

**THE READING PREFERENCES OF GRADE 11 ESL
LEARNERS IN GRAHAMSTOWN.**

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(ii)

DECLARATION

I hereby declare that this half-thesis entitled: *The reading preferences of Grade 11 ESL learners in Grahamstown*, and submitted for the degree of Master of Education (English Second Language), is my own original work, and has not been submitted previously for a degree in any other university and institution.

Signed:.....

Date:.....

ABSTRACT

This survey investigates learners' reading preferences in selected Eastern Cape secondary schools where English is taught as a second language. It seeks to understand the reading patterns and interests of Grade 11s, and the role played by parents, teachers, school and public libraries in promoting a love for reading. Focus group interviews and questionnaires were used to gather data over a period of six weeks. All Grade 11 learners from eight Grahamstown secondary schools where English is taught as a second language participated. Data was analysed using Biomedical Data Programme Statistical Software (BMDP). Chi-square (X^2) tests and t-tests for proportions were used specifically to determine significant differences in the groups (i.e. gender effect, schools and language effect). The data suggest that ESL Grade 11s: 1) do have preferred reading material; 2) have preferred authors; 3) have a preferred language they read in; and 4) read for information. Limited access to reading material affects their reading patterns and ability.

LIST OF ACRONYMS

ABC	Affect, Behavior, and Cognition
BICS	Basic Interpersonal Communication Skills
BMDP	Biomedical Data Programme Statistical Software
CALP	Cognitive Academic Proficiency
CUP	Common Underlying Proficiency
DET	Department of Education and Training
ESL	English Second Language
F	Female
FRV	Free Voluntary Reading
HOA	House Of Assembly
HOD	House Of Delegates
HOR	House Of Representatives
L1	First Language
L2	Second Language
M	Male
NEPI	National Education Policy Investigation
READ	Read Education Development
UNESCO	United Nations Children's Organisation
X²	Chi-square

CONTENTS

<i>ACKNOWLEDGEMENT</i>	(i)
<i>DECLARATION</i>	(ii)
<i>ABSTRACT</i>	(iii)
<i>LIST OF ACRONYMS</i>	(iv)
CHAPTER 1:	
INTRODUCTION	1
CHAPTER 2:	
LITERATURE REVIEW	3
2.1. Introduction.....	3
2.2. Literacy	4
2.3. Why is literacy a problem?	5
2.3.1. Language preferences and reading in a second language	7
2.3.2. Struggling readers	9
2.3.3. Access to reading material	12
2.3.4. Importance of libraries in literacy development	14
2.3.5. Purposes of reading.....	15
2.3.5.1. Reading for pleasure/Free voluntary reading.....	17
2.3.6. Motivation and interest	19
2.3.7. Reading preferences.....	21
2.4. Conclusion	22
CHAPTER 3:	
RESEARCH METHODOLOGY	24
3.1. Introduction.....	24
3.2. Rational for the choice of survey research.....	24
3.3. Sampling	25
3.4. Data collection	26
3.5. Conclusion	31

CHAPTER 4:

ANALYSIS OF FINDINGS AND DISCUSSION	32
4.1. Introduction.....	32
4.2. Data Coding	32
4.3. Analysis and interpretation of data	33
4.3.1. Details of the respondents.....	34
4.3.1.1. Background information	34
4.3.1.2. Discussion on parent’s background of the respondents.....	37
4.3.2. Questions on reading preferences	38
4.3.2.1. Discussion on respondents’ networks	42
4.3.2.2. Discussion on preferences: reading material	50
4.3.2.3. Discussion on preferences: Topic respondents like to read about most	61
4.3.2.4. Discussion on language preferences	71
4.3.2.5. Discussion on reading experiences	76
4.3.2.6. Discussion on purposes of reading and preferred activities and items	87
4.3.2.7. Discussion on access to sources of reading material and reading practices ...	101
4.3.3. Conclusion	104
4 3.4. Conclusion	111

CHAPTER 5:

CONCLUSION	112
5.1. Limitations of the study	113
5.2. Recommendations and implications for further research	114

LIST OF FIGURES	51
Figure 1: Preferred reading material	51
Figure 2: Gender effect	52
Figure 3: Preferred topics.....	62
Figure 4: Gender effect	63
Figure 5: Overall results of the preferred languages.....	72
Figure 6: Language effect	73
Figure 7: Reading experience in L1	77
Figure 8: Language effect	78

Figure 9: Reading experience in English (L2).....	78
Figure 10: Language effect	79
Figure 11: The purposes for reading.....	88
Figure 12: The gender effect.....	88
Figure 13: Preferred items	89
Figure 14: Preferred activities.....	90
LIST OF REFERENCES	120
APPENDICES	
Appendix A: A letter requesting permission from school principals to allow ESL Grade 11s to participate in the survey	126
Appendix B: A transcript: focus group interview.....	127
A summary of the transcript	128
Appendix C: A questionnaire for Grade 11 ESL learners	130

CHAPTER 1

INTRODUCTION

This is a study of Grade 11's reading preferences. The enquiry took place in Grahamstown, in the Eastern Cape, South Africa, involving all local state secondary schools where English is taught as a second language. The enquiry was conducted at the beginning of August 2001.

Teaching English to speakers of other languages is very challenging. I have been teaching English at a secondary school for 15 years, interacting with learners, and I have observed that reading their set-work and other related literature is an effort (i.e. they had difficulties in finishing their reading homework or when dealing with their reading tasks in class). Since literature is part of their language studies, they have to commit to extensive independent reading and must have a good command of English in order to understand and correctly answer multiple-choice exam questions. Their classroom performance confirmed the challenges they were confronted with in understanding and responding to their set-work. Whenever I asked them to read one of their prescribed set books or any books they found at home or in the library, they had difficulties in finishing their reading tasks; some never read anything at all. I was not sure whether this was a language or a reading problem, or whether it reflected their attitude toward the particular reading materials available to them or their attitude toward reading per se.

This situation raised concerns for me and other language teachers. It was clear that one of the factors affecting our learners' literacy development was not being socialized into independent reading. As a result learners often reported not being able to finish reading their set-work in preparation for examinations and this had (and is still having) a detrimental effect on learners' academic achievement and their language proficiency.

The principal aim of this research is to audit learners' reading preferences in selected Eastern Cape secondary schools where English is taught as a second language (L2),

checking:

- in what language they read the most
- for what purpose
- what they have actually read in the past twelve months
- what they enjoy reading or would like to read

so as to provide information to writers, publishers, librarians, education officials and parents that will help in redressing literacy deficiency in our school and communities.

Chapter Two offers a review of the relevant literature, while Chapter Three describes the research methodology used. In Chapter Four the research data is analysed and findings discussed, and in the fifth and the final chapter the conclusions and limitations of the study are discussed and recommendations are proposed concerning relevant issues.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

There is a dearth of information available - locally and abroad - regarding the nature of material that is self-selected or preferred by secondary school learners (especially by Grade 11s) for recreational reading. Only one study in South Africa, by Machet *et al.* (2001), looks at learners' reading preferences at primary and secondary schools where English is taught as a second language (all grades were included), whereas Mawasha *et al.* (1994) examined university and college students. Gardner (1991), on the other hand, looked at secondary school learners where English is taught as a first language. Other studies, from abroad, looked at primary school, grade 6 learners (Worthy *et al.*, 1999 and Worthy 1996). Delin *et al.* (1995) examined the reading patterns of community members from age 15 to over 60.

Evidence from some studies strongly proposes that reading as an activity is in a serious decline (Hill 1985; Zill & Winglee 1990 cited in Delin *et al.*, 1995; Gardner 1991), while other studies posit that learners do read, or at least they do have some interest in reading, but there is a mismatch between their preferred material and what is available through school and community sources (Worthy 1996; Worthy *et al.*, 1999; Machet *et al.*, 2001). Many factors could contribute to this limited availability of preferred reading material, but this study will limit its discussion to factors relating to the literacy environment at home and at school: access to reading material and its challenges, language preference, struggling readers, and how to tackle the literacy problem - looking at reading for pleasure, motivation and interest as well as reading preferences.

2.2. Literacy

Literacy is many things to many people and literate environments vary enormously. It is viewed as a phenomenon that involves the ability to use contextualized knowledge to achieve ends (Kalman 1998, as cited in Flores & Lankshear 2000), while others perceive it as the ability to decode and understand print for a particular purpose (Anonymous). *Collins Concise Dictionary* (1999:854) defines literacy as ‘the ability to read and write, the ability to use language proficiently.’ UNESCO extends this definition by describing a literate person as ‘someone who can read and understand everything in his or her mother-tongue’ (quoted in *The Teacher*, October 2000:8). French (1988) proposes a further definition of literacy that is useful:

[It] encompasses the varied skills and qualities that diverse organisations deem it necessary to help, enable, empower, make more efficient, or liberate adults who have been deprived of a useful degree of formal education (French 1988 as cited in Van Zyl:1991:55).

Because the term ‘literacy’ is such a complex term, there are also other kinds of literacy, beside reading, writing and numeracy, namely: cultural literacy – which includes the cultural, social and ideological values that shape our reading of texts; critical literacy – the ability to respond critically to the intentions, contents and possible effects of messages and texts on the reader; visual literacy – the interpretation of images, signs, pictures and non-verbal (body) language etc; media literacy – the ‘reading’ of TV and film as cultural messages; and computer literacy – the ability to use and access information from computers (Department of Education 1997 as cited in Ridge 1999). I will limit myself to *Collins Concise Dictionary*’s definition, since many South Africans are illiterate (i.e. can not read and write) and focus my discussion on this one aspect of literacy: **reading**.

2.3. Why is literacy a problem?

South African adolescents come from diverse literacy backgrounds. A certain percentage of youth comes from homes where literacy plays a vital role, and has grown up surrounded by print in various forms. From babyhood these children were told stories, have listened to bed-time stories read aloud at the age of 2, 3, or 4 and have received book-gifts during special events. They have seen print on television and in their physical environment – outside and inside their homes. They were helped (scaffolded) to interact with print and have grown up in a book-related culture where they have learnt ways of talking about written texts. This kind of experience is viewed by Vygotsky (1986) as a prerequisite for language and literacy development, which should take place in the context of everyday life from a very early age (Heath 1983, as cited in Dunn 2001).

Children who have been read to and told stories display better knowledge of story conventions compared to those who have not. Studies show that reading stories to children at 3 years of age makes a significant difference in their literacy competence later. Significantly, they show stronger literacy skills and better understand written stories than those who have not. They are attentive to picture cues and are better able to infer causal relationships, and can tell more connected stories (Mason 1992). They also gain experience of the sustained meaning-building organization of written language and its characteristic rhythms and structures. By the time they have to go to school they have extensive experience of the alphabet, storybook reading, talking about texts, and of observing how family and community members use written language for many purposes including gaining information for daily life, preserving social relations, maintaining careers, and entertainment. These experiences extend and develop a rich mental model of the world and vocabulary which further gives rise to children's own storying - what Wells (1986) believes to be the internal mode of meaning-making (Wells 1986 as cited in Proctor 1998).

It is further posited that school discourse practices favour learners who enter with a certain kind of 'cultural capital' (Bourdieu & Passeron 1977, as cited in Gee 1999), since

they closely resemble the literacy practices in their homes. This in turn enables them to score higher in school literacy tasks. This point is reiterated in many recent studies that conclude what most researchers have intuitively known for some time: that the successful acquisition of school readiness and learning skills in the first five years of a child's cognitive development predict a lifetime of future academic success (Gee 2001).

On the other hand, a larger proportion of South African youth have had little or no early experience with print in their family since they come from homes with no reading tradition. Most parents (who are major elements in literacy development) are poor and cannot afford to buy their children books. Furthermore, many are illiterate and therefore cannot play their potential role in the development of their children's reading practices.

However, many of these young people were, in the past, introduced to oral culture where storytelling (not storyreading) played a prominent role (an important preliteracy experience which no longer exists, except in rural areas). As this tradition of telling stories no longer takes place in these homes and reading of story-books, on the other hand, is not a common practice either, many children enter primary school lacking preliteracy skills, skills that are essential for successfully learning to read. As a result of their limited preschool experience they have less understanding about the purpose of literacy or how to derive meaning from print than their more privileged peers (Weinberger 1996, as cited in Machet & Olen 1997).

Furthermore, they find school to be a completely different culture that is difficult to cope with. This situation is also emphasised by Macdonald (1990), who highlights the challenges children from African cultures face in moving into the visual, Western literacy of their schools. She posits that, unless the teacher alters his/her teaching methodology to redress this situation and to begin from where the children are, these children soon become frustrated with school, as they are unable to cope with the demands of the teacher or relate to the teaching methodology (Macdonald 1990, as cited in Machet 1994). Studies of literacy development in different cultural groups have shown that cultural differences in story structure have important implications for literacy learning in schools

dominated by Western cultural norms (Berko 1993, Dunn 1991, as cited in Dunn 2001). Therefore, schools and language practitioners must provide culturally appropriate literacy education for L2 learners, in a literacy education system that involves families so that literacy development is a three-way interaction between school, child, and family.

It is on these grounds that Professor Kader Asmal, the Minister of Education, made literacy one of the national education priorities when he took over as minister in 1999, vowing to eliminate illiteracy over the next five years. He earmarked 2001 as the Year of the Reader, a campaign to get South Africans reading. The South African Literacy Initiative was established to be responsible for driving the “Masifunde Sonke” (let’s All Read Together) campaign. The “Masifunde Sonke” campaign is geared toward engaging the whole nation in a dynamic effort to build a sustainable culture of reading and writing that affirms South African languages, history, values and development (*The Teacher*, January, 2001).

2.3.1. Language preference and reading in a second language

Research shows that in 1996 in the Eastern Cape, 83.3% spoke Xhosa as their first language, 3.7% spoke English and 9.5% spoke Afrikaans as their first language. In South Africa as a whole, it is indicated that most coloured people (81%) and over half the white population (58%) had Afrikaans as their home language, some 93% of Indians/Asians had English as their home language, while among Africans, the single largest portion (29%) had isiZulu as their home language (South African Institute of Race Relations, 1999/2000:3). Although the majority of the population does not speak English as their home language, after 1994 English was officially chosen by many parents and teachers as a medium of instruction for many South African schools. Obviously children who come to school with language patterns closest to the language of instruction experience more success in literacy learning since transition into reading will be easier than for those who have to learn a new language while they learn to read (Murray (forthcoming)). This means that, for the majority of people in South Africa who learn and speak English/Afrikaans as a second or foreign language and are also learning through the

medium of English, this situation does and will always pose some challenges to their academic achievement or functional literacy.

Many studies (Schmied 1991, Young *et al.*, 1991, Bot 1993, & De Klerk & Bosch 1993) report a significant preference by parents, teachers and learners for English despite the fact that this language poses some challenges to learners' academic achievement. In a study conducted by De Klerk and Bosch (1993) that looked at language attitudes in the Eastern Cape, it was found that English was favoured as the major (but not the *only*) medium of instruction in schools, although most people were less proficient in the language - especially Xhosa speakers. It was also found that Xhosa learners displayed a slightly negative attitude towards Afrikaans. Their positive preference for English displayed positive instrumental and integrative attitudes. However, it was also reported that Xhosa and Afrikaans informants lacked confidence in their own languages.

De Klerk and Bosch (1993) argue that since most Afrikaans and Xhosa speakers had to be fairly proficient in English, they invested less in their mother tongues, which resulted in language loss in their home language. Attitudes (motivation and interest) are important factors that affect reading and will be discussed later in this chapter.

Research shows that Xhosa L1 speakers encounter a lot of problems in reading and writing in the English second language classroom. They lack proficiency in English because the input of English for second language learners is often limited to what they come into contact with in the classroom, and at the same time they do not have a strong base and support in their mother-tongue at school. Although most learners appear to have displayed positive attitudes to English, it has become clear that they have struggled and are struggling to learn /read it. Research shows that in South Africa, only 5% of learners entering high schools have the required levels of literacy (Edusource 1998, as cited in Czerniewicz *et al.*, 2000), and READ (1999) also found that, on average, students entering grade 8 in rural areas have a reading level of 7,6 years while their chronological age is 14,4 years (READ, as cited in Czerniewicz *et al.*, 2000).

Czerniewicz *et al.* (2000), report similar results concerning English language proficiency. They report that most learners do not have the language proficiency to cope with English as a second language of learning and teaching; nor is English acquisition supported in the home or community. At the same time, ESL teachers themselves lack subject knowledge and English reading skills. Hence, learners' literacy skills are underdeveloped and low academic achievement is displayed (Czerniewicz *et al.*, 2000). Hudson *et al.* (2001) and Ridge (1999) strongly believe that literacy and reading proficiency are necessary to enable learners to attain the levels of language required for success at school, work, and throughout their lives, which in turn, will have the effect of eliminating increasing numbers of struggling readers in our schools and communities.

2.3.2. Struggling readers

Considerable research has been done on the effects that an inadequate command of language has on reading success. This section will look at some of the theories as to why such a large number of ESL learners demonstrate a high rate of reading failure.

Bilingual educators and theorists ascribe the failure to read to a lack of literacy instruction in the child's first language, and other researchers assign it to the lack of effective early reading instruction (Crawford, 1999; Snow, Burns, & Griffin, 1998, as cited in Hudson *et al.*, 2001). Both these diagnoses are likely to be true. Research further asserts that young children whose first language is not English and who are not proficient readers are not getting the type and quality of reading instruction they need in the language in which they need it (Hudson *et al.*, 2001). Macdonald (1990) argues that a threshold must be reached in a first language before a learner is able to develop certain academic skills.

When the learners' home language is not the language of schooling, the challenge for schools grows. It is posited that literacy is easiest when schools provide initial literacy in a child's home language. By doing so the teacher is building on the children's strength and connecting unfamiliar material to the familiar to maximize learning proficiency.

