to achieve the outcomes of reading.
Rules	Activity systems have guiding rules which can either constrain or liberate the subjects and the activity in varying degrees. In the ERP, for instance, rules were made by the researcher in collaboration with the learners
Division of labour	In the ERP, roles and responsibilities were shared among the participants and the researching team (see Chapter 6).

In this study, different activity settings were identified and analysed at different stages of the research process. In this section I present the activity system(s) that I refer to in the study and I also tease out the components of each activity system and provide a detailed graphic representation of each.

During the Pre-Intervention Phase, the activity setting that was under investigation was two classes of Grade 3 bilingual learners at two research sites. Given that the study was conducted in two different research sites initially (Pre-Intervention Phase) their activity systems showed different features only with regards to *tools*. In both research sites language and school textbooks were regarded as *tools*, but Site A had additional reading resources since the school has a fully resourced library. **Tools** also included other teaching material like charts, posters that teachers used to teach reading. In both research sites the *subjects* were the participating Grade 3 learners. The *object* of each activity system can be labelled as teaching learners how

to read, based on the phonics approach to reading. Underlying both activity systems (Outcome) is the community's desire to have learners who are able to decode isiXhosa and English by the end of FP in order to be able to read for learning (make sense of what they are reading) in the IP. The **community** comprised people that shared interest in the object (teaching learners to read), so it included teachers, parents, caregivers, siblings and other stakeholders who interact with the learners in an effort to improve their reading. Each activity system had its *explicit* and *implicit rules* that had to be adhered to by the members of the community and the subjects. *Explicit* rules included those stipulated by the Department of Education (policies). *Implicit* rules included classroom rules and the teacher's rules. The **division of labour** in each activity system demonstrated the dominance of the school authorities as they seemed to be in control over many variables. However, during the implementation of the ERP (another activity setting), attempts were made to democratise the learning environment and collaborative learning was introduced as will be discussed in Chapter 6.

Research Site A



Research Site B

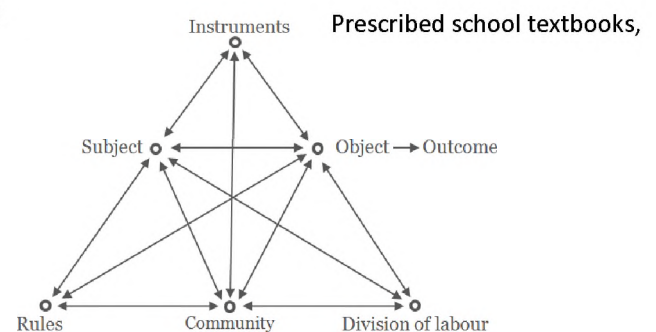


Figure 6: Visual representation of the activity systems during the Pre-Intervention using Engeström's (1987) triangles

During Phase Two of the study, ERP that was implemented in both research sites was considered as the activity setting. Although implemented in two different research sites, there were similarities in the components of the activity system. The **subjects** and the **community** of this activity setting were similar as Phase One. The only difference is that the research team has been added as part of the **community**. The **subject** use language and bilingual books provided in the reading programme as **tools** to mediate learning. The **object** for this activity system was reading for enjoyment. The **outcome** for the activity system included a list of skills that I wished to target by implementing an ERP. The overall **outcome** of the activity system was to empower learners through increased access to a variety of reading resources in a social

environment where reading was nurtured and promoted. I also wanted to have learners who are able to read at their own will; learners who are able to make sense of what they are reading and actively participate in their own learning. In this activity system there were also **explicit** and **implicit rules**. **Explicit** rules included the school rules and **implicit** rules included the ERP conventions and classroom rules which were established in collaboration with the learners. **Division of labour** was distributed between the learners and the researching team. Reading aloud to the class, monitoring the book lending system and book talks were some of the roles that were shared between the researchers and the participants.

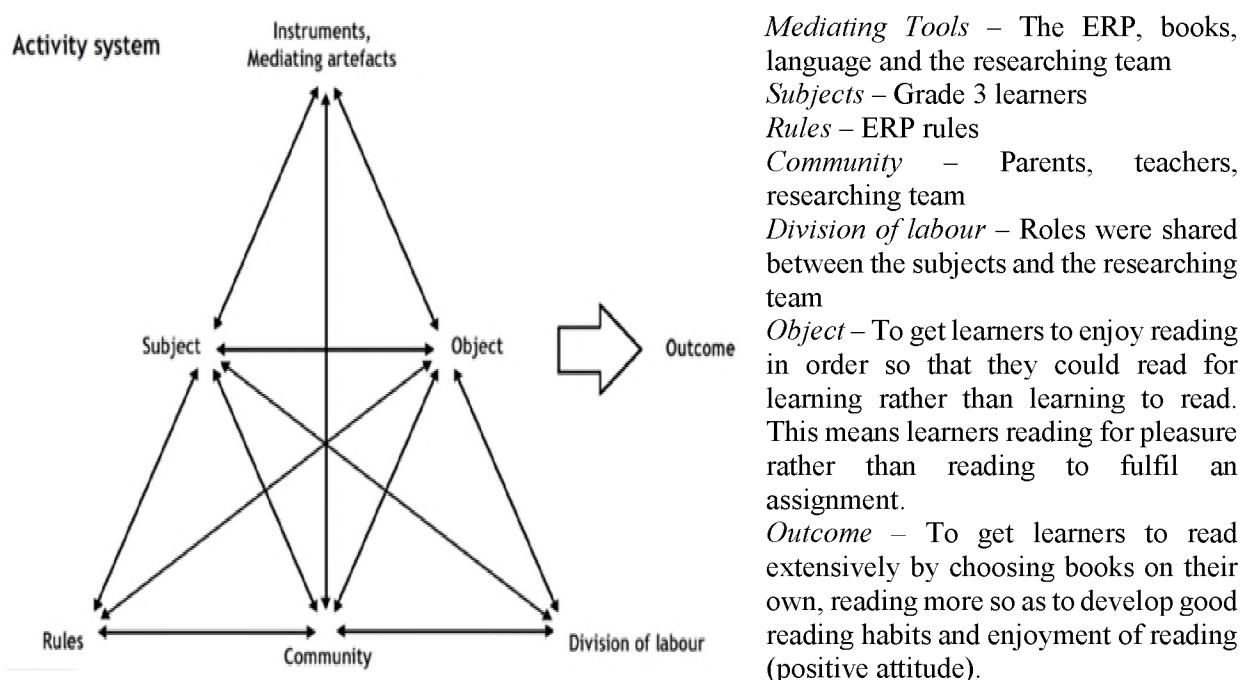


Figure 7: Visual representation of the activity system during the Implementation Phase using Engeström's (1987) triangles

3.3 EXPANSIVE LEARNING THEORY

The overall research process (Phases 1–3) was guided by the expansive learning cycle. Expansive learning is part of CHAT and can be considered a design methodology that aims at change (Engeström, 2005). It is designed to overcome current contradictions and draws on the strengths of joint analysis and concrete transformation of current practice (Engeström, 2005). According to Engeström (1999) and Pihlaja (2005), the process of expansive learning is cyclic in nature and comprises seven steps that can be described as shown in Table 5. The process of expansive learning is concerned with the resolution of evolving tensions and contradictions in a complex system that involves objects, artefacts, and perspectives of participants (Engeström,

1999). It involves doing, reflecting and improving the practice, which essentially is praxis at one level while at the same time examining how every day and scientific knowledge interact (Daniels, 2001). Expansive learning leads to the formation of a new, expanded object and pattern of activity oriented to the object.

Table 5: The process of expansive learning

Step 1	Questioning	Drawing on researched evidence to question existing practice or existing wisdom
Step 2	Analysing	Invoking “why” questions to seek out explanatory principles. Historical genetic analysis aims to explain the situation by tracing the origin and evolution of the contradiction, while the empirical analyses the inner systemic relations
Step 3	Modelling	Construction of new ways of working or engaging with practice
Step 4	Examining the model	Experimenting with the new model to fully grasp its dynamics, potentials and limitations
Step 5	Implementing the model	Working with the model in real life situations and monitoring its impacts
Step 6	Reflecting	Using monitoring data to evaluate the model for refinement
Step 7	Consolidation	Implementing the refined model into a new, stable form as part of practice

In this study, the seven steps shown in the table were condensed into three phases as shown in Figure 8.

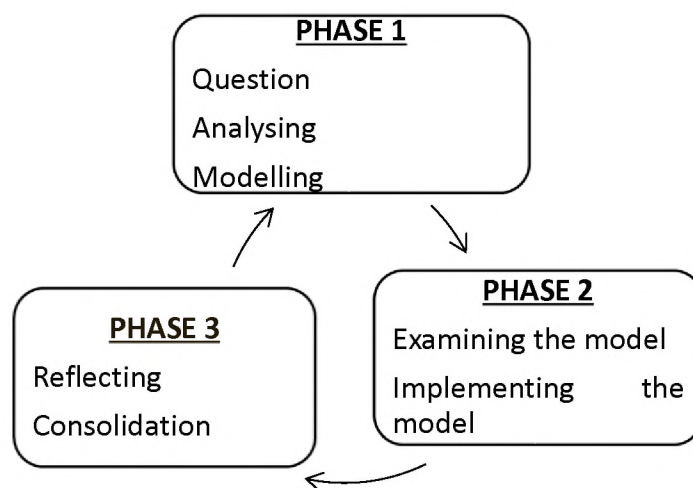


Figure 8: Application of the expansive learning cycles in the study

3.4 THEORETICAL CONCEPTS CRITICAL FOR THE STUDY AND THEIR RELEVANCE

In this section, I will discuss key concepts from CHAT which are germane to the study which are Mediation, More Knowledgeable Other (MKO), Zone of Proximal Development (ZPD)

scaffolding, transformative agency and sustainability. Karpov (2003) regards these concepts as powerful tools for analysis and their application in this study also guided the analysis of data.

3.4.1 MEDIATION

This study views mediation as a key concept in all aspects of knowledge construction because it encourages development of learners (Vygotsky, 1978). Donald, Lazarus & Lolwana (2006), define mediation as “the means through which teachers, parents, peers, mentors help students to gradually acquire knowledge” (p. 87). Simplified, Kao (2010) characterises mediation as a tool that demonstrates learning and teaches learners how to learn.

According to Vygotsky (1978), cognitive development and learning are mediated by cultural tools which can be both symbolic and material artefacts. These tools, important in the creation of knowledge, are not only limited to conventional technical and material tools but also include “language; various systems of counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps and mechanical drawings, all sorts of conventional signs and so on” (p. 137). In agreement, Wertsch (1991) states that human action, on both the social and individual planes, is mediated by tools and signs. The teachers or adults in both social and formal settings need to therefore develop or provide tools that can accelerate teaching and learning. In the present study, the primary symbolic tool was language in which reading and learning were presented. The importance of language as a mediation tool is also recognised by Vygotsky (1978) and Harrison (2011) who state that language helps children to be able to solve problems, facilitates conversations and it is essential for guiding thoughts and behaviour (self-regulation). Hence, in this study a bilingual reading programme was implemented which allowed learners to use isiXhosa (L1) or English (L2) as will be shown in Chapter 6 (Implementation Phase).

The books provided in the ERP constitute material tools. Hence, the need to analyse how learners used the tools, their language preference, and the type of books they enjoy or do not enjoy reading and the reasons for those choices (Research Question 3). In addition, the researcher and the research assistant of this study were mediators of learning as they presented reading opportunities in a structured environment during which learners were able to learn on their own. The researching team guided learners by reading for them and modelled reading so

as to enable them to become self-motivated. Through individual reading, shared and paired reading, learners were given opportunities to practice and internalise what they had learnt in the ERP. Closely linked to mediation is the Zone of Proximal development (ZPD), which I discuss in the next section.

3.4.2 THE ZONE OF PROXIMAL DEVELOPMENT (ZPD)

The concept of Zone of Proximal Development (ZPD) has been interpreted in varying ways in the educational context and as a result it is “probably one of the most used and least understood ...” (Palincsar, 1998. p. 370). Vygotsky (1978), who developed the concept of ZPD, defines it as “the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p. 86). This definition of the concept emphasises the important role of the MKO as mediators of learning. Since the skills and competences of a child are not fully developed when he/she enters school, assistance is needed from MKO to help the child move beyond his/her individual ZPD. This clearly demonstrates that collaboration between the child and MKO is important for a child to realise his/her potential (Harrison, 2012).

Vygotsky’s (1972) explanation of ZPD states that the teacher has to first ascertain each individual learner’s baseline abilities and then extend the learner’s performance toward his individual potential, and he neatly explains the roles of individuals participating in ERP. In such a space, learners bring to the ‘zone’ what they are able to do independently, that is, what they have learned, and the teacher brings support, so that what the learner is able to do beyond the ‘zone’ is supplemented and boosted by the support of the teacher. During the Pre-Intervention Phase (Chapter 5), I saw the need to first understand my participants’ ZPDs in relation to their reading and reading attitudes (and what influenced these) so as to be able to build on their ZPD through implementing an ERP. Therefore, I intended to extend the learner’s performance (raising their ZPD) and transform the activity system, which was the goal of the ERP implemented in this study (Chapter 6).

In an ERP, unlike in an intensive reading program, the teacher is required to step away from being a central figure in the reading process and move into a more participatory role. According to Kenrose (2009), “implementing ZPD in the classroom requires a move from a lecture-style

format to a one which includes adult guidance and peer collaboration” (p. 4). The teachers assume the role of a catalyst that increases the speed and depth of the learners’ cognitive development, making use of scaffolding as a measure to support the learners as they grow in confidence (Vygotsky, 1978). This new role allows the teachers to guide the reading process, explain the benefits of extensive reading and in the process learners become readers as well (Renandya & Jacobs, 2002). This suggests after the teacher has offered his/ her guidance, learners should be in a position to work collaboratively, which should eventually lead to learners working individually. In this study, the implemented reading programme was also based on this concept of learning. I applied the three mechanisms of effective help in the ZPD proposed by Aljaafreh & Lantolf (1994) cited in Reza & Mahmood (2013):

- The intervention should be **graduated**: Estimate the minimum level of guidance and provide assistance than necessary.
- Help should be **contingent**: Assistance only offered when needed, and withdrawn when there are signs of control.
- Collaborative frame: The dialogue established between the learners and the MKO becomes a source of implicit and explicit corrective feedback.

In Chapters 6 and 7 of this study, I document learners’ varying forms of participation in the reading programme with the researching team and their peers. Because some learners could not read individually, the research team provided them with support and guidance, by either reading with them or assisting them in their book choices. This context once established saw the roles of MKO and learners being more fluid as they both possessed unequal knowledge especially with regard to language. Learners were proficient in isiXhosa their L1 and limited in English their L2, while I was proficient in English and limited in their L1. The researcher and the learners took turns in book discussions, reading and in other practical reading programme activities like the marking of the attendance register and managing the accession register. This routine and interactions between the researcher and the learners provided learners with many opportunities to observe, participate in these activities and over time they took responsibility for their own learning and participation in the joint activity (Lave & Wenger, 1991). The ‘active agents’ in the ZPD were the researcher, research assistant and the learners, all with different degrees of expertise. This kind of environment that was established encouraged the co-construction of knowledge.

3.4.3 MORE KNOWLEDGEABLE OTHER

The concept of the More Knowledgeable Other (MKO) is defined by Moodley (2013), as “an agent of learning” (p. 33). An agent of learning can be also considered a mediator, which I discussed in the section above. In the school context, learners generally consider the teacher as the MKO because s/he possesses more skill, experience and knowledge than the learner. In this study, the researcher was the primary but not sole MKO, meaning that assuming the role of the MKO can change depending on the subject matter and language of instruction/discussion. Therefore, an MKO can be anyone that can be an agent of learning to mediate learning by helping the novice or inexperienced learner(s) to be able to do things on their own in future.

According to Moodley (2013), there are different MKOs for different situations and learning contexts. For instance, in this study the researcher and the research assistant were the primary MKOs as we set up the ERP and assisted learners with reading and other reading activities. Our intention was to model, nurture and promote reading so that eventually learners would be able to read on their own. Secondly, in the Implementation Phase (Chapter 6), during shared and paired reading, those learners who could read assumed the role of the MKO as they helped other learners who struggled to read. Having limited proficiency in my participants’ L1 and also not being accustomed to my participants’ culture, there were instances when learners assumed the role of MKO in teaching me isiXhosa vocabulary, pronunciation and their culture. Although my research assistant compensated for my isiXhosa language shortfalls, learning happened both ways as she also learnt some English from me. In sum, the role of the MKO is not assigned to one individual, but can be assumed by anyone who is able to facilitate learning.

3.4.4 SCAFFOLDING

Scaffolding is described by Wertsch (1991) as a “dialogically produced inter-psychological process through which learners internalise knowledge they co-construct with more capable peers” (cited in Lantolf & Thorne, 2006, p. 282). This means that learners are assisted by their teachers or MKO to reach their level of performing independently, hence this concept aligns with the concept of ZPD.

Similar to mediation, scaffolding is a process and there are different forms of scaffolding for different situations and learning contexts. Firstly, in the classroom context, scaffolding has

been directed toward expert-novice interaction (Reza & Mahmood, 2013). In most cases, the teacher acts as the mediator of learning who initiates and models what learners need to learn. Once the teacher is convinced that the learners have mastered the concept that was taught, she/he gradually reduces assistance until the learners are able to do things on their own. The second type of scaffolding is peer scaffolding. Donato (1994) states that learners can scaffold one another in the same way experts provide assistance for learners.

In the context of this study, ‘teacher scaffolding’ was done by the researcher and the research assistant to promote reading by including activities such as reading with learners and reading for the learners. According to Worthy (2002), reading text aloud with learners gives the teacher an opportunity to explicitly model the value of reading. In addition, Myoungsoon & Heekyoung (2002) state that learners who are read to, often value books as a source of enjoyment, have an extensive vocabulary base and learn effective reading strategies. It was also important to apply these scaffolding techniques because during the Pre-Intervention Phase I noted that many of my participants at this stage could not read fluently or for comprehension. In addition, research shows that the majority of primary school learners in South Africa cannot read beyond the most basic or literal levels of understanding (Spaull, 2011).

As further scaffolding, I included post-reading activities, like books talks, reading journals and reading logs. In addition, while learners were reading individually or in pairs, the research assistant and I observed and participated in the process where necessary. Whenever learners asked a question, needed clarification or an error occurred, and if the reading process failed, we provided scaffolding. The appropriate level of help was provided and when there was no need for assistance, we observed. As will be detailed in Chapters 4, 6, 7, as the ERP progressed during the implementation phase, selected learners received specific teacher researcher scaffolding through Change Laboratory Workshops (CLW). According to Virkkunen & Newnham (2013), a Change Laboratory Workshop (CLW) is an intervention method that supports the formation of transformative agency of participants (see Chapter 4 Section 4.6.2).

Learners who were not part of the selected group also received scaffolding through their peers as they carried out reading tasks collaboratively with the help of each other. For example, they offered each other suggestions of what to read or not read and also helped each other understand what they were reading. Scaffolding provided in this study by peers and the researching team

was dialogical as learners and the researcher(s) interacted, exchanged ideas and adapted the ERP. It is through these interactions that I was able to identify the learners' ZPD and their potential for development and was able to offer assistance as the MKO, a concept I discuss previously.

3.4.5 DOUBLE STIMULATION

The ERP implemented in this study adopted the method of double stimulation for studying the process of development. Double stimulation is viewed as a powerful pedagogical tool aimed at developing expansive agency in participants (Eri, 2012). According to Engeström (2005), double stimulation is aimed at eliciting new, expansive forms of agency in subjects. Put differently, double stimulation is focused on making subjects masters of their own lives. In this study, the first stimulus was to raise learners' consciousness about reading by providing them with a variety of reading books in isiXhosa and English so as to instil the love of reading for pleasure. As second stimulus, activities such as reading journals, reading logs and books talks were forms of stimulus that were used to conscientise learners about reading. In addition, other data sources like questionnaire scripts, observation notes were presented to the learners as stimulus in CLW.

In CLW both the first and the second stimuli tend to evolve and change as the intervention proceeds. According to Engeström (2011), the construction of a second stimulus is a long and laborious process. He suggests that an effective second stimulus is:

- Actively constructed by the participants. However, this was not the case in this study as the participants were young children.
- Requires that an ambiguous and often skeletal or sketchy artefact is step by step filled with increasingly rich meaning.
- Has to take the shape of a relatively stable material representations that can serve as an anchoring device, an example in this study, charts were developed and written journals.
- Constructed for the purpose of dealing with the challenges of the contradiction manifested by the first challenge. A detailed description of CLW that were implemented in the study will be provided in Chapter 6.

Vygotsky (1978) used double stimulation in his experimental studies as a method to investigate problem-solving in structured situations in which the neutral second stimuli were turned into secondary means to solve problems. A double stimulation experiment, in the Vygotskian sense, typically starts with placing a subject (e.g. a learner) in a structured setting and confronting

him/her with a problem beyond the pupil's present capacities. Neutral stimulus, in the form of objects (such as pictures, geometrical figures and instruction manuals), and in most cases in the form of guidance by a tutor or collaboration with other pupils, is available for the learner. Unlike in Vygotsky's experiments, in this study, the concept of double stimulation is applied in the context of the classroom context (the reading programme). As a stimulus, books written in the L1 and L2 were provided to learners. Learners worked in collaboration with the research team and guidance was provided. To examine double stimulation in this study, the focus was on the development of reading attitudes of all the participants of the study.

3.4.6 TRANSFORMATIVE AGENCY

The ERP that was implemented in this study is an example of a transformative literacy programme since it sought to address issues of social justice and equity in the participating schools and to the community of Grahamstown at large. The starting point in implementing this ERP was to democratise the learning environment. This was done by adopting a formative research methodology (Chapter 4, Section 4.2) and framing the study through CHAT.

Virkkunen (2006) defines transformative agency as “breaking away from the given frame and taking the initiative to transform it” (p. 49). Agency manifests itself when practitioners solve conflicts and disturbances during the development of their local activity and work practices (Haapasaari & Kerosuo, 2015). This can be either an individual or a collective process, but it is socially situated as it emerges and evolves in collective interaction over time (Engeström, Sannino, & Virkkunen, 2014). Stetsenko (2012) posited that there is need for educators to show how learning is relevant and also help in expanding their learners' knowledge. Thus, learning becomes transformative as it allows for personal and social growth. The ERP which sought to positively impact on learners' reading attitudes and instil a love of reading is change oriented. The ERP therefore sought to develop, support and sustain participants' agency. I observed learners' participation and behaviour during each reading session in order to gather evidence of who did, or did not exercise agency.

According to Haapasaari & Kerosou (2015), in interventions of this nature, transformative agency is realised through agentive actions that can include participants resisting or criticising

the intervention and suggesting better ways. Haapasaari & Kerosou (2015) identified six actions which also guided my analysis of data:

- Resisting the management or the interventionist
- Criticising the current activity and highlighting the need for change
- Explicating new possibilities or potentials in the activity
- Envisioning new patterns or models of the activity
- Committing to specific actions aimed at changing the activity
- Taking the consequential actions needed to change the activity

The data analysis process presented in Chapter 6 was guided by the four actions listed above identified by Haapasaari & Kerosou (2015) namely resisting the interventionist, criticising the current activity and highlighting the need for change, committing to specific actions aimed at changing the activity and taking the consequential actions needed to change the activity. Agentive actions that could be classified under '*Explicating new possibilities or potentials in the activity*' and '*Envisioning new patterns or models of the activity*' were not evident. This is expected as the participants were young and so they had limitation when it came to the actual decision-making of the ERP which required the expertise of the researcher. Nonetheless, the identified agentive actions needed to be sustained, hence there is a need to discuss the next concept: sustainability.

3.4.7 SUSTAINABILITY

The concept of sustainability has been approached from several theoretical standpoints, for example economic and environmental, organisational and educational sustainability. In Environmental learning, Lotz-Sisitka (2008), defined sustainable development as

Practices that take full account of the economy-environment-society nexus in development interventions and initiatives (e.g. production processes), and that are oriented towards ecological sustainability, social justice, and a more benign economic system. (p.3)

According to Nocon (2004), in organisational settings, sustainability is seen as a collaborative, communicative, creative and continuing process. Strong involvement and participation of all the concerned individuals is required during the implementation of an innovation for it to become sustainable. Participants have the opportunity to express their needs, fears and also suggest potential solutions to their problems.

Having seen how complex and contested the concept of sustainability is, in this study, I approach sustainability from an educational stand point. In the context of this study, Setireka & Tanrikulub (2015) provided a working definition: the persistence and the capacity of the reading programme to continue for a long time or the ability to maintain a certain condition indefinitely or make progress. The application of this concept will be discussed in detail in Chapter 8.

Generally, sustaining funded reading programmes has not been successful in most cases, reasons being running out of funds, little or no evaluation of the programme or lack of a plan for sustainability (Snyman, 2016). In the case of this study, as the ERP was part of my defined research period, I had to consider ways that would sustain the reading intervention. This included sourcing more reading books such as from Biblionef, mobile bookshelves (from Institute for Study of English in Africa) for books to be easily accessible for the young learners, including volunteers and community member. Finally, a model of a reading programme (Buddie Reading Programme) which can be sustainable had to be designed. Meetings were held with the school Principal in one research site (see Chapter 7, Section.7.5.1) and convenient times and days for conducting the Post-Intervention reading programme were agreed on. The reading programme has been running the whole of 2016 with volunteers in charge and minimum support from me.

In sum, the concepts discussed in this section stem from the socio-cultural theory and CHAT. These concepts have been helpful in the study as they guided the implementation and the analysis of the ERP. However, since the research is concerned with reading, and specifically designing and implementing a reading intervention programme, I found myself in need of new conceptual tools to understand and to make sense of what reading is and how I was going to approach reading in this study. This is where I had to explore reading theories and the reading approach that informed the ERP as discussed in Chapter 2.

3.5 SUMMARY

In sum, this chapter presented theories underpinning this study. This was done so as to help the reader understand the analysis of the data that was collected to investigate the impact of an ER programme of learners' reading attitudes. First, I discussed the Cultural Historical Activity Theory (CHAT) as a theory that helped in understanding learning that was happening within

the ERP. Secondly, I discussed the Expansive learning theory which guided the research process. Finally, I presented the key theoretical concepts for the study and their relevance. The next chapter presents the methodology used in this study.

CHAPTER 4: METHODOLOGY

4.1 INTRODUCTION

This chapter provides an overview of how data was generated, analysed and the decisions that were made throughout the research process. Firstly, it outlines the methodological approach chosen for this study, which is the formative intervention methodology based on CHAT. I then discuss the research paradigm suited for this study, which is an integration of ontological realism and epistemological interpretivism within a case study. I elaborate on various aspects that form part of the research design. Having clarified the research paradigm for the study, I explain the research site and the participants of the study. I explain the research process and a typical reading intervention session outline is provided to demonstrate the structure of each reading session. Furthermore, I discuss the specific research methods used for data collection and interpretation. Finally, I outline the data analysis process and conclude the chapter with a discussion of the ethical issues, validity, reliability and triangulation.

4.2 METHODOLOGICAL FRAMEWORK

In this study, I used formative intervention which is an alternative instructional design. It applies double stimulation to develop a learning environment and materials instead of cognitive tools for solving problems in structured situations (Engeström, 2011). According to Engeström (2005) and Virkkunen (2006), the formative intervention provides a fruitful framework for research in education on the nature and agency formation in real, complex and object-oriented activities. As articulated by Engeström, Sannino & Virkkunen (2014), in formative interventions the role of the researcher is to initiate and sustain an expansive transformation process led and owned by the participants.

Engeström (2011) states that, to begin a formative intervention, the participants (*subjects*) are faced with challenges (*tensions and contradictions*) in their daily lives. They examine the challenge and develop innovative concepts which are not predictable to the researcher. However, in the case of this study, I had full control of designing and implementing the programme. As I was aware that I would be working with young children, for them to participate, they needed first to be intrigued by an existing programme. Informed by my previous experience and findings from my MEd study (see Chapter 1, Section 1.1) I already had a fairly clear ER programme in mind and had already sourced books (isiXhosa, English,

and bilingual books) for the reading club from Biblionef and Nal'ibali. Having the contents and goals of the intervention known ahead of time is what Engeström (2011) calls the 'gold standard' thinking in educational research. It starts from the assumption that researchers know what they want to implement and how they want to change the educational practice.

Secondly, in a formative intervention the contents and course of the intervention are subject to negotiation and the shape of the intervention is eventually up to the subjects. For example, in this study there were instances when the shape of the intervention was up to the participants, which is the core of formative interventions. This is detailed in Chapter 6, how learners resisted the interventions, took ownership of their learning. An important result of formative interventions is agency among the participants (Penuel, 2014) that is, their willingness to participate in the reading programme and take ownership of their learning which will be discussed in detail in Chapters 6 and 7. Finally, the researcher aims at provoking and sustaining an expansive transformation process led and owned by the practitioners. Hence, my role as the researcher was mainly to work in collaboration with the participants to initiate, organise and sustain an expansive learning process owned by the participants. During the research process, my role was to document and analyse participants' agency in implementation, particularly the surprising directions they took the intervention and to trace the material formation of concepts in action in the field (Engeström, Pasanen, Toiviainen, & Haavisto, 2005).

4.3 RESEARCH PARADIGM

According to Creswell (2003), a paradigm refers to the view of how one acquires knowledge (epistemology) or ones' view of reality (ontology) and how one finds out knowledge (methodology). This study is an integration of ontological realism and epistemological interpretivism which is also sometimes referred to as constructivism. This means that I view reality as independent of my cognition, thus being objective, *but* understanding of this reality is certainly a construction from my own viewpoint (Maxwell, 1992). In other words, this means that reality is socially constructed, hence I chose the interpretivist paradigm as it allowed me to be part of the research experience. As a result, I was involved in the design, implementation and evaluation of the ERP and I worked in collaboration with the learners to reach the desired goals of the study.

Deetz (1996) argues that the interpretive paradigm attempts to understand events through the interpretation and meanings assigned to them by people, thus I interacted with the participants to get their perceptions about reading, observe them in each reading session and note any behaviour and attitude changes during the duration of the reading programme. Similarly, according to Willis (2007), interpretivists reject a foundationalist approach, hence they are anti-foundationalists who believe that a real world does not exist, but is discursively and socially constructed. Interpretivist do not follow a particular method or route in seeking knowledge, instead, they seek reality from subjects, the concerned people. In this study, it meant seeking reality from the Grade 3 learners. This aligns well with formative intervention methodology which was implemented in this study discussed in Section 4.2 which acknowledges and includes the participants in the research process and the result is an expansive transformation process led and owned by the participants (subjects). Table 6 displays the characteristics of interpretive paradigm, as applied in this study adapted from Cantrell (1993).

Table 6: Characteristics of interpretivism

Feature	Description
Purpose of research	Investigate learners' reading attitudes and examine an ERP impact on these.
Ontology (The nature of the research)	• There are multiple realities. • Reality can be explored, and constructed through human interactions, and meaningful actions. • Discover how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writings while interacting with others around them. These writings could be text and visual pictures. • Many social realities exist due to varying human experience, including people's knowledge, views, interpretations and experiences.
Epistemology (nature of knowledge and the relationship between the inquirer and the inquired)	Events are understood through the mental processes of interpretation that is influenced by interaction with social contexts. Those active in the research process socially construct knowledge by experiencing the real life or natural settings. Inquirer and the inquired-into are interlocked in an interactive process of talking and listening, reading and writing. More personal, interactive mode of data collection.
Methodology	Data was collected through, questionnaires, interviews, observations, focus group discussions. Research is shaped by the values of the researcher.

I found the interpretivist paradigm suitable for the study mainly because it allows the researcher to interpret the world through the views and understandings of the participants as mentioned in the previous discussion. Also, in seeking the answers for research, Carr & Kemmis (1986) state that the “researcher does not stand above or outside, but is a participant observer who engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts” (p. 88). Since I wanted to implement a reading programme that required me to be involved throughout the research process so as to track the effect of the programme on learners’ reading attitudes, the interpretive methodology allowed me to engage with my participants, listen to what they had to say about their reading experiences and the reading programme and improve the reading programme. As a result, I had a better understanding of my participants’ situation.

Furthermore, the emphasis of interpretivism is not the discovery of a new theory, but to critique or assess and improve interpretive theories. According to Walsham (1995), in interpretive case studies, a theory can be used in three different ways: to guide the plan and gathering of data; as an iterative process of data collection and analysis and; as an outcome of a case study. In this study, theory has been applied as a guide in designing and collecting data and repeatedly between data collection and analysis. Finally, it is believed that the interpretivist paradigm mainly uses qualitative methods. For example, Willis (2007) states that “interpretivists tend to favour qualitative methods such as case studies and ethnography” (p. 90). Such a sentiment is also expressed by Reeves & Hedberg (2003) who state that “the interpretive paradigm uses meaning opposed to measurement oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects” (p. 32). In the same vein, the study adopted a mainly qualitative approach although some aspects of the quantitative approach were adopted as will be discussed in the following section.

4.3.1 MIXED METHOD RESEARCH: QUALITATIVE DOMINANT MIXED METHODS RESEARCH

Johnson & Onwuegbuzie (2004) define mixed methods research as an approach in which a researcher or a research team combine components of quantitative and qualitative research approaches for the purposes of breadth and depth of understanding and validation. Similarly, Creswell (2003) defines mixed methods research as a single study or a multiphase program of

investigation where the researcher integrates both qualitative and quantitative approaches to collect and analyse data.

There are notable dissimilarities between qualitative and quantitative research. The apparent basic difference between these two research approaches is the procedure of data collection, analysis, and presentation. Stake (1995) describes “three major differences in qualitative and quantitative emphasis, noting a distinction between explanation and understanding as the purpose of the inquiry; the personal and impersonal role of the researcher; and knowledge discovered and knowledge constructed” (p. 37). While both quantitative and qualitative research have equal status, the suitability of each method is reliant on the context and the nature of the research study in question.

Qualitative and quantitative research methods in a mixed method study are used at different stages. Combining these two helps to bridge the gulf between ‘macro’ and ‘micro’ levels (Niglas, 2000). Creswell (1994), described three different designs where the researcher would “combine aspects of qualitative and quantitative paradigm at all or many methodological steps in the design: two-phase design, dominant-less or dominant design, and mixed methodology design” (p. 178). If one method is clearly prevailing, Creswell introduces the terms as dominant-less or dominant design.

The current study followed a qualitative dominant mixed methods approach (symbolised as QUAL + quan) as in exploring and understanding learners’ attitude towards reading. As discussed in Chapter 2 (Section 2.6) measuring attitudes has posed many challenges for researchers. For example, assessing learners’ attitude towards reading using learners’ responses to written responses about reading through surveys has been regarded as problematic as it does not give a valid picture of attitudes (Baker, 1992). Therefore, the intent of this mainly qualitative study was to use interviews, focus group interviews, observations, videos as well as field notes collected during the entire research process to gain a more detailed understanding of learners’ attitudes towards reading and also to address part of the research questions stated in Chapter 1 (Section 1.5).

Qualitative dominant mixed methods research is described by Johnson, Onwuegbuzie, & Turner (2007), as the type of mixed research in which one relies on a qualitative research

process while simultaneously recognising that the inclusion of quantitative data approaches is likely to benefit the research project. As a result, I had to engage the quantitative methods since this study was interested in exploring *what* learners read, *who* was reading and not, and *how often* they read, therefore, this kind of data is presented and explained in numerical form. The application of both qualitative and quantitative paradigms in this study is discussed in the following section.

4.3.2 APPLICATION OF QUALITATIVE AND QUANTITATIVE APPROACH IN THE STUDY

To begin a qualitative research project, a hypothesis is not needed. This means that qualitative research is inductive, as it is aimed at generating new theory emerging from the data collected. Lincoln & Guba (1985) argue that a qualitative research involves inductive data analysis to provide a better understanding of the interaction of “mutually shaping influences” to explain the interacting realities and experiences of the researcher and participant. It allows for a design to progress and change rather than having a complete design at the beginning of the study. As will be fully discussed in Chapter 6, I began the research process with an ERP already designed, but the Pre-Intervention Phase enabled an ‘open’ responsive research design, learners made suggestions and redesigned some aspects of the initial programme. Having a programme cast in stone is a challenge because it is difficult to envisage the result of interactions between the researcher and the participants due to their varied viewpoints and value systems and their impact on the understanding of reality and the outcome of the study, hence, learners were allowed to make suggestion and contribute towards the success of the implemented reading programme.

A quantitative research requires a theory or hypothesis before the research can begin, hence it is deductive in nature as it is aimed at testing theory. To begin this research, my hypothesis was that the use of the ERP outlined in this study would have a positive effect on all the participants and that there will be a great positive effect on the reading attitudes of the Grade 3 learners. In implementing this reading programme, I wanted to investigate if this could be applicable in this current study.

Regarding the data collection process and analysis, qualitative research employs different knowledge claims, enquiry strategies, and data collection methods and analysis (Creswell,

2013). In this study, qualitative methods were best suited because they can better account for the complexity of group behaviours and reveal inter-relationships among multifaceted dimensions of group interactions (Creswell, 2013). In an effort to understand the experiences of my participants, their perceptions about reading, reading attitudes and processes of the reading programme, I made use of a variety of data sources, namely: observation of learners' behaviours attitudes, events, environment; interviews; questionnaires and learners' written work (documents).

In qualitative research, data is presented in words, as descriptive narration and attempts to understand situations in natural settings (Denzin & Lincoln, 2000). The purpose of the researcher is to get detailed information, therefore, using a quantitative research only in this study, which mainly describes the world in numbers and measurements, was not likely to be useful. By relying on numbers that are only frequently used in quantitative methods, it was unlikely that I would gather 'depth' and 'insight'. For example, responding to research question one and three of the study was more of a descriptive narration rather than a numerical presentation.

Quantitative research gathers data that is revised and presented in numerical form, which allows the data to be categorised under statistical analysis. To apply the quantitative approach in this study, data which was collected through documents such as the attendance register, reading logs was quantified so as give a clear picture on the *number of books read*, which books were popular with the learners and also who read what (gender). For example, part of responding to research two required that I count what learners read and also report who read what (how many girls or boys) hence reporting on this information was numerical (see Chapters 6 and 7).

Finally, the role of the researcher in qualitative studies is considered as crucial in data collection and analysis. Thus I actively participated and became immersed in the research/social setting and together with the participants we tried to construct our own realities in relation to reading. Data was collected in a natural, non-threatening manner in an effort of studying the event as they naturally unfold without pre-set constraints or conditions that control the study or its outcomes (*Realism*). According to Merriam (1998), "the researcher engages the situation most often without an observation schedule and plays a dynamic role in constructing an

understanding of the research environment through self-interpretation of what happens ... thus, qualitative research produces a result which is an interpretation by the researcher of others' views filtered through his or her own" (p. 23) (*Interpretive paradigm*). In this study I also employed the quantitative research view, that the researcher is ideally an objective observer who neither participates in nor influences what is being studied. There were instances when I chose not to participate so as to give learners overall control of the reading programme since the study aimed at being transformative.

4.4 CASE STUDY

A case study has been defined by Denscombe (2014) as "a research strategy which focuses on understanding the dynamics present within a single setting" (p. 55), while, Yin (2003) describes a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined" (p.13). Similarly, Algozzine & Hancock (2006) state that a case study is an "intensive analysis and description of a single unit or system bound in space and time" (pp. 10–11). In this case study, the bounded unit to be studied is the cohort of Grade 3 learners from two research sites participating in the ER programme and when compared can lead to a greater understanding of the phenomena being studied. Learners were studied within their natural learning context using several data sources. The case was purposefully created to help understand Grade 3 reading attitudes in different learning contexts (i.e. one school has a library and the other does not) and the effect of an ER programme on young South African learners. Although case study research has been subject to criticism because of its lack of statistical generalisability and representativeness, Hitchcock & Hughes (1995) claim that if research is designed with generalisability in mind, then it is possible to generalise from case studies. As Schofield (1990) alludes, generalisability depends upon "the fit between the situation studied and others to which one might be interested in applying the concepts and conclusions of that studied" (p. 226).

The case study methodology also provides an organised way to collect, analyse and report on the information gathered. This way the researcher understands a particular situation in-depth. More specifically, a case study approach fits well with the needs of small-scale research through concentrating effort on a few sites (Denscombe, 2014). Therefore, focusing on one

grade and only two research sites in this study provides opportunities for other interested researchers in similar context to decide if the findings are relevant to them. Since the focus of a case study is in a particular instance, it allows the researcher to take an all-inclusive view and look in-depth at the details of complex social situations. In addition, the case study approach uses a variety of data collection methods such as interviews, documents, direct and participant observations and consequently ‘thick descriptions’ of the situation under study (Yin, 2003). Within a case study approach, therefore, I made use of qualitative methodology using a range of data collection techniques to determine the effects of the intervention on learners’ reading attitudes as will be discussed in Section 4.7.

Finally, the principal philosophy of a case study is not to prove a theory but to improve or change situation, which is in line with the interventionist approach I adopted. Indeed, this study sought to encourage reading for enjoyment by designing a reading programme that could help expand learners’ reading attitude, which might then be applicable in other similar learning contexts. The results obtained from a case study are accessible and understood by a wide audience as they are often written in ordinary, non-academic language (Cohen, Manion & Marrison, 2007). This made it easier for me to analyse, interpret, document and share my findings in different platforms.

4.5 RESEARCH SITE DESCRIPTION

The study was conducted in two primary schools that were accessible, convenient and located in close proximity to Grahamstown. Both Site A and Site B are historically disadvantaged public schools located in one of the townships in Grahamstown. Both are no-fee paying schools and their language practices are similar. From Grade R to Grade 3, isiXhosa, which is the learners’ HL, is used as a medium of instruction and English L2 is gradually introduced as a subject. Learners switch to English as a medium of instruction in Grade 4. Both these schools use the same teaching methodologies for isiXhosa and English guided by the Molteno Institute Literacy Programme². In addition, at the establishment of this ERP there was another reading promotion programme in both research sites (Inkwenkwezi, see Chapter 1, Section 1.2.1). The

² Foundations for Literacy – A curriculum-based programme implemented in all 9 isiXhosa medium primary schools in Grahamstown to address poor levels of English and isiXhosa literacy in the Foundation-Phase and intermediate-phase learners. The programme uses the Molteno Institute Literacy Programme and has a strong focus on teacher-training and providing on-going support.

only difference of relevance to this study is with regard to the reading resources and the availability of these to the learners.

Site A has a well-resourced functioning library to which, learners have limited access. I started visiting the school in 2014 and I learnt that in 2013 there was a volunteer librarian who was available for three days a week, to help with maintaining the library system. Learners took books home each week, thus being exposed to reading for pleasure. However, during 2015 and 2016 the school did not have a volunteer librarian, hence the school is just as good as without a library. As Malespina (2016) puts it “A library is not a library without a librarian, as [librarians] will always be the necessary bond between the space, the tools and resources and the students and teachers accessing them” (n. p). The school has set up an IP reading club with the help of an NGO which has literacy at its heart. Therefore, establishing a reading intervention of this nature for Grade 3s would be sustainable when learners move to the next grade. However, Site B has no library facility at all. As a result, learners have little or no exposure to meaningful reading material beyond their textbooks and workbooks. A comparison between these two sites will give a better distinction to the interpretation.

4.5.1 PARTICIPANTS OF THE STUDY

All Grade 3 learners in the schools selected were invited to participate in the reading programme. However, only those learners with signed consent forms from their guardians were allowed to be part of the study. Participation was voluntary as will be detailed in Section 4.9 (Ethics). The table below shows the number of learners who returned the signed consent form, indicating their interesting in participating in the reading programme in each site.

Table 7: Total number of participants per school

Site	Number of learners	Number of learners interviewed	Select Learners
Site A: Reading club 1	17 girls 20 boys (Total 37)	12	5
Site B: Reading club 2	16 girls 18 boys (Total 34)	12	6

In both research sites, all the learners in participating classes were given consent forms and surprisingly all of them brought them back signed a signal of the value parents and care-givers place on reading and literacy. Focusing and collecting data from all the participating learners during the implementation of the ERP was going to pose many challenges including the quality

and validity of the data collected. Therefore, I decided that in the first phase of the study, I would have follow up focus group interviews with only 12 learners in each research site. These are the learners who had fully responded to the Pre-Intervention questionnaire with relevant information for the study. During focus group interviews, these groups provided more than isolated interviews because the group members were able to react to and build upon the responses and comments on others. This helped me to obtain the “voice” of all the readers (Lincoln & Guba, 1985).

During the Implementation Phase, I narrowed my focus to only a few select learners that I would engage with intensely in CLW. I focused on five learners from Site A and six learners from Site B as shown in Table 7, Column 4. In an effort to ensure that the group was representative of all the learners, I purposely selected participants who showed **interest**, **dedication** and **confidence** in their reading (Cambria & Guthrie, 2010). I found these three criteria closely linked to attitudes as shown in Table 8 below. The participants were also selected based on whether they answered the questionnaire in detail and spoke expansively during the Pre-Intervention Phase.

Table 8: Criteria for choosing select learners

Criteria	Description
Interested learner	The learner enjoys reading. They might not be proficient (struggling) and also not confident in their reading ability.
Dedicated/ willing learner	Learners’ belief that reading is important, their persistence in reading whatever the assignment. A dedicated learner reads because he believes it is important.
Confidence	A confident learner reads because he can do it. A learner who reads fluently and understands well is also sure of himself as a reader. Belief in one’s capacity and is tied intimately to success.

In choosing the grade of participants for this study, two key reasons accounted for the sampling. The first has to do with this group of learners being at a critical juncture where they are shifting from learning to read to reading to learn (DBE, 2008). In the FP, learners are developing the skill and art of reading but when they move to Grade 4 they are expected to read different content subjects and learn from what they read. Reading in the FP is mostly narrative, story-like texts whose language closely approximates ordinary language of everyday social interaction, as compared to reading expository texts with more content-dense vocabulary in Grade 4 (Chall, Jacobs, & Baldwin, 1990). This group of learners may benefit from an intervention that would accelerate their reading levels so that they would have a chance to

transition from learning to read to reading to learn in Grade 4. The second relates to them transitioning from mother-tongue instruction to learning through the medium of English, their L2. This abrupt switch has a possibility of influencing their attitude towards reading negatively.

In both sites, there is an NGO which is interested in developing literacy in the FP. However, this organisation only accommodates ‘good’ learners, that is, those who can read and write well and those with the potential of becoming readers. Focusing on Grade 3 learners, in site A, only ten learners participated in that reading programme and in site B also ten learners participated in that project. The weakness of this project is that it only focuses on those learners that are already readers and neglects those who are also learning to read and willing to be readers. This approach adopted by such programmes widens the gap between those who have access to reading material and those who do not have opportunities to participate in literacy activities. Those that are not afforded opportunities to read, as they cannot, fall further behind those that are already readers and their reading is being nurtured. Thus attitudes towards reading begin to develop as learners who are not participants in the existing reading programmes are aware of the reasons for their exclusion. The current study, therefore, played an important role by bridging this gap as it accommodated everyone regardless of where they were in the reading continuum. Also, unlike in the existing reading programme which offered reading material in the learners’ L2, the reading programme that was implemented in this study was a bilingual one, offering reading material in isiXhosa and English.

4.6 RESEARCH PROCESS

In this section, I present the general research process for the reader to gain an insight of how exactly the research intervention was conducted and how and what data was collected during the different phases of the research for the remaining aspects will be better understood within that framework. I will also outline a typical reading intervention session. The study was carried out throughout 2015 and contained several research methods and teaching in both research sites. The research process follows.

SETTING UP THE ERP

The first two school terms were used to introduce the programme, become familiar with the schools, meet the participants, have a list of their names ready before the start of the actual programme and have interviews with them. I had initial reading sessions with all the learners on both sites so as to also observe their reading behaviours and attitudes. The process of setting up the ERP can be summarised as follows:

- Firstly, I explained to the teachers and participants the ways in which the reading programme was to become a regular routine throughout the year.
- Secondly, I explained the reasons for Extensive Reading and of the reading programme.
- Next, I explained the requirements/ principles of an ERP.
- Then, I explained the Extensive reading ground rules.
- Finally, we had to agree on the times in which the reading programme will be held in both sites.

In Site A, it was agreed that the reading session would be conducted every Tuesday from 12:30 till 1:30pm. The teacher mentioned that there was another reading programme³ that was running during that time, so having the reading sessions at that time as well would benefit those learners who were not part of the already existing reading programme as they were usually left doing nothing while others attended those reading sessions.

In Site B, the school principal suggested the ERP be conducted after school so as not to disturb the normal school teaching programme. We had a verbal agreement that the reading sessions would be held every Thursday afternoon from 1:30 until 2:30pm.

4.6.1 PHASE 1: PRE-INTERVENTION

Guided by the expansive learning cycle, in the first few weeks into the study, I was engaged deeply in the first three steps of the cycle which I refer to as the Pre-Intervention Phase. This phase sought to respond to the first research question of the study: *What is the nature of learners' reading attitudes in Grade 3?* I needed to gather information about learners' attitudes towards reading, what they liked to read, what they wanted to read about, and their feelings towards reading be it in their L1 or L2. I administered a questionnaire with all the participating

³ Inkwenkwezi reading programme (see Chapter 1, Section 1.2.1)

learners in both sites (see Table 7) within which learners were also required to draw their perceptions about reading (Appendix 3A). Thereafter, follow-up interviews were conducted with select learners from each research site. Findings from the Pre-Intervention Phase are presented in Chapter 5.

Initially, I had planned to conduct interviews with all the learners that had responded to the questionnaire, but the number of the participants made it impossible. In site A, I had 37 participants who completed the questionnaire and in Site B 34 learners. I decided to interview 12 learners from each research site. The criterion used for selecting these learners has been discussed in Section 4.5.1. Information gathered during this phase helped me understand the knowledge and experiences that each learner brought into the classroom. It also helped me to identify contradictions and tensions and informed the design of a reading programme that catered for every learner's needs which I implemented in Phase 2 of the study. This phase of research spread over ten weeks (April– June 2015).

4.6.2 PHASE 2: IMPLEMENTATION

Informed by the findings from Phase 1, I designed and implemented a reading intervention programme based on the principles of Extensive Reading (Day & Bamford, 2002). The reading programme which was implemented in this study adopted a formative intervention approach discussed in Section 4.2. During this phase of the study, I aimed at responding to research question two of this study: *What differences can be observed during the ERP in terms of learners' reading attitudes, self-esteem as readers, their book choices and language preferences of these books?* Each reading session was video recorded for later analysis. Chapter 6, Section 6.7 provides a summary of the 20 reading sessions which were conducted in each site over the duration of July–November 2015. Findings of this second phase of the research are presented in Chapter 6.

Implementation of the reading intervention occurred concurrently with analysis of the effects in both sites over a duration of three school terms. During the implementation phase, participants met once a week in the afternoons for 60 minutes during school terms. To avoid interrupting the normal schooling activities, the reading programme was done as an afternoon

activity. Informed by my previous experience of doing a similar program, the participation of the grade teacher in the programme was optional.

As suggested in the ER principles (see Chapter 2, Section 2.2.1), a variety of interesting reading material written at easily accessible levels of both English and isiXhosa was made available for the learners. The book stock included different genres of books, non-fiction, magazines, newspapers, fiction, texts that inform and texts that entertain. For the most part, the books are about ten pages and include illustrations and drawings. These books included those donated by different organisations namely: Biblionef; the Nal'ibali reading resources and the researcher's personal collection (see Appendix 1 for the list of books). Having a wide selection of reading material managed to cater for most of the learners' book and language preferences. The table below summarises the types of books that were provided to the learners for the ERP.

Table 9: The Reading Programme book stock

Quantity	Description
27	A variety of isiXhosa story books
51	A variety of books written in English
54	Bilingual books (isiXhosa-English)
30	Informative books written in English (Nature, Science)
4 (same copies)	Informative bilingual books (Children's Rights)

In each reading session, learners were encouraged to choose any books they wanted to read during that particular reading session or outside of the session. Learners were also encouraged to read their own books if they had any. Each week, learners were expected to have read at least one book. Having a goal number of books per week has proven to be motivating for some learners; however, one should be careful of setting strenuous goals to read as the real goal of extensive reading is to enjoy reading. At the end of the intervention, each learner was expected to have read at least 20 books; that is if they read and finished one book per week over the duration of 20 weeks.

Learners also had an opportunity to engage in typical ER post reading activities suggested by Day & Bamford (1998). Ideally, in an ERP, no post reading work should be required as the act of reading is its own reward. However, for this study, there were reasons for considering post reading activities. These include the need to monitor and evaluate learners' reading, to determine if the reading was actually done and also find out if learners understood and learnt anything from the reading. Another reason for considering post reading activities as suggested

by Day & Bamford (2002) is that well-chosen activities can turn the individual solitary act of reading into a community event especially for such young children as the participants of this study.

Thus, as post-reading activities of each reading session, in Site A all learners were required to submit a reading log. The reading log was designed in such a manner that it included information such as book title, author, the number of pages read and the learner's thoughts and feelings about the content (see Appendix 4). In addition, in both sites select learners (5 from Site A and 6 from Site B) had to submit a reading journal (Appendix 5) and engage in book talks. Participating in these activities was optional and learners were allowed to use whichever language they were comfortable in since it was a bilingual reading programme. Morrow & Schocker (1987) make the point that "a personal response to a text in... [a] foreign language is likely to be 'felt' in the native language. Attempting to mediate the response through a foreign language will merely lead to frustration..." (p. 255). From my experiences with working with children (Tshuma, 2014), once learners are given an opportunity to express themselves in their L1, it yields good conversation and everyone participants in the discussions.

- **Feed backing during reading sessions.**

In each reading session I had an opportunity to observe and interact with the learners to get their perspectives about the reading programme. In addition, in each reading session I looked at their reading logs, reading journals and also at what they were reading. Since each session was video recorded, at the end of the reading session I would find time and replay the video noting any learner behaviour that needed my attention or instances I felt I would need a learners' explanation. I attended to the learners' needs individually or in CLW as a group as will be discussed in the next sub-section. Providing feedback in these different set up (individually/ group) was done for specific reasons and was beneficiary to the learners. For example, if I felt the learner needed one on one assistance, or if I did not want to put the learner in the spotlight, I would call the learner aside and we would work together. In some instances, if I wanted learners to participate in meaningful discussions or if I noted that they all experienced the same problem, for example writing in their journal, I would model, demonstrate and provide feedback to the whole group or select learners in CLW.

- **THE CHANGE LABORATORY WORKSHOP**

According to Engeström (2007); Virkkunen & Newnham (2013), a Change Laboratory Workshop (CLW) is an intervention method that supports the formation of transformative agency of participants. The CLW “serves as a microcosm in which potential new ways of working can be experienced and experimented with (Engeström, 1987, pp. 277–278). It is built on ethnographic data from the activity setting in which it is conducted. In this study, it was built on data collected through my active participation and involvement in the research process (observations, video recording). During the implementation phase, my observations, critical incidents noted in video recordings or learners’ challenges noted in their written work were brought into CLW sessions to serve as first stimuli. This ‘mirror material’ was used to stimulate involvement, analysis and collaborative design efforts among the participants, which resonate with the description of process in a formative intervention. Once these were brought to the attention of the learners, meaningful discussions were held which resulted in new ways doing, hence double stimulation.

According to Eri (2012), CLW typically consist of 5–10 successive sessions between the interventionist researcher(s) and the target participants. The initial sessions are followed after some months with new sessions. The aim is to change the object of activity by developing new and improved pedagogical practices, prompted by participants in collaboration with the researcher through an engaged process of dialogue. As will be detailed in Chapter 6, the study consisted of eight successive sessions (approximately 30 minute to 1 hour) which followed the methodological principles of CHAT where contradictions identified throughout the research process were presented as mirror material to the participants and collaboratively, new solutions were created. This led to improved reading practices and achieving the object of the activity. In addition, the CLW sessions were also video recorded, pictures and field notes were taken for analysis and use as stimuli reflection. According to Engeström (2001), the procedure allows for the collection of rich longitudinal data, which is data that allowed me to track the participants’ actions and interaction at different stages involved in cycles of expansive learning.

In CLW, participants are included in the iterative process of constructing new designs, hence, Eri (2012) states that CLW puts dialogue among the participants as the driving force of developing new practices. However, in the case of this study, working with young children during CLW, there were instances where I had to design, implement and make changes to the

programme on my own, but learners contributed to its modification. As a result, there was resistance, reinterpretation, and surprises from the participants during the reading intervention programme as will be shown in Chapter 6. During reading, I would only help when someone sought my opinion directly or provide advice and guidance with book choices. Overall, each reading session was structured as summarised in the following table:

Table 10: Planned outline of the reading session

Duration	Activity
5 mins	Ice breaker (singing, word games, ring game)
5 mins	Classroom management (marking of the register)
10 mins	Short lessons and various ER activities e.g. reading aloud by the researcher
20 mins	Free voluntary reading
10 mins	Feed backing-Sharing of stories or writing of book reports/ reading log/ CLW
5 mins	Return finished books and borrow new books
5 mins	Watch short bilingual video stories

In sum, CLW were conducted to demonstrate, model, clarify, guide/counsel and were also a platform for teaching. The nature and form which each group discussion took will be discussed in detail in Chapter 6.

4.6.3 PHASE 3: EVALUATION OF THE READING PROGRAMME

The final phase of the research process was the evaluation of the ERP (Steps 6 and 7), in which I described the new practices that have emerged from the research, reflecting on these and also suggesting ways in which these practices might be adapted by other reading programmes. It is on this basis that question three of the study emerged: *How do the design features and the process of the ER programme expand learner's reading attitude?* The evaluation of the reading programme was done during the last week of the school term in December.

The main tool used for evaluation was the post-intervention questionnaire which was administered with all the participating learners. The questionnaire served as a tool to investigate the effect the reading programme had on the learners' reading attitudes. In addition, my observations, video recordings of all the reading sessions and informal conversations with the learners and the teachers also served as instruments to evaluate the reading programme. The designed questionnaire was brief and easy for the learners to complete (Appendix 3B). The purpose of administering this questionnaire was to monitor and evaluate the programme which is essential to ensure the long-term sustainability of the programme and whether the aims of

the programme were achieved. Table 11 below shows the number of learners in each site that were present at school on the day the questionnaire was administered and they completed or attempted the post-intervention questionnaire.

Table 11: Sample population for the Post-Intervention Questionnaire

Site	Number of learners
Site A	27 out of 37
Site B	23 out of 34

The whole research procedure can be summarised as shown in Figure 9. The analysis of data collected during the Pre-Intervention Phase was conducted during the June-July school holiday. While, the analysis of data collected during the Implementation Phase was an ongoing process.

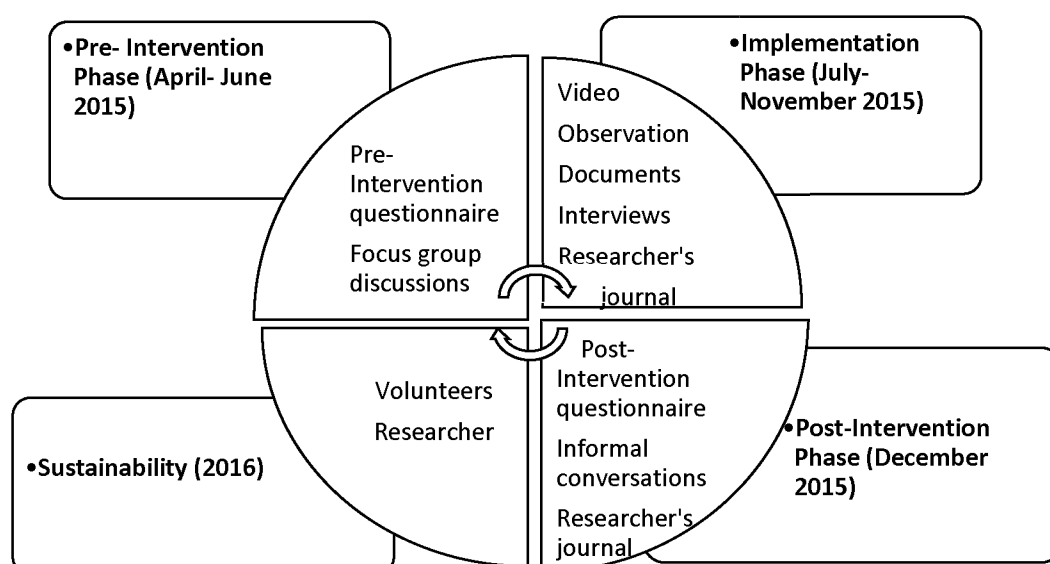


Figure 9: Research Process.

4.7. RESEARCH TOOLS

In this study, I used five research methods to generate data as will be discussed below to respond to the following research questions:

- 1. What is the nature of learners' reading attitudes in Grade 3?*
- 2. What differences can be observed during the implementation phase of the programme in terms of the learners' reading attitudes, self-efficacy, their book choices (genre) and their language preferences for these books?*
- 3. How do the design features and the process of the ER programme expand learners' reading attitude?*

The study is mainly qualitative in nature as mentioned previously. In particular, I used questionnaires, focus group interviews, focus group discussions (CLW), documents, and observation, as the main instruments of data collection. According to Yin (2003), case study designs benefit from having multiple sources of evidence, these will help me understand learners' attitudes towards reading and achieve triangulation (Lincoln & Guba, 1985).

4.7.1 QUESTIONNAIRE

To begin the reading programme, a questionnaire was administered with all the participating learners. The aim of administering the question was to try and respond to Research Question 1 of the study: *What is the nature of learners' reading attitudes in Grade 3?*

To evaluate the reading programme, a different questionnaire was designed and administered with all the participating learners during the last week of the reading intervention programme. The purpose of administering the questionnaire was to gain a more detailed understanding of learner's attitudes towards reading as a result of the implemented reading programme. Also, many educational programmes are often designed, planned, implemented and evaluated in a top-down manner without learners being given a voice, therefore, the questionnaire afforded learners an opportunity to evaluate the programme. This questionnaire sought to respond to the third research question: *How do the design features and the process of the ER programme expand learner's reading attitude?*

4.7.1.1 PROCESS OF ADMINISTERING THE QUESTIONNAIRE

Both questionnaires were availed to the participants in both languages that is English (L2) and isiXhosa, their L1. Before handing out the questionnaire sheets, learners were asked to choose between the isiXhosa and English sheets. With reference to the pre-intervention questionnaire, in Site A, five learners preferred to respond in English and in Site B, three learners also preferred the English version of the questionnaire. On realisation that not all learners were proficient readers, each question in both the Pre- and the Post-intervention questionnaires was read out in both languages and learners were required to write down their responses in the spaces provided. By reading out loud the questions I was trying to ensure that learners understood the questions and could respond appropriately. Learners got a chance to hear the question being read out, they also read the question for themselves and they were given enough

time to process each question and respond. The table below shows the number of learners from both research sites who responded to the questionnaire (Pre- and Post-) and also took part in the interview process to be discussed next.

Table 12: Number of learners that responded to the questionnaire

Site	Completed Pre-Intervention questionnaire	Interviewed learners	Completed Post Intervention questions
Site A	17 girls 20 boys (Total 37)	12	24 (10 girls and 14 boys) 3 could not write (2 boys and 1 girl)
Site B	16 girls 18 boys (Total 34)	12	23 (12 girls and 11 boys)

4.7.2 FOCUS GROUP INTERVIEWS AND DISCUSSIONS

After administering the Pre-Intervention questionnaire, I saw there was a need to conduct focus group interviews with select learners for further clarification on what they had written and illustrated in their drawings. The selection criterion of the select learners has been discussed in Section 4.5.1. According to Johnson & Christensen (2010), focus group interviews are defined as “a type of group interview in which a moderator leads a discussion with a small group of individuals to examine in detail how the group members think and feel about a topic” (p. 185). As shown in Table 12 above, in both research sites I interviewed 12 learners. During the interviews, learners took turns to respond to the focus group schedule of questions. The focus group discussions took place in the learners’ L1 and I engaged the services of a translator/transcriber who is proficient in both isiXhosa and English.