Literacy skills developed in the home language can then be applied to the process of learning to read and write in a second language, resulting in learners who have become literate and gained proficiency in two (or perhaps more) languages. This means that children can make the transition from the primary discourse of their home that is learnt before attending formal schooling (Gee, 1990). Webb (1999:3) maintains that it is the learner's first language that provides a rich cognitive preparation for the second language learning, and the skills acquired in the first language that provide easy transition to the second language medium.

Cummins (1991 as cited in Hudson *et al.*, 2001) affords us some help in describing the relationship between people's first and second language. He proposed that languages have a common underlying proficiency (CUP) that supports second-language learning by transferring skills from the first language to the second. That is, knowledge of the first language and how language works will transfer to the second language and enhance its acquisition. This common underlying proficiency can be classified into two types of language:

- everyday basic interpersonal communication skills (BICS), which is defined as the conversational proficiency level often achieved in beginner ESL classes (i.e., through body language, physical objects, emotions, repetition), and
- cognitive academic language proficiency (CALP), which is the higher-level language skill required for literacy and cognitively demanding content, for example, reading about an unfamiliar subject (Cummins 1991, as cited in Hudson *et al.*, 2001).

Cummins theorizes that CALP developed in the first language transfers to the second and helps support second language literacy acquisition. He further, argues that if children do not develop a certain level of CALP in their first language the benefit will not be transferred to the second language, possibly leading to problems in reasoning and literacy. Therefore, teaching children to read in their first language helps them to learn to read in their second.

Cummins (1976 as cited in McLaughlin 1986) refers to general aspects of children's knowledge of language that are critical to school success which are related specifically to the reading process, namely:

- vocabulary-concept knowledge, - which refers to the child's understanding of the concepts or meanings embodied in words,
- meta-linguistic insights, - for example, the insight that print is meaningful and that written language is different from speech, and
- the ability to deal with language that is decontextualized, or taken out of the context of the immediate interpersonal situation.

He believes that the primary academic task for the child is learning how to extract information efficiently from printed text, and subsequent educational progress depends on how well this task is accomplished. According to Cummins, the problems of many ESL learners in immersion settings emanate from their not having been exposed to a literate first language environment prior to school (Cummins 1976, as cited in McLaughlin 1986).

On the contrary, other studies (Brock 1997 and Raphael, Brock & Wallace 1997, as cited in Ridge 1999) have challenged the notion that second language learners necessarily depend on first language decoding skills. This argument is consistent with the work done by Ramirez (1998 cited in Ridge 1999) in Southern California where high levels in two languages were simultaneously achieved. It is proposed that reading in both a second and a first language is closely tied to particular language development. Here, it is argued that the secret seems to lie in skilful teacher mediation and dynamic engagement with and through language that is embedded in rich and increasingly diverse contexts.

A rather similar view was reported by Jeong-Won & Lemonnier Schallert (1997). Looking at lexical and syntactic knowledge and the written version of the language, they found that the relation between L2 proficiency and L2 reading was stronger than that between first language (L1) reading ability and L2 reading ability. Therefore, L2 proficiency plays a more critical role in reading in an L2 than does L1 reading ability even though such ability does make a contribution to predicting L2 reading performance.

Learners with high L2 proficiency are able to exploit their L1 reading skills and strategies increasingly when reading in an L2, whereas those with low L2 proficiency rely less on L1 reading strategies. Studies by Carrel (1991 and as cited in Jeong-Won & Lemonnier Schallert 1997) and Alderson (1984) revealed similar findings. When they tested the threshold hypothesis, they found that for learners at lower levels of L2 proficiency, L2 reading ability was only slightly related to L1 reading.

The two contrasting positions highlight how complex language learning issues are, and that there is no one decisive way of understanding the problems struggling readers face. It is however, clear that the first language instruction must be most effective (i.e., explicit and systematic) and that it must focus on the essential skills of reading. Without effective teaching and a rich, supportive language environment, evidence shows that younger struggling readers will continue to fail (e.g., Gersten, Brengelman, & Jimenez, 1994; Lyon, 1999, as cited in Hudson *et al.*, 2001).

It is at this stage that schools have to play a vital role in bridging the gap between home and school literacy since many households are illiterate and too poor to provide the literacy environment that is required at school.

2.3.3. Access to reading material

The development of literate citizens is still a challenge in South Africa. Many people are illiterate (12,7 million adults without a general level education) because they have been denied access to the necessary environment for literacy for a very long time. Many literacy researchers see availability of books in the home, school and the nearby community libraries as the key factor in reading literacy. They perceive home, school, and public/community libraries as places where literacy development could take place.

Home library: In South Africa many parents are illiterate and poor. They do not have the extra income to enable them to afford books for their children. A home library is a totally strange setting to them. For many children the only access they have to books is through

the school library. As a result, children coming from these backgrounds often enter school lacking preliteracy skills, and parents believe that the school will fill that gap.

School libraries: Many South African schools either do not have a functioning school library, or any library, as in rural areas. Those that do, tend to be in former White, Coloured and Indian schools.

The Teacher (August 2000) also reported that most school libraries are either non-existent or in a precarious state. According to READ (1998) the Northern Province (Limpopo) was found to be the worst off, followed by the Free State and Eastern Cape, North West, Mpumalanga , and KwaZulu Natal.

Olen (1996) further stated that in schools where there *were* libraries these centers operated in isolation from the rest of the school activities. The library was not central to the educational programme and the teacher-librarian had to work very hard to promote its services. Most subject teachers, including the principals of the schools, did not see the value and the relevance of libraries and library periods, regarding them as extraneous to the curriculum, if not to the school itself. As a result most media center teachers/librarians' posts were phased out and teacher-librarians were forced to teach other examination subjects (Olen 1996).

Karlsson *et al.* (1996) put the blame squarely on the government that ruled before 1994. They note that there were huge disparities in budgetary allocation between the different departments of education (i.e. the House Of Assembly (HOA), House Of Delegates (HOD), House Of Representatives (HOR), and Department of Education and Training (DET)) that resulted in widespread absence of facilities, inadequate provision of materials, inadequate physical accommodation, and lack of trained personnel. In addition, the former government did not have a properly conceptualized approach to the role of information resources in teaching and learning, hence the development of school libraries was marginalized. Moreover, there was poor coordination between school libraries and other sectors, and poor liaison with public libraries that resulted in the virtual exclusion

of school libraries from the South African Interlending Scheme (Karlsson *et al.*, 1996: 6). However, Read Educational Trust contributed significantly to the in-service training of teacher-librarians, materials development and to the provision and distribution of English books to primary schools. Unfortunately, secondary schools were left unattended. As a result, learners in African secondary schools are reported to have not been exposed to school libraries and are therefore disadvantaged in their studies (Karlsson *et al.*, 1996).

Public libraries: In the absence of school libraries, it would have been obvious for school learners to use public/community libraries. However, as with school libraries, these were either non-existent or extremely under-resourced and neglected. Fortunately, in 1990 the Separate Amenities Act was scrapped and school learners of all races were legally able to use all public libraries. Many of these learners have begun to depend on the resources in the formerly ‘whites only’ public libraries (Karlsson *et al.*, 1996).

However, even though public/community libraries are now open to every one, most of them are to be found in former white residential areas, far from where most African people reside. For instance, in Grahamstown where this study was conducted, the sole public library that one can find in an African residential area is still under-resourced and not big enough to serve all the people from all the surrounding locations. People have to use public transport to have access to learning resources - money that they don't have. Moreover, the building of libraries in townships, informal settlements and rural areas has been insignificant (Karlsson 1996). Little has changed.

2.3.4. Importance of libraries in literacy development

One of the core functions of the library is the support of developmental literacy competency. This takes place when people have access to accurate and relevant information that enables them to cope with the demands and pressures of modern society and play a meaningful role in their communities and societies. Libraries also perform a cultural and a recreational role in our communities. It is through this access to accurate and relevant information that more voluntary reading could take place. For libraries to

become more accessible and better utilized they need to be adequately staffed, particularly by professionally qualified, fulltime teacher-librarians (Loertscher, Ho & Bowie, 1987 as cited in Olen 1996).

I strongly believe that large school library collections and longer opening hours increase both the circulation of the books and the amount read. In addition, libraries encourage learner's initiative, motivation and independent learning, because they actually provide topics and all the information sources the learner needs in the classroom (Olen 1996).

It is therefore suggested that for any school to have learners with good academic achievement, there must be whole school planning for the integration of information skills in the subject curricula. Again, the size of the school library staff and collection, the size of the classroom libraries, regular book borrowing, frequent silent reading and reading aloud by teachers, and more scheduled hours spent teaching the language are seen to be good predictors. It is posited that learners who score higher on standardized tests tend to come from schools with more school library media centre staff and more books, periodicals, and videos - regardless of other factors, including economic ones (*Education Digest*, September: 92).

2.3.5. Purposes of reading

Knutson (1998) claims that people approach a reading text or material with a purpose whether it is for learning or entertainment. She suggests that in both real-world and classroom situations, purpose affects readers' motivation, interest, and manner of reading. She refers to 'reading in the real world' as reading outside the classroom or non-academic reading. To her, real-world reading is performed for any number of reasons, and the nature of reading varies according to the reader's purpose and situation. These reasons invariably determine the reader's approach to the text and the amount of attention paid, the time spent, as well as what features or parts of the text are focused on. She further posits that the purpose of real-world reading is reading for pleasure and/or reading for information. Reading for pleasure provides many readers with an opportunity to relax

and enjoy the world of books. Pleasure reading is most frequently associated with narratives and, in particular, popular fiction. It is commonly perceived to be the opposite of academic or serious reading.

On the other hand, reading to learn is pursued to gain insight or information. When people read for information they approach the text with the goal of being able to gain new information or to increase their learning. Reading for information may range from the scanning of the document and the reading of letters to in-depth reading of articles or books. Whether learners are reading for pleasure or information, the nature of the reading depends on what is wanted from the text, as well as situational factors such as time available or constraints relative to place of reading. Readers will be more motivated to read if the materials they are reading help to meet these broad purposes. When readers have a goal to focus on and are motivated to reach that goal, they will make steady and consistent progress toward it (Knutson 1998).

Knutson (1998) believes that most learners do not make it a habit to read outside the classroom. This is due to the fact that, in South African schools, the teaching of reading has largely focused on decoding skills rather than on deriving meaning from a piece of text, or developing a love of reading for its own sake. One of the results of this is that learners perceive libraries as a source of reference and use them for educational and study purposes only, rather than places where they can read for pleasure. Part of the problem may be the lack of books suitable for these children (NEPI Library and Information Services Research Group, 1992: 25, as cited in Czerniewicz *et al.*, 2000).

In addition, many education authorities and teachers in South Africa are not always convinced of the importance of children reading stories or the value of free voluntary reading to complement traditional language teaching. As a result, these school-based reading and language programmes provide little opportunity for pupils to read for pleasure or encounter real texts (Olen & Machet 1997).

2.3.5.1. Reading for pleasure/Free voluntary reading

Krashen (1993, as cited in Olen & Machet 1997) strongly believes that pleasure reading is an important source of comprehensible input for second language acquisition. The only requirement is that the story or main idea should be comprehensible and the topic be something learners are genuinely interested in, that they would read in their first language.

Krashen (1993, as cited in Olen & Machet 1997) refers to free voluntary reading (FVR) as 'reading because you want to'. Research (Cunningham & Stanovich 1991:270; Elley 1989, 1991, 1992; Elley & Mangubhai 1983; Krashen 1993, as cited in Olen & Machet 1997) presents benefits gained from free voluntary reading as follows:

- it is one of the most successful and economic ways of achieving second-language acquisition and development,
- it is the most important determinant of vocabulary development, writing and spelling competence and the ability to comprehend and utilize advanced grammatical structures,
- it provides much enjoyment, is an important source of knowledge and helps one in defining one's path in life (Krashen 1995, as cited in Olen & Machet 1997).

It is further argued that, in order for a free voluntary reading programme to be successful, the English/language teachers must accept the value of the programme and make time available, at least 10 to 15 minutes per day, for free voluntary reading. This is crucial especially for those children who come from disadvantaged homes as they are unlikely to have somewhere quiet to read at home. The teacher should also use this time for reading as s/he is an important role model for the children.

Krashen maintains that:

- Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style. Free voluntary reading (FVR) means time is set aside for young people to read what they want to read, even if the reading material is a comic or teen romance.

- Providing time for free voluntary reading in schools has a positive impact on reading comprehension, vocabulary development, spelling, written style, oral/aural language and control of grammar.
- Sustained silent and self-selected reading are powerful tools for reading development; the longer FVR is practised the more consistent the results.
- FVR is superior to direct instruction on tests of reading comprehension, vocabulary, writing, and grammar.
- Several studies (over more than a century) show that FVR is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and become good spellers.
- More reading is done where there is a school library and a teacher-librarian. Children also read more where they live close to a public library.
- A print-rich environment, including larger library collections, and a good reading environment, including comfort and quiet, affect reading, literacy development and reading scores.
- Children and young people read more when they are read to, when they see adults reading and when they have access to a wide range of reading material, including magazines (due to reader-specific interest), comic books (typically more complex than adults realize) and teen romances (often 40-50 000 words per novel). Light reading can and should be a conduit to more serious reading (Krashen 1993, as cited in *Emergency Librarian*, September/October93: 33).

As already mentioned, teachers and librarians bear a great responsibility in making our learners fully literate because:

- the reading practices and library background of the classroom teacher influence learners' attitude toward reading and voluntary use of the library;
- teachers and teacher-librarians are equally adept at perceiving the reasons that students give for selecting specific books but teachers are more able than teacher-librarians to perceive the motivation of individual learners to read library books;
- teachers who provide additional time for reading and sharing materials, and who create an environment for reading, increase library use by learners;

- at secondary level, learners are most influenced to use non required materials through teacher recommendation. The teacher's attitude also influences learners' attitudes and the number of books checked out after a book promotion activity such as book talk.
- Teachers influence the use of the public libraries and when they encourage use, learners spend more time at the public library and engage in more activities (*Emergency Librarian*, March/April95: 33).

2.3.6. Motivation and interest

Krashen (1982, as cited in Elizabeth 1998) has postulated that pleasure reading is an important source of comprehensible input for second language acquisition. But, it is essential that the story or main idea be comprehensible and the topic be something learners are genuinely interested in, that they would read in their first language. Enjoyment is the key to reading and must underscore all pedagogic efforts. To improve learners' attitude and reading competence parents/teachers have to provide an array of materials from which learners can choose items that are personally interesting. Learners' preferences and interest are related to motivation and engagement with learning.

Research (Mizokawa & Nansen-Krening, 2000) presents three domains that need to be studied when learners are involved in any reading activity, namely, the whole person-affect, behavior, and cognition, or ABC. Mizokawa and Nansen-Krening (2000) see affect as the first of the three domains whereby parents/teacher/librarians can infer learners' acts of selections. Interest and liking are affective. According to them likes and dislikes can be inferred, to varying degrees, from behavior. A simple way of judging likes and dislikes is to see what the reader chooses to read. A consistent pattern in the reader's choices of reading materials implies much about affect and attitude.

Early pioneers of education considered interest to be of paramount importance in learning (Dewey 1913, as cited in Worthy *et al.*, 1999), and later researchers showed that when learners are both interested in what is being taught and have access to materials that

interest them, learning, motivation, effort, and attitudes improve (Hidi 1991; Schiefele 1991). It is strongly believed that there cannot be any learning unless a person is willing to invest attention (Csikszentmihalyi 1990, as cited in Worthy *et al.*, 1999).

Schiefele (1991, as cited in Worthy *et al.*, 1999) views interest as an important resource for learning that is related to cognition and intrinsic motivation, but has distinct properties and additional effects on learning. Interest is content-specific; personal interest in a subject motivates and facilitates the learner in going beyond surface level information to a deeper level of processing.

Schiefele (1991) as cited in Worthy *et al.* (1999) differentiates between two types of interest: situational interest and individual interest. The former focuses on how the learning environment can capture or create interest. Instructional approaches or materials that are motivating, as well as teachers who show interest and enjoyment in the subject they teach, can facilitate temporary interest in a subject or activity, and can sometimes lead to the development of long-term interest. However, individual interest involves (a) a person's inclination or disposition toward a particular subject or domain and (b) the actualization or realization of that personal interest through an environment with conditions and stimuli that are conducive for the learner (Hidi & Baird, 1986, as cited in Worthy *et al.*, 1999).

These conditions may include social relationships and characteristics of instruction as well as materials or objects that are personally interesting. Actualized individual interest can lead to a psychological state characterized by 'increased attention, greater concentration, the pleasant feeling of applied effort, and increased willingness to learn' (Krapp *et al.*, p.9) as in Csikszentmihalyi's (1990) description of flow and Nell's (1988) description of lucid reading (cited in Worthy *et al.*, 1999). One way of achieving actualized interest, and thus to lead to increased learning and voluntary reading, may be to provide access to materials in which learners can become personally engaged (Fink 1995 - 1996; Rucker 1982, as cited in Worthy *et al.*, 1999). Through examining learners' access to their preferred materials in school one can assess the potential for them to act

upon their preferences (actualized interest). This discussion emphasizes the point that teachers/instructors should ask learners directly about their interests and grant them choices of authentic texts.

The key factor for encouraging voluntary reading is access. Krashen cites ways in which children's access to books is increased. These include having more resources available at home, larger collections of books in classrooms, and - of course - bigger and better school and public libraries. On the other hand, in a developing country like South Africa where at least half the population is living in poverty, wealthy people, private companies, the government and even organizations from developed countries may donate money (to buy reading material) or donate reading material itself to schools so that each learner can have access to selection of reading materials.

2.3.7. Reading preferences

Not many studies have been undertaken, locally or abroad, that have looked at learners' reading preferences at secondary schools, especially where English is taught as a second language.

In the limited research that has been carried out, findings show that there is an ever-increasing gap between learners' preferences and materials that schools provide and recommend. Limited availability of preferred materials in school leaves learners with three choices: reading something outside of their interests, obtaining their preferred materials themselves, or not reading at all. Learners who cannot afford to buy their preferred materials are more dependent on school sources and, thus, their choices are more limited (Worthy *et al.*, 1999).

One of the investigations that is most relevant to this study was a project conducted by READ looking at Black students' reading preferences at secondary and tertiary level. They found that most students are keen to read provided they have access to the right books, which means enjoyable stories written in straightforward language and related to

young people's interests. The research has identified over 100 popular titles, which have been listed in READ's 'Top Twenty' Reading Cards for Grade 8-11. According to READ's research findings, all the books tested had a message of some value and have raised some questions as to whether 'pulp' literature is really necessary (Brindley 1995).

Machet *et al.* (2001) also conducted a pilot study looking at the relationship between reading and attitudes of Grade 5 - Grade 10, in the Gauteng Province, in South Africa, and they found that primary school learners have a high interest in reading religious works (both fiction and non-fiction), an interest that was not evidenced in secondary school learners. On the other hand, they found that learners were not as interested in reading comics as respondents from England. Furthermore, it was also found that younger children were more interested in reading books that portrayed characters of the same race and ethnicity as the reader. Both primary and secondary school learners preferred to read in their home language even though secondary school learners indicated that reading English books was important for them in order to practice their English. They further indicated that they have no choice but to choose English books since there are insufficient books in their home language to interest them (p.140).

2.4. Conclusion

Researchers believe that learners should be allowed to make their own choices and read virtually anything. Reading is not merely for language acquisition but for life: for problem-solving and extending awareness, for personal enrichment as well as for pleasure. It is important that educators, librarians, and other people concerned with reading as an activity understand the reading patterns and preferences in their communities among students, so that appropriate policy decisions can be made.

These findings have strengthened my view that further research into second language learning and reading preferences needs to be carried out in order to gain insight into what adolescents prefer to read so that language practitioners/librarians can provide access to reading material that will, in turn, instill a love for reading and eventually lead to the

development of language proficiency and academic achievement.

The following chapter contains a description of the methods I used to carry out this research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter offers a description of the research process. It deals with the rationale for the choice of the method used, instruments used to collect data, the procedure for data collection and the population of this study, and tests used to analyze data. It also discusses the research theory relevant to this study, concentrating on reliability, validity, generalization and ethics.

3.2. Rationale for the choice of survey research

This research uses a descriptive survey method to collect data. A survey is a research strategy that is most useful when the aim is to reach a large proportion of a population, to gain information about an issue such as learners' reading preferences, which it would be difficult to reach in any other way. Surveys are typically, but not always, used to make extrapolations and generalizations from a relatively small sample of a population to the whole population. They generally also seek to measure variables and establish relationships between them. Following Cohen and Manion (1994:83):

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those which provide simple frequency counts to those which present relational analysis.

Hence, I used a descriptive survey to audit reading preferences of all Grade 11 secondary school learners in Grahamstown learning English as a second language, trying to find out

their likes and dislikes as well as their reading patterns. Focus group interviews, and questionnaires were used to generate and collect data. The data was analyzed using the Chi-square statistic and z-tests for proportions to determine frequencies and percentages between different variables.

3.3. Sampling

The general idea behind sampling is to obtain information about a small number of individuals (i.e. drawing a representative sample) that can be generalized beyond a single study from which the sample was drawn. When drawing a sample it is necessary to select a specific population and identify population parameters to obtain a benchmark population. There are two different sampling methods a researcher can use to select his/her subjects, namely probability (also known as random sample) and non-probability sampling (also known as purposive sample) (Cohen *et al.*, 2000).

Since I was concerned with Grade 11 English second language (ESL) learners in Grahamstown, this group was defined as the population. There were 649 learners in the population. I considered the possibility of selecting a probability sample from the population. However, in practice this was not feasible since it would have meant singling out individual learners from classes in schools. I therefore, decided to administer the questionnaire to all the learners in the population. It is not unusual to include the whole population in a survey (Irwin 2000: 4).


8 Grahamstown secondary schools, those that teach English second language as a subject, participated in this study. Since all ESL learners in Grahamstown were included in the study, the results can be applied to this group. However, they cannot be generalised beyond this group.

3.4. Data collection

Measuring Instruments: In this survey, focus group interviews and a questionnaire were used to establish Grade 11 learners' reading preferences in eight Grahamstown secondary schools where English is taught as a second language.

(a) Focus group interviews: Generally, focus groups are useful tools to use when a researcher seeks to gather data, as in survey or experimental situations, sampling respondents' opinions. They are useful tools to use when one wants to gather information that has direct bearing on the research objectives. They provide access to what is inside a person's head, make it possible for an interviewer to measure a person's knowledge or information, values and preferences, and her/his attitudes and beliefs.

Focus group interviews are a form of group interview whereby members of the group interact with each other within the group to discuss a topic supplied by the researcher. It is from this interaction that the data emerge. Since focus groups are contrived settings, they bring together a specifically chosen sector of a population to discuss a given theme or topic. These contrived settings are unnatural settings yet they are focused on a particular issue, and therefore will yield insight that might not otherwise have been available in a straightforward interview; they are economical on time, producing a large amount of data in a short period; but they tend to produce less data than interviews with the same number of individuals on a one-to-one basis. They are useful for orientation to a particular field of focus, developing themes, topics, and schedules for subsequent interviews and/ or questionnaires. They might be useful to triangulate with more traditional forms of interviewing, questionnaire, observations (Cohen *et al.*, 2000).

By using a focus group, I wanted to create a platform for discussions that would yield a wide range of responses. I wanted ain more insight into what I might pursue in my questionnaire.

b) Questionnaires: The questionnaire is a widely used and useful tool for collecting survey information that can be administered without the presence of the researcher, and often is straightforward to analyze (Wilson & McLean, 1994 as cited in Cohen *et al.*, 2000). It is used to gather information when the researcher seeks to gather a large amount of data at a relatively superficial level. Therefore, the questionnaire can be designed and structured to suit specific needs and purposes.

Two types of questions are used in questionnaires, namely, close-ended questions (i.e. fixed response question) and open-ended questions. With closed-ended questions, the questioner or researcher has control of both the type and quality of response. These types of questions prescribe the range of responses from which the respondent may choose. In general, closed-ended questions are quick to complete and straightforward to code (e.g. for computer analysis) and do not discriminate unduly on the basis of how articulate the respondents are (Wilson and McLean 1994, as cited in Cohen *et al.*, 2000). However, these questions do not enable respondents to add any remarks, qualifications and explanations to the categories, and there is a risk that the categories might not be exhaustive and that there might be bias in them (Oppenheim 1992, as cited in Cohen *et al.*, 2000).

Open-ended questions, on the other hand, enable respondents to have control over what they want to say and how they wish to say it. They can explain and qualify their responses and avoid the limitations of pre-set categories of responses. This may result in as many variations of answers as there are respondents. This may also present special and interesting problems when the data obtained is to be analysed and synthesised. The responses may be difficult to code and to classify (Cohen *et al.*, 2000).

A combination of highly structured closed and open-ended questions was used to design the questionnaire. Closed questions provided the respondents with the range of responses from which they could choose (e.g. dichotomous, rank ordering and rating scales). These questions are quick to complete and straightforward to code, and do not discriminate unduly on the basis of how articulate the respondents are (Wilson & McLean, 1994, as

cited in Cohen *et al.*, 2000). Open-ended questions, on the other hand, were there to provide respondents with an opportunity to write free responses in their own words, to explain and qualify their responses that they could not do due to the limitations of pre-set categories of response in the structured questions (Cohen *et al.*, 2000).

By using the questionnaire, I wanted to gather facts and opinions about learners' reading preferences in selected Eastern Cape schools where English is taught as a second language (L2), eliciting information about their:

- personal background
- setworks they had read during 2001 in their different language classes
- choices for setworks
- preferred reading material
- favourite authors
- preferred language
- reading experiences
- purposes for reading
- sources for reading material
- parents/teachers role in literacy development
- reading patterns

I also wanted to include the READ's Top Twenty Reading list for respondents to choose from, unfortunately the list was not kept in any of the Grahamstown public libraries including the Rhodes Cory and Education libraries. This made it impossible for me to know what the books were, hence they were never included in the research list.

By using the closed-ended questions, (i.e. dichotomous questions, rank ordering, rating scale, etc.) I wanted to generate frequencies of responses amenable to statistical treatment and analysis and to make comparisons across groups in the sample. On the other hand, open-ended questions were used to probe respondents in order to find out just what they meant by particular responses so as to get their honest, personal comments in addition to

ticking boxes, thus catching authenticity, richness, depth of responses, honesty and candour which, as is argued, are the hallmarks of qualitative data (Cohen *et al.*, 2000).

The questionnaire was written in three languages, namely, Afrikaans, English and Xhosa since participants were predominantly Xhosa and Afrikaans speakers.


Procedure

I started with a focus group interview that constituted 6 learners. All these learners were handpicked (i.e. purposively selected: two top, two borderline cases, and two under-achieving learners) from one of the Grade 11 English second language classes.

Discussion was around reading preferences and reading patterns in their school, looking at different types of reading materials learners had ever enjoyed reading, their titles, and authors; reasons why they liked reading those reading materials; where they got them; their reading habits; rating their reading patterns; and how their reading patterns/habits affected their school achievement. This interview provided rich data from which I constructed the questionnaire (see Appendix B).

Letters (see Appendix A) seek permission to undertake research in schools where English is taught as a second language were personally delivered. All schools agreed, although meeting with staff members about their involvement in this research slightly delayed the research schedule.

I first piloted the questionnaire with one class of Grade 12s to make sure that the instrument was understood and that it collected the kind of data it was intended to. Necessary amendments and changes were made thereafter. The instrument was then hand-delivered and administered to all the Grade 11s in Grahamstown learning English as a second language and collected the same day (see Appendix C). I used questionnaire with the whole population of Grade 11 ESL learners in Grahamstown to further explore and confirm what I have found in the focus group. I decided to survey the whole population. Logistically, it would have been very difficult for me to administer the

questionnaire to a probability sample of Grade 11 learners in the total Grade 11 ESL population. It was easier to administer the questionnaire to whole classes. The result is the same, that I could make generalisations about the reading interests and practices  Grade 11 ESL learners in Grahamstown.

Before they answered the questionnaire, learners were given an explanation of the procedures to be followed and their purposes; a description of benefits reasonably to be expected; an instruction that they were free to withdraw consent and to discontinue participation in this assignment at any time without prejudice; the assurance that they would be anonymous, that all information would be treated with strictest confidentiality, that participating schools would receive a copy of the final report, and that the research attempted to explore reading preferences of all learners and it was hoped the final report would be of benefit to the education department and to those who took part. They were assured that they were free to answer the questionnaire in any language of their choice, and could ask any question whenever they needed clarity. They were also urged to answer all the questions clearly and honestly.

I administered questionnaires personally in all the schools in order to answer all questions and explain certain phrasing or certain terms. To be able to get all the classes of Grade 11s in each school, I had to follow the school time-table and since my questionnaire required an hour to finish, I had to be in one school for two to three days. It took me 6 weeks to collect data in all the 8 secondary schools. 649 learners responded to the questionnaire and these questionnaires were prepared for data capturing and coding. Responses to open-ended questions were coded and data was analyzed using Biomedical Data Programme Statistical Software (BMDP). Chi-square (X^2) tests were used specifically to determine significant differences in the groups (i.e. gender effect, schools effect), while t-tests for proportions were used to compare the language preferences in reading of mother-tongue speakers (i.e. language effect).

3.5. Conclusion

This chapter has looked at the aspects of a survey research, especially those relevant to descriptive survey method using non-probability sampling. It has described the research methods used in this study, the manner in which the subjects were chosen, and the criteria used for judging the quality of the research design.

CHAPTER 4

ANALYSIS OF FINDINGS AND DISCUSSION

4.1. Introduction

This chapter features analysis and interpretation of data captured from the questionnaire answered by the Grade 11 secondary school learners learning English as a second language. It also describes how data was organized before it was coded and what programme was used to analyse the data. This chapter further discusses different findings for different questions of the questionnaire at the end of grouped questions dealing with the same aspect, that is, respondents' backgrounds, respondents' networks, preferred reading material, preferred topics respondents like to read about, language preference, reading experiences, preferred activities and items, and access to sources of reading material and reading practices.

4.2. Data Coding

After all questionnaires were collected and sorted according to their respective schools, I checked them to identify and eliminate errors made by respondents, editing for completeness - checking whether there was an answer to every question; accuracy - whether all questions were answered accurately; and uniformity - whether respondents had interpreted instructions and questions uniformly.

I found that some learners chose to omit certain questions and I was not sure of the reason. I decided to discard questionnaires if two-thirds of the questions were not answered, more especially questions that look at their reading preferences and reading patterns (i.e. question 2,3,4,5,6,7,8,9,10,14,15, and16). Out of 649 subjects who answered the questionnaire, 463 answered the questionnaire fully and correctly. Even of these there were odd missing questions. I then coded the responses.

Data coding refers to assigning a code number to each answer to a survey question, that is, systematically reorganising raw data into a format that is read by the computer. Coding can be built into the construction of the questionnaire itself (referred to as precoded answers), or can be developed after the questionnaire has been administered by the respondents (referred to as post-coded answers). Precoding is appropriate for closed-ended questions, while post-coding is suitable for open-ended questions.

I developed a coding list with certain numbers assigned to variable attributes (for closed-ended questions), for instance coding the variable of gender (M) as male and (F) as female, the variables of home language (1) as Xhosa, (2) as English, (3) as Afrikaans. Such codes were punched into the computer. Neuman (1997: 295) stresses the importance of accuracy when coding data. Errors made when coding or entering data into the computer threaten the validity of measures and cause misleading results. To ensure the accuracy of the data entered, I employed the possible coding cleaning technique (or wild code checking), which involves checking all variable categories for impossible codes. I went through the whole data set to check for such errors. For open-ended questions (e.g., why do you like these set books?) coding was developed after the questionnaire had been administered and answered by respondents. I took a random sample (ten questionnaires from the top from each eight schools) and generated a frequency tally of the range of responses as a preliminary to coding classification. Having devised the coding frame, I made a further check on its validity to get the coding frame right from the outset. At a later stage I had to extend it since other schools were coming up with new responses and this was very wearisome.

4.3. Analysis and interpretation of data

A total of 649 questionnaires were collected from all 8 Grahamstown secondary schools where English is taught as a second language. Of the 649 questionnaires 186 were discarded due to missing survey information and incorrect responses. 463 questionnaires (71.0%) with usable responses were retained. The whole population analysis was conducted.

The questionnaire (see Appendix C) was divided into two sections, A and B. Section A contained questions dealing with personal information/background information of the respondent, and Section B contained questions dealing with reading preferences. Responses to open-ended questions were coded and data was analysed using Biomedical Data Programme Statistical Software (BMDP). Chi-square (X^2) tests and t-tests for proportion were used specifically to determine significant differences in the groups (i.e. schools effect, gender effect, language effect, etc.).

I will present the findings of the study, following the organization of the research questions, beginning with learners' background information as dealt with in Section A. Next, in Section B, I will report learners' choices and comparisons of their preferences by gender and by language. I will also report their reading experiences. Next, I will present learners' reading patterns and information about their sources of reading material. Finally, I will report their attitude toward reading.

4.3.1. Details of the respondents

4.3.1.1. Background information

The information from this section (i.e. Section A) of the survey looked at the total number of learners available for the survey, number of questionnaires returned, the percentage response, number of schools that participated, sex of the respondents, age of the respondents, parents/guardians' occupation, their income per month, home language of the respondents, which language did the respondents answer in, number of Xhosa speakers who answered in Xhosa, and number of Afrikaans speakers who answered in Afrikaans. Here is the breakdown:

Total number of questionnaires distributed to students available: 649

Number of questionnaires retained: 463

Percentage response: 71%

Number of schools that participated: 8

Sex of respondents:**Female:** 233 (50.3%)**Male** : 230 (49.7%)**Age of respondents:** Ages of the respondents ranged from 15 to 28 years old:-

Age	Number of respondents	Percentage
15	3	0.6
16	70	15.1
17	118	25.5
18	92	19.9
19	75	16.2
20	51	11.0
21	15	3.2
22	18	3.9
23	7	1.5
24	5	1.1
25	6	1.3
26	2	0.4
28	1	0.2

Most respondents clustered around age 17,18,19. Age 17 got the highest percentage (25.5%), followed by age 18 (19%), age 19 (16.2%), and age 20 (11.0%).

The distribution tails off to the right, (i.e. **positively skewed**). The reason why we have such a wide range of age in this grade is that in ‘disadvantaged’ schools there is, in practice, no age restriction.

Parent’s occupation

Respondents were asked about their parents/guardians’ occupation and 454 respondents answered this question :-

Occupation	Count	Percentage
Domestic worker/ Labourer (blue collar jobs)	236	52.0
Not working	109	24.0

Professional		
(White collar jobs)	36	7.9
Pensioner	35	7.7
Own a small business	26	5.7
Don't know	9	2.0
Casual Labourer	3	0.7

Income of parent/guardian

448 respondents answered this question. Since most of the parents/guardians were not occupying high-ranked occupations, their total income per month was below R2 500.00. 42% had an income less than R500.00, and over 70% had an income less than R1000.00

Income	Count	Percentage
No salary	65	14.5
Under R500.00	125	27.9
Between R500.00 and R1000.00	131	29.2
Between R1000.00 and R2000.00	74	16.5
Between R2 500.00 and R5 000.00	47	10.5
Between R5 000.00 and R10 000.00	6	1.3

Home Language:

463 respondents answered this question. Xhosa is reported as the home language of most respondents, followed by Afrikaans. See below:

Home Language	Count	Percentage
Xhosa	407	87.9
Afrikaans	53	11.4

There were also 3 (0.7%) errors captured.