The use of focus group interviews was sufficient because it offered an in-depth understanding of the situation than could not have been obtained only through the use of a questionnaire. Through the use of focus group interviews, I had a better understanding of Grade 3s’ attitudes toward reading. In addition, these focus group interviews allowed me the opportunity to directly interact with my participants and to attempt to “get inside their heads” (Johnson & Christensen, 2010). I was at an advantage as the interviewer, to evaluate the quality of the responses and to take note if someone answered the question insufficiently or inappropriately. If there was a lack of understanding, I rephrased the question differently or encouraged the respondent to be full in their answers as advised by Walliman (2006).

In addition, throughout the reading programme, focus group discussions were conducted with the learners in the form of a CLW. According to Fountas & Pinnell (2001), the goal is to have a few enjoyable and productive minutes with each reader, getting to know them as readers and reinforcing or expanding their knowledge as readers. As a researcher, my role during the workshop was to scaffold and mediate reading. For each focus group interview and focus group discussions (CLW), notes were kept and I made use of video and audio recordings which were transcribed later by the research assistant for further analysis.

In sum, advantages of focus group interviews (and discussions) as stated by Stewart & Shamdasani (1990) include: quick collection of data; the researcher interacts directly with participants; allows for rich data collection through open response; encourages collaboration of group and flexibility; and is appropriate for use with children and the results are easy to understand.

4.7.2.1 PROCESS FOR CONDUCTING FOCUS GROUP INTERVIEWS

The length of the focus group interviews varied between 30 minutes and an hour. In instances where the interviews took a shorter duration, it was because the groups were similar in nature being made up of all struggling readers. For example, in site A, the first 6 learners I interviewed lacked involvement. Some learners' response was very short, in most cases one word answers. This could have been because they did not trust me enough to open up.

The focus group interviews were conducted in a relaxed manner, using either English or isiXhosa since responding to the questions was not some form of a test. Having the option of using either language or switching between, gave both the researcher and the participants confidence to ask and respond to questions appropriately. This meant that the information I received had more chance of being accurate and complete. Since I have limited proficiency in isiXhosa, I made use of an interpreter to provide confirmation of my understanding of any isiXhosa utterances. A translator was also engaged during the development of the interview protocols so that all questions could be provided to the interviewees in both languages.

4.7.3 DOCUMENTS

Within the ER programme, learners' reading was carefully monitored. Formal and informal records were kept by both the researcher and the learners themselves so as to be able to respond to part of research question 2. At the beginning of the Implementation Phase, I introduced all the participating learners to a reading log (see Appendix 4). According to Carlisle (2000), a reading log is a simple tool to that that can be used to encourage and tap into individual learners' responses to a text. This encourages them to interact with the text. A reading log also provides valuable information which can inform one about what learners read. The information recorded includes book titles, number of pages read, number of books read, language of the books, genres and a section where learners can comment about what they liked/dislike about the book. By introducing the reading log to the learners I hoped that as the reading sessions progressed, learners would be able to produce short oral summaries and later, written (3-5 sentence) summaries about the reading (which they eventually did), thus extending the reading into speaking and writing, integrating the learning as advocated by the whole language approach discussed in Chapter 2 (Section 2.2). As this was a bilingual ERP, learners were encouraged to use the language of their preference and as a researcher I used both their L1 and L2 as needed.

Initially, I thought this was a good instrument to monitor what learners were reading; when they read and also to get their perceptions about their reading as it allowed them to set down their thoughts and feelings. Three weeks of the ERP (three sessions) were used to introduce and guide learners on how to complete a reading log. This activity was done through a CLW which included all the participants in both research sites. I found that completing a reading log was a time-consuming activity especially for young inexperienced readers and also working with at least 34 learners in each site who needed consistent guidance. As a result, reading logs were only given to select learners as described in Section 4.5.1.

Having seen the challenge of a reading log, I introduced a new method for monitoring learners' reading in a form of a reading journal to select learners in both sites. According to Parsons (1990), reading journals are informal, written communications between two or more people about what one person has read about. These journals can include personal reactions to, questions about, and reflections on what has been read, thus allowing learners to transform

their feelings and thoughts about what they have read into words and to make the personal connection to texts.

During the reading programme, the select learners (five from Site A and six from Site B) were given exercise books (as journals) to record their reading. In these notebooks, they were required to respond to what they had read or to what had been read to them. Initially, the content of the reading journal was left up to the learners to decide. However, I noted that they only retrieved information from the books read. I had to encourage them to go beyond retrieval of information and take risks when interpreting what they read. I decided on ways learners would react to the reading. This included probing their writing with questions like ‘How did you feel while reading?’ rather than ‘what does the author intend?’ so that I could get their personal views about their own reading. I also asked them to respond from a different point of view, altering the time and setting of the story, using drawings instead of words, or relating what they had read to an experience they had that was similar. After I had exposed them to different ways to respond to a text (scaffolding), I stepped back and allowed them to decide how they would respond to their individual reading. In these reading logs, learners were allowed to use colours, to further encourage them to be more creative, in a free environment different from what is usually done in the classroom with standard writing instruments or without crayons at all.

On a weekly basis, I checked and commented on the journals as shown in the samples (Appendix 5). In commenting in these reading journals, I put myself in a reader’s position, not that of a teacher. As such, I commented on the content rather than the language structures as this was going to discourage learners from writing. I modelled correct language usage in my responses and offered a few writing tips to encourage more writing. It was only with one boy, Luke (Pseudonym), a learner from Site A, who expressed his love for writing his own stories that I allowed using the journal to write his stories as well. Because he wanted to share some of his stories with the rest of the class, I focused on spellings, good illustration, teaching him the basic structure of a story (i.e. the story has a beginning, middle and end, main characters and plot). Finally, in dealing with the new vocabulary that learners encountered during their reading, learners were given an opportunity to create a word wall in an informal, communal way. In each reading session, two readers took turns to write a new word on the board. To wrap up the session, discussions were held about the words and all this was captured in the videos for later analysis.

4.7.4 OBSERVATIONS

Observations played an important role during the Implementation Phase of the study. According to Walliman (2006), “observation is a method of recording conditions through looking and listening rather than asking. It is also the immersion of the researcher into the social setting for an extended period in order to observe, question, listen and experience the situation in order to gain an understanding of processes and meanings” (p. 131).

During the reading programme sessions, I spent time each week at the two sites observing all the participants. I observed learners in a variety of activity structures they were engaged in which included independent reading, silent reading, reading aloud, book talks and focus group discussions. Indicators such as the number of books read, comfort and anxiety in reading, active participation, and engagement, expressed interest as well as lack thereof, attitude, as well as their behaviour, were used to inform the observational judgment. According to Clay (1991), observation of children’s responses to reading and writing is a useful research tool, as it provides one with information concerning their competencies, confusions, strengths and weaknesses, and their use of strategic activities (p. 70). This was also an opportunity to observe the interaction amongst the learners. Employing observation as a data collection tool helped me in responding to the second research question of the study: *What differences can be observed during the implementation phase of the programme in terms of the learners’ reading attitudes, self-efficacy, their book choices (genre) and their language preferences for these books?*

In addition, observation was a valuable tool and an alternative source of data for triangulation with information gathered through the instruments discussed above. Through observation, I was able to see the participants in action, as distinct from their report on what they do. This provided an opportunity for me to look directly at what was taking place in situ (Cohen et al., 2007). Clay (1991) explains that observation within intervention sessions

involves more than hearing children read every day. It involves being a teacher who observes the child who is reading, attending not only to the story and its meaning but also to how the child is working on print to attain those understandings. The teacher must, therefore, be reflective and responsive towards the actions of the child. (p. 4)

4.7.5 VIDEO RECORDING

To complement observations, all the ERP sessions were recorded by video and captured the research site atmosphere and incidents that occurred which I replayed several times for analysis. The advantage of video recording is that participants can be invited to view and discuss their behaviour after the event and explain their actions. Watching the videos again also activated my memory and experiences of each reading session. In addition, I also gathered field notes which would offer support for the observations, focus group findings and the questionnaire. I used a notebook to write down notes during weekly observations at each research site. I would record a description of the activities that were taking place, notable behaviours, conversations that were going on, and the attitude of the learners. I would then find time after each reading session to read through the notes taken and add any missing information. The key results of the ERP observations are collapsed into vignettes and are also found in Chapters 6 and 7 as excerpts taken from the researcher's journal.

4.8 DATA ANALYSIS

Denscombe (2014) states that data analysis is the process of bringing order, structure, and interpretation to the mass of collected data. Coffey & Atkinson (1996) argue that data analysis should occur concurrently with data collection as the researcher is able to test any emerging conclusions. Walliman (2006) also holds the same view that it is easier to structure the information while the details are fresh in the mind so as to identify gaps and allow new ideas and hypotheses to develop and to challenge your assumptions and ideas. I followed this advice and began analysing the data as soon as I began the collection while events were still fresh in my mind. The qualitative data retrieved from both research sites was analysed and interpreted in order to monitor progress and get a glimpse of the learners' reading attitudes throughout the research process. Analysis of data was determined by the three research questions which were mainly qualitative in nature, hence all needed a purely qualitative data analysis approach.

The process of analysis was done in three phases and Chapters 5 to 7 report the findings emerging from these phases of the research based on observation, focus groups, and questionnaires and interrogating the video recordings. Learners communicated with the researcher and amongst themselves mainly using their L1, therefore in the data presentation L1

quotations were translated into English, however in some cases where I felt the meaning would be lost in translation, I present the data in both L1 and L2. As indicated before, all the participants in this study use isiXhosa as their HL, most of the communication was thus conducted in isiXhosa. All the interviews were transcribed verbatim and translated into English for purposes of analysis. Together with my isiXhosa research assistant, we translated the direct quotes from isiXhosa to English used throughout this thesis after analysis and tried to stay as close as possible to the original words and meaning of the participants. When text is translated some of the richness of the original expression may be lost. It is only when the learner spoke in English at the end of the quotation I indicated this with (Eng.). A sample of original untranslated isiXhosa reading session appears in Appendix 6 and isiXhosa readers can check on speaker's actual words.

4.8.1 CONTENT ANALYSIS

In an effort to qualitatively examine learners' attitudes towards reading, I used content analysis to make sense of data collected through questionnaires, focus group interviews and Change Laboratory Workshops. According to Stewart & Shamdasani (1990), content analysis enables the researcher to break data into content chunks and to code the content into conceptual categories.

The first set of data that was analysed was the questionnaire responses which included the learners' drawings. In the questionnaire that was administered during Pre-Intervention Phase 1, learners were asked to "*Draw a picture of reading and write about reading. You can draw your feelings about reading and your experiences with reading*". This question intended to generate data to respond to question 1 of the research which sought to explore the participants' attitude to reading. The selection and detailed analysis of drawings presented in Chapter 5 and some attached as Appendices was determined by my interest in the study on what was being communicated by learners in terms of their perspectives, experiences about reading that can impact on their reading attitudes.

In the process of analysing these drawings, I integrated a range of semiotic theories. As a novice researcher in working with children's drawings I encountered challenges with finding a suitable approach, relevant to my study for analysing my participant's drawings. Research as seen in

Kress & Van Leeuwen (1996) does not make the analytic process explicit for novices. I learnt that using a semiotic approach (Kress & Van Leeuwen, 1996) for analysing drawings, will result in descriptive interpretation of learners' drawings with little information regarding the process of analysis.

If I had to adapt Kress & Van Leeuwen's (1996) ideas of gaze and colour only, it was going to be difficult when presented with drawings without colour or direction of gaze in humans. I also realised that what may be present in one drawing will not necessarily be present in another: some learners had images with written text and some did not; some drew the books they were reading and some did not. With such varied data, this led me to question how I could systematically make sense of such data.

For this study, the analysis of learners' drawings was then approached in two ways. A multi-modal social semiotic analysis as seen in the work of Kress & Van Leeuwen (1996) was applied to the visual rather than the linguistic aspect which dominates most communication. It is a theoretical perspective that brings all socially organised resources (such as image, writing and speech) that people use to make meaning into one descriptive and analytical domain (Bezemer, Jewitt, Diamantopoulou, Kress & Mavers, 2012). I also integrated a range of semiotic theories (Malchiodi, 1998; Furth, 2002). Furth (2002) considers that there are three interpretive principles involved in the descriptive analysis of pictures.

Step 1 was informed by Furth (2002). Among his three interpretive principles involved in the descriptive analysis of pictures, the first principle is to note the child's initial impression of a picture that describes his initial feeling. During this step I also looked at the inclusion of more symbolic interpretations of detail in the drawings that could have shown underlying emotional difficulties experienced by the child (content analysis). For example, detailed of objects and environment. This initial step then led to gaining an overall impression and sense of the mass of data, which then allowed me to begin to search for themes and possible emerging categories.

Step 2 includes systematically looking for focal points or signs such as situations, people, objects and the environment. In addition, Furth (2002) states that this second step is to systematically comb through the picture objectively for several elements or characteristics such as odd representation, missing elements, focal points such as size, shape, distortion, repeated

objects, perspective, words in the drawing and the surrounding world. Haring & Sorin (2014) will refer to this step as content analysis. In this second aspect I worked with the categories of analysis proposed by Kress & Van Leeuwen's (1996). The primary analysis of the qualitative content of the drawings of all the data gave rise to the following subordinate categories of:

- Where – (location). (Where is reading happening?)
- Setting – (learning/social).
- What – (behaviours occurring).
- Who – (was present)

Step 3 organising signs (Learners' interpretation). This was to validate my own initial interpretation of the drawings. I saw it important to afford learners an opportunity to talk about their drawings. Malchiodi (1998) agrees that it is important to also make verbal explanations regarding the learners' drawing in order to understand their own interpretations of the drawings. In this study, data collected through learners' drawings was supported with interviews held with the learners in focus groups on completion of their picture

The final step was to synthesise what has been learnt from the individual components and assemble the information into a whole. The last principle involves a synthesis of the observations gathered into a report as a whole (Furth, 2002). The process of analysing the drawings and the application of this theory can be summarised in Table 13 below and a detailed analysis process will be presented in Chapter 5.

Table 13: Summary of the steps for making sense of learners' drawings (Haring & Sorin, 2014)

Step	Process
Step 1	Writing down my first impression - viewing the drawing as "mysterious" (Malchiodi, 1998, p. 19)
Step 2	Getting an idea about what is in the drawing (looking for what natural or human objects are present in the drawing. (Kress & Van Leeuwen, 1996)
Step 3	What does the learner in the focus group discussions and the accompanying text add to the interpretation? (Furth, 2002)
Step 4	Synthesising of the findings and Looking for emerging themes of the drawings (Furth, 2002)

Drawings were analysed in conjunction with transcripts of learners' audio recorded descriptions and conversations which were recorded during focus group discussions conducted in both sites during the Pre-Intervention Phase. This was done through the help of a research assistant fluent in both English and isiXhosa. The resulting transcripts served as the basis for further analysis. After transcribing, the next step was to read through the transcripts for each

research site and began with coding. Strauss & Corbin (1990) stress the need for open coding, which requires the researcher to remain open as new relationships and categories emerge during data collection. In this study, I developed a set of open codes; I labelled the key points made by the interviewees for each question asked during the focus group interviews. For instance, the last question was, “Tell me about how you feel when reading at school or at home?” Responses varied and consisted of comments such as, “I like reading”, or “I like reading independently” or “I feel happy when reading with my friend”. After going through each learner’s response, the following “codes or chunks” emerged: reading independently, reading with a friend, happy, reading with an experienced adult. I then looked for words and phrases that could be clustered together into a category. For instance, reading with a friend, and reading at home were all coded into the category “reading as a social activity”. To further interpret the transcripts, I used observation notes that I had taken during each group session. From the notes recorded during observations, I provided a generalised description of the observations described. Finally, I coded the observation and interpreted the learners’ attitude.

4.8.2 ABDUCTIVE ANALYSIS

According to Danermark, Ekstrom, Jakobsen & Karlsson (2002), an abductive analysis is theoretically guided re-descriptions of data. In this study, abductive analysis was informed by two theoretical approaches. First, since the study focused on reading attitudes of Grade 3 learners, it was also grounded in theory on attitudes. In addressing the attitude portion of the study, the theoretical underpinning primarily stems from one reading attitude model; the Mathewson Model (1994). Mathewson’s Model regards attitude as one variable that influences an individual’s intention to read. The model comprises three components that were used to guide the investigation of the learners’ attitude towards reading throughout the study. Mathewson’s Tripartite Model suggests that attitude is broken into three components which are cognitive, affective, and conative or behavioural. All three are affected by an individual’s past experience with reading and may lead to an intention to read or not to continue reading (Ibid). This model, therefore, aligns with CHAT discussed in Chapter 3, Section 3.2.

The **cognitive** component refers to personal, evaluative beliefs about the nature and value of reading. This aspect directed the research to how the participants view reading, their beliefs or opinions about reading i.e. reading is essential for me to pass at school. The **affective** component refers to feelings or emotions about reading which directed the research towards

learners' feelings about reading and their response to it ("I love reading"). Finally, the **conative** component which is often treated as two separate components (a) one's intention to read and (b) one's actual reading behaviours provided me with observable insights into what a learner thinks and feelings about reading. Table 14 explains and demonstrates how the how the model was applied in the analysis of interviews.

Table 14: Matrix of attitude towards reading using Mathewson's tripartite model.

COMPONENT	DATA MEASURE	RELEVANT QUESTION	EXAMPLES OF INDICATOR
Affective: One's evaluation of or feeling about reading	Interviews Drawings Observations Videod reading session	What do you do when you do not understand what you are reading about?	I feel anxious...
Conative/ Behaviour: One's intentions to read and actual reading behaviour.	Documents (Reading log) Observations Videod reading session	Do you have any books at school (in your desk/ storage area/locker/book bag) today that you are reading?	Number of books read Favourite types of reading material Time spent on reading
Cognitive: One's beliefs or opinions about reading	Interviews Drawings	Why is it important that you know how to read?	Reading is essential for me to pass at school

Chapters 6 and 7 will demonstrate application of the model in my analysis. Data which was analysed guided by this model to assess learners' attitudes was collected through interviews, observation, documents and videos. The tripartite model also captures the contradictions within the human mind as it is common for people to hold different attitudes towards the same object (Alexander & Filler, 1976).

Secondly, I used CHAT to explore elements of the activity and also to surface tensions and contradictions throughout the ERP as discussed in Chapters 5, 6 and 7. In Chapter 5 the analysis process was guided by the components of CHAT (tools, subject, rules, community, object, and division of labour), which involved breaking up the data into manageable themes, patterns, trends and relationships. In analysing data collected during the Implementation Phase (Chapter 6), I also used CHAT, especially the concepts of formative intervention, CLW, double stimulation and agentic action or transformative agency in my framework in the data analysis of this phase. According to Mouton (2001), the reason for this process is to understand the various constitutive elements of the data through inspecting the various relationships between the concepts and variables in order to identify themes in the data (p. 108). Within CHAT, I applied Mwanza's Eight-Step Model (2001), which consists of eight open ended questions

targeting the elements of the activity system. For example, questions such as: *What Tools does the Subject use to achieve the Objective and how? What Rules affect the way the Subject achieves the Objective and how?* These questions were important in the data analysis as they guided the process of exploring relationships and uncovering contradictions within the activity system (s). In the final section of this chapter, the important aspect of how I approached ethical issues of the study and how I aimed to attain reliability and validity will be discussed.

4.9 ETHICAL ASPECTS OF THE STUDY

Burgess (1989) declares that there is no way researchers can deny the ethical, moral and political questions and potential issues they are faced with in their everyday experience in the field of education and educational research, such as the problem of informed consent, the manner in which research data is presented and the ethical ways in which the research is to be conducted. I took a critical look at the ethical aspects of my research study, in terms of its authenticity to ensure the quality of the research done within this project. Guided by Rhodes University's code of ethics I considered the following factors: validity, informed consent triangulation, reliability and generalisability to make sure that this study met the standards of quality and ethical research.

4.9.1 VALIDITY

Potential problems with validity in this research are responded to in a number of ways at different stages of data collection and data analysis. Singleton, Straits & Straits (1993) define validity as “the extent of matching, congruence or, the goodness of fit between an operational definition and the concept it is purported to measure” (pp. 114–115). Walliman (2006) adds that this measuring tool tests the degree to which the research findings are true. In addition, validity is an approach that is used to identify specific threats to the study and to eradicate these where possible. Thus, according to Bickman & Rog (1998), a frequently occurring threat in the social research field is that of researcher bias. To counteract my biases, I tested my findings against similar, valid international studies, which is an abstract and generalising process that leads to knowledge building (Clay, 1991; Fountas & Pinnell, 2001). Furthermore, I also conducted my study under the close supervision of two supervisors from the Faculty of Education at Rhodes University.

In the analysis, validity challenges were answered by checking for alternative interpretations. According to Denscombe (2014), the validity of data also depends on checking the data to avoid any errors with data entry. Taking this advice, first after receiving my interview transcripts, I would re-read the transcripts and in some cases re-play the video or the audio to confirm if correct information was captured. I also continuously checked my interpretations with the research assistant, teachers, and parents (respondent validation). Although, Lincoln & Guba (1985) state that member checks are usually done by showing the interpretations of the responses and emergent findings to the participants for clarification and validation from time to time, in the proposed study, I would have included the participants but given their age (between 8 and 10 years old) their capacity to do member checks was limited. Member checks also give the respondent an opportunity to correct errors, to challenge what are perceived to be wrong interpretations, and to volunteer additional information.

In addition, I used different analytic tools so as to answer to validity challenges (see Section 4.8). For example, with regard to the categorisation of the drawings I relied on a number of semiotic theories informed by different but compatible theoretical frameworks which Maxwell (1992) calls theoretical validity. To present my preliminary findings, I had regular meetings with other scholars, my supervisors and also critical friends not connected to the study. Through questions posed, I was able to refine my work and identify gaps, weak or missing evidence. I engaged more with my data, made revisions, thus improving the trustworthiness of the study. Below I will elaborate on the issue of informed consent and how I approached the process when working with minors.

4.9.2 PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT

At the outset of the study, consent was obtained from the Eastern Cape Department of Basic Education, the district, the school principals and the teachers. Because the participants were minors, I had to get consent from their parents or guardians. This was done to protect me and the participants. I provided them with the necessary consent forms and a research information letter for them to know the exact research process that they agreed their children be a part of (Appendix 7). A parent who wanted their child to be part of the research sample had to bring back a signed form indicating that they allow their child to participate. Consent forms and information letters were translated into English and isiXhosa to ensure informed consent.

Including the parents was a way of building a relationship with them and involving them often leads to rich notable evidence, hence I was open to getting any feedback from them concerning learners' reading attitudes during the study.

In addition, learners were informed about the purpose of the ER programme, the nature, and extent of their involvement. They were also told that participation in this study was voluntary and that they could withdraw from the study at any given time. According to Bickman & Rog (1998), the word 'voluntary' literally means "without threat or undue inducement" (p. 153). There was a verbal agreement of confidentiality between the researcher and the participants. Finally, when reporting the findings of the study, pseudonyms are used for the participants and their school to protect their identity. Where pictures are used in presenting data, in some, faces are blurred and in others participants and the school agreed to have their faces visible. The results were provided to the participating schools in the form of posters summarising the whole research journey and sharing my research findings (Appendix 8).

4.9.3 TRIANGULATION

The concept of triangulation was developed by Denzin (1978) and has been mostly widely used to symbolise an attempt to combine or mix different methods in a research study. For example, triangulation according to Bickman & Rog (1998) refers to the "integration of data using a variety of methods and sources of information so as to reduce the risk of distortions which frequently occurs when using only one method" (pp. 88–93). However, Denzin (1978) argues that triangulation means more than using multiple measurements of the same phenomenon. He clearly identified four different types of triangulation as discussed below.

Firstly, there is data triangulation, defined as the use of a variety of data sources and data sets in a study. Data may be both qualitative and quantitative, gathered by different methods or by the same method from different sources or at different times. To complete triangulation, the qualitative study relied on varied methods for data gathering (questionnaire, observations, interviews, researchers' journal and reading records) and different data sources (the participants, the teacher, the researcher and the research assistant). Triangulation of data collection methods helped validate my research and it also enhanced trustworthiness and reliability of the findings. For example, during the implementation phase of the reading

programme, I relied mainly on observation, a tool that could allow one's own biased conceptions to infiltrate the findings and answers. Therefore, I also used focus group discussions and relied on the recorded footage of each session. This strengthened the observations I made during the intervention. Consequently, the use of several different literacy measures made the data obtained in the intervention more trustworthy.

I also made use of investigator triangulation which is defined as the use of several different researchers. As mentioned earlier, I had two research assistants whose observations and views were also valued throughout the reading intervention programme. Having the team on board was important because working as a team was another way of bringing in different perspectives. Furthermore, Denzin states that there is theory triangulation; the use of different theoretical viewpoints for determining competing hypotheses as well as for interpreting the single set of data. One example of theory triangulation in this study was a combination of the Mathewson's Model of reading attitudes (Section 4.8.2 of Chapter 4) and CHAT's concept of the transformative agency (Section 3.4.6 of Chapter 3) pointed to the same results. In the application of the Mathewson's Model throughout data analysis Chapters 5,6,& 7, it was noted that learners attitude was one variable that influenced their intention to read whilst the application of CHAT showed that transformative agency emerged when learners resisted intervention by questioning, critiquing and opposing/rejecting the intervention and suggesting better ways to improve ERP. This combination of these theories indicated a common fact that learners developed interest to read more and for pleasure. Throughout the study, varied theoretical perspectives were used including making sense of the data collected.

Finally, the study made use of methodological triangulation which is defined as the use of multiple methods to study a single problem or phenomenon. It may also include the use of the same method on different occasions and situations (see Section 4.7). According to Lincoln & Guba (1985), triangulation increases the probability that credible findings and interpretations will be produced.

4.9.4 RELIABILITY

According to Denscombe (2014), reliability refers to whether a research instrument is neutral in its effect and consisted across multiple occasions of its use. Walliman (2006) affirms this by

stating that reliability refers to the degree to which the results of the research are repeatable. For a research to be reliable, it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be found. For example, in this study the same questionnaire was administered simultaneously to a group of learners who were very closely matched and had similar characteristics (age, gender and ability) and as a result, similar responses to the questionnaire were obtained. This allowed me to compare the results from the two research sites to see whether or not the intervention was a success. This type of reliability is, according to Cohen, et al. (2007) called reliability as stability; hence Singleton et al. (1993) agree that reliability is concerned with “questions of stability and consistency. It tests whether something is consistent and dependable and if it can be repeatedly applied under similar conditions and produce consistent results” (pp. 114–115).

As a check on reliability, I also constructed and mapped out an audit trail for the reader. As shown in the previous sections, I have provided an explicit account of the methods used, the key decisions that I took from the conception of the research through to the findings and conclusions of the research. According to Denscombe (2014), “the principle behind an audit trail is that research procedures and decision making could be checked by other researchers who would be in a position to confirm the existence of the data...” (p. 299).

4.9.5 GENERALISABILITY

According to Walliman (2006), generalisability refers to the results of the research and how far they are applicable to locations and situations beyond the scope of the study. When conducting a research, it is of importance to see that the particular research can be applied in a wider context otherwise, it might not be useful to wider fields of research and education. However, in qualitative research there may be limits to the generalisability of the findings and these should be pointed out.

The Extensive Reading Approach that I adopted and implemented in this study to obtain my research findings has been tested in various countries around the world with different participants from differing geographical locations. These studies have successfully implemented the programmes and have reported positive benefits of implementing such a

programme. Therefore, I made the deduction that these results add to the knowledge-building enterprise and would be generalisable.

4.10 SUMMARY

In summary, I conducted a case study in which close observation and monitoring of the participating Grade 3 isiXhosa speaking learners were carried out with the aim of assessing and improving their attitudes towards reading through the implementation of an ERP. The study was mainly qualitative in nature which provided me with valuable insights into the behaviours and attitudes of the learners throughout the research process. A variety of data generating tools were used to respond to research questions highlighted in Chapter 1 and the analysis process was informed by a number of theories discussed in Chapter 3, which makes the study reliable. This chapter informs the three chapters to follow which present the research instruments, the analysis, and data used throughout the research process.

CHAPTER 5: DATA PRESENTATION: PRE-INTERVENTION PHASE

5.1 INTRODUCTION

In this chapter, I present findings of the initial phase (situational analysis) of the research process which I have termed the Pre-Intervention Phase. This chapter responds to the first research question: *What is the nature of learners' reading attitudes in Grade 3?* The research was conducted and presented in phases informed by expansive learning discussed in Chapter 3. This Pre-Intervention Phase (Phase 1) includes analysis of the findings gathered from the questionnaire (which consisted of drawings), focus group interviews, informal interviews and general observations. This data was collected over a period of ten weeks (April to June 2015) and was analysed using CHAT as a theoretical lens. The purpose was to get a thorough understanding of the two activity systems (two schools, Sites A and B) as presented in Chapter 3 (Section 3.3) and the interactions within the elements of each activity system.

In presenting data, I illustrate my discussion with quotes from the selected learners from both sites. In addition to data collected from the learners, I present data that show typical or interesting and/or unexpected responses from the other research participants. This data is coded as L (Learner) (see Transcription conventions). Data collected from the selected learners from each site is presented using pseudonyms. I used common English names for both girls and boys. Table 15 shows the total number of learners who participated during this phase of the study whilst Table 16 shows the profiling of selected learners.

Table 15: Subjects of the study

Site	Total number of participants	Select learners for the study	Gender	Age	HL
A	37	6	3 boys 3 girls	9-11 yrs	isiXhosa
B	34	5	4 girls 1 boy	9-11 yrs	isiXhosa

Table 16: Information of selected learners

Site A Pseudonyms	Gender	Age	HL
Matthew	Boy	11	isiXhosa
Mark	Boy	9	
Luke	Boy	9	
Mary	Girl	9	
Lizzy	Girl	10	
Sarah	Girl	11	
Site B Pseudonyms	Gender	Age	HL
Peter	Boy	10	isiXhosa
Susan	Girl	9	
Rose	Girl	9	
Helen	Girl	10	
Sammy	Girl	10	

5.2 ANALYSIS OF QUESTIONNAIRE, INTERVIEWS AND OBSERVATIONS USING CHAT

In the Pre-Intervention Phase, a questionnaire was administered with all the participating learners, while focus group interviews were only done with selected learners. In this section I explore the activity systems and surface tensions or contradictions in these activity systems. Since the questionnaire was designed to address all the components in the triangular CHAT model (Appendix 3), it allowed me to break down the activity systems into smaller meaningful units (sub-activity units) for closer analysis allowing me to target relationships, for example, between the learners and reading material or teachers (e.g. subject, tools or community) and the object as mediated by the rules, tools and the division of labour. In doing so, I uncovered several noteworthy relationships between the components of each activity system. These will be presented and discussed at length as contradictions in the activity systems. Given the interactive nature of my data, I will discuss contradictions within the activity systems (Site A and Site B) together in this section, alternating between the experiences and insights of the two research sites as coherently as possible.

5.2.1 SURFACING RELATIONSHIPS AND TENSIONS WITHIN THE COMPONENTS OF THE ACTIVITY SYSTEM

While the components of the two existing activity systems are similar (*i.e. tools = books; Subject = Grade 3 learners*), the relationships between these components differ from one system to the next. It is worthwhile to note that the activity system is constantly working through contradictions within and between its components and in this way innovations are

produced (Foot, 2001). Tensions between components in one activity system can enable the activity system, while in the other activity system the relationship between the same two components may constrain or somehow place a strain on the activity system causing a breakdown within the system (Foot, 2001). As far as the subjects of the activity systems were concerned, the contradictions that surfaced in the two sites were similar. The most common contradictions that surfaced from the questionnaire interview and observations analysis from both sites will be discussed below.

5.2.2 PRIMARY CONTRADICTIONS

Both activity systems displayed two similar contradictions at the primary level within the subject component of the activity system.

- ***Learners' actual reading practice and their reported reading proficiency***

In analysing the learners' response in the questionnaire and follow up interviews, in both sites a contradiction existed between the learners' actual reading practice and what they reported (their reading practice).

Table 17: Learners' response to Section B: Concept as a reader

Questionnaire Question	Learners' response Site A	Learners' response Site B
1. Are you able to read in isiXhosa?	Yes – 37/37	Yes – 34/34
2. Are you able to read in English?	Yes – 5/37	Yes – 1/34
3. Which language do you like to read in, isiXhosa or English?	isiXhosa – 22/37 English – 15/37	isiXhosa – 33/37 English – 1/34

In responding to three questions in Table 17 (Appendix 3A), in Site A, 15 of the 37 learners specified that they liked reading English but indicated that they were not yet proficient in reading English. From the 37 learners, five learners were confident that they were proficient in reading in English and they loved reading in English. Since I was going to implement a bilingual reading programme, it was important to assess learners' reading proficiency especially in English their L2. I asked five learners from Site A who had indicated that they were proficient and loved to read in English to read a short passage for me. Only two could read in English with understanding. While the other three learners were reading, I noted that their reading speed was slow as they tried to break down words in units as shown in Table 18. As a result, this affected their comprehension and they failed to retell the stories they had read.

In Site B only one learner from the 34 learners indicated that he preferred to read in English and he was good in reading English, while the rest preferred isiXhosa. Similarly, the one learner from Site B was also given an opportunity to read in English but he also broke down the words in units as shown in Table 18 affecting his reading comprehension.

Table 18: Example of two learners' reading (I helped learners to read the underlined words)

Site A – The bride who had nothing	Site B – The bride who had nothing
There- was- <u>o-nce</u> -a -man- who-who love-d his- <u>dau-ghter</u> - daughter very much. One day she - <u>ma-</u> <u>ried</u> the son of a chi-ef- chief. But -the -man- did- not – want- his -dau-ghter-daughter- to- leave his home to go and live with her <u>hu-sba-nd</u> 's family. 'She can-not go yet!' the man said. ...	There- was---- <u>once</u> a -man -who -love-d his <u>da-</u> <u>ughter</u> very much. One-day -she- mar-ried the son of a <u>chief</u> . But -the- man -did not want his <u>da-</u> <u>ughter</u> to -leave -his -home- to go and live with her <u>hu-sband</u> 's family. 'She cannot go yet!' the man said. ...

In both research sites, learners who were asked to read in English could not recount the events in the short passage using their own words and they also struggled to sequence the events in order. This suggests that they lack comprehension strategies. A possible reason is the phonic-based approach to reading to which they are accustomed. This is a common approach to reading noticeable in many FP classes as discussed in Chapter 2. However, their choice of English is an indication of positive attitude to reading even if they could not read properly. Hence the need for a reading programme such as the one implemented in this study which integrated both the top-down and bottom-up reading approaches to nurture positive reading attitudes.

From the way learners responded to the first three questions, I then concluded that learners were telling me what I think they wanted to be doing (*desired*) or what they think I wanted them to be doing (*expected*). This is also evidence of a desire to give the 'expected', 'right' answer. However, this self-report data also resulted in the limitation of the study because the participants gave me the responses that they thought I wanted to hear, which may not necessarily have been the truth. It was interesting to note that the learners are also aware of the value or expectations of being able to read in two languages (bilingualism) hence some indicated competence in both languages, yet in practice, in both schools, the focus is still on strengthening their L1.

Another example of a primary contradiction surfaced in the learners' response to question 7 of the questionnaire which explored learners' actual reading practice (see Appendix 3A). I gathered that out of the 34 learners that responded to this question in Site A, 20 learners indicated to have actually read at home. However, in an effort to understand what they read, that is, the availability of reading material at home (How many books do you think you have?), in Site A 27 of the 34 learners indicated that they did not have any books at home to read for enjoyment, that books were only available at school. While in Site B, 18 of the 22 learners also indicated to have read at home, 12 of the 22 learners indicated not having any books to read for enjoyment both at school and at home.

In both research sites, learners that had indicated they had books to read at home were asked during focus group interviews about the number of books they had and the types/genre of those books. In both sites, overall, they all had fewer than five books at home, the number of copies ranged between 0 – 3 with only one learner from Site B who indicated he had 20 books at home. When asked to describe them in detail, they seemed to have forgotten the book titles and they failed to describe or talk about a single book they claimed they had read as shown in the excerpt below.

Examples of description from Site A focus group interview excerpt

- L1: Mine is green
- L2: The one I remember ...It's about a baby
- L3: I have a blue one and a...

Learners are aware that they are expected to be reading, hence their claims about reading at home and having books at home, but in actual practice very little or no reading for pleasure is happening both at school and at home especially with learners from Site B because of lack of reading resources and opportunities. Hence, the relationship between the subjects of the activity system and the tool presents a great tension in the activity systems that manifests as a secondary contradiction. These will be discussed in Section 5.2.3.

- ***Teacher expectations***

According to Chambers (2011) there are two conditions that influence the outcome of human activity and he considers them as 'the set' and 'the setting'. A set is defined as a mix of mental and emotional attitudes that one brings to an activity. That is the expectations, present mood,

the relationship with other participants will all determine behaviour, while the setting is defined as the physical surroundings, and their appropriateness or otherwise to the activity in which an individual is involved. Taking this idea of the set and applying it to this study implies that ‘the set’ of both the teachers and the learners towards reading has a strong influence on the outcome, meaning that the attitude and behaviour of both the teacher and the learner has an impact on the outcome of the activity system.

In both sites a primary contradiction surfaced between the learners’ goals about reading and the teachers’ understanding of those goals. Before the inception of the reading programme, the school principals, teachers, parents/guardians and the learners themselves were informed and made aware of the research. An agreement was reached on suitable times and days to conduct the research. However, there were several occasions when the researching team arrived in both sites and found the teachers and the learners not ready for the pre-intervention reading sessions. We would find learners cleaning the classroom while others would be playing outside. This would then affect the times of starting and finishing each reading session. On many occasions teachers mentioned they had forgotten about the reading programme.

The classroom environment, which is the ‘setting’ (Chambers, 2011) in both sites could be described as authoritarian and/or punitive. For example, through informal conversation with learners from Site A, I learnt that during normal school hours some learners who misbehaved in the classroom would be told “*Those that won’t finish their work will not attend the reading session, only those that have done their work will attend.*” Such statements in the classroom constrained the intervention because those learners that had not finished their class work would miss some ERP sessions thus affecting attendance. However, despite such statements, learners from this site demonstrated positive attitudes towards reading because they tried to work faster in their classroom so that they did not miss the reading session. Those learners that had remained in the classroom would make an effort to join the reading session even if it meant for a few minutes before the session ended.

With regard to Site B which did not have a school library, I had an informal conversation with the school principal so as to understand the efforts she has made in availing books to the learners. This conversation was also to make her aware of other organisations that she could

approach for book donations (i.e. Nal'ibali; Biblionef). To my surprise she was well informed about organisations that could help the school establish a reading resource centre. However, she stated that because of her busy schedule, it was difficult for her to find time to do that. She has been postponing this project of accessing books each year. The principal's expectations of these learners to be readers by the end of FP contradicts her implicit rules which are her actions or behaviour in achieving the outcomes, surfacing a primary contradiction. Her behaviour also affected the learners' expectations from their learning. Learners from this school demonstrated the need for reading opportunities; they wanted to learn how to read but the school did not prioritise reading through availing reading material. In such instances it is problematic to expect learners to excel in reading and to also enjoy reading if they are not provided with reading resources and opportunities.

5.2.3 SECONDARY CONTRADICTIONS

In addition to primary contradictions, secondary contradictions were surfaced during this phase of the research. According to Mwanza (2001), secondary contradictions occur between elements or among activities, resulting in tensions within the activity system (see Chapter 3).

5.2.3.1 TOOLS FOR THE CURRENT ACTIVITY SYSTEMS

In both activity systems (Sites A and B) particular tools were identified as a variety of reading materials (books) in two languages (isiXhosa and English) as preferred by the learners. In both research sites, tensions surfaced relating to the materials available for reading. However, learners in these sites navigated these tensions differently because of the access they had to the reading materials, as will be discussed.

- *Availability of reading resources in both sites*

According to Chambers (2011) all reading begins with **selection**. Every time individuals read, they make a **choice** from all the material at their disposal. These include magazines, story books and newspapers. However, all selection depends on **availability**. If there are few books, the chances of learners finding what they want to read are smaller than if there are many. Even so, if there are many but of only one kind and of a genre that learners do not like, they may

choose not to read compared to when there are fewer books but all of the kind they enjoy. As mentioned in Chapter 4, Site A has a fully resourced library which has a variety of books in isiXhosa and English although there are more books in English than isiXhosa, different genre, and level of difficulty. However, learners have limited access to the library and reading opportunities and book arrangement makes it difficult for learner to navigate as some books are piled on top of each other as shown in Fig.10. As a result, many learners barely remembered if they had found their ‘home run’ books, defined as one’s first book that will set them on the reading path (Krashen, 2004), hence they even failed to retell any interesting stories they had read.



Figure 10: Site A: School Library

Learners from this site are at an advantage of being exposed to reading material, although exposure only is not enough to nurture reading. During the focus group interview, learners mentioned that the school library has books but, they found it difficult to find interesting books. Specifically, learners mentioned a lack of isiXhosa books they can read for enjoyment. Their frustration is understandable as the language of teaching and learning is their L1 and indeed there is a lack of books published in many African languages including isiXhosa (Janks 2014) yet according to research (Krashen, 2004), it is important that learners be first exposed to their L1 because mastery of all other skills in other learning areas is based on a strong L1 foundation. I noted that the only isiXhosa book that seemed to be popular with many learners from this site was “*UMadakeni*”. As a result, those that preferred to read in isiXhosa were not fully catered for. A lack of interesting stories written in a language that learners understand has made instilling the love of reading a challenge (Koen, 2015 City Press Interview with Bloch).

As suggested by Chambers (2011), books need to be available if we want learners to read and the book stock must include their preferences. According to Fredericks (1982) external factors like classroom organisation, instructional programs and content all influence learners' attitudes to reading. If learners' interest in what they are learning is not present or if they feel that they lack input to the activity, they do not willingly participate. Faced with a challenge of lack of interesting books at the school library, some learners indicated that they made use of the community library; however, those that stayed far from the library were left with nothing to read. On further investigation, I discovered that those learners that frequented the local library were mainly attracted to the computers at the library rather than to the books available. During an informal conversation a learner asked "*Ma'am, can we go early today, I want to rush to the library before all the computer stations are occupied*". He further mentioned that he enjoyed playing computer games there. This provides an insight into this particular learner's attitude towards reading, the reading that was happening in the classroom at that particular moment was of less value for him than playing computers games, and hence he wanted to be released earlier. These findings are similar to Corridon's (1994) findings where she reported that the reading centre was the least frequently used and the computer and listening stations were the ones that were most frequently visited. Participants of this study used these centres almost three times as often as the reading centre. The learners' behaviour supports the notion of 'aliteracy' which was presented in Chapter 2, Section 2.7.

Since Site B does not have a library and learners do not have access to a local or community library as it is far away, this poses a challenge to the learners when it comes to developing reading and limits their knowledge and access to the world of reading. This also surfaced a level four or *quaternary* contradiction which I could not address as it was beyond the scope of this study.

- ***Learner access to reading resources***

Literacy experiences in school can also affect learners' attitudes, therefore learners need to have books around for them to be able to read and get interested in reading and other literacy activities informally. These books have to be exciting and relevant to the learners' social life outside school. Hence, this study views literacy as a social practice and presents reading as a social activity. Once the books have been made ***available***, they have to be ***accessible***. As

mentioned previously, Site A has a fully resourced library which is however dysfunctional. As with Scheckle's (2014) and Equal Education's (2011) findings, the library is not easily accessible for the learners as the books are always locked away and the library is only open for a short time. The library keys are kept by the school Principal and she is the one who authorises access to the library. This information was gathered through an informal interview with one learner as I was trying to understand the schools' reading culture and issues of access to the school library. Following is our dialogue:

Example of an informal conversation with a learner from Site A (5 May, 2015)

R: How often do you go to the library?

L: We were at the library in January, February and March this year [meaning 2015, and we were already in June]

R: Is the library open that you can go in anytime you want?

L: No it's always locked, it's the Principal who opens it and then calls Grades in. We are allowed to take one book... let's say on Tuesday, then the following week Tuesday we are asked to return the books back to the library. At times we are asked to get another one or we return them and wait for another week or chance again.

R: Oh really and how does that make you feel?

L: I like it when the library is open but when it's closed it's boring because at times you want a book to read but it's locked and you will have to wait and wait till we are called in again.

At this site, the books are available, but they are not accessible until the Principal opens the library and allows learners to take a book each. The number of books that each learner is allowed to take home is limited to one. In this activity system the Principal constitutes an element of the community which also makes the rules. The Principal plays a major role in the division of labour as she is the one who controls the use of the library. As a result, in this activity system (Site A), books are available but certainly not always accessible. Learners are therefore discouraged by the school from reading extensively, that is reading as much as they want, surfacing yet another secondary contradiction within the elements of the activity (Subject vs Community = Object).

Still in Site A, in the classroom as well I noticed that there were a number of big story books and some with their accompanying small books for learners to use during shared or individual reading. Another secondary contradiction surfaced here within the elements of the activity system. Learners (*subjects*) were also not allowed (*rules*) to take these books (*tools*) home and reading these books in class was controlled by the teacher (*Community + division of labour*). In our informal conversation, the Grade 3 teacher from Site A mentioned that "They are still young learners, they will lose or dirty these books and besides... the school does not

have a librarian to manage the lending system” (Researcher’s field notes, 21 April 2015). Teachers’ refusal to allow pupils to look at or borrow books is not a rare phenomenon in South African schools; researchers such as Bloch (2007) reported that book donations and school workbooks provided by the Department of Education remain packed away in their cartons in store rooms or were stored in the principal’s office. The multi-layered contradiction in this activity system underpins the teachers’ stinginess with books. Every teacher wants all their learners to excel in reading but their actions hinder literacy development. I also had informal conversations with the learners regarding access to the books in the classroom. I learnt that occasionally the teacher would read books aloud for the learners and sometimes learners only had access to the books when they had finished doing their class assigned work. This meant that the story books were only for academically successful learners probably already proficient readers. In this case, accessibility was used as a reward to affirm or confirm the success of some learners and failure of others. However, if reading is presented as a reward, learners are daunted to read, and this then has a negative impact on their attitude towards reading.

In Site B, learners did not have any books that they could read for enjoyment. A secondary contradiction was that the Principal did not contact NGOs for book donations as she was busy attending to other school administrative issues. Another secondary contradiction in this activity system was between the *community* (Principal) and the division of roles: the Principal seemed to be the one doing everything instead of assigning this important task to the senior management team. Her lack of delegation skills affects the learners (*subjects*) who as a result have no access to reading material and cannot meet the *objectives* of the activity system as expected by the wider community. In addition, Site B has a responsibility to provide story books since the school is far from the community library. When learners do not have easy access to books, it has negative impact on their reading and attitudes. The learner is dependent on the teacher to make choices of what and when to read. If the teacher’s choice does not align with the learners’ interest, it then constrains reading, although for some teachers making choices for their learners can enable reading as the teacher is aware of the learners’ needs and capabilities.

Further secondary contradiction existed between the learners’ actual reading practice and their desired reading practice (Subject vs Outcome). During focus group interviews with the 12

select learners from both research sites, I learnt that learners had limited or no access to books they could read for pleasure at home. They were aware that for them to be better readers they had to be reading both at school and at home. Of the 12 learners in Site A, seven mentioned that they did not have any books to read at home, while the remaining five learners mentioned that they had less than five books to read. In Site B, only one mentioned that she had books to read at home which she got from her mother's employer. On that particular day she had some of the books in her book case which she showed me. Her collection consisted of English book titles such as *Beauty and the Beast*, *Cinderella* and *Rapunzel*. She is one of the proficient readers in this class.

The lack of reading material (tools) at home for most of the learners (subjects) yet they wanted to be reading or be read to for them to be better readers (object) was a secondary contradiction in both activity systems. However, a lack of books in the learners' homes was not surprising at all as it is documented in a study conducted by The South African Book Development Council that 51% of South African households do not have a single book in their homes. Within this relationship, there is another emergent tension. I would also regard the absence of books in South African households as a quaternary contradiction. The government, schools and the wider community expect learners to be readers yet there is no material to read in many South African homes and schools.

- ***Availability of reading opportunities***

Literacy development communities hinge on the availability of opportunities for collaboration and literacy learning among learners (Janks, 2014). Collaboration within a programme can greatly enhance reading and the development of other literacy skills and, on the other hand, the absence of opportunities for collaboration can lead to feelings of isolation and frustration, all of which surfaced as contradictions in conversations with learners from both sites.

In both sites there is an informal afternoon reading programme known as Inkwenkwezi that seeks to develop reading and writing skills for learners in Grade 3 as discussed in Chapter 2 (Section 2.5). Many learners value and want to be part of a reading community, but teachers select good readers and writers from their classroom to participate in this reading programme. The tensions present between the subject and the object are reflected as a potential mismatch between what the learners' goals are for their learning and what the teachers' goals are for their

learners. A tension then surfaces: *What happens if the teachers' goals are misguided by their beliefs and assumptions about what learners need rather than what the learners actually need?* For example, I had a conversation with one learner from Site A participating in the aforementioned programme and he said "I was just told by my new teacher that every Tuesday I must attend the Inkwenkwezi reading club. I do not like it there that's why I come to your reading club together with Nat" (Researcher's field notes, 28 April 2015). In conversation with a learner from this site B who was not part of the Inkwenkwezi reading club, she mentioned "We also want to read with the white people (nabelungu) but we are not allowed". This sentiment was shared by many learners, who felt isolated and demotivated to participate in any reading programme as they had been identified and excluded as struggling readers and had been made aware of that. There is little support for those learners who are willing to learn how to read but are behind with reading. With Site A, this selection reinforces the classroom practice of story books being available to quick academically successful learners who finish their work, while struggling readers and slower learners do not get a chance to read for pleasure. The system and the rules of the programme are set up to select learners who participate without consulting them or their parents. As the evidence above shows, not all learners that were part of the Inkwenkwezi Literacy Programme enjoyed being there and likewise not all learners who were not part of the programme appreciated being excluded, hence a contradiction within the elements of the activity system. Thus in the implemented ERP participation was on a voluntary basis, thus including all the participants.

- ***School expectations and influence on reading***

The home and the school context as the community, equally contribute in shaping learners' attitudes towards reading. The involvement and support of teachers and parents/ guardians to literacy development empowers learners to be literate, while a lack of such involvement and support can constrain literacy development. Once learners see that their school and home reading is valued by the responsible adults in their lives, they also get motivated to read more and actively participate in literacy activities (Myoungsoon & Heekyoung, 2002). Johnston (1992) states that the classroom cultures help children to construct an understanding about the nature of literacy, the values of literate activity, and how to interact with other individuals in literate activities. Through participation in these interactions, individual learners construct a sense of self as readers, writers, and thinkers within the culture of each particular classroom.

Teachers and other learners of this activity system are a part of the community and they play an integral part in creating a positive or negative attitude toward reading (Alexander & Filler, 1976). Cosgrove (2003) adds that both the classroom environment and the teacher's attitude towards reading can either enhance or reduce learners' attitudes toward reading. Regarding teachers' attitudes towards reading, a tension surfaced when issues of trust were discussed. A number of learners expressed the fear they have when around reading adults, that is when they are reading or being read to. What became the highlight in the learners' drawings and focus group interviews was the issue of punishment during reading. In Site A, learners reported that their teachers were using punitive measures for those that read poorly. These discouraged learners from reading as they were afraid of being punished. Cosgrove (2003) states that teachers must be conscious of their body language, tone of voice and facial expressions with regard to reading and literacy activities because positive teachers create enthusiastic readers.

In the classroom, learners' self-esteem, academically and interpersonally, can be affected not only by their teachers but by their peers as well. Peers have a potential to enhance or reduce each other's attitudes towards reading. During focus group interviews in both sites, I learnt that some learners had a tendency of laughing at each other during reading. The excerpt below is what one learner from Site A expressed.

While reading in the classroom, our teacher sometimes asks us to stand up and read aloud. During reading... let's say you come across a word and struggle to pronounce it or mispronounce the word the teacher and some classmates may help you. But some will laugh at you and you feel you never want to read again. (Site A, focus group interview: 28 April 2015)

In data from focus group interviews, girls in particular mentioned that boys and some learners known to be good readers were the ones well known for laughing at them each time they tried reading. During a focus group interview in Site A with five learners, three learners mentioned that they did not like being corrected while reading. Reasons for these feelings may be related to learners' self-esteem because one learner mentioned that she believes that she is a good reader and the other mentioned that she is not a confident reader and once she gets corrected she loses her confidence to continue reading. It is important for teachers to allow for mistakes while reading, regarding these as an opportunity to later teach strategies that learners can use during reading and also differentiate between reading and post-reading, as the curriculum suggests.

Through observation, I noted that in both research sites there were no classroom rules displayed to guide learners' behaviour or stipulate the schools' expectations of the learners. Lack of classroom rules during the Pre-Intervention Phase resulted in learners being easily distracted and displayed the following avoidance tactics: they delayed into the reading sessions and they found ready excuses to leave the classrooms, for example, requesting to go to the bathroom, offering to go and look for others who could be still outside playing. In many instances in Site A, during this Pre-Intervention Phase we tried reading aloud for the learners, the reading sessions were characterised by constant nagging, which interrupted storylines, disrupted rhythm, and made the reading experience unpleasant to listen to. The absence of explicit rules in both sites also meant that proficient readers who laughed at struggling readers were not regulated.

In both sites there were school rules which were a constraining factor. Learners in both sites wanted to be part of the reading programme from its inception. On some occasions we found learners at school already seated waiting for us and they willingly expressed their excitement in the form of dance, song and screams. On our arrival they would run to the car and help with carrying books. We received a warmer welcome from the learners than from the staff members. However, there were times when we would arrive at school and find they had already been dismissed. In this case at both sites we would find a small group of learners waiting for us outside the school gate just to inform us that they were dismissed early due to a teacher's workshop or other school activities, or the teachers just forgot we were coming. Missing a session upset most of the learners as they wanted to read. The school, in this case, neglected the learners' needs at times.

Finally, having the power to choose what to read, and when to read is an important aspect that emerged from the data and from the ER literature review discussed in Chapter 2. Each learner has his/her own language preferences, reading style and genre. In Site A ten learners captioned their drawings with their varying language preferences while in Site B seven learners indicated their languages preferences in their drawings (see samples in Appendix 2). Figure 11 also shows drawings illustrating learner's language preferences through examples of two learners' drawings that I selected because they illustrate the rest. Both these learners emphasised the language in which they liked to read, however they highlighted that they had not yet found their "home run books" (Krashen, 2004) because of a lack of access to a variety

of reading material. These examples surface a contradiction between the role of the teacher and that of the learner. The teacher assumes an authoritarian approach as she chooses what learners read, for example the kind of books they should read and the language they should read in. In this context, learners have little or no say regarding their own reading.

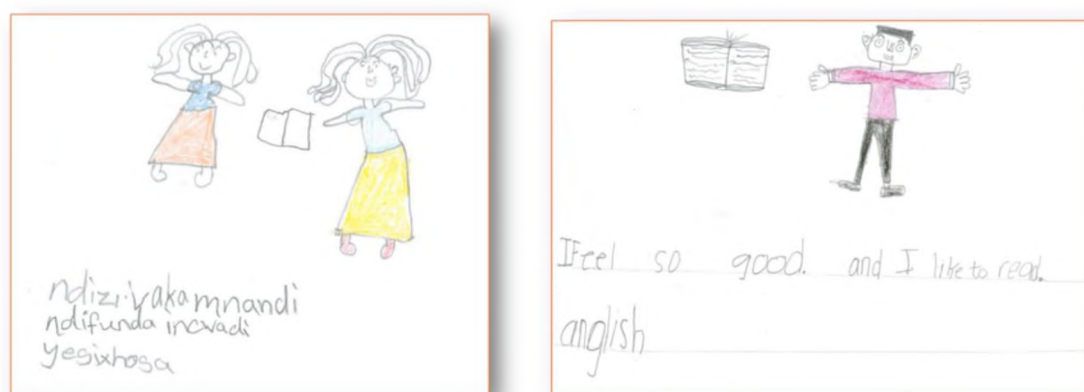


Figure 11 Drawings emphasising learners' language preferences

In Site A, the school principal decides when, where and how often learners should access the library. In Site B, the principal can source books for the learners from the wider community. However, without her commitment to accessing these books, the school and learners continue operating without a library.

- ***Community involvement and influences in learners' reading***

According to Chambers (2011) 'the setting' can also influence the outcome of every human activity (see Section 5.2.2). Setting can change a set of mind set, swaying it for or against the activity in this case. It is important to consider how each feature of the reading environment may affect the attitudes of the people it is intended to support. Several aspects of the reading context (teacher support, individual reading, formal and informal environment) are significantly related to learners' attitude and behaviour. In this study, the school and the home environment were the setting that could either enable or constrain the act of reading. The human beings within this environment who either constrain or enable reading form part of the community of the activity system.

According to Rogers (2002), the literacy behaviours or performances of an individual express the literacy practices of the various social groups of which the individual is a member. Schools and the larger community play an important role in shaping the literacy practices present in the activity. As explained in Engeström's model of expansive learning (1987), not all members of the community offer opportunities for innovative learning. It is therefore, important that all those interested in literacy development not only consider how learners learn how to read but also how schools and the wider community contribute to learners' reading and practices. In this study, the community of these two activity systems consisted of the class teachers, researcher(s), parents/caregivers and other stakeholders concerned with literacy development such as Inkwenkwezi. All these members have different roles in the activity (*division of labour*), but all contribute to how it functions effectively.

Morrow & Young (1997) recognise parental involvement with children's reading development as a prominent factor in promoting reading development and positive attitudes towards reading. Similarly, Spaull et al. (2016) state that reading development in particular is strongly dependent on whether someone in the home can help a child with their reading and support them with comprehension (p. 10). While serving as reading models for their children, parents' reading behaviours impact on children's attitudes toward reading. When parents frequently read "just for the fun of it," children view reading as a valued, recreational home activity (Koen, 2015). When parents transmit the view that reading is vital to one's development, children carry these values into school. However, in most disadvantaged communities even in South Africa parents/guardians do not recognise their significant role in shaping their children's reading attitudes and engagement as they often believe reading and attitude development only occurs at school and not in the home (Myoungsoon & Heekyoung, 2002).

In response to Questions 10, 11 and 12 of the Pre-Intervention questionnaire (see Appendix 3A), in both sites learners indicated there were people who participated in their reading. In the school setting, learners mentioned that their teachers and their proficient peers read for them. Of interest was that mothers and fathers were equally involved in reading for the learners, yet in many studies fathers have been reported as lacking in reading for their children (Casey, 2009). This finding in this context contradicts Myoungsoon & Heekyoung, (2002) claims mentioned above. Female adults (grandmothers, mothers and aunts) were considered as good story tellers. In response to the question relating to being read to at home, in Site A, 16 learners

and in Site B 22 learners replied. From Site A, six learners mentioned their mothers, while seven mentioned their fathers and three mentioned their siblings. From Site B, seven learners mentioned that they read with their mothers, five learners read with their fathers, while seven mentioned their uncles and three learners mentioned their siblings. For example, the selected learners from Site B responded as follows:

“My mother reads for me when I go to bed” (Helen).

“I usually read for my siblings who are in Grade R and my mother joins us at times” (Rose)

“I’m reading a book with my father called... I forget the title” (Peter).

“Yes, I read with my uncle often, my mother used to read for me but she now works at the farms out of town” (Susan).

“I read to myself because I can read and I read with my sister too, she’s in Grade 7 at Archie Mbolekwa she helps me with difficult English words” (Sammy).

This information was also depicted in their drawings in response to question 10 of the questionnaire: *Please draw me a picture below of how reading looks like to you* as shown below in the select drawings that are a representation of the rest (See Appendix 2 for more learners’ drawings from both research sites).



Caption: “It’s about me I am happy to read with my sister”.



Caption: “I am reading a book with my father, he reads for me interesting stories” (Ndifunda incwadi notata undifundela amabali amandi)

Figure 12: Samples of drawings by learners from Site A reading with adults

This community involvement in literacy activities was encouraging, but sometimes adults also did things that stood in the way of their children becoming readers. Such actions can negatively influence children’s attitudes towards reading. For example, while other learners mentioned that they had adults that read for them and told stories to them as captioned in the

drawings and questionnaire responses, a significant number of learners of both sites indicated that they were not exposed to any reading activities at home. This was mainly because of lack of access to reading resources as mentioned in Section 5.2.3.1. As a result, I noted that during the Pre-Intervention Phase learners lacked interest in reading because of lack of parental participation and lack of modelling of reading at home. To further understand the background and the home context of the participants, I had an informal conversation with the teacher from site A on the 8th of June 2015 and she mentioned that

Many of the parents for these learners are young mothers, they are children themselves, they just do not have time for parenting, you call them at school for consultation meetings they just do not come. Others stay with their grandparents who cannot read isiXhosa or English, therefore they are unable to help with any homework.

This statement by the teacher surfaced a quaternary contradiction. Parents who are part of the community of this activity system cannot read because of issues that are beyond the activity system, thus affecting the subjects in achieving the objectives of the activity system. As documented in the Report by SAnews.gov.za (2014), only 14% of South Africans are active readers. Pretorius & Naude (2002) attribute this to a number of issues including parents or caregivers who themselves are illiterate and do not read at home. Only 5% of parents in South Africa read to their children.

It is clear that most parents do not spend a great amount of time reading to or with their children. For many of the parents, reading is done by the child at school or when doing homework. Most of South Africa's underprivileged children neither have homes filled with books, especially not books in their mother tongue, nor do they have parents who read to them (Koen, 2015) states that readers who are unfamiliar with the conventions of reading and storytelling will encounter future problems with reading.

The environment in which learners are surrounded and the people and activities they interact with can all influence their motivation to be successful readers. According to Chambers (2011), obstacles in the way of a learner reader or young readers can be overcome if they have the help of a trusted experienced adult reader and experience plays an important role in helping learners become readers. Some parents in this study read for the learners at home as shown in the data collected through questionnaire and focus group interview. During focus group interviews in following up of Question 10 and 11 of the questionnaire, learners were asked: *What do you like*

about this person's reading style? What do you dislike about this person's reading style? In their response, learners from both research sites pointed out that there were some aspects they did not like that were demonstrated by the people that read for them during reading time at home. As a result, it negatively influenced their attitude towards reading. Below are examples of focus group interview excerpts from both research sites as reported by the learners.

Excerpt from a focus group interview with a boy from Site A (19 May, 2015)

R: Is there anything you don't like about the way the people you've just mentioned read?

Mark: **I don't like it when my uncle stutters**

R: How does he do that can you show me (laughs)

Mark: **When he reads Mem and then struggles to finish a sentence** (and then mimics someone stuttering)

(Everyone starts to laugh)

R: And that is annoying nhe?

Mark: **Yes Mem it is because they take forever to finish**

Excerpt from a focus group interview with learners from Site B (21 May, 2015)

R: Is there anyone who reads stories for you in class?

Peter: Ma'am reads to us

R: What do you like in the way that the teacher read?

Peter: **The stories are funny and she mimics (uyalingisa) the characters**

R: At home who reads for you?

Peter: My mother

R: What is it that you like about the way your mother reads?

Peter: **She reads very well, she stops when there is a full stop and she mimics as well**

R: Oh wow, what is that you don't like?