Other languages:

A variety of other additional languages spoken by respondents were recorded under this question. 49 (10.6%) respondents reported Afrikaans as another language they speak, while 393 (84.9%) registered English. Spanish 6 (1.3%), IsiSotho 2 (0.4%), German 2 (0.4%), isiZulu 3 (0.6%), isiTswana 1 (0.2%), Tsotsi-taal 7 (1.5%), were also other

additional languages spoken by respondents. This shows that more respondents use English as their additional language than any other language.

The language the respondents answered in?

The questionnaire was written in three languages, that is, in Xhosa, English, and in Afrikaans. Learners were given the liberty to answer in any language of their choice. 463 questionnaires were completed, 72.4% of the respondents answered the questionnaire in Xhosa, 17.7% in English, and 9.9% in Afrikaans.

Number of Xhosa speakers who answered in Xhosa

463 questionnaires were completed and of that total number 407 (87.9%) were Xhosa speakers. Of 407 respondents, 335 (82.3%) answered the questionnaire in Xhosa while the other 72 respondents answered it in English (17.7%).

Number of Afrikaans speakers who answered in Afrikaans

53 out of 463 respondents were Afrikaans speakers (11.4%) and 46 (86.8%) of them answered the questionnaire in Afrikaans while the other 7 (13.2%) answered it in English.

This shows that most respondents answered the questionnaire in their mother-tongue. Maybe they felt less proficient in answering the questionnaire in any language other than their home language, or maybe one's first choice (especially in an 'unmarked' situation) is one's home language (the language one uses most, feels most comfortable in, identifies most strongly with).

4.3.1.2. Discussion on parents' background of the respondents

Most parents/guardians of the respondents were in unskilled or semi-skilled jobs. 3 (0.7%) parents/guardians worked as casual workers, while the other 236 (52.0%) worked as domestic workers/labourers. Only a very small percentage, 36 (7.9%) of parents/guardians occupied professional jobs, while another 35 (7.7%) were pensioners.

A small group of respondents, 9 (2.0%) did not know what their parents/guardians' occupations were. Another small percentage of parents/guardians 26 (5.7%) owned small businesses (e.g. spaza shops, selling fruit and vegetables, etc.). On the other hand, a substantial number of parents/guardians, 109 (24%) were unemployed. As a result, most parents/guardians are on the lower income levels, living below the poverty line and 'living from hand to mouth'. Only 11.5% earn a salary between R2 500.00 and R10 000.00 per month.

4.3.2. Questions on reading preferences

Q.1 to Q.3 will be discussed together after Q.3

Question 1: What networks are you reading this year?

Learners were asked to mention three networks they had read during 2001 in their different language classes. A variety of networks was reported within one school and between different schools. As a result, learners' responses do not add up to 100 percent. Some schools reported not doing Xhosa while others reported not doing Afrikaans. There was also another group of respondents who reported not knowing the titles of their networks, some having forgotten them, while others did not provide any. I will only mention those networks that were captured:-

English Network	Count	Percentage
Julius Caesar	183	40.0
Encounters	115	25.2
Winners	68	14.7
The Pearl	48	10.5
Macbeth	48	10.5
To Kill a Mocking Bird	35	7.7
Cry the Beloved Country	19	4.2

Xhosa Network	Count	Percentage
Makhwekhwetha	357	77.8
Etshatile Engatshatanga	152	32.8

Inzonzobila	110	23.8
Chos' Makhulu	72	15.6
Isibane	34	7.3
Igorha	19	4.1

Afrikaans Setwork	Count	Percentage
Jat kry vlerke	89	20.0
Voetpad	32	6.9
Stampie	28	6.3

The response for Afrikaans setwork seemed to be indicative of a negative attitude toward Afrikaans.

Question 2: Which setwork did you like best?

Again, responses in this question do not add up to 100 percent due to some respondents who did not respond to this question while others chose other setworks.

English

453 respondents answered this question. **Julius Caesar** was rated highly by 139 respondents (30.7%). Out of 139 respondents, 64 respondents (46.0%) were females and 75 respondents (54.0%) were males. The results further showed that other respondents 54 (11.9%), 21 (38.9%) being females and 33 (61.0%) being males, reported not having any best choice. Again, 27 (6.0%), 16 respondents (59.3%) being females and 11 respondents (40.7%) being males, reported not reading any English setwork. Ghamka was the least chosen 1 (0.2%). Those who chose this text reported it as interesting and teaching them facts about life.

Xhosa

452 subjects responded to this question. **Makhwekwetha** was rated highly by 251 respondents (55.5%). Out of 251 respondents, 130 respondents (51.8%) were females and 121 respondents (48.2%) were males. 77 respondents (17.0%), 32 (41.6%) being female and 45 (58.4%) being males reported not having any Xhosa choice while 14 respondents

(3.1%), 8 (57.1%) being females and 6 (42.9%) being males reported not reading any Xhosa setwork. Respondents ranked **Makhwekhwetha** as number one because it talks about facts of life, they can easily understand it, and the book is interesting.

Afrikaans

425 subjects responded to this question. **Jat Kry Vlerke** was rated highly by only 50 respondents (11.8%). Out of 50 respondents, 34 respondents (68.0%) were females and 16 respondents (32.0%) respondents were males. 54 respondents (12.7%), reported not reading Afrikaans. Another 141 respondents (33.2%), reported not having any best choice for Afrikaans setwork. 21 respondents (4.9%), reported having forgotten the title of their best setwork, while 82 respondents (19.3%) reported not doing Afrikaans. These respondents ranked **Jat Kry Vlerke** number one because it is the first Afrikaans book they had read and understood, and it had taught them new things. However, 122 respondents (26.5%) reported not liking Afrikaans because it was hard to understand.

Question 3: If you could choose your setworks, which books would you choose?

For English

Three choices were sought in this question. There were 443 respondents who registered for the first choice, 462 for the second, and 463 for the third one. I will report only the top three.

Here is the breakdown:

Setwork	Count	Percentage
Julius Caesar	139	31.4
Encounter	34	7.4
The Pearl	10	2.2

139 respondents (31.4%) rated **Julius Caesar** as their first choice. Out of 139 respondents, 69 of them were females (49.6%) and 70 (50.4.0%) were males. Another choice was **Encounters** by 34 counts (7.4%), with 12 respondents (35.3%) being females and respondents 22 (64.7%) being males. The third choice was **The Pearl** by 10 counts (2.2%), 3 (30.0%) females and (70.0%) males. Another 60 respondents (13.5%) reported

not having any choices. There was no significance in gender between these two networks, that is, **Julius Caesar** and **The Pearl**. It was only with **Encounter** that males had more counts than females. Nonetheless, they chose these books in order to improve their English, they found them easy to understand, and they liked the English used.

For Xhosa

Three choices were sought in this question. There were 454 respondents who registered for the first and 463 for the second and the third one. I will report only the top three.

Setwork	Count	Percentage
Makhwekhwetha	226	49.8
Etshatile Engatshatanga	58	12.5

Makhwekhwetha was the first choice with 226 responses (49.8%). 119 respondents (52.7%) were females and 107 respondents (47.3) were males. The second choice was **Etshatile Engatshatanga** by 58 counts (12.5%), 33 respondents (56.9%) being females and 25 respondents (43.11%) being males. Most learners found it difficult to mention their third choice. 23 respondents (5.0%) reported not learning isiXhosa as a language at their school, while another 11 (2.4%) claimed to have forgotten the title. Many single choices were also registered as the third choice which I decided to ignore. There were 398 (86.0%) blank spaces under this question; 194 (48.7%) were females and 204 (51.3%) were males. Again, this was a significant gender difference, females liked these networks more than males. Respondents chose these networks because they were interesting, talked about facts of life, and they could easily understand them.

For Afrikaans

Three choices were sought in this question. There were 437 respondents who registered for the first and 463 for the second and the third one. I will report only the top three.

Setwork	Count	Percentage
Jat Kry Vlerke	45	10.3
Kinders van die Aarde	4	0.9
Skakering	1	0.2

All of the students responded to this question. **Jat Kry Vlerke** was chosen as the first choice by 45 respondents (10.3%), 34 (75.6%) females and 11 (24.4%) males. Second choice was **Kinders van die Aarde** by 4 counts (0.9%) females only. The third choice was **Skakering** by 1 count (0.2%) males. Of 437 respondents, 174 (39.8%) reported not having any choice. 81 respondents (18.5%) reported not doing Afrikaans, while 14 respondents (3.2%) reported having forgotten the titles of the setworks. For all these choices females had more counts than males. Males were not keen readers of Afrikaans setworks. Respondents chose these books because they were easy to understand, enjoyable and interesting, and taught them facts of life. 114 respondents (24.6%) reported that they found it hard to understand Afrikaans setworks.

4.3.2.1. Discussion on respondents' setworks

All the scores for preferences and choices were below 60%. **Julius Caesar**, **Makhwekhwetha**, and **Jat Kry Vlerke** were setworks that respondents chose as their best. It was surprising to gather that respondents found it easy to understand Julius Caesar. Most teachers, tertiary students, and especially second language learners in secondary schools find Shakespearian texts very difficult to read and understand. Maybe these learners understood the storyline of the play and could easily relate to the theme of the play. However, the majority of the respondents registered a negative attitude towards Xhosa and Afrikaans setworks (see breakdown in Q.2 and Q.3 above).

From the evidence given in Q.2 and Q.3 above, it is clear that respondents are not able to exercise any choice because they do not know any other reading books except the prescribed setworks they read at school. They did not introduce any new texts, they simply repeated the existing ones. In a sense they do not have a choice in this regard

because they have to be ‘informed’ to make choices. This is indicated by the number of respondents who mentioned their best networks and what they could choose as their network, should they be given that opportunity, as well as the number of those who claimed not to have any choice nor reading any network in any language/s. This shows how limited their exposure to reading material is, whether at home or at school. This further means that language practitioners and teacher-librarians are failing to provide learners with adequate reading material from different genres that will interest them and therefore promote an interest in book-reading. I therefore think that teachers are faced with a challenge to redress the situation and make sure that what is prescribed will interest learners since in most cases learners study these networks for the whole year.

Question 4: Ranking reading materials

Q.4 and Q.5 will be discussed after Q.5.

Magazine:

462 respondents answered this question.

138 respondents	(29.9%)	1
132	(28.6%)	2
55	(11.9%)	3
31	(6.7%)	4
14	(3.0%)	5
27	(5.8%)	6
18	(3.9%)	7
9	(1.9%)	8
8	(1.7%)	9
10	(2.2%)	10
6	(1.3%)	11
11	2.4%)	12

Out of 138 respondents (29.9%) who ranked ‘magazine’ as number one, 81 respondents (58.7%) were females and 57 respondents (41.3%) were males.

Newspaper

463 respondents answered this question.

129 respondents (27.9%) ranked it as 1

66 respondents (14.3%) ranked it as 2

37	(8.0%)	3
35	(7.6%)	4
26	(5.6%)	5
13	(2.8%)	6
12	(2.6%)	7
13	(2.8%)	8
11	(2.4%)	9
7	(1.5%)	10
8	(1.7%)	11
41	(8.9%)	12

Out of 129 respondents (27.9%) who rated 'newspapers' as number one, 59 respondents (45.7%) were females and 70 (54.3%) were males.

Novels

463 respondents answered this question.

62	(13.4%)	1
54	(11.7%)	2
73	(15.8%)	3
76	(16.4%)	4
25	(5.4%)	5
24	(5.2%)	6
33	(7.1%)	7
24	(5.2%)	8
21	(4.5%)	9
22	(4.8%)	10
20	(4.3%)	11

21 (4.5%) 12

Out of 62 respondents (13.4%) who ranked 'novels' as number one, 42 respondents (67.7%) were females and 20 respondents (32.3%) were males.

Bible

463 respondents answered this question.

61	(13.2%)	1
41	(8.9%)	2
38	(8.2%)	3
61	(13.2%)	4
43	(9.3%)	5
55	(11.9%)	6
73	(15.8%)	7
21	(4.5%)	8
17	(3.7%)	9
17	(3.7%)	10
9	(1.9%)	11
15	(3.2%)	12

Out of 61 respondents (13.2%) who ranked the 'Bible' as number one, 27 respondents (44.3%) were females and 34 respondents (55.7%) were males.

Manuals

463 respondents answered this question.

18	(3.9%)	1
23	(5.0%)	2
21	(4.5%)	3
23	(5.0%)	4
36	(7.8%)	5
48	(10.4%)	6

63	(13.6%)	7
65	(14.0%)	8
50	(10.8%)	9
39	(8.9%)	10
41	(8.9%)	11
22	(4.8%)	12

Out of 18 respondents who (3.9%) ranked ‘manuals’ as number one, 6 respondents (33.3%) were females and 12 (66.7%) were males.

Poetry

463 respondents answered this question.

17	(3.7%)	1
22	(4.8%)	2
42	(9.1%)	3
25	(5.4%)	4
45	(9.7%)	5
44	(9.5%)	6
36	(7.8%)	7
34	(7.3%)	8
35	(7.6%)	9
47	(10.2%)	10
81	(17.5%)	11
25	(5.4%)	12

Out 17 respondents who (3.7%) ranked ‘poetry’ as number one, 4 respondents (23.5%) were females and 13 (76.5%) were males.

Internet

463 respondents answered this question.

16	(3.5%)	1
9	(1.9%)	2
21	(4.5%)	3
21	(4.5%)	4
24	(5.2%)	5
17	(3.7%)	6
25	(5.4%)	7
36	(7.8%)	8
67	(14.5%)	9
96	(20.7%)	10
63	(13.6%)	11
43	(9.3%)	12

Out of 16 respondents (3.5%) who ranked 'internet' as number one, 5 respondents (31.3%) were females and 11 (68.8%) were males.

School newspapers and notices

463 respondents answered this question.

15	(3.2%)	1
22	(5.0%)	2
36	(7.8%)	3
53	(11.4%)	4
60	(13.1%)	5
93	(20.1%)	6
46	(9.9%)	7
48	(10.4%)	8
29	(6.3%)	9
30	(6.5%)	10

12	(2.6%)	11
10	2.2%)	12

Out of 15 respondents (3.2%) who ranked ‘school newspapers and notices’ as number one, 5 respondents (33.3%) were females and 10 respondents (66.7%) were males.

Comics

455 respondents answered this question.

14	(3.0%)	1
42	(9.1%)	2
79	(17.1%)	3
46	(9.9%)	4
26	(5.6%)	5
28	(6.0%)	6
22	(4.8%)	7
23	(5.0%)	8
31	(6.7%)	9
43	(9.3%)	10
39	(8.4%)	11
55	(11.9%)	12

Out of 14 respondents (3.0%) who ranked ‘comics’ as number one, 4 respondents (28.6%) were females and 10 respondents (71.4%) were males.

Study guides

461 respondents answered this question.

12	(2.6%)	1
13	(2.8%)	2
20	(4.3%)	3
32	(6.9%)	4
45	(9.8%)	5

49	(10.9%)	6
39	(8.5%)	7
81	(17.6%)	8
74	(16.1%)	9
43	(9.3%)	10
22	(4.8%)	11
16	(3.5%)	12

Out of 12 respondents (2.6%) who ranked ‘study guides’ as number one, 5 respondents (41.7%) were females and 7 (58.3%) were males.

Recipe book

463 respondents answered this question.

12	(2.6%)	1
17	(3.7%)	2
14	(3.0%)	3
22	(4.8%)	4
31	(6.7%)	5
28	(6.0%)	6
24	(5.2%)	7
30	(6.5%)	8
32	(6.9%)	9
37	(8.0%)	10
54	(11.7%)	11
134	(28.9%)	12

Out of 12 respondents (2.6%) who ranked ‘recipe book’ as number one, 8 respondents (66.7%) were females and 4 (33.3%) were males.

Reader's Digest

462 respondents answered this question.

11	(2.4%)	1
24	(5.2%)	2
24	(5.2%)	3
47	(10.2%)	4
78	(16.9%)	5
29	(6.3%)	6
46	(10.0%)	7
50	(10.8%)	8
43	(9.3%)	9
30	(6.5%)	10
38	(8.2%)	11
25	(5.4%)	12

Out of 11 respondents (2.4%) who ranked 'Reader's Digest' as number one, 3 respondents (27.3%) were females and 8 (72.7%) were males.

Other things

462 respondents answered this question. Many different reading materials were listed under this question. All of them had single counts, except 'sport magazine' which had 14 counts (3.0%). 2 (14.3%) were females and 12 (85.7%) were males.