Peter: **She asks me what she was reading about and if I don't answer she beats me**

R: And you don't like that?

Peter: Yes

R: At home who reads for you?

Susan: My grandmother

R: What is that you don't like?

Susan: **She shouts at me and she rushes me when I'm still thinking about the questions she asked (interruption)**

Susan: Let's say ma'am when we are reading we are told to point at the words if I do not point she (elder sister) **beats me here at my back** I hate it when she does that

In the above excerpts learners indirectly pointed out that for them to enjoy and appreciate reading, the adult responsible for their reading has to possess certain qualities of a good reader. In addition, learners stated that during reading at home, parents and older siblings shouted at them and some reported being beaten each time they failed to read or comprehend what had been read. In both sites, learners expressed their concerns, fears and experiences during reading activities.

Another clear example is shown in the two drawings below from learners from Site A. In their drawings and interpretation, both these learners (boy and girl) mentioned that their fathers shout at them when they are reading. From all the research participants it was only these two learners that expressed such concerns through their captions of their drawings and in the discussions I had with them about their drawings on the 28 of April 2015.



R: Okay, what about this one (meaning the drawing), I like it Lizzy tell us what does it say? What did you write there?

Lizzy: I wrote “reading is nice but I am angry because my father shouts at me”

R: Oooh let me see your drawing, is this book written in English or isiXhosa (pointing to the book in Aluluvo’s drawing)

Lizzy: It’s written in English maam



Mark: Here I wrote, reading is nice but my father shouts at me each time I make a mistake while reading.

Figure 13: Examples of drawings by frustrated learners from Site A

Such actions as discussed above tend to instil fear and affect learners’ confidence in reading. In the list of desirable personal qualities in a teacher, Dent (1961) states that teachers must be sympathetic, with the capacity to be tolerant and allow learners to make mistakes in the process of learning. This also applies to adults at home such as parents and older siblings. For learners to read and be lifelong readers, reading has to be presented as something that is enjoyable not accompanied with pain.

5.2.4 TERTIARY CONTRADICTIONS

The object of the current activity systems noted during the Pre-Intervention Phase was that learners were learning to read, a concept that has been discussed in detail in Chapter 2. Regarding the object of the two activity systems, there were tensions surfaced that can be categorised as *tertiary contradictions* which will be discussed below.

- *Learning to read: Getting the sound correct rather than meaning.*

The Curriculum Assessment Policy Statement (CAPS) (DoBE, 2012) describes mandatory contents, competences, values and goals, which are deemed important and necessary for schooling. In the school setting, teachers have to accurately follow and implement such curriculum documents in their classrooms. In South Africa, when teaching reading in the FP classes, teachers are expected to adhere to the requirements of the CAPS (DoBE, 2012) and are also guided by what is stipulated in the Teacher's Guide (DoE, 2008). The limitations of this as pointed out by Janks (2014) is that teachers' creativity (agency) is limited when it comes to the way they approach teaching as they have to test their learners on their achievements as prescribed in these documents.

By the end of Grade 3, the stipulated outcome is that learners are expected to be skilled readers who enjoy being literate. Reading any well-developed story, that is a story with an introduction, conflicts, resolutions and conclusion requires concentration. To a proficient reader, this time is enjoyable and he/she looks forward to reading moments. However, those who dislike reading or have problems with reading usually do not look forward to this time as it distresses them because of their failure to read with comprehension since their primary focus becomes decoding individual words or phrases instead of whole sentences.

At the beginning of the reading programme I wanted to understand where the learners were according to the reading development continuum. In both sites I availed opportunities for learners to read aloud, individual reading and shared reading. While they were reading I moved around observing how they read and what reading strategies they applied when reading. At this point I noted that in Site A, a number of learners who had initially indicated in the questionnaire and focus group interviews that they were good readers could only decode the words on the page, be it reading in their L1 or L2. I had an opportunity to video and audio record one learner while reading aloud. Below is a transcribed passage of how the learner was recorded reading.

Table 19: Example of a learner's reading (not part of the selected learners) (Site A - 2 June, 2015)

Original text	Learner reading (Site A)
Kwimihla yakudala dala uNgulube esemhle noMvubu ehlala emhlabeni kuphela, uNdlulamthi wayesesona silwanyana singxolayo kwiThafa elikhulu lase-Afrika. Waye KHWAZA kakhulu yaye wayehleka lonke ixesha.	Kwi-mi-hla...Kwimihla yaku-dala dala u-Ngu-lu-be, uNgulube e-se-mhle no-Mvu-bu e-hlala emhla-beni, emhlabeni kuphela, u-Ndlu-la-mthi wa-ye-se-so-na silwa- nyana si-ngxo-layo kwi-Tha-fa eli-khulu lase-Afrika. Wa-ye KHWAZA ka-khu-lu ya-ye waye-hleka

Table 20: Example of a learner's reading (not part of the selected learners) (Site B - 4 June, 2015)

Original text	Learner reading (Site B)
Ezantsi emlanjeni apho izilwanyana zisela khona. Inkoskazi yoneka impahla elitsheni.	E-zantsi e... e... e... mla... nje-ni apho izi... lwa... nya-na zi... zi... se... la... zisela khona. I-nko...skazi yo-ne-ka i- mpa-hla e.....

After this reading, both learners were confident and convinced that they had read well because they had been taught reading that way. But according to what is stipulated in the curriculum they had not read well, thus surfacing a quaternary contradiction between the Subject, Object and wider community. According to the stages of reading development stipulated in the Teachers' Handbook (DBE, 2008) one might locate the learners in both sites in stage 3 (Early Phase) of the reading continuum as they are still learning to read hence, the focus is on getting the sound correct rather than comprehension. As both these learners read, they unnecessarily broke down the words into meaningless parts, as a result they could not say what they had just read about. As shown in the excerpts, their reading was halting, this then creates a challenge because they are working so hard at decoding at the word-level that they slow down and struggle to understand what they are reading at the sentence-level and are lost at the whole-text level.

By the end of Grade 6, all learners are expected to be independent readers. This expectation documented in the CAPS (DoBE, 2012) gives rise to yet another contradiction in the activity systems; a quaternary contradiction, which is beyond the activity system. However, the development of reading in either English or isiXhosa for the learners quoted above was mediated by availing tools that catered for their needs. As will be detailed in Chapter 6, this meant availing books in both languages, isiXhosa and English and bilingual books, a wide variety of genre and subject content of the books.

As discussed in Chapter 2, the reasons for failure to comprehend what has just been read can be attributed to the reading approach that dominates many FP classrooms and to learners' slow reading speed. While I agree that decoding is a necessary step in reading for meaning and currently the object of these activity systems, the approach that is being practiced in both these schools limits the learners' comprehension of what they are reading and discovery of the joys of reading. If reading is all about getting the sound correct, then those learners that fail to decode get frustrated and they end up viewing reading as something that one has to get a mark for, and has to be done in a correct way.

The participants of the study are learning in isiXhosa with English as an additional language. Their oral use of these two languages does not necessarily coincide with their ability to read the languages. While reading in English is a barrier to most of them, learners lack the motivation to read in their L1 too. As evidenced in both research sites, from the six selected learners in Site A, three learners read at lower than the grade appropriate level in both isiXhosa and English, while in Site B, of the five selected learners, three learners also learners read at lower than the grade appropriate level in both isiXhosa and English. During this phase of the research process, many learners were embarrassed and were not willing to read aloud even simple books. They were frustrated because of their low levels of success when reading. Hence, during the focus group interviews one learner from Site A mentioned that she was afraid to volunteer to read in class because boys and other good readers laugh at her when she stammers. To this end, many learners agreed and started mentioning names of individuals who had such a tendency of laughing at others. In this instance, two factors contributed to the learners' negative attitudes towards reading; not being able to read leading into frustration and also their peers who did not motivate and encourage them to read.

5.3 SUMMARY OF LEARNERS' PERSPECTIVES ABOUT READING

Analysis of the data collected during this phase indicates that learners have different views, feelings and attitudes towards reading. This may be attributed to previous experience with regard to reading, the reading environment and the availability or lack of reading resources and reading opportunities. According to Erikson (1968) an individual's identity is embedded in their social, cultural and historical context and the ways in which individuals view reading and writing practices are closely connected to cultural views of literacy. Ferdman (1990)

asserts that children acquire ways of thinking and behaving through identifying themselves with a particular culture and ethnic group, which in turn influences their views of literacy and their identities. Both external and internal factors play an important role when it comes to reading. This means that people around us can positively or negatively impact on the actual reading act and what one is made to read can also impact negatively or positively on how one feels towards reading. In this section I discuss learners' initial views about reading and how these affect their motivation to read.

Reading as a social Practice

Through analysing learners' drawings and the focus group interviews, a number of learners viewed reading as a social activity especially when done at home. They experienced reading as an activity that one does in the company of a loved one to enjoy the reading. It is viewed as a pleasurable fun activity rather than a chore; it is therefore perceived as a fun activity. In addition to data collected through focus group interviews, analysing learners' drawing from both research sites, three learners captioned their drawings as reading with their father, three learners drew pictures of reading with their mothers, while 12 learners drew pictures of them reading with their friends at home (see Figures 11, 12, 14).

In the drawings, upturned mouths and smiles are cultural conventions symbolising happiness and joy (Kress & Van Leeuwen, 1996). If reading is presented as a social practice, an individual tends to enjoy the activity and it yields positive attitudes and reading gains. Further elements of reading considered significant are a pleasant and informal atmosphere where one has a choice of what to read, i.e. the language and genre to read. The reading environment created in this instance in which reading is presented has a potential of influencing the learner to approach the reading task.



R: Please tell me about your beautiful picture

Matt: This is me and my friends, I love reading, I read anywhere, and I love reading in English

R: oh, you do?

Matt: Yes ma'am, I love reading in English, you see I am holding an English I even took your English paper (referring to the Pre-Intervention questionnaire).

R: And what about reading in isiXhosa?

Matt: Oh ma'am, I struggle with reading in isiXhosa (Yhuu, ma'am isiXhosa siyandibetha). His love for English is evident in the stories he reads during the reading sessions and also he intimately expressed it in his reading notebook and is evidenced in his reading log (Appendix 4)

Caption: Ndithanda ukufunda nomhlobo wami sihlelise sibuzane besibone ntoni (*I love reading with my friend, we laugh and ask each other what we have seen*) (Drawing by Rose from site B see Appendix 2 for more drawings)

Figure 14: Drawings depicting reading as a social Practice (Site A)

In addition, when asked what they do when they confront difficult vocabulary, 14 learners from Site A indicated that they ask around for help. Two of the learners interviewed commented on strategies they utilise when they struggle with words while reading. One stated that "I first try to figure the meaning of the word alone before asking my mother" and another learner commented that "I read the page and read the word again till I'm sure that I can't find the meaning then I ask". Asking for help from the people around is also an indication that these learners view reading as a social activity.

Reading as a taught activity

There were also a number of learners that presented reading in their drawings as an activity happening at school in the classroom context. In these drawings, reading is understood and represented as an activity done in a formal setting. An adult, that is the teacher, has to be present to initiate and facilitate reading. Within the confines of a classroom, reading is a scheduled

activity with the teacher. As shown in Figure 15 A, the learner is consulting with the teacher who is standing in front of the classroom with a pointer, hence, reading is perceived as an activity that one has to be taught or instructed to do without taking the initiative.

Drawing from Site A



L2: This is me (pointing at the boy in black). I am reading at school with my teacher.

R: Oh I see this is your classroom Alu: Yes, this is my desk.

R: Okay, I thought you were reading from home (jokingly)

L2: No ma'am, I read in our classroom only, at home I don't have any books to read. (Translated)

In Site B a learner (boy) also presented reading in his drawing as a taught activity. Looking at the drawing, my first impression of the drawing (Furth, 2002; Malchiodi, 1998) was that the learner was reading alone an isiXhosa book in the classroom. However, the caption of the drawing says "*I like to read in English. My teacher taught me how to read*". For further analysis of the drawing, Step 3 of analysing the drawing (Furth, 2002; Malchiodi, 1998) I called the learner to explain the drawing for me and he said "Ma'am, this is me, I wrote in isiXhosa and I am reading an isiXhosa book because I can read the language alone, however I like to read in English and my is teaching me to do that." This statement shows that the learner relies on the teacher to teach him how to read in English, he does not mention trying to read English alone like he does with isiXhosa. This is understandable because English is the learners' L2 and they depend on the teachers in navigating English text.

Drawing from Site B



Caption: Mna ndithanda ukufunda iEnglish. Umisi mna wandi fundisa ukufunda (*I like to read in English. My teacher taught me how to read*)

Figure 15 A & B: Drawings depicting reading as a taught/learnt activity

Applying Kress & Van Leeuwen, (1996) in analysing both the drawings, the faces on the drawings are expressionless. Learners seem to get no pleasure from the activity and they do not perceive it as enjoyable as it is not a part of their own daily informal/voluntary routines.

Choice was an important issue that emerged from the interviews. In talking with the select learners from both research sites (Site A: six and Site B: five), they all expressed how they would love to read books they chose themselves as they all had different preferences when it comes to language and genre. For example, in Site A, of the six selected learners two boys preferred to read stories in English and one boy preferred comic and super hero stories either in English or isiXhosa, while the three girls indicated that although they could read in English, they were more comfortable with reading in isiXhosa. However, in many instances in the classroom, reading is conducted by the teacher who initiates the activity, determines what will be read and for what duration. In both sites, learners indicated that at school they depended on their teachers to read for them. This is understandable because these learners are not yet proficient readers, and again the limited resources in Site B makes it difficult for each learner to have opportunities to read independently, hence the teacher often reads aloud for them. For example, in Site B where there is no library, it is the teacher who chooses what to read with the learners for enjoyment, in addition to the formal curriculum and set books. As a result, some learners read what they are not interested in as will be shown in the drawing in Figure 16.

Additionally, for most learners reading is not part of their daily routine at home. In short, the problem is that learners lack the desire to read as they view it as a taught/ learnt activity. According to Huey (1908), “the child does not want to learn reading as a mechanical tool. He [or she] must have a personal hunger for what is read.” (Pp. 305 –306). Having a purpose for reading such as acquiring new knowledge, escape, or excitement might motivate learners to read. Learners need to feel the need of the activity before they participate in and enjoy what they are doing.

The lack of reading resources both at school and also at home contributes to the way these learners view reading. According to the data gathered through focus group interviews, learners expressed that lack of reading material at home was disadvantaging them to be better readers and the books available at school (Site A) was not of interest to most of the learners.

McCarthy (2001) argues that it is extremely important for teaching practices to focus on making literacy personally meaningful for learners by drawing upon their interests and experiences. Lack of access to reading material and reading opportunities can negatively impact on learners' reading attitude as learners need unlimited access to reading material and reading opportunities for them to appreciate and love reading.

Reading as an activity that one can love/hate (The love-hate relationship with reading)

Literacy experiences in school and at home can also affect learners' attitudes towards reading. A contradiction emerged in the activity systems of a love-hate relationship with reading. This was observed when learners responded to Question 10 which required them to draw how reading looks to them. In analysing their responses, strong feelings towards reading were noted; learners indicated that they love reading and being read to. In Site A, ten learners attempted this question while in Site B 11 learners responded. Their responses were mainly "I like reading", "I love reading", "and I feel happy when reading" "Reading excites me".

In figure 16 the concept of reading is understood and represented as something one can love or hate depending on the situation and circumstances. Following the steps of analysing drawing detailed in Chapter 4 Section 4.8.1, my first impressions of the drawing was that the learner did not like reading in general, hence the tears. However, looking at the accompanying text and having a conversation with the learner (Step 3, see Chapter 4, Section 4.8.1), the learner explained that he loved reading, but did not like reading a particular genre (folktales). Each time he is asked to read such stories he feels like crying and in addition other learners laugh at him. This was an unexpected finding because folktales are common in the FP textbooks and there are also used to introduce reading to young learners since it is assumed that there are familiar as they relate to the learners' cultural background. However, Worthy (2002) states that although reading in FP is mainly about reading fiction-based stories, those learners who do not enjoy reading these kind of texts independently may develop negative attitude towards reading.



R: My boy please tell us about your drawing.

L3: My drawing says I don't like reading folk tales because they tease me and laugh at the way I read. You see in this picture I'm crying.

R: Who usually asks you to read folk tales?

L3: They usually ask me to read for them in class

R: And you don't like that?

L3: Yes mem, because they laugh at you in class

R: Do people laugh at each other in class?

All: Yes mem

R: That's not good

Figure 16: Drawing of a learner expressing his love and hate relationship with reading (Site B)

In addition, learners' response to Question 9 of the questionnaire is an indication that presented with other options, many learners would prefer not read. I asked "What do you prefer doing during your spare time?", and learners were given eight options of activities from which to choose, and when given the choice they preferred to participate in other activities rather than reading as shown in Table 21.

Table 21: Learners' response to Question 9

Activity	Site A	Site B
TV games	-	-
Indoor games	-	-
Watching TV	11	9
Listening to the radio	2	1
Riding a bicycle	7	6
Reading for pleasure	3	3
Playing with friends	5	1
Going to town	5	1

As shown in the table, watching television was mostly mentioned and reading for pleasure had three hits from both sites. This is a trend in South African communities where many children especially from print-poor homes spend their time watching TV rather than reading for pleasure. Wittenberg (2005) conducted a study which investigated leisure time allocation decisions by South African learners. One noteworthy feature that emerged was the extent to which TV was part of the daily routine of school-goers. In his findings it is startling to observe that over half of all school students watch TV during the school week and among those who do, the mean time in front of the TV is close to two and a half hours per day.

For learners to become good readers they should be reading more, doing more extensive reading, however, not much reading is happening both at home and school in this research

context. There are varied reasons for learners' lack of interest in reading for pleasure. In the current setting learners had limited or no access to reading opportunities beyond the school context. The main reason being lack of reading material at home and also a general lack of interest in books as a source of entertainment. The technology which learners are exposed to at home like watching the television, listening to the radio and smart phones also offers them a variety of entertainment activities.

The '*hate*' part towards reading was also noted as being influenced by what happens during reading. Following are examples of what learners said during focus group discussions.

L1: My grandmother reads for me **BUT** I don't like it when she read, she reads very loud, it annoys me

L2: I like reading in class as the teachers always picks on me, **BUT** I have become to hate it because others laugh at me.

L3: I love reading, **BUT** I hate it at times as it is difficult especially reading in English. (28th of April 2015).

Not only is this tension observed in the learners, informal talks with the teachers of the participating learners showed that teachers also have the same relationship with teaching reading. Teachers voluntarily told me that they liked teaching their learners how to read. They spoke about their excitement when they see improvements in their learners' reading. However, a primary contradiction surfaces when they mention how tiring teaching reading is. Both Grade 3 teachers from both research sites were looking forward to their retirement in 2016. For example the teacher from Site A said:

Teacher A: I am tired Anna, these kids are a job, teaching them reading is a long process. Look, I have learner A in my class she can't read at Grade 3, what is that? In trying to help her I send her to Grade 1 isiXhosa classes. I'm tired, I can't wait to retire in 2016. (Informal discussion, 12 May 2015)

From this extract, although the teacher mentions that she is 'tired', her love for reading is evident as she tries to help Learner A by sending her for isiXhosa lessons in the lower grade classes. However, this might be a suggestion that she does not know how to effectively teach reading herself, but her love for reading is shown through her facial expressions when she mentions how fulfilling it is to see most of her learners being able to read by the end of the year, which suggests that she is proud of her teaching.

Reading as a solitary activity

In my informal conversations with learners on the importance of reading, learners from both research sites presented reading as a necessary academic activity that will hopefully help them get a job and not as something enjoyable. Reading in general has a reputation for being an isolated activity. In the middle and later years of school, it is common practice that learners sit quietly, read individually and get lost in the world of reading. However, in this quiet reading moment, there is the absence of the social aspect during reading and afterwards which truly completes the joys of reading. As shown in Figure 17 reading is seen as an isolated activity. This immediately formalises the activity and makes reading something that occurs separately from an everyday routine.



Caption: I feel very happy with reading this book (isiXhosa- *Ndiziva ndonwabile kakhulu ukufunda elibali*).



Caption: I feel happy (isiXhosa- *Ndiziva ndonwabile*)

Figure 17: Sample drawings from Site A and B showing learners reading alone

These learners have been oriented to reading alone. In most cases this happens in the formal setting as in the classroom. Learners are told to take their books and read quietly. When they are seen talking during this time, a punishment might follow. Some learners enjoy the quiet moments, where they can read without being disturbed. However, some learners left to navigate the text alone, might want to discuss, whisper, seek help regarding what they are reading, but that is not allowed. The idea of reading alone for some learners might be daunting while for others it is the only time they get to read at their own pace, discover the joys of silent reading.

5.4 SUMMARY OF LEARNERS' PERCEPTION OF THEMSELVES AS READERS

According to Kauffman (2001), learners' perceptions of themselves as readers gives insight into their understanding of the world of literacy. It also provides an understanding of their sense of identity and who they are as users of literacy. These perceptions can be influenced by self-esteem, which in turn is affected by interaction with teachers, classmates, and family, eventually impacting their motivation for reading.

As discussed above there is a clear relationship in the activity systems between some learners and their reading development and beliefs about reading. Within this relationship, a tension surfaces with regard to learners' language preferences and language proficiency. According to CAPS (DoBE, 2012) learners in the FP should be taught in their L1 and thereafter in the Intermediate Phase the medium of instruction switches to English which is their L2. The argument is that L1 is a foundation for all learning and that skills taught in one's L1 are easily transferable to other learning areas. In both sites, isiXhosa was used as a medium of instruction as stated in Chapter 3 (Site and Participants). In both sites learners were asked if they could read or speak in either English or isiXhosa; the majority of the learners in these two sites indicated that at this stage they could only read in isiXhosa, which is their L1. The majority expressed their desire to be assisted with reading more in isiXhosa and in English as well. Learners shared their views on the importance of being able to read in isiXhosa or English. They also expressed various times that reading was quite a challenge for various reason. Their motivation to learn and willingness to be taught how to read in English is important for their success as readers. The excerpt below also demonstrates that learners at such a young age are aware and want access to English that has the most symbolic power in South Africa (Janks, 2014).

Example 1: (*Focus group interview Site A, 12 May 2015*)

R: Do you think you are a good reader and why do you say so?

L1: "I am a good read reader of isiXhosa books, I like reading but I don't know how to read in English, **I wish I could read in English**"

R: Why would you want to read in English, you already know isiXhosa?

L1: Yhuu ma'am, **English is the best language that one should know**

R: Really?

L1: **Yes, how come you also know it?**

Example 2: (*Focus group interview Site B, 15 May 2015*)

R: If you had to choose between a book written in English and isiXhosa which one would you choose?

All 4: English, English, Xhosa, English

R: Why would you choose the English book?

L1: I want to speak with the white people, maybe my mom will take me to an English speaking school one day, maybe at St Andrews, so I will know how to speak with other children.

According to McCarthy (2001), children acquire new ways of thinking and behaving through social interaction, which, in turn, influences their identities. These new ways of thinking can also influence the ways in which learners perceive themselves as readers. Amongst my research participants, there were learners that were known by their peers as good readers. There were also learners that believed that they were good readers although they were regarded by others as poor readers. In Site A, Matthew and Lizzy knew they were good readers and the teacher and other learners also confirmed this. Indeed, they were good readers. One learner, Sarah, indicated that she loved reading in English. Her peers who were part of the group immediately shouted “She can’t read”. I tried to understand what they meant by that statement and they said “she can’t read, [laughs] all the languages, but she is good in Maths”. The class teacher also confirmed that this learner could not read and she is getting help in the Grade 1 classes.

In Site B, four girls reported that they were good readers and they were actually good, hence the gender imbalance in my selection of the five learners from this site. One boy, Peter was regarded as a struggling reader, but his enthusiasm and willingness to participate in the reading activities was impressive. On observation, I noted that learners tend to live according to the way they are perceived by others and how they perceive themselves. The good readers volunteered to read and read more while the poor readers were hesitant in participating in reading activities.

In both research sites, the struggling learners demonstrated a positive self-image of themselves as readers while others disputed their claims. Their self-esteem as a reader was damaged and as a result, they sometime felt discouraged to read. According to Ulanoff, Quiocho, Roche & Yaegle (2000), children with low self-esteem perceive themselves to be poor readers and may choose not to read and on the other hand learners with high self-esteem, however, have a different view of themselves as readers. They perceive themselves to be good readers and choose to read more often than their peers with low self-esteem. Therefore, learners’

confidence to read depend upon the social connections that develop within a school setting and can influence the ways that learners define and perceive themselves as readers.

5.5 INSIGHTS FROM THE PRE-INTERVENTION PHASE

The findings from the data gathered during this phase allowed me to reflect on areas that needed attention so as to be able to develop an appropriate reading programme that would cater for all the learners by addressing the tensions and contradictions surfaced that are hindering effective reading. Following are important insights that I learnt during this phase (Pre-Intervention) which informed the implementation of the actual ERP which will be presented in Chapter 6.

- The implementation of the ERP will be guided CHAT. Hence, roles would be shared to allow learners take charge of their development.
- As a researcher I would assume the role of a councillor thereby creating a democratic, social reading environment.
- A variety of reading material as tools of the ERP will be availed to cater for every learners' needs and to achieve the object of the ERP.
- The programme will allow for choice for learners to read what they want, when they want at their own reading speed,
- Reading will be presented as a fun activity not a chore. It is important that learners view reading as a valuable and enjoyable activity so that they will engage in reading for pleasure and for academic purposes.
- Reading will be scaffolded, thus different reading activities will be done before, during and after reading.
- The programme will afford learners an opportunity to assume the role of the More Knowledge Other (MKO) by creating opportunities where learners will read for each other and read on their own.
- Involve the community and teachers where need be, for example those parents that punished learners for not reading well.

5.6. SUMMARY

In conclusion, the good news in revealing these primary contradictions in the activity systems, or rather two sites, is that these tensions can be targeted and addressed (Foot, 2001). In each

case, transformations can take place by addressing the ways in which learners view reading and how reading is presented to them and mediated through the development of appropriate reading programmes and reshaping their beliefs to increase their confidence. Through this phase I learnt the importance of first establishing the participants' prior knowledge, experiences and attitudes so as to be able to implement a responsive reading programme. After identifying and discussing the contradictions, the next step according to expansive learning is to design a model that will address these contradictions. This model implemented in Phase 2 of the study is discussed in detail in the next chapter.

CHAPTER 6: IMPLEMENTATION PHASE: DATA PRESENTATION

6.1 INTRODUCTION

Guided by the expansive learning cycle in Phase 2, the Implementation Phase, a suitable reading programme was designed and executed based on the findings and reflections of Phase 1. This phase of the research responds to research question 2: *What differences can be observed during the ER programme in terms of learners' reading attitudes, self-esteem, their book choices and language preferences of these books?* The chapter begins with an overview of the ERP that was implemented as a Formative Intervention. Using CHAT as my theoretical framework, I analyse and discuss the data which was collected through videoing, personal observation and informal talks with the participants. I use especially the concepts of Formative intervention, Change Laboratory Workshops (CLW), Double Stimulation and Transformative Agency in the data analysis of this phase. Data presented in this chapter were collected in 20 reading sessions at each research site during the period of July 2015 to December 2015.

6.2 IMPLEMENTING AN ERP AS A FORMATIVE INTERVENTION

Implementing an ERP which stretched over a period of six months was an example of a Formative intervention (Engeström, 2011) discussed in Chapter 4. In this section I discuss the structure and the implementation of the reading programme that was designed taking into account the findings of the Pre-Intervention Phase. The Formative intervention created openness for the learners by providing opportunities for them to read alone, to be read to and to read for each other in a way that made sense to them.

6.3 MEDIATION TOOLS FOR THE READING PROGRAMME

6.3.1 The ERP

The concept of mediation has been discussed in detail in Chapter 3, Section 3.4. In the context of this study, I consider the implemented ERP as a tool for use as it emphasised and encouraged reading for pleasure rather than reading for testing or to respond to comprehension questions. The implemented ERP also became a tool that mediated reading in both sites as contradictions which surfaced were potential points for growth and change. The ERP which had carefully

planned activities like book talks, reading aloud, paired and shared reading offered learners a scheduled, uninterrupted time to read their own selected books.

6.3.2 The reading resources and the language range

Within the implemented ERP, the literacy materials used during each reading session were the primary mediating tools. In preparation for the Implementation Phase, I sourced books for both research sites from Biblionef. I received 123 copies of a variety of books. In sum, the donation consisted of 35 story books written in isiXhosa, 30 non-fiction informational books written in English (*Science Alive*) and 58 story books written in English. I added 50 bilingual English/isiXhosa books from the Nal'ibali collection. These were five different stories that I photocopied and laminated, ten copies of each story (see Appendix 1 for a list of these books). In addition to these books, I included short bilingual video stories that learners would listen to at the end of each reading session if time permitted. During each meeting, time was set for reading aloud with the learners and individual silent reading. Learners read any type of acceptable reading material provided in the programme. Availing these books surfaced tensions within the activity system as will be discussed throughout this Chapter.

Books as tools for the Activity System

According to Chambers (2011), everyone enjoys freedom of choice and “when we have freedom our set of mind, that is our attitude, tends to be optimistic and positive. We cheerfully become willing readers when following our own instincts and tastes” (p. 31). The following books became popular with the learners, both girls and boys from both sites. I had six copies (three in isiXhosa and three in English) of *Wash day / Ukuhlanjwa kwempahla* and two copies of *Refilwe and Nabulele* (one in isiXhosa and one in English). *Max*, a picture book, became popular towards the end of the programme (see Section 6.4). What attracted learners to these books was the simple language in which they were written, an interesting plot, the appearance and the songs found in these books. On many occasions I would find learners in both research sites sitting in pairs or individually reading and singing the song in the book *Ukuhlanjwa kwempahla*. Learners preferred to read the isiXhosa version of this book and they came up with a tune for this song (Week 3 video HDV- 0186). Seen in the pictures below are learners from both sites on different occasions reading the book *Ukuhlanjwa kwempahla*. Applying the multimodal social semiotics theory (Kress & Van Leeuwen, 1996) in analysing the images below,

learners in Site A look excited with their reading by looking at their facial expressions while the learners from Site B look engrossed in their reading.

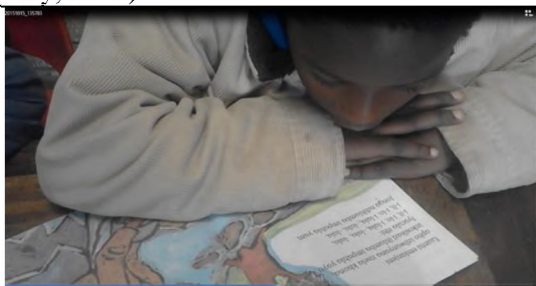
Site A: Ukuhlanjwa kwempahla (27 July, 2015)  Take note of the learners' facial expression when she gets hold of the book. She could not wait for the other learner to finish marking the register.  Three girls reading the same book (red), asking if they could read out loud for me (4 August 2015)	Site B: Boy reading Ukuhlanjwa kwempahla (29 July, 2015)  The young boy was captured reading the book Ukuhlanjwa Kwempahla  Grade 1 learner asks me to read the story out loud for her (13 August 2015)
---	---

Figure 18: Learners reading a short story book in isiXhosa titled *Ukuhlanjwa kwempahla*

In the third week of the Implementation Phase (Tuesday, 4 August 2015) proficient readers like Matthew and Lizzy from Site A began to volunteer to read out loud. Although their reading of English was not proficient when it came to reading difficult book titles such as *Lulama's blanket*, what was of importance for this study was that they enjoyed the reading activity. They loved sharing their reading with me which equates to their positive attitude towards reading and how they had grown their confidence in just three weeks into the ERP. Contrary to learners at Site A, Site B learners were still shy and reserved. This may be because they were still getting used to the idea of reading and sharing their reading and already they had one reading session cancelled to accommodate teachers attending a work shop (6 August 2015).

However, availing these interesting books and allowing access to these young learners created challenges for me. Six weeks into the ERP (25/27 August 2015) learners in both research sites began to ask for books to take home for further reading. These books posed a dilemma in

creating a demand that I could not satisfy immediately. With the very popular books I had to devise a strategy, for example taking books out became rotational and only selected learners (six from Site A and five from Site B) took a book home each week which was a disadvantage for the other learners.

6.3.3 Language as a mediating tool

In addition, the language was an important mediating tool in the reading programme. During the Pre-Intervention Phase, I gathered that learners had differing language preferences. Some learners indicated that they preferred to read in isiXhosa because they were proficient in the language but were willing to learn reading in English, while others indicated that they preferred to read in English although they were not fluent in reading in that language. I also took into consideration that this cohort of learners would soon be learning in English in the Intermediate Phase, and I therefore saw it as important to implement a bilingual programme that would cater for each learner's language needs. This meant that books were available in both isiXhosa and English. Communication throughout the ERP was in a language that the learners were comfortable in as was noted in the rules of the ERP.

As a result, learner participation was good. Learners were free to choose and read books in a language that they were comfortable in. The researching team together with learners, read anything enjoyable and/or informational. After learners in both research sites were taught comprehension and summarising skills (Week 5, see Section 6.5), I observed lively isiXhosa book talks at the beginning or after each reading session from both the proficient and struggling readers as the language did not restrict them.

6.3.4 The research team

As a human tool I had the task of mediating the implementation of ER in both research sites bearing in mind the learners' reading background, attitudes, experiences, their home and the school context. This was a rather challenging task especially during the initial sessions of the implementation phase as it required periods of intensive reflection and planning together with my research assistant. After each reading session we considered our activity by asking questions like: *What happened? What should we have done?* In the process we also planned the way forward, thus transforming the activity and ourselves as researchers. I realised that my

position as the “knowledgeable other”, and as an advocate for reading for enjoyment put me in a privileged position to understand the tensions in each site and plan the way forward.

Using the Engeström triangle of the second generation, as a researcher I was positioned as a member of the community but one with a greater toolkit at my disposal as I shaped so much of what happened throughout the research process. The focus for the learners from both sites was that, by willingly participating in an action undertaken jointly, in an environment where reading resources and reading opportunities were availed and valued by the researcher (the expert), there were chances that even struggling readers would be able to participate effectively.

My mediating role during the reading intervention programme entailed explicating the initiatives of ERP as well as contextualising the aims of the reading programme and materials for use in both research contexts. I sourced relevant reading material, designed activities based on the information gathered during the Pre-Intervention and my experience in order to enhance learner participation. During the Pre-Intervention Phase, I struggled to negotiate a suitable time for conducting each reading session. Even after the agreement was reached, during the first weeks of the Intervention-Phase, we would arrive at Site A with both learners and teachers not prepared for us and in Site B on several occasions we arrived at a deserted school because the teacher had to attend a workshop for example in week 8, 10 September 2015. Moreover, in both sites the school principals and teachers were not active in the planning or implementation process of the reading programme.

Without the help of the teachers, I needed to raise awareness of the ERP, explore existing reading practices through observation and deepen the investigation with the use of Pre-Intervention questionnaires. In the first four weeks of the ERP, I modelled what extensive reading entails at each research site and worked collaboratively with the participants. Throughout the implementation of the ERP in both sites, I emphasised that participants needed to take the initiative and accept ownership of the reading programme in the long run.

6.3.4 Division of labour within the ER programme

With regards to *roles* and the *division labour*, within the activity system, both learners and the researcher worked in collaboration. In Site B, the teachers also shared their roles with learners

by giving them the responsibility of keeping that classroom keys and making sure they were ready for the ERP, while in Site A, the classroom teachers maintained their teacher-centred roles, a tension that had surfaced during the Pre-Intervention Phase. On the 4th of August (Week 4) after reading a story aloud to learners from Site A, I asked them to choose one character from the story and write them a letter. One learner chose to write a letter to the Hyena:

Dear Hyena, please come with us at our school....and eat all the teachers they are noisy and they beat us. Please come and eat them and be full. (Translation)

The above quotation is sadly telling and shows how frustrated learners are because of their teacher's behaviour. This made me decide to step back and share some of the ERP roles such as marking the attendance register, tracking of borrowed books and involve learners in decision making. By assigning learners from both research sites with these responsibilities, I was also preparing them to be able to run the reading programme on their own in future (agency), thus sustaining the reading programme. I began to notice the emergence of transformative agency as learners differentiated between those that had dodged the reading session. To deal with learners that deliberately missed a reading session, I employed double stimulation to raise consciousness about the importance of reading (detailed in Section 6.4).

6.4 CREATING A COMMUNITY OF READERS THROUGH CLW

The complex challenges that learners faced which were beyond their abilities namely limited access to books, limited reading opportunities both at school and home, and poor reading strategies, there was need for new means to accomplish the outcomes of the ERP. Vygotsky (1978) characterised human problem solving in a situation that could not be solved with available skills, as an activity that required a second stimulus (double stimulation) to redefine the situations at hand in such a way that viable solutions could be constructed or anticipated. Eri (2012) states that the role of the educational researcher in a double stimulation study is to investigate the subject's adoption and use of available stimuli (social and material recourses) in a problem-solving situation. In cases where a stimulus is actively used in the effort to solve the problem, it is a sign mediating the development of concept formation, which in turn may lead to the discovery of a solution to the problem.

During the ERP, learners were individually assisted and through CLW they were introduced to problem solving activities which required them to learn through collaboration with their peers.

I conducted eight CLW in both research sites with the learners so as to present my mirror data and also as an opportunity for them to participate in developing themselves as readers. The CLW were conducted during the reading session. In CLW, I examined interactions that took place at inter and intra personal levels so as to track the effect of the ERP. As stipulated by Rogoff (1990), in the long run, children should be able to take on responsibility of their learning and familiarising themselves in given tasks (see Section 6.5). The table below summarises the number of CLWs, when they were conducted and the reasons for conducting them

Table 22: Summary of CLW that were conducted throughout the study

CLW PER SITE	PURPOSE	DATE (Tuesday Site A, Thursday Site B)
1	Creating a safe learning environment	21, 23 July
2	Choosing books for individual reading	27 July & 29 July
3	Reading as a continuous fun activity	4 August and 6 th August Ongoing in each session
4	Comprehension and Summarising	18 & 20 August
5	Managing reading (Book Journal)	1 & 3 September
6	Managing reading (Reading log)	15 & 17 September
7	Dealing with Vocabulary	23 & 24 September
8	Individual Motivation sessions	Ongoing in each session

6.4.1 Change Laboratory Workshop 1: Creating a safe learning Environment

During the Pre-Intervention Phase, I noted that there were no concrete rules in either classroom at the two research sites. This surfaced tensions in relation to behaviour which affected learning for some learners. For example, during the Pre-Intervention Phase, some learners expressed their fear of being laughed at in class every time they tried to read. The challenge I anticipated during the implementation of the ERP was dealing with the issue of discipline. Hence, the first CLW conducted in both sites during the first week of the Implementation Phase was to formulate ground rules for the activity system (see Appendix 6: Lesson on making of rules) to guide their behaviour during the entire process of the Implementation Phase as learners seemed unaware of acceptable classroom behaviours.

The guiding *rules* of this activity system were developed by the researcher in collaboration with the participants (*subjects*). Also, the ER principles were taken note of as they guided how reading was done in each session. Finally, the school rules were considered as well when addressing issues of discipline and a code of conduct. Participants considered this process as an opportunity to create their ideal learning environment. During the CLW they mentioned

what was happening in their classroom, and also came up with new ideas of making the environment conducive for learning. The process is detailed below.

The ERP rules

I started the first session by presenting findings gathered during the Pre-Intervention through questionnaires and interviews in which participants expressed their concern about lack of rules and discipline in their current learning environment (see Chapter 5, Section 5.3). This ‘mirror material’ triggered a rich discussion. The first reading session experience itself became the second stimulus that enabled participants to deal with the challenge of discipline. In the process of establishing reading club rules, each learner was given an opportunity to contribute towards their ideal learning environment. As they voiced these rules, I became the scribe, writing exactly what had been said on the chalk board. These rules were transferred to a big chart in a language preferred by the participants and were stuck on the wall during each session. Site A learners indicated that I write the rules in English as they all loved English while Site B indicated that their chart should be written in isiXhosa because everyone understood the language (see Figure 19). The chart became an artefact and was a material representation of this reading session, the materialisation of the second stimulus. The pictures that follow illustrate a compilation of these rules from both sites (Appendix 6: Reading session on the making of these rules).

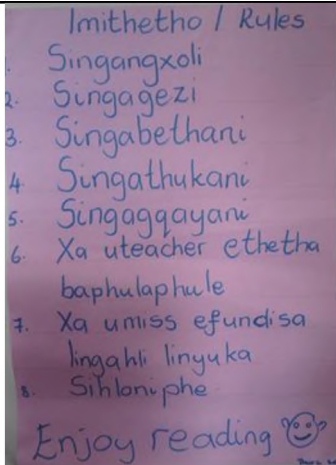
Site A	Site B
 <u>Our Reading club Rules</u> 1. Do not leave books at home. 2. Do not eat/drink while reading. 3. Do not tear any pages. 4. Do not disturb when reading. 5. No laughing at each other. 6. No swearing. 7. No Fighting. 8. No making noise. 9. Do not steal from each other. 10. No kicking and pushing. 11. Avoid stains/dirty in all the books taken out for reading. TUESDAY GROUP (Session 10/11/12)	 Imithetho / Rules 1. Singangxoli 2. Singagezi 3. Singabethani 4. Singathukani 5. Singagayani 6. Xa uthacher ethetha baphulaphule 7. Xa umiss efundisa lingahli linyuka 8. Sihloniphe Enjoy reading 😊
Our Reading club rules 1. Do not leave books at home 2. Do not eat/drink while reading 3. Do not tear any pages 4. Do not disturb when reading 5. No laughing at each other 6. No swearing 7. No fighting 8. No making noise 9. Do not steal from each other 10. No kicking and pushing 11. Avoid stains/dirty in all the books taken out reading	1. Do not make noise 2. Do not misbehave 3. Do not fight 4. Do not swear 5. Do not throw objects at each other 6. Listen attentively when the teacher is talking 7. Do not move up and down when the teacher is teaching 8. Let us all respect

Figure 19: Rules from both research sites

An analysis of these rules from both research sites showed that the contradictions in these sites were similar. For example, learners from both sites mentioned that there should be no laughing at each other, no swearing and no fighting; a disciplinary challenge which was highlighted by learners during the Pre-Intervention Phase. The main difference with these rules is that those made by Site A learners also touched on reading and how to care for and handle books, while in Site B nothing was mentioned in relation to books. This may be because of the lack of exposure to reading material both at school and at home hence they were not aware that the ERP rules should also include these important rules.

The charts stuck on the wall in each session also served as a memory device to remind the learners about the rules that were agreed on. Two girls from Site A who had initially stated that they were not confident enough to participate in class because others laughed at them, three

weeks into the implementation of ERP indicated that having these rules in the classroom had enabled them to participate in the reading session without fear (Researcher's field notes, 4 August 2015). The establishment of these rules and making of charts made possible the sustainability of the transformative agency beyond this ERP since these charts were left with the teachers in each participating classroom after the ERP.

In addition to the reading programme rules, learners needed to be aware of the principles of extensive reading, as stipulated by Day & Bamford (2002) and the ERP needed to align with these principles and practices. Day & Bamford's (2002) top ten principles for extensive reading are important guidelines for how best to get learners hooked on reading and on the path of becoming proficient readers. On the day when ERP rules were established in both sites (Week 1, 21 and 23 July) learners were made aware of these principles and I made another chart which I stuck on the wall in each ER session at each site. I emphasised that this was a bilingual ERP which meant that they had choice of reading and speaking in either L1 or L2. As shown in Figure 20, the rules were written in English but they were translated and explained in isiXhosa, thus demonstrating the bilingualism.

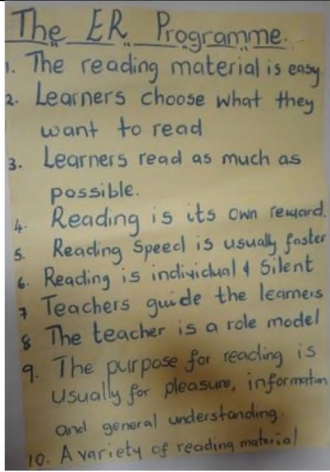
The Extensive Reading Programme Rules	
 The ER Programme 1. The reading material is easy 2. Learners choose what they want to read 3. Learners read as much as possible 4. Reading is its own reward 5. Reading speed is usually faster 6. Reading is individual & silent 7. Teachers guide the learners 8. The teacher is a role model 9. The purpose for reading is usually for pleasure, information and general understanding 10. A variety of reading material	1. The reading material is easy 2. Learners choose what they want to read 3. Learners read as much as possible 4. Reading is its own reward 5. Reading speed is usually faster 6. Reading is individual and silent 7. Teachers guide the learners 8. The teacher is a role model 9. The purpose of reading is usually for pleasure, information and general understanding 10. A variety of reading material is offered

Figure 20: Extensive Reading Principles (Adapted from Day & Bamford, 2002)

By adapting Day & Bamford's (2002) principles (see Chapter 2, Section 2.2.1), I intended to address some of the tension that had surfaced during the Pre-Intervention Phase like availing opportunities for reading and access to a wide range of books thereby addressing the issue of a lack of resources in both sites. In an influential global study of comparative reading scores

(Elley, 1991), it was found that countries with high reading scores are those where learners have access to reading material at home, in the community, in libraries and at school.

Creating such a structured, rule-bound environment was enabling for many, and as the sessions progressed learners got used to the structure and the rules of the reading programme. For example, in Site A, Sammy was a shy, quiet learner. During Week 2 (29 July) I asked those who had read books over the weekend to share their reading with others. Sammy was amongst those learners that had read, but she decided not to share. I respected her decision because in making the rules I had indicated that we would not force anyone to read, to avoid resurfacing a tension discussed in Chapter 5 where a learner drew himself crying because he did not like to read what he was made to read. However, in Week 4 (13 August) she had gained confidence, and shared a folktale with the rest of the class. Another example, in Week 6 (26 August), Rose, a proficient reader from Site B who had been a quiet, reserved learner, attended the reading session as always, started to open up, began to participate in class and slowly gained confidence. In Figure 21 (Week 7, 3 September), Rose is seen reading for one of the Grade R learners who had asked to join the ERP during Week 4 (13 August). Three Grade 1 learners in Site B were allowed to be part of the ERP because they repeatedly approached me during week 2 and 3 (23 & 29 July 2015) of the Implementation- Phase and expressed their desire to be part of this fun reading experience. While reading with the younger learner, her confidence was boosted possibly because she felt good as the MKO. It was interesting to note that learners began to treat each other equally, listen to each other and respecting each other regardless of what type of reader they were.



Figure 21: Rose reading for a Grade R learner (3 September 2015)

Finally, school rules were considered as well when addressing issues of discipline and a code of conduct. School rules resurfaced secondary contradictions within the community and the

subject of the current activity system. Contradictions that involved the teacher were brought to the teachers' attention through informal conversations and those that involved the learners were addressed during this first CLW. Despite reading rules that were made in collaboration with the learners, learner discipline was a challenge in Site A. Mainly, boys would fight with the girls and not pay attention during reading aloud and book talks. This surfaced yet another secondary contradiction within the activity system. As a researcher (*community*), I was faced with the challenge of how I would deal in an acceptable way with misbehaving learners (*subject*) in each ERP session. However, learners took it upon themselves to regulate, reprimand and remind each other of the ERP set rules. In the following excerpt a learner from Site A is reprimanding some learners that were laughing at a learner who was struggling with retelling his story.

R: Here is the book that he just read, titled Thando Rocker. Has anyone read this book before?

L2: I read too

L3: I have ma'am

R: Oh okay, that's good, you will help him then with retelling the story. If he feels stuck or tired one of you can take over, right? You can start my boy.

L1: Thando.... Thando is standing, and Thando....

[Some learners laughing]

L4: Shhhh, hey. What are you laughing at? Remember what was said about laughing at each other:

R: Thank you my girl for reminding us, what was the rule again?

L4: Please stop laughing remember No laughing at each other

(Week 3, 4 August 2015)

6.4.2 Change Laboratory Workshop 2: Choosing books for individual reading

When I first introduced the reading programme in both research sites, I was struck by the number of learners who had never learnt how to choose books they might enjoy for individual reading. Hence, books availed for the ERP were regarded as a stimulus because choosing books in both research sites surfaced contradictions. Learners found it hard to choose books for individual reading and how to navigate through them, especially the bilingual books. During the Pre-Intervention Phase, in both research sites I displayed books on the tables and asked learners to choose a book for their own reading while I conducted focus group interviews with the selected learners. Watching the video recordings from both sites, I observed that each time I told the learners to take a book from the tables for reading, they all rushed to the tables, grabbed books from each other's hands while some just picked any book that was close to their reach and they quickly sat down.

In this second CLW I wanted to understand how learners chose books independently to build on their knowledge. Many learners from both sites could not respond with an appropriate answer how they had chosen their books for reading. This presented itself as a problem because for the programme to be a success and for learners to enjoy reading, they should be aware of what to look for when choosing books that would interest them.

Extract from the researcher's journal

To begin the session today, I talked a lot about reading. I wanted to know what learners where reading be it at school or at home, what they liked to read and why they did not like reading. Not surprisingly, most of the learners liked reading but were not reading and some did not like reading at all. We went over the reasons why they liked/did not like reading. One of the common things with most learners was that they had no books at home/school that they were reading. Hence, they had never learnt how to choose a book for personal reading. (June 13: Researcher's Notes).

Informed by this observation, as a second stimulus, in both sites learners were taught during this second CLW how to choose books for individual reading (Week 2, 27 & 29 July). Afterwards, books were displayed in boxes labelled according to their language. Learners were made aware of the contents of each box and the boxes were emptied in different reading stations (corners). I asked learners again to choose a book from any of the stations and read quietly. Informed by my observations while they did this and the analysis of the video recording of this reading session, I noted the following:

- (a) Learners rushed for familiar books from the table, showing determination to read;
- (b) Most learners now slowly perused through the books, moving around the reading stations trying to find just the right book.

Extract from the researcher's journal after the CLW

This week I taught learners from both sites how to choose a book for personal reading. We looked at the cover of the book, we looked at the back. We looked at the font size, name of the author. I also spoke about the importance of talking about our reading, talking to people about the books we intend to read to see if they have read the book so that we get recommendation. After this lesson I have learnt how important it is for learners to choose their own books and how important it is to teach them how to choose a book. (Researcher's notes 2 August 2015).

According to Schoenbach et al. (2012), it is important for children who have had little or no experience of reading for pleasure to hear how people around them choose books. This familiarises them with popular authors and with the different types of books that might appeal to them. A clear example was in Site A on the 27th of July 2015 when I used a book titled *Golden Windows* by Gcina Mhlophe to demonstrate how one can choose books. Two learners became excited about the author as they were familiar with her other works and storytelling.

They shared with the rest of the class their storytelling experience with the author during the Fingo Festival. At the end of the session, a number of learners also wanted to read this popular author. Therefore, spending time talking about how to choose books is indeed crucial for introducing inexperienced readers to the idea that they are able to find books they would want to read and be able read.



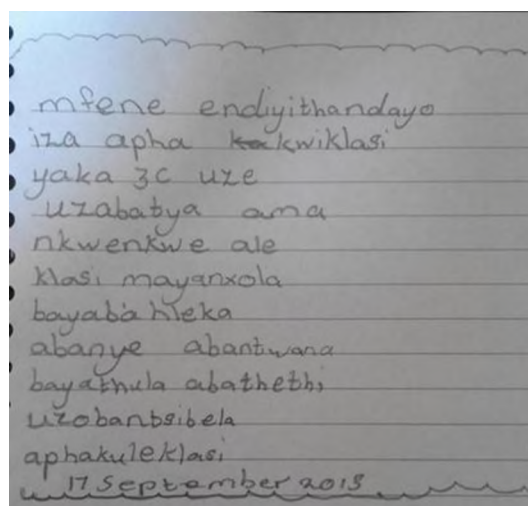
Figure 22: Learners from both sites choosing books for individual reading (27 & 29 July)

6.4.3 Change Laboratory Workshop 3: Reading as a continuous fun activity

Since I was looking for ways to play to learners' interest and develop the social aspect of reading, I looked for strategies that would present reading as a fun activity rather than as a chore. In an effort to stimulate learners to enjoy reading, together with my research assistant, we first modelled reading through CLW. We also incorporated specific activities before reading, during reading and after reading to make reading fun. Calabresse (2010) argues that it is important to always make the reading experience fun and a time to look forward to; reading should never be perceived as a chore and if presented as a chore early on in a child's development, they might grow to resent reading. Therefore, to make reading fun, I employed the following strategies in both research sites: throughout the ERP learners were introduced to a variety of fun reading activities rather than the dominant common practice of answering comprehension questions after reading. For example, in both sites before reading aloud the book titled *UNana Lobamba linye*, (on 15 & 17 September), we played a guessing game with the learners. They had to look at the cover of the book and tell the rest of the class in detail what they thought the story was about. The learner who made an accurate guess would be given a reward such as pencils and eraser. All this was captured in a video recording of the reading session.

During reading, I asked the learners to predict the next page or interpret the pictures on the page. Their interpretations were carefully thought out and interesting. Because of this activity,

learners listened attentively to the story so as to dismiss or confirm the predictions. As a post-reading activity I asked learners to respond to a text through letter writing. They would either write a letter to the book author, illustrator or to any of the characters they had encountered in their reading. This made reading fun as they freely expressed themselves without the fear of being marked down (See also Appendix 9). Through their responses I also learnt about issues that were affecting them; their thoughts, attitudes and perspectives were revealed as shown in Figure 23.



Mfene endiyithandayo, Iza apha kwiklasi yaka 3C uze uzabatya ama nkwenkwe ale klasi bayangxola bayahleka abanye abantwana bayathula abathethi uzobantsibela aphakuleklasi (17 September 2015).

(Dear my favourite Baboon. Please come in our class of Grade 3 C and eat all the boys in this class because they make noise and laugh at other children. Now other children do not talk in class they are always quiet. Come and jump on them in this class (Translation: 17 September 2015)

Figure 23: Sample of a response letter from Site A (17 September)

Another activity that made reading fun was giving learners an opportunity of being book authors. This was done through the use of picture books. According to Calabrese (2010), picture books are an important genre, critical for a child's development. As part of my book collection for the ERP, I had two copies of the book titled *Max* which I used in a creative way to stimulate learners' own thinking. During Week 11 (29 October) I asked volunteer learners from Site A to write a story based on their own interpretation of the pictures in the book, this was a good way to spark learners' imagination and love for books. This activity was not done in Site B because the reading session (1 October) was cancelled, and learners were dismissed early because of the heavy rains. From Site A, two girls and two boys volunteered to write their own stories based on their own interpretations of the pictures (see Appendix 10). Their interpretation of the picture book showed their imaginative minds. They all got excited about the idea of being authors. As a result, this book became popular with learners mainly from Site A as discussed in Section 6.3.

In addition, informed by the results from the Pre-Intervention Phase that learners in both Sites did not have access to reading material beyond the school environment, I decided that in the implemented ERP learners would be allowed to take books home each week. I then designed an accession register to keep track of the books that had been borrowed by the learners. This tool also helped me see what learners were reading, who was reading and how much they read (Appendix 11 A sample of a register for books). Through this accession register, I was able to see those who regularly borrowed books and those that did not. It provided a basis to chat with my participants about their book choices. For example, when I asked Matthew (Site A) about the book he had borrowed and why he preferred it his response was:

Ma'am I love reading in English, like I told you I went to an English medium Pre-school (name withheld), and that is where I fell in love with English. If I can't find any English books I want to read, you see... I don't take any books out. (Translated, 4 August 2015)

This response confirmed that extensive reading is about learners choosing what and when to read and, as a result, reading becomes pleasurable. Reporting after reading was on a voluntary basis so as to avoid putting some learners who might not have read in the spotlight.



Figure 24: Learners enjoying their own book choice, Site A (27 July).

6.4.4 Change Laboratory Workshop 4: Comprehension and Summarising

The ability to read and understand what is written, is critical to success in education (McNamara, 2007). After teaching learners how to choose books, the other problem I identified was that many learners found sharing their reading through book talks and summaries difficult. Learners from both research sites were not confident to share their reading either in their L1 or L2. For example, from the selected learners in Site A, proficient readers like Matt and Mark, would volunteer each time I asked them to share their reading, while in Site B it was mainly the selected girls namely: Rose, Susan and Helen who were also proficient readers. In addition, I found that the selected learners like Sarah from Site A and Peter from Site B, including non-

selected learners, would struggle to recall or talk about books they had taken out for reading. They struggled with re-telling stories in their L1 or L2 and they would reproduce or re-read the story. According to McNamara (2007), this problem may be because the learner cannot read the words on their own (struggling reader) or in the case of a proficient reader, the challenge might be in understanding how words come together in each sentence or understanding the relationships between the sentences and the meaning of the text as a whole.

Most learners from both research sites indicated that they had never read any books for enjoyment and were not used to the idea of sharing what they had been reading about. This is not surprising that they struggled with summarising as it is a high order skill, and sequencing the activities in the stories, is a first step in summarising. In the following excerpt, the research assistant first tried to demonstrate storytelling to the learners from Site A in one session, after she also noted they struggled with re-telling stories. This higher order skill was introduced in isiXhosa, the learners' L1. Below is an extract from the video data which captured the research assistant demonstrating to the learners in Site A how to re-tell a story.

Extract: Research assistant demonstrating summarising a story in isiXhosa (Site A, Week 5: 18 August)

Mark: In this story there was Brenda. She used to stay with her cousin and her sister and her mother. Brenda was sitting outside playing with his uncle feeding birds and chickens... **I have forgotten ma'am, I can't proceed**

R: Oh, he is saying he has forgotten, lets clap hands for him. I will allow you to take this book again, re-read the story so that you remember, hey. Take the book.

RA: Children, listen attentively. I am going to demonstrate to you how one can retell a story in an exciting way. If it's a folktale you will start as follows "Once upon a time, there was a girl called Brenda. She used to stay with her siblings including her uncle, and who else by the way? (Checking if they are listening)

All Learners: And her mother

RA: Yes, good and her mother. Brenda used to like playing with animals which include birds. You see... that's how you retell a story. You have to be loud as well so that everyone can hear you not talking to yourself (lowering her voice)

Learners: [laughing]

RA: Yes, you don't talk to yourself when sharing your story with other people. You have to be loud so that everyone can hear you and also get motivated to read your story. You have to remember the names of the people in the book, what they did, places they visited in order of how they are presented in the book. That way everyone will be curious to read that same book you just shared. Thank you.

Rather than only demonstrating how to summarise a story, I thought of an effective way to teach this skill with learners from Site B. To begin the workshop, I first shared my concerns with the learners with regard to their poor summarising skills (showing the mirror data). In response, they expressed their willingness to learn as they were aware of how they struggled

each time they volunteered to share their reading. The following except is taken from a reading session which was conducted in Site B during Week 5 of the ERP (20 August 2015).

R: Learners I have discovered that most of us still find it difficult to retell the stories we have just read. Some of us cannot remember the sequence of the story. Today I have brought an easy way that will help with that. Do you want me to share this with you or should I keep it to myself?

Class: (Chorus answers) Please share; I want to learn; I want too

R: Okay, I will share. The method is called **Somebody-Wanted-But-So-** (the lesson continues...)

The strategy I introduced to them is called somebody-wanted-but-so- (SWBS) adapted from Macon, Bewell & Vogt (1991) which was also translated in the learners' L1 as shown below.

Somebody- Who is the story about (*Lithetha ngabani ibali*)

Wanted- What did this character want (*Ingaba lomlinganiswa ufuna ntoni okanye ufuna ukwenza ntoni*)

But- But what happened (*Kodwa kwenzeka ntoni*)

So- So what happened next, how did the story end? (*Emva koko kwenzeka ntoni? Okanye liphela njani eli bali*)

Materialisation of the second stimulus were flash cards that I made with SWBS concepts written in both isiXhosa and English. These served as a reminder for learners each time they did book talk. I also demonstrated to the whole class on the chalkboard as shown in Figure 25 before giving selected learners a book journal to practice in. Learners were encouraged to summarise stories in a language they were comfortable in, to assess if they had understood the concept. An improvement in the way learners summarised their stories was evident in the learners' reading journals in both research sites (Appendix 5).

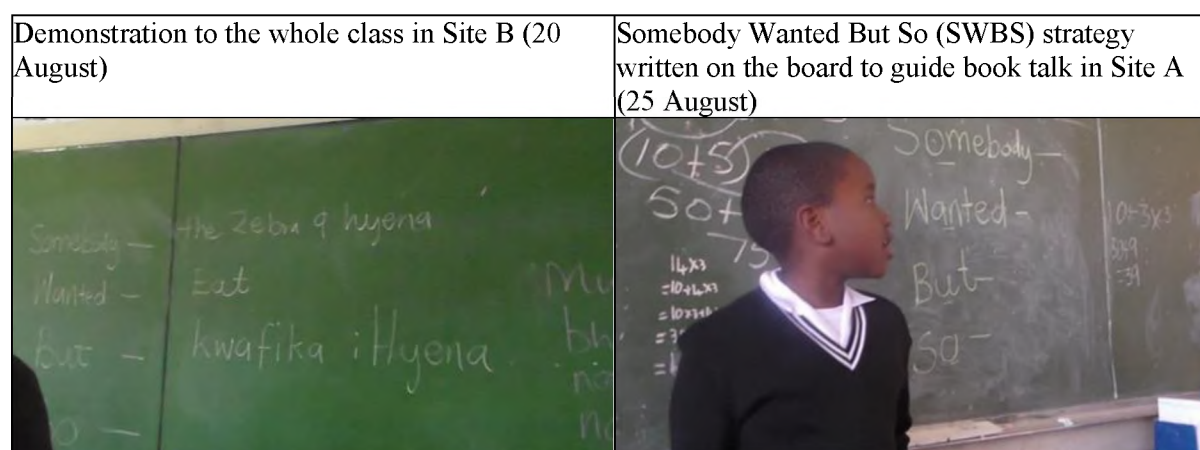
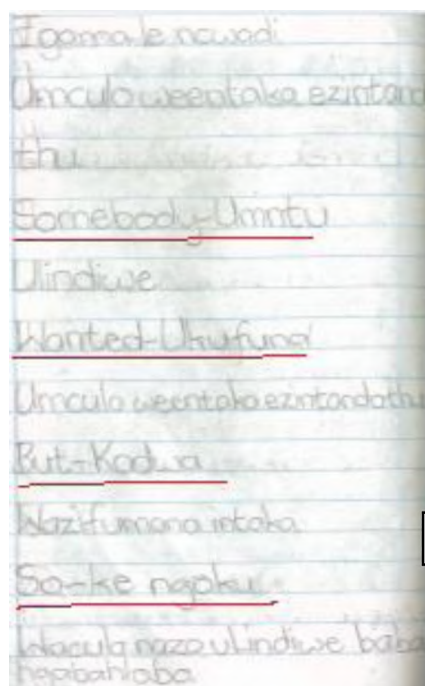


Figure 25: Example of the retelling strategy

Sample from reading journal

Mary, Site A (25 August)



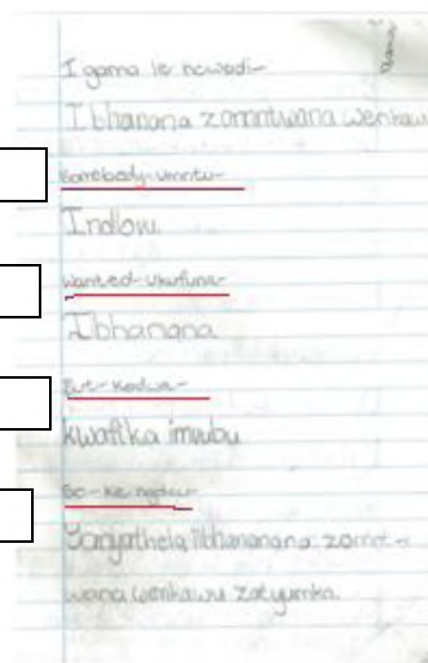
Somebody (umntu)

Wanted (ukufuna)

But (kodwa)

So (kengoku)

Sammy, Site B (27 August)



Once learners had mastered these comprehension strategies, as the reading session progressed, I noted the emergence of agency as learners became more and more confident in sharing their reading. Looking at the videos, more learners began to volunteer sharing their stories, and they would raise their hands each time I asked “*Who would want to share their story with us today?*” Their journal entries improved and book talks became a common feature in each reading session in both sites. According to Schoenbach et al. (2012), book talks promote the idea that reading is both valued and enjoyed. Book talks also served as a way of measuring if learners had read the book they had taken out and it was also a way of exposing learners to new books they might like to read. I also wanted to give learners a voice about their reading. They learnt to trust each other and to accept that everything was honourably reportable as emphasised by the rules of the programme. This activity promoted public speaking, and confidence because each learner was required to stand in front of the class and talk about their book. The learner was meant to be able to answer questions (if any) regarding their story. Once stories/books were shared, at the end of the reading session the demand of books shared was high as learners would also want to read on their own the stories shared.