4.3.2.2. Discussion on preferences: reading material

Respondents chose their preferred number one reading material besides their networks and textbooks. **Magazines** (138 respondents, 29.9%) were rated as the number one reading material that most respondents preferred. Magazines were favoured more by females (58.7%) than by males (41.3%). Sport magazines was also mentioned under 'other things they like to read about' by 14 respondents (3.0%), 2 (14.3%) females and 12 (85.7%) males. Magazines therefore, got 152 counts (32.9%), 83 (54.6%) females and 69

(45.4%) males. Clearly the distribution patterns are very different and gender is revealed as a significant factor in ratings. The chi-square statistic value was 0.0131 ($X^2 = 23.9$, 11 df, $p = 0.0131$). We concluded that there was sufficient evidence to support the research hypothesis that females preferred reading magazines more than males. **Newspapers** 129 (27.9) were second choice, with 45.7% females and 54.3% males. The chi-square statistic value was 0.2933 ($X^2 = 13.0$, 11 df, 0.2933). The results concluded that there was insufficient evidence to support the research hypothesis. **Novels** 62 (13.4%) were the third choice, 67.7% females and 32.3% male. Again here, chi-square statistic value was 0.0441 ($X^2 = 20.1$, 11 df, $p = 0.0441$) and there was sufficient evidence to support the research hypothesis that females preferred reading novels more than males. The sample results were therefore, *statistically significant*. See the graph below:

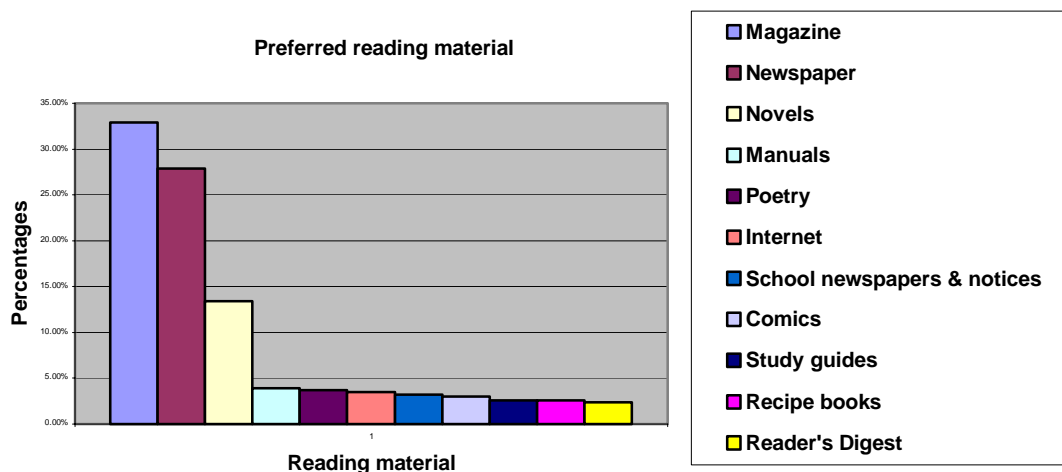


Figure 1: Preferred reading material

In comparing number-one-ranked preferences chosen by respondents, females preferred certain reading material more than did males. **Magazines** 54.6%, ($X^2 = 23.9$, 11 df, p -value = 0.0131), **novels** 67.7%, ($X^2 = 20.1$, 11 df, p -value = 0.0441) and **recipe books** 66.7%, ($X^2 = 27.0$, 11 df, p -value = 0.0046) were mostly preferred by females, and were *statistically significant*. On the other hand, **newspapers** 54.3%, ($X^2 = 13.0$, 11 df, p -value = 0.2933), **Bible** 55.7%, ($X^2 = 10.5$, 11 df, p -value = 0.4931), **manuals** 66.7%,

($X^2 = 16.0$, 11 df, p-value = 0.1417) **poetry** 76.5%, ($X^2 = 10.4$, 11 df, p-value = 0.4959), **Internet** 68.8%, ($X^2 = 12.3$, 11 df, p-value = 0.3437), **school newspaper and notices** 66.7%, ($X^2 = 5.7$, 11 df, p-value = 0.8941) **comics** 71.4%, ($X^2 = 17.4$, 11 df, p-value = 0.0978), **study guides** 58.3%, ($X^2 = 18.4$, 11 df, p-value = 0.0728) and **Reader's Digest** 72.7%, ($X^2 = 19.3$, 11 df, p-value = 0.0557) were preferred by males. See the graph below:

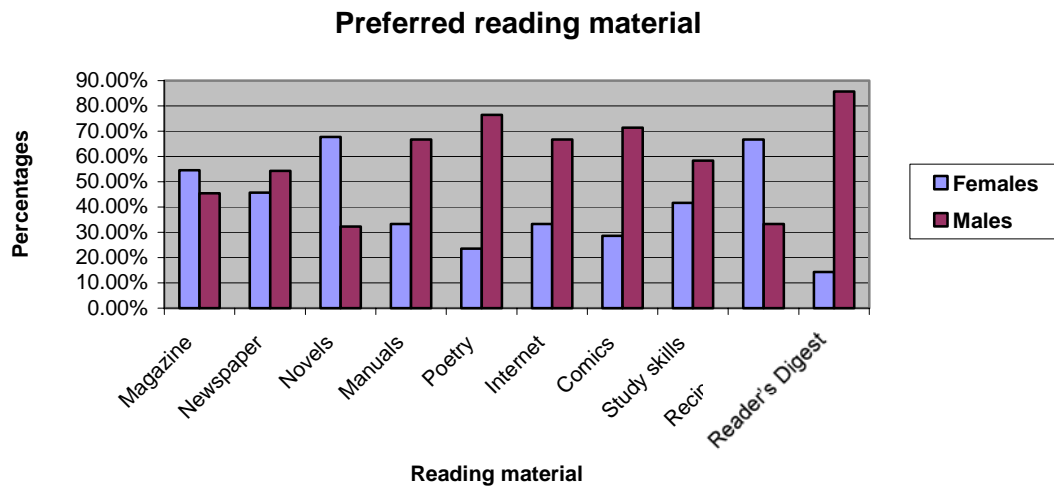


Figure 2: Gender effect

Question 5: What topics do you like to read about?

All 463 respondents answered this question.

Love

104	(22.5%)	1
85	(18.4%)	2
51	(11.0%)	3
25	(5.5%)	4
18	(3.9%)	5
20	(4.3%)	6
22	(4.8%)	7

14	(3.0%)	8
21	(4.5%)	9
18	(3.9%)	10
19	(4.1%)	11
34	(7.3%)	12

Out of 104 respondents (22.5%) who ranked ‘love’ as number one, 59 respondents (56.7%) were females and 45 (43.3%) were males. Females seem to favour love-related matters more than males.

Sport

99	(21.4%)	1
81	(17.5%)	2
71	(15.3%)	3
29	(6.3%)	4
20	(4.3%)	5
12	(2.6%)	6
16	(3.5%)	7
29	(6.3%)	8
18	(3.9%)	9
19	(4.1%)	10
21	(4.5%)	11
19	(4.1%)	12

Out of 99 respondents (21.4%) who ranked ‘sport’ as number one, 28 respondents (28.3%) were females and 71 (71.7%) were males. Again, this question shows that males like to read about sport more than females.

Politics

88	(19.0%)	1
33	(7.1%)	2
37	(8.0%)	3
13	(2.8%)	4
16	(3.5%)	5
11	(2.4%)	6
9	(1.9%)	7
26	(5.6%)	8
26	(5.6%)	9
26	(5.6%)	10
26	(5.6%)	11
78	(16.8%)	12

Out of 88 respondents (19.0%) who ranked 'politics' as number one, 37 respondents (42.0%) were females and 51 (58.0%) were males. Males seem to like politics more than females.

Healthy Lifestyle

46	(9.9%)	1
42	(9.1%)	2
47	(10.2%)	3
57	(12.3%)	4
30	(6.5%)	5
28	(6.0%)	6
27	(5.8%)	7
16	(3.5%)	8
24	(5.2%)	9
29	(6.3%)	10
27	(5.8%)	11

28 (6.0%) 12

Out of 46 respondents (9.9%) who ranked 'healthy lifestyle' as number one, 25 respondents (54.3%) were females and 21 (45.7%) were males. Females seem slightly more keen to learn about healthy life style than males.

How to be successful

40	(8.6%)	1
49	(10.6%)	2
35	(7.6%)	3
38	(8.2%)	4
38	(8.2%)	5
27	(5.8%)	6
34	(7.3%)	7
33	(7.1%)	8
35	(7.6%)	9
46	(9.9%)	10
40	(8.6%)	11
22	(4.8%)	12

Out of 40 respondents (8.6%) who ranked 'how to be successful' as number one, 24 respondents (60.0%) were females and 16 (40.0%) were males. It seems that females are slightly more keen on reading material that deals with 'how to become successful' than males.

Computers

28	(6.0%)	1
20	(4.3%)	2
29	(6.3%)	3
32	(6.9%)	4
32	(6.9%)	5

25	(5.4%)	6
41	(8.9%)	7
52	(11.2%)	8
47	(10.2%)	9
45	(9.7%)	10
29	(6.3%)	11
27	(5.8%)	12

Out of 28 respondents (6.0%) who ranked ‘computers’ as number one, 13 (46.4%) were females and 15 (53.6%) were males. Males seem to be more technically inclined than females though the difference is not great.

Religion

28	(6.0%)	1
21	(4.5%)	2
20	(4.3%)	3
27	(5.8%)	4
30	(6.5%)	5
28	(6.0%)	6
27	(5.8%)	7
25	(5.4%)	8
31	(6.7%)	9
46	(9.9%)	10
48	(10.4%)	11
53	(11.4%)	12

Out of 28 respondents (6.0%) who ranked ‘religion’ as number one, 13 respondents (46.4%) were females and 15 (53.6%) were males. Males are slightly more interested in religious matters than females.

Life skills

27	(5.8%)	1
39	(8.4%)	2
37	(8.0%)	3
43	(9.3%)	4
28	(6.0%)	5
54	(11.7%)	6
44	(9.5%)	7
52	(11.2%)	8
60	(13.0%)	9
25	(5.4%)	10
16	(3.5%)	11
13	(2.8%)	12

Out of 27 respondents (5.8%) who ranked 'life skills' as number one, 17 respondents (63.0%) were females and 10 (37.0%) were males. Females show more interest in reading topics related to life skills than males.

Fashion

25	(5.4%)	1
30	(6.5%)	2
21	(4.5%)	3
36	(8.0%)	4
35	(7.6%)	5
41	(8.9%)	6
56	(12.1%)	7
51	(11.0%)	8
33	(7.1%)	9
33	(7.1%)	10
21	(4.5%)	11

29 (6.3%) 12

Out of 25 respondents (5.4%) who ranked 'fashion' as number, 17 respondents (68.0%) were females and 8 (32.0%) were males. Even here too, females seem more interested in fashion than males.

Beauty

20	(4.3%)	1
33	(7.1%)	2
33	(7.1%)	3
33	(7.1%)	4
48	(10.4%)	5
71	(15.3%)	6
41	(8.9%)	7
38	(8.2%)	8
30	(6.5%)	9
23	(5.0%)	10
29	(6.3%)	11
25	(5.4%)	12

Out 20 respondents (4.3%) who ranked 'beauty' as number one, 15 respondents (75.0%) were females and 5 (25.0%) were males. It appears that females like beauty-related activities more than males.

Crime

20	(4.3%)	1
10	(2.2%)	2
23	(5.0%)	3
27	(5.8%)	4
29	(6.3%)	5
40	(8.6%)	6

22	(4.8%)	7
18	(3.9%)	8
31	(6.7%)	9
26	(5.6%)	10
43	(9.3%)	11
74	(16.0%)	12

Out of 20 respondents (4.3%) who ranked 'crime' as number one, 4 respondents (20.0%) were females and 16 (80.0%) were males. Males are more interested in reading crime related materials than females.

Business (Entrepreneurship)

17	(3.7%)	1
17	(3.7%)	2
33	(7.1%)	3
37	(8.0%)	4
34	(7.3%)	5
24	(5.2%)	6
31	(6.7%)	7
21	(4.5%)	8
31	(6.7%)	9
50	(10.8%)	10
54	(11.7%)	11
43	(9.3%)	12

Out of 17 respondents (3.7%) who ranked 'business' as number one, 9 (52.9%) were females and 8 (47.1%) were males.

Sexuality

12	(2.6%)	1
32	(6.9%)	2
44	(9.5%)	3
61	(13.2%)	4
70	(15.1%)	5
31	(6.7%)	6
34	(7.3%)	7
35	(7.6%)	8
27	(5.8%)	9
32	(6.9%)	10
22	(4.8%)	11
21	(4.5%)	12

Out of 12 respondents (2.6%) who ranked 'sexuality' as number one, 5 respondents were females (41.7%) and 7 (58.3%) were males. Males seem to favour such topics more than females.

Cars

7	(1.5%)	1
19	(4.1%)	2
22	(4.8%)	3
39	(8.4%)	4
36	(7.8%)	5
46	(9.9%)	6
60	(13.0%)	7
40	(8.6%)	8
30	(6.5%)	9
27	(5.8%)	10
32	(6.9%)	11

Out of 7 respondents (1.5%) who ranked 'cars' as number one, 5 respondents (71.4%) were females and 2 (28.6%) were males. Most respondents did not see cars as their priority. Out of these few counts, surprisingly enough, females had more counts than males.

Other

Respondents gave many other different topics (42) they like to read about. All these topics were below 1%.

4.3.2.3. Discussion on preferences: Topic respondents like to read about most

Again, respondents ranked topics they would like to read about most. All those that were ranked number one by respondents were further ranked according to their weightings.

Love (22.5%), **sport** (21.4%), **politics** (19.0%) were the first three highly preferred topics to read about.

Here too, analysis of rankings in terms of preferred topics revealed different distribution of score patterns. Females were more inclined to read about **love** 56.7%, ($X^2 = 21.1$, 11 df, p-value = 0.0324), **fashion** 68.0% ($X^2 = 23.8$, 11 df, p-value = 0.0136), **beauty** 75.0% ($X^2 = 33.9$, 11 df, p-value = 0.0004), and analysis showed that the results were *statistically significant*. However, even though results suggest that females preferred reading about **healthy lifestyles** 54.3% ($X^2 = 16.1$, 11 df, p-value = 0.1386), **how to be successful** 60.0% ($X^2 = 5.7$, 11 df, p-value = 0.08917), **life skills** 63.0% ($X^2 = 8.9$, 11 df, p-value = 0.6345), **business entrepreneurship** 52.9% ($X^2 = 6.0$, 11 df, p-value = 0.8766), there was insufficient evidence to support the research evidence and results were statistically nonsignificant.

Males, on the other hand, were more interested in reading about **sport** 71.7% ($X^2 = 41.5$, 11 df, p-value = 0.0000) and analysis of score for this variable revealed a highly significant difference in gender, **politics** 58.0%, ($X^2 = 13.8$, 11 df, p-value = 0.2420),

computers 53.6%, ($X^2 = 3.2$, 11 df, p-value = 0.9872), **religion** 53.6%, ($X^2 = 11.8$, 11 df, p-value = 0.3783), **crime** 80.0%, ($X^2 = 14.1$, 11 df, p-value = 0.2299), and **sexuality** 58.3%, ($X^2 = 7.6$, 11 df, p-value = 0.7527).

It can be concluded that there was sufficient evidence to support the research hypothesis that there was a gender effect for topics respondents preferred to read and the sample results for **love** (p-value = 0.0324), **sport** (p-value = 0.0000), **beauty** (p-value = 0.0004), and **fashion** (p-value = 0.0136) were *statistically significant*. The graph below shows the pattern of preferences:

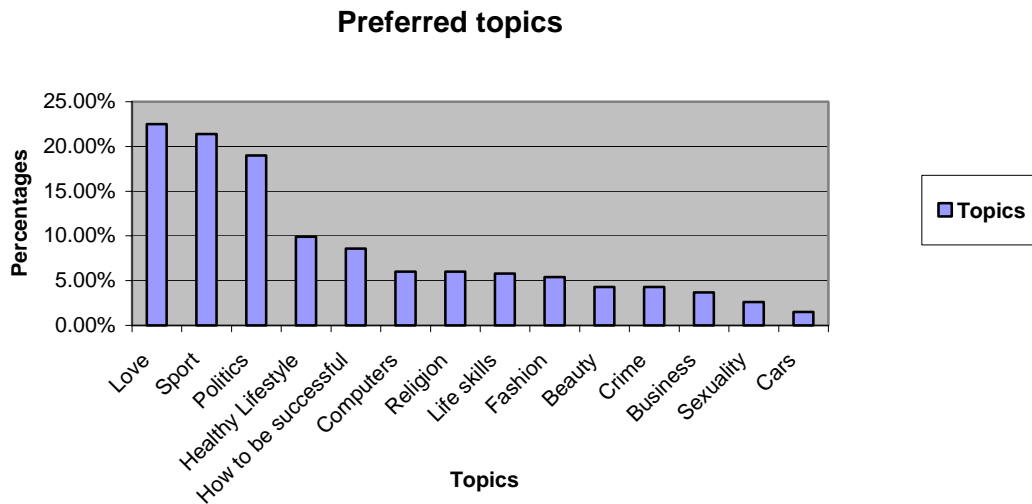


Figure 3: Preferred topics

These findings have a close link with those findings of preferences for reading materials for females and males. For example, males preferred to read the Bible, sport magazines, and the Internet, which is closely linked with topics they most liked to read about, that is, religion, sport, and computers. The same happened with females, for example, magazines, recipe books, and novels are closely linked with fashion, beauty, cars, healthy lifestyles, and love. It was interesting to find out that females were more interested in cars than males.

See the graph below:

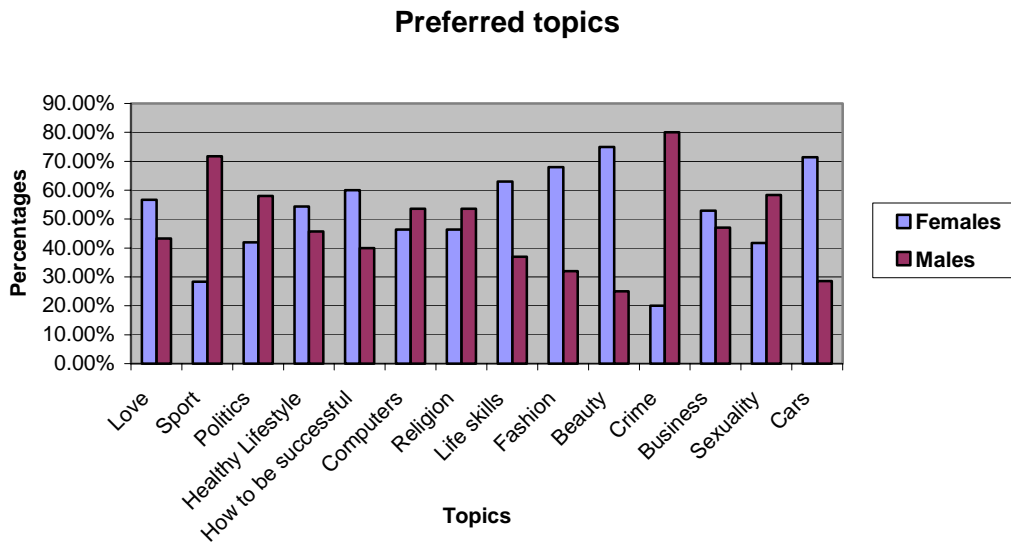


Figure 4: Gender effect

Question 6: What have you read (besides textbooks and setworks) during the past two weeks?

Respondents were asked to mention reading material they had read besides their textbooks the two weeks prior to the completing the questionnaire. Different entries were recorded for this question and six different topics were mentioned. Out of 462 respondents, 111 (24.0%), 50 (45.0%) females and 61 (55.0%) males, reported having read a book about **Mandela**. Another 72 (15.7%) out of 459 respondents, 44 (61.1%) females and 28 (38.9%) males, reported having read books on **Tourism**, while another 20 (4.3%) out of 461 respondents, 12 (50.1%) females and 8 (49.9%) males, reported having read the **Bible**. Again, 10 (2.2%) out of 459 respondents, 7 (70.0%) females and 3 (30.0%) males, reported having read a book about **World Issues**, while another 10 (2.2%), males only reported having read a book on **Sport**. Only 1 male respondent (0.2%), reported having read a book on **Entertainment**. However, 135 respondents (29.4%) out of 459, 66 (48.9%) females and 69 (51.10%) males reported having read nothing. Respondents also gave many other different topics (101) they had read. All these topics were below 1%.

Question 7: Favourite author

Many different authors were listed as favourite. Out of 67 favourite authors mentioned, **Shakespeare** with 83 counts (18.3%) was at the top of the list, followed by **Satyo** with 67 counts (14.8%), **Mtuze** with 28 counts (6.2%). 32 respondents (7.1%) reported not having any favourite author. Three reasons were given for choosing **Shakespeare** as the best author. 245 respondents (53.6%) chose him because of the way he writes and the English he uses, 277 respondents (59.8%) chose him because he writes about enjoyable and interesting topics, and 25 respondents (5.4%) chose him because he has a good sense of humour. Here again, respondents confirmed their preference for **Julius Caesar**.

Question 8: Books known to respondents

Respondents were given a list of books and their authors and were asked to tick all those books they had heard of. Again, responses in Q.8 and 9 will not add up to 100 percent since respondents were asked to tick as many responses as possible. Here are the results:

Julius Caesar	422	(91.5%)
IGRAMA NONCWADI		
LWESIXHOSA	378	(81.6%)
Unyana womntu	341	(73.7%)
Long Walk To Freedom	305	(65.9%)
Madam & Eve's Greatest Hits	159	(34.3%)
Soweto:16 June 1976	141	(30.5%)
AIDS: The Challenge for South Africa	127	(27.5%)
Soccer Skills: Tactics and Teamwork – The Winning Formula	116	(25.1%)
The Wedding	109	(23.5%)
Great Zulu Battles: 1838 – 1906	103	(22.2%)
Harry Potter	60	(13.0%)
Astrology	56	(12.1%)
Imvaba	51	(11.0%)
The Sky Is Falling	47	(10.2%)

The Angels and Other Poems	27	(5.8%)
Math made Easy: 8 – 9	27	(5.8%)
Die Donker Kind	30	(6.5%)
Zapiro	15	(3.2%)
Tussenspel	14	(3.0%)

Julius Caesar, IGRAMA NONCWADI LWESIXHOSA, Unyana womntu, Long Walk To Freedom were books most learners had heard of.

Question 9: Books for pleasure

Respondents were asked to select all books they would describe as ‘books for pleasure’.

Julius Caesar	301	(65.0%)
Unyana womntu	249	(53.8%)
Long Walk To Freedom	195	(42.1%)
IGRAMA NONCWADI		
LWESIXHOSA	167	(36.1%)
The Wedding	156	(34.3%)
Madam & Eve’s Greatest Hits	134	(29.0%)
Soccer Skills: Tactics and		
Teamwork – The Winning Formula	109	(23.5%)
AIDS: The Challenge for South		
Africa	86	(18.7%)
Great Zulu Battles: 1838 – 1906	76	(16.4%)
Soweto:16 June 1976	75	(16.2%)
The Angels and Other Poems	73	(15.8%)
Harry Potter	72	(15.6%)
The Sky Is Falling	68	(14.7%)
Invaba	56	(12.1%)
Die Donker Kind	48	(10.4%)
Zapiro	28	(6.1%)
Math made Easy: 8 – 9	32	(6.9%)

Astrology	28	(6.0%)
Tussenspel	27	(5.8%)

It was interesting to find how respondents defined ‘books for pleasure’. They chose text /information books as books for pleasure, for example, IGRAMA NONCWADI LWESIXHOSA, AIDS: The Challenge for South Africa. Maybe they do read information books for pleasure, or maybe they are not familiar with the concept ‘reading for pleasure’.

Question 10: Language respondents most like to read in

Respondents in Q.10 and Q.11 do not add up to 100 percent due to errors that were captured. Q.10 and Q. 11 will be discussed together after Q.11.

463 respondents responded to this question and here are their responses for each language:

English	344	(74.3%)
IsiXhosa	171	(36.9%)
Afrikaans	41	(8.9%)

Other languages

IsiZulu	25	(5.4%)
IsiSotho	4	(0.9%)

Since IsiXhosa and Afrikaans are dominant home languages for most of the subjects who participated in this research, it was important to find out how many Xhosa and Afrikaans speakers responded to this question.

For Xhosa speakers:

Language	Overall Results	Xhosa Speakers
English	344 (74.3%)	306 (89.0%)
IsiXhosa	171 (36.9%)	169 (98.8%)
Afrikaans	41 (8.9%)	12 (29.3%)
Other languages	31 (6.7%)	31 (7.6%)
IsiZulu		25 (5.4%)
IsiSotho		4 (0.9%)

IsiTswana

2 (0.4%)

As reported above, 463 respondents responded to this question and 344 respondents (74.3%) reported that they most like to read in English. Of those 463 respondents, 407 claimed to be Xhosa speakers and of 344 respondents, 306 (89.0%) were Xhosa speakers who reported liking to read most in English. However, there were 171 respondents (36.9%) who reported liking to read most in Xhosa, and of 171 respondents, 169 (98.8%) were Xhosa speakers and there were 2 errors. Again, 41 respondents (8.9%) reported liking to read most in Afrikaans, and 12 (29.3%) were Xhosa speakers. Other 25 respondents (5.4%) reported liking to read most in other languages (isiZulu), 4 (0.9%) isiSotho and isiTswana, 2 (0.4%). There were 428 respondents (92.4%) who reported not liking to read in any other languages. 4 errors (0.9%) were captured. On the other hand, for 344 respondents (74.3%) who reported liking to read most in English, 36 of those respondents (10.5%) were Afrikaans speakers. None of the Afrikaans speakers reported liking to read in isiXhosa. However, out of 41 respondents (8.9%) who reported liking to read most in Afrikaans, 29 respondents (70.7%) were Afrikaans speakers. No Afrikaans speaker reported liking to read most in other languages. See the breakdown below:

For Afrikaans speakers:

Language	Overall Results	Afrikaans Speakers
English	344 (74.3%)	36 (10.5%)
IsiXhosa	171 (36.9%)	0
Afrikaans	41 (8.9%)	29 (70.7%)
Other languages	31 (7.6%)	0

It was also important to compare the results of this question against the total population of each group in order to get the correct proportion per language group. There were 407 Xhosa speakers who responded to this question. Of the 407 respondents, 306 (75.2%) preferred reading most in English, while 169 (41.5%) reported liking to read most in their home language, isiXhosa, and 12 (2.9%) in Afrikaans. On the other hand, a total of 53 Afrikaans speakers responded to this question. Of the 53 respondents, 36 (67, 9%)

preferred reading most in English, while 29 (54.7%) reported liking to read most in their home language, Afrikaans. None reported liking to read in isiXhosa.

See the breakdown below:

For Xhosa Speakers:

Language	Xhosa Speakers	Total Population
English	306 (89.0%)	75.2%
IsiXhosa	169 (98.8%)	41.5%
Afrikaans	12 (29.3%)	2.9%

Other languages

IsiZulu	25 (5.4%)	25 (100.0%)
IsiSotho	4 (0.9%)	4 (100.0%)
IsiTswana	2 (0.4%)	2 (100.0%)

For Afrikaans Speakers:

Language	Afrikaans Speakers	Total Population
English	36 (10.5%)	67.9%
IsiXhosa	0	-
Afrikaans	29 (70.7%)	54.7%

Different entries were recorded for this question and nine reasons were given for these language choices. Here is the breakdown:

My mother-tongue	462	177	(38.3%)
To improve and to understand the language	460	136	(29.6%)
Can understand the language	461	134	(29.1%)
Important & international language	463	108	(23.3%)
Like it, want to gain knowledge	462	85	(18.4%)
Most interesting books are written in English	461	15	(3.3%)
To get jobs and for status	463	6	(1.3%)
I like them although I don't understand them	463	2	(0.4%)
They are all spoken languages	463	1	(0.2%)

Again, it was crucial to find out which reasons were given for which language. This was an open-ended question and learners gave many responses that were later coded. There were errors captured for different responses. Hence, responses do not add up to 100 percent.

Here are the findings:

Reason	Xhosa Speakers	Afrikaans Speakers
My mother-tongue	154 (88.4%)	21 (11.2%)
To improve and to understand the language	131 (96.3%)	4 (2.9%)
Important & international language	104 (96.3%)	3 (2.8%)
Can understand the language	97 (72.4%)	36 (26.9%)
I like it, I want to gain knowledge	79 (92.9%)	5 (5.9%)
Most interesting books are written in English	12 (80.0%)	3 (20.0%)
To get jobs and for status	5 (83.3%)	1 (16.7%)
I like them although I don't understand them	2 (100.0%)	0
They are all spoken languages	1 (100.0%)	0

There were nine reasons given by respondents for Q.10. There were 2 errors for the first response and 1 error for response 2, 3, 4, and 6 that were captured. This was due to the fact that other respondents never registered their gender and or language status, hence the figures do not add up to 100%. 154 (88.4%) Xhosa speakers and 21 (11.2%) Afrikaans speakers claimed they most like to read in isiXhosa and Afrikaans because it is their mother-tongue. 131 (96.3%) Xhosa speakers and 4 (2.9%) Afrikaans speakers claimed they most like to read in English because they wanted to improve and understand the language. There were also, 97 (72.4.0%) Xhosa speakers and 36 (26.9%) Afrikaans speakers who reported that they could understand Xhosa and Afrikaans, hence, they like most to read in those languages. 104 (96.3%) Xhosa speakers and 3 (2.8%) Afrikaans speakers, on the other hand, claimed English to be an important and international language. Another 79 (92.9%) Xhosa speakers and 5 (5.9%) Afrikaans speakers claimed that they like English and want to gain knowledge, while 12 (80.0.0%) Xhosa speakers and 3 (20.0%) Afrikaans speakers reported that most interesting books are written in English. 5 (83.3%) Xhosa speakers and 1 (16.7.0%) Afrikaans speaker favoured reading

more in English to get jobs and for status. Only 2 (100.0%) Xhosa speakers reported reading in English and Afrikaans because they liked them although they did not understand them. For the last response, only 1 (100.0%) Xhosa speaker claimed to like reading most in all three languages (English, Xhosa, Afrikaans) because they are all spoken languages.

Again, a further analysis was conducted looking at the proportions of each population group. There were 406 Xhosa speakers registered for response 1, 405 respondents for response 2, 3 and 6, and 407 respondents for response 4, 7-9. Of the total results captured for these responses, 37.9% claimed they most like to read in Xhosa because it is their mother-tongue, and a further 24.0% reported that they could understand Xhosa hence, they like most to read in this language. However, 32.3% claimed reading most in English because they wanted to improve their English and understand the language while another 25.6%, claimed English to be an important and international language. 19.4% also claimed that they like English and want to gain knowledge. 3.0% further reported that they like reading in English since most interesting books are written in English. Only 1.2% favoured reading most in English to get jobs and for status, while 0.5% reported reading in English and Afrikaans because they liked them although they did not understand them. For the last response, only 0.2% claimed to like reading most in all three languages (English, Xhosa, Afrikaans) because they are all spoken languages.

For Afrikaans speakers, 52 respondents registered for response 2 and 5, while 53 respondents registered for response 1, 3, 4, 6-9. 39.4% claimed they most like to read in Afrikaans because it is their mother-tongue and another 67.9% reported that they could understand Afrikaans hence, they like most to read in this language. On the other hand, 7.7% confirmed reading most in English because they wanted to improve and understand the language, while another 5.7%, claimed English to be an important and international language. Another 9.6% claimed that they like English and want to gain knowledge, while 5.7% reported that most interesting books are written in English. Only 1.9% favoured reading more in English to get jobs and for status, while none showed any interest in reading in isiXhosa.

Question 11: Other languages respondents could read in

Respondents were also asked to mention other languages they could read in. Again here, different entries were recorded for this question and errors were captured. Here is the breakdown:

Xhosa	175	(37.9%)
English	100	(21.6%)
Afrikaans	85	(18.8%)
Zulu	49	(10.6%)
Sotho	2	(0.4%)
Tswana	4	(0.9%)

Six different languages were reported. For the first entry, 175 respondents (37.9%) out of 462 chose isiXhosa as the other language they could read in. 1 error (0.2%) and 286 blanks (61.9%) were also recorded under this entry. This was followed by English with 100 counts (21.6%) out of 463 respondents, 61 respondents (13.2%) claiming not having any other languages, 299 blanks (64.6%) and 3 errors (0.6%), while Afrikaans got 85 counts (18.8%) and 368 (81.2%) blanks. The Zulu language with 49 counts (10.6%) out of 462 was the third language chose by respondents. There were 15 errors (3.2%) errors captured and 398 blanks (86.1%). The last two entries had 463 respondents. The Sotho language had 2 counts (0.4%) and 461 (99.6%) blanks, while the Tswana language had 4 counts (0.9%), 1 error (0.2%) and 458 (98.9%) blanks. It was only Xhosa speakers who showed interest in reading in other languages.

4.3.2.4. Discussion on language preferences

Both Xhosa (75.2%) and Afrikaans speakers (67.9%) liked reading in English most. They attach more value to reading in English than in their home languages. When comparing results on language preferences of these two language groups using the t-test for proportions the following results were captured:

For Xhosa home language speakers, the t– test results were: $t = 10.36$, $p < 0.01$.

Since p-value is small we rejected the H_0 , and concluded that there is sufficient evidence to support the research hypothesis that more Xhosa home language speakers prefer to read in English than in their mother tongue. For Afrikaans home language speakers, t-test results were: $t = 1.41$, $p = 0.0793$ at the 5% level of significant. These results revealed that there was insufficient evidence to support the research hypothesis that less Afrikaans speakers preferred to read in English than in their home language. Also it was concluded that Xhosa speakers were more keen to read in English than Afrikaans speakers.

Among many reasons, respondents (23.3%) gave for reading most in English rather than in their home languages was that English is an ‘important and international language’. Only 169 (41.5%) Xhosa speakers reported liking to read most in Xhosa, while a half of Afrikaans speakers, 29 (54.7%) reported liking to read most in Afrikaans. This passes an important message to language teachers as well as to Xhosa and Afrikaans writers, challenging teachers to promote mother-tongue reading and writers to write interesting books that will make learners want to read more in their home languages.

See the graph below:

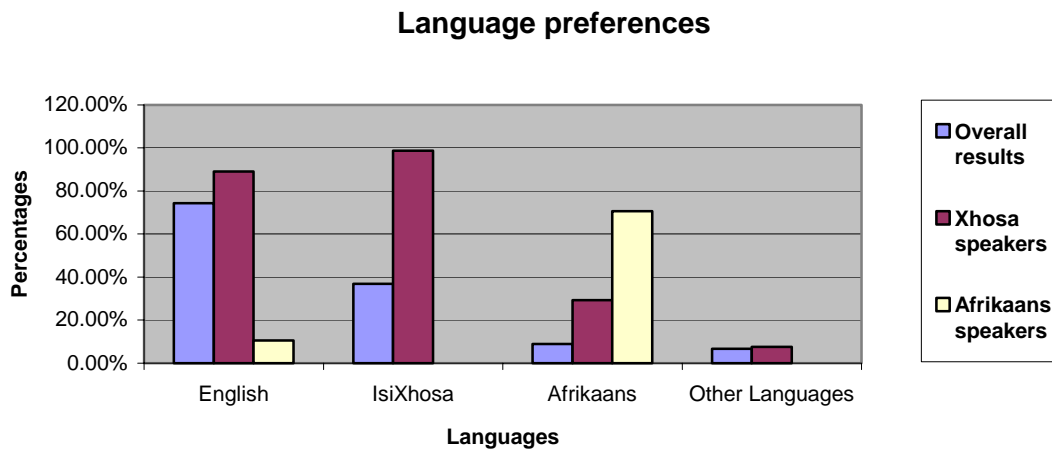


Figure 5: Overall results of the preferred languages

Language preferences

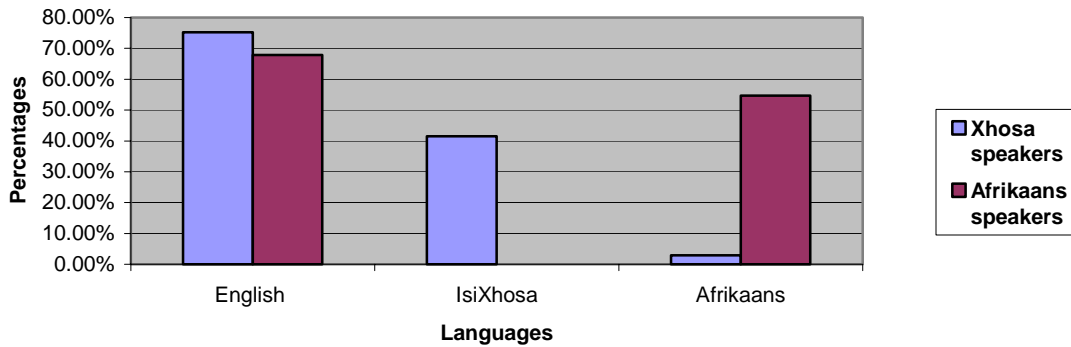


Figure 6: Language effect

Question 12: Reading experience in home language

Q.12 and Q.13 will be discussed after Q.13.