Seeing some learners sharing their stories motivated other learners to participate in book talks. For example, in Site B on the 12th of November 2015, I had five learners wanting to share their

reading. From the five two boys and two girls were the selected learners and one non selected girl. One of the boys shared his stories in English while the rest shared their stories in isiXhosa. In Site A, on the 17th of November there were four learners who wanted to share their reading at the same time. Three were the selected girls and one non-selected boy. They all shared their stories confidently using their L1. Listening attentively to a video recording of the session held in Site A on the 17th of November, learners organised themselves in an orderly manner, arranging for turn taking. During book talks they would discourage each other from flipping through the book pages, encouraging good comprehension: *“Vala iincwaadi, kufunakala ucinge ufunde ngantoni”* (Close that book, and you must think about what you read). According to Hilbert (1992), when children see the success of their peers, they tend to emulate the behaviours of their peers. As a result, their involvement and participation with texts increases. Through this I learnt that besides developing learners’ understanding of reading strategies and comprehension, often the most striking development is learners’ growth in confidence and motivation to read. Once learners are confident and motivated to read, they begin to take agency of their learning, an important aspect of this study which can lead to sustainability of the ERP beyond the research project.

6.4.5 Change Laboratory Workshop 5: Managing Reading

Having such a large number of participants, 37 learners in Site A and 35 learners in Site B, I came up with ways to monitor what learners were reading and their views about their reading. In Week 7 (1 & 3 September) learners were introduced to book journals as a way of managing and documenting their reading. The books for journaling were given to selected learners as indicated in Chapter 4. These learners were required to take a book home each week for reading and in these journals they would either write their book summaries, reviews, or draw what they liked in the book.

Through a CLW, I modelled to the selected learners how to enter and manage their book journals using their L1 and code-switching to L2 in case a learner would want to do their entry in English. In both research sites I took the selected learners to the tables at the back of the classroom so that we could not interrupt other learners. The session began with me reading a story aloud and softly for them. After reading the story, I demonstrated thinking aloud strategies *“Umh, I have read this story, what is it that I liked or did not like that I want to write about?”* After deciding on what to write about, the writing process began (Appendix 5

Researcher's reading journal). To scaffold this kind of writing and thinking and record keeping, I provided an initial set of metacognitive prompts and sentence frames like *What did I like/ not like about the book?* In my questioning, I tried to enable learners to say what they wanted to say in a language of their choice and the length of the response was not stipulated (Researcher's notes, Week 7, 1 & 3 September). This was a way of getting into their inner world of attitudes, feelings and perspectives and it brought out the silent critics within them.

In the following sessions (8 & 10 September) I noted that this activity was a challenge for learners from both research sites as they were not used to this type of writing hence they did not know what was expected of them. As a result, some would reproduce their story books in their journal. I had to conduct another CLW during this week (Week 8) using my own journal, demonstrating again how to write a book journal. As the sessions progressed (Week 11, 29 and 1 October) I conducted another CLW reinforcing the book journaling activity. In this session I shared good journals that were written by other learners to motivate writing and modelling for learners as shown in the figures below. I commented verbally on each learners' journal and we also had discussions about writing a good a journal.



Figure 26: CLW Site A (8 September)



Figure 27: CLW Site B (1 October)

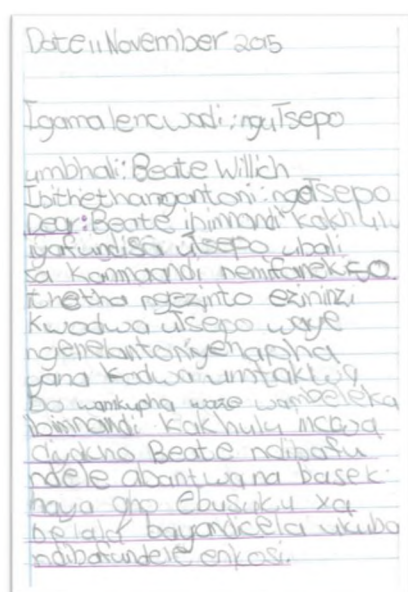
By Week 12 of the ERP, I prompted the learners to choose a character in the story they had just read and write them a letter. In both research sites learners produced interesting, detailed letters as shown (Appendix 9). Mary, Site A, wrote a letter to the Fox after reading *The Red Hen*, while in Site B Rose wrote a letter to Ndlovu after reading a story in isiXhosa titled *UNana lo Bamba linye*. Once I was satisfied that learners had grasped the idea of journal writing, I would meet with a few learners in each session if need be, to check on their progress and offer guidance. Provided with an interesting subject and the facilities of expression, it was mainly girls from both research sites who proved to be natural critics and reviewers at such an early

age. Their writing became increasingly natural and the log entries reflect a marked change in their level of metacognitive engagement as in the example of journal extracts from a learner from Site B:

Example 1: Initial journal entry from Rose, select learner (10 September 2015)

I read the book uTsepo, written by Beate Wilch. It was very interesting

Example 2: Later, a more thoughtful, entry from Rose (11 November 2015)



Date 11 November 2015

Title: Tsepo

Author: Beate Willich

Who was it about?: Tsepo

Dear Beate [addressing the letter to the author], **your book was very interesting, it was informative. In the book Tsepo you narrate so well and your illustrations talk about a lot of things.** Tsepo did not have so many things but his brother gave him. Your book was very interesting Beate, I even read it for my siblings at home every day. Every evening before they went to bed they asked me to read for them. Thank you. (Translation)

In this learners' journal entry, I noted a shift in her writing. Her writing was more detailed and the length increased. Through her comment about the illustrations in the book, I saw the value and importance of illustrations in children's books. Illustrations helped her understand what she was reading about and allowed her to read and analyse the story.

In another example, Lizzy, a girl aged 10 from Site A, when asked in an informal discussion on the 17th of November 2015, week 17, what she liked about the story she had just read, made earnest responses such as the following which demonstrates the kind of engagement that ER promotes:

What did I like about the story? umh... this story, I did not like anything. It keeps on saying Where is, where is, and that is rather boring. Couldn't he (meaning the writer) find other ways of writing? (The book being referred to is *Where is my book?* by Ingrid Mennen & Geoffrey Walton)

Both may be young learners and novice readers, but they have become observant and precise in saying what they have noticed. What is of interest is that these learners had begun to identify patterns of language, as do advanced critics. As shown in these extracts, these learners are

behaving or learning to behave as critics. According to Freebody & Luke's reader's role, I would say these learners are now text participants (Freebody & Luke, 1990). In a follow-up activity during week 14 (27 & 29 October) of the ERP, I was the 'purpose' that provided the stimulus for learners to work hard. After reading aloud a story in isiXhosa titled *UNanana lo Bamba- Linye* to learners in both research sites, the following questions were carefully asked in isiXhosa to trigger whole class conversations and writing:

IsiXhosa Questions	Translated Questions
1. Ucinga ukuba uBamba- Linye wabaginyela ntoni abantwana?	1. Why did One Tusk swallow the children?
2. Ucinga ukuba kwakulungile ukuba uBamba- Linye abaginye abantwana kuba wayenomsindo? Ngoba?	2. Do you think that it was okay for One Tusk to swallow the children because he was angry? Why?
3. Be ungaziva njani kuba unguNanana?	3. How would you have felt if you were uNanana?
4. Ngowawenza ntoni ukuba wena wawunguNanana kwaye iNdlovu iginye abantwana bakho?	4. What would you have done if you were uNanana and an elephant had swallowed your children?
5. Sesiphi isifundo ocinga ukuba iNdlovu zazinokusifunda kwesisehlo senzekayo?	5. What lesson do you think elephants might have learnt from what happened?
6. Sesiphi isifundo ocinga abantu belali basifunda?	6. What lesson do you think the villagers learnt?
7. Bhalela omnye wabadlali ileta uchaza imizwa/izimvo zakho ngokuve kwelibali.	7. Write a free letter either to uNanana, her children, villagers, or elephant expressing your feelings on what you read about.

Of these, Question 6 required learners to link text to self and text to context which learners from both research sites did well. For example, in Site A the most common response to this question "*What lesson do you think the villagers learnt?*" was that "*Villagers learnt the importance of living in harmony*". Together with the learners we discussed the importance of living in peace linking that with our ERP rules that also emphasised peace. The response to this question from learners in Site B was carefully thought and emotionally laden. One learner responded that "*The villagers learnt that it is important to help widows and orphans in their community*". This response triggered conversations and learners began to share how they cared for orphans in their community. One girl mentioned that "*During special occasions we call children from next door and share our food with them*" and another girl responded "*We play together with orphans and share our toys*". Question 7 was a writing activity which required learners to write a letter to one of the characters they liked or did not like from the story I had just read. All the learners who were present on this day (Site A 29 and Site B 20) were given an opportunity to carefully think about their writing and what message they wanted to send.

Learners knew that they were going to ‘send’ their letters to me or to the research assistants, both of us adults who had a genuine interest in their thoughts.

An analysis of the letters written by the selected learners in both research sites showed that letters written by girls (Site A Mary and Lizzy; and Site B, Susan, Helen, Rose and Sammy) were informative and they freely expressed themselves in their L1 as shown in Appendix 9, an indication that this activity had expanded their learning and engagement with abstract, ethical issues in text. While letters from the selected boys were thin and engaged, there was an indication of lack of interest in the book journal activity.

6.4.6 Change laboratory Workshop 6: Managing reading through reading logs

Since the book journals were only introduced to selected learners, it was important to track what other research participants were reading through and so reading logs (Appendix 4) were introduced in both research sites during the ninth week of the intervention (15 and 17 September). This strategy also helped me to assess growth in voluntary reading by looking at individual learners’ reading logs. The introduction of reading logs to the ERP was a strategy that also fostered learners’ agency. As the reading programme progressed, I saw the need to help learners move towards intrinsic motivation, that is doing something according to their own will and considered reading logs as a strategy that would aid this shift as they are designed to encourage more reading.

However, with some learners the reading logs became a chore rather than a motivational strategy. I initially presented it as a mandatory reading assignment and many learners struggled with completing the log after every reading. Park (2015) warns that if not carefully implemented, such reading logs can be ineffective in fostering a love for reading and may lead to a decrease in a learner’s motivation to read, instead fostering negative attitudes towards reading. In the eleventh week of the ERP (two weeks after conducting this CLW), I decided to make reading logs optional, however, I emphasised its importance as one way learners can track their reading progress which can encourage them to read.

Although made optional, at the end of the ERP I collected 20 reading logs from learners from Site A and nine reading logs from Site B. The concept of reading logs afforded those learners

that were not given book journals to track their reading. In Site A, learners embraced the idea of these logs and after silent reading they were eager to fill in their logs without my assistance. At the end of the ERP I collected 20 reading logs from this site, while in Site B I collected 10 reading logs, an indication that learners from this site did not enjoy this activity.



Figure 28: Site A learners filling in their reading logs (3 November 2015)

This strategy also brought in reading competition amongst the learners as they also wanted to see who was reading more and filling in many sheets. I learnt that some parents were interested in seeing their children's logs and what they were reading, evidence of community involvement. For example, on the 13th of September during a reading session in Site A, I overheard two learners (girls) chatting in isiXhosa while filling in their logs:

- L1: Oops I had forgotten to log in my book. Please pass me that book
 L2: I always fill in mine immediately after reading (passing the book)
 L1: You know I have to fill in the correct information, what's the name of the author? When I get home my mother asks for this sheet just to check if I am writing the truth, at times she asks me to show her these books.

Smith (1990) reported that parents' interest in what children were reading and how they were responding was crucial for children's reading success. Learners' transformative agency began to emerge as they became motivated to read more, which is what Extensive Reading can entail as they enjoyed logging in their reading.

6.4.7 Change Laboratory Workshop 7: Dealing with Challenging Vocabulary

During the Pre-Intervention Phase some learners indicated that they loved reading in English. In preparation for the Implementation Phase, I made sure that the reading program catered for every learner's needs by availing books written in English. As the sessions progressed, most learners from both sites increased the level of books they were reading in their L1 (see Appendix 4 Reading logs). For example, Rose from Site B began to read books with many

pages moving from the simple repetitive children's stories. In both research sites learners also showed interest in reading books in English. This presented a challenge as learners would read but not understand what they had read about as they failed to accurately retell the stories because of their limited English vocabulary. Because extensive reading discourages over-reliance on dictionaries (Day & Bamford, 2002), I had to devise a strategy of dealing with unfamiliar and difficult words. As a whole class activity, learners were advised to write on the board every difficult word that they had encountered during independent reading. In Figure 29, the research assistant is also seen, together with learners, writing down difficult words they encountered. The research assistant was reading aloud a book in isiXhosa while the learners were reading their English books independently.

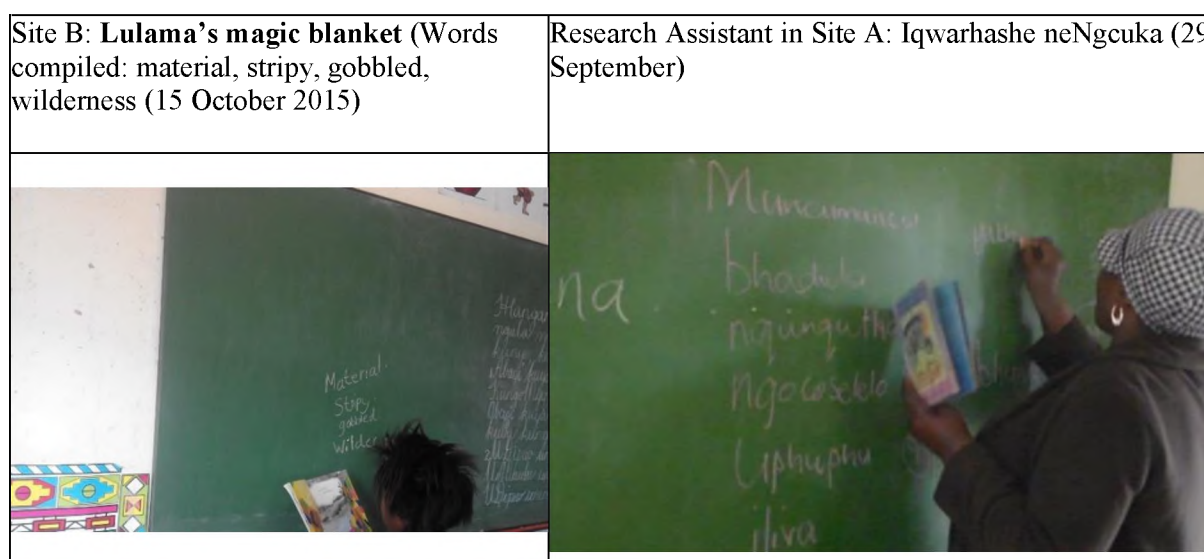


Figure 29: Learners creating their word wall

At the end of the session, for example on the 15th October and the 29th of the September, the words written on the chalkboard (shown in the pictures) were discussed as a whole class activity. In each reading session that followed, learners took the initiative to write down the difficult words they had encountered in their reading be it in L1 or L2. A word wall was created with a list of these words. This served as a materialisation of the second stimulus (Engeström, 2011).

6.4.8 Change Laboratory Workshop 8: Individual motivation session

In addition to the group CLW, I planned individual workshop sessions. In both research sites, these individual sessions were mostly conducted with boys as they needed extra motivation or support and were at risk of dropping out of the programme. For example, Luke, a learner from Site A, liked telling folktales and sharing stories he would have read. In Week 4, he voluntarily told me that he preferred to write his own stories rather than reading, although he had never written any before the intervention. I gave him a notebook to write down his stories (see Appendix 12: A collection of his stories). He would voluntarily share his own stories and folktales using his L1 and wrote his own stories in L2. He indicated that he liked English, hence he wrote in English, while in sharing his stories he was aware that some of his classmates had not grasped English, hence he used his L1 when doing book talks and storytelling.

However, Luke wanted so much of my support that he was easily distracted once he did not get immediate attention. In Week 8, Luke had written five stories but then he stopped writing his stories and missed three reading sessions thereafter. Some of his classmates informed me that he avoided the reading session and played soccer instead. On the 13th of October I caught up with him on his way to the playground. I did not want to address him in front of other learners and I called him aside and made him aware of his behaviour and the limited progress he was making. During our conversation I got to know him better and understood that he came from a big family and at the age of 11 he had three siblings. I concluded that the size of his family and younger siblings as a reason he craved individual attention. After our private conversation, he assured me that he would continue to write his stories and attend the sessions. He wrote three more stories (Appendix 12) after this session and never missed any of the remaining eight ERP sessions.



Figure 30: Site A, one on one intervention (13 October 2013)

In some instances, individual learners who could not read were either called by the researcher or the research assistant for reading interventions as shown in Figure 31. In these interventions learners were read to and taught reading strategies such as the prediction strategy which involves thinking about what might be coming next in the text and the elaboration and logic strategies which require the reader to rely on their general knowledge. Reading strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender (McNamara, 2007). By the end of Week 17, Sarah, a struggling reader from Site A began to enjoy reading and taking books homes for her sister to read for her. Towards the end of the reading programme she also asked for her own reading journal as she indicated that she was now reading. Though she could not read and write, she made an effort to read and write in her reading log (Appendix 4). According to Freebody & Luke's reader's role, I would say this learner was at an experimental phase but slowly moving to the early phase of reading (Freebody & Luke, 1990).

Site A (3 November 2015)



Site B (5 November 2016)



Figure 31: Research assistant reading with the learners

In Site B, notable individual support was offered to a girl who was not part of the select learners. As shown in Figure 31, the girl could not read in her L1 and L2. With the research assistant we took turns to read for and we noticed that her reading problems were beyond the scope of the ERP. However, we engaged her parents (see Section 6.6.3) as the learner seemed motivated to attend each reading session. Overall, after this intensive approach to reading as a result of the outlined CLW, learners from both research sites were able to contribute to their learning, adapt to new ways of learning and gain competence to solve problems on their own. In the CLW discussed above, participants regardless of their age, developed their reading practices and implemented new tools to improve their reading, demonstrating agency which I discuss in detail in the next section.

6.5. EMERGENCE OF LEARNERS' TRANSFORMATIVE AGENCY IN ERP

One of the objectives of the study was not only understanding the processes of the ERP, but also to assist the participants to develop positive reading attitudes, work together and transform independently, though to get it started I had to facilitate their interactions. To keep track of the participants' reading behaviours and attitude, I observed in each reading session and I relied on video data of each reading session. This allowed me to observe learners that were reading, pretending reading, that is, opening books as if they were reading while focusing on other activities happening around them. Through observation, in both sites I noted learners that would stand up and change their books in the middle of their reading. I had to follow up on these learners to understand their actions. I kept a researcher's journal where I recorded my observations, what learners were reading, collected their reading logs and checked their reading progress. The accession register also helped me to see which learners were regularly taking out books and the genre and book titles that were popular with the learners (see Chapter 7: Evaluation).

Through a series of CLWs as discussed in Section 6.4, I was able to extend the opportunities and support learners' reading. I would share my records, observations about each learner's reading behaviour. Together with these learners we shared ideas and mapped the way forward concerning either their reading or their journals entries. This was an opportunity to help some learners stretch the duration of their reading and the kinds of metacognitive prompts (double stimulation) they would try.

By the end of the reading programme, as will be presented in detail in Chapter 7, I knew:

- Which learners had read a lot of books
- How many books each learner had read
- Which ones had moved to read increasingly more books both in their L1 and L2
- Who had read a whole book for the first time

6.6 AGENTIVE ACTIONS IDENTIFIED THROUGHOUT THE IMPLEMENTATION PHASE

According to Engeström (2011), during formative interventions the analyst needs to trace steps of transformation from the inception of an intervention till the end. As mentioned in Chapter 3, the method of identifying transformative agency for this study identifies with four basic

types of agentic action: resisting, criticizing, committing and taking consequential action were combined to avoid repetition. Hence, I have three sub-sections and these will be detailed as follows.

6.6.1 RESISTING THE INTERVENTION

There were notable instances when subjects and the community of the activity system resisted the intervention. According to Engeström (2011) resistance and subversion are not accidental disturbances that need to be eliminated; they are essential core ingredients of interventions, and they need to have a prominent place in a viable intervention methodology. Resisting the intervention may take the shape of criticism, questioning, opposition, or rejection (Haapasaari & Kerosuo, (2015).

The first instance that evoked resistance to the intervention in both research sites was between the *subjects*, *tools* and the *rules* of the activity system. For example, the first CLW during the Implementation Phase was concerned with creating a safe learning environment included making the rules by the researcher in collaboration with the learners and also creating an awareness of what extensive reading entails. Once learners were aware of what was expected of them and what an ERP entailed, they were better positioned to resist the intervention if they felt the rules were hindering them from reading extensively, which evoked expressions of transformative agency.

One of the principles of extensive reading states that learners should be afforded opportunities to read what they want to read, what Krashen (1993) calls free voluntary reading. During the Implementation Phase, I provided a variety of reading sources informed by one of the key findings of the Pre-Intervention Phase: a lack of reading resources and reading opportunities in both research sites. However, during the Implementation Phase, it seemed the book stock I had was not enough. In Site A, on two notable occasions (10 & 17 November 2015), I had two boys who decided not to read anything during silent reading, stating that the books I had were not of their preference. They resisted the intervention, which did not happen in Site B. For example, in one session, given a chance to choose a book to read, one boy (not part of the selected learners) chose not to read any book. When asked, he mentioned that the book he wanted to read on that particular day had already been taken out by another learner “*I am not*

going to read any other book today, because the book I wanted has been taken out". The book he wanted to read was available in isiXhosa and English, titled *The Magic Fish / Inhlanzi Yobugqi* and he wanted the isiXhosa version as he mentioned that he was better at reading in isiXhosa than in English.

I was confronted with the challenge of getting learners what they liked to read, to enable them to read and enjoy reading, which was the envisaged *outcome* of the reading programme. Learners' resistance in this case indicated that they (*as subjects*) were faced with the challenge of not finding what they wanted to read (*tools*) to achieve the *outcome* of the activity system. Reflecting on this, I became aware that my participants needed to read for themselves, not for me. As a result, no learner was forced into reading what they were not interested in. Although I tried to 'sell' other books to a particular learner, he resisted and did not show any interest. Not only did the subjects of the activity system resist the ERP to surface contradictions within the programme, the community did as well, and although not directly involved in ERP, had ways of resisting the ERP which I discuss next.

Community (Teachers and Parents) Involvement in the ERP

Another secondary contradiction that surfaced during the implementation phase was the tension between the *subject* and *community* (Researcher, parents/guardians and teachers). As a researcher, I introduced the learners (subject) to extensive reading with the aim to nurture reading so that learners would enjoy reading and become lifelong readers. This reading programme was well received by learners as evidenced by the weekly attendance. However, the community, which I also informed about my research intentions before the beginning of the ERP, had different aims about their children's learning, and reading in particular. As discussed earlier, some parents read for their children showing their commitment, while others did not. For example, the school authorities repeatedly dismissed learners early stating that they had forgotten about the ERP as discussed in Chapter 5, Section 5.2.3. However, we tried to arrive early at each research site in order to meet with the learners. It was disappointing to hear this from a learner from Site A about home during a reading session on the 24th of November 2015:

R: Mary, do you have your journal with you

Mary: No mam it was torn

R: It was torn? How?

Mary: My mum gave my journal to that child of hers (sibling), and when I told her that that book I was given by a student, she swore at me and grabbed the book and gave it to that child. (Tearful)

R: Really? So what are we going to do because you had written a lot of interesting stuff in that book?

Mary: I have another notebook I will use it. I still remember what I wrote inside of that one [I ended up giving her a new one as I always had an extra one] (Researcher's journal, 24 November 2015)

However, there were some instances when the community showed an interest in extending the learners' reading experience. As mentioned in earlier, the learners were allowed to take a book home for extensive reading and return it the following week. In one instance, a learner from Site A had taken out a book titled *Refilwe*. She could not bring it back the following week and she mentioned that she had taken it to the nearby library where she was doing her reading, and the Librarian had asked for it to make more copies. I was amazed at the positive attitude of the librarian in seeing a good book and wanting to make it available to the rest of the community to enjoy. In Site B, the same happened but it was the class teacher who had taken a book titled *The Magic Fish* from the learner to share it with other learners who were not part of the reading group.

6.6.2 CRITICIZING THE ERP PROCESSES AND HIGHLIGHTING THE NEED FOR CHANGE

The lack of a proper lending system

Since reading extensively was a key purpose of the ERP, for it to be a success learners needed to take extra books to read at home in addition to reading during the reading sessions. However, I had limited resources for this to be possible, so I afforded selected learners the opportunity to take books home. My decision surfaced a secondary contradiction between the researcher (community) and the participants (subjects) regarding the researcher's unwritten rules about the use of the ERP tools. The following excerpt illustrates a critical contradiction where learners from Site A criticized my decision and took agency to map forward the development of task rotation in taking books home.

Excerpt: (September, 2015)

Learner 1: What's so special about these learners that are always given books to read at home? We also want to join them" (criticism).

R: I cannot give everyone a book to take home, you see they are very few and I need to use them with learners from the other school.

Learner 1: Okay ma'am, rather you give us on a first come first serve basis. I asked for a book last week and till today you haven't given me.

Learner 2: No that won't work rather we rotate so that we all get a chance
R: I agree with her, rotation is fair.

In one journal entry, a learner from Site B also expressed how she felt about not being allowed to take any books home:

Date: 25 November 2015. Title of the book: Brenda. Author: Hyltjie Vink
Greetings. Your book was very interesting. I wanted to re-read the book because it was very interesting. Unfortunately, we are not allowed to keep a book for a long time in our reading programme. Thank you, teacher for allowing me to read this book. Yours Mrs Akhona.
(Translated)

In addition, I also gave the selected learners extra extensive reading activities like writing in a reading journal. Giving the selected learners (Site A 6 and Site B 5) reading journals also represents a first stimulus that surfaced another secondary contradiction in Site A after one reading session. Seeing the pleasure of owning a reading journal led other learners to question my practice. The following excerpt from Site A (29 September) illustrates a criticism and the learner's desire to participate in extra ER activities and to read more:

Learner 2: Ma'am, I have been closely watching you. You give those learners books to read at home and also books to write on, what about us? We also want to write.

Another example of a criticism of ERP happened in Site A at the beginning of Term 4 (20 October). As learners were coming from a week long school holiday, I needed to find out if they had read anything during the break and the kinds of books they read. I asked "*How many of you read a storybook over the holiday?*" Of the 26 learners that attended the reading session on that day, only one boy claimed to have read a book. I was confronted by two girls who mentioned that they would definitely have read had I allowed them to take books home since I was aware that they did not have any books to read at home "*Ma'am you did not give us any books to read, so we didn't have anything to read at home*" ("*Kalok mam khange usinike iincwadi zokufunda, so besingenanto yoku funda ekhaya*").

In order to resolve a contradiction and affirm learner agency on how tools and activities were distributed, *together* with the learners at both sites we agreed that taking books home would be rotational. Taking a book out also meant that one was prepared to report back one's reading. I solved the problem of journals in Site A by providing note books to the two girls who had shown interest in wanting their own books for journaling. However, this (as double stimulation) resurfaced a tension as the number of learners who wanted journals increased. I could not afford to get every learner a book and this would also have been more demanding as I would need to monitor these books. In week 13 of the ERP, I decided to get two thick notebooks, one for girls

and the other for boys to encourage all learners to write. These books became a class journal and writing in these books was rotational as well. The demand for journaling books was high in Site A, therefore learners from this site made use of these books. Both girls and boys wrote in these books equally using their L1 as shown in Appendix 10.

Criticising the design and features of the reading programme

Criticism focused not only on the tools and object of the activity system, but also on the design and features of the ERP. For example, in Site A, Matthew resisted and criticised the activity that I had planned on the 3rd of November. I observed that he did not participate in the sequencing activity I had given to everyone as a fun task. When asked why he was not doing anything, his response was *“Ma’am please allow me not do anything today, we are all tired of all the work we have been doing with our teacher in the classroom, I cannot concentrate now and you are also giving us more work”*. Most learners agreed to this confirming their tiredness. Through this, I learnt that interventions of this nature should align with what happens in the normal classroom learning environment to avoid replicating the classroom. This made me reconsider and reflect on the activities that I would have planned. At the end, fun activities to excite learners, such as sequencing, role play and quizzes were done in groups, the whole class and some on a voluntary basis. I had to modify my ERP practice to meet their current needs in the sessions that followed week 15.

In Site B, during the initial phase of the ERP in Term 2, learner attendance was poor. For example, in Week 3, five learners of the 34 attended of the ERP. The challenge of time and hunger represented the first stimulus that learners expressed. One learner mentioned: *“Ma’am some learners have gone home. They mentioned that they would have loved to stay but by the time you come they will be already hungry. We are also hungry but we want to read.”* This was not new, as it is well known that many South African learners, especially those coming from disadvantaged communities often attend school on an empty stomach (Wittenberg, 2005). This also affects school attendance. Hence in most no-fee schools in South Africa learners get a meal each day. Together with learners we suggested a better time that would suit them. I provided a light snack in each session. I was careful not to use these as a way of buying their attendance and participation in class. Once these were in place, attendance improved, as shown in the Tables 26 and 27.

As the sessions progressed, an hour became a short time for learners in both research sites. Each time I alerted them that the time was over, they would all say “*Aah!*” because they wanted to continue reading. Time up meant they stopped reading, and for some I would collect the books and they would only get to continue their reading in the following week. During one reading session in Term 3, most learners from Site A talked me into extending the reading sessions and also allowing them to take books home. These are the learners who started with no interest and disruptive behaviour (as reported in Chapter 5) who now thought an hour was not enough. Their criticism of the reading programme time was also brought to my attention in their Post-Intervention evaluation (to be discussed in Chapter 7). This was an instance of learner agency. However, extending time beyond the one hour that I had agreed with the school Principal and the learners’ parents was not possible because I did not want to go against what was agreed on so as to maintain good relations, an important aspect to be maintained by a researcher.

Criticising the resources (tools) of the reading programme

Good readers know how to choose appropriate books for their own reading. Selecting a book is a useful skill that a child can and should learn. Once children can choose a book on their own, they learn that we seek books for different reasons (www.readwritethink.org). This I observed during one reading session, in Site A when two proficient readers (Lizzy and Mary) complained about a number of books they had chosen to read on that particular day. They expressed their views that they wanted interesting books that they could read for enjoyment. The books that were available for them on that particular day were the Level 1 type books meant for those still learning to read. This challenge of availing books that cater for each learner’s reading preferences and levels represents the first stimulus. The following excerpt (Site A, Week 16, 10 November), illustrates the criticism and the learners’ desires to read more:

Mary: Your books ma’am are boring, especially this one (showing me her book). It keeps saying - Uphi utata, Uphi utata (*Where is father, where is father*), in every page. Yhu, it’s boring.
Lizzy: I’m also reading a similar book in English, every page is written where is... where is... that’s boring.

As a result of these discussions, I advised learners to write these book reviews in their journals since their views as readers were also important. Extensive reading gives learners the freedom to stop reading a book if it does not interest them (Day & Bamford, 2002), therefore learners

were advised to choose other books that they would enjoy to avoid their being frustrated by reading a text they did not enjoy.

When the ERP was implemented, most of my participants were still at the stage of judging a book by its cover, hence they were taught how to choose books in CLW 2. As the ERP session progressed, they not only criticised the genre of the books, but their criticism also included remarking on illustrations, language, font and number of pages as all these features influenced their book choices. Books that were not appealing to the learners became the unpopular books of the reading programme. The book stock contained informational books such as *The Rights of a Child* and copies of *Science Alive*. I gathered that learners were not attracted to the book *The Rights of a Child* as they found navigating between the 11 official South African languages in which it is written to be confusing. They were also not attracted to the *Science Alive* books, possibly because at this stage, learners are still reading for enjoyment and are not familiar with informational texts which they will only be introduced to in Grade 4.

I also had five different stories from the Nal'ibali reading stories which I photocopied and laminated; ten copies of each (50 in total). However, these cut-out stories surfaced a secondary contradiction. Learners from Site A expressed that they did not like these books because they were “not book-like” comparing them with the other books I had. I gathered that size and density of the font was a factor which made these books unattractive to the learners. They also mentioned that the pictures were dull compared to the “real books”. Looking at most of the learners’ reading logs, only one of these books appears in their entries, *The Zebra and the Hyena*, because I had read this book for them as I was trying to demonstrate how to navigate a bilingual book.

In addition to the learners’ complaints about the Nal'ibali bilingual books, my research assistant mentioned the problem of the small font size. While reading aloud the story of *UNana Lobamba Linye*, the research assistant struggled a lot with the small font until one learner volunteered to help her out but he also struggled. This made her reading slow and in the process we lost the attention of so many learners. In her criticism of these books, the research assistant also highlighted that in some books there were isiXhosa spelling errors, word misuse. For example, in *Iqhwarhashe Ne Ngcuka (The Zebra and the Hyena)*, the authors used the word *impuphu* (mealie- meal) referring to hooves instead of the isiXhosa word *iphuphu* for hooves.

Such misuse of words made the discussion of the story difficult as learners had failed to comprehend the story. This will be communicated with the Nal'ibali writers.

In all this, I tried to make learners appreciate different kinds of texts by reading out loud for them in English or asking my research assistant to read out loud for them in isiXhosa. I also introduced interactive discussion and ER activities which included book talks, journal writing, free writing (e.g. writing a letter to the author) which the learners enjoyed as mentioned in their evaluation of the ERP (see Chapter 7, Section 7.3).

Allowing book choices and lending book

According to Clark & Phythian-Sence (2008), exposing children to a variety of sources and allowing them to choose books for their own reading has been identified as important as it leads to improved performance and greater motivation and satisfaction. As shown in the Pre-Intervention Phase findings, learners did not have control of what they read and when they read. Their reading was mostly controlled by teachers or adults around them. As part of ERP principles, in the implementation phase, learners were free to choose what they wanted to read, when they wanted to read and how they wanted to read. According to Chambers (2011), children must learn to discriminate for themselves. If learners are allowed the choice to accept or reject a book, they demand higher standards in reading material far sooner than if the teachers attempt to tell them what is good and what is bad. Since my study was formative intervention, it required that I initially work with the learners, scaffolding the learning process, and eventually step back and let learners take charge of their own reading for sustainability of the ERP in my absence. For example, during one reading session on the 20th of October in Site A, I observed one learner desperately searching through the books and this was our conversation:

R: Matthew, can I help you? I see you are really searching

LA3: Yes ma'am I am looking for that book titled Golden Windows

R: Oh, that book...somebody took it out on Thursday from school B, don't you want to read this one maybe? [Showing him another book]

LA3: No ma'am I wanted that one, it was written by Gcina Mhlophe. Remember I told you I once attended her reading session during the Fingo Festival? So I want that one.

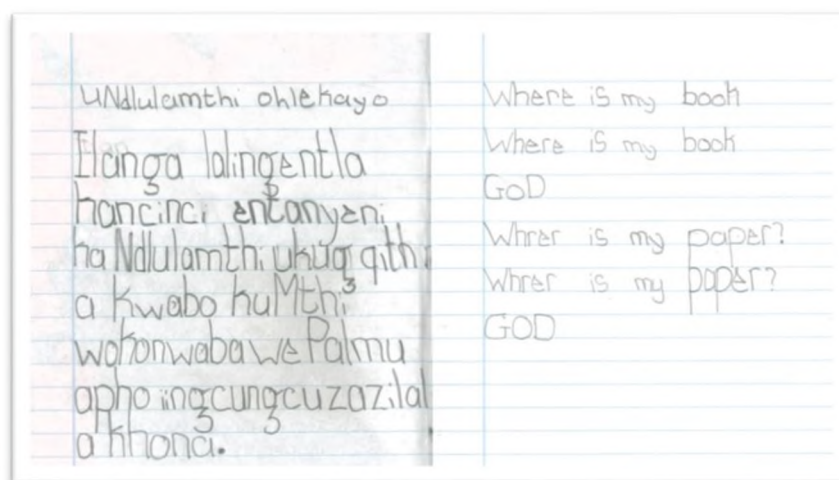
The unavailability of the book (*tool*) that this particular learner (*subject*) wanted to read (to achieve the *object*) surfaced yet another secondary contradiction. During this particular session, this learner did not read anything, instead he sat quietly in disappointment while others read.

Reflecting on this learner's behaviour, I believe that this learner had begun to take charge of his reading, that witnessed the emergence of agency; good readers know when and what to read. He was aware of the principles of ER, that if a book is not enjoyable, the reader can drop the book to avoid being frustrated. Hence, I respected his decision and did not force him to read something else that he did not want. As he was a good reader, he needed to discover new books on his own and as the MKO I was meant to expand his book preferences which I did not do successfully. However, when the book was returned the following week, he was excited and he enjoyed reading it for the first time. This is just one of the examples where learners decided not to read if the book they wanted to read was not in on that particular day.

By allowing learners the freedom of choice, I gave them agency; they were able to discriminate for themselves, to be active and responsible for their own learning. For example, at both research sites, taking books home was done on a rotational basis and each learner was allowed to take *one* book per week. This arrangement however, surfaced a secondary contradiction, as discussed earlier, as some learners wanted to read more. However, learners from Site B found ways of resolving this contradiction when they wanted to read more than what the ERP allowed. During Week 10 of the Implementation Phase (24 September), I learnt that a group of five girls (four select learners and one non-select learner) from Site B had begun exchanging their books, forming their own reading circle while waiting for another week when I would bring new books. Learners began to take ownership of their reading, ten weeks into the Implementation Phase of the ERP, a much shorter time, half way through, which was very surprising for such young learners. Not only did the learners exchange books amongst themselves, but the books were also circulated amongst the other members of the community, teachers and librarian as discussed in Section 6.6.1, an interesting act of sustainability and widening of the community of this activity system.

These findings indicate that, towards the end of the study, the participants in both research sites had a desire to read both English and isiXhosa books as shown in the reading logs and in the borrowing register, an important finding and answer to research question 2 of the study (*What differences can be observed during the ERP in terms of learners' reading attitudes, self-esteem as readers, their book choices and language preferences of these books?*). Learners had also read a wide variety of books, mostly fictional stories and folktales as shown in their reading logs (Appendix 4; Reading logs). From Site A, Sarah, a struggling reader (as discussed) began

reading more and her confidence improved. She read a book titled *Where is my book* which was criticised by proficient readers because of its repetition, but she enjoyed it and shared it with the rest of the class as shown in her attempted reading log entry on November 12.



The outcome of this activity system was to get learners to read extensively by choosing books on their own; to read more; to read for enjoyment so as to develop good reading habits and ultimately to encourage a positive attitude. By week 16 (10 and 12 November), in both research sites during reading time, most learners preferred to read silently, yet prior to the ERP video data show learners reading aloud in pairs and in groups. In addition, learners who prior to the ERP had never read a book, had reading logs that began to fill up, (such as the star reader from Site B). By week 18 (24 and 26 November), disruptions like moving in and out of the classroom declined as learners became familiar with the ERP rules and also became aware of how short an hour is when you are reading a book you enjoy. Everyone became engrossed in their reading immediately after finding a book they wanted to read as shown in the following picture.

Site A



Site B



Figure 32: Learners reading silently

There is evidence of expanded learning at both research sites regarding the way learners developed as readers in their L1. At the beginning of the research process, most of the learners were still code breakers, coming from Grade 2. However, as the reading sessions progressed they assumed different roles as readers as stated by Freebody & Luke (1990). From the selected learners in both sites, the struggling readers who were at the Experiment Phase showed improvement into the Transitional Phase, while the proficient readers moved into the direction of the Accomplished Phase. As a result, learners no longer thought of themselves as being bad readers. As shown in the pictures some learners had already found their books to read while other were still trying to choose books to read. The picture taken from Site B in Week 5, shows one boy who is using his finger to point to words as reads. This is common with many FP learners as they are still learning to read and breaking down words to sounds (code breaker), while proficient learners like a learner from Site B have passed that stage and are reading with ease.

6.6.3. COMMITTING AND TAKING CONSEQUENTIAL ACTION

Taking ownership of their learning

There is evidence that as the reading programme progressed learners began to show commitment and take ownership of their learning. As discussed earlier, in the first few weeks into the ERP, we would arrive at both research sites and find learners not ready for us. Some would be sweeping the classroom while others would be playing outside. Time was wasted in an effort to get them together and this affected the completion of reading session as planned. I brought this to the learners' attention in Week 4 and I was impressed by the significant change demonstrated by these learners thereafter. This included some learners in both research sites meeting us on arrival and helping to carry the books to the classroom, while others sat quietly or took turns with storytelling waiting for us. We would find the classroom cleaned, desks well arranged. Learners would collect the books from us and they would display them on various stations. Through observing me, they had mastered how the books were meant to be displayed. Learners from Site B, even came up with a song for greeting us 11 weeks into the ERP and expressed their excitement.

During the reading sessions of Week 6, learners showed a positive attitude towards the ERP as evidenced by the demand for books to read at home which became high in both sites. In Site

A, I had four learners in Grade 5 as well asking for books to read at home while in Site B, I had three learners in Grade R, who did not miss any of our reading sessions. I was faced with a dilemma of how to distribute my limited resources. As indicated previously, only a few learners were allowed to take books home; however, this did not stop some learners from accessing books and reading more. Learners from Site B started their own reading circles. For example, Rose, on the 3rd of November read three books that she entered in her book journal. She had exchanged her book with two of her classmates. They also showed commitment in sharing their books and filling in their reading logs. This showed their commitment and agency to reading beyond the reading session.

However, in Site A, the decision made by the researcher on her own that only a few learners would take books home surfaced a tension that was resolved differently by the learners and the researcher. On arrival in Site A on the 17th of November, Lizzy, a proficient reader approached me and said:

Lizzy: Ma'am I can't be taking 1 book home every week, no I can't

R: What's the problem?

Lizzy: Ma'am you know how fast I read, every time I take 1 book home, I quickly finish reading it and thereafter I don't have anything to read. I feel lonely (*ndiba nesithukuthezi*). Then I'm forced to read, read, that book over and over again and that's boring.

R: So you are a fast reader?

Lizzy: I am a fast reader, but not always, if the book is interesting I read it slowly, I take my time as I am afraid it will finish. Then at times if there are many books that I want to read, I read faster and move to the next one quickly like I did.

To address this challenge at Site A, I encouraged reading circles (as observed from Site B) but it seemed learners did not trust each other with exchanging books with girls mentioning that boys in their class were careless with handling books. As a result, some learners found themselves under pressure to read faster and read more during the reading session as shown in the quote above. The learner quoted and others took it upon themselves that they read as much as they could and as faster as they could during the one hour reading session, when their preferences could have been to read slowly. Allowing learners to take books on a rotational basis was not a constraint for the proficient as they read more in each reading session. Shown by their reading logs, from each site I had one learner, all girls who had read more than 20 books and were awarded a reading certificate as "star reader" (See Appendix 4). The other select readers read between ten and 20 books, while the two struggling readers read between two and four. The following excerpt, is from a conversation showing how learners were committed to their reading. The reading logs served as materialisation of the second stimulus.

R: So, these books that you are telling me about you read them all now and finished them in an hour?

Lizzy: Yes, ma'am

R: You didn't take any of them home? (Surprised)

Lizzy: I didn't ma'am

R: You read them all here, now? Wow that's unbelievable, I'm impressed.

Lizzy: Yes, ma'am, thank you.

R: So this then means you read fast, you are a fast reader hey?

Lizzy: Not always ma'am

R: Why not always?

Lizzy: At times I read slowly because I will be afraid the story might finish early.

R: Oh, I understand (Week 18, 24 November 2015)

According to Kauffman (2001), when children recognize how books can open doors to new ideas and help them understand themselves and other people, they begin to gain confidence in themselves as readers and take an interest in reading books they may not otherwise read. As shown by the reading logs I collected, 20 from Site A and nine from Site B and the borrowing register, I noted that learners from both sites began to read more. As shown in the evaluation of ERP (Chapter 7), they could point with pride to books offered in the reading programme they had read and enjoyed. I documented this change in my researcher's journal as follows:

When I asked them to choose a book for independent reading, I was walking around and observed a group of learners looking at all the books they have read and talking about them. Some were even making recommendations of the interesting books they have read. (10 November, Researcher's journal)

In both schools, I noted that school attendance usually declines when the weather is bad which the teachers confirmed in our informal conversations. For example, on a rainy day we arrived at Site A on 10th of November and found seven of 37 learners, while in Site B we arrived on the 15th of October and found only six learners of the 34. We did not know how to proceed but learners suggested that we do the activities we had planned for those days because they wanted to read hence they had waited (Chapter 7, Section 7.2.2.). These learners' actions were another instance of transformative agency. In both sites learners wanted to read and were committed to their reading regardless of their reading ability. Another example when learners demonstrated taking ownership of their learning was in dealing with the issue of absenteeism. In the following excerpt learners from Site A are discussing how to deal with absenteeism. On their own they came up with a suggestion that once one is absent for three consecutive days they must be scratched out. They actively participated and agreed on this decision. However, throughout the reading programme no one was excluded from the reading sessions because some of the learners' reasons from being absent from school were personal and valid.

Excerpt: A learner speaking from Site A marking the attendance register.

BA1: Class Lizole has been absent from the reading session for the second time in a row. The 3rd time if he doesn't come, we scratch him out, what do you think.

All: Yes, that's a good idea



Site A, Mark, marking the register on a cold day (24 November)



Site B, Susan marking the register (13 August)

Figure 33: Learners from both sites marking the attendance register

Learners managing the accession register was another responsibility. Initially I was in charge of recording the names of learners taking books in and out. This was a challenge on my part as I did not know all the learners and so following up on unreturned books was a challenge. In Site A, Mark was given the responsibility in Week 5 as a way of keeping him in class since he liked dodging the reading sessions. In Site B, I choose Susan in Week 5 after noticing that she had never missed a reading session so it was going to be easy for her to track borrowed books. Learners knew each other well and where each learner stayed; as a result, they would follow up on unreturned books at home. From their classroom experience, they also knew learners who were untidy or careless; such learners were not allowed to take any books home. Learners who were always absent from school were also not allowed to take any books home. This saved the ERP resources as no books went missing although one book (*Nabulele*) was torn because it was one of the most borrowed books and I only had one copy of it in isiXhosa. This disconfirms the perceptions stated by teachers earlier that learners will damage books. Learners showed commitment to the ERP demonstrating agentive actions by taking ownership of the resources (tools).

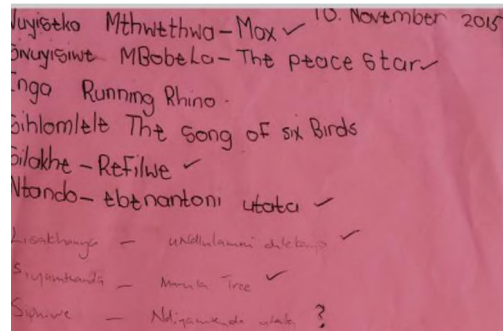


Figure 34: Site A learner recording books taken out (24 November)

Although learners were able to manage book lending, some of the books they took out were not at their reading level. I did not want to interfere with their reading as I wanted them to make book discoveries on their own. I observed them closely as they perused the pages and few minutes later they would stand up and make changes, while others would drop their books and read with a friend who would have chosen an exciting book.

6.7 SUMMARY OF NUMBER OF RECORDED ERP SESSION

Week & Date (Tues & Thurs)	Site A ERP sessions	Site B ERP sessions
1. 21/23 July	CLW 1- Creating a safe learning environment Making of ERP Rules	CLW 1- Creating a safe learning environment Making of ERP Rules
2. 27/29 July	CLW 2- Choosing books for individual reading Reinforcement of rules	CLW 2- Choosing books for individual reading Reinforcement of rules
3. 4/6 July	CLW 3- Reading for pleasure Observable expressions of reading enjoyment.	Session cancelled (Teacher forgot about our coming)
4. 11/13 August	Demonstrating and modelling extensive reading	CLW 3: Demonstrating and modelling extensive reading Three Grade R learners join the ERP group
5. 18/20 August	CLW 4: Comprehension and Summarising	CLW 4: Comprehension and Summarising
6. 25/27 August	Book demand increased	Learners began to be confident to share their reading
7. 1/3 Sept	CLW 5: Managing Reading	
8. 8/10 Sept		Session cancelled (Teachers attending a workshop)
9. 15/17 Sept	CLW 6: Managing reading through reading logs	Cancelled (Rainy day)
10. 22/24 Sept	CLW 7: Dealing with Challenging Vocabulary	CLW 5: Managing Reading CLW 6: Managing reading through reading logs
11. 29/1 Oct	Reinforcing CLW 5: Managing Reading Reading logs made optional	Cancelled (Rainy day)
12. 13/15 Oct	CLW 8: Individual motivation session	Poor attendance 6/34, but learners insisted we continue
13. 20/22 Oct		Improved attendance
14. 27/29 Oct		CLW 7: Dealing with Challenging Vocabulary
15. 3/5 Nov	Sequencing activity	Sequencing activity
16. 10/12 Nov		Book circle formation
17. 17/19 Nov	Struggling reader Sarah shows interest in reading	
18. 24/26 Nov	Reading for pleasure and productive book talks	Reading for pleasure and productive book talks
19. 1/3 Dec	Evaluation with learners	Evaluation with learners
20. 4/7/8 Dec	Evaluation with learners continued, teachers and celebration of the ERP	Evaluation with the learners continued, teachers and celebration of the ERP

6.8 RESEARCHER'S REFLECTION ON SELECTED LEARNERS

In this section I provide my overall descriptive reflections of four learners from each site. I chose one struggling and one proficient reader from each site to demonstrate how they have expanded their reading behaviour and attitudes due to the implementation of the reading programme. These are summarised in tabular form on the next page. As shown in the reflections, overall, I believe that by the end of the ERP, an impact was made on both proficient, struggling and unmotivated readers. I expanded learners' reading opportunities, supported them in becoming readers throughout the reading programme. As a result, they became enthusiastic about reading, improved their confidence as readers, self-esteem, reading fluency and they read even more books. As evidenced, a struggling reader even attempted to read in English, a language that many are not familiar or exposed to beyond an English class in school. Generally, there was a marked improvement of attendance as shown in Table 25 and 26. Learners who were habitually late in each reading session during Phase 1 arrived on time and there were less disturbances during reading. For struggling readers and proficient but less confident readers, reading aloud or sharing their reading was initially stressful, but by the end of the implementation period all learners seemed to have less problems speaking in front of the class. Therefore, if this high interest in reading for pleasure and willingness to learn how to read could be maintained in Grade 3, it is quite possible that learners would be prepared for the shift of learning to read to reading to learn in the Intermediate Phase. Learners would also become more successful in other subject areas and become eager and interested in learning.

A reflection of four readers from site A and B

Site A

Sarah, (11 yrs) a girl from site A had never read a book on her own. She mentioned that she had never been taught how to read, which I dispute as she must have had some reading instruction during her three years of schooling. She also mentioned that she had never been taught how to choose a book for individual reading, which is understandable because at this stage in FP classrooms, the teachers choose what to read for the learners. As a result, she did not know what type of books she enjoyed reading. A strategy that was helpful was to first build her personal confidence. She was known by many learners in class as someone who could not read and seemed to fulfil that negative expectation. In each reading session, I gave her an opportunity to choose a book that she would like to read. To get her excited with reading, the research assistant would read isiXhosa stories for her in each reading session and they would discuss the story together. Being given the opportunity to choose books, then talk about the books read built her confidence. By week 17 of ERP she had gained confidence to share with the class what they would have read about with the research assistant. She became aware that not being able to read is not a hindrance to accessing stories and she now asked to take books home for her sister to read for her. By the end of the ERP she had read on her own two notable books (isiXhosa and English). This might seem not enough, but the fact that she had never read a book on her own, it is worth noting. She now owned her reading, a week before the final ERP session she also requested a writing journal so as to document her reading (Appendix 5C). She has benefited from how to pick out a book, book talks, being read to and she has learnt that she actually likes reading.

Mark (9 yrs) (*May his soul rest in peace*), a boy from Site A came to the reading programme knowing how to read. He enjoyed reading and loved getting my attention. Once my eyes were off him, he became distracted often. He would close the book and put it down. At times he would pretend to go to the toilet and would be found playing outside with other learners who were not part of the reading programme. Seeing this, I gave him a responsibility of managing the classroom attendance register, making sure no one was dodging the reading sessions. I motivated him to keep reading. Having this responsibility ensured that he was always in each reading session. He went from being a disruptive boy to one who participated more, read more and was even in charge of the accession register. He began to take books home to read and always volunteered to retell in class. Although he was lazy to document his reading experience, in his journal he made three entries which were 2- 3 sentences long written in English. However, being able to volunteer and share his reading with others was evidence enough that he had read. He read both in English and in isiXhosa and his favorite book was an English book titled *George the monkey*.

Site B

Rose, (9 yrs) from Site B, was a rather reserved girl when the reading programme began. She read well but it took time for me to notice how a good reader she was. At the beginning of the programme when asked to share her reading, she would just give a general plot of the story. As the sessions progressed, the reading journal helped her process her thinking. As evidenced in her reading journal (Appendix 5) she began analysing the characters and authors more and questioning them more. So, this aspect of the ERP made her go deeper into the books she read. When she spoke about her books it was a lot more poignant. There was substance to what she said and her journal entries were more than plot lines. She read and wrote in her L1.

Peter (10yrs) boy, is another learner from site B who came to the reading programme and had never read anything interesting before. He was a struggling reader who needed minimum scaffolding and motivation. He benefited from the ER principle which states that learners should be afforded choice of their reading. He could read whatever he wanted and if he did not like it he would drop the reading. He started to read more of the 20 paged books. On his own he read four isiXhosa books and his favourite being *Inyathi Engqubayo* and *Nabulele* which he re-read a number of times. He made these his own and would even ask me to put them on reserve for him. He began to read more and even took books home. However, he was also reluctant to document his reading in his journal. As evidenced in the video recordings, he volunteered in every session to talk about his reading which was evidence enough that he had read and enjoyed reading.

6. 9 SUMMARY

In summary, this chapter presented data collected during the Implementation Phase of the ERP. Each reading intervention session served as a platform where important information was shared (double stimulation) through CLW and problems and challenges arising from each session as contradictions/ tensions were highlighted and developed. The researcher and participants worked in collaboration to transform the activity and in most cases practical solutions were offered mainly regarding the tools and the object of the activity system. For example, together with the participants the researcher made Extensive Reading effective by affording every learner an opportunity to take a book through the development of a rotational strategy. Having extended opportunities to read, learners developed their reading, they enjoyed reading for pleasure and they took agency with circulating books among themselves.

Furthermore, issues related to division of roles and the rules were developed. By adhering to rules, learners' discipline improved, participation during reading improved and many learners gained their confidence knowing they were in safe learning environment. It is at these stages of a reading programme of this nature where sustainability is possible. The following chapter is the third phase of this research process and it evaluates the programme in totality, thus it is called the Post-Intervention Phase.

CHAPTER 7: PHASE 3 POST-INTERVENTION PHASE (CONSOLIDATION, EVALUATION AND REFLECTION)

7.1 INTRODUCTION

According to the expansive learning cycle, Phase 3 is concerned with evaluating the effect of the ERP which was implemented in Phase 2. This phase of the research responds to research question 3: *How do the design features and the process of an ERP expand learners' reading attitude?* This was done during the first week of December 2015 in both research sites. In evaluating the ERP, data was collected through the use of a Post-Intervention questionnaire, informal interviews with the principals, teachers and the research assistant, observations, reading logs and reading journals. During this phase, learners reported in their L1, and I translated the excerpts quoted in this chapter. In addition, I relied on my journal, reflecting on the whole research process. I also address issues of sustainability, a key concept from CHAT. Finally, issues regarding limitations of the study will be considered.

7.2 AN OUTCOMES-BASED EVALUATION OF THE ERP

According to Johnston (1992), the purpose of evaluation is to assess the quality, effectiveness, or general value the programme has on the group of individuals attending the programme. Hill (1992) states, "This is where you ask how well the programme is achieving its aims" (p. 118). An outcomes-based evaluation framework was used to guide the evaluation process of the ERP. The purpose of an outcome evaluation is to learn about short-term changes in participants' knowledge, attitudes, beliefs, or actual behaviour. For example, an outcome evaluation for this study will assess whether learners who attended the ERP have changed their attitudes towards reading by focusing at statements such as "*I now like to read or now I can read more*" or if they have increased their knowledge "*Now I can read better or I learnt new words*" or have altered their actual behaviours "*I now regularly attend the reading programme or I now attend school regularly*".

Sabatelli & Anderson (1991) state that a sound outcome evaluation should link theory and the goals of the research. Meaning that there is a possibility that an evaluation of this ERP can have implications for children in other schools and contexts. In the current ERP, the rationale for assessing the targeted outcomes is based on the following hypothesis: as a result of a well-

implemented ERP, learners are likely to enjoy reading for pleasure and they will demonstrate positive attitudes towards reading.

The evaluation of the ERP was firstly informal, based on subjective, ongoing assessment of the reading programme through close participation, observation, and talking to the learners about their reading. However, there was also a need to formally assess the programme to get a complete picture of the programme and to see whether the programme had achieved its goals. As mentioned in Chapters 4 and 6 during the course of the intervention learners were required to document their reading in different ways, through reading logs and reading journals. In addition, at the end of the reading programme all the participating learners completed a Post-Intervention questionnaire (Appendix 3B) in the same manner as the Pre-Intervention questionnaire was conducted. In both research sites learners were offered a choice of isiXhosa or English questionnaires and all learners preferred the isiXhosa questionnaire. The researcher read out loud each question and learners recorded their responses. The number of learners who participated in responding to the questionnaire is shown in Table 23. However, as compared to the Pre-Intervention questionnaire participation, in this questionnaire the number of participants decreased because the questionnaire was administered during the last week of the end of term. Around this time attendance at school declines in many township schools as it is not compulsory to attend school after writing end of year exams. Learners only come to school to collect their progress report on the school closing day. In both research sites, the selected learners completed the questionnaire.

Table 23: Learner participation in the Post-Intervention Questionnaire.

Site	Total learner participation
Site A	24 (10 girls and 14 boys)
Site B	19 (8 girls and 11boys)

I used these data to evaluate the reading programme and also to assess each learner's achievement over the course of the intervention. These tools also enabled learners not only to record their ideas and responses but also to see their own progress for themselves. Initially, I had planned to conduct interviews with the grade teachers so as to get feedback about changes or differences noticed in learners' reading attitudes, actual reading, confidence and participation in class. However, due to limited time, this did not happen. I relied instead on the informal conversations I had with both research site teachers at the end of Term 4 in 2015. According to Matthews (2013), if a programme of this nature is well implemented, participants

might show improvement in reading, knowledge, confidence, behaviour, or attitude based on a qualitative or quantitative assessment. Therefore, evaluation of this ERP was also concerned with the following types of outcomes:

- **Knowledge** (e.g. Vocabulary knowledge)
- **Attitudes** (Did they change the way they think or feel about reading?)
- **Behaviours** (Did they change or transform their activity (e.g. taking agency with their reading))

7.2.1 OUTCOME 1: KNOWLEDGE

As discussed in Chapter 2, many studies have reported positive gains through the implementation of an ERP. Participants in ERP have demonstrated gains in reading comprehension, vocabulary knowledge, fluency and reading speed (Elley & Mangubhai, 1983; Mason & Krashen, 1997). Therefore, I needed to evaluate whether and how the ERP had expanded learning and reading attitudes. Hence, Questions 3 and 4 in the questionnaires were designed to gauge learners' personal views of the benefits of ERP on their reading, which would reveal attitudes and dispositions towards the programme and reading in particular (see Appendix 3B Questionnaire).

Responding to Question 3, all learners from both research sites reported unanimously that the programme had helped them. However, they had difficulty in determining and elaborating how the programme had helped them when they were asked the open-ended question 4. From Site A, eight learners indicated that participating in the ERP was of help but could not say how. Three learners indicated that the ERP improved their reading without specifying a language as shown in the following quotations “*Indincede kuba bendingakwazi ukufunda*” (*It helped me because I didn't know how to read*) and the other “*Kubehincedo egumbhini lokufunda kuba bendingakwazi ukufundela uMiss*” (*It helped me in the main classroom because initially I did not know how read in front of my teacher*) and “*Indincede ekufundeni*” (*It helped me with reading*). In addition, four learners indicated that the ERP helped them improve in other subject areas. Four learners indicated that their isiXhosa improved since attending the ERP, for example “*Indincede ngokufunda incwadi zesiXhosa*” (*It helped me with reading isiXhosa books*) while two learners mentioned that they had improved reading in English “*Indincede ndifunde incwadi ze English*” (*It helped me with reading English books*) and one learner

indicated that now she could read Maths sums better, which is in English. Since this was a bilingual reading programme, it was interesting to note that two learners from this site indicated that the ERP helped them to read in both English and isiXhosa: “*Indincede ukuba mandifunde iEnglish nesiXhosa*” (*It helped me with reading English and isiXhosa*). Only one learner indicated that participating in ERP helped him improve his marks but did not elaborate further; he stated “*Iyandinceda kubandifuna ukupasa esikolweni*” (*It helped me, because I wanted to pass at school*).

Learners from Site B also indicated their different gains through participating in the ERP. Nine learners indicated that the ERP helped them with reading and writing in isiXhosa, for example “*Iyandinceda kwisiXhosa ekubhaleni*” (*It helped me with writing in isiXhosa*) and “*Iyeyandinceda kakhulu isiXhosa ebendingakwazi ukusifunda*” (*It helped me with isiXhosa that I did not know how to read*), while 6 indicated that the ERP helped them with reading and writing in English: “*Indincede Kwi English ndiyazama ukuyifunda*” (*It helped me with English, now I can try reading in English*) and “*Mna indincede kwi English indincede ekubhaleni*” (*It helped me with writing in English*). Two learners indicated that the ERP helped them in Life Skills but could not elaborate how.

In analysing learners’ responses to these questions, none described feelings or experiences in the ERP negatively. Overall, learners’ responses to the above questions were framed in utilitarian terms: the development of skills related to reading and writing, some evoked factual themes (*Because of the ERP, I have improved my reading and writing*), while others evoked emotionally laden themes (example: the ERP has *helped me a lot, I love it*). Using CHAT in analysing these responses, one would say that the *subjects* were able to achieve the set *outcomes* and *objectives* of the activity system presented in Chapter 3, Section 3.23.