463 respondents responded to this question. Respondents were asked to describe their reading experience in their home language:-

Reading experience in home language

I understand all the words and I read quickly with understanding and enjoyment 164 (35.4%)

Sometimes there are difficult words and I have to re-read things, but I understand fairly well. I can read fairly quickly and I usually enjoy it. 224 (48.4%)

I often struggle with difficult words and I have to re-read things. I don't understand everything I read. I read fairly slowly and

it is hard work 34 (7.3%)

I really struggle with difficult words. I have to re-read things. I only understand half of what I read. I read very slowly and I don't enjoy it at all. 18 (3.9%)

Subjects who participated in this survey research were predominantly Xhosa (407) and Afrikaans speakers (49). Results here are reported in proportion to the total number of the language groups. There were 23 errors captured in Q.12 as result the total does not tally up to 100%. Here are the responses to Q. 12 for Xhosa and Afrikaans speakers:

164 respondents (35.4%) responded to experience number one. Of the 164 respondents, 144 (35.4%) were Xhosa speakers and 18 (36.7%) were Afrikaans speakers. There were 224 respondents who responded to experience number two, and of that total 191 (46.9%) were Xhosa speakers, and 23 (46.9%) were Afrikaans speakers. For experience number three, 34 respondents (7.3%) were registered, and of the 34 respondents, 32 (7.9%) were Xhosa speakers, while 5 respondents (10.2%) were Afrikaans speakers. Only 18 respondents (3.9%) registered for experience four. 17 of those respondents were Xhosa speakers (4.2%) and 1 was an Afrikaans speaker (2.0%).

See the breakdown below:

Experience in L1	Overall results	Xhosa Speakers	Afrikaans Speakers
Reads well	164 (35.4%)	144 (35.4%)	18 (36.7%)
Reads fairly well	224 (48.4%)	191 (46.9%)	23 (46.9%)
Often struggles	34 (7.3%)	32 (7.9%)	5 (10.2%)
Really struggles	18 (3.9%)	17 (4.2%)	1 (2.0%)

Both Xhosa and Afrikaans speakers had similar reading experience in their home languages. For both groups only a third strongly feel sufficiently confident in reading in their home language than in their second language.

Question 13: Reading experience in English

463 respondents responded to this question. Subjects were further asked to describe their reading experience in their second language (i.e. English). 28 errors were captured in this question. Here is the breakdown:

I understand all the words and I read quickly with understanding and enjoyment	91	(19.7%)
Sometimes there are difficult words and I have to re-read things, but I understand fairly well. I can read fairly quickly and I usually enjoy it.	259	(55.9%)
I often struggle with difficult words and I have to re-read things. I don't understand everything I read. I read fairly slowly and it is hard work.	59	(12.7%)
I really struggle with difficult words. I have to re-read things. I only understand half of what I read. I read very slowly and I don't enjoy it at all.	26	(5.6%)

Again, 407 Xhosa speakers and 49 Afrikaans speakers responded to this question. Of the 91 respondents (19.7%) who responded to experience number one, 79 (19.4%) were Xhosa speakers and 17 respondents (34.7%) were Afrikaans speakers. There were 259 respondents (55.9%) who responded to experience number two, and of that total 226 (55.5%) were Xhosa speakers, and 19 (38.8%) were Afrikaans speakers. For experience number three, 59 respondents (12.7%) were registered, and of the 59 respondents, 51 (12.5%) were Xhosa speakers, and 7 respondents (14.3%) were Afrikaans speakers. However 26 respondents (5.6%) registered for experience four. 24 of those respondents were Xhosa speakers (5.9%) and 3 were Afrikaans speaker (6.1%). Afrikaans speakers reported less difficulty in reading English than Xhosa speakers did.

Here is the breakdown:

Experience in L2	Overall results	Xhosa Speakers	Afrikaans Speakers
Reads well	91 (19.7%)	79 (19.4%)	17 (34.7%)
Reads fairly well	259 (55.9%)	226 (55.5%)	19 (38.8%)
Often struggles	59 (12.7%)	51 (12.5%)	7 (14.3%)
Really struggles	26 (5.6%)	24 (5.9%)	3 (6.1%)

A significant difference is marked in this question. It is interesting to note that there is a higher percentage (34.7%) of Afrikaans speakers who strongly feel sufficiently proficient in reading in L2 than Xhosa speakers do (19.4). This may be due to the fact that most Afrikaans speakers are bilingual and English and Afrikaans languages are cognate languages. However, the majority of Xhosa speakers (55.5%) fall on the second level as compared to Afrikaans speakers (38.8%).

4.3.2.5. Discussion on reading experiences

From these findings, it is apparent that only the minority of respondents claims to read easily in their home language and there was *no significant* difference in gender revealed. The majority of the population was comfortable with experience two (see the break-down on page 73). 48.4 % respondents reported that sometimes there were difficult words and they had to re-read things, but they understood fairly well, they could read fairly quickly and they usually enjoyed it. The rest really struggled with their reading.

For English, it was a small percentage (19.7%) who claimed that they understood all the words and they read quickly with understanding and enjoyment. Almost half the population (55.9%) reported that they had to re-read things, but they understood fairly well, and that they could read fairly quickly and they usually enjoyed it. The rest really struggled with reading in English. Again, looking at these two language groups, a slight difference was registered for these reading experiences. Afrikaans speakers (34.7%) appeared to have less difficulty reading in English than Xhosa speakers (19.4%). Xhosa speakers in experience two had 55.5% response against Afrikaans speakers who had

38.8% (see the break-down on page 75). In all, one can say that the majority of both language groups did not have an easygoing experience with reading whether in their home languages or in their second language (i.e. English). Maybe that is why they preferred to answer the questionnaire in the language they could read and understand, their home languages.

The statistical result for the t-tests for proportions for Xhosa speakers, $t = -4.95$, $p\text{-value} < 0.01$, showed that there was sufficient evidence to suggest that there is a lower proportion of Xhosa speakers who read well in isiXhosa (20.1%) than in English (35.4%), and the results were *highly significant*. On the other hand, the statistical results for the t-tests for proportions for Afrikaans speakers, $t = -0.21$, $p\text{-value} = 0.4168$, showed that there was insufficient evidence to suggest that there is a lower proportion of Afrikaans speakers who read well in Afrikaans (36.7%) than in English (34.7%), and the results were *statistically nonsignificant*. However, a significant difference between these two groups in proportion of respondents who read well in English ($t = 2.06$, $p\text{-value} = 0.0197$) was revealed.

See the graph below:

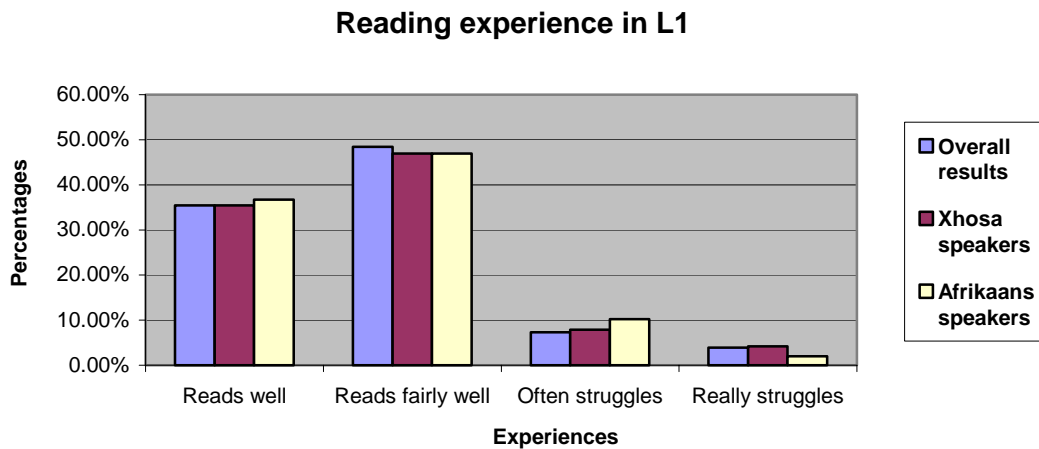


Figure 7: Reading experience in L1

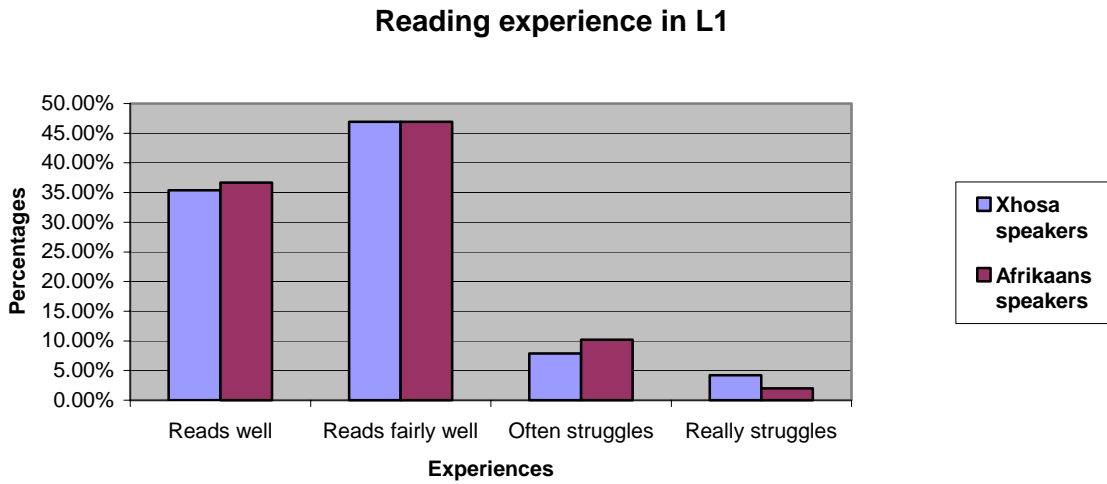


Figure 8: Language effect

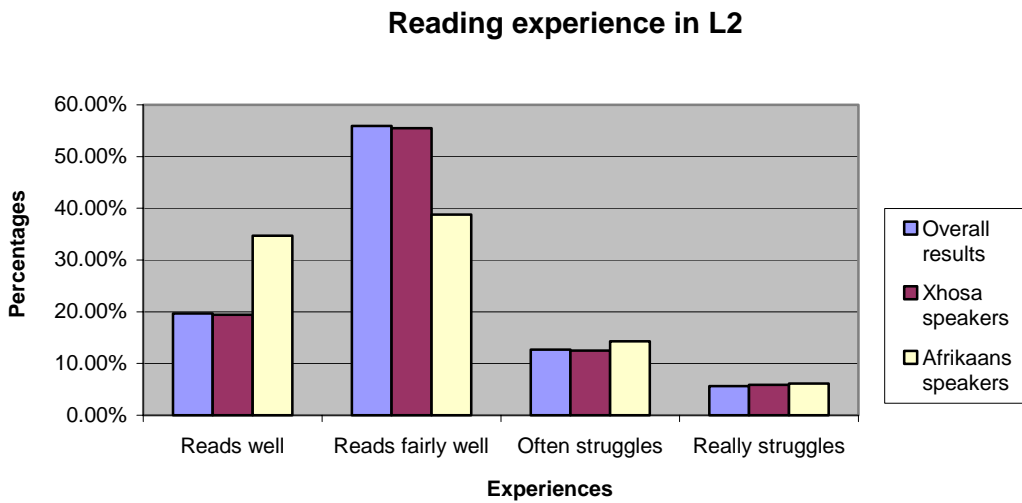


Figure 9: Reading experience in English (L2).

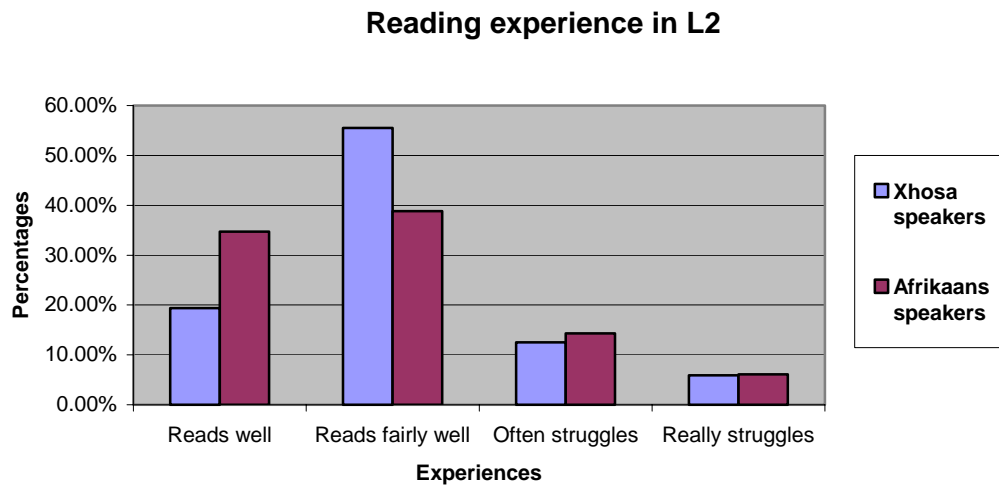


Figure 10: Language effect

Question 14: Purposes for reading

Q.14 to Q.16 will be discussed together after Q.16.

In this question subjects were asked to rank variables from 1 to 9 stating what purposes they read for. 463 respondents answered this question.

For information

Respondents	Percentage	Rank
318	(68.7%)	1
67	(14.5%)	2
22	(4.8%)	3
19	(4.1%)	4
8	(1.7%)	5
4	(0.9%)	6
4	(0.9%)	7
5	(1.1%)	8
11	(2.4%)	9

Out of 318 respondents (68.7%) who ranked reading ‘for information’ as number one, 158 respondents (49.7%) were females and 160 (50.3%) were males.

To improve my English

Respondents	Percentage	Rank
86	(18.6%)	1
133	(28.7%)	2
127	(27.4%)	3
45	(9.7%)	4
18	(3.9%)	5
10	(2.2%)	6
14	(3.2%)	7
14	(3.0%)	8
6	(1.3%)	9

Out of 86 respondents (18.6%) who ranked reading ‘to improve my English’ as number one, 41 respondents (47.7%) were females and 45 (52.3%) were males.

To find out about other people’s lives

Respondents	Percentage	Rank
24	(5.2%)	1
136	(29.4%)	2
66	(14.3%)	3
58	(12.5%)	4
56	(12.1%)	5
27	(5.8%)	6
27	(5.8%)	7
22	(4.8%)	8
34	(7.3%)	9

Out of 24 respondents (5.2%) who ranked reading 'to find out about other people' lives' as number one, 11 respondents (45.8%) were females and 13 (54.2%) were males.

To learn life skills

Respondents	Percentage	Rank
13	(2.8%)	1
28	(6.0%)	2
77	(16.6%)	3
107	(23.1%)	4
141	(30.5%)	5
43	(9.3%)	6
22	(4.8%)	7
15	(3.2%)	8
8	(1.7%)	9

Out of 13 respondents (2.8%) who ranked reading 'to learn life skills' as number one, 7 respondents (53.8%) were 6 (46.2%) were males.

To relax

Respondents	Percentage	Rank
9	(1.9%)	1
17	(3.7%)	2
24	(5.2%)	3
23	(5.0%)	4
33	(7.1%)	5
68	(14.7%)	6
193	(41.7%)	7
66	(14.3%)	8
16	(3.5%)	9

Out of 9 respondents (1.9%) who ranked reading 'to relax' as number one, 6 respondents (66.7%) were females and 3 (33.3%) were males.

To enjoy the world of imagination

Respondents	Percentage	Rank
6	(1.3%)	1
17	(3.7%)	2
20	(4.3%)	3
34	(7.3%)	4
70	(15.1%)	5
180	(38.9%)	6
67	(14.5%)	7
38	(8.2%)	8
17	(3.7%)	9

Out of 6 respondents (1.3%) who ranked reading 'to enjoy the world of imagination' as number one, 5 respondents (83.3%) were females and 1 (16.7%) was a male.

To pass the time

Respondents	Percentage	Rank
4	(0.9%)	1
6	(1.3%)	2
12	(2.6%)	3
19	(4.1%)	4
22	(4.8%)	5
45	(9.7%)	6
62	(13.4%)	7
202	(43.6%)	8
72	(15.6%)	9

Out of 4 respondents (0.9%) who reading 'to pass the time' as number one, 3 respondents (75.0%) were females and 1 (25.0%) was a male.

To learn more about my school subjects

Respondents	Percentage	Rank
3	(0.6%)	1
34	(7.3%)	2
101	(21.8%)	3
143	(30.9%)	4
78	(16.8%)	5
39	(8.4%)	6
24	(5.2%)	7
22	(4.8%)	8
10	(2.2%)	9

Out of 3 respondents (0.6%) who ranked reading 'to learn more about my school subjects' as number one, 2 respondents (66.7%) were females and 1 (33.3%) was a male.

Question 15: What would you buy for R500?

Subjects were asked to rank in order of importance what they would buy if someone gave them R500. 463 respondents responded to this question with the exception of the second item which had 462 respondents.

Clothes

Respondents	Percentage	Rank
256	(55.3%)	1
103	(22.2%)	2
37	(8.0%)	3
13	(2.8%)	4
10	(2.2%)	5
15	(3.2%)	6

Out of 256 respondents (55.3%) who ranked 'clothes' as number one, 130 respondents (50.8%) were females and 126 (49.2%) were males.

Books

Respondents	Percentage	Rank
141	(30.5%)	1
173	(37.4%)	2
36	(7.8%)	3
38	(8.2%)	4
27	(5.8%)	5
36	(7.8%)	6

Out of 141 respondents (30.5%) who ranked 'books' as number one, 83 respondents (58.9%) were females and 58 (41.1%) were males.