I noted a rise in the level of enjoyment, motivation to read, and interest in books in both research sites. The teachers from both research sites also confirmed to have noted these in their classrooms during the last term, which is even more positive. The teachers spoke about the enjoyment, excitement, passion and engagement they had observed in their learners as a result of the ERP. In Site A the emphasised on the excitement and passion towards reading that she noted in her learners:

Teacher: Oh Anna, you know... now that its exam time my learners have more time for reading story books since I will be busy with marking. They get very excited when I tell them to pick a book and read quietly. Those that know how to read voluntarily share their reading and those that cannot read are also eager to stand up and do storytelling. Now I can leave them without supervision and I know their noise level will be minimal (Researcher's journal, 24 November, 2015).

A teacher from Site B noted that one of her learners had made improvements in reading comprehension, confidence and general participation in class.

Teacher: Oh my Sammy... she initially appeared as a shy child, reserved but now she can talk... That I have seen, she is beginning to open up, you did a great a job. But unfortunately this is my last year teaching her, rather my last week, so I won't be able to see her grow. (This is one of the selected learners who reported an improvement in confidence when she responded to the questionnaire) (Researcher's journal, 27 November, 2015).

7.2.2 OUTCOME 2: ATTITUDES

There are several indicators that learners' attitudes towards the ERP and reading were influenced by participation and these will be presented in subcategories.

7.2.2.1. READING PROGRAMME ENGAGEMENT

Being actively engaged in a programme can be an indication of positive attitudes towards the programme. Through observation, videos and their attendance to the ERP sessions (see sub-section 4 below), I noted that learners from both research sites were actively engaged in reading and other extensive reading related activities, an indication that learners had positive attitudes towards the reading programme. Therefore, a question was included in the questionnaire as a way of validating my observations. In Question 2, learners were asked the reasons that motivated them to continue attending the ERP. With this question I was soliciting information about specific design features of the ERP that were of interest to the learners. The three most frequent responses were academic gains, the need to be better readers, and social aspects.

From the learners who responded to this question, in Site A, two mentioned that they were attending the reading programme because they wanted to (*"Kuba ndiyathanda"- Because I want to*), while one learner was honest to mention that he was attending the reading programme because his mother wanted him to be part of the group. Eight learners mentioned the social aspects of the reading programme, as a result they attended regularly because they enjoyed

being there (*“Kumandi apha”- It’s nice to be here*). The need to be better readers was mentioned by five learners from this site (*“Ndifuna ukufunda isiXhosa”- I want to learn to read in isiXhosa; “Ndifuna ukufunda”- I want to read*). Finally, four learners indicated that they attended the reading programme because of the academic benefits that they associated with ERP and also their intrinsic love of reading: (*“Kumnandi kuyafundwa apha” - It’s nice here, we are learning a lot”; “Kuba ndiyathanda ukufunda”- Because I love to read*).

In Site B, two learners attributed their regular attendance of the reading programme to the activities in each session: *“Kuba sifundelwa amabali amnandi”- Because you read for us interesting stories; “Ngoba niyasanceda ekufundeni”- Because you help us with reading*). One learner also mentioned the need to know how to read and write (*“Kuba ndifuna ukwazi ukufunda nokubhala”- Because I want to know how to read and write*), while four learners mentioned that they attended the ERP because of the academic gains associated with attending such a programme (*“Kuba ndiyayithanda iyafundisa”- I like this programme because it is very informative and “Kuba iyandancedisa kakhulu ekufundeni”- I like this programme because it has helped me a lot with reading*). Finally, five learners mentioned socially-motivated reasons to attend the ERP, for example: (*“Iyandi vuyisa”- The ERP makes me happy and “imnandi”- I enjoy the ERP*).

In addition, their response to Question 10 of the questionnaire (Appendix 3 B) shows that learners enjoyed being part of the ERP. Learners were asked: *If you could, would you attend the reading programme next year?* All the learners from both research sites who participated in the Post-Intervention questionnaire as shown in Table 23 (Site A: 24 and Site B: 19) indicated that given another opportunity to participate in the ERP they would. Although learners from both research sites felt the need to attend the reading programme for different reasons, overall they all saw the value of the reading programme. I can attest to claims made by researchers like Krashen (2004) and Elley & Mangubhai (1983) that an ERP has a significant effect not only on reading ability but also on motivation to read.

According to Gambrell (2004) incentives such as books, bookmarks and reading-related praise to reward reading behaviour increases intrinsic motivation more than using incentives that are not related to reading (such as sweets and stickers). Throughout the ERP, incentives in the form of books, educational games, puzzles and stationery were given to encourage continued learner

participation. Giving of these presents was not done on a regular basis. For example, I would give something to a learner who had gained the confidence to share their story with the class. At times, a learner that had written well in their journal or a learner that had been helpful was rewarded. I avoided set criteria for giving out gifts as a way of discouraging learners from behaving in a manner to target these gifts as I believe that this could have influenced the learners' decision to participate. Based on observation, I believe that intrinsic change did not occur with all the learners. For some, it may have been a change merely in order to receive rewards. For example, looking at the video data of the Implementation Phase, there were learners in both research sites that would randomly ask "*I have read a book today, what will you give me?*" (Site A learner, 6 October 2015) or "*Today I also shared my story, I deserve a present*" (Site A learner, 6 October 2015) and some would say "*Today I was well behaved, can I also have crayons?*" (Site B learner, 22 October 2015).

7.2.2.2. LEARNERS' INTEREST

Having a personal interest in books enhances learners' attitude towards reading (Worthy, 2002). Therefore, learners should be provided with books that match their interests for them to willingly engage in any reading activity and improve their attitude towards reading. McKenna (1994) postulates that certain instructional approaches such as an extensive reading approach (Chapter 2, Sections 2.2 – 2.4) might encourage successful experiences, which would, in turn, lead to more positive beliefs about the outcomes of reading and contribute to attitude shifts indirectly. By creating a social reading environment, where reading was presented as a fun activity accompanied by a variety of ER activities, a difference in learners' reading attitudes was observed. Many of the Grade 3 learners liked the academic activities associated with reading that were included in the ERP as shown in their responses to the open-ended Question 5 which asked: "What have you enjoyed at the reading programme sessions?" Their responses clustered along the following axes as shown in the table that follows, and they were mainly academic reasons.

Table 24: Learners' response to Question 5

Academic reasons	No of learners Site A	No of learners Site B
I enjoyed reading	4	2
I enjoyed reading independently	4	6
I have learnt how to read		2
I enjoyed reading and writing	10	-

In Site A, four learners who indicated that they enjoyed independent reading wrote statements like *“Kumnandi ukufunda”- I enjoyed reading; “Kumnandi ukufunda, Kalok kundenza ndonwabe”- I enjoyed reading because it made me feel happy*. Four learners mentioned that they enjoyed independent reading, for example Lizzy said *“Ndithande ukufunda ndodwa kuba ndifunda incwadi ethandwa ndim”- I enjoyed reading alone because I get to read a book of my choice*. Matthew said, *“Kukubhala, nokufunda, nokuzoba”* Luke said, *“Kuba into endenze umdla kuba sifunda incwadi”- What I like most is that we read books*. A girl not part of the selected learners said she liked the ERP *“Kuba kufundwa kakhulu”- Because you learn more*. Furthermore, some learners indicated that they enjoyed reading aloud which was done by the researcher and research assistant. In response to what she enjoyed about the ERP, one girl learner said, *“Uthetha kamnandi Miss Anna ingqubo le indifundise isiXhosa”- You speak so well Miss Anna, through this reading programme I have learnt isiXhosa*. Sarah (the struggling reader) agreed when she said, *“I like it when Gladys reads aloud to me”*. Other learners’ responses revolved around learning. For instance, Mary said, *“OOTisha bethu banothando, sifunda kamnandi”- The teachers are all nice, we read in an exciting way*. One boy said, *“Uyafunda kakhulu”- You read more*. Other learners enjoyed the social aspects that the ERP had to offer. For example, another boy said, *“Kuba kumnandi kulenkqubo yabo, ndiyabona abahlobo bam kwaye sifunde sonke amabali – In the ERP I can still see my friends and I like reading to my friends.”* Lizzy said, *“Ziyafumaneka incwadi zesiXhosa kungqubo yabo, ndizifunda lasekhaya, Kumnandi apha”- I can find isiXhosa books here and I can take them home for reading, it’s nice here*.

As shown in Table 24, in Site B two selected learners mentioned that throughout the ERP they enjoyed reading. For example, Sammy wrote *“Bekumandi ukufunda amabali emu”* (It was nice reading your books) and Susan said *“Ndithande ukufunda iincwadi”* (I enjoyed reading books). Six learners mentioned that they enjoyed reading independently. Of the six, two were selected learners, Rose and Helen who mentioned that *“Ndikonwabele ukufunda ndodwa amabali”* (I enjoyed reading books alone). One boy said *“Ndithande ukuzifundela”* (I enjoyed reading on my own) and the other said *“Bendizikhethele iincwadi ezithandwa ndim, ndizifundele”* (I liked choosing books of my own choice and read alone). The other remaining two girls mentioned that they liked reading independently because they read at their own speed *“Ndithande ukufunda ndodwa kuba ndifunda ngendlela ethandwa ndim”*. Two learners from this site mentioned that through the ERP they learnt how to read. For example, Peter wrote *“Ngale*

ngqubo yenu sendikwazi ukufunda iincwadi” (Because of this reading programme, I can read books) and another girl said “Ngok ndiyazama ukuzifundela” (Now I can try to read on my own).

In addition, most learners had only positive comments about the programme as evidenced in their responses to Question 6. 22 learners from Site A mentioned that they liked everything offered by the programme, and 18 learners from Site B shared the same sentiment. However, three learners had constructive comments about the programme stating their wish for longer ERP sessions. One learner from Site B mentioned that the duration of each reading session was short (*Imnandi ingqubo yenu kodwa iphelamsinya lengqubo- I like your reading programme, but it finishes early*). The second learner, a girl who is a proficient reader, mentioned that she personally liked everything about the programme however from her observation, she thinks some learners did not learn how to read- “ *I liked the reading programme but I think they are some learners who did not learn how to read*” –(*Ndiyithandle ingqubo yenu kodwa kukho abanye abangafundanga ukufunda*) - and the third learner also mentioned that “*I liked the reading but some learners were noisy during silent reading*” (*Ndiyithandle ingqubo yenu kodwa abanye bebengxola xa sizifundela*)”

As Krashen (2004) confirms, most ERPs boasted that their participants enjoyed taking part in the reading programme, which this ERP confirms. Most of the Grade 3 learners who participated in the programme were enthusiastic about reading and could not wait to come to the next session, to see their friends, to learn in a fun way and to spend some time reading and growing together. This enthusiasm cannot be overlooked in an educational setting. According to Krashen (2004), children should realise that reading is a pleasure, not just something they are asked to do at school by their teachers.

The implemented ERP created a fun and engaging reading atmosphere where challenges and difficulties became rewarding adventures that led to feelings of success. For example, at the beginning of the programme, both proficient and struggling readers had challenges with talking about their reading, hence the focus of the CLW in Week 5 (Chapter 6, Section 6.4). By the end of the implementation phase, all but four learners from Site A and three from Site B were still not confident to speak in front of the class. This was not surprising as these have been identified by their teachers as learners with barriers. Their problems were beyond the scope of my research. Although they faced challenges with reading, they showed interest in the ERP by

attending regularly. If this level of interest in being at school and participating in reading activities could be maintained throughout the schooling years, learners would also become more successful in other subject areas and become eager and interested in learning (Clark & Phythian-Sence, 2008).

7.2.2.3 TOTAL NUMBER OF BOOKS READ BY THE PARTICIPANTS

Research has shown that the number of books read by each learner during the reading programme is important in determining if the reading programme was a success (Day and Bamford, 2002). To track the number of books each learner had read, I relied on the reading journals and the reading logs that I gave to the selected learners (Site A 6 and Site B 5) and to the rest of the willing participants. Looking at the learners' reading logs, over a duration of 20 weeks of the implementation phase (see Chapter 4, Section 4.6 for detailed documentation of the research process), in both research sites, the highest scoring participants were two girls who were amongst the selected learners. The girls, Lizzy and Susan, both proficient readers, read more than 20 books each as according to their reading logs. The books were mostly in their L1. The genres of the books that they enjoyed were folktales and fictional stories (Appendix 4).

In Site A, three boys from the selected learners read between ten and 20 books as shown in their reading logs. However, Matthew, a proficient reader, mentioned he had read more than 20 books as well but at times he forgot to enter them in the reading log. He liked to read English books and had expressed his love for English on a number of occasions. Sarah, a struggling reader read two simple books. The book that she enjoyed was in English *Where is my father?* In Site B, the three selected learners read between ten and 20 books. From the three learners Helen entered three English books which she read while others read in isiXhosa. They mentioned that they also read more than 20 books, but they did not enter them in their book journals. Peter, the struggling reader, read four isiXhosa books which were all folktales. Of the two sites reporting data, the average number of books read per participant ranged from a low of two to a high of 20 books per participating learner.

Having a look at the reading log, reading journals, accession register and observation, the increased usage of books was shown among all the learners at different learning curves (struggling reader, low readers, good reader). Struggling readers gained confidence and seemed less afraid or embarrassed to read the lower level books that were available, for example the

book titled *Where is my book?* Some learners attempted to read the higher level books and English books. Based on the increased usage of the books availed, I expected that all my participants would have had a positive change of attitude towards reading for pleasure. Indeed, the majority of the learners experienced a positive change of attitude and they began to read more during each reading session as shown in the reading logs (Appendix 4) and began to take books home for reading as shown in the accession register samples (Appendix 11). Those that took books home were able to report back on their reading and even those that could not read, took books home to read with their siblings or adults because of the increase of reading time at school or home.

7.2.3 OUTCOME 3: BEHAVIOURS

Outcome 3 is based on notable behavioural changes due to the reading programme. In this section, I report on changes in the learners' reading behaviour from the first time I met with them until the end of the programme. Data was mainly collected through observation and ERP session videos where key moments were captured. I was interested in observing what learners read, who was reading and not, how they were reading, finger usage, lip movement and how often they read. During observation, I paid close attention to literacy events which according to Barton & Hamilton (2000) are "observable episodes which arise from practices and are shaped by them" (p. 8). My experience in the ERP isolated the following factors associated with literacy events which I tease out in the following subsections:

- Reading for pleasure/ Voluntary reading
- Learners' response to the availed books
- The language of preference (L1/L2).
- Improved attendance

7.2.3.1. READING FOR PLEASURE AS THE OUTCOME OF THE ACTIVITY SYSTEM

Since the major purpose of the study was to promote reading for pleasure, I explored voluntary reading by the learners both at school and at home. As mentioned in Chapter 5 (Pre-Intervention Phase), at both research sites, learners had limited or no access to books they could read for enjoyment both at school and at home. Prior to the implementation of the ERP reading for pleasure was rare phenomenon in Site B, while learners in Site A mentioned that they

sometimes read for pleasure. During the Implementation Phase, as documented in Chapter 6, I began to trust these young learners with my books. Learners took the responsibility of making sure that all the books taken out were returned. A change in the positive direction was observed as learners enjoyed taking books out and took care of the books. Over the duration of 20 weeks (Implementation Phase), no book was lost, stolen or torn, contrary to the teachers' fears mentioned in Chapter 5.

Watching the video recordings of the ERP sessions at both sites, I noted that by Week 8 of the ERP voluntary reading became a regular occurrence in both research sites. Learners wanted more books, they wanted to take books to read at home, when their teachers were absent from school or when dismissed early, they would wait for us to arrive so that they had an opportunity to read. The increased incidence that I observed of borrowing books provided opportunities for learners and adults to read together, as reported by the learners through our informal conversations, a significant factor in the promotion of reading.

In addition, informal conversations, focus group interviews and CLWs that I had with learners throughout the ERP provided a way to meaningfully involve them in the research process. I was able to “get inside the heads” of the Grade 3 learners to determine their perceptions of how the ERP had impacted their attitudes toward reading (Johnson & Christensen, 2010). I had a more in-depth understanding of the learners' perceptions of their reading attitudes than would have been obtained from the Elementary Reading Attitude Survey (McKenna & Kear, 1990). Chapter 6 provided excerpts of these conversations.

Looking at the video data of the 20 recorded ERP sessions at each site, I would say that as the learners familiarised themselves with the principles of the ERP, half-way through the Implementation Phase (Week 10), their attitudes appeared to be enthusiastic or engaged. In both research sites there were few learners that were indifferent to or withdrawn from the activities that were happening compared to during the Pre-Intervention, as reported in Chapter 5. In Site A they were three boys while in Site B they were four boys and one girl who was also frustrated because she could not read.

With regard to gender, differences were observed in reading for pleasure. I found that boys from Site A were reading nearly as much as the girls, a similar finding to a study reported by

Topping, (2010) where both girls and boys were reading equally although boys tend to read easier books. In this study I also found that their reading habits differed as follows:

- Boys tended to read books of a more difficult level than girls
- Boys preferred English books while girls liked isiXhosa books
- Girls consistently read easier books with songs, than boys
- Boys had more leisure options than girls. Since this was an afternoon activity, they would prefer to play soccer or marbles rather than attend the reading session.

A number of studies have shown that boys enjoy reading less than girls. For example, in their study Clark & Douglas (2011) found that 58% of girls enjoy reading either very much or quite a lot in comparison to 42% of boys. Similarly, in this study, I found that girls from Site B enjoyed reading and read more than the boys. Hence my selected learners from this site consisted of four girls and one reluctant or struggling boy. With the rest of the participants, most of the boys were less confident and I noted that they were aware that girls read better than them and they chose to avoid reading by not attending the ERP since it was voluntary. They need to be encouraged to read more for enjoyment for them to value reading.

From these findings I argue that reading is for everyone, regardless of gender. Overall, during each reading session, most of the learners demonstrated behaviours such as sitting on the edge of their chair during reading sessions, begging the researcher to read aloud or share their stories, making eye contact with the researchers and smiling and many raising their hands to volunteer an answer to a question or during the book discussions. Hence, reading in the early years is about building positive experiences with books, not finishing every one you start (Day & Bamford, 2002).

7.2.3.2 AVAILABILITY OF BOOKS AS TOOLS IN THE ERP

The purpose of the study was to avail and promote the use of books. As reported in Chapter 5, to begin the reading programme, I gathered my participants' reading text preference and availed them during the Implementation Phase. In evaluating the ERP, I saw the need to look at how learners responded to the books (tools) offered to read. In evaluating these tools, I relied on videos, observations, learners' reading logs and reading journals. The questionnaire administered at the end of the reading programme also helped me in evaluating these tools.

Through these data gathering tools, I got information on the popular books, the least popular books and the preferred language and the reasons.

I came to the conclusion that Grade 3 learners like to read a variety of genres and preferably in their L1 as shown in their response to Questions 7 and 8 and also as seen in their reading logs. Question 7 asked learners which books offered in the reading programme they enjoyed reading and the reason for their preferences. From Site A, 22 learners provided a response and from Site B, 18 learners provided a response. Analysing learners' responses to Question 7, I noted that in both sites learners' reading preferences varied and they had read a wide range of different titles and genres. Some of the responses offered specific authors and titles that the learners enjoyed reading. Folktales was a favourite genre among the learners.

In both sites learners repeatedly mentioned that they liked the books *Nabulele* and *Refilwe*. From Site A, three learners indicated they liked *Nabulele* and three learners indicated they liked *Refilwe*. In Site B, the most popular book was *Nabulele*, which was mentioned by eight learners. Learners liked *Refilwe* because it had TV characters with which they were familiar (*Rapunzel*). Interestingly, one learner from Site A, who liked reading English books said: "*I love reading the book I love my father and the Red Hen, I can read these books and I can also talk about them without even looking at them*". Based on my video data observations, I would also add two books donated by Biblionef (*Ukuhlanjwa Kwempahla* and *Max*) to the list of the common books. Hence Chambers (2011) states that everyone enjoys the freedom of choice and "when we have freedom our state of mind, that is our attitude, tends to be optimistic and positive. We cheerfully become willing readers when following our own instincts and tastes" (p. 31).

7.2.3.3 IMPROVED ATTENDANCE

Looking at the attendance register Tables 26 and 27, participation in Site A was consistent since the inception of the programme. One can conclude that a child's attitude towards participating in the programme may contribute towards the positive gains of the reading programme. This is however, difficult to claim with this site as the reading programme was held during normal school hours (12:30 – 1: 30 pm); participants may have attended the programme at the behest of parents or teachers, rather than of their own volition.

In the case of Site B, the reading sessions were held after school (1:30 – 2:30 pm) and I think this affected learner attendance of the ERP as discussed in Chapter 6, Section 6.6.2. This resulted in a number of participants initially not attending the ERP, thus the programme had a negative impact on their attitudes towards reading. Although it is impossible to say why this was the case, the learners’ attitude towards participating in the programme may have been a factor. However, at a later stage of the reading programme (Week 4), snacks were provided for the five learners that were present on that day and thereafter numbers grew as shown in the tables below. In Site B, four sessions were cancelled due to dismissing learners early (Week 3), bad weather and teachers attending workshops (See Tables 25 and 26).

Table 25: Summary of total attendance during Term 3

Week	1	2	3	4	5	6	7	8	9
Site A/	29	28	26	25	27	24	27	28	24
site B/	19	13	Cancelled	5	11	18	15	Cancelled	Cancelled

Table 26: Summary of total attendance during term 4

Week	10	11	12	13	14	15	16	17	18	19	20
Site A	26	21	21	25	10	14	27	12	23	24	10
Site B	13	Cancelled	6	12	15	18	22	22	17	19	27

It is also important to note that in Site A, there were three Grade 3 learners and three Grade R learners from Site B who begged to be part of the reading group (13 August 2015), yet their parents had not consented to their participation in the research, although they may well have been willing (or even keen) for them to read and participate in the ERP. For ethical reasons I allowed them to attend the reading group but did not include any data collected or information collected from them in this study. In addition, in Site A there were three boys who were habitually late during the first six weeks of the Implementation Phase. They would be playing soccer and would arrive for the reading session 15 minutes later. I had individual conversations with the three learners highlighting the importance of being involved in such a reading programme. After Session 7, they arrived on time and they discovered an interesting soccer story book titled *Laduma* which they read as a group. I believe that most of the learners became enthusiastic about reading and participating in the ERP. The number of learners attending the reading intervention session grew, for example from Week 16 till Week 20 as shown in Tables 26 and 27. This significant improvement in number of learners attending the reading programme is a positive indicator that the ERP was perceived in a positive way.

7.2.3.4 POSITIVE RELATIONS WITH THE FAMILY (COMMUNITY)

During the Pre-Intervention Phase, a secondary contradiction surfaced with regard to the relationships learners had with their teachers and parents. As shown in Chapter 5, there were learners from both research sites who indicated that the people they read with both at home or at school instilled fear in them. Learners reported that they were being shouted at, scolded while they were reading or being read to. As a result, they avoided reading as it was accompanied with pain.

Because of this surfaced tension, one of the targeted outcomes of the reading programme was to promote positive connections between learners and other adults (community) as these connections influence their attitude towards reading. Throughout the reading programme, a strong relationship based on trust was built with learners. As evidenced in one Post-Intervention questionnaire, a learner wrote *“Thank you for not beating us, we enjoyed reading”*.

There is evidence that through this programme, parents not previously involved in reading began to read with their children as a result of the ERP. As mentioned in Chapter 6, learners had the opportunity of taking a book home if they wanted on a rotational basis. In Site A Sarah could not read but was always interested in taking books home (See Chapter 6, Section 6.8). The first book she took home was titled *Where is my book?* I was initially worried about her book choice and she told me that her sister was going to read the book for her. In the next reading session, she volunteered to share what she had read about which she did very well, an indication that reading happened at home. In Site B, a boy voluntarily told me that he had read the book *Nabulele* with his mother and he volunteered to report back in class. Another example which shows that reading was happening at home is captured in Lizzy’s reading journal entries (highlighted in bold): below

Date: 3 November 2015

Igama lencwadi: Ndiyamthanda utata wam

Umbhali: Falakhe Ngobese

Ibithethangobani: ngotata

Dear: Falakhe belimrandi
 kakhulu ubalilakho kuba
 liyafundisa kakhulu imbenza
 ndizwivusa kakhulu ndicume
 xandile futhi ndifunde umama
 wam ngotata kanti ndiyamthanda
 lencwadi futhi ndakuba
 ngunesi ngakuba ngugghirha
 ndiyamthanda Falakhe ngobese
 kungenencwadi yakho
 ibithethangayo ndiyafunda
 kakhulu ngiyafunda gho ngemni
 xandicesibalelweni ngakandise
 khaya ndiyamthanda

Date: 3 November 2015

Title: Ndiyamthanda utata wam (I Love my father)

Author: Falakhe Ngobese

Who was the story about: Father

Dear Falakhe. Your story is very nice because it is very informative. It made me happy and smile while I was reading it. **I read it for my mother and father.** I love this book because it teaches about nursing and being a doctor. I love you Falakhe Ngobese. There is another book that you wrote that **I like to read a lot every afternoon when I am at school and at home.** I love it. (Translation)

Date: 11 November 2015

Igama lencwadi: uTsepo

Umbhali: Beate Willich

Ibithethangobani: ngotsepo

Dear: Beate ibimrandi kakhulu
 iyafundisa utsepo ubali
 sa kammaandi nemifanekiso
 ithethe ngezinto ezininzi
 kwadwa utsepo waye
 ngenebantoni yehapha
 yona kadwa umfaktya
 do wamkapha waze wambeleka
 ibimrandi kakhulu mpoq
 diyaka Beate ndibafu
 ndele abantwana basek
 haya gho ebusuku xa
 belala bayandicela ukuba
 ndibafunde enkosi.

Lizzy: Journal entry 2 (11 November 2015)

Date 11 November 2015

Title: Tsepo

Author: Beate Willich

Who was it about? Tsepo

Dear Beate (addressing the letter to the author), your book was very interesting, it was informative. In the book uTsepo you narrate so well and your illustrations talk about a lot of things. Tsepo did not have so many things but his brother gave him. **Your book was very interesting Beate, I even read it for my siblings at home every day. Every evening before they went to bed they asked me to read for them.** Thank you. (Translation)

I believe that the learners' interest in reading was heightened as a result of the ERP experience. The outcome of the activity system was met as learners began to enjoy reading, whether alone or with parents and siblings.

The number of learners from both research sites asking for and taking books home increased as shown in the learners' reading log (Appendix 4), reading journal (Appendix 5) and accession register (Appendix 11). Learners who prior to implementation had never read and completed a book, reported to have read at least two books that they enjoyed, for example the two struggling readers from both research sites, as the ERP progressed; they became excited to take books home for their parents to read them (See Chapter 6, Section 6.8). In a study conducted by Wepner & Caccavale (1991), learners with the most parental involvement showed the most significant improvements. I also believe that the time learners spent reading with parents, offered the parents an opportunity to see what their children were interested in reading. Many learners reflected that they enjoyed reading with and to their parents. I believe that this enhanced their self-esteem and gave them an opportunity to enjoy and bond with their parents. However, it was beyond the bounds of this study to track learners' reading at home, a limitation of the study, but I relied on what the learners documented in their journals and our informal conversations.

In addition, as learners continued to attend the ERP they were exposed to an expanded network of significant relationships which included us as the research team providing regular contact, reading support, reading experiences and guidance. As shown on the extracted learner statements in Section 7.3, the reading programme had a positive effect on the learners as they showed great appreciation of us as their role models. According to Cook & Urzua (1993), younger learners benefit from a positive reading role model who will listen, understand, and care about teaching them while making learning fun. This provided an opportunity to create friendships, increase writing skills, share aloud, and grow in their love for reading.

7.2.3.5 REFLECTION OF LEARNERS EXERCISING THEIR AGENCY

At the beginning of the ERP, learners were made aware of the importance of participating in an ERP and of the rules of the ER and the principles of extensive reading. As a result, learners were aware of what was helpful and not in their own learning (e.g. choosing books for

independent reading). As the programme progressed they began to take charge of their learning and they *began to discriminate on their own* as detailed in Chapter 6. For example, in relation to the tools offered by the programme, there were a number of books that learners enjoyed and some they did not enjoy reading. Learners' responses to Question 8 were varied; a number of learners made comments about the aesthetic appeal of the books, commenting approvingly on colourful covers and the value of the "*beautiful illustrations*", a novelty for them. From Site A, eight learners indicated that they enjoyed reading the book titled *Nabulele* and one learner honestly responded, "*I don't like that book Nabulele because it is making the life of the people in that village difficult*". Another notable point was from one learner who mentioned that he did not like a particular book because "*Yincwadi yamaphepha, andiyithandi kuba iya kraxuka*" (*That is a print out, not a real book, I don't like it because it gets torn easily*). In the same vein another learner wrote "*Azikho, ndizithandile zonke iincwadi, kodwa ezinye ziyakrazuka*" (*I like all the books, but some get torn easily*). Lizzy said, "*Andiyithandanga iincwadi ethi Marula Tree kuba imizobo yakhona mibi*" (*I did not like the book The Marula Tree, the only thing I did not like is the pictures, they are not nice*). Another learner mentioned that "*Andiyithandanga incwadi ethi Max kuba imifanekiso akukho magama*" (*I don't like the book Max because it is just a picture book, it doesn't have any words*). Two learners from Site B mentioned they did not like the book *Iqhwashe nengcuka* the reasons being it finished quickly, and one learner mentioned that she did not like *UMboleki* because the character in that book keeps on begging for items from people around him.

They began to read more. The agency of the learners especially from Site B to read and begin their own reading circled was unexpected. It became clear that access to reading books and reading opportunities for learners from this site was a major obstacle blocking them from reading more. Once this was removed by implementing this reading programme, it was easy to convince these young learners that reading was a social and enjoyable activity.

Improved confidence. Over the duration of a 20 week long reading intervention, learners from both research sites who regularly attended the reading programme developed from shy, reserved and uncertain readers into readers who could try to read what was of interest to them. They began to talk about their reading and by responding to books they had read, they began to voice their views about books they read and the characters they liked and did not like. They saw each reading session as a place of growth as each learner's view was valued.

Taking ownership of their learning. In both reading sites many of the participants revealed a natural aptitude to become reliable and effective members of the reading programme. Being aware that the books that were provided in each reading session belonged to them, they valued these books. They took charge of the accession register and making sure that no book was lost. Those that were known of not taking good care of books were not given opportunities to take these books home. They became equally capable of taking over our roles as they could organise the classroom, maintain discipline, collect and display books. All these were good indicators of transformation and sustainability.

Increased attendance. As discussed earlier, in both research sites attendance increased. In addition, learners who were not initially part of the group also insisted on joining the group. They also wanted to read the books provided in reading programme. It was decided that we allow them to take photocopied books instead, in case they do not bring them back. The books taken out were carefully monitored by the learners themselves.

The development of my participants' agency as readers was neatly summed up in my researcher's journal as follows:

At beginning of the programme most learners from both research sites were initially shy and found it difficult to share with the rest of the class the books they had read. After they had been exposed to reading for two school terms, they started to enjoy the books they had read and those that were selected for data collection purposes began to write their experiences in the notebooks that I had given them. In the finally school term (Term 4) nearly all the participants became somehow personally involved in the ERP. Meaningful discussions about books were held and learners discussed the books with self-confidence. They became aware and more knowledgeable about the language and genre they preferred. As I continued visiting Site B Post-intervention (2016) the trend continued. *(Researcher's ongoing journal)*

7.3 LEARNERS' EVALUATION OF THE ERP

Educational programmes are often designed, planned, implemented and evaluated in a top-down manner without learners being given a voice. However, in this study I sought to include learners' input through Question 11 which allowed learners to make additional comments about the programme. Their comments in regards to ERP were interesting. In responding to this question as shown in the examples below, in both research sites learners made positive comments about the ERP expressing the gains of participating in the ERP and their

appreciation. Some learners used emotionally-laden words and statements as shown in the extracts below. When the responses to each of the questions were analysed, invariably their responses touched on the activities offered, academic aspects and social aspects of the reading programme (Appendix 13: Evaluation Letters from the learners).

Examples of statements about the activities of reading programme

Site A	Site B
• Ma'am Anna endimthandayo, wena ufundisa kamnandi (<i>Beloved Mam Anna, you teach so well</i>). • Mrs Anna, Ndiyathanda ukufundiswa nguwe (<i>Mrs Anna, I like being taught by you</i>). • Miss Ndiyathanda ukufundelwa iincwadi nguwe (<i>Miss, I like your reading of book for us</i>).	• Siyabulela ngokusifundisa (<i>We thank you for teaching us</i>). • Dear sisi, bekumnandi ukuba nani, ndifunde izinto ezininzi, enkosi ngosiboleka incwadi zenu. Ndibulele nakubhuti besinayo ongekho bephethe icamera icamera Lakulonyakuzayo niyenze njalo kodwa ungalibali ukuza yonke imihla. <i>Dear sister, it was nice to have you. I learnt lots of things. Thank you for lending us your books. May I also thank the brother who was with us carrying the camera. Please continue doing it next year but don't forget to come every day.</i> • Ndiyithandile into ebeniyenza apha niphinde xanibuya ngo 2016 kube ngoluhlobo (<i>I liked what you were doing here, please continue when you come back in 2016</i>).

Examples of statements on the academic aspects of the reading programme

Site A	Site B
• Mrs Gladys kumnandi ukuba nani sifunda nencwadi. Enkosi (<i>Mrs Gladys it's nice to have you when we read books. Thank you</i>). • Mem Gladys ndiyakuthanda nxa ufunda (<i>Mam Gladys I liked you when you read</i>). • Miss Anna, nifunda kamnandi nobabini, Ndiyabulela ngenxaso yenu. Ndifunde izinto ezininzi. Enkosini kakhulu (<i>Miss Anna, you read well. I appreciate your support. I learnt a lot. Thank you very much</i>).	• Enkosi ngokundifundisa ukubhala ndiyakwazi ngoku ukubhala nokufunda amabali ebendiwakhethile ebendivuyisa xandifunda. Enkosi kakhulu. Uhambe kakuhle enkosi kakhulu. (<i>Thank you for teaching me how to write. Now I know how to write and read the stories that I chose and they give me joy when I read them. Thank you very much. Please go well, thank you very much</i>). • Dayari ethandekayo: 1. Ndiyithandile inkqubo yenu 2. Kuba iyafundisa 3. Imnandi ireading (<i>Beloved diary: 1. I liked your programme. 2. Because it's educative. 3. Reading is fun</i>).

Examples of emotionally-laden statements about the researching team (social aspects)

Site A	Site B
• <i>Mem Anna I love you mem</i> • <i>Miss Anna ndiyakuthanda. Ndikuthanda ngentliziyo yami yonke no miss Gladys. Ndinithanda nonke kuba ani bethi anisi ngxoleli (Miss Anna I love you with all my heart with Miss Gladys. I love you both because you don't beat and shout at us).</i> • <i>Mem Ana ndiyacela ungasuki kuthi (Mam Anna I beg you not to leave us).</i> • <i>Mrs Anna ibimnandi ingqubo yenu. Ndiyithande udlula ifemeli yam. Enkosi (Mrs Anna your programme. I liked it more than my family).</i> • <i>Ana endimthandayo, undinxibela kamnandi, imoto yakho inhle kakhulu (Beloved Anna, you dress well, your car is very beautiful).</i>	<i>Dear mem, bendifuna ningahambi nihlaleni nathi kodwa sizakuhamba siye kwa gradre 4 kodwa ndizakunikhumbula enkosi. (Dear Mam, I wanted you not to go, to stay with us but we will proceed to Grade 4 but I will remember you, thank you).</i>

It is interesting to note that we tried to address the contradiction that surfaced during the Pre-Intervention Phase that adults shouted at the learners during reading. We created a social learning context that was appreciated by the learners as shown below.

11. Ikhona into ngale nkqubo yoku funda ebalulekileyo esithe salibala ukubuza yona?
Nceda ufake amanye amaphepha xa ufuna.

*Miss Anna ndiyakuthanda
ndikuthanda ngentliziyo yami yonke
no miss glade ndinithanda nonke
kuba ani bethi anisi ngxoleli.*

Miss Anna, I love you with all my heart and also Miss Gladys. I love both of you because you do not beat us or shout at us (Translation)

The above extracts from the responses to Question 11 validate my observations of the positive impact that the reading programme made on the learners.

7.4 LANGUAGE AS THE MEDIATING TOOL OF THE ERP

As mentioned, the implemented ERP was bilingual. It is important that I analyse the balance of isiXhosa (L1) and English (L2) usage during the ERP and whether it shifted over time. Throughout the ERP, reading aloud was done by the researching team in L1 and L2. Researchers took turns each week to read in L1 or L2. For example, in Week 3, I read at both sites the book *Nabulele* in English and in Week 4 the research assistant read the isiXhosa version. While reading in English, I relied on code-switching and translation so that the learners would appreciate the story. In the sessions that followed, looking at the learners' reading log and video data of the recorded book talks, the learners that read this book read the isiXhosa version and reported in isiXhosa.

Throughout the ERP learners in both sites asked questions in isiXhosa and held book talks in isiXhosa as shown in the video data. For example, in Site A, Luke mentioned that he did not like reading but rather preferred to write his own stories. He wrote his stories in English, but when he shared these stories with his classmates, he used isiXhosa. Matthew mentioned that he liked English more than isiXhosa, and he read English books like *Lulama's Magic Blanket*, *The Golden Windows*, *George the Monkey*. However, when he reported back he also used his L1, demonstrating a good understanding of what he would have read about. In Week 15, I observed three learners (two boys and one girl) who began to read books in English (See Appendix 4 for reading logs and Appendix 5 for reading journal). In addition, in the Post-Intervention questionnaire some learners mentioned how the reading programme and the books offered were helping them with English, while others mentioned that the ERP helped them with reading and writing in isiXhosa (See Section, 7.2.1).

In Site B, most learners' language preference was their L1. Most learners read in isiXhosa and interactions during the ERP were in isiXhosa. As with Site A, the researching team read in L1 and L2, code-switching and providing translations in both languages. Through observation, learners appreciated that there was a reasonable number of books written in their mother tongue. They had specific book titles they enjoyed and those were in isiXhosa. This is understandable because at this stage they are still using their mother tongue as a language of learning.

In Week 9, two girls attempted to read in English the book titled *Lulama's Magic Blanket* (See Appendix 4 for reading logs and Appendix 5 for reading journal). Watching the video recording of this session, they kept on asking the research assistant for clarification of difficult vocabulary. Ten minutes later, they stood up and returned the book and chose isiXhosa books instead. During Week 10, I called the two girls and read for them in English. I translated and code-switched throughout the reading.

From the selected learners, Helen a proficient reader appreciated the bilingual programme as she read and wrote in both languages. Of the 20 books entered in her reading journal, 14 were English books. These books included *The Red Hen*, *Annie helps her friend*, *Lulama's Magic Blanket*, *The Ant family*, *Moving house*, *The Rabbit book* and *The Hare and the Tortoise*. Her choice of books was appropriate for her, as a result every book she read was accurately recorded in her journal, providing relevant book summaries. She was also able to retell the stories in class, an indication that she had read and understood.

On the other hand, Peter the struggling reader, took out two English books on the 15th of October (Week 13). The books titled *The song of the six birds* and *Wash day* are simple folktale stories. When asked to report back on his reading he failed to do so, yet in the previous session he had narrated well the books he taken out in isiXhosa. This was an indication that he did not read those in English, and if he had read them, he did not understand them. In his journal entry he reproduced both these books. In the sessions that followed, he took out isiXhosa books. *Nabulele* a book in isiXhosa became his favourite.

In both research sites learners are aware of the importance of being bilingual and being able to communicate in English. Learners' preference for English and attempts to read in English in these research sites is consistent with what Bloch (2007) found as "the pressure to opt for the ex-colonial language associated with its economic power and prestige, manifested in teachers' preferences and parents' and children's demands" (p. 50).

7.5 A SYNTHESIS OF THE FINDINGS IN RELATION TO READING ATTITUDES

In this section, I sum up the findings collected through a variety of data collecting instruments discussed in the previous section. Since this study was concerned with learners' attitudes, shifts

or stasis as a result of the reading programme, it is important to discuss any notable changes observed. However, the small number of participants in this study makes drawing any strong conclusions difficult. Looking at the register for Site A, the attendance of this group to the reading session was between 15 and 25 while in Site B it was between six and 15. Nevertheless, the results of this study show some interesting trends with regard to the effect of the ERP on the participants.

McKenna's (1994) model of reading attitude supports the notion that "An individual's attitude toward reading will develop over time principally as the result of three factors: normative beliefs, beliefs about the outcomes of reading and specific reading experiences" (p. 939). A number of studies have shown that boys read less than girls (Clark & Rumbold, 2006; Clark & Douglas 2011). When gender was examined, boys and girls from both research sites demonstrated similar attitudes overall towards reading. In Site A, many participants maintained a similar positive attitude towards reading throughout the reading programme. Initially, girls were more reserved than boys yet generally reading is perceived to be a female activity (Topping, 2010). I would ascribe this to the fear that the girls have for the boys which surfaced as a tension during the Pre-Intervention Phase. Girls mentioned that the boys bully them and they laugh at them when they talk in class. Topping (2010) also indicate that learners' perception of themselves as readers may be gender based. Boys from this site viewed themselves as better readers significantly more often than girls perceive themselves to be. Reflecting on the video data collected throughout the Implementation-Phase, many boys are seen volunteering to read aloud and share their stories. The boys dominated while the girls were rather reserved which was also noted by the research assistant.

However, as the session progressed, in Site A, both girls and boys participated in the reading more equally which showed a shift in attitude towards reading, hence in my choice of selected learners, gender was balanced (three girls and three boys). I realised that girls from this site preferred to read and write more than to talk about their reading. Hence, they never had any excuses with completing their reading journals as did boys. Their reading journals became a place where they could share their reading, feelings and ideas. Only one boy enjoyed the writing activity. He was, however, different from the rest of the learners as he mentioned that although he liked reading, he preferred writing his own stories. I encouraged him to do both because for him to be a good writer he has to read other people's work. This he enjoyed and

by the end of the programme he had written six stories (Appendix 12) and regularly did storytelling of his own made up stories.

In Site B, the participants' also showed a shift in attitude towards reading. Unlike in Site A where participation was equal between girls and boys, in this site girls participated more than boys. On average, the boys participating in the reading programme in Site B had a less positive attitude towards reading than the girls. It is evident even in my choice of the selected learners I had five girls and one boy and the book journals collected from this site were mainly from girls. Only one boy, who-I think identifies more with girls, attended the reading programme regularly and enjoyed reading and sharing his stories. Similarly, with boys from Site A, he did not like writing in his reading journal. Findings from this site are consistent with research conducted by Logan & Johnston (2009) who studied over 200 students in order to compare reading abilities and attitudes between boys and girls. They found that girls had more positive attitudes towards reading overall and interestingly, the relationship between reading attitude and ability was found to be weaker in boys than in girls.

In both research sites, girls read more than boys. In Site A, it was a girl who read 20 books while girls from Site B took agency of their reading and began to form reading circles, reading beyond the school context. Similarly, Alter (2014), reported that girls in her study also read more than boys, as 18% of boys reported that they read daily compared to 30% of girls. From both my research sites, I think that better results for boys would have been achieved if more attention was paid to their particular needs and interests and if they were motivated more to read. According to Pottorff, Phelps-Zientarski, & Skovera (1996), it is important for parents, teachers, and society to be aware that children are easily influenced by the world around them. An understanding should be promoted to all that reading is not a gender-based activity and that everyone participates in literacy behaviours. In addition, Atwell (2007) states "Anyone's achievement, male or female is driven by interest. Give boys stories and main characters that excite them and they will read with passion. They can only dread reading when given something boring and inaccessible. When boys and girls choose books and get access to the stories they like on a regular and predictable basis, they all enjoy reading and no one ever thinks in term of testosterone and neuron density" (pp. 96–98).

With regard to age, the participants' ranged between nine and 13 years. It is around this age that a decline in attitude toward reading is expected. McKenna et al. (1995) predict that as children get older, they become more involved in extracurricular activities and social obligations and show less interest in reading during free time, thus attitude towards reading will worsen. Some of the responses offered by learners support this theory. For example, when two learners from Site A were asked in an informal conversation if their attitude about reading had changed during the ERP, their perspectives were "*I love reading, but sometimes I just want to watch T.V. but when I get home my grandmother and uncles will be watching T.V, so I just go to the library and play computer games*" (Sihlo, boy). Lisa (girl) said, "*I like to read but sometimes I just don't want to read. Like I want to go outside and play with my friends*". These statements made by the Grade 3 learners also offer support for research that shows readers' attitudes about reading decline as they get older (Topping, 2010; Clark and Douglas 2011).

Although the change in attitudes varied across the different school sites, these results confirm that although some of the learners' attitudes changed, an overall conclusion can be made stating that the learners' attitudes changed as a result of the ERP. These results support the McKenna model which suggests that a reader's history of success or frustration plays a central role in shaping the reader's attitude (McKenna, 1994). However, looking at the video, I noted that in each session there were learners who cared more about what was happening outside of the reading programme. I would conclude that the programme had a negative impact on their attitude towards reading. Though it is impossible to say why this was the case, the learner's attitude towards participating in the programme may have been a factor. Participants may have attended the ERP at the behest of parents or teachers, rather than of their own volition since as minors their consent forms were signed by their parents or guardians.

The themes that emerged from the data collected during this data analysis indicate that most learners did have positive feelings about reading. In fact, at the end of the ERP, most of the learners stated that they liked to read. Themes obtained from questionnaires support McKenna's model (1994) of reading attitude. McKenna's model specifies that normative beliefs play an important role in the development of attitudes. Specifically, the model predicts, "If a child's cultural environment encourages, models, and reinforces reading, more positive attitudes should result" (p. 941).

7.6 SUSTAINABILITY OF THE READING INTERVENTION PROGRAMME

According to Haapasaari & Kerosou (2015), the emergence of transformative agency in CL interventions has been examined in detail by researchers such as Engestroom (2011); Haapasaari, & Kerosou (2015), its sustainability has not been studied. However, Haapasaari & Kerosou (2015) have tried to understand and address the issue of sustainability of transformative agency during a follow-up phase of CL intervention. In the same vein, as the reading intervention was coming to an end, I had to think of ways that could sustain reading for an enjoyment beyond the programme. This meant getting the parents, teachers, learners and the wider community involved by taking ownership of the reading programme. In this section, I detail ways that I felt would sustain this transformative journey started in both research sites.

7.6.1 REPORTING TO THE SCHOOL PRINCIPALS AND TEACHERS

As indicated in Chapter 3, the community of the activity system consists of teachers, parents/caregivers, learners, the researcher/ research assistant and other literacy organisations in the school. At the end of the ERP I saw it important to communicate with these members of the community as they all play different but important roles in developing learners' reading.

First, I had my reporting sessions with the Principals and the two Grade 3 teachers from both research sites. These sessions were conducted in Site A on the 7th of December 2015 and in Site B on the 8th of December 2015 as part of evaluation. The main purpose of the reporting sessions was to thank the school Principals and the teachers for the opportunity they gave me to conduct my research at their school, with their learners, using their school facilities. The secondary purpose of this meeting was to share with them my preliminary findings, observations and future recommendations. Two reasons accounted for sharing my research findings with the schools, first was an ethical one and the second was to seek out their commitment and support to sustain this transformative journey I had started.

To prepare for the meeting, I made two posters, a different one for each school that detailed my research journey. In these posters, I provided information on the structure of a typical reading session, I documented activities that I found important in instilling the love of reading. I felt including this vital information would be of importance for teachers who would want to start ERPs in their classrooms (Appendix 8: Research Posters).

During the meeting, I noted with appreciation the effort the school staff had made from the beginning of my research journey including helping with the distribution and collection of consent forms and always checking if the learners were ‘treating’ us well. In addition, I also shared my observation and lessons learnt (experiences) with the designing and implementation of an ERP. I reported on the progress that some learners had made and learners that needed close attention. I also discussed the challenges I faced.

I tabled my intentions of sustaining the reading programme beyond the research. Since Site A has a school library, it meant that learners had resources and so there was no need to donate the resources I had outsourced for the reading programme. However, I had to make sure that learners at this particular school had access to the library facility. An arrangement was made that the library would be open for the learners once a week, at a time convenient to all the learners. This could be during break time or during language lessons. I intended involving the Rhodes University Community Engagement (RUCE) team and asking for volunteers to help with running and managing the school library. In addition, I intended involving the larger community in the campaign of getting the school library accessible by sharing my research findings with them. As I slowly withdraw from the project and give the community more agency I will occasionally visit the school, and check with RUCE and other volunteers on the functionality of the library.

The response from Site B learners was amazing. They enjoyed being part of the reading programme and they showed significant improvement in their confidence and reading. As the reading programme was coming to an end, together with the research assistant we feared that these young learners would be left with no books to read for enjoyment as the school does not have a library. We feared that they would lose the opportunity to participate in the development of their reading that resulted from the reading programme and the numerous CLW. Learners also expressed their fears of being left with nothing to read.

However, throughout the research journey, teachers and the school staff from both research sites showed no commitment to the ERP. In both research sites no teachers took their time to sit or participate in any of the ERP sessions. This presented itself as a primary contradiction between learners’ desire to continue participating in the reading programme and the reading programme coming to an end without any adult except the researcher prepared to sustain the

reading programme. To overcome this contradiction, I committed myself to continue meeting with the learners in Site B once a week the whole of 2016. Throughout 2016, I was joined by voluntary students doing their Post Graduate Certificate in Education (PGCE) at Rhodes University and one community member, a young gentleman (the late) who was a former student of this school and I compensated his services (see Section 7.6.5).

During my reporting session, both Principals were excited to hear about my future plans and they welcomed the ideas. In response, the Principals thanked me for doing the research with their school and for highlighting important issues that needed attention to get their learners reading. They emphasised that they would try to look into the tensions that surfaced and also work towards sustaining the learners' agency. The extracts from my meetings with the Principals below illustrates this:

Principal Site A

I am glad you managed to do your reading programme with our learners. And I would like to apologise that I was not able to attend any of your reading sessions because of our busy schedules. But seeing you each week was assurance enough that you were still doing well (chuckles). As the Principal of this school, I always welcome all the initiatives, organisations, individuals that want to help us improve our education. Hence, I did not think twice about giving you access to the school. We are privileged to have an institution like Rhodes in our close proximity and I believe we must take advantage of that and benefit for them. Thank you, Anna, for the good work you did throughout the year. We had learners coming to the staffroom showing us the certificates you gave them, oh what a motivation! We also appreciate your efforts in wanting to keep our library open, we will also help where we can... (December 7, 2015)

Teacher Site A

The reading programme created the opportunity for learners to re-discover themselves. Look at Siya, though she can't read she has gained confidence with trying to read in class. I'm happy you gave her a certificate, it will motivate her to keep trying, oh my poor child... (December 7, 2015)

Principal Site B

(Talking to the teacher) ... Ms X, do you remember how I felt the first time when Anna came to our school? I was afraid of letting them into my school, I had my own reservations. First, there were so many programmes that were lined up for the year, having them (Anna) was going to be a strain on the timetable. And secondly, I was generally afraid that our learners would embarrass us, I felt they were not ready. But in all this, Anna insisted, emphasising on the benefits of the programme. I had to give in (laughs). Thank you, Anna, for sharing your findings with us. We can see our learners made significant gains through participating in the programme. I observed each time they saw you coming they would sing and rush to the car. You have given them a great gift... an experience that no one will take away from them. With the book donation, we promise to make 'things' happen in our school. (Referring to the other teacher) ... Ms Z (Foundation Phase Head), the ball is in your court to make sure that reading happens, we have the books now. (8 December 2015).

7.6.2. COMMUNITY INVOLVEMENT

According to Wepner & Caccavale (1991), involving parents in reading programmes promotes reading success and could also help improve learners' chances of being successful in school. Research supports the idea that parental involvement gives encouragement to learners who may otherwise not be interested in a given activity. During the Implementation Phase of the reading programme learners were encouraged to spend time at home reading with/to their parents or siblings. Learners who could not read were encouraged to take books home and ask their parents and siblings to read for them. However, this part of the implementation could not be closely monitored. I depended on the learners' feedback and their willingness to continue taking books home.

In both research settings, parental involvement is extremely low. As mentioned by the teachers in Site A during the Pre-Intervention Phase, only a few parents voluntarily participate in their children's school activities. If parents were convinced that this reading intervention programme would help to improve their children's reading, there was a possibility that they would willingly participate. Hence, together with my research assistants, we made an effort to involve the community and make them aware of the importance of reading and we also shared our preliminary research findings with some parents. For example, in Site A, Lizzy, a girl aged ten, (older than her classmates as she started school late) loved reading and would read with understanding. She became the star reader for Site A as she read more than 20 books during the entire reading programme (Appendix 4: reading log). However, her problem was she was always absent from school for no apparent reason which eventually affected her school grades and she missed out on important activities in the reading sessions. This became a cause for concern and together with the research assistant we met with her guardian after one of the reading session on the 10th of November 2015 who indicated that he was not aware of this as he left home early and arrived home late. He assumed that the child would be back from school. We showed him the well-written book journal by the learner, her reading log and shared with him how good their child was with reading. We encouraged him to be involved in checking the learner's books and also establishing relationships with the school. We agreed to work together to make sure she did not miss a session.

In Site B, on the 26th of November 2015 we met with a parent of a learner who was struggling with reading. We wanted to know if the parents were aware of this and what efforts they were making to help the child. Below is an excerpt from the conversation we had with the aunt:

R: (Greeting) Ma, are you the mother of this learner?

Ma: Yes, I am

R: Are you aware of the reading challenges that she has?

Ma: No I am not.

R: Do you read with/for her

Ma: Yes, I do read with/for her and haven't noticed any problems

R: She says you read with/for her as well. But Ma your child needs help. At Grade 3 she can't read a, e, i, o, u and she could not even say in what language the book she was holding was in.

Ma: Oh really, Yhuuu, that I didn't know. Thank you for bringing that to my attention. I will help her in ways I can.

From the mother's response, it is evident that she knows what is expected of her but is not necessary involved with her child's school work. Had she been involved as she claims she could have picked up the problems or challenges the child experienced. However, in her response, she showed a willingness to help the child. We highlighted the importance of reading and advised them on where they could get reading material (Biblioneef and making use of Nal'ibali supplements) and also to join the community library. We also mentioned the importance of their involvement in helping children enjoy reading. Involving the parent in their children's reading and raising consciousness on the importance of reading was also a form of sustaining the reading programme beyond the school environment.

7.6.3 CELEBRATING THE SUCCESS OF THE READING INTERVENTION PROGRAMME

At the end of the reading intervention programme, celebrations of the success of the intervention were held in Site A on the 7th of December 2015 and in Site B on the 8th of December 2015. During the celebrations, each learner was appreciated and valued and they received a certificate for their attendance, commitment to reading and storytelling throughout the research (See Appendix 14 for certificate samples). I took this opportunity to also summarise the research journey with the learners and share my preliminary finding with them. In return learners also expressed how much they had learnt, what they enjoyed and said that we would be greatly missed and they wished the reading programme to continue in the next year. As shown in the picture below, in Site A, it was only the learners that were present, and in Site B the class teacher and the Foundation Phase Head attended the event and they also expressed how pleased they were about the programme.



Figure 35: Reading programme celebrations

I also gave my two research assistants an opportunity to evaluate the reading programme using a questionnaire that was designed for them (Appendix 3 C). The research assistant who always participated in reading with and for the learners indicated that she had come to understand that learners also have something to contribute towards their learning and that their interests should be accommodated. She mentioned how learners now adhered to the rules of the reading programme, how the programme had become successful, and improved participation of the learners and progress of all learners.

Finally, although he was always behind the video camera, he had also made a valuable observation of the reading programme. The second research assistant commented that *“This programme has been of help for many learners. What I liked most was that the programme included every learner despite their reading differences and abilities. You see how every learner became part of the reading community, they felt at home although there were one or two naughty ones”*.

7.6.4 WORLD READ ALOUD DAY

Every year on the 24th of February the world celebrates reading aloud and the day is best known as World Read Aloud Day. Nal'ibali made a call for individuals and Organisations to participate in celebrating this day with children in our communities. I felt that participating in these celebrations would be a great way of kick-starting the process of sustainability of the ERP without my weekly input and also as a way of giving back to my research schools. Also, this presented an opportunity for me to create reading awareness to the wider school community (non-research participating teachers and learners). Furthermore, while also affording learners an opportunity to be read to and to enjoy stories, I used the platform to share my research journey and findings with the rest of the school.

In preparation for this day, I initially had meetings with the school Principals from both research sites informing them of my plans. The Principal from Site A was not aware of such a day but welcomed the idea of me celebrating the day with her learners. In Site B, the Principal was aware of this day but however did not have any activities lined up for the day as she mentioned that they did not have any books that learners could read for enjoyment. She also gave me permission to come to their school to read for their learners.

With the support and guidance of my supervisors, I managed to organise a team of six adult readers (PGCE students), a video man and the participants of the ERP to read out loud on this day. I also invited the Eastern Cape Department Language Official to the celebrations. As shown in the figures below, in Site A we only read to 40 Grade 4 learners. However, in Site B, the school was well organised, we read to all the learners in the presence of all the teachers. A total number of 750 learners were read to out loud in Site B.



Figure 36: PGCE Intermediate Phase student reading aloud for learners from Site A



Figure 37: Foundation Phase learners in picture 1 and Intermediate and Senior Phase learners in picture 2 (Site B)

7.6.5 EXPANDING/ CONTINUING THE READING PROGRAMME

For the continuity of the ERP, strategies are already in place to ensure that learners will continue reading for pleasure beyond the research programme. If funds permit, in 2017 I plan to continue with the ERP with Site B where I donated the books. The reading programme will include my research participants and a new cohort of Grade 3 learners. Involving the research participants will be a way of getting learners involved in the planning, design and implementation of the new reading programme now informed by their experiences as well.

In preparation for this, I saw that there is need for new books to improve the book stock and also books that would keep my current study participants excited with reading seeing that some learners had read almost all the interesting books. In the application process of a second book donation from Biblionef, I involved the school Principal so as to show her how simple the application process was and for her to be able to do future applications on her own. Biblionef committed to donating more books and in May 2016 the school received 200 more books (see Appendix 1B).



Figure 38: Learners receiving the additional book donation

With the help of my scholarship funders who financially assisted me throughout the entire research project (W.K. Kellogg Foundation), I have managed to continue attending the reading

sessions once a week in Site B for the whole of 2016. In each reading session I was joined by five PGCE students from Rhodes University as volunteers. Furthermore, the school Principal identified a young man from the community who was a former student at the school who joined our reading team (see pictures below), but unfortunately he passed away on the 25th of December 2016.



Figure 39: Learners reading with the PGCE volunteering students

In addition, I have entered book competitions on behalf of the school (Nal'ibali/ Bargain Books competitions) hoping that winning these competitions will assist in having a variety of books. I also continue asking friends and colleagues for more books. Through this effort of availing books to the school, the study also addresses the issue of social justice in Education.

After the final approval of the research is received, I plan to meet with my supervisor and the responsible Official at the Eastern Cape Education Department, whom I have met before to discuss a wide range of how ERPs can be implemented and sustained in other schools as well. Informed by Mckenna et al. (1995) who state that reading attitudes, if not well cultivated, decline in the FP and compelling evidence that accelerating reading growth in the upper grades may be more challenging than in the earliest grades, even when extensive interventions are implemented, I will suggest that the initial implementation of the programme be with the FP learners. However, full school implementation is the eventual goal. Finally, a copy of the research will be given to the participating school and the Eastern Cape Education Department as a reference tool for teachers. As a researcher, I will also consider other forms of publication.

7.7 SUMMARY

The study sought to investigate Grade 3 learners' reading attitudes and how a specially designed ERP can impact on these. An ERP was designed and implemented as a way of cultivating positive attitudes towards reading. While an ERP can have a significant effect on

learners' reading attitudes and reading abilities, its implementation should aim at encouraging reading for pleasure. In the current study and other studies as well (Elley & Mangubai, 1983; Krashen, 2004; Topping, 2010), it is clear that voluntary participation in a reading programme has more impact than forced reading, whether in the home setting or school. The greatest factor in reading achievement may be programmes that allow access to and regular use of reading materials which is what the implemented programme achieved.

As shown in this study and in other studies (Topping, 2010; Clark & Douglas (2011), there is an increase in the number of books read and in enjoyment of reading as an activity when reading is viewed as an enjoyable and voluntary activity, eroding the common technical approach that emphasises decoding of text from textbooks, often devoid of context (Bloch 2007). Bloch continues, stating that "The pointlessness of the strictly pedagogical method cannot develop reading skills and a love of reading in children who, exposed to its sterility, cannot imagine why anybody would find use and pleasure in reading" (p. 50). Therefore, reading for pleasure can be simply encouraged by availing and engaging learners with stories and books that interest them; providing learners with enough opportunity to read material of their own choice and finally by supporting and presenting reading as a pleasurable activity and not just something that teachers make you do in school. Overall it appears that an ERP can instil a love for reading in learners and can result in positive attitudes towards reading.

The next Chapter concludes the thesis and presents a summation of the key findings and makes suggestions about avenues for possible future research while highlighting the limitations of the study.

CHAPTER 8: DISCUSSION AND CONCLUSION

8.1 INTRODUCTION

Introducing and nurturing reading for pleasure lies at the heart of this research project. By means of analysing the questionnaires, interviews, documents and videos of two Grade 3 classes in two schools for learners aged between 9 and 11 years old, the researcher developed, implemented and explored the effect of an ERP through CHAT and a variety of attitude models. Hence, the main aim of this study was to develop and implement an ERP and determine whether or not it can affect learners' attitudes towards reading. In this concluding Chapter, I summarise how each research question of the study has been answered, picking out the main themes as much is detailed in the previous data presentation Chapter 5, 6, and 7.

In addition, this chapter provides a reflection on the different roles I assumed throughout the research project. Furthermore, I discuss the limitations of the study, the overall implications of the findings of this study and suggested recommendations by the researcher and the participants of the study for future research. The knowledge gained on learners' reading attitudes will help teachers and other individuals concerned with reading development in young learners to design relevant reading programmes and provide relevant reading resources and support. The study aligns well with the recommendations stated in the Annual National Assessment 2013 Diagnostic Reports and 2014 Framework for improvement (2013). Although there is overwhelming research on reading both locally and internationally, this study is of importance and adds its own value by exploring young bilingual learners' reading attitudes, an area that has not been much researched.

8.2 RESEARCH QUESTIONS ANSWERED

In this section, I briefly discuss the central findings of the study in response to each of the guiding research questions.

8.2.1 FIRST RESEARCH QUESTION

The first research question is: *What is the nature of learners' reading attitudes in Grade 3?*

To respond to this research question, data from this phase was collected through the use of

questionnaires, focus group interviews, observations, and informal interviews with the subjects and the teacher.

The data collected during this initial phase was learners' drawings. In the process of analysing these drawings, I integrated a range of semiotic theories (Malchiodi, 1998; Kress & Van Leeuwen, 1996; Furth, 2002). This analysis process provided some insights into learners' perspectives about reading categorised in four themes as follows:

- Reading as a social practice
- Reading as a taught activity
- Reading as an isolated activity
- Reading as something one can love or hate

I used CHAT to explore elements of the activity and also to surface tensions and contradictions during this phase of the research. To respond to this research question (Chapter 5), data was broken down into themes guided by the components of an activity system (tools, subject, rules, community, object, and division of labour). The tensions that surfaced during this phase helped me to identify the participants' ZPD and also with shaping the reading programme which was implemented in Phase 2 of the study. Using the analytical categories of CHAT, Table 27 provides themes and summaries derived from the data gathering instruments used during this phase showing affordance and constraints within the Activity System.

Table 27: Summary of Phase 1 findings

Component of the Activity System	Findings	Affordances	Constraints
School in general and Management	School as a setting that Can enable/constrain reading	Both sites were situated in the township with strong communal ties. Both Sites were no-fee paying schools which allowed access to all learners in the community.	Site A - Library was well stocked but not accessible for the learners. Site B - The school needed a library. Learners had little or no exposure to reading for pleasure.
Community	Leadership	Principals from both sites had theoretical knowledge on the importance of reading. They welcomed literacy initiatives that accelerated their learners' competence and reading development.	In both sites' Principals had top-down leadership style and reading was done on the Principals terms.
	Teachers	They appreciated literacy programmes that were done by outsiders in their classrooms. They acknowledged that they possessed certain skills and knowledge that they can share, but did not initiate.	They were reluctant to be involved in programmes designed to help them improve as teachers. They gave up hope on some learners. Lack of access to resources was a barrier to teaching reading successfully.
	Parents (School and community collaboration)	Some parents were invited to participate in school functions (helps with feeding scheme). They were aware of the importance of being literate, but the majority did not initiate ER at home.	School had to reach out more to parents, but the majority of parents were less committed. Parents were not involved in or supportive of the learning process of their children. Community involvement was lacking school did not draw on resources of community.
Subjects	Learners and their behaviour/ attitudes	There was feeding scheme for all learners in both sites. There were opportunities to participate in other literacy programmes. Site A had an accessible community library.	Challenging learner behaviour needs addressing (One of the learners remarked in jest that she was now afraid to talk in class because of fear of being laughed at). Labelling of peers occurs: those that struggle to read, those who are different from the rest (learning barriers), and personal circumstances. Lack of reading culture in school. Lack of parental input in children's learning contributed to the low motivation and lack of reading culture.
Division of labour	School/home	Teachers/ parents' reading choices were sometimes best suited for the learners' capabilities.	The school staff had a dictatorial approach (what, when, how to read).
Rules	School rules	Both schools were guided by South African Schools' Act 84 of 1996, but there were no initiatives of alternatives to corporal punishment.	There were no concrete school rules hence the challenging behaviour. Lack of a rigid school timetable, as a result learners were dismissed from school anytime especially in Site B
Tools	Access, availability of Books	Site A had a school library which learners sometimes visited.	Site A: The library was not easily accessible. Limited book stock. Site B: Had no library. No books for reading for pleasure.
Object	Learners	Many were still learning to read and were willing to learn.	Reluctant to read more.
	Teachers	Had knowledge about teaching learners read.	The only approach to reading practiced was limiting learners to discover the pleasures associated with reading.

8.2.2 SECOND RESEARCH QUESTION

What differences can be observed during the implementation phase of the programme in terms of the learners' reading attitudes, self-efficacy, their book choices (genre) and their language preferences for these books? This second research question was answered in the second phase of the study which was the implementation of the reading programme. As detailed in Chapter 7, a reading session was held at each research site once a week for an hour over a period of 16 weeks. Each session was videoed and I also took notes. Learners were provided with a variety of interesting reading books and activities in both isiXhosa and English. They were given opportunities to read individually, shared reading and to also take books home for further reading. A variety of post-reading activities were done which included book talks, book response and journaling.

To understand the interactions and relationships that were happening during the phase, CHAT (Engeström, 2001), was employed as a tool for analysis. In addition, Mathewson's tripartite model (Mathewson, 1994) was used to observe and understand learners' reading attitudes. The table below summarises findings of the second research question.

Table 28: A summary of my observation of the learners' reading attitudes, self-efficacy, their book choices (genre) and their language preferences for these books during the implementation phase of the programme.

Reading attitude	Self-efficacy	Book choices and language preference
The number of learners attending the reading programme increased. At such a young age, learners took agency to read. As the programme progressed they insisted on taking (more) books home Reading culture was established-reading circles were formed. Reading development- A number of learners read more than 10 books of a period of 16 weeks. These findings are similar to Sisulu's phrase "book hunger" (2004).	Because of their aptitude, learners took on the responsibility to manage lending of books. They were reliable, no book taken out was lost or not returned. They began to view books as valuable tools and some learners were not allowed to take books home because they were known for being careless. They began to show agency by contributing towards the form/structure of the reading programme. Their self-confidence grew as shown in videoed data. For example, they voluntarily shared their stories. In addition, those that had book journals freely expressed themselves in them.	Overall, the research participants read more isiXhosa books, which is their L1. Offering bilingual books was of advantage as some learners became curious to read in English which is their L2. The most common genre with the learners was short stories and folktales. They liked short stories with songs that they could sing along such as <i>Nabulele, Ukuhlanjwa kwempahla</i>. In addition, they also enjoyed books with characters that they were familiar with such as <i>Refilwe</i>.

8.2.3 THIRD RESEARCH QUESTION

How do the design features and process of the ER programme expand learner's reading attitude? (What effect does an ER programme have on learners' reading attitudes?)

By employing the theory of expansive learning as a methodological framework, I learned that for a reading programme of this nature to be a success, learners should be given opportunities to participate in the structuring and development of the programme. They should also be given a wide variety of reading material to be able to choose their preferred text for individual reading and engage in meaningful conversations which can be between the teachers and the learners or amongst learners, as learners build on new understanding based on what they know, what they can do and what they have learnt. By integrating this approach, one creates a learning context learning without boundaries which is similar to social learning.

Similarly, the design or form of the reading programme that was developed and implemented in this study was set in a social context that presented reading as a social activity. Below I briefly present the important features of the reading programme that expanded learners' reading attitudes. These have been presented and discussed in detail in Chapter 2, the literature review and in Chapter 7, which presents data that particularly responds to this research question.

Table 29: A summary of how the design features and process of the ER programme expanded learners' reading attitude

<i>Design features and process of ER</i>	<i>How learners' reading attitude expanded</i>
Choice of: • Reading material • Language • When, what, how to read	At the end of the programme, learners could choose books for individual reading. They were able to discriminate on their own. They developed to be young critics. They knew what was best for them with regards to genres and language preferences. As they read in their L1 they began to be curious in reading in L2.
Access to a variety of reading material	Keeping learners away from reading was a tension identified during the Pre-Intervention Phase. In the implementation phase learners were provided with books and they began to read more. Reading circles were formed independently by learners.
Consistent opportunities for individual reading, being read to and shared reading	Learners read more as evidenced by their reading logs. They looked forward to each reading session. Learners' attendance improved.
Reading programme activities	Their confidence, self-esteem improved as the activities done in the reading programme were all voluntary. No learner was put on the spotlight.
Social learning context	Learners engaged in meaningful discussions. Reading was presented and viewed as a social activity, hence learners showed interest to the programme. They were confident to share their reading. Because of the non-threatening environment created, learners who were not part of the reading programme began asking to be part of the group and also asked to take books home.
Mediation	A consciously mediated learning environment allowed learners to develop the motivation to tackle challenging tasks such as journal writing and book talks.
Scaffolding	Scaffolding activities into easily manageable steps improved performance. Providing opportunities for constructive book talks and collaboration enhanced the development of both reading and social skills.

There are studies that have been conducted that also indicate that the above-mentioned design features of the ER programme can improve reading. In relation to learners having access to resources and having books on the own, Clark (2011) found that there is a positive relationship between the estimated number of books in the home and attainment (Clark, 2011). In addition, children who have books of their own enjoy reading more and read more frequently (Clark & Poulton, 2011). Clark & Phythian-Sence (2008) regard choice as an important factor in developing reading for pleasure, hence they argue that choice and interest are highly related. Similarly, in this study, once learners were given choice to read what they wanted, at a pace and place convenient for them, they began to take ownership of their learning as they knew what was best for them.

Finally, both the school and the home environment are very important for the teaching and reading and nurturing a love for reading. Once reading is presented as a social activity in a social learning context, as was the case of this study, learners tend to be drawn into the reading activity despite their capabilities as readers. Hence, Clark & Rumbold (2006) state that children are more likely to continue to be readers in homes where books and reading are valued. Teachers and parents or guardians all have equal roles in developing reading. Therefore, for learners to appreciate reading, they need reading models (Cremin et al., 2009). Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families. By democratising the reading intervention programme, learners felt safe and valued. A relationship based on trust was established which boosted the participants' confidence. Therefore, it is clear that the extensive reading approach that was implemented in this study has potential to facilitate the establishment of a solid foundation in literacy.

8.3 SYNTHESIS OF THE FINDINGS

The development and implementation of this ERP indicated that the lack of a reading culture in both research sites was mostly caused by the lack of access to appropriate reading material and lack of reading opportunities. It was easy for the researching team to remove those barriers and expose learners to reading for enjoyment. Creating a conducive reading environment through adopting a socio-cultural approach to the teaching of reading in this study has proven to be effective. By beginning the research journey through establishing and acknowledging my participants' cultural background, reading experience and attitudes, I was able to implement a responsive reading programme based on these findings. I was better positioned to scaffold and mediate reading within each learner's ZPD so as to develop them as learners who enjoyed reading. In addition, by presenting reading as a social activity thereby allowing for collaborative learning, the researcher and the participants were able to read for meaning, talk about their reading and engage in meaningful conversations. Worthy (2002) states that when learners are not drawn into reading, they tend to lack the skill and the will to read, and avoid the reading activity. It is a teacher's responsibility to attract learners into the act of reading.

Convincing evidence has been provided to conclude that a positive attitude towards reading is formed at an early age and can be easily swayed if not supported, an idea that has been found in a number of studies (Partin & Hendricks, 2002). The study also reports the positive gains of an ERP on attitude toward reading as in previous research (Day & Bamford, 1998; Takase

2007). In addition, the study demonstrates the importance of availing reading opportunities on a regular basis (i.e. reading once a week, with someone else or individually). This influenced the development of positive attitude towards reading. Having access to a variety of reading material also contributed to positive attitudes towards reading. Similar to these findings, Snyman (2016) also points to the positive role that access to appropriate reading material played in the lives of the participants of her study.

Interestingly, as learners began to take books home, parental involvement and reading outside of the school was reported which also resulted in the development of a positive reading attitude. In addition, reading circles were formed, learners began to exchange books, talk about their reading amongst themselves. This relationship formed amongst learners also influenced the formation of a positive reading attitude hence, Bintz (1993) recognises friends as a part of a community of readers who are present in the lives of children who enjoy reading.

I argue that choice is important in any reading programme that seeks to nurture reading for enjoyment. Allowing for choice in this study was a way of freeing the participants and obstacles so that they could develop as independent and self-directed readers. I allowed them to individually experience reading, to be in a position to make individual reading choices and take responsibility for those choices. As a result, choice of language preferences and texts varied and reading differences were noted, with Site A boys reading as equally as girls although they demonstrated different behaviour, while girls from Site B read more than the boys. Furthermore, the positive impact of an ERP on reading attitudes can be reported as learners began to take agency of their reading. In an environment that presented reading as a pleasurable activity, learners began to choose books for individual reading according to their text preference (see Chapter 7). There were instances when learners resisted the intervention as suggested by Haapasaari & Kerosuo (2015) (see Section 6.6 in Chapter 6). As an illustration, they **criticised** the structure of the ERP especially issues related to time limits and lending system which restricted their desire to read for longer hours. In addition, they **questioned** my practice of allowing selected learners to write journals and take out more books than the rest of the class. Moreover, they **rejected/opposed** reading a suggested book, but preferred a book of their own choice. This resistance was not accidental disturbance that needed to be eliminated but it was an essential core ingredient of the ERP intervention (Engeström, 2011). As a result of this resistance, learners contributed to the development of the reading programme to suit

their personal needs. In such an environment that fosters agency, learners began to read more and talk about their reading. Grabe (1991) also found that learners' motivation and enthusiasm towards learning the English language increases due to reading large numbers of books. Hence, he also stresses that extensive reading improves confidence and motivation of learners.

I believe this is the start of an exciting journey for the young readers as the study has ignited their love for reading and channelling positive reading attitudes since measures of sustaining the learners reading beyond the study are in place in both research sites. This means the reading journey continues for all the learners. Finally, during this process as a researcher I learned about the importance of the division of roles in an activity system so that eventually, as I step out, participants can take charge of their development.

8.4 SELF REFLEXIVITY: MY ROLE AS INTERVENTIONIST/RESEARCHER

I can describe my position in engaging with these two sites as that of both an interventionist and a researcher. As an *interventionist*, my role was mainly to implement and monitor the reading programme. My specific engagement as an interventionist in both schools meant that I became a collaborator and partner to the participants with the help of a research assistant. However, I realised at the same time that my positioning as a university student (assumed therefore to have a superior knowledge base), as advocate for reading for pleasure with the extensive reading as a tool at my disposal and as researcher put me in a privileged position. By employing the theory of expansive learning as a methodological framework and its cycle of five phases, I tried to mediate action toward transformation by enticing learners in both schools to actively participate and engage with challenging issues that impact negatively on their reading development and develop new ways.

Hasu (2005) stresses the importance of sensitivity as an interventionist. As an interventionist, one should understand individual changes which might include the development of a new identity and also those that respond positively to the intervention. In this study, each learner had their own unique way of participating in the reading intervention. Learners had different books choices, language preferences and reading approaches. There were some learners who at times chose to disengage from the joint collective reading activities and as an interventionist I had to listen to all the learners including those that were resisting the intervention (see Chapter

6, Section 6.6.1). A challenge in this study was working with young bilingual learners with an L1 in which I was not very proficient. However, I had a research assistant who was from Grahamstown and was familiar with schools and the culture of the learners which made it easy for all of us to relate with the participants and the wider community. In addition, learners were given voice throughout the research project in a variety of ways. For example, at the beginning of the study, in order to elicit their perceptions about reading, I made use of drawings, which are considered to be open-ended, unstructured and not constrained by language (Malchiodi, 1998). Drawings are also child-centred, fun, imaginative, expressive and engaging activities for most young children still in the Foundation Phase.

Throughout the reading programme, I learnt the importance of listening to my participants. I learned to solicit ideas from the participants and incorporated many of their ideas to make the reading programme a success. For example, I asked them to highlight what they liked or did not like about the reading programme. A relevant response was in relation to the way I was lending out the books. Learners suggested that they would prefer that books were taken out on a rotational basis rather than on a first come first serve basis. Together with the learners, we agreed to this type of lending out of books.

Although they were young learners lacking experience and sometimes the necessary vocabulary to express themselves (speaking or writing) in their L1 and L2, I found that often they pinpointed the most salient issues that could enhance learning and the structure of the reading intervention (transformative agency). As an example mentioned in Chapter 6, learners questioned my practice of only giving selected learners extra reading opportunities and attention through the use of CLW. However, I resolved this contradiction by allowing every learner to take turns to take books home for reading and I also conducted at times whole class direct instruction. This example validates my point that regardless of their age, learners' backgrounds must be given a voice because through these, I learned about what worked and did not.

In addition, for a researcher emphasis is made on reflexivity. According to Johnson & Christensen (2010), reflexivity involves self-awareness and critical self-reflection by the researcher on potential biases and predispositions as these may affect the research process. As an interventionist and researcher during the Implementation Phase of the ERP in both sites, I

was part of a community which consisted of two research assistants who accompanied me in every reading session at the schools and their support was invaluable. The research team included one research assistant, who was there to help with isiXhosa activities and translation. A videographer was also part of the team as he captured the proceeding of every reading session. Having this research team also acted as a precaution against my own biases that could influence the intervention outcomes and the overall research process.

In my other role as researcher, I needed data (Hasu, 2005). I had to generate data in collaboration with the learners from both sites or on my own. The research data generated and collected facilitated the implementation of the ERP and assisted the process of expansive learning. The apparently relaxed atmosphere of an ERP that was created by the researcher and the participants did not mean that learners were simply left to their own devices. Being at both schools for a total of 31 weeks meant that we had bonded with all the learners. We knew their likes, strength and weakness. This made the Implementation Phase an easy journey as we were able to guide, counsel and make reading suggestions to many individuals. Day & Bamford (1998) state that without the encouragement of one sort or another to read, learners could gradually lose interest. In this study, through video recording and observations, I kept a close eye on learners' reading habits, took note of emerging attitudes, particularly early in the programme and offered guidance where it was necessary.

In response to issues raised in individual reading journals or observed in video recordings, counselling was carried out informally through the researcher's written or spoken response. Counselling was also done formally by setting aside time to meet briefly with individuals I felt needed support. In addition, CLW were conducted with select learners in groups and these became productive spaces which helped learners interact and share ideas. During this process learners were able to talk about their reading experiences and other problems they would be experiencing in the reading programme. This was also an opportunity for me to recommend specific books to the learners.

Learners from non-print-rich homes need orientation as to how books work and the enjoyment that comes along with books. They need to see people around them reading so that they can also get attracted to the activity. As a way of helping learners discover how to choose books for themselves and enjoy reading, I also modelled reading for the learners and participating in

the classroom reading activities. During silent reading, I also took out my favourite book and read quietly alone. I also kept my own reading journal to demonstrate journal writing. At the end of the reading programme I had also read most of the books in the stock and I was able to steer conversations and make book suggestions. I kept a record of some of the informal conversations I had with individual learners. For example, while walking to the car with learners after each reading session they would talk about their particular book choices. I kept notes to compare the responses of the individual learner throughout the intervention programme. These notes were documented in my journal and became useful when I was evaluating the programme.

In addition, I noted that as a researcher, I facilitated peer group influence by incorporating different aspects of extensive reading (quiet reading, book talks, choice and providing the conducive setting). Learners began to help each other with their reading and choosing books for reading. While selecting books, learners would talk to each other, discuss books they have read, exchanging opinions and advising their friends to read books they would have read and enjoyed. My role as a researcher in this context is neatly summed up by Hedge (1985) who states that the researcher assumes the role of a counsellor “to advise, assist, remedy, widen the student’s interests and encourage him to analyse his own reading experience by talking about the book he has read” (p. 95). Assuming the role of a neutral community member was a challenge for me. As a community member, I had to understand each learner as a whole, including their performance at school as well as knowing something about their home background. It was important for me to understand their home background so as to see the role that homes play in reading development. In some instances, I had to meet with the family members to share my concerns about some learners. During the time of this data collection, there were instances of xenophobia in Grahamstown (*Times Live*, October 24, 2015) and I was putting myself at risk as a foreign national.

Finally, interestingly, the direction which the study took, led me to taking on the challenge of addressing social injustice and try to reverse the social inequalities endured by the participants and community of this study. In order to contribute to literacy development in Grahamstown, I had to be resourceful after experiencing challenges such as the acute shortage of books and absence of school libraries. Through the implementation of the reading programme, I provided learners that did not have a school library with access to books and those that had a library had

limited access to it. I sourced more books (123 + 200) from Biblionef for Site B, a school in Grahamstown which does not have a library, thereby addressing not only literacy problems but also issues of social injustice that affect township and rural schools. In order to ensure the safekeeping and accessibility of the books, I managed to source mobile book shelves for the school. As part of my interactions with my PGCE students, I managed to instil a passion for reading and supporting young learners, thereby inspiring five PGCE (IP) students to volunteer to join me in my reading sessions at this particular school. On World Read Aloud Day (24 February 2016), we read to nearly 700 learners. In addition, in some instances, I had to assume the role of a parent or caregiver by providing food, stationery and clothing to some needy learners. This boosted the self-esteem of some learners as they felt appreciated and found no reason for missing any of the reading sessions.

8.5 LIMITATIONS OF THE STUDY

There were numerous limitations that arose during this study. The first limitation was with regard to my limited proficiency in the language of instruction (isiXhosa) that is being used in the participating schools. Numerous problems arose as a result, and, for example, I could not fully participate in some discussions although the research assistant was in control. Another limitation involved the group size. On observation, I feel that for an ERP to be a success, it should not be taught in a whole group approach. Rather, within the ERP there should also be small group lessons of no more than five learners. This finding may have impacted the fidelity of the implementation seeing that it is mostly those learners that I had targeted, that made significant gains from the programme as they received extra support during the CLW.

The third limitation was the time allocated to ERP sessions after normal teaching hours. Together with the school Principals, we felt that this was the best time to do it instead of removing learners from other classes. However, some learners had various extra-curricular activities that took place during that time and some preferred to go home due to tiredness and hunger. We realised that this could affect the learners' attitudes towards the ERP.

Moreover, parents and teachers were not interviewed or surveyed because this study was a PhD with limited time. Certainly, a richer picture of the learners' literacy experiences at home and in school would result in a more in-depth picture of their perception of themselves as readers,

what affects these perceptions and what motivates them to read. Furthermore, the length of the intervention (31 weeks) was not enough time to measure change and sustainability because of limited time.

8.6 IMPLICATIONS

Implications from this study can be made at the national, provincial and local level.

Nationally: Extensive reading is a reading approach that has been well researched and the benefits of this approach have been well documented. The Department of Basic Education should encourage reading pleasure just like the Spelling Bee that is been introduced in most Provinces in South Africa. I believe that the Spelling Bee should be accompanied by reading extensively. Knowing a word in isolation is not complete. Vocabulary should be learned in context so that it becomes beneficial. And this can be done through reading extensively.

Provincial: Library use and access to reading material, mobile libraries, making use of big institutions like Rhodes University for volunteer librarians, people that can encourage reading by reading for the children, seek book donations.

Locally: schools and communities should be involved in the literacy development of learners. Teachers should be willing to learn and be part of interventions that seek to improve literacy at their school.

8.7 RECOMMENDATIONS FOR FUTURE RESEARCH

In this section, I present my own recommendations as a researcher and also those suggested by learners. I decided to include their recommendations so as to recognise and add value to their input since they played a large role in contributing to the success of the study. Invariably, their input touched on issues of access to reading resources, opportunities to read, availability of a wide variety of reading resources and the nature of learning (see Table 30).

8.7.1 RECOMMENDATIONS BY LEARNERS

In the Post-Intervention questionnaire, Question 9 required learners to make suggestions on how they would make the reading programme better in future. I found the responses tabled

below important for myself as I would want to continue exploring this field of interest and other researchers might also want to conduct a research of this nature in a similar context.

Table 30: Learners' response to Question 9

Is there anything you think would have made the reading club programme better?

<i>Recommendations from Site A</i>	<i>Recommendations from Site B</i>
• Please allow us to take books home (Mihlali) • Please come regularly (Ntando) • Change the meeting times to an earlier time (Chumani) • Provide us with many more interesting books (Siv) • If we could use the school hall it would be better because its spacious and well ventilated (Lisa) • Include card and board games (Asi)	• Next year I want you to come every day so that it becomes more interesting (Onele; Akhona) • Reading sessions should be at the library (six learners) • Please bring more interesting books and new ones. • Include all the Grade 3 classes.

I have taken into consideration some of the recommendations stated by the learners especially those that relate to more access to a variety of reading material and consistent reading opportunities. To respond to these, I have sourced more books for the school so that reading will continue beyond the research project. This is detailed in Chapter 7, Section 7.5. It is my wish to work with a bigger group in future as recommended by one learner, however, due to time and financial constraints it continues being a challenge to include all the learners in a programme of this nature. Snyman (2016) also acknowledges this challenge in her study and states that “It is possible to create a reading culture where none exists, but creating a reading promotion project that continues to foster a reading culture needs time, money and mostly enthusiasm” (p. 8).

8.7.2 RECOMMENDATIONS BY THE RESEARCHER

Three broad recommendations are made from the findings of this study and I have categorised them using the key components of CHAT (Engeström, 1987) which are the community, object and tools. The recommendations from this study align with priorities and recommendations included in documents such as CAPS (DoBE, 2012), Annual National Assessment 2013 Diagnostic Reports and 2014 Framework for improvement (2013).

- *Recommendations directed to the community (teachers, researchers)*

Firstly, having seen the importance of attitudes in reading development and as Heilman (1977) states “Once a child has developed a dislike for reading ... he is not likely to give up his aversion as a result of persuasion based on the authoritarian statements that reading is fun, pleasant, and important” (p. 73), I would recommend teachers first establish the current attitudes of their learners before implementing any form of reading programme or instruction. This will give them an insight of their learners’ perspectives towards reading and provide a base for development. There are many simple instruments that they can use for assessment including the ones I used in the study (drawings).

In addition, teachers should focus on developing a community of readers in their own classrooms. This can be done by creating their own reading corners or classroom libraries containing a variety of interesting, age appropriate books. Book talks should also be encouraged as they give learners an opportunity to hear about books that might interest them. By creating such an environment in the classroom, the teacher will take advantage of the influence that other learners within the classroom may have on the development of a positive attitude toward reading.

Directing my recommendations to researchers, I would suggest that further research be conducted to include a larger number of participants in programmes of this nature. Involving a small group of learners posed a challenge when learners assigned to the programme did not attend the programme consistently and regularly especially during the early days of the implementation phase. This may be also a sign of uninvolved communities. However, those that attended benefited from the programme and these findings also point to the need for further research to explore how to encourage and sustain learners’ attendance and interest in ERPs. There is a need for additional studies to explore the impact different instructional methods have on learners’ reading attitudes. These studies could be carried out in a similar context as this particular study so as to offer support for alternative ways of assisting learners who are lagging behind with reading. According to McKenna et al. (1995), as children grow older, their attitudes towards reading decline, and this decline supports the importance of early intervention to support learners with reading in the Foundation Phase.

Furthermore, more studies are needed which focus on reading attitudes rather than the many that are concerned with assessing learners on reading skills. The existing studies on reading attitudes are mainly conducted in different contexts to the current study. It was, therefore, difficult to find the appropriate measuring tool for attitudes that could be adapted and used in this study. For example, I could not use the Elementary Reading Attitude Survey (McKenna & Kear, 1990) which has been used by many researchers as a tool to measure reading attitudes because of its pictorial format of four comic characters of Garfield, ranging from very happy to very unhappy, and its even number of scale points would have been a challenge for my participants. I also could not use a measurement tool like the Likert scale (a scale used to represent people's attitudes to a topic) because I was bound to get insufficient information regarding learners' reading attitude and emotional responses about reading. Hence, I resorted to using open-ended questionnaire and a drawing task. However, this method came with its challenges of unresponsive learners during follow-up focus group meetings.

- *Recommendations that align with the object.*

It is recommended that learning to read and reading to learn must happen at the same time across all primary year levels, beginning in the Foundation Phase. This may actually increase learners' motivation and interest to read and may also expose learners to a variety of text types at an early age. It may also provide teachers with information regarding learners' attitude towards reading and their engagement with reading.

Reading for enjoyment or pleasure needs to be prompted at an early age and positively celebrated both at school and at home. It is evident that for learners to get motivated to read and value any reading activity, they must be immersed in an environment that offers a variety of interesting reading activities. Such an environment enables learners to be scaffolded in their learning and as a result, they develop positive attitudes towards reading and themselves as readers.

- *Recommendations regarding the tools*

A range of text types needs to be made available for learners of all ages to engage in a variety of reading activities and for the teachers as well to use during shared reading. According to

Guthrie & Wigfield (2000), the use of a range of texts in the classroom can stimulate learners' curiosity and provide the motivation needed by some learners to read.

Oyegade (2012) states that the lack of a reading culture in a community is caused by “the lack of conducive reading environments supported with relevant resource materials” (p. 61). Therefore, it is important that learners have access to these books at any time unlike in Site A where books were always locked away. According to Oyegade (2012), if reading habits are to be improved, then learners have to be able to access books at any time. In addition, a mediator or facilitator (agents of change) should also be available to stimulate learners to find the joy of reading, thus developing readers. This means that every community member has a significant role to play in developing children as readers.

Finally, there is a need for more books in African languages and stories that learners can relate to. Once these resources are available at schools, relevant authorities must monitor and ensure that these are managed effectively. Lack of access to and availability of interesting reading material might lead to the decline of reading attitudes. I would also recommend that organisations that donate and distribute books to interested individuals make the process of accessing or acquiring these resources open to individuals who are not affiliated with any institution such as schools. Personally, it was not an easy process acquiring books from Biblionef even as a university student with good intentions. From my observation, it is these individuals that make better use of the resources as they are passionate about improving literacy and developing their communities. I am well aware of the accountability issues involved but why should we continue to supply schools with books if they continue to be locked away in the libraries? It is well documented that many schools in South Africa with library facilities are dysfunctional as in the case of Site A of this study. Once the communities are also involved we can have many children reading.

8.8 SUMMARY OF LESSONS LEARNT FROM IMPLEMENTING THE ERP

In this section I present a summary of insights that I gained through implementing the ERP that can be of importance for other teachers or researchers intending to initiate transforming reading attitudes of their lessons. Through conducting this study, I have learnt to appreciate the benefits

and values of reading intervention and reading programmes. When designing and implementing an ERP it is of importance to recognise the following:

- Acknowledge the diversity and richness of experience and expertise that children bring to school. This will result in the implementation of an ERP that will cater for all the learners' needs.
- As a researcher/teacher, one should be aware that one's own cultural values and practices may be different from those of the learners. Therefore, both the researcher/teacher and the learners should be aware that throughout the ERP they will learn from each other. Hence the role of an MKO is fluid.
- In a reading programme of this nature, children should have freedom to use the language of their choice to code switch when necessary. This allows for active participation and meaningful discussion as they will be no language restrictions.
- At the beginning of the programme, the context and purpose of the ERP should be well explained to learners. For example, in this study, once learners knew the purpose of the reading programme was to read for pleasure and that no formal assessments were to be carried out, reading became a fun and pleasurable activity for most of the participants.
- The teacher should create a learning environment where reading is scaffolded through talk and collaborative peer interaction. A range of scaffolds to support reading such as reading with the learner or reading for the learners should be considered. This encourages even the struggling readers to be part and actively engage in the reading experience. However, the degree of scaffolding needed will vary over time, context and degree of content complexity.
- A social learning environment should be created where rules of conduct are set in collaboration and supportive attitudes of peers actively fostered. The ERP showed that learners participated actively in an anxiety-free environment. They practiced to read individually, shared their reading and also contributed to the structure of the ERP.

Finally, this study has demonstrated that the home, school and community cannot work in isolation if we need to develop reading and positive reading attitudes. One limitation of this study was not to intensively include the teachers and the parents of the learners. As a result there were issues of absenteeism and it was difficult to access the holistic learners' reading transformations. In addition, a learning community where parents, teachers and learners share books and stories is vital for reading development and the sustainability of the ERP. Forming this kind of partnership increases children's self-esteem, motivation, and independence so that they can achieve success and develop their full potential. This study is an example of how the school and the community collaborated post-intervention (2016) in a meaningful and sustained

way. The ERP though implemented in two sites, is one way of bridging the gap between the haves and the have nots, bringing about change in disadvantaged communities in a practical and affordable manner.

8.9 CONCLUSION

In conclusion, the findings of this study recommend the use of an approach to teaching reading which integrates both the top-down and bottom-up reading approaches. The study also supports a learning environment that is more social and emphasises collaborative learning. In such a learning context, an MKO has to be present so as to scaffold, mediate learning and provide learners with opportunities to read and engage in more meaningful dialogic interactions. This helps learners to become independent readers, thus the implemented reading programme is transformative in nature.

Findings from this study are of interest to teachers, organisations and individuals interested in literacy development as they strive to encourage a love for reading in their learners and also encourage positive reading attitudes. Attitudes play an important role in reading and may change as learners go up the ladder of learning. Therefore, teachers need to nurture these at an early age by providing interesting activities and maintaining learner engagement. According to Gambrell (2004), encouraging learners to engage positively with reading is related to reading attitude, and once a learner has a positive attitude towards reading, the result is an improvement in reading skill. With positive attitudes, learners are mostly likely to engage fully in both reading for pleasure and academic reading.

However, for these positive attitudes to be promoted, learners need to be immersed in books. They need to develop the notion that reading is a social activity in which they can engage. By providing them with a variety of reading opportunities such as reading with them, reading for them and allowing for individual reading, we can positively impact on learners' attitudes towards reading and they, in turn, develop a love for reading for pleasure. Thus Huck (1973) adequately summarises an important reason for placing attitudinal objectives on a par with cognitive goals when she says: "If we teach a child to read, yet develop not the taste for reading, all of our teaching is for naught. We shall have produced a nation of illiterate literates - those who know how to read, but do not read" (p. 305). This study achieved the set aims of developing both reading skills and the love for reading.

REFERENCES

- Ajzen, I. (2005). *Attitudes, personality, and behavior* (2nd ed.). Milton-Keynes, England: Open University Press / McGraw-Hill.
- Alexander, J., & Filler, R. C. (1976). *Attitudes and reading*. Newark, DE: International Reading Association.
- Algozzine, B., & Hancock, D. R. (2006). *Doing Case Study Research: A Practical Guide for Beginning Researchers*. New York: Teachers College Press.
- Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the Zone of Proximal Development. *The Modern Language Journal*, 78(4), 471–83.
- Alter, C. (2014, May 12). Study: The Number of Teens Reading for Fun Keeps Declining.
- Atwell, N. (2007). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. USA: Scholastic Inc.
- Au, K. H. (1993). *Literacy instruction in multicultural settings*. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.
- August, D (Ed.). (2006). *Developing literacy in second language learners: report of the National Literacy Panel on Language Minority Children and Youth*. New Jersey: Lawrence Erlbaum.
- Baker, C. (1992). *Attitudes and Language*. Philadelphia. Multilingual Matters.
- Bamford, J. & Day R. R., eds. (2004). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Barbarin, O. A, & Richter, L. M. (2001). *Mandela's children: Growing up in Post Apartheid South Africa*. New York: Routledge.
- Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton & R. Ivanic (Eds.), *Situated literacies: reading and writing in context*. (pp7–14). New York:
- Beard, R. (1998). *National Literacy Strategy: Review of research and other related evidence, Department for Education and Employment*. Sudbury, Suffolk, UK.
- Behrend, M. (2014). Engeström's activity theory as a tool to analyse online resources embedding academic literacies. *Journal of Academic Language & Learning*, 8(1), 109–120.

- Bell, T. (1998). Extensive Reading: Why? and How?. *The Internet TESL Journal*, Vol. IV, No. 12, December 1998.
- Bezemer, J., Jewitt, C., Diamantopoulou, S., Kress, G., & Mavers, D. (2012). *Using a Social Semiotic Approach to Multimodality: Researching Learning in Schools, Museums and Hospitals*. NCRM Working Paper. NCRM. (Unpublished).
- Biblionef South Africa. Retrieved July 26, 2016, from <http://biblionefsa.org.za/about-us/>.
- Bickman, L., & Rog, D. J. (eds.) (1998). *Handbook of applied social research methods*. Thousand Oaks, CA: Sage.
- Bintz, W. P. (1993). Resistant readers in secondary education: Some insights and implications. *Journal of Reading*. 36, 604–615.
- Bloch, C. (2006). *Theory and strategy of early literacy in contemporary Africa with special reference to South Africa*. PhD Summary Paper of a Cumulative Ph.D. Thesis presented to the Faculty of Education, Carl von Ossietzky Universität Oldenburg. Retrieved May 16, 2016, from <http://www.zsn.unioldenburg.de/download/CaroleBloch.pdf> (1 June 2011).
- Bloch, C. (2007). Putting little books into little hands in the Year of African Languages: stories across Africa project initiative. In: N. Alexander and B. Busch (eds), *Literacy and linguistic diversity in a global perspective: an intercultural exchange with African countries* (pp. 49–62). Strasbourg: Council of Europe Publishing.
- Bloch, G. (2009). *The Toxic Mix: What's wrong with South Africa's schools and how to fix it?* Cape Town: Tafelberg.
- Boylan, M. (2010). Ecologies of participation in school classrooms. *Teaching and Teacher Education*, 26(1) 61–70.
- Broomberg, D. (2013). Inkwenkwezi – a society that shines. *Grocott's Mail*, October 24, 2013.
- Brown, H. D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy* (3rd ed.). (pp. 360; 366–367). US: Pearson-Longman.
- Burgess, R. G. (1989). *The Ethics of educational research*. London: Falmer.
- Bush, T., Joubert, R., Kiggundu, E. and Van Rooyen, J. (2009), Managing Teaching and Learning in South African Schools. *International Journal of Educational Development*, 30(2), 162–168.
- Calabrese, A. (2010). *Kids and Family Reading Study Highlights Concerns, Opportunities*. October 6, 2010. Retrieved September 2015 from <http://www.state-of-the->

- Cambourne, B. (1995). Toward An Educationally Relevant Theory of Literacy Learning: Twenty Years of Inquiry. *The Reading Teacher*, 49(3), 182–190.
- Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. *The NERA Journal*, 46(1), 16-29. Retrieved July 16, 2016, from <http://literacyconnects.org/img/2013/03/Motivating-and-engaging-students-in-reading-Gambria-Guthrie-pdf>.
- Camiciottoli, B. C. (2001). Extensive reading in English: Habits and attitudes of a group of Italian University EFL students. *Journal of Research in Reading*, 24(2), 135–153.
- Cantrell, D. C. (1993). Alternative paradigms in environmental education research: The interpretive perspective. In R. Mrazek (Ed.), *Alternative Paradigms in Environmental Education Research* (pp. 81–106). Troy, OH: NAAEE.
- Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing*, 12(3), 169–190.
- Carr, W., & Kemmis, S. (1986). *Becoming Critical: Knowing through Action Research*. Geelong: Deakin University Press.
- Casey, C. (2009). *Championship fathering: How to win at being a dad*. Cambridge: Tyndale House Publishers.
- Chall, J. S., & Jacobs, V. A. (1983). Writing and reading in the elementary grades: Developmental trends among low-SES children. *Language Arts*, 60(5), 617–626.
- Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The Reading Crisis: Why Poor Children Fall Behind*. Cambridge, MA: Harvard University Press.
- Chambers, A. (2011). *Tell me. Children, Reading and Talk with The reading environment*.
- Charter, L. (May 25, 2016). EC schools literacy shock. *Daily Dispatch Live*. Retrieved May 29, 2016, from <http://www.dispatchlive.co.za/ec-schools-literacy-shock/>
- Cho, K. S., & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series. *Journal of Reading* 37: 6620667.
- Clark, C. (2011). *Setting the Baseline: The National Literacy Trust's first annual survey into reading – 2010*. London: National Literacy Trust.
- Clark, C., & Douglas, J. (2011). *Young People's Reading and Writing: An in-depth study focusing on enjoyment, behaviour, attitudes and attainment*. London: National Literacy Trust.

- Clark, C., & Osborne, S. (2008). *How Does Age Relate to Pupils' Perceptions of Themselves as Readers?* London: The National Literacy Trust.
- Clark, C., & Pythian-Sence, C. (2008). *Interesting Choice: The (relative) importance of choice and interest in reader engagement*: London: The National Literacy Trust.
- Clark, C., & Poulton, L. (2011). *Book ownership and its relation to reading enjoyment, attitudes, behaviour and attainment*. London: National Literacy Trust.
- Clark, C., & Rumbold, K. (2006). *Reading for Pleasure a research overview*. London: The National Literacy Trust.
- Clay, M. M. (1991). *Becoming Literate: The Construction of Inner Control*. Chicago:
- Coffey, P. A., & Atkinson, A. J. (1996). *Making Sense of Qualitative Data*. Thousand Oaks, CA: Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. London: Routledge/ Falmer.
- Cole M., & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), *Distributed cognition: Psychological and educational considerations* (1–46). United Kingdom: Cambridge University Press.
- Cole, J. E. (2002). What motivates students to read? Four literacy personalities. *The Reading Teacher*, 56, 326–336.
- computer interaction, (pp 17–44). Cambridge, MA: MIT Press.
- Cook, B., & Urzua, C. (1993). *The literacy club: A cross-age tutoring/paired reading project*. Washington, DC: National Clearinghouse for Bilingual Education.
- Corridon, L. B. (1994). *Improving third-grade students' attitudes to reading through the use of recreational reading activities*. Dissertation, Nova University. (ERIC Document Reproduction Service No. ED369043).
- Cosgrove, M, S (2003). Students' views on the purposes of reading from three perspectives students, teachers, and parents. England: *Reading Association Journal*, 39, 28–36.
- Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). *Teachers as Readers: Building Communities of Readers*. 2007–08 Executive Summary. The United Kingdom Literacy Association.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, Calif: Sage Publications.

- Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience 10 years later. *Developmental Psychology*, 33, 934–945.
- Danermark, B., Ekström, M., Jakobsen, L., & Karlsson, J. C. (2002). *Explaining Society: Critical Realism in the Social Sciences*. Abingdon: Routledge.
- Daniels, H. (2001). *Vygotsky and Pedagogy*. London: Routledge Falmer.
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language* 14/2. Retrieved June 15, 2015, from <http://nflrc.hawaii.edu/rfl/October-2002/>
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.
- Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7(2), 191–207.
- Denscombe, M. (2014). *The good research guide: for small-scale social research projects* (5th ed). Maidenhead: Open University Press.
- Dent, H. C. (1961). *Teaching as a Career*. B.T. Batsford: London
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw-Hill.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. Thousand Oaks, Calif: Sage Publications.
- Department of Arts and Culture, Republic of South Africa. (2007). *Book Club Information booklet* Vol. 1. No. 1.
- Department of Basic Education (DoE). (2014). *The Annual National Assessment of 2014 Diagnostic Report Foundation Phase Mathematics and Home Language*. Pretoria: Department of Education.
- Department of Basic Education. (2002). *Preliminary report on the Grade 3 systemic evaluation, 2001*. Pretoria: Department of Education.
- Department of Basic Education. (2008). *National Reading Strategy*. February 2008. Pretoria: Department of Education.
- Department of Basic Education. (2011). *Report on the Annual National Assessments of 2011*. Pretoria, Republic of South Africa. Retrieved 10 January 2014 from

- Department of Basic Education. (2012). *Curriculum and Assessment Policy Statement (CAPS) Foundation Phase Home Language Grades R-3*. Pretoria: Government Printer.
- Department of Basic Education. (2012). *National Education Evaluation and Development Unit (NEEDU) National report (2012)*. The state of literacy teaching and learning in the Foundation Phase. Pretoria: Department of Education.
- Department of Basic Education. (2012). *Report on Annual National Assessments Grades 1-6 & 9*. Pretoria: Department of Education.
- Department of Basic Education. (2014). *Inter-Provincial meeting on spelling Bee and reading clubs*. Pretoria: Department of Education.
- Dixon-Krauss, L. (1996). *Vygotsky in the Classroom: Mediated Literacy Instruction and Assessment*. New York: Longman Publishers.
- Donald, D., Lazarus, S., & Lolwana, P. (2006). *Educational psychology in social context. Challenges of development, social issues and special need in Southern Africa*. Cape Town: Oxford University Press.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33–56).
- Eagly, A. H., & Chaiken, S. (2007). The Advantages of an Inclusive Definition of Attitude. *Social Cognition*, 25(5), 582–602.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 41(3), 375–411.
- Elley, W. B. (1998). *Raising Literacy Levels in Third World Countries: A Method That Works*. Culver City, CA: Language Education Associates.
- Elley, W. B. (2000). The potential of book floods for raising literary levels. *International Review of Education*, 46, 233–255.
- Elley, W. B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly*, XIX (1), 53–67.
- Engeström, Y. (1999). Innovative learning in work teams: Analyzing cycles of knowledge creation in practice. In Y. Engeström, R. Miettinen & R.-L. Punamäki (eds.), *Perspectives on activity theory*. United Kingdom: Cambridge University Press, 377–406.
- Engeström, Y. (2001). Expansive Learning at Work: toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133–156.

- Engeström, Y. (2005). *Developmental Work Research. Expanding Activity Theory in Practice*. Berlin: Lehmanns.
- Engeström, Y. (2011). From design experiments to formative interventions. *Theory & Psychology*, 21(5), 598–628.
- Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Engeström, Y., Pasanen, A., Toiviainen, H., & Haavisto, V. (2005). Expansive learning as collaborative concept formation at work. In Yamazumi, K., Engeström, Y., & Daniels, H. (eds.), *New learning challenges: Going beyond the industrial age system of school and work*. Osaka, Japan: Kansai University Press.
- Engeström, Y., Sannino, A., & Virkkunen, J. (2014). On the methodological demands of formative interventions. *Mind, Culture, and Activity*, 21, 118–128.
- Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Helsinki: Orienta-Konsultit.
- Ensor, P. & Hoadley, U. (2004). Developing languages of description to research pedagogy. *Journal of Education*, 32, 81–104.
- Equal Education. (2011). *Annual Report 2010 & 2011*. Retrieved May 2016 from
- Eri, T. (2012). The best way to conduct intervention research: methodological considerations. *Quality & Quantity*, 1–14.
- Erikson, E. H. (1968). *Identity, youth, and crisis*. New York: Norton.
- Extensive Reading Foundation. (2014). *Annotated bibliography of works on extensive reading in a second language*. Retrieved May 16, 2015, from <http://www.erfoundation.org/bib/biblio2.php>
- Ferdman, B. (1990). Literacy and Cultural Identity. *Harvard Educational Review*, July 1990, 60(2), 181–205.
- Flanagan, W. (1995). *Reading and Writing in Junior Classes*. Cape Town: Maskew Miller Longman.
- Fleisch, B. (2008). *Primary Education in Crisis: Why South African school children underachieve in reading and Mathematics*. Cape Town: Juta & Co.
- Foot, K. A. (2001). Cultural-historical activity theory as practical theory: Illuminating the development of a conflict monitoring network. *Communication Theory*, 11(1), 56–83.
- Fountas, I. C., & Pinnell, G. S. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

- Fredericks, A. (1982). Developing Positive Reading Attitudes. *The Reading Teacher*, 36(1), 38–40.
- Freebody, P. & Luke, A. (1990) Literacies programs: Debates and demands in cultural context. *Prospect*, 5, 7–16.
- Freebody, P. (1992). A socio-cultural approach: resourcing four roles as a literacy learner. In A. Watson & A. Badenhop (eds.). *Prevention of Reading Failure*. Gosford: Ashton Scholastic.
- Freire, P. (1984). *The Politics of Education: Culture, Power, and Liberation*. South Hadley, MA: Bergin & Garvey Publishers.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the word & the world*. South Hadley, MA: Bergin & Garvey Publishers.
- Furth, G. (2002). *The secret world of drawings: A Jungian approach to healing through art*. Toronto: Inner City Books.
- Gambrell, L. (2004). Exploring the connection between oral language and early reading. *The Reading Teacher*, 57(5); 490–492.
- Garton, A.F., & Pratt, C. (2009). Cultural and developmental predispositions to literacy. In D. Olson, & N. Torrance, (Eds.), (pp.501-517). *The Cambridge handbook of literacy*. New York: Cambridge University Press.
- Gee, J. P. (1996). *Social linguistics and literacies: ideology in discourses* (2nd ed.). London: Falmer Press.
- Goodman, K. S. (1967). Reading: A psycholinguistic guess game. *Journal of the Reading Specialist*, May, 126–135.
- Goodman, K. S. (1998). *In defence of good teaching: What teachers need to know about the reading wars*. York, ME: Stenhouse.
- Gough, P. B. (1972). One second of reading. In Kavanagh, J. F. & Mattingley, I.G. (Eds.), *Language by Ear and by Eye*. Cambridge, MA: MIT Press.
- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375–406.
- Grahamstown.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Reading research handbook* (Vol. 3, pp. 403–424). Mahwah, NJ: Erlbaum

- Haapasaari, A. & Kerosou, H. (2015). Transformative agency: The challenges of sustainability in a long chain of double stimulation. *Learning, Culture and Social Interaction*, 4, 37–47.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4–13.
- Haring, U., & Sorin, R. (2014). The CID lens: Looking at children's drawings using content, interpretive, and developmental methods. *International Journal of Arts Education*, 8, 15–29.
- Harmer, J. (2007). *The Practice of English Language Teaching*, (4th ed.). Harlow: Longman.
- Harrison, G. D. (2011). *Mediating self-regulation in a kindergarten class in South Africa: An exploratory case study*. Cape Town: University of Cape Town.
- Harrison, G. D. (2012). *Tools for learning: a socio-cultural analysis of pedagogy*. Cape Town: University of Cape Town.
- Hart, G. & Nassimbeni, M. (2013). From borders and landscape to ecosystem: Reconfiguring library services to meet the needs of South African youth. *South African Journal for Library and Information Science*, 79(1), 13–21.
- Hasu, M. (2005) In search of sensitive ethnography of change: Tracing the invisible handoffs from technology developers to users. *Mind, Culture, and Activity. An International Journal*, 12(2), 90–112.
- Hayashi, K. (1999). Reading strategies and extensive reading in EFL classes. *RELC Journal*, 30, 114–132.
- Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, England: Cambridge University Press.
- Hedge, T. (1985). *Using readers in language teaching*. London: Macmillan.
- Heilman, A. (1977). *Principles and practices of teaching reading*. Columbus, OH: Charles E. Merrill Publishing Company.
Heinemann Publishers.
- Henry, J. (1995). *If not now: Developmental readers in the college classroom*. Portsmouth, NH: Boynton/Cook, Heinemann.
- Hilbert, S. B. (1992). Sustained silent reading revisited. *The Reading Teacher*, 46(4), 354–356.
- Hill, D. R. (1992). *The EPER guide to organising programmes of extensive reading*. Edinburgh: Institute for Applied Language Studies, University of Edinburgh.

- Hitchcock, G., & Hughes, D. (1995). *Research and the teacher: A qualitative introduction to school-based research*. London: Routledge.
- Hoadley, U. (2016). *A review of the research literature on teaching and learning in the Foundation Phase in South Africa*. Stellenbosch University.
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review*, 61, 355–382.
- Howie, S., Venter, E., Van Staden, S., Zimmerman, L., Long, C., Scherman, V., & Archer, E. (2007). *PIRLS 2006 summary report: South African children's reading achievement*. Pretoria: Centre for Evaluation and Assessment.
<http://www.consortiacademia.org/index.php/ijrsl/issue/view/39>
<http://www.education.gov.za>
- Huck, C. S. (1973). Strategies for improving interest and appreciation in literature. In A. Beery, T. C. Barrett & W. R. Powell (Eds.). *Elementary Reading Instruction: Selected Materials* (2nd ed.) (pp. 305–312). Boston: Allyn and Bacon.
- Huey, E. B. (1908). *The psychology and pedagogy of reading*. Cambridge, MA: MIT.
- Jacobs, G. M., Renandya, W. A., & Bamford, J. (2000). Annotated Bibliography of Works on Extensive Reading in a Second Language. *Reading in a Foreign language*, 13(1), 449– 489.
- Janks, H. (2014). Globalisation, diversity, and education: A South African perspective. *The Educational Forum*, 78(1), 8–25.
- Johnson, R. B., & Onwuegbuzie, A. (2004). Mixed methods research: a research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.
- Johnson, R. B., & Christensen, L. B. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Allyn & Bacon.
- Johnson, R. B., & Christensen, L. B. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L.A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112–133.
- Johnston, D. M. (1992). *Approaches to research in second Language Learning*. New York: Longman.
- Kain, D & Wardle, E. (2004). *Activity Theory: An introduction for the writing classroom* (pp. 1–9). West Carolina University.
- Kao, P. L. (2010). Examining second language learning: Taking a sociocultural stance. *ARECLS*, 7, 113–131.

- Kaptelinin, V., & Nardi, B. A. (2006). *Acting with Technology: Activity theory and interaction design*. Cambridge, MA: MIT Press.
- Karpov, Y. V. (2003). Vygotsky's doctrine of scientific concepts: Its role for contemporary education. In A. Kuzolin; B. Gindis; V.S. Ageyev & S.M. Miller (Eds.), *Vygotsky's Educational Theory in Cultural Context*. Cape Town: Cambridge University Press.
- Kauffman, J. M. (2001). *Characteristics of emotional and behavioral disorders of children and youth* (7th ed.). Upper Saddle River, NJ: Merrill.
- Kendrick, M., & McKay, R. (2004). Drawings as an alternative way of understanding young children's constructions of literacy. *Journal of Early Childhood Literacy*, 4(1), 109–128.
- Kenrose, S. (2009). *Lev Vygotsky and the Zone of Proximal Development (ZPD)*. Yahoo Contributor Network. Retrieved May 16, 2015, from <http://voices.yahoo.com/lev-vygotsky-zoneproximal-development-3879832.html>
- Koen, G. (2015/07/26). Are we teaching reading wrong? *City Press*. Retrieved 26 July 2016 from <http://city-press.news24.com/Trending/Are-we-teaching-reading-wrong-20150726>
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.
- Krashen, S. (2004). *The power of reading: Insights from the research* (2nd ed.). Portsmouth, NH: Heinemann.
- Krashen, S. (2011). The compelling (not just interesting) input hypothesis. *The English Connection*, 15(3), 1.
- Kress, G., & Van Leeuwen, T. (1996). *Reading Images – The Grammar of Visual Design*. London: Routledge.
- Kubis, M. (1996). The relationship between home literary environments and attitudes toward reading in ninth-graders. *ERIC Document Reproduction Service No. ED 385 822*.
- Kuutti, K. (1996). *Activity theory as a potential framework for human computer interaction research*. In B. Nardi (Ed.), *Context and consciousness: Activity theory and human-*
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL More evidence for the power of reading. *System*, 28, 261–270.

- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Lee-Daniels, S.I 1., & Murray, B.A. (2000). DEAR me: What does it take to get children reading? *The Reading Teacher*, 54, 154–155.
- Leontiev, A. N. (1978). *Activity, consciousness, and personality*. Englewood Cliffs: Prentice Hall.
- Lesesne, T. S. (1991). Developing Lifetime Readers: Suggestions from Fifty Years of Research. *The English Journal*, 80(6), 61–64.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications Inc.
- Logan, S., & Johnston, R. (2009). Gender differences in reading abilities and attitudes: Examining where these differences lie. *Journal of Research in Reading*, 32(2), 199–214.
- Loh, J. (2009). Teacher modelling: Its impact on an extensive reading program. *Reading in a Foreign Language*, 21(2), 93–118.
- Lotz-Sisitka, H. (2008). *Change-oriented Workplace Learning and Sustainability Practices: Research Programme Proposal*. Unpublished. SAQA & RUEESU. Rhodes University, Grahamstown.
- Luria, A. R. (1976). *Cognitive development: Its cultural and social foundations*. Cambridge: Harvard University Press.
- Macon, J. M., Bewell, D., Vogt, M. E., & International Reading Association. (1991). *Responses to literature*. Newark, DE: International Reading Association.
- Malchiodi, C. A. (1998). *Understanding children's drawings*. New York: The Guilford Press.
- Malespina, E. (2016). An Open Letter to School Boards Everywhere. *The School Library Journal*. May 23, 2016 from (Accessed July, 2016).
- Maley, A. (1999). Surviving the 20th century. *English Teaching Professional*, 10, 3–7.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25, 91–102.
- Mathewson, G. C. (1994). Model of attitude influence upon reading and learning to read. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*. (4th ed.) (pp. 1131–1161). Newark, DE: International Reading Association.

- Matthews, J. (2013). *Evaluating Summer Reading Programs: Suggested Improvements*. Retrieved July 2015 from <http://publiclibrariesonline.org/2013/05/evaluating-summer-reading-programs-suggested-improvements>
- Matusov, E., (2001). Inter-subjectivity as a way of informing teaching design for a community of learners' classroom. *Teaching and Teaching Education*, 17, 383–402.
- Maxwell, J. (1992). Understanding and Validity in Qualitative Research. *Harvard Educational Review*: September 1992, 62(3), 279–301.
- McCarthy, S. J. (2001). Identity construction in elementary readers and writers. *Reading Research Quarterly*, 36, 122–151.
- McKenna, M. C. (1994). Toward a model of reading attitude acquisition. In E. H. Crammer & M. Castle (Eds.), *Fostering the love of reading: The affective domain in reading education* (pp.18–40). Newark, DE: International Reading Association.
- McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43(8), 626–639.
- McKenna, M. C., Ellsworth, R. A., & Kear, D. J. (1995). Children's attitudes toward reading: A national survey. *Reading Research Quarterly*, 30, 934–956.
- McNamara, D. S. (Ed.). (2007). *Reading comprehension strategies: Theory, interventions, and technologies*. Mahwah, NJ: Erlbaum.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Molteno Institute for Language and Literacy. Retrieved May 2015 from <http://www.molteno.co.za/literacy-interventions>
- Moodley, V. (2003). *Language attitudes and code-switching behaviours of facilitators and learners in LLC senior phase OBE classrooms*. PhD thesis. Durban: University of Natal.
- Moodley, V. (2013). *Introduction to Language Methodology*. Cape Town: Oxford University Press.
- Morrow, K., & Schocker, M. (1987). Using texts in a communicative approach. *ELT Journal*, 41(4), 248–256.
- Morrow, L.M., & Young J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 736–742.

- Mouton, J. (2001). *How to succeed in your master's and doctoral studies*. Pretoria: Van Schaik.
- Mulgrew, N. (2012). *National literacy: Once upon a time, parents taught their children to read*. Mail & Guardian, 19 October, p.14.
- Murris, K. S., & Thompson, R. (2016). Drawings as imaginative expressions of philosophical ideas in a Grade 2 South African literacy classroom. *Reading & Writing*, 7(2), (a127).
- Muthivhi, A., & Broom, Y. (2009). School as cultural practice: Piaget and Vygotsky on learning and concept development in post-apartheid South Africa. *Journal of Education*, 47, 1–18.
- Mwanza, D. (2001): 'Where theory meets practice: A case for an activity theory based methodology to guide computer system design', *Proceedings of Interact 2001: 8th IFIP TC 13 Conference on Human Computer Interaction*, Tokyo. July 9-13, available online at <http://kmi.open.ac.uk/publications/techreports.html>
- Myoungsoon, K., & Heekyoung, K. (2002). The differences in attitudes toward emergent literacy of children among teachers, mothers, and fathers in kindergartens and day care centers in Korea. *Reading Improvement*, 39(3), 124–148.
- Nagy, W., Herman, P., & Anderson, R. (1985). Learning words from context. *Reading Research Quarterly*, 17, 233–255.
- Nal'ibali. Retrieved July 26, 2016, from <http://nalibali.org/about-us>.
- Nassimbeni, M & Desmond, S. (2011). Availability of books as a factor in reading, teaching and learning behaviour in twenty disadvantaged primary schools in South Africa. *South African journal of libraries and information science*, 77(2), 95–103.
- Nation, I. S. P. (1993). Vocabulary size, growth and use. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 115-134). Amsterdam/Philadelphia: John Benjamins.
- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 1–12.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

- National Reading panel (U.S.). (2000). *Report of the National Reading Panel: teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups*. (Washington, D.C.), National Institute of Child Health and Human Development, National Institutes of Health.
- Neuman, S. B., & Celano, D. (2001). Access to print in low-and middle-income communities: An ecological study of 4 neighbourhoods. *Reading Research Quarterly*, 36, 8–26.
- Niglas, K. (2000) Combining Quantitative and Qualitative Approaches. Paper presented at ECER2000. *Education Line*: <http://www.leeds.ac.uk/educol/>.
- Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, 19(2), 76–105.
- Nkosi, B. (2012). S A schools at rock bottom in international assessments. *Mail & Guardian*, 11 December 2012. Retrieved on 15 August 2016 from <http://mg.co.za/article/2012-12-11-studies-reveal-performance-gap-between-rural-and-urban-pupils>
- Nocon, H. D. (2004). Sustainability as process: Community education and expansive collaborative activity. *Educational Policy*, 18(5), 710–732.
- Ntombela, S., & Mhlongo, B. (2010). “Do you all understand?” “Yes Ma’am.” A South African primary school addresses language and communication barriers. *Language Society and Culture*, 31, 98–104.
- Nuttal, C. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- Ofsted Report. (2004). The changing landscape of languages. An evaluation of language learning 2004/2007. Alexandra House. London (www.ofsted.gov.uk).
- Orencia, M. A. (2006). Enhancing Pupils Reading Comprehension and Attitudes through a Whole Language Inspired Literature-Based Reading Program. *CELEA Journal* 29(3), 3–18.
- Otto, W. (1991). Ten best ideas for reading teachers. In Fry, E. (Ed.), *Ten best ideas for reading teachers* (pp. 93–97). Reading, MA: Addison-Wesley.
- Oyegade, E.A., (2012). Reading promotion campaign activities of the Oyo State Library Board, Ibadan. In D. Rosenberg (Ed.), *Reader development and reading promotion: Recent experiences from seven countries in Africa*. (pp. 73–93). International Network for the availability of Scientific Publications, Oxford.

- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual review of psychology*, 49(1), 345–375.
- Park, H. (May, 2015). *Learning Identity A Sociocultural Perspective*. Paper presented at the Adult Education Research Conference. Retrieved February 16, 2015, from <http://newprairiepress.org/aerc/2015/papers/41>.
- Parsons, L. (1990). *Response journals*. Portsmouth NH: Heinemann.
- Partin, K, & Hendricks, C. G. (2002). The Relationship between Positive Adolescent Attitudes toward Reading and Home Literary Environment. *Reading Horizons*, 43(1), 62–84.
- Penuel, W. (2014). Emerging forms of formative intervention research in education. *Mind, Culture, and Activity*, 21(2), 97–117.
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18, 1–28.
- Pihlaja, J. (2005). *Learning in and for production: An activity-theoretical study of the historical development of distributed systems of generalizing*. Helsinki: Helsinki University Press.
- Pilgreen, J. L. (2000). *The SSR handbook: How to organize and manage a Sustained Silent Reading program*. Boynton/Cook: Heinemann.
- Pottorff, D. D., Phelps-Zientarski, D., & Skovera, M. E. (1996). Gender Perceptions of Elementary and Middle School Students about Literacy at School and Home. *Journal of Research and Development in Education*, 29, 2–6.
- Pretorius, E. & Ribbens, R. (2005). Reading in a disadvantaged high school: issues of accomplishment, assessment and accountability. *South African Journal of Education*, 25(3), 139–147.
- Pretorius, E. J. & Currin, S.V (2010). Do the rich get richer and the poor poorer? The effects of a reading intervention programme on the home and the school language. *International Journal of Educational Development*, 30, 67–76.
- Pretorius, E. J. & Knoetze, J. J. (2012). The teachers' book club: Broadening teachers' knowledge and building self-confidence. *Musaion*, 31(1), 27–46.
- Pretorius, E. J. & Naude, H. (2002). A culture in transition: Poor reading and writing ability among children in South African townships. *Early Child Development and Care*, 172, 439–449.

- Pretorius, E. J. (2002). Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning? *Language Matters*, 33, 169–196.
- Pretorius, E. J. (2005). What do students do when they read to learn? Lessons from five case studies. *South African Journal of Higher Education*, 19(4), 790–812.
- Pretorius, E. J. (2014). Supporting transition or playing catch-up in Grade 4? Implications for standards in education and training. *Perspectives in Education*, 32(1), 51–76.
- Pretorius, E., & Machet, M. (2004). Literacy and disadvantage: learners' achievements in the early primary school years. *Africa Education Review*, 1(1), 128–146.
- Pretorius, E., J. M. E., McKay, V., Murray, S., & Spaul, N. (2016). Teaching Reading (and Writing) in the Foundation Phase A Concept note. Research on Socio-Economic Policy (ReSEP). <http://resep.sun.ac.za/>
- Prosper, A & Nomlomo, V. (2016). Literacy for all? Using multilingual reading stories for literacy development in a Grade one classroom in the Western Cape. *Per Linguam*, 32(3), 79–94.
- Prowse, P. (2002). Top Ten Principles for Teaching Extensive Reading: A Response. *Reading in a Foreign Language*, 14(2), 142–5.
- Ramadiro, B. (2012). *Reading in two languages: A language or literacy problem?* East London: Nelson Mandela Institute, University of Fort Hare.
- Ramani, E., & Joseph, M. (2002.). The communal reading of comics: a case study of an extensive reading project for adult basic literacy. *Per Linguam*, 18(2), 19–30.
- read
- Reeves, T. C., & Hedberg, J. G. (2003). *Interactive learning systems evaluation*. Educational Technology Publications, Englewood Cliffs: New Jersey.
- Renandya, W. A., & Jacobs, G. (2002). Extensive reading: Why aren't we all doing it? In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. (pp. 295–302). Cambridge: Cambridge University Press.
- Renandya, W. A. (2015). Reading in a foreign language: What else is important besides skills and strategies? In Hamied, F. A., Yadnya, I.B.P., Sociowati, I.GAG. (Eds.), *Developing indigenous models of English language teaching and assessment*. (pp.81–94). Bali, Indonesia: Udayana University Press.
- Retrieved from 2014.time.com/94794/common-sense-media-reading-report-never-

- Reza, G. S., & Mahmood, D. (2013). Sociocultural theory and reading comprehension: The scaffolding of readers in an EFL context. *International Journal of Research studies in Language Learning*. Retrieved June 2015 from Rhodes University, Grahamstown.
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*, (3rd ed.). London: Longman.
- Rogers, B. (2002). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. London: Paul Chapman Publishing.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. (1sted.), New York: Oxford University Press.
- Rose, D. (2016). Teaching not testing: Freeing reading from assessments. *Plenary session at 2016 RASA Conference*, Clarendon Primary School, Pietermaritzburg, KwaZulu Natal.
- Ross, C. S. (2006). The company of readers. In C.S. Ross, L. McKechnie, & P. M. Rothbauer, *Reading Matters: What the Research Reveals about Reading, Libraries, and Community*. (pp. 1–62). Westport, Connecticut: Libraries Unlimited. Routledge.
- Roy-Campbell, Z. M., & Qorro, M. (1997). *Language Crisis in Tanzania: The myth of English versus education*. Dar es Salaam: Mkuki na Nyota Publishers.
- Rumelhart, D. E. (1977). Toward an interactive model of reading. In S. Dornic (Ed.), *Attention and performance VI*. Hillsdale, N.J.: Erlbaum Associates.
- Russell, D. R. (1997). Rethinking genre in school and society: An activity theory analysis. *Written Communication*, 14(4), 504–554.
- Sabatelli, R. M., & Anderson, S. A. (1991). Family system dynamics, peer relationships and adolescent's psychological adjustment. *Family Relations*, 40, 363–369.
- Sainsbury, M., & Schagen, I. (2004). Attitudes to reading at ages nine and eleven. *Journal of Research in Reading*, 27, 373–386
- Sannino, A. (2015). The emergence of transformative agency and double stimulation: Activity based studies in the Vygotskian tradition. *Learning, culture and social interaction*, 4, 1–3.
- Sawchuk, P.H. (2013). *Contested Learning in Welfare Work: A Study of Mind, Political Economy and the Labour Process*. New York: Cambridge University Press
- Saxby, M. (1997). *Books in the life of a child: Bridges to literature and learning*. South Melbourne, Vic: Macmillan Education Australia.

- Scanlon, E., & Issroff, K. (2005). Activity theory and higher education: Evaluating learning technologies. *Journal of Computer Assisted Learning*, 21(6), 430–439.
- Scheckle, E. (2014). *Reading identities: A case study of Grade 8 learners' interaction in a reading club*. Unpublished PhD thesis, Rhodes University.
- Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Schofield, J. W. (1990). Increasing the generalisability of qualitative research, in Eisner E W and Peshkin A (1990) *Qualitative Inquiry in Education: the Continuing Debate*, New York and London: Teachers College Press.
- Scribner, S. (1997). Three developmental paradigms. In E. Tobach, R. Joffe Falmagne, M. Brown Parlee, L.M.W. Martin, & A. Scribner Kapelman (Eds.), *Mind and social practice: Selected writings of Sylvia Scribner* (pp. 281–288). Cambridge: Cambridge University Press.
- Scribner, S., & Cole, M. (1981). *The Psychology of Literacy*. Cambridge: Harvard University Press.
- Setireka, A. C., & Tanrikulub, Z. (2015). Significant developmental factors that can affect the sustainability of Mobile Learning. *Procedia -Social and Behavioral Sciences*, 191, 2089–2096.
- Sibanda, J. (2014). *Investigating the English vocabulary needs, exposure and knowledge of isiXhosa speaking learners for transition from learning to read in the Foundation Phase to reading to learn in the Intermediate Phase: A case study*. Unpublished PhD thesis, Rhodes University, Grahamstown.
- Singleton, R., Straits, B. C., & Straits, M. M. (1993). *Approaches to social research*. New York: Oxford University Press.
- Sisulu, E. (2004). *The culture of reading and the book chain: How do we achieve a quantum leap?* Retrieved 10 July 2016, from <http://www.centreforthebook.org.za>
- Smith, C., Constantino, R., & Krashen, S. (1997). Differences in Print Environment for Children in Beverly Hills, Compton, and Watts. *Emergency Librarian*, 24(4), 8–9.
- Smith, C.M. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood. *Journal of Educational Research*, 83(4), 215–219.
- Snow, C.E., Burns, M.S., & Griffin, P. (eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

- Snyman, M. E. (2016). A longitudinal study of a reading project in the Northern Cape, South Africa. *Reading & Writing -Journal of the Reading Association of South Africa*, 7(1), a85.
- South African Book Development Council. (2007). *National survey into the reading and book reading behaviour of adult South Africans: Quantitative research into the reading and book buying habits of adult South Africans from age 16*. Pretoria: Print Industries Council, Dept of Arts and Culture.
- Spaull, N. (2011). Primary school performance in Botswana, Mozambique, Namibia and South Africa: A comparative analysis of SACMEQ III. *SACMEQ Working Papers*, 1 74.
- Spaull, N. (2013). *South Africa's education crisis*. Johannesburg: Centre for Development and Enterprise (CDE).
- Spaull, N., Van der Berg, S., Wills, G., Gustafsson, M., & Kotzé, J. (2016). Laying firm foundations getting reading right. Research on Socio-Economic Policy (ReSEP). Retrieved November 22, 2016, from <http://resep.sun.ac.za/>
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.
- Stanovich, K. E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16, 32–71.
- Stanovich, K. E. (1991). Word recognition: Changing perspectives. In R. Barr, M.L. Kamil, P. B. Mosenthal, & P. D. Pearson, P.D. (Eds.), *Handbook of Reading Research Volume II*. London: Longman
- Stetsenko, A. (2012). Personhood: An activist project of historical becoming through collaborative pursuits of social transformation. *New ideas in psychology*, 30, 144–153.
- Stewart, D., & Shamdasani, P. (1990). *Focus groups: Theory and practice*. Newbury Park: Sage Publications.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- Street, B. (1995). *Social Literacies*. London: Longman.
- Strickland, D. S., & Morrow, L. M. (1990). Family literacy: Sharing good books. *The Reading Teacher*, 43(7), 518–519.
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19, 1–18.

- Tanaka, H. & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, 7(1), 115–131.
- Times Live. (2015). *Attacks on foreign shopkeepers in Grahamstown continuing*. (October 24, 2015).
- Topping, K. J. (2010). *What kids are reading: The book-reading habits of students in British Schools*. London: Renaissance Learning UK.
- Tshuma, S. A. (2014). *Reading clubs as a literacy intervention tool to develop English vocabulary amongst Grade 3 English second language learners at a school in Grahamstown, Eastern Cape*. Unpublished MEd thesis, Rhodes University,
- Twist, L., Schagan, I., & Hogson, C. (2007). *Progress in International Reading Literacy Study (PIRLS): Reader and Reading National Report for England 2006*. NFER and DCSF.
- Ulanoff, S. H., Quioco, A., Roche, J., & Yaegle, M. (2000). A Classroom Inquiry into Elementary Students' Notions about Reading. *Teacher Education Quarterly*, 27, 59–68.
- UNESCO. (2005). *Education for All Global Monitoring Report 2006 – Literacy for Life*. UNESCO.
[usa.org/content/study-on-reading-andtechnology.php](http://www.unesco.org/content/study-on-reading-andtechnology.php)
 USA: The Thimble Press.
- Van der Mescht, C. (2013). *Positions on the Mat: A micro-ethnographic study of teachers' and learners' co-construction of an early literacy practice*. Unpublished PhD thesis,
- Virkkunen, J. (2006). Dilemmas in building shared transformative agency. *Activités*, 3(1), 4466. Retrieved July 16, 2016, from <http://www.activites.org/v3n1/virkkunen-en.pdf>
- Virkkunen, J., & Newnham, D. (2013). *The Change Laboratory. A Tool for Collaborative Development of Work and Education*. Rotterdam: Sense Publishers.
- Vygotsky, L. S. (1972). *The problem of stage periodization of child development*. Translated by James V. Wertch. Typescript.
- Vygotsky, L. S. (1978). Interaction between learning and development. From: *Mind and Society*. Cambridge, MA: Harvard University Press.
- Walberg, H. J. & Tsai, S-L., 1995, 'Correlates of reading achievement and attitude: A national assessment study, *Journal of Educational Research*, 78(5), 159–167.
- Walliman, N. (2006). *Social Research Methods*. London: Sage.

- Walsham, G. (1995). Interpretive case studies in IS research: nature and method. *European Journal of Information Systems*, 4(2), 74–81.
- Waring, R. (2006). Why extensive reading should be an indispensable part of all language programs. *The language Teacher*, 30(7), 44–47.
- Wepner, S. B., & Caccavale, P. P. (1991). Project CAPER (Children and parents enjoy reading): A case study. *Reading Horizons*, 31(3), 228–237.
- Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
- Westaway, A. (2015). *Analysis of the Grahamstown 2014 ANA results*. Unpublished.
- Willis, J. (2007). *Foundations of qualitative research: interpretive and critical approaches*. London: Sage.
- Winch, G., Johnston, R. R., March, P., Ljungdahl, L. & Holliday, M. (2006). *Literacy: Reading, writing and children's literature*. (3rd ed.) South Melbourne: Oxford University Press.
- Wittenberg, M. (2005). The School Day in South Africa. *Working Paper 113, Southern African Labour & Development Research Unit*, University of Cape Town.
- Worthy, J. (2002). Teacher's and student's suggestions for motivating middle school students to read. *Yearbook of the National Reading Conference*, 49, 441–451.
www.equaleducation.org.za
- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248–263.
- Yin, R. K. (2003). *Case Study Research Design and Methods*. Thousand Oaks, California: Sage Publications, Inc.

APPENDICES

List of appendices

Appendix 1 A: First book donation

Appendix 1 B: Second book donation

Appendix 2: Samples of learners' drawings

2A: Love, like, enjoy reading

2B: Mixed/ Ambiguous views about reading

2C: Profuse Praise about Reading

2D: Reading Language Preferences

Appendix 3 A: Pre- Intervention questionnaire

Appendix 3 B: Post- Intervention questionnaire

Appendix 3 C: Post- Intervention questionnaire for the research assistant

Appendix 4: Reading log

4 A: Reading log of a star reader

4B: Sample of a learner who read at least 10 books

4C: Reading log sample of a learner who preferred to read English Books

4D: Beginner reader reading log

Appendix 5: Reading journal

5A: Sample of a learner who loved to read in English

5B: Samples of detailed journal

5C: Researcher's comments on journals

Appendix 6: Untranslated isiXhosa reading session

Appendix 7: Consent Forms

Appendix 8: Posters summarising research journey

Appendix 9: Learner's written book responses

Appendix 10: Learners' interpretation of the picture book

Appendix 11: Accession register

Appendix 12: Samples of stories written by Luke

STORY 1: Cowboy to rescue

STORY 2: Magic tree

STORY 3: Who will be the king?

Appendix 13: Evaluation letters from learners

Appendix 14: Certificate samples

APPENDIX 1 A: FIRST BOOK DONATION

BIBLIONEF SA 4 CENTRAL SQUARE PINELANDS 7405 E-mail: bibsa@iafrica.com Reg. No. 1998/018378/08 VAT No. 4400207017 Tel (021) 531 0447 Fax (021) 531 0455	Tax Invoice <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Date</td> <td style="width: 50%;">11/07/2014</td> </tr> <tr> <td>Page</td> <td>1</td> </tr> <tr> <td>Document No</td> <td>IBSH 161</td> </tr> </table>	Date	11/07/2014	Page	1	Document No	IBSH 161
Date	11/07/2014						
Page	1						
Document No	IBSH 161						
BENEFICIARY ORGANISATIONS Account No.: BEN001 VAT No.:	Deliver to: INSTITUTE 4 THE STUDY OF ENGLI RHODES UNIVERSITY P.O. BOX 94 GRAHAMSTOWN 6140 ATT: ANNE TSHUMA PH: 079 060 4498						

Code	Description	Quantity	Unit Price	Disc%	Total Price
0795701624	Rights of a child, The	4 ✓			R0.00
9780702149474	Heart of Gold-Reading in my World GR3	5 ✓			R0.00
9780702142550	Where's my book?-Star story GR1	3			R0.00
9780702161605	I don't belong to you - Star story GR2	1			R0.00
0732717647	On the Move - Science Alive	10			R0.00
9780790110226	Nature's Harvest - Science Alive	10			R0.00
9780732717582	How's That? - Science Alive	10 ✓			R0.00
9780625026791	Rabbit Book, The - Bright Bks GR1 Bk9	2			R0.00
9780702142581	We all draw - Star story GR1	5			R0.00
9780702142918	Ant family, The Gr1	2			R0.00
9780625027484	Spring book, The - Bright Bks GR2 Bk4	2			R0.00
9780340989388	Running Rhino	1			R0.00
9780340580486	Baby Baboon	1			R0.00
9781919979359	Max - English	1			R0.00
9781919979366	Max - isiXhosa	1			R0.00
9781919979144	Colours	1			R0.00
1919979158	Imibala - isiXhosa	1			R0.00
0624035247	I love my Father	1			R0.00
0624036138	Ndiyamthanda utata wam - Xhosa	1			R0.00
1868572544	Brenda has a dragon in her blood	1 ✓			R0.00
1868572552	UBrenda unegongqongqo ..Xhosa	1 ✓			R0.00
1868572315	Song of Six Birds	1			R0.00
1868572331	Umculo weentaka ezintandathu-Xhosa	1			R0.00
9780624035602	Peace Star, The(English/Xhosa)	3			R0.00
9780702142963	Wash Day - Star story GR1	5 ✓			R0.00
9780702140167	Kuhlanjwa impahla-Xhosa	5 ✓			R0.00
9780796005144	Umtshi Vwemarula/Marula Tree-Eng/Xhosa	2			R0.00
9780702142895	Boleki - Star Story GR1 - English	1 ✓			R0.00
9780702140266	UMboleki-Xhosa	1			R0.00
9781431404919	I know that!	1			R0.00
9781431408108	Ndiyazi! - isiXhosa	1			R0.00
9781919979489	Look Here!	1			R0.00
1919979190	Jonga ! - isiXhosa	1			R0.00
9781920271091	Read along with Miffy	1			R0.00
9789056472399	Funda noMiffy-isiXhosa	1			R0.00

Payment to be made to: Bank: Nedbank Branch: Pinelands 104709 Acc No.: 1047029170 Total quantity of books received in good order: 123 Signed _____ Date _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;">Sub Total</td><td style="width: 50%;"></td></tr> <tr><td>Discount @ 0.00%</td><td></td></tr> <tr><td>Amount Excl VAT</td><td></td></tr> <tr><td>VAT at 14%</td><td></td></tr> <tr><td>Total</td><td style="text-align: right;">C/Fwd</td></tr> </table>	Sub Total		Discount @ 0.00%		Amount Excl VAT		VAT at 14%		Total	C/Fwd
Sub Total											
Discount @ 0.00%											
Amount Excl VAT											
VAT at 14%											
Total	C/Fwd										

BIBLIONE SA 4 CENTRAL SQUARE PINELANDS 7405 E-mail: bibsa@iafrica.com Reg. No. 1998/018378/08 VAT No. 4400207017 Tel (021) 531 0447 Fax (021) 531 0455	Tax Invoice Date 11/07/2014 Page 2 Document No IBSH 161
--	---

BENEFICIARY ORGANISATIONS Account No.: BEN001 VAT No.:	Deliver to: INSTITUTE 4 THE STUDY OF ENGLI RHODES UNIVERSITY P.O. BOX 94 GRAHAMSTOWN 6140 ATT: ANNE TSHUMA PH: 079 060 4498
---	--

Code	Description	Quantity	Unit Price	Disc%	Total Price
1868570959	Sam's Smile	1			R0.00
1868572013	Uncumo luka Sam-Xhosa	1			R0.00
9781431400980	Refiliwe - English	1			R0.00
9781431409280	URefiliwe - isiXhosa	1			R0.00
9781919979496	How are you? - Kidza	1			R0.00
9781919979304	Unjani? - Kidza - isiXhosa	1			R0.00
9781919979083	I can swim	1			R0.00
1919979239	Ndiyakwazi Ukuqubha-isiXhosa	1			R0.00
9781919979120	Step by Step	1			R0.00
1919979131	Inyathelo Ngenyathelo-Xhosa	1			R0.00
9781919979090	What Dad Had	1			R0.00
1919979174	Ebenantoni uTata - isiXhosa	1			R0.00
9781869280994	Laduma! - English	1 ✓			R0.00
1869281012	Laduma - Xhosa	1 ✓			R0.00
9781919979052	Just Like Me	1			R0.00
1919979166	Nje Ngam - isiXhosa	1			R0.00
0947449353	Tsepo in Trouble	1 ✓			R0.00
0947449396	uTsepo Engxakini-Xhosa	1 ✓			R0.00
9781431400874	Thando Rocker	1			R0.00
9781431402083	UThando Rocker - isiXhosa	1			R0.00
0624035166	Nabulela-English	1			R0.00
0624035182	Inabulele - Xhosa	1			R0.00
0624041956	Lulama's magic blanket	1			R0.00
0624045463	Ingubo Yeziziba kaLulama-isiXhosa	1			R0.00
9781770094079	Zebra and the Hyena	1			R0.00
9781770094871	Iqwarhashe neNgcuka - Xhosa	1			R0.00
9780340945223	Enormous Elephant	1			R0.00
9781920162474	uNdllovu Mkhulu - Xhosa	1			R0.00
9780340565650	Lazy Lion	1			R0.00
9781920247461	Ungonyama Nqenerha - isiXhosa	1			R0.00
9780340945209	Laughing Giraffe	1			R0.00
9780798149365	UNdlulamthi Ohlekayo - Xhosa	1			R0.00
9780340989364	Bumping Buffalo	1			R0.00
9781920162351	uNyathi Ngqubayo - Xhosa	1			R0.00

Payment to be made to: Bank: Nedbank Branch: Pinelands 104709 Acc No.: 1047029170 Total quantity of books received in good order: 123 Signed _____ Date _____	<table> <tr><td>Sub Total</td><td>R0.00</td></tr> <tr><td>Discount @ 0.00%</td><td>R0.00</td></tr> <tr><td>Amount Excl VAT</td><td>R0.00</td></tr> <tr><td>VAT at 14%</td><td>R0.00</td></tr> <tr><td>Total</td><td>R0.00</td></tr> </table>	Sub Total	R0.00	Discount @ 0.00%	R0.00	Amount Excl VAT	R0.00	VAT at 14%	R0.00	Total	R0.00
Sub Total	R0.00										
Discount @ 0.00%	R0.00										
Amount Excl VAT	R0.00										
VAT at 14%	R0.00										
Total	R0.00										

© Softline (Pty) Ltd

APPENDIX 1 B: SECOND BOOK DONATION

BIBLIONEF SA 4 CENTRAL SQUARE PINELANDS 7405 E-mail: bibsa@iafrica.com Reg. No. 1998/018378/08 VAT No. 4400207017 Tel (021) 531 0447 Fax (021) 531 0455	Tax Invoice Date 28/04/2016 Page 1 Document No IBSI 852
BENEFICIARY ORGANISATIONS Account No.: BEN001 VAT No.:	Deliver to: INSTITUTE for the STUDY OF ENG D D SIWSA PUBLIC PRIMARY SCHOO P.O. BOX 94 GRAHAMSTOWN 6140 ATT: A THUMA-079 0604 498

Code	Description	Quantity	Unit Price	Disc%	Total Price
9780624048831	Wish This Big, A	1			R0.00
978033628090	Brenda has a dragon her blood-Aids Link	1			R0.00
9780799339888	Theo and the circus act	1			R0.00
9780796312358	Noah and the Ark Classic Bible Stories	1			R0.00
9780796312396	Stories Jesus Told Classic Bible Stories	1			R0.00
9780624024859	Four Friends & other tales from Africa	1			R0.00
9780624034360	From the heart of the fire	1			R0.00
9780799339864	Theo the Library cat	1			R0.00
9780799339871	Theo and the cat burglar	1			R0.00
9781848983991	Puff files-I love reading level 3	1			R0.00
9781848985476	Gran and Bret's Trip-I love reading 1	1			R0.00
9780702148590	Dragon's mountain, The-Star story GR3	1			R0.00
9780702161629	In the Land of Upper-Ping Gr1	1			R0.00
9780702162107	Nadia's Secret- Star story GR3	1			R0.00
9780624062882	My Forever Friend	1			R0.00
9781928318309	Searching for the spirit of Spring	1			R0.00
9781928318224	Little Ant's Big Plan	1			R0.00
9781928318286	Walking together	1			R0.00
9780798135160	Tembu and the Talking Drums	1			R0.00
9780987015815	Some of us are Leopards, some of us Lions	1			R0.00
9780624045595	Claude and Millie	1			R0.00
9780684867285	Angelo at the Waterfront	1			R0.00
9781431423392	African Orchestra, The	1			R0.00
9781431423286	Dudu's Basket	1			R0.00
9780986975400	Real Soccer Fields of South Africa, The	1			R0.00
9780798148245	Nina and Little Duck	1			R0.00
1868572315	Song of Six Birds	1			R0.00
1868571572	Red Dress, The	1			R0.00
9780624039037	Fly, Eagle, Fly!	1			R0.00
9780986982187	Under the Sea	1			R0.00
9780986982125	It's Autumn	1			R0.00
9781770095137	Friend for Asanda, A	1			R0.00
9781431401185	Who's Afraid of the Dark	1			R0.00

Payment to be made to: Bank: Nedbank Branch: Pinelands 104709 Acc No.: 1047029170 Total quantity of books received in good order: 200 Signed _____ Date _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Sub Total</td><td></td></tr> <tr><td>Discount @ 0.00%</td><td></td></tr> <tr><td>Amount Excl VAT</td><td></td></tr> <tr><td>VAT at 14%</td><td></td></tr> <tr><td>Total</td><td>C/Fwd</td></tr> </table>	Sub Total		Discount @ 0.00%		Amount Excl VAT		VAT at 14%		Total	C/Fwd
Sub Total											
Discount @ 0.00%											
Amount Excl VAT											
VAT at 14%											
Total	C/Fwd										

© Softline (Pty) Ltd

Code	Description	Quantity	Unit Price	Disc%	Total Price
187506091X	uThixo unguye anguye - Xhosa	1			R0.00
875060952	Izithembiso Zikathixo Ziyazaliseka-Xhosa	1			R0.00
9780702140174	UBanzi ebegula-Xhosa	1			R0.00
9780702140112	Utata uthenga imoto Gr 1 - Xhosa	1			R0.00
9780702140082	Ivili - Xhosa	1			R0.00
9781920592028	Malunga neNtobeko (YesKids) - isiXhosa	1			R0.00
9781920592035	Malunga nobuKhulu ba kaThixo-isiXhosa	1			R0.00
1868730115	Ufaro Nobukhulu Bukathixo-Xhosa	1			R0.00
1868401512	Ukugoduka neenkukhu-Xhosa	1			R0.00
0521635896	Umgqokhwe - isiXhosa	1			R0.00
9781431402434	Ngubani Owoyika ubuMnyama?-Xhosa	1			R0.00
0636054454	Isipho sikaThandeka - Xhosa	1			R0.00
0947449418	uMondi umdlali wefutzi - isiXhosa	1			R0.00
1868572552	UBrenda unegongqongqo ..Xhosa	1			R0.00
1868730077	Incoko yeqela lebhola - Xhosa	1			R0.00
9781920592042	Malunga noYesu (YesKids) - isiXhosa	1			R0.00
1869282442	Ndicacisela intombi yam ngobuhlanga-Xhos	1			R0.00
9780702140211	Ndinjani mina?-Xhosa	1			R0.00
9781431408108	Ndiyazili - isiXhosa	1			R0.00
9780624046790	Izinto ezithengwe nguMama Sebona-Xhosa	1			R0.00
9781770098152	Isipho Segolide (isiXhosa)	1			R0.00
781869142728	UBugqi Beentsomi Zethu - Xhosa	1			R0.00
9781869142674	Iintsomi Zase-Afrika - Xhosa	1			R0.00
9781920162474	uNdlovu Mkhulu - Xhosa	1			R0.00
9781928318200	Imvumi Yenyanyiso - Xhosa	1			R0.00
9781920247409	UQwarha Rhalayo - isiXhosa	1			R0.00
1869281012	Laduma - Xhosa	1			R0.00
1869280687	Ikhalipha Lekatana Encinane-Xhosa	1			R0.00
1869280571	Umbala Wothondo -isiXhosa	1			R0.00
9780624045557	Min'emnandi Jamela!-Xhosa	1			R0.00
9781919876825	Iinkwenkwezi ezikwiingquzu zentlabathi-X	1			R0.00
9781919876252	Iqokobhe elilahlekileyo - isiXhosa	1			R0.00

© Softline (Pty) Ltd

BIBLIONE SA 4 CENTRAL SQUARE PINELANDS 7405 E-mail: bibsa@iafrica.com Reg. No. 1998/018378/08 VAT No. 4400207017 Tel (021) 531 0447 Fax (021) 531 0455	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Tax Invoice</th> </tr> <tr> <td style="width: 50%;">Date</td> <td style="width: 50%;">28/04/2016</td> </tr> <tr> <td>Page</td> <td>5</td> </tr> <tr> <td>Document No</td> <td>IBSI 852</td> </tr> </table>	Tax Invoice		Date	28/04/2016	Page	5	Document No	IBSI 852
Tax Invoice									
Date	28/04/2016								
Page	5								
Document No	IBSI 852								
BENEFICIARY ORGANISATIONS Account No.: BEN001 VAT No.:	Deliver to: INSTITUTE for the STUDY OF ENG D D SIWSA PUBLIC PRIMARY SCHOO P.O. BOX 94 GRAHAMSTOWN 6140 ATT: A THUMA-079 0604 498								

Code	Description	Quantity	Unit Price	Disc%	Total Price
9781919876214	UModjadji, ikumkanikazi yeMvula-isiXhosa	1			R0.00
9781431407767	UBhaku noSipoti - isiXhosa	1			R0.00
9781869284626	ULindiwe iqhawe-kazi Lethu I-Xhosa	1			R0.00
9781431405282	Inkosana eyOnwabileyo - isiXhosa	1			R0.00
1875060219	URikiyi Namadodana Ombane - Xhosa	1			R0.00
9781919876191	UCitronella - isiXhosa	1			R0.00
9781770099296	UDadana Ombi - Xhosa	1			R0.00
9781431401994	INTlanzi yoBugqi - isiXhosa	1			R0.00
9781431402380	Kutheni iNja iSoyika iSiphango-isiXhosa	1			R0.00
9781431401918	INgcuka kunye namaTakane...-isiXhosa	1			R0.00
9781920271145	Nelson Mandela Indlela Ende Eya En-Xhosa	1			R0.00
9781431421930	Utata kaJafta - isiXhosa	1			R0.00
9781431421879	Umama kaJafta - isiXhosa	1			R0.00
9781431421817	UJafta - isiXhosa	1			R0.00
1868571165	Imazi yenkomo eluhlaza - Xhosa	1			R0.00
1868572013	Uncumo luka Sam-Xhosa	1			R0.00
9780992184148	Funda imilo nemibala noFlip noFlippie-X	1			R0.00
9780992184131	Funda ukubala noFlip noFlippie - Xhosa	1			R0.00
9781770092877	Abahlobo abathathu netekisi-Xhosa	1			R0.00
9781770092778	UNguni Omhle -Xhosa	1			R0.00
9781770099432	Intombazana encinane eyayingafuni-Xhosa	1			R0.00
9780624036142	Ndiyamthanda uMama wam - isiXhosa	1			R0.00
9780624036135	Ndiyamthanda utata wam - isiXhosa	1			R0.00
9781869281236	Yintoni le ndiyibonayo ibhabhayo?-Xhosa	1			R0.00
9781919876177	UNana nombungu - isiXhosa	1			R0.00
9781770008748	Ibali Lebhayibhile Elicaciswa - Xhosa	1			R0.00
9781770096943	Iphupha LikaThixo - Xhosa	1			R0.00
1868570657	UTabu neendlovu ezidanisayo-Xhosa	1			R0.00
9780624045472	Uhambo lukaMusa - isiXhosa	1			R0.00

Payment to be made to: Bank: Nedbank Branch: Pinelands 104709 Acc No.: 1047029170 Total quantity of books received in good order: 200 Signed _____ Date _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Sub Total</td> <td style="width: 50%;"></td> </tr> <tr> <td>Discount @ 0.00%</td> <td></td> </tr> <tr> <td>Amount Excl VAT</td> <td></td> </tr> <tr> <td>VAT at 14%</td> <td></td> </tr> <tr> <td>Total</td> <td>G/Fwd</td> </tr> </table>	Sub Total		Discount @ 0.00%		Amount Excl VAT		VAT at 14%		Total	G/Fwd
Sub Total											
Discount @ 0.00%											
Amount Excl VAT											
VAT at 14%											
Total	G/Fwd										

© Softline (Pty) Ltd

BIBLIONE SA 4 CENTRAL SQUARE PINELANDS 7405 E-mail: bibsa@iafrica.com Reg. No. 1998/018378/08 VAT No. 4400207017 Tel (021) 531 0447 Fax (021) 531 0455	<table border="1"> <tr><th colspan="2">Tax Invoice</th></tr> <tr><td>Date</td><td>28/04/2016</td></tr> <tr><td>Page</td><td>6</td></tr> <tr><td>Document No</td><td>IBSI 852</td></tr> </table>	Tax Invoice		Date	28/04/2016	Page	6	Document No	IBSI 852
Tax Invoice									
Date	28/04/2016								
Page	6								
Document No	IBSI 852								

BENEFICIARY ORGANISATIONS Account No.: BEN001 VAT No.:	Deliver to: INSTITUTE for the STUDY OF ENG D D SIWSA PUBLIC PRIMARY SCHOO P.O. BOX 94 GRAHAMSTOWN 6140 ATT: A THUMA-079 0604 498
---	---

Code	Description	Quantity	Unit Price	Disc%	Total Price
9780799359855	Ukuya eKalk bay ngololiwe-Xhosa	1			R0.00
324035182	Inabulele - Xhosa	1			R0.00
9781431404278	UMalusi - isixhosa	1			R0.00
9781920016722	Indlela iZanzibar - isiXhosa	1			R0.00
1868571815	Vuka - Isixhosa	1			R0.00
9780799345957	UNKosazana Nondlwane-Xhosa	1			R0.00
187506026X	UZizikazi Neenyosi-Xhosa	1			R0.00
9781770097377	iBhola elahlekileyo-Xhosa	1			R0.00
9781431401161	UMbona noMbetyi-Xhosa	1			R0.00
9781919876726	U-'Awu!' no-'Shu!'-Xhosa	1			R0.00
9781919876245	Inzwakazi uDebo - isiXhosa	1			R0.00
0521636019	Inkwenkwe-ntlanzi - isiXhosa	1			R0.00
9780521635844	Amaqanda - Xhosa	1			R0.00
SCHALK	Isela elilililo-Xhosa	1			R0.00
9780521725620	Mna ngokugqibeleleyo - Xhosa	1			R0.00
9781431402083	UThando Rocker - isiXhosa	1			R0.00
9780624044994	USalma Omhle Kunene - isiXhosa	1			R0.00

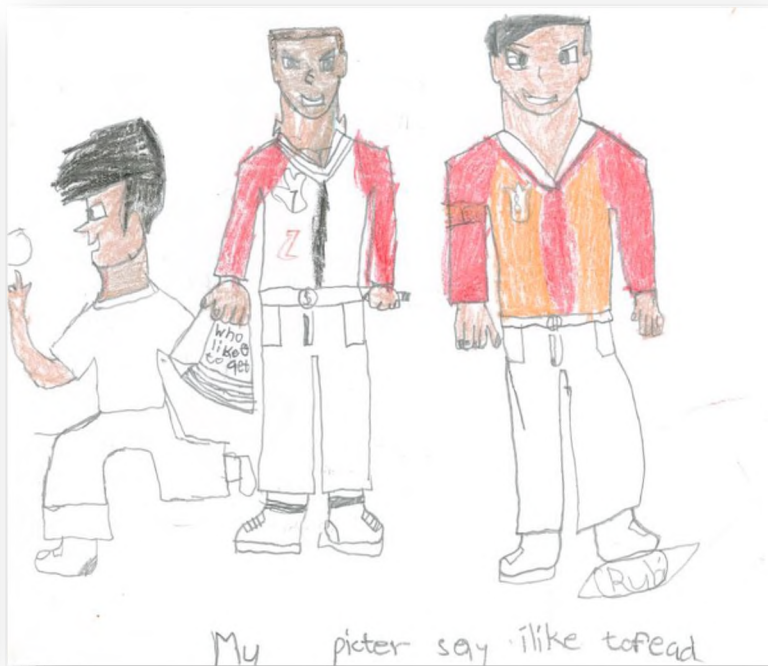
Payment to be made to:	Bank: Nedbank
	Branch: Pinelands 104709
	Acc No.: 1047029170
Total quantity of books received in good order: 200	
Signed _____	Date _____

Sub Total	R0.00
Discount @ 0.00%	R0.00
Amount Excl VAT	R0.00
VAT at 14%	R0.00
Total	R0.00

© Softline (Pty) Ltd

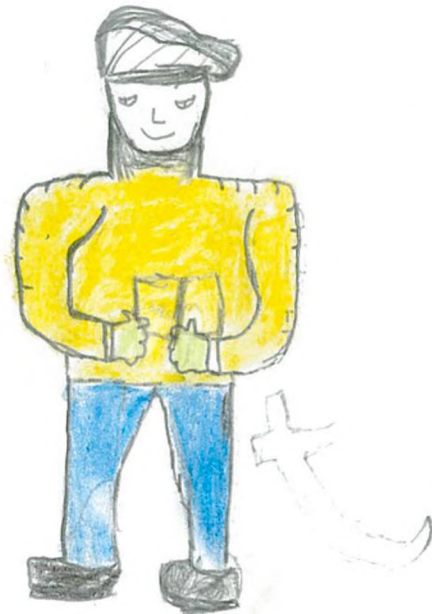
APPENDIX 2: SAMPLES OF LEARNERS DRAWINGS

2A: Love, like, enjoy reading





Ndiziva ndonwa bile kakhulu Uku funda elibali



ndiziva ndonwabile

2B: Mixed/ Ambiguous views about reading



kuma ukufunda utata uyabixolela



kuhmandi ukufunda kodwandinasindo
kuba utata uyandinxolela



Andifuni ukufunda netsomi

2C: Profuse Praise about Reading



2D: Reading Language Preferences





xhandiggibile ukukibana ndifunda incwadi
yesixhasa

ndithanda ukufunda incwadi ye English



Mina ndithanda ukufunda iinglish

Umis! Mina wandi funda ukufunda

APPENDIX 3: QUESTIONNAIRES

3A: PRE-INTERVENTION QUESTIONNAIRE

READING INTERVIEW

As part of pre intervention, reading interviews will be conducted with all the participating learners at the beginning of the term 2 (before the intervention). This is helpful in getting to know the learner's strengths, needs, interests, and weaknesses. The same process will be repeated at the end of the intervention to track changes.

Name _____ Grade: _____ Sex: F/ M _____

Teacher _____ Date _____ School _____

A. THE READER

1. What kind of stories do you like to read about?
2. What else can you read besides story books?
3. What are some of the last book(s) you read?
4. What is the name of your favourite story?
5. Do you have a favourite author?
6. What do you like about that author?
7. Do you have any books at home? _____ How many books do you think you have?
Briefly describe them _____
8. How often do you read at home? Every afternoon or evening, once in two days, once a week, weekends only, and holidays only. Please specify.
9. Does anyone in your family read a lot? _____ Who?

What do you like about this person's reading style?

What do you dislike about this person's reading style?

10. Do you have someone who reads stories to you at school? _____ Who do you like to read to you? _____

What do you like about this person's reading style?

What do you dislike about this person's reading style?

11. Do you have someone who reads stories to you at home? _____ Who do you like to read to you? _____

What do you like about this person's reading style?

What do you dislike about this person's reading style?

12. Does anyone tell you stories at school or home? _____ Who? _____ When? _____

What do you enjoy mostly in story telling?

What do you dislike mostly in story telling?

13. What kind of stories do you like listening to? _____

14. Do you have any books at school (in your desk/ storage area/locker/book bag) today that you are reading? _____

Briefly describe them _____

15. Do you have any books right now that you would like to read? _____ Tell me about them

16. How did you find about these books?

17. Where do you like to read?

18. Have you been to a library? _____ Who took you there?

19. Do you have any books right now that you would not like to read? _____
Tell me about them

20. Complete this sentence. I wish my teacher knew that I like / dislike reading
because _____

21. Why is it important that you know how to read?

B. Self-concept as a reader

1. Are you able to read in IsiXhosa? _____

Describe the last book that you have read

2. Are you able read in English? _____

Describe the last book that you have read

3. Which language do you like to read in, IsiXhosa or English? _____

Give a reason for your choice

4. Which language are you confident to speak in, IsiXhosa or English? _____

Give a reason for your choice.

5. Do you think you are a good reader? _____

What makes you think so?

6. Give an example of what you do when you do not understand what you are reading about.

7. When you are reading and come across a word you do not know what do you do?

8. What do you want to be when you grow up?

How do you think reading can help you achieve that?

9. What do you prefer doing during your spare time, TV games; board games; TV programmes; listening to stories on the radio, TV and people; ride bicycle; reading for pleasure; playing with friends; going to town;

10. Please draw me a picture below of how reading looks like to you.

3B: POST INTERVENTION QUESTIONNAIRE FOR PARTICIPANTS

We are interested in hearing your views about the Extensive Reading Programme you have been attending at school this year. Below are a few questions about the programme. For most of the questions, all you need to do is write a short answer, though if you want to say more, there is space for you to add in your comments and ideas at the end. Thanks very much for helping.

Name..... School..... Sex Age.....

1. How many times (roughly) have you attended the reading programme sessions this year?
2. Why did you attend the reading programme?
3. Over these past school terms, do you think that coming to the reading programme sessions has helped you with your reading? If yes, please say how?
4. Has attending the programme helped you with your other school work? If yes, can you say how and in which subjects?
5. What have you enjoyed at the reading programme sessions?
6. What has not been so good or interesting at the programme?
7. Which books offered in the reading programme did you enjoy reading? And why?
8. Which books did you not enjoy reading and why?
9. Is there anything you think would have made the reading programme better?
10. If you could, would you attend the reading programme next year? YES/NO
11. Is there anything else about the programme that we have forgotten to ask that you think is important? Please add extra paper if you want.

Thank you very much for your help.

3C: RESEARCH ASSISTANT READING PROGRAMME EVALUATION QUESTIONNAIRE

Name: Institution:

1. When did the reading programme start?
2. What sorts of materials have you read for the learners during the course of the programme?
3. Which titles were popular with the learners in the reading programme?
4. Were there any gender differences with book choices?
5. Which books do you think have been less popular with the learners and why?
6. As someone who regularly read out loud for the participants in their L1 and L2, what challenges did you encounter?
7. Which activities have worked well?
8. Which activities have been less successful? Your thoughts on why?
9. On observation, or from informal conversations with teachers/ parents, has the reading programme had any impact on other areas of the school – for example, the learner's reading or behaviour; peer relationships; school attendance?
10. Have you encountered any difficulties in setting up or running the reading programme? If yes, please explain.
11. If there are any other comments you would like to make about the reading programme, or there are issues that you think the evaluation should consider, these would be very welcome.

APPENDIX 4: READING LOG

4 A: Reading log of a star reader



Reading Log

Name: Sinyisiwe MBobela Month: _____

Name of book	Author	Date completed	Comments
Boltki	Peter		Ndiyithandile
Golden Windows	Mhlophe Gina		Ndiyithandile
Miffy	Nick Bruza		Ndiyithandile
The rabbit book	Von Marjorie		Ndiyithandile
The Giants stew	Noonan Nana		Ndiyithandile
The Marula Tree	McGuire Barbara		Andiyithandanga
The peacock star	Holden Teabell		Ndiyithandile
krele			
Iqhinga tlikrtle	Monika		Andiyithandanga
Max	Geldman		Ndiyithandile
	Walwick		
Ndiyazi	Bestel Shayle		Ndiyithandile



Reading Log

Name: Sivuyisiwe M Bobela

Month: 4 August

Name of book	Author	Date completed	Comments
Vici Afrika	M. Pilla		
Wash clay	Rene Viljoen		
UDaba bawo wom	Pettit ngobese		
MDiyontbender utata	Falakht		
Amabalabala	Rudaza		
yo Umdlomthi'ohleke	Mwenye		
Nobultla	Jon mealie		
umdyarho omkhulu	Fatyji		
Running Rhino	HadiThi Mwenye		
Noah's Ark	Aliab Jain		

4B: Sample of a learner who read at least 10 books



Reading Log

Name: Ntando Wincé

Month: 4 August 2015

Name of book	Author	Date completed	Comments
Nabulela	A Ngweni	2015	I like the book
The Peace Star	Anthony Remar	2015	I like the book
Uncuno lukasam	Van Vyta	2015	I like the book
Running Rhino	Mwenye	2015	I like the book
Ungathi Ngayibayi	Myere	2015	I like the book
Leswarihasha	ngulesley	2015	I like the book
I know that	Bester	2015	I like the book
Via AFika	M pillau	2015	I like the book
Ukukhutywa	Dianne	2015	I like the book
Imlanzi yoBugqi	Margie	2015	I like the book

Name: Sihlomele Khetshani

Month: 01 September

Name of book	Author	Date completed	Comments
Rafine	ZUKIS by Mngino	06.09.2015	This is nice
Golden windows	Milophe	16.08.2015	I don't like
Running Rhine	Mwenye Hadithi	8.08.2015	I like the book
UGLY DUCKLING	John Kaula	01.09.2015	I like it too
The boy's smile	by John Mwila	06.08.2015	I like this book
Faded	by John Mwila	06.08.2015	I like this book
T. G. ...	by John Mwila	06.08.2015	I like this book
N...	by John Mwila	06.08.2015	I like this book
-	by John Mwila	06.08.2015	I like this book
G... ..	by John Mwila	06.08.2015	I like this book

4d: Beginner reader reading log



Reading Log

Name: Sigamthanda Fosi Month: 12

Name of book	Author	Date completed	Comments
Soons Jimkunya	Robin Malan		
no.didokwabo			
Where is my book			
UMTL WEMARULA	The Maru P. Tree		
XHOSA-ENGLISH			
Umdlalantshi	Mwinye Hadithi		
Oblakayo			
Umdlalantshi			
Umdlalantshi			

APPENDIX 5: READING JOURNAL

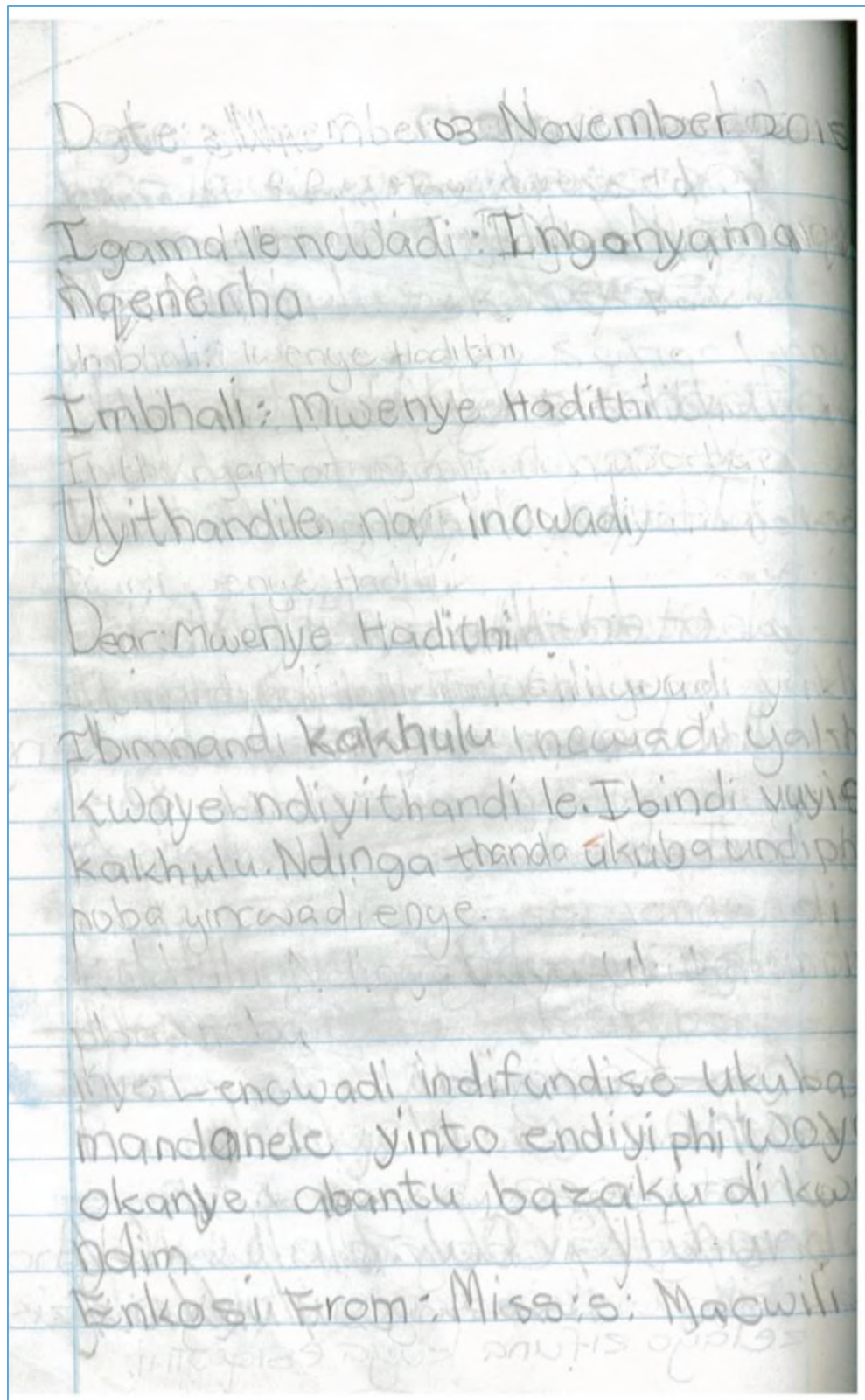
5A: Sample of a learner who loved to read in English

The place starts

As Special Plant

Philoni and Rebecca
were next-door neighbours,
what's more, they were
great friends. They loved
to play soccer.
one day Philoni kicked
the ball high over the
gate and into the street.

5B: Samples of detailed journal



Date: 3 November 2015

Iyama lencwadi: Ntlangthanda utata wami

umbhalo: Falakhe Nyobese

Ibithethangabani: mpata

Dear: Falakhe belimamandi

kakhulu ipalilakho kaipa

inyafundisa kakukhulu imenza

ndizicabwisa kabani ndicume

xandilefunda ndifundeke umama

wam ndicabisa ngam ndiyayithanda

lencwadi fundisa ngokuba

ngunesi nampokuba nguyiphila

ndiyayithanda Falakhe nyobese

kunyenencwadini yakho

ibithethangabani ndiyafunda

kakukhulu ngiyafunda qho ngemini

xandisesi kolwemi naxandisesi

kraya ndiyayithanda

Date: 20 November 2015.

Igama: newadi. Ingubo yezizi ba ka
bulama.

Umbhalo: ngu Daisy Gobal.

I. the the ngabeni. Ngo bulama
Daisy xandifunda elibali ndizi
ndomwabe kakhulu Daisy Daisy
Enkosi ngokutheka elibali qhubeka
Wenze amabali akho wenza kakhulu
Daisy Daisy ndilithandakakho
Enkosi kakhulu Daisy.
I. the the ngabeni.
Kuba Ndithande ingubo ka bulama
yezizi ba Nomama wathi
Kuba ndiza ukulama kuba azoty
baka no dii.
I. the the ngabeni.
Ayikho

Date: 20 November 2015

Igama: newadi. I. love my father

Umbhalo: Hamilton Budaza

I. the the ngabeni. Father
Dealo Budaza linnandi I. love my father
Kuba nam ndiyathanda utata
nam ndimthanda kakhulu utata
nam Budaza utata amikho
elibali lakho unike mina kuba
ndiyathanda utata nam
I. the the ngabeni.
Kuba utata uyathandana
utata wathi
I. the the ngabeni.
Ayikho ndiyathandana
Bye Bye Budaza

Date: 17 September 2015.

Igama: newadi. The Pink Family

Umbhalo: by Tata

I. the the ngabeni. Mother and Father
Er.
Belimandi i. love my father
Ndilithanda ingubo yezizi ba ka
Nyan nyan Tata My best
U. the the ngabeni. nam ukwazi
za i. love my father
kakhulu kakhulu kakhulu
hic Futhi my dear ungowon
a ukwazi ukwazi i. love my father
ungowon kakhulu wena
Good Bye
My Brother Best
Kumandi ukufunda umsebenzi
kakhulu kakhulu kakhulu ukufunda.

5C: Researcher's comments on journals

Silondokuhle

Inkosi ngokaza gho
ku reading club.

Ungalibali ukubhala emva
iincwadi Zonke ozifundileyo.

Qhubekeka ufunda.

Inkosi

Anna



APPENDIX 6: SAMPLE OF A READING SESSION

- T = teacher;
 L = individual learner
 Ls = more than a single learner, but not the whole class
 Ch = choral response from most of the learners
 R = researcher

 (...) = inaudible
 / = speaker interrupted
 ~ = pause
 ^ = teacher cueing in learners for an answer.

Turn	T	Utterance	
		English only [Translations from isiXhosa in red]	Original isiXhosa utterances
1	Ch	(singing) when Jesus say yes nobody can say no	
2	T	Why you sing like you want to sleep? Do you want to sleep?	<i>Why nacula ngathi nifuna ukulala, nifuna ukulala?</i>
3	Ch	(Singing Susan by the soil)	
4	T	Do not tear any pages, who said he doesn't want anyone who tear pages, oh I forgot the name	<i>Ngubani owathi akafun ukukrazula incwadi, owayethe akafuni incwadi zakhe zikrazuke ohh ndilibele igama lakhe</i>
5	T	What did the other say?	<i>Omye wathini?</i>
6	Ch	Do not disturb when reading	
7	T	Who was saying that? Do you remember?	<i>Nguban lo wayethetha lonto? Niyamkhumbula?</i>
8	T	What do you mean when you say <i>do not disturb when someone is reading a book</i>	<i>Ithetha ntoni xa usithi, xa umntu efunda incwadi</i>
9	Ls	Do not disturb	<i>sumphazamisa</i>
10	T	What does the other one meaning?	<i>Enye ithetha ukuthini yona</i>
11	Ls	Do not laughing at each other	
12	T	No laughing at each other what does that mean?	<i>Ithetha ukuthini?</i>
13	Ls	Do not laugh at me.	<i>sukundihleka</i>
14	T	Yes do not laugh, do not laugh at anyone even if they tell their story whether in English or Xhosa, we don't want people who laugh at others	<i>Ewe sukundihleka, sukuhleka omnye noba uyafunda ibali lakhe noba esibalisela ngesiXhosa okanye nge English asifuni mntu ozokuhleka omnye</i>

15	T	The other one says no swearing, people who swear at each other we do not want, who was reading that one?	<i>Enye ithi no swearing abantu abathukanayo asibafuni, yayifundwa ngubani?</i>
16	Ls	Its Silakhe	<i>nguSilakhe</i>
17	T	He said he doesn't want people who swear at others	<i>Wathi yena akafuni mntu ozothuka omnye</i>
18	T	And then, the other one said no fighting, what do you mean when you say fighting? means we mustn't fight	<i>Omnye wathi no fighting (...) uthetha ukuthini ufighting? Singalwi andithi</i>
19	T	No making noise, what does that mean?	<i>Thetha ukuthini?</i>
20	Ls	Do not make noise	<i>Sukwenza ingxolo</i>
21	T	Yes, Noise just like that one, who was making noise?	<i>Ewe ingxolo njenga lowana ngubani lo besenza ingxolo?</i>
22	Ls	Its Aya	<i>nguAya</i>
23	T	And then it says do not steal from each other, this was said by Chumani isn't it? Some steal crayons and books of others.	<i>Ke ithi do not steal from each other yathethwa nguChumani lena wathi singabi andithi? Abanye baba ipencil omnye crayon nencwadi zabanye</i>
24	T	And then, the other one says no kicking and pushing this was said by Mhlali, Avela and Nini they said no kicking they said no kicking and pushing.	<i>Enye ithi no kicking and pushing yathethwa nguMhlali noAvela noNini bathi bona no kicking and pushing ithetha ukuthini?</i>
25	Ch	Do not push and kick others	<i>Sukupusha nokhaba</i>
26	T	Okay	
27	T	And then Inga said we mustn't make our books dirty, we don't want to see dirty books Even if they are dirty by water, tea, coffee or anything	<i>uInga wathi singamdakisi incwadi ngegazi (...) asifunu ukubona incwadi zimdaka noba ngamanzi nokuba yikofu nokuba yitea okanye yintoni na.</i>
28	T	So these rules are created by all of us.	<i>Lena imithetho yenziwa sithi sonke andithi</i>
29	T	So today I came with my own rules, I created these rules, the whole class must know I made these rule I will explain to you.	<i>Kengoku namhlanje ndize neyam imithetho lona ngowam umthetho, kulo sithi sonke siyi class, lo ngowam umthetho ndizakunicacisela ukuba uthini</i>
30	T	We said we are going to start a reading club isn't it? This reading club has its own rules, there are things you must do.	<i>Kaloku besithe thina sizokuqala ireading club andithi? Ireading club yona ke inemithetho yayo, kunezinto nina ekufuneka nizenzile</i>
31	T	I already said you can sit anywhere you want to.	<i>Besenditshilo okokuqala unako ukuhlala nokuba kuphi apho ufuna ukuhlala khona andithi?</i>
32	T	you can read with anyone you want to read with	<i>Ufunde nokuba ngubani ofuna ukufunda incwadi yakhe</i>
33	T	What I will do, I'll bring many books and you choose on which book you want to read, if you do not like the book you are permitted	<i>Into endizonenzela yona mna ndizakuza nencwadi ezininzi apha and then wena uzokhetha nokuba yeyiphi incwadi ofuna ukuyifunda if</i>

		to change it and try the other you are permitted to so.	<i>incwadi akuyithandi uzakuyitshintsha uthathe enye wunyelwe ekwenzeni lonto.</i>
34	T	You can read maybe 1 or 2 sentences and hear you don't like it, you can live it and try a new one	<i>Ungafunda mhlawumbi 1 or 2 sentences uve ha a andiyiva kakuhle uyayishiya uthathe enye</i>
35	T	If you take it home with you and didn't read it, you'll come and say teacher I took a book and I didn't like it, you will tell me what you did not like about the book.	<i>If uyithathe wagoduka nayo akwayifunda uzawubuya uthi Mam bendithathe incwadi ndafumanisa ukuba ha a andiyithandi, uzondixelela yintoni le ungayithandiyo kule incwadi</i>
36	T	You say no teacher I didn't read the book maybe it is boring, or makes you sad or its not interesting to you.	<i>Ha a Mam incwadi akhandiyijfunde mhlawumbi iya bora, mhlawumbe ikuvisa kabuhlungu, mhlawumbe ayikho mandi kuwe</i>
37	T	You have a right not to read it; you have a right to take books. Okay it says read in individual and silence, you take your book with you (...)	<i>wunyelwe ungayifundi, enye into wunyelwe njalo uthathe incwadi okay ithi yona read in individual and silente apha sifunda uyayithatha incwadi yakho (...)</i>
38	T	You can read alone in a corner, or read with your friend; Mam Gladys and I will be watching your reading.	<i>Unakho ukufunda uhleli wedwa pha ekoneni okanye ufunde uhleli nesihlobo sakho, thina into esizakuyenza apha noMam Gladys sizakube sizibhods pha sinijongile ukuba ubani uyafunda</i>
39	T	If you don't know what you reading you ask and say sorry teacher I do not understand the book, we will come and help you.	<i>If akuyazi into oyifundayo uyabuza uba ha a Mam andiva ukuba lencwadi ithetha ukuthini sizokuncedisa thina</i>
40	T	After that no one will be asked any question about the book, you're not going to write we won't write any tests you will just talk	<i>Then emva koko akhomntu uzakubuzisa umbuzo (...) awuzukubhala kwanto asizukuba netest asizukuba na anything into zoyenza qha kukuthetha andithi</i>
41	T	You will just tell us anything about your book,	<i>Uzobe uthetha qha ukuba incwadi yam ibisithi, incwadi yam ibisithi</i>
42	T	When you reading I will give you crayons maybe you will want to draw what you liked in that book we will give you papers	<i>Xa ufunda ndizokunika ne crayon mhlawumbi uzabe ufuna ukuzoba into oyithandileyo ngalencwadi, sizokunika ke amaphepha</i>
43	T	Otherwise you won't be asked any question we won't punish anyone only those who do not listen will punish hear me?	<i>Otherwise asizokubuzisa mbuzo asibethi mntu kodwa sizobetha abantu abangamameliyo imithetho lena andithi?</i>
44	Ls	Yes Miss	
45	T	So today since you guys (...) is there anyone who wants to speak? Is there anyone who wants to ask any question? Is there anyone who wants to speak	<i>So namhlanje since nina (...) ukhona ofuna ukuthetha? Ukhona onombuzo mhlawumbi? Ukhona ofuna uthetha</i>
46	T	Okay today we are going to read a book called pic book. Do you know what a pic book is?	<i>Okay ke namhlanje sizofunda ke incwadi enkulu ekuthiwa yi Pic book</i>

			<i>niyayazi Ipic book? Yincwadi enjani?</i>
47	T	(...) we all going to read as class	<i>(...) sizofunda sonke siyi class niyeve</i>
48	T	I am going to start with questions (...) do you know what a surprise is? What is a surprise?	<i>Ndingekaqali ndizoqala ngemibuzo (...) niyayazi into ekuthiwa si surprise? Yintoni isurprise ngesiXhosa?</i>
49	L	It's a present	<i>yiPresenti</i>
50	T	Oh she says it's a present, another one	<i>Ohh uthi yipresenti omnye?</i>
51	L	A present is a gift	<i>Ipresent yigift</i>
52	T	Oh a present is gift, another one? He must speak maybe he is right what is a surprise in Xhosa	<i>Oh ipresent yigift omnye? Makathethe mhlawumbi uright yintoni isurprise ngesiXhosa</i>
53	L	It's a gift	<i>sisipho</i>
54	T	Oh a surprise is a gift is she right?	<i>Ohh isurprise sisipho uright?</i>
55	Ls	Yes Miss	
56	T	Is she right	<i>Uright?</i>
57	Ls	Yes Miss	
58	T	But that one said a gift is not a surprise	<i>Kaloku lowa uthe igift nje sisipho so asosi surprise</i>
59	T	Is there anyone who was once surprised here in class? Is the anyone who was surprised at home? No one was surprised here?	<i>Ukhona owake wenzelwa isurprise apha eclassn? Ukhona owake wenzelwa isurprise ekhaya? Akhomntu wake wenzelwa Isurprise?</i>
60	T	No guys let's talk, is there?	<i>Hay masithetheni ukhona? (...)</i>
61	T	Is there anyone who was surprised here? No one was ever surprised here?	<i>Ukhona omnye wake wenzelwa isurprise apha? Akhomntu wake wenzelwa isurprise?</i>
62	T	What is a surprise Mam in Xhosa?	<i>Yintoni isurprise Mam NgesiXhosa?</i>
63	T2	a surprised is when you get a gift you didn't expect or seeing someone you last saw ages ago.	<i>Isurprise kukuphiwa into ubungayicingelanga okanye ukubona umntu wawumqgibele kudala</i>
64	T	Is there anyone who was surprised, maybe you got home and your mom bought you shoes you were not expecting?	<i>Ukhona oke wenzelwa into engayicingela mhlawumbi ufike ungacingelanga ukuba umama uzakuthengela isihlangu xa ufika qgi uthengewle isihlangu</i>
65	T	You got a surprise?	<i>Wenzelwa nawe</i>
66	L	Yes Miss	
67	T	Who surprised you?	<i>Ngubani owakwenzela?</i>
68	L	It's my mom on my birthday.	<i>Ngumamam ngeBirthday yam</i>
69	T	What did she do? Oh a birthday surprise? Tell us what did she do?	<i>Wakwenzela ni? Ohh ibirthday surprise, wakwenzela ntoni khawuzibalisele</i>
70	L	She woke me on my birthday, and she went to town and bought me food	<i>Ngokuya ndadivuka wandivusa wathi yibirthday yam waya etown ndingacingelanga wandiphathela ukutya</i>
71	T	Wow do you understand now a surprise?	<i>Uyayibona ke birthday surprise</i>

72	T	Is there anyone to tell us?	<i>Ukhona omnye khasibalisela</i>
73	L	I woke up (...) and my dad bought me a cake.	<i>Mna ndavuka utatam (...) endiphathele icake</i>
74	T	Now we know what a surprise is, is there anyone here in class who was surprised?	<i>Mmhhh hayke siyaziwa isurprise, ukhona omnye aphe classn wake wenzelwa isurprise (...)</i>
75	T	Is there anyone here in class who surprised someone?	<i>Ukhona oke wenzela umntu isurprise apha uke wenzela umntu isurprise?</i>
76	L	Yess Miss	
77	T	Who sis you surprise?	<i>Ee wenzela bani</i>
78	L	Mrs Dyirha	<i>UMam Dyirha</i>
79	T	What did you surprise her with?	<i>Wamenzela ntoni?</i>
80	L	It was her birthday and we planned well	<i>Yayiyibirthday yakhe samlungiselela neclasse</i>
81	T	Wow when she got to class she saw a surprise.	<i>Wathi xa efikayo wabona isurprise</i>
82	T	Is there anyone who made a surprise maybe at home, oh you only did it for your teacher; you never surprised your mothers, aunties, grandmothers and your fathers.	<i>Ukhona omnye wake wenza isurprise mhlawumbe ekhaya? Ohh nayenzela u Mam qha omama anizange nibenzele isurprise nomakazi nomakhulu udabawo utata anizanga nibenzele isurprise?</i>
83	T	Huh he laughed, who did you surprise? Who did you surprise?	<i>Yhoo wayihleka omnye wawenzele bani wena isurprise, wawenzele bani wena isurprise?</i>
84	L	I washed dishes for my mothers	<i>Mna ndavasela umamam izitya</i>
85	T	Yes that is a surprise (...) I will be happy if it was me, it a surprise because mommy when she gets home she's tired and she think oh I still have to wash dishes and she see the dishes are clean that's a surprise.	<i>Ewe yisurprise leyo (...) ndingavuya yisurprise kaloku umama uyafika endlini udiniwe ucinga yhoo nzafika ndivase izitya ndipheke xa efika endlini qgi surprise izitya zinjani zivasiwe, yisurprise andithi</i>
86	T	You also need to surprise elders at home like granny's and aunties or even someone you don't know on streets to help maybe they are form Checkers they caring plastics you offer to carry their groceries plastics its surprise isn't it?	<i>Kuyafuneka nathi senzele abadala ekhaya okanye uMakhulu okanye udabs okanye nomntu ongamaziyo aphe stratweni uvela kwacheckers uphethe iplastics uthi ndicela ukukuphathisa kaloku yisurprise andithi?</i>
87	T	Okay, today which are we reading?	<i>Ke namhlanje incwadi esiyifundayo ithini?</i>
88	Ch	The Birthday Surprise	
89	T	It's says the birthday surprise what do we see?	<i>Ithi The Birthday Surprise sibona ntoni apha phandle</i>
90	Ls	A baby	<i>umntana</i>
91	T	Hands up	<i>Masiphakamiseni izandla, ee</i>
92	L	Two children, the mother and the father.	<i>Abantwana ababini notate nomama</i>
93	T	Are they children tow? But I see only one	<i>Kunabantwana ababini apha? Hay mna ndibona umntana oyit</i>
94	Ls	There is the little one	<i>Nanku omnye omncinci</i>
95	T	Is that a baby?	<i>Ngumnatana lona</i>
96	L	She's wearing a Uniform Teacher	<i>Unxibi uniform Miss</i>

97	T	Oh here is the other one and there is there other, okay and who else?	<i>Ohh omnye nanku omnye nanku ohh okay nabani?</i>
100	Ls	The mother and the father	<i>Nomama notata</i>
101	T	What else?	<i>Nantoni enye?</i>
102	L	And the surprise	<i>neSurprise</i>
103	L	and the cake	<i>neCake</i>
104	T	See the mom has bought a surprise for the kid, what surprise?	<i>Uyabona umama uphathela umntana isurprise? Isurprise esiya ntoni?</i>
105	L	(...) a doll	<i>(...) nodoli</i>
106	T	It's a doll and the cake, what else do we see?	<i>nguNodoli omnye uthi yintoni kune cake, ngeyiphi enye esiyibonayo</i>
107	L	A yoghurt	<i>Yi yoghurt</i>
108	T	A yoghurt there it is, what do we think is going to happen	<i>Yi yoghurt nantsi apha iyoghurt, sicinga ukuba kuzakwenzeka ntoni?</i>
109	L	And the glass	<i>neglass</i>
110	T	Where is the glass I don't see? Oh here it is	<i>Liphi iglass andiliboni ohh nantsi iglass nantoni enye?</i>
111	L	and the bowl	<i>nesitya</i>
112	T	A bowl, oh what else?	<i>Nesutya esi Ohhh okay nantoni?</i>
113	L	And the flower	<i>neflower</i>
114	T	A flower and what else? And the strawberry here is the strawberry	<i>Neflower nantoni enye? Nestrawberry nasi istrawberry apha.</i>
115	T	When we looking here what do we think is going to happen to this story.	<i>Xasijongile apha sicinga ukuba kuzakuqhubeka ntoni apha kwelibali?</i>
116	L	A surprise	<i>isurprise</i>
117	T	Tell us yes you what do you think is going to happen here in this story, what is your name	<i>Khasibalisele ewe wena ucinga ukuba kuzawqhubeka ntoni ungubani igama lako</i>
118	L	Sinesipho	
119	T	Tell us you thinking we also do not know	<i>Khasibalisele kaloku uyacinga asaiz nathi</i>
120	L	A baby is going play with a doll	<i>Umntana uzakudlala nonodoli</i>
121	T	Okay what else	<i>Okay omnye uthini</i>
122	L	A child is going to get a surprise of a doll	<i>Umntana uzakunikwa isurprise siskanodoli</i>
123	T	Okay, yes anyone	<i>Ee omnye</i>
124	L	It is going to be a child's birthday her mom and dad have bought a surprise for her	<i>Izaba yibirthday yomntana umama notate bamthengele isurprise</i>
125	T	Yes the learner says it's a child's birthday a mother and father have bought a surprise	<i>Yah uthi izaba yibirthday yomntana umama notate bathenge isurprise</i>
126	T	They are going to eat a cake	<i>Bazatyi cake wena?</i>
127	L	A baby is going to nag her mom	<i>Umntana uzokadu mama</i>
128	T	Okay she says a baby is going to nag her mom	<i>Okay uthi umntana uzokadu mama omnye</i>
129	L	A father is going to buy a play station for a child.	<i>Utata uzophathelu mntana iplay station</i>
130	T	A station let us see he says a father is going to buy a play station, because he is thinking so he is right no laughing at each other.	<i>Iplay station okay asibone uthi utata uzophathela umntana iplay station, kaloku uyacinga urayiti</i>

			<i>besitheni nolaughing akhomntu uhleka omnye</i>
131	L	a child is going to be happy because of the surprise	<i>Umntana uzakuvuka kuba uthengelwe isipho</i>
132	T	a child is going to be happy because of the surprise	<i>Umntana uzakuvuya kuba ethengelwe isipho</i>
133	T	Let us all keep quiet and listen and see what is going to happen, some said it's a play station some said they will be eating a cake.	<i>Hayke masithuleni sonke simamelelni sibone ukuba kuzoqhubeka ntoni abanye bathe kuzoba neplay station abanye bathe kuzotyiwa icake masijongeni.</i>
134	T	Let us look	<i>Masijongeni sibone</i>
135	T	Who gave her a doll	<i>Uthi wanikwa ngubani unodoli?</i>
136	Ch	Her mother	<i>Ngumamakhe</i>
137	T	Her and who else?	<i>Ngumamakhe nobani?</i>
138	Ch	And her father	<i>notata</i>
139	T	Okay, her mom and her father they gave her a doll	<i>Umamakhe notatakhe bamnike unodoli, then wathini</i>
140	T/Ch	Was so happy	
141	T	Where do you think is this place?	<i>Apha nicinga ukuba kuphi?</i>
142	Ls	At school	<i>kusesikolweni</i>
143	T	Why, do you say it is at school? What makes you sure that it is at school	<i>Nisithi kuse sikolweni, nibona ngantoni bakusesikolweni</i>
144	Ls	By the school uniform	<i>Nge uniform</i>
145	T	You what makes you sure?	<i>Wena ubona ngantoni?</i>
146	L	It is the uniform	<i>ngeUniform</i>
147	T	Okay!	
148	T	She says, <i>I went to school [teacher stops the noise] I went to school and looked for my friends I couldn't find the anywhere where have they all gone.</i>	<i>Uthi ke yena, kshhhhh,</i>
149	T	When she got to school her friends are not there.	<i>Wafika phaya esikolweni ha a ifriends zakhe azikho</i>
150	T	Where are they? Where do you are her friends.	<i>Ziyephi? Nicinga ukuba ziphi ifriends zakhe.</i>
151	L	They are home	<i>zisemakhaya</i>
152	T	They are home okay, where do you think are her friends	<i>Zisemakaya okay ziphi itshomi zakhe</i>
153	L	They are in class they are going to make a surprise.	<i>Ziseclassin ziza menzeli surprise</i>
154	T	Okay, the other one?	<i>Omnye</i>
155	L	They are home on her party.	<i>Ziphaya kokwabo kwi birthday yakhe</i>
156	T	<i>Okay, the other says they are home on her birthday party and the other says they are in class the other one says they are home</i>	<i>omnye uthi ziphaya kokwabo kwi birthday omny'uthi ziseclassn omnye uthi zisemakhaya</i>
157	T	yes	<i>ewe</i>
158	L	They are at the library	<i>Zise library</i>
159	T	Oh they are at the library	<i>Oh baselibrary omnye (...)</i>
160	T	Okay I hear	<i>Ke</i>
161	T	So, she says <i>I went to class and looked for my friends I couldn't find them anywhere, where have they all gone?</i>	<i>Uthi</i>

163	T	<i>I went to my classroom and looked for my teacher I couldn't find her anywhere where, where has she gone</i>	
163	T	When she got to class looking for a teacher, the teacher is nowhere. Where do you think the teacher is?	<i>Sefikile pha eclassn the teacher, uphi uteacher</i>
164	L	At the library.	<i>uselibrary</i>
165	T	The teacher is at the library, okay	<i>Uteacher use library okay</i>
166	L	The teacher is under the table.	<i>Uunder the table</i>
167	T	Maybe under the table okay, where is the teacher?	
168	L	At the office	<i>Use officen</i>
169	T	Okay the teacher is at the office.	<i>okay u teacher use officen</i>
170	T	Let us read and see where the teacher is.	<i>Hayike masifundeni sizobona ukuba where is the teacher.</i>
171	T	The bang rang still nobody came to class, I went to the office and waited there	
172	T	The bang rang when I got to the office there is no one. She went to the office, one of you said she went to the office, when she got there, there is no teacher	<i>Intsimbi iyakhala xandiyi jonga hayi akhomntu. Waya e officec kaloku omnye uthe use officen nhe? Xaefika ha a the teacher is not there</i>
173	T	My best friend came to call me to come to class I went to class what do you think I saw?	
174	Ls	Surprise	
175	t	What do you think she saw?	<i>Nicinga ukuba wabona ntoni</i>
176	Ls	Surprise (...)	
177	T	You say she was surprised <i>okay okay, what do you think was the surprise</i>	<i>Wenzelwe I surprise esiyintoni ucinguba wabona ntoni?</i>
178	L	A cake	<i>Icake</i>
179	T	What did she saw?	<i>Wabona ntoni?</i>
180	L	A surprise	<i>Isurprise</i>
181	T^	A surprise, Who surprised her?	<i>I surprise? Usenzelwe ngubani isurprise</i>
182	Ls	(...) are her friend	<i>Zifriends zakhe</i>
183	T	Are her friends, <i>okay and the teacher only the friends and the teacher</i>	<i>Zifriends zakhe</i>
184	T	<i>Okay, we don't know what happened let us read</i>	<i>asaz ukuba kwaqhubeka ntoni masifundeni sibone</i>
185	Ls	We guessed well	<i>Nantsoke</i>
186	T	My teacher my friends and my mom	
187	T	My mom and my teacher and my friends all sang	
188	Ls	Happy birthday to you	
189	T	Let us sing	<i>Masimhlabeleni nanku kaloku</i>
190	Ch	(they sang happy birthday)	
191	T	How old is she? How old is she?	
192	Ls	8	
193	T	She's turning 8 isn't she?	<i>andithi</i>
194	T	So my mom, my teacher and my friends sang happy birth day to me	
195	T	What did her teacher give her	<i>Wamnikantoni uteacher wakhe</i>
196	Ls	A present	<i>ipresent</i>

197	T	What present	<i>Ipresent eyintoni</i>
198	Ls	a princesses' hat	<i>Engu mnqwaz (...) weprincess</i>
199	T	a hat and a?	<i>Umqwazi nantoni</i>
200	Ls	A crown	<i>yicrown</i>
201	T	What is a crown in Xhosa	<i>Yintoni icrown ngesiXhosa</i>
202	Ls	It is a hat	<i>Ngumnqwazi</i>
203	L	No	<i>Hayi</i>
204	T	What is it?	<i>Yintoni?</i>
205	L	It's a princess	<i>yiprincess</i>
206	T	No this one I called a crown princesses' ware, but what is it in Xhosa	<i>Ha a lena kuthwa yicrown inxitywa yiprincess, kodwangesiXhosa yintoni icrown</i>
207	L	It is a princesses crown	<i>Sisiqoko se princess</i>
208	T	A princesses hat, Yes but it has its own name.	<i>Isiqqoko seprincess Ewe but inegama layo kuthwa yintoni?</i>
209	T	Girls do you know ellis band	<i>Mantombazana niyayaz iellis band</i>
210	Ls	Ellis band	<i>sisinganda</i>
211	T	Yes what is crown	<i>Ewe ke kuthwa yintoni icrown</i>
212	Ls	It's a band	<i>Sisinganda</i>
213	Ls	It's a hat	<i>sisiqqoko</i>
214	T	You know what is a crown don't you? It is not a princess a princess is a name of a person maybe a princess from England. Or princess Cinderella, so what is a crown in Xhosa	<i>Seniyaziba yintoni icrown nhe ayiyo princess, iprincess ligama lomntu mhlawumbe iprincess yase England or uprincess cinderella or uprincess so lento kuthwa yicrown or yintoni ngesiXhosa</i>
215	Ls	It is an ellis band	<i>sisinganda</i>
216	T	Yes so who gave her a crown?	<i>Ewe, so ngubani lo wamnikayo</i>
217	Ls	It's is her Teacher (...)	<i>Nguteacher (...) yhuu mhhhhh</i>
218	T	And then what happened tell us	<i>kwqhubeka ntoni, khawusibalisele uba ubona ntoni?</i>
219	Ls	I see a cake	<i>Boni cake</i>
220	T	Who gave her a cake	<i>Unikwa ngubani icake</i>
221	Ls	Her teacher, her mother	<i>Nguteacher? ngumamakhe</i>
223	T	(...) who gave her a cake	<i>(...) Unikwa ngubani icake</i>
224	T	<i>Okay, quiet guys, wen said please do not disturb, what do mean by that</i>	<i>Okay! Ha a kshhh kaloku sithe ithini</i>
225	Ls	<i>Do not disturb while reading</i>	
226	T	So you are disturbing us we are reading	<i>So uyasiphazamisa siyafunda thina uyasidisturber</i>
227	T	These rules were written do not disturb	<i>Kaloku sizibhalelwe ezizinto ungaphazamisi</i>
228	T	So my mom bought cake and sweets for everyone	
229	Ls	Everyone	
230	T	My friends gave me cards, her friends came and gave her cards	<i>Itshomi zakhezeza zazo mnika icards</i>
231	T	What is she doing here?	<i>Apha wenza ntoni?</i>
232	Ls	She is blowing	<i>uyavuthela</i>
233	T	Blowing what?	<i>Uvuthela ntoni?</i>
234	Ls	The candles	<i>icandles</i>
235	T	Yes, <i>I blew out the 8 candles on my birthday</i>	<i>Ewe</i>

236	T	How many candles did she blow	<i>Uvuthele icandles ezingaphi?</i>
237	Ls	They were 8	<i>Amayi 8</i>
238	T	Why they are 8 not 10	<i>Why eyi8 engokho yi10</i>
239	Ls	Because she is eight years	<i>Kuba una8</i>
240	T	How old is she?	<i>Nangaphi?</i>
241	Ch	She is eight	<i>Una8</i>
242	T	Okay! Because she's turning 8 years old	
243	T	I cut the cake and gave everyone a piece, I cut the cake and gave everyone a	
245	Ls	Piece	
246	T	What is she doing here? What is she giving her	<i>Apha wenza ntoni? ubanika ntoni?</i>
247	Ls	A cake not a sweet	<i>Icake hayi ilekese</i>
248	T	Sweets?	<i>ilekese nhe?</i>
249	T	I handed out the sweets, she has already given them cake she now gave them sweets.	<i>So sebanikezile icake wabanika ilekese.</i>
250	T	We all enjoyed the birthday party; it was the best birthday surprise ever. (...)	
251	T	Do you see? What is she doing here?	<i>Uyabona ke wenza ntoni apha?</i>
252	T	She has all her presents and the cards while everyone is eating and having fun	<i>Uphethi cards Sephethe onke ama presents wakhe andithi abatnu bayatya bonwabile</i>
253	T	They are happy and enjoying because it was a ?	<i>Bayavuya baya enjoya kuba biyintoni?</i>
254	Ls	Surprise	
255	T	It's a surprise birthday party	<i>Yisurprise bithrday party yakhe</i>
256	T	So what do they call this party	<i>So kuthwa yintoni leparty le?</i>
257	L	~ on the birthday surprise there was a cake and a doll	<i>Ngebirthday surprise bekukho icake nonodoli</i>
258	T	Mm, no let her talk he said there was a cake and a doll what else?	<i>Hayi, meyekeni athethe kaloku uthi bekukho icakenonodoli nantoni</i>
259	L	sweets and a crown	<i>Nelekese nhe nesinqanda</i>
260	T	Is there anyone who wants to tell us where the story starts and ends	<i>Ukhona omnye ofuna ukusibalisela aphi qala khona ide iyophela. (...)</i>
261	T	Speak out so they could hear	<i>Thetha bakuve</i>
262	L	A child was surprised by a doll, she went to school and didn't see her friends she was then called by her one friend and went to class with her, and she got happy she saw her mom and teacher, and she gave them a piece of cake and sweets (...) and carried cards.	<i>Umntana unikwe isurprise sika Nodoli, umntana wayaesikolweni akazibona ifriends zakhe, wabizwa yifriend yakhe eyi 1 yayongena naye eclassin, watho qgiba wavuya kubu bonu mamakhe notitshala wakhe. Qgiba wamsikela icake nelekeshe(...) waphatha amacard</i>
263	T	Okay, thank you we told what is the about	<i>Enkosi hayke sesixelel ukuba bekuthethwangantoni apha andithi?</i>
264	T	When I asked is there anyone who once surprised someone you said you never.	<i>Ngokuya bendibuza abantu ukubaseke nenzela umntu isurprise nithe anizange namenzela isurprise andithi?</i>
265	T	So today I want us all here in class to make a surprise, we all going to be busy with that	<i>So namhlanje ndifuna sonke apha eclassin senzele umntu isurprise, sonke apha sizoyenza</i>

266	T	~ which day is it today, is it tuesday	<i>Namhlanje kungolwesingaphi ngolwesibini ithi5,</i>
267	T	On Wednesday say 6	<i>ngohweisthathu ithi 6</i>
268	ls	6	
269	T	Thursaday	<i>Ngolwesine?</i>
270	Ch	7	
271	T	Friday	<i>Ngolwesihlanu?</i>
272	Ch	8	
273	T	Satarday	<i>Ngomqgibelo?</i>
274	Ch	9	
275	T	And sunday	
276	Ch	10	
277	T	What is the 10 th may stand for	<i>Umele ntoni umhla ka 10 may? Nge 10 zika May kuzakubakho ntoni</i>
278	T	The other says festival, what do you say?	<i>Ohh omnye uthi festival omnyu thini nge 10 may</i>
279	T	Quiet and listen on the 10 of may will be a mother's day, do you know a mother's day?	<i>Thula nimamele nge 10 May Kuzobe kuyi mother's day,niyayazi imothers day?</i>
280	T	It is the day to do what on the mothers day	<i>Lusuku lokuthini imothers day</i>
281	Ls	It is the mother's day	<i>Lelo mama</i>
282	T	Yes it's a mother's day maybe it is the day where you have to tell your mom or aunty that you love them.	<i>Lusuku lomama ewe mhlawumbi ngelosuku ufuna uxelela umama mhlawumbi ufunu xelela udabawo mhlawumbi umakazi or umakhulu ukuba uyamthanda</i>
283	T	You must make a surprise for your mom, how many of you stay with their mommies? Who stay with aunties? how many stay with grannies?	<i>Funeka umenzele isurprise umama. Bangaphi abahlala nomama? Abahlala nomakazi? Abahlala nodabawo? Abahlala nomakhulu?</i>
284	T`	Yes a grandmother is a mom, and also aunty is a mom	<i>Ewe kalokuumakhulu ngumama udabawo nayengumama ngubani omnye?</i>
285	L	And big sisters	<i>Nosisi Miss</i>
286	T	Yes, there are those who stay with their sisters, because a sister does everything for you that a mother can do, so here does a surprise even if you going to make a card anything you'd like to make her, or a surprise or you can even write a letter and tell them you love them on this mother's day.	<i>Ewe bakhona abahlala nosisi? Ewe usisi ukwenzela zonke izinto ezenzwa ngumama. So apha ke khawenzenzele lomntu, nokuba ufuna ukwenzela icard nokuba ufuna umenzela ntoni, okanye isurprise okanye ufuna ukum'bhelela iletter umxeleleuyamthanda ngakumbi nge mother'sday</i>
287	T	Let us do that and do a surprise for those we love	<i>Masenzeni kelonto sibenzeleni isurprise abantu esibathandayo andithi?</i>
288	T	I do have crayons people who want them.	<i>Ndinazo icrayon abanntu abazifunayo nzobanika</i>
289	T	What do you want? crayons? let's do this surprise (...) for those we love	<i>Ufuna ntoni? Icrayons? Masenzeni isurprise (...) for abantu esibathandayo</i>
290	T	We said that when a person wants to sit alone they can	<i>Kaloku sitshilo xa umntu efuna uhlala yedwa makahlale yedwa.</i>

291	T	Why are sitting and doing nothing? The teacher told you to do a surprise	<i>Kutheni nihleli ninganzinto nje? uMam ethe yenzani isurprise.</i>
292	T	~ Just like me, where do you this this line Just like me?	<i>Niyibonephi lonto ethi just like me</i>
293	T	What does mean when they say Just like me?	<i>Kuthetha ntoni xa usuthi just like me? uthini</i>
294	L	Look at me	<i>Jongani mna</i>
295	T	Do you hear she says look at me	<i>Niyamva uthi ujustlikeme uthi jongani mna</i>
296	T	Okay we are not going to read this story; I have a surprise for you. What is a surprise?	<i>Okay ke asizokulifunda elibali ndinesurprise yintoni isurprise?</i>
297	T	It's a beautiful thing okay what else?	<i>Yinto entle okay omnye uthini</i>
298	L	It's a gift	<i>sisipho</i>
299	T	There other one says it's a gift what is the surprise	<i>Omnye uthi sisipho isurprise ewe yintoni isurprise?</i>
300	L	It's a gift	<i>Yi gift</i>
301	T	Okay the other said it's a beautiful thing and it's a gift	<i>Okay omne uthe yinto entle omnye uthe sisipho omnyu the yigift</i>
302	T	Okay but I didn't come with a gift here, and I didn't come with a beautiful thing I only came with a surprise, what is the surprise?	<i>Okay mna ke andiphethanga gift andiphethanda ntwe ntle andiphathanga isipho kodwa ndizonenzela isurprise. Yintoni surprise?</i>
303	L	It is something that will make us laugh	<i>Yintwe hlekisayo.</i>
304	T	Tell us mam what is the surprise	<i>Khabaxebele mam isurprise yintoni</i>
305	T	A surprise it is do something you not expecting because now the teacher has the surprise you were you expecting it?	<i>Isurprise yinto ongayilindelanga beacasue uMam ngoku uniphathele isurprise benisilindele?</i>
306	Ch	No Mam	
307	T	You were not expecting it.	<i>Khanisilindele anhe nantsoke</i>
308	T	So a surprise is not a gift or a beautiful thing a surprise happens un expectedly	<i>So isurprise asis isipho asoyi gift, asoyi ntwentle, isurpriseyint eyenzeka ungayilindelanga</i>
309	T	Is there anyone who was once surprised or anything he or she was not expecting maybe at school or home.	<i>Ukhona oseke wayenzelwa isurprise okanye into engayilindelanga okanye esikolweni okanye ekhaya into engayilindelanga.</i>
310	T	Oh tell us	<i>Oh nanku yintoni isurprise</i>
311	l	It was my birthday they surprised me	<i>Kwakuyi birthday yam ndenzelwa isurprise</i>
312	T	Oh she says it was her birthday and they made a surprise for her what did they surprise you with?	<i>Ohh uthi kwakuyi birthday yakhe bamenzela isurprise bakwenzela ntonike wena?</i>
313	T	Yes it is a surprised she wasn't expecting it they buy a cake for her	<i>Ewe yisurprise ebengayilindelanga birthday yakhe bamthengela icake.</i>
314	T	Is there anyone who was once surprised?	<i>Ukhona omnye bake bamenzela isurprise?</i>
315	L	A surprise of a doll	<i>Isurprise nguNodoli</i>
316	T	Who surprised you with a doll	<i>Isurprise kanodoli ngubani lo wakwenzelayo?</i>
317	L	My mother	<i>ngumamam</i>
318	T	What did you do, or she just bought you unexpectedly	<i>Wawenze ntoni? Wavele wakuphathela nje ungayilindelanga</i>

319	L	yes	<i>ewe</i>
320	T	Okay is there anyone who was surprised?	<i>Okay ukhona omnye? Ukhona owake wenzelwa isurprise</i>
321	L	My father bought me a bicycle	<i>Mna ndphathelwa ibicycle ngutatam</i>
322	T	His father bought him a bicycle that is a big surprise	<i>Waphathelwa ibicycle ngungatatakho yhooo yisurprise leyo enkulu</i>
323	L	Is there anyone who surprised someone?	<i>Okay ukhona owake wenzela umntu isurprise?</i>
324	T	Did you do a surprise for someone?	<i>Uke wenzela umntu isurprise? Ukhona owake wenzela imntu isurprise?</i>
325	T	Yes, what did you do?	<i>Ewe wamenzela ntoni</i>
326	L	A surprise	<i>Isurprise</i>
327	T	What was it?	<i>Esiyi ntoni?</i>
328	L	A gift	<i>Ngegift</i>
329	T	What did you buy	<i>Wamthengela ntoni?</i>
330	T	What is he saying? He didn't buy nothing	<i>Uthi wamthengela ntoni? Akamthengelanga nix</i>
331	T	Is there anyone who made a surprise for someone?	<i>Ukhona omnye umntu wake wenzela umntu isurprise</i>
332	L	I bought a bicycle for Khazimla	<i>Ndathengela uKhazimla ibicycle</i>
333	T	You bought a bicycle for Khazimla? Where did you get the money?	<i>Wena wathengela uKhazimla ibicycle? Ubuyithathaphi imali?</i>
334	L	I got it home	<i>ekhaya</i>
335	T	Which book are we going to read?	<i>Yhoo... okay incwadi esizakuyifunda ithini?</i>
336	Ls	It says the birthday surprise	<i>Ithi the birthday surprise</i>
337	T	It says the birthday surprise	<i>Ithe the berthday surprise nanko ke kuthwa wafumana ibirthday surprise.</i>
338	T	When we looking here what do we see?	<i>Xa sijongile apha sicinga ukuba sibona ntoni</i>
339	L	Family	<i>ifemeli</i>
340	T	Okay	<i>The is ubani</i>
341	Ls	Mother, father sister and brother	
342	T	Okay its father mother sister and brother	<i>Uthi sibona ifemeli</i>
343	T	Okay what else do we see?	<i>yintoni enye esiyibonayo phayana.</i>
344	T	She says she sees a surprise	<i>Uthi ubona isurprise</i>
345	T	Kanene sithe isurprise yintoni? Yinto eyenzeka ungayilindelanga	
346	T	What are these? They are gifts what elsedo you see?	<i>So ezizinto sizibona apha yintoni ziiGifts izipho ubona ntoni enye apha?</i>
347	T	Do you all see here?	<i>Niyabona nonke apha?</i>
348	T	No guys look there is recording here when we got to Rhodes this will be written and if we see someone making noise and bulling other and kicking if you do that next time you won't attend because you are a problem.	<i>Ha a jongani phaya kuyarecordwer xasifika eRhodes sobona iyabhalwapha lento sobene umntu ebetha abanye sibona umntu ekhaba abanye engamamelanga, if wenza ezo zinto ubonuwe phaya next time uzogxothwa eclassin</i>

			<i>because ubetha omnye ,why ubetha omnye apho umbethela ntoni?</i>
349	T	You're playing okay but do not play because I am talking to you	<i>Niyadlala okay but sanudlala ngoba mna ndiyathetha ngapha</i>
350	T	What else do we see here? We said we see a family and what else?	<i>So ngeyiphi enyinto esiyibonayo apha? Sithe sibona ifemeli yintoni enye into esiyibonayo</i>
351	T	He says he sees a surprise what do you think will happen to this story	<i>Uthi ubona isurprise nicinga ukuba kuzakuqhubeka ntoni kwelibali? (...)</i>
352	T	He says there is a birthday going to happen	<i>Uthi kuzokwenzeka ibirthday</i>
353	T	Okay, what do you think will happen	<i>Okay wena ucinga kuza kwenzeka ntoni?</i>
354	L	Maybe they are going to eat a cake	<i>Mhlawumbi bazawutya icake</i>
355	T	He says maybe they are going to eat a cake okay, what is the other person thinks?	<i>Uthi mhlawumbi bazawutya icake okay omnye ucinga ukuba kuzakwenzeka ntoni</i>
356	L	Or maybe they are going to a ice cream	<i>Mhlawumbi bazakutya I ice cream</i>
357	T	Maybe they are going to eat a ice cream	<i>Mhlawumbi bazawutya I ice cream okay</i>
358	T	Okay we are going to start reading the story, our story name is The birthday surprise	<i>Hayke siyazakufunda siyaala ke ufunda ibali lethu lithi the birthday surprise.</i>
359	T	It says <i>yesterday was my birthday I turned 8 years old, yesterday was my birthday I turned 8 years old when I woke up in the morning I was very excited, my mom and dad gave me a doll for my birthday I was so happy</i>	<i>Lithu lona</i>
360	T	What is she saying?	<i>Uthi bekuyintoni yakhe</i>
361	Ls	Birthday	
362	T	How old is she?	<i>ubenangaphi</i>
363	Ls	8 years	
364	T	How many of you are eight years.	<i>Bangaophi abana 8 years apha?</i>
365	T	Okay what did her dad and her mom give her	<i>Okay ke, utatakhe nomamakhe bamnike ntoni?</i>
366	<u>Ls</u>	A doll	<i>Unodoli</i>
367	T	They gave her a doll	<i>Bamnikeza unodoli</i>
368	T	<i>I went to school and looked for my friends I couldn't find them anywhere where had they all gone</i>	<i>Uthi</i>
369	T	She says when she got to school her friends were not there, where do you think they were?	<i>Uthi xa efika esikolweni itshomi zakhe azikho ucinga ukuba ziyephi itshomi zakhe</i>
370	L	They hidden	<i>zimzimele</i>
371	T	Okay	
372	L	Maybe they had already gone home	<i>Mhlawumbi zigodukile</i>
373	T	Okay,	<i>Ziphi itshomi zakhe nicinga ukuba ziphi itshomi zakhe</i>
374	L	They are in class	<i>ziseclassn</i>
375	T	She says maybe they are in class	<i>Uthi mhlawumbi ziseclassn</i>
376	L	I think they went to play	<i>Ndicinga ukuba ziyodlala</i>
377	T	Okay, let's read and hear where her friends are	<i>okay ke masifundeni sive itshomi zakhe ziphi</i>

378	T	She says, I went to school and looked for my friends I couldn't find them anywhere, where had they all gone? I went to the classroom and looked for my teacher I couldn't find her where had she gone?	<i>uthi</i>
379	T	Where is her teacher? Where do you think she had gone to? When she got at school her friends weren't there she went to class and her teacher wasn't there also where her teacher is?	<i>Uyephi uteacher wakhe? ucinga ukuba uyephi? Xa efika esikolweni itshomi zakhe azikho waya eclassin utisthala wakhe akekho uyephi uteacher wakhe</i>
380	L	At the office	<i>Use officen</i>
381	T	At the office okay, where is the teacher?	<i>Useofficen okay uyephi?</i>
382	L	She's in the meeting.	<i>Use meetingini</i>
383	T	Okay she went to a meeting, where is the teacher?	<i>Okay ukwi meeting okay uphi?</i>
384	L	She hasn't arrived at school.	<i>akakafiki</i>
385	T	Okay the teacher has not arrived	<i>Okay uteacher wakhe akakafiki</i>
386	T	What do we see here? What is it that we see	<i>Sibona ntoni apha? Yintoni lesiyibona apha?</i>
387	Ls	She is cross	<i>uqumbile</i>
388	T	Why is she cross?	<i>Uqumbile ngoba?</i>
389	L	Because of her friends.	<i>Itshomi zake</i>
390	T	Her friends aren't there and her teacher as well	<i>Istshomi zake azikho noteacher wakhe akekho</i>
391	T	The bell rang still nobody came to class I went to the office and waited there, my best friend came and call me to come to class and what do you think I saw.	
392	T	Her friend came to call her to go to class, what do you think she saw when she got to class	<i>Itshomi yakhe yeza yazombiza to class yathi masambe siye eclassin ucinga ukuba wafumana ntoni eclassin?</i>
393	L	A surprise	<i>Isurprise</i>
394	T	A Surprise okay, and what she get in class? Say something we speak in Xhosa or in English	<i>Isurprise okay wafumana ntoni eclassin?khanithethe thina siyathetha ngesiXhosa nange english</i>
395	L	She got her birthday	<i>Birthday yakhe</i>
396	T	She got a birthday	<i>Wafumana ibirthday yakhe.</i>
397	L	She found her Teacher.	<i>Wafumana iMiss wakhe</i>
398	T	She found her teacher and the surprise and she found her friends, and what did she get? What were you going to say?	<i>Wafumana u Miss wakhe wafumana isurprise wafumana abahlobo bakhe. Wafumana ntoni? Ubuzothetha ntoni?</i>
399	L	She found her friends	<i>Abahlobo bakhe</i>
400	T	You were going to say her friends	<i>Ubuzothi ngaba hlobo bakhe</i>
401	L	Maybe she is going to eat a cake	<i>Mhlambi uzatya icake</i>
402	T	Maybe she is going to eat a cake, okay let us see who is telling the right thing.	<i>Mhlambi uzatya icake asiboneni ngubani osixelela intwe right</i>
403	T	What did she get?	<i>Wafumana ntoni eclassin</i>
404	Ch	A surprise	<i>isurprise</i>
405	T	She got to class. My teacher my friends and my mom,	<i>Wafika eclasssin</i>

406	T	My mom, my teacher and my mom all sang happy birthday to me.	<i>Niyayaz ingoma ethi happy birth day? khanindiculele</i>
407	Ch	Yes (Singing happy birthday song)	
408	T	Good! When she got to class she saw found her friends, friends like you she found her teacher and her mother they sang just like you.	<i>Wathi efika phaya eclassin wafumana friends abahlobo abafana nani no teacher wakhe nomama wakhe bamculela nje ngani</i>
409	T	My teacher gave me a birthday crown. What was she given by her teacher? What do you call crown in Xhosa.	<i>Yintoni leyanikwa nguteacherwakhe? Yinto icrown ngesixhosa</i>
410	L	It's a kings hat	<i>Yinto ye King,</i>
411	T	It's a king's? Its queen's?	<i>Yinto yani yeking? Yinto ye queen</i>
412	T	There it is her teacher gave her, what is that? Who is wearing pink here? Its Zintle what is in Zintle hair	<i>Nantsi nje wayinikwa nguteacher wakhe, yintoni le? Nguban lo unxibe into epink? nguZintle, Yintoni le isentlokweni ka Zintle</i>
413	Ls	It's a crown	<i>sisinganda</i>
414	T	Yes, what is a crown?	<i>Ewe icrown ke kuthwa yintoni?</i>
415	L	It's a crown	<i>sisinganda</i>
416	T	Good boy	<i>Yintoni khabaxecele</i>
417	L	It's a Princes crown	<i>Sisinganda seprincess</i>
418	T	Yes she got a crown, who said they are going to eat a cake?	<i>Ehe wafumana ke icrown, nguban bethe bazawutya icake</i>
419	T	Good, there she is she said they are going to eat a cake.	<i>Nakuya uthe bazawutya icake</i>
420	T	My mom bought cake and sweets for everyone	<i>Umamakhe weza nantoni?</i>
421	T	Cake and sweets	<i>Necake nantoni nelekele</i>
422	T	My friends gave me cards; I blew out the eight candles of my cake.	
423	Ls	They are eight	<i>Ziyi8</i>
424	T	Why are the candles eight and not ten?	<i>Why kune candles eziyi8 zingekho yiten why?</i>
425	L	She's eight	<i>Una 8</i>
426	T	oh she's eight	<i>Ohh una 8</i>
427	L	they put according to her year	<i>Bafake ngeminyaka yakhe</i>
428	T	Oh they used her years, yes	<i>Oh bafake ngeminyaka yakhe ewe</i>
429	T	I cut the cake and gave everyone a piece I handed out the sweets	<i>Wabanika isweets batya necake</i>
430	T	We all enjoyed the birthday party; it was the best birthday surprise.	
431	T	That is the end of our story.	<i>Liphelile ke ibali lethu liphelela apho.</i>
432	Ch	[Class claps hands] the end!	

APPENDIX 7: ETHICAL CLEARANCE (CONSENT FORMS)



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

INSTITUTE FOR THE S

94, Grahamstown, 6140

Tel: (046) 603 8565 • Fax: (046) 603 8566 • e-mail: isea@ru.ac.za

CONSENT FORM FOR PARENTS AND GRADE 3 LEARNERS

I, the undersigned _____ give permission for my child/ward _____
_____ to participate in a research project conducted by Sibhekinkosi Anna Tshuma from
Rhodes University. I understand that the project is designed to gather information about learners' reading
attitudes and behaviors at an after-school reading club.

1. I am aware that his/ her participation in this project is voluntary. I understand that no payment will be paid for participation in this study. He/she may withdraw and discontinue participation at any time without penalty.

2. During each reading session, participants will be interviewed, audio and video-recorded by the researcher and the research assistant from Rhodes University. Each reading session will last approximately 60 minutes once a week in the afternoon at a day to be agreed on with the teacher.

3. I understand that the researcher will not identify him/her by name in any reports using information obtained from each reading session, and that his/her confidentiality as a participant in this study will remain secure. Subsequent use of these records and data will be subject to standard research ethics policies which protect the anonymity of individuals and institutions.

4. I understand that this research study has been reviewed and approved by the Higher Degrees Committee of the Faculty of Education at Rhodes University. The institution may be contacted for confirmation or questions regarding the research.

5. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree that my child participate in this study.

6. The study will begin on [DATE] so please confirm your permission before then. Otherwise your child will not be included.

Signature of parent / guardian..... Date:

Signature of researcher.....

For further information, please contact:

Researcher: S.A Tshuma
Cell: 0790604498

Supervisor: Prof M. Hendricks
Tel: (046) 603 8565



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

INSTITUTE FOR THE STUDY OF ENGLISH IN AFRICA PO Box 94, Grahamstown, 6140
Tel: (046) 603 8565 Fax: (046) 603 8566 e-mail: isea@ru.ac.za

INFORMATION SHEET FOR TEACHERS, PARENTS AND LEARNERS ABOUT A RESEARCH PROJECT WITH GRADE 3 LEARNERS

My name is Sibhekinkosi Anna Tshuma, a fulltime PhD student in the Institute for the Study of English in Africa (ISEA) at Rhodes University. I am currently working on a doctoral research project looking at the impact of an Extensive Reading programme, on Grade 3 learners. The study is being supervised by Professor Monica Hendricks also at Rhodes University in the Institute for the Study of English in Africa.

I would like Grade 3 learners at Samuel Ntsiko and D.D. Siwisa Primary School to participate in the research project. I would be most grateful if you would allow your child to take part. I am interested in how an Extensive Reading programme (reading for pleasure) can impact on learners' reading attitude. I will establish a reading club at the participating schools and implement an Extensive Reading programme for all Grade 3s. The reading sessions will be conducted in the afternoon, once a week, on a day convenient to each school. Each reading session will last for approximately 1 hour. The reading programme will start at the beginning of term two and continue till end of term four.

Learners participating in the Extensive Reading programme will read, write, draw, and play games. These learners will also be interviewed, audio and video-recorded. All this information will be treated confidentially and no learner will be named in any reports.

I am an experienced researcher and have previously worked with young learners. My research proposal has been approved by the Education Faculty High Degrees Committee to ensure that it meets Rhodes University's ethical guidelines. Although the school Principal has most kindly allowed me access to the school, I do require individual permission from parents to allow children to participate. **If you are happy for your child to take part, please sign the consent form attached and return it to the school.**

Thank you for your co-operation.

S. A Tshuma.

Researcher: Sibhekinkosi Anna Tshuma
Email: sbhe_anna@yahoo.co.uk

TITLE: THE IMPACT OF AN EXTENSIVE READING PROGRAMME ON GRADE 3 LEARNERS' READING ATTITUDES.

INTRODUCTION

The poster summarizes my PhD research journey and also share my preliminary findings from the data that was collected over a period of 3 school terms (April 2015 to December 2015). A bilingual Extensive Reading programme was designed and implemented to understand the effort such a programme has on Grade 3 ESL learners reading attitude in their L1 and L2 and also to promote reading for enjoyment by learners. My research design consisted of three phases.

PHASES	DESCRIPTION
Phase 1: Pre-Intervention	- Introduce the programme to the school Principal and teacher - Meeting with participants - Administered Pre-Intervention questionnaires with the learners - Conducted follow-up interviews with the learners - Compiled a list of learner's names before the start of the actual programme
Phase 2: Implementing an Extensive Reading Programme (ERP)	- Participants met once a week in the afternoons, for 60 minutes during school terms. - A variety of reading material was made available for the learners in English, isiXhosa and bilingual books, encompassing different genres. - Having a wide selection of reading material will afforded each learner to read at least one different book per week for the duration of the study. - At the end of the intervention, learners were expected to have read at least 16 books, (1 book per week over 16 weeks). - Learners also engaged in typical ER post reading activities (Day & Bamford, 1998).
Phase 3: Evaluate of the ERP	Administering questionnaires with the learners and the research assistant

Duration	Activity
10mins	ER Starter (drinks, word games, ring games)
10mins	Classroom management (marking of the register)
10mins	Short lessons and various ER activities (together) e.g. reading aloud by the researcher
20mins	Free voluntary reading
10mins	Sharing of stories or writing of book reports/reading log
10mins	Return finished books and borrow new books
10mins	Watch short bilingual video stories

Table 2: Typical planned outline of the reading session

SITE AND PARTICIPANTS

Site: Samuel Ntsho

Sample: The research was conducted with a class of Grade 3 isiXhosa first language speakers, learning English as a First Additional Language (FAL).

Duration of the research process: 20 weeks (2015)

Activities done in each reading session

Reading by the learners

During the reading programme each learner was given opportunities to choose books for individual reading. This is how related reading looked like:



Reading for the learners

To begin each reading session, a member of the research team would read out loud for the learners. This was to model reading and also allow learners to enjoy materials that they may not be able to read on their own.



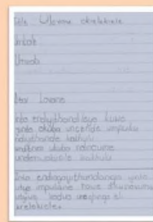
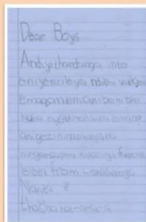
Book talk

According to Schoenbach et al (2012), book talks promote the idea that reading is both valued and enjoyed. Over the duration of 16 weeks, learners became more and more confident in sharing their books as they learnt to trust each other and to accept that everything was honourably reportable as emphasised by the rules of the programme. Although with some learners their reading was not fluent in both languages, what was of importance was that they enjoyed the reading activity and they loved sharing their reading with me which equates to their positive attitude towards reading and how they have grown their confidence.



Free writing

During the Implementation phase some learners were given journals to document their reading. Through these journals I noticed and discovered young book critics/reviewers and young authors. Provided with an interesting subject and the facilities of expression, learners have proven to be natural critics at such an early age.

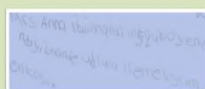
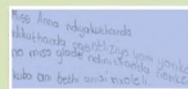
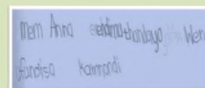
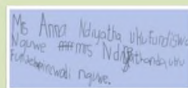


Reading with the learners

Using big books, learners participated in shared reading. This was an interactive reading experience when learners joined in the reading while guided and supported by the researcher/assistant.



Learner Feedback



Celebrating the success of the Reading Intervention Programme

Motivation plays an important role in reading. At the end of the reading programme each learner was appreciated and valued, and even received a certificate for their commitment to reading and storytelling throughout the research.



Future reading intervention recommendations by the learners

- In the Post-Intervention questionnaire learners were asked "If there anything you think would have made the reading programme better" and I feel their responses are important for other future studies and other organisations interested in investing in developing literacy in the FP through interventions of this nature.
- Please allow us to take books home (Mkhali)
- Please come regularly (Ntando)
- Change the meeting times to an earlier time (Chumani)
- Provide us with many more interesting books (Shi)
- If we could use the school hall it would be better because it is spacious and well ventilated (Lina)
- Include card and board games (Axi)

Summary Findings

In order for children to grow into readers, we should allow them to choose which books that interest them (Krahen, 2013). In the reading programme learners were afforded opportunities to choose books for their own reading. The most striking development was learners' growth in confidence and motivation to read.

Over the duration of 16 weeks, learners became more and more confident in sharing their books as they learnt to trust each other and to accept that everything was honourably reportable as emphasised by the rules of the programme. Although with some learners their reading was not fluent in both languages, what was of importance was that they enjoyed the reading activity and they loved sharing their reading with me which equates to their positive attitude towards reading and how they have grown their confidence.

Both girls and boys participating in the reading programme showed equal positive attitude towards reading though in differing aspects. Both groups attended the reading programme regularly. From all the data collected through videoing, boys are dominating. They were always willing to participate in individual activities like reading aloud and sharing their stories. The girls were rather reserved. This maybe because of the "fear" the girls have for boys which surfaced as a tension during the Pre-intervention Phase. Girls mentioned that the boys had a tendency of bullying them and they always laughed at the girls each time they made an effort to talk in class. However, girls have their strengths as well. I realised they preferred to write more than talking hence, they never had any issues with completing their book journal than boys. Their book journals became a place where they could share their reading, feelings and ideas.

Finally, through implementing the reading programme I learnt on the importance of listening to my participants. I learnt to solicit ideas from the participants and incorporated many of their ideas to make the reading programme a success. Although they were young learners lacking experience and sometimes the necessary vocabulary in their L1 and L2, I found that often they pin-pointed the most salient issues that could enhance learning and the structure of the reading intervention.

TITLE: THE IMPACT OF AN EXTENSIVE READING PROGRAMME ON GRADE 3 LEARNERS' READING ATTITUDES.

INTRODUCTION

The poster summarises my PhD research journey and also share my preliminary findings from the data that was collected over a period of 3 school terms (April 2015 to December 2015). A bilingual Extensive Reading programme was designed and implemented to understand the effect such a programme has on Grade 3 ENL learners reading attitude in their L1 and L2 and also to promote reading for enjoyment by learners. My research design consisted of three phases:

PHASES	DESCRIPTION
Phase 1: Pre-intervention	- Introduce the programme to the school Principal and teacher - Meeting with participants - Administered Pre-intervention questionnaires with the learners - Conducted follow up interviews with the learners - Compiled a list of learner's names before the start of the actual programme
Phase 2: Implementing an Extensive Reading Programme (ERP)	- Participants meet once a week in the afternoons for 60 minutes during school terms - A variety of reading material was made available for the learners in English, isiXosa and bilingual books, encompassing different genres - Having a wide selection of reading material will afford each learner to read at least one different book per week for the duration of the study - At the end of the intervention, learners were expected to have read at least 30 books (1 book per week over 30 weeks) - Learners also engaged in typical ER post-reading activities (Day & Bamford, 1998)
Phase 3: Evaluate of the ERP	Administering questionnaires with the learners and the research assistant

Duration	Activities
5mins	Ice breaker (singing, word games, ring games)
10mins	Classroom management (working of the register)
10mins	Short lessons and various ER activities (together) e.g. reading aloud by the researcher
20mins	Free voluntary reading
10mins	Sharing of stories or writing of book reports/reading log
10mins	Return finished books and borrow new books
5mins	Watch short bilingual video stories

Table 2: Typical planned outline of the reading session

SITE AND PARTICIPANTS

Site: D.D. Ntswa

Sample: The research was conducted with a class of Grade 3 isiXosa first language speakers, learning English as a First Additional Language (FAL).

Duration of the research process: 20 weeks (2015)

Activities done in each reading session

Reading by the learners

During the reading programme each learner was given opportunities to choose books for individual reading. This is how relaxed reading looked like!



Reading for the learners

To begin each reading session, a member of the research team would read out loud for the learners. This was to model reading and also allow learners to enjoy materials that they may not be able to read on their own.



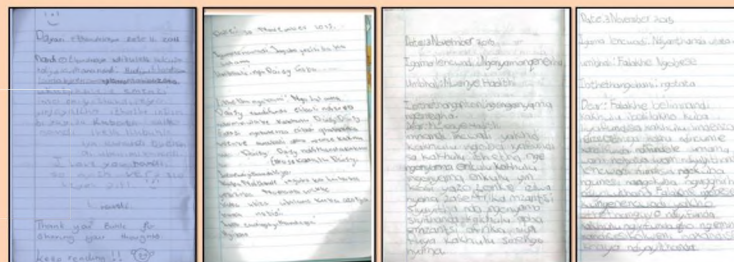
Book talk

According to Schoenbach et al (2012), book talks promote the idea that reading is both valued and enjoyed. Over the duration of 16 weeks, learners became more and more confident in sharing their books as they learnt to trust each other and to accept that everything was honorably reportable as emphasised by the rules of the programme. Although with some learners their reading was not fluent in both languages, what was of importance was that they enjoyed the reading activity and they loved sharing their reading with me which equates to their positive attitude towards reading and how they have grown their confidence.



Free writing

During the Implementation phase some learners were given journals to document their reading. Through these journals I learned and discovered young book critics/reviewers and young authors. Provided with an interesting subject and the facilities of expression, learners have proven to be natural critics at such an early age.



Celebrating the success of the Reading Intervention Programme

Motivation plays an important role in reading. At the end of the reading programme each learner was appreciated and valued, and even received a certificate for their commitment to reading and storytelling throughout the research.



Future reading intervention recommendations by the learners

- In the Post-intervention questionnaire learners were asked "If there anything you think would have made the reading programme better" and I feel their responses are important for other future studies and other organisations interested in investing in developing literacy in the PP through interventions of this nature.
- Next year I want you to come every day so that it becomes more interesting (Onete; Ahlomo)
- We would like to have reading sessions at the library (6 learners)
- Please bring more interesting books and new ones
- Include all the Grade 3 classes.

Summary Findings

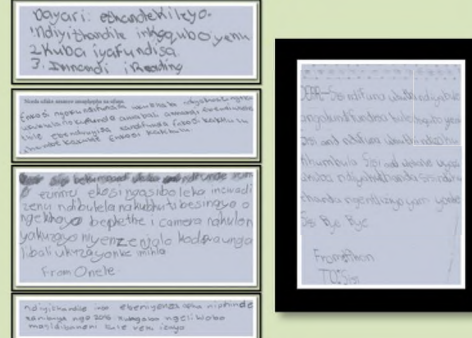
In order for children to grow into readers, we should allow them to choose which books that interest them (Krashen, 2013). In the reading programme learners were afforded opportunities to choose books for their own reading. The most striking development was learners' growth in confidence and motivation to read.

Over the duration of 16 weeks, learners became more and more confident in sharing their books as they learnt to trust each other and to accept that everything was honorably reportable as emphasised by the rules of the programme. Although with some learners their reading was not fluent in both languages, what was of importance was that they enjoyed the reading activity and they loved sharing their reading with me which equates to their positive attitude towards reading and how they have grown their confidence.

Both girls and boys participating in the reading programme showed equal positive attitude towards reading though in differing aspects. Both groups attended the reading programme regularly. From all the data collected through videotape, boys are dominating. They were always willing to participate in individual activities like reading aloud and sharing their stories. The girls were rather reserved. This maybe because of the "fear" the girls have for boys which surfaced as a tension during the Pre-intervention Phase. Girls mentioned that the boys had a tendency of bullying them and they always laughed at the girls each time they made an effort to talk in class. However, girls have their strengths as well. I realised they preferred to write more than talking hence, they never had any excuses with completing their book journal than boys. Their book journals became a place where they could share their reading, feelings and ideas.

Finally, through implementing the reading programme I learnt on the importance of listening to my participants. I learnt to solicit ideas from the participants and incorporated many of their ideas to make the reading programme a success. Although they were young learners lacking experience and sometimes the necessary vocabulary in their L1 and L2, I found that often they pin-pointed the most salient issues that could enhance learning and the structure of the reading intervention.

Learner Feedback

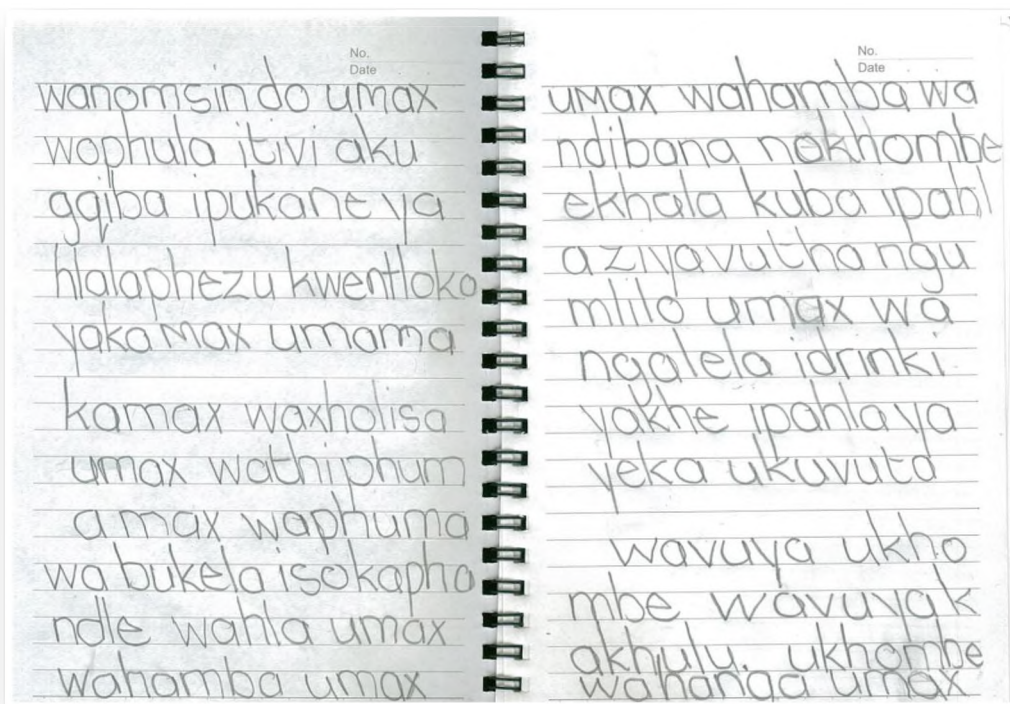
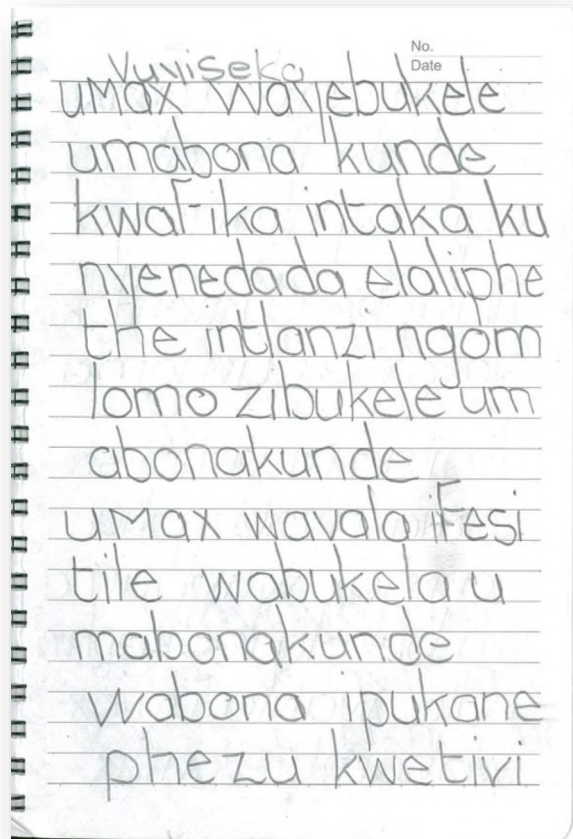


APPENDIX 9: READING RESPONSE LETTERS

Dear Boys
Andiyithandanga into
Eniyenzileya ndithi vulani
Emqandeni anibaniolo
Kuba nyobhakshulu lowa
Anigezininaphayana
ninganaphu kwaniyi fumne
leleka from Liselshanga
Nanti
thathaka-a-a-a

Title: Ulovane okrelekrole
Umbale:
Umzobo
Utar Lovane
into endiyithandileyo kuwe
yinto okuba uncende umpuku
ndiyithande kakhulu
undenke ukuba ndincume
undenwabisile kakhulu
Into endiyithandanga yinto
utye impukane nowa akupavuma
utywe kodwa ureqbinga eli
krelekrole.

APPENDIX 10: CREATIVE WRITING (INTERPERTING A PICTURE BOOK)



APPENDIX 11: ACCESSION REGISTER

ACCESSION REGISTER

Item	Accession Number	Author	Title	Date Taken Out	Date Returned
1					
2					
3					
4					
5					
6					
7					

05 Nov.

Luthobato	- Brenda ^x	✓
Akhona	- Utsepo Engakeni	✓
Sisipho	- uMolosi amkhulu	✓
Vusi	- Ndipana lewe	✓
Lithanyile	- Umpoti Ngobayo	x
Aphama	- Iibhema Zantlana	✓
Orele	- Red hen	✓
Sibado	- Umboleli	✓
	- Qhanga	✓

12 Nov.

Luthobato	- Ntshela	✓ (Eng.)
Elile	- Utsepo	✓ (x)
Okunle	- Red Hen	
Buhle	- Betty wants Blue Ice cream	✓
Aphama	- Ntshela (Zobani & cre)	✓
Akhona	- Nje ngum	✓
Thokozani	- Where is my bed	✓
Sibado	- Branch ukh- khanyis	✓
Orele	- Magic Blue	(x)
Vusi	- The rabbit looks	✓
Sisipho		

10 November	
Yuyiseka	— Max
Sinu	— The Peace Star
Inga	— Running Rhino
Sihlomilele	— The songs of 6 birds
Silakhe	— Refilwe
Ntando	— Ubenantoni utata
Lisakhangisa	— UNdulumeni dlelaka
Siyamthanda	— Marula Tree
Siphiwe	— Ndiyamthanda utata

29 October Thursday	
Likhunzile	— Nabulele
Silondokuhle	— Ungonyama ...
Buhle	— Umculo Wentlaka
Akhona	— Ndiyamthanda utata
Emhle	— Sam's Smile
Bubaka	— Anne help a friend
Thulani	— Wash day
Mbali	— Sam's Smile

Yuyiseka Mthwethwa - Max ✓ 10. November 2015
 Sinuyisiwe MBobeka - The peace star ✓
 Inga Running Rhino ✓
 Sihlomilele The song of six Birds ✓
 Silakhe - Refilwe ✓
 Ntando - Ubenantoni utata ✓
 Lisakhangisa - UNdulumeni dlelaka ✓
 Siyamthanda - Marula Tree ✓
 Siphiwe - Ndiyamthanda utata ?

19 Nov.

Okunle	:	1600 + ukhlanga
Akhona	:	Brenda (Eng)
Likhanyile	:	Nyck
Agathele	:	Ukhlanga
Lubabalo	:	Baby balloon sister in road at from Nkhalo
Silonda	:	The Peace song
Vusi	:	Nge
Sisipho	:	Makaleli
Elihe	:	Inkwenkwe
Bukle	:	Brenda
Angama	:	I know that
Xkholo N	:	I love my father

1 November

Simphwe	-	Magic Fish
Zukhanye	-	Nabulele
Yussek	-	Noligazi
Lisakhanya	-	Inkhanzi baggi
Sigamkanda	-	Where is my book
Mihlali	-	Max

APPENDIX 12: SAMPLES OF ANDERSON'S STORIES

STORY 1: COWBOY TO RESCUE

cowboy to rescue
children at new town
e glad to see
frans just like any
other schoolboy. And he
has friend many



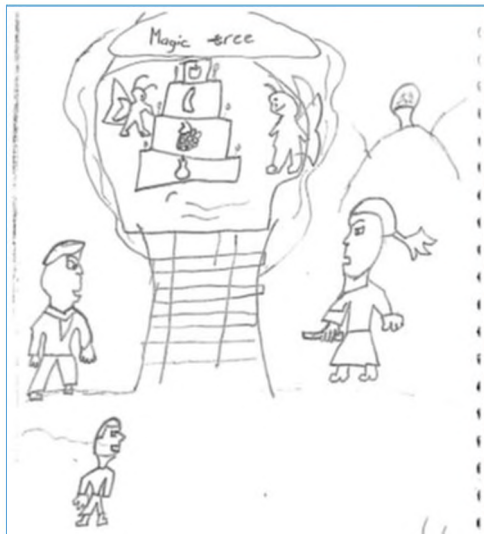
he see the guy was
calling the girl he says
if you want to come
with me we can go to
buy sweet. They say: I will
be back now.



He took the guy
out of the car and
he called the police
The end



STORY 2: MAGIC TREE



Once upon the time there was a
boy his name was Jim
he like his tree house.
He have one friend her name
was Ann who was afraid to
bake the fruit cake.



and he cry because
but one day he saw
no body can see
him then was no
party she ask
when is your party
he says who goes
make it why you
ask him he says
oh you ask your
mother make your
cake.



he call every body
to come to the
party for her
it was nice
the cake was
the best

STORY 3: WHO WILL BE THE KING?



Once in the forest there was
the bear his name was Franky
The king lion he say 'if you
want to be the king you
must keep people safe for you
don't keep them safe you
will never be the king
you must make sure
no killing. Raise your hand
if you want this job
The bear raise his hand



the king talk to Franky
yes my land everything
will be right as my
command I am not for
for the war the crocodile
vs us there eating us
because of nothing my
friend said the king why
those things they eating
us why we did more
sallgarss

APPENDIX 13: SAMPLES OF LEARNER FEEDBACK

11. Is there anything else about the programme that we have forgotten to ask that you think is important? Please add extra paper if you want.

Ms Anna Ndiyatha ukufundiswa
Nguwe ~~am~~ Mrs Ndiyatha
Fundekwadi nguwe.

11. Ikhona into ngale nkqubo yoku funda ebalulekileyo esithe salibala ukubuza yona?
Nceda ufake amanye amaphepha xa ufuna.

mem Anna ndimuthandayo kwenza
ufundisa kamnandi

11. Ikhona into ngale nkqubo yoku funda ebalulekileyo esithe salibala ukubuza yona?
Nceda ufake amanye amaphepha xa ufuna.

Miss Anna ndiyakuthanda
ndikuthanda ngentliziyo yam yonke
no miss glade ndinithanda nonke
kuba ani bethi anisi nxoleli.

11. Ikhona into ngale nkqubo yoku funda ebalulekileyo esithe salibala ukubuza yona?

Nceda ufake amanye amaphepha xa ufuna.

Ewe ikhona Dear
Mrs Anna ibimnandi ingquboyena
ndiyikhande udlula ifemeli yami.
Enkosi.

11. Ikhona into ngale nkqubo yoku funda ebalulekileyo esithe salibala ukubuza yona?

Nceda ufake amanye amaphepha xa ufuna.

Dear sis bekumrandi ukuba ~~um~~ ndifunde iint
ezininzi ekosi ngasiboleka incwadi
zenu ndibutela nakubhuti besingyo o
ngekhaya bephethe i camera nakulon
yakuzayo niyenz njalo kodwa unga
libali ukuzayonke imihla.

From Onele.



DEAR—Sisi ndifuna ukuthi ndiyabule
langokundifundisa kulekhqubo yenu
Sisi and ndifuna ukuthi ndizokun
khumbula Sisi and uhlale uyazi
ukuba ndiyakuthanda sisinduku
thanda ngentliziyo yam yonke
Sisi Bye Bye

From Akon

TO Sisi

APPENDIX 14: SAMPLES OF CERTIFICATES AWARDED TO THE LEARNERS



Copyright © 2012 K12reader.com. All Rights Reserved. Free for educational use at home or in classrooms.

www.k12reader.com

Perfect Attendance Award

Awarded to _____

 It has been a pleasure seeing your smiling face each day.



Congratulations!

date

signature

Super Teacher Worksheets - www.superteacherworksheets.com

Reading Award

Awarded to _____

 for making marvelous progress in reading.



signature

Super Teacher Worksheets - www.superteacherworksheets.com