CDs

Respondents	Percentage	Rank
23	(5.0%)	1
60	(13.0%)	2
92	(19.9%)	3
152	(32.8%)	4
84	(18.1%)	5
34	(7.3%)	6

Out of 23 respondents (5.0%) who ranked 'CDs' as number one, 5 respondents (21.7%) were females and 18 (78.3%) were males.

Electronic equipment

Respondents	Percentage	Rank
17	(3.7%)	1
69	(14.9%)	2
169	(36.5%)	3
70	(15.1%)	4
81	(17.5%)	5
40	(8.6%)	6

Out of 17 respondents (3.7%) who ranked 'electronic equipment' as number one, 8

respondents (47.1%) were females and 9 (52.9%) were males.

Videocassettes

Respondents	Percentage	Rank
12	(2.6%)	1
20	(4.3%)	2
68	(14.7%)	3
135	(26.2%)	4
161	(34.8%)	5
51	(11.0%)	6

Out of 12 respondents (2.6%) who ranked ‘videocassettes’ as number one, 3 respondents (25.0%) were females and 9 (75.0%) were males.

Question 16: If they wanted to relax and forget about everyday life, what would they do?

Respondents were asked to rank these activities in order of importance.

Listen to music

Respondents	Percentage	Rank
293	(63.3%)	1
91	(19.7%)	2
34	(7.3%)	3
10	(2.2%)	4
13	(2.8%)	5
18	(2.8%)	6

Out of 293 respondents (63.3%) who ranked ‘listen to music’ as number one, 150 respondents (51.2%) were females and 143 (48.8%) were males.

Read a novel

Respondents	Percentage	Rank
92	(19.9%)	1
59	(12.7%)	2
74	(16.0%)	3
134	(28.9%)	4
60	(13.0%)	5
39	(8.4%)	6

Out of 92 respondents (19.9%) who ranked 'read a novel' as number one, 50 respondents (54.3%) were females and 42 (45.7%) were males.

Watch a video cassette

Respondents	Percentage	Rank
31	(6.7%)	1
180	(38.9%)	2
105	(22.7%)	3
77	(16.6%)	4
35	(7.6%)	5
28	(6.0%)	6

Out of 31 respondents (6.7%) who ranked 'watch a video cassettes' as number one, 13 respondents (41.9%) were females and 18 (58.1%) were males.

Watch a soapie on TV.

Respondents	Percentage	Rank
15	(3.2%)	1
45	(9.7%)	2
81	(17.5%)	3
88	(19.0%)	4
173	(37.4%)	5
51	(11.0%)	6

Out of 15 respondents (3.2%) who ranked 'watch a soapie on TV' as number one,

6 respondents (40.0%) were females and 9 (60.0%) were males.

Go to movies

Respondents	Percentage	Rank
13	(2.8)	1
52	(11.2%)	2
132	(28.5%)	3
105	(22.7%)	4
84	(18.1%)	5
59	(12.7%)	6

Out of 13 respondents (2.8%) who ranked ‘go to movies’ as number one, 7 respondents (53.8%) were females and 6 (46.2%) were males.

4.3.2.6. Discussion on purposes of reading and preferred activities and items

In question 14, 15 and 16, respondents were asked to rank in order of importance the purpose they read for, what they would buy if someone gave them R500 and what they would do if they wanted to relax. Most respondents (68.7%) reported reading for information. The results were very similar for females (49.7%) and males (50.3%). The Chi-square statistic value ($X^2 = 15.6$, 9 df, p-value = 0.0758) to test for gender effect was not *significant*. Again, their purpose for reading seemed to coincide with their definition of ‘reading for pleasure’. This was followed by few respondents (18.6%), 49.7% females and 50.3% males who claimed to read to improve their English, ($X^2 = 4.9$, 9 df, p-value = 0.8410). Even with this response, it correlates with why they were reading most in English rather than in their home languages.

It was surprising to find out that very few respondents (0.6%) see reading as a way of finding out about other school subjects, yet they claim to read for information. I am not sure what information they seek when reading, whether there was a mismatch between what their school subjects offer and what they would like to read about. Again, if one looks at responses that are related to what is generally understood as ‘reading for

pleasure', that is, to enjoy the world of imagination (1.3%), to relax (1.9%), and to pass the time (0.9%), one can see that respondents do not read for pleasure at all.

See the graph below:

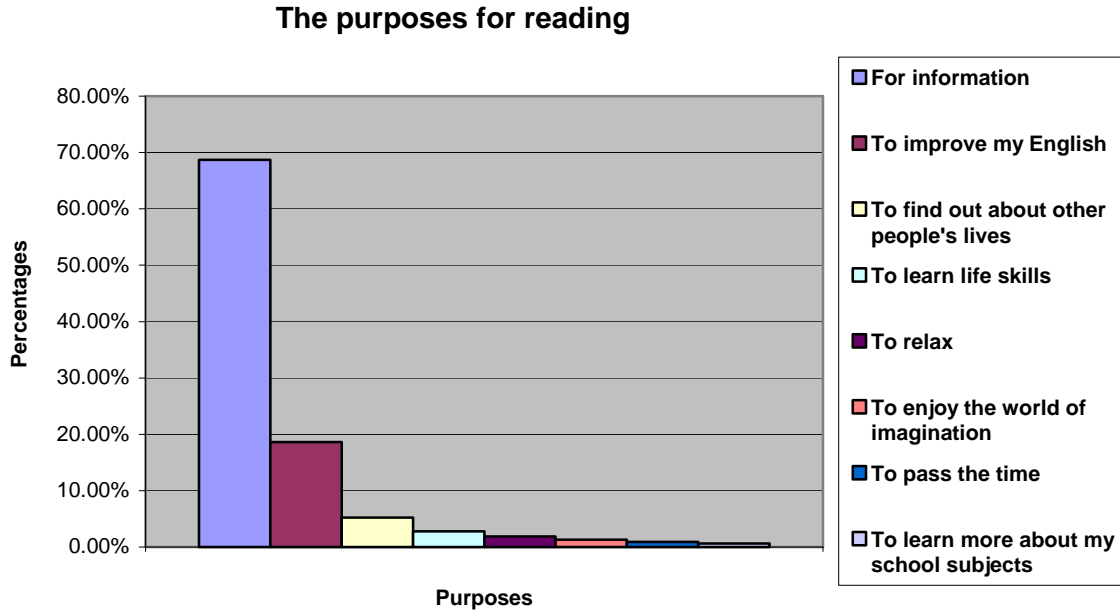


Figure 11: The purposes for reading

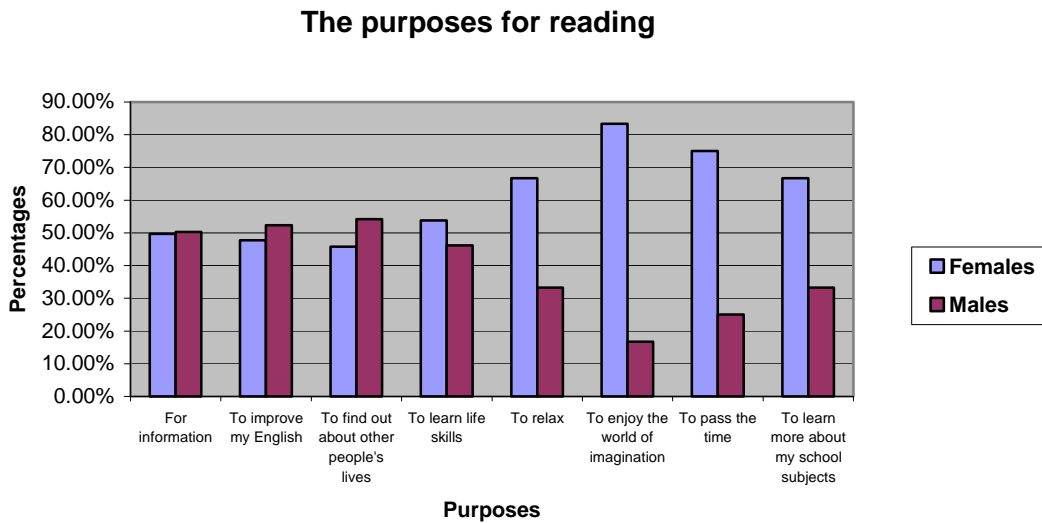


Figure 12: The gender effect

Clothes (55.3%) were also respondents' priority. Knowing the economic circumstances of the respondents, it is expected that basic needs will be sought first before anything else. This is also confirmed by their last choice, 'go to the movies' 13 (2.8%).

The Chi-square statistic value ($X^2 = 5.0$, 6 df, p-value = 0.5493) to test for gender effect was *not significant*. This was followed by a second choice **books** (30.5%), which is a relatively high figure in the circumstances. The Chi-square statistic value ($X^2 = 18.1$, 6 df, p-value = 0.0059) to test for gender effect was *significant*.

Respondents rated **listening to music** (63.3%) as their best option to choose if they want to relax and forget about everyday life. The Chi-square statistic value ($X^2 = 3.8$, 6 df, p-value = 0.7053) to test for gender effect was *not significant* even though females had a higher preference for listening to music than males. This was followed by a distant second choice, **reading a novel** (19.9%). This suggests that learners might not buy novels but rather buy other reading material such as non-fiction and/or textbooks.

The Chi-square statistic value ($X^2 = 15.5$, 6 df, p-value = 0.0160) to test for gender effect was *significant*. These points are illustrated in the graph below:

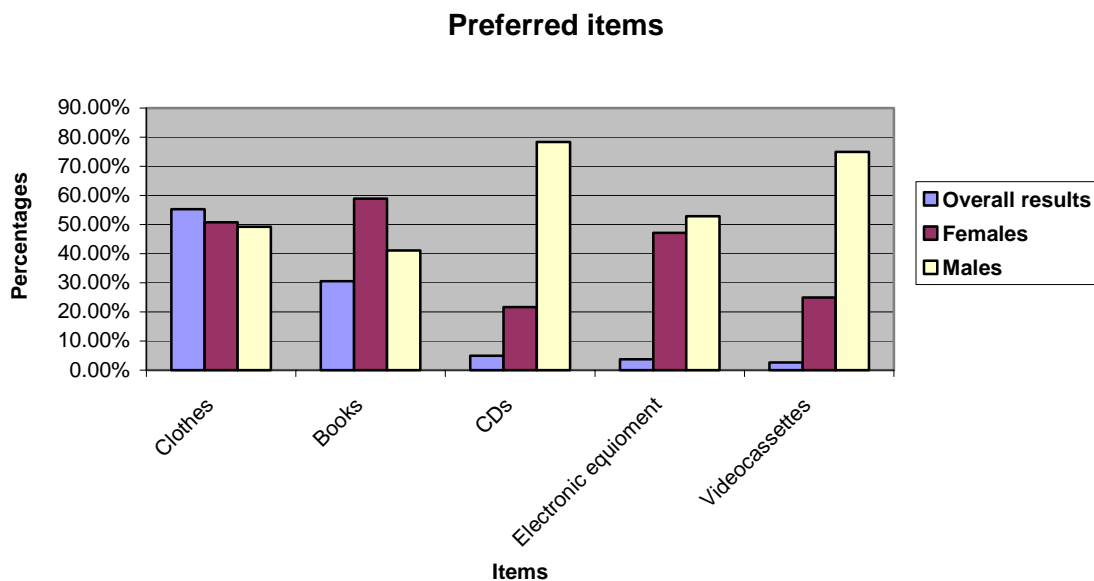


Figure 13: Preferred items

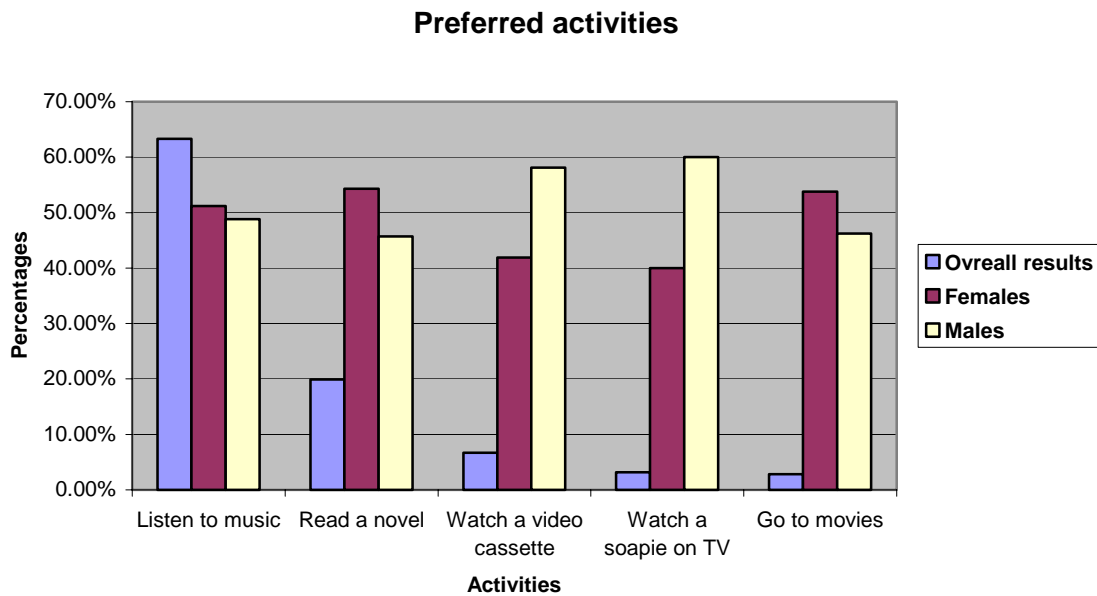


Figure 14: Preferred activities

Question 17: Where do respondents obtain reading material?

Q.17 to Q. 34 will be discussed together after Q.34.

Learners were asked to choose from the given list of places where they get their reading material from. They could select more than one option, which is why the figures add up to more than 100 per cent.

Shop (buy)	250	(54.0%)
Public Library	248	(53.6%)
Home	218	(47.1%)
School library	214	(46.2%)
Friends	207	(44.8%)
Other	11	(2.4%)

Question 18: Does your school have a library?

Yes	307	(66.3%)
No	149	(32.3%)

Question 19: Learners were asked to tick all the things their school has on the following list. They could select more than one option, which is why the figures add up to more than 100 per cent.

Novels in English	299	(64.6%)
Novels in Afrikaans	252	(54.4%)
Novels in isiXhosa	265	(57.2%)
Daily newspapers	124	(26.8%)
Current magazines	106	(22.9%)
Reference Books		
e.g. encyclopedia	130	(28.1%)
Some new books	159	(34.3%)
Out of date textbooks	217	(46.9%)
Old books	263	(56.8%)
A quiet area where you can read	173	(37.4%)
Comfortable chairs and tables	89	(19.2%)
Posters on the walls	186	(40.2%)

It was interesting to notice that all the material they most want to read is not available in their school libraries.

Question 20: Are you allowed to take books out of your library (take home)?

Yes	163	(35.2%)
No	284	(61.9%)

Question 21: How often is your school library open?

It never opens	113	(24.4%)
All day every day	87	(18.8%)
For a few hours every day	80	(17.4%)
For a few hours or two days a week	49	(10.6%)

Other

During school time	23	(5.0%)
Sometimes	3	(0.7%)
When there is a need	2	(0.4%)
Mondays or Fridays	1	(0.2%)
Once a month	1	(0.2%)
Don't know	1	(0.2%)

Question 22: Do you have special times at your school for independent reading?

One period a day is set aside in class for independent reading	165	(35.6%)
One or two periods a week are set aside in class for independent reading	41	(8.9%)
We have a library period once a week	46	(9.9%)

Other

Don't know	91	(19.7%)
When teacher is not available	15	(3.2%)
No longer have it	4	(0.9%)
Don't have it	2	(0.4%)
When we are free	2	(0.4%)
Had it then	1	(0.2%)
Always closed	1	(0.2%)
Break-time	1	(0.2%)
Sometimes	1	(0.2%)
When the teacher wants to	1	(0.2%)
When teacher feels like it	1	(0.2%)
Opened during language period	1	(0.2%)
I go to community library	1	(0.2%)
I read in class	1	(0.2%)

Even though respondents indicated that they do have a period set aside for independent

reading sometime during the school periods, only 165 respondents (35.6%) indicated that there is one period a day set aside in class for independent reading.

Question 23: Do you belong to a public library?

Yes	178	(38.4%)
No	279	(60.5%)

Question 24: Which library?

Grahamstown Library	97	(21.2%)
Nduna Library	82	(17.8%)
Cory library	8	(1.7%)
6SABattalion Library	2	(0.4%)
Alicedale Library	1	(0.2%)

The other 279 respondents (60.5%) reported not belonging to any library.

Question 25: How often do you take books out of the library?

Don't take them out	296	(63.9%)
Once a week	23	(5.0%)
Twice a week	32	(6.9%)
Once a fortnight	28	(6.0%)
Once a month	52	(11.2%)
When I'm not too busy	11	(2.4%)
Quite a lot when I have assignments to do	8	(1.7%)
Only holidays when I have project to do	1	(0.2%)
Once in a while	12	(2.6%)

Question 26: How old were you when you learnt to read?

Year	Counts	Percentages
Don't remember	87	(18.7%)
1	1	(0.2%)
3	3	(0.7%)

4	13	(2.8%)
5	32	(7.0%)
6	112	(24.3%)
7	88	(19.1%)
8	55	(12.0%)
9	21	(4.6%)
10	15	(3.3%)
11	2	(0.4%)
12	10	(2.2%)
13	6	(1.3%)
14	4	(0.9%)
15	4	(0.9%)
16	4	(0.9%)
17	1	(0.2%)
Don't know	2	(0.4%)

Question 27: When you were very young, did people tell you stories?

Yes	394	(85.3%)
No	66	(14.3%)

There were 462 respondents who answered this question. 2 errors were captured. Out of 394 respondents (85.3%) who answered 'yes' to this question, 207 respondents (52.5%) were females and 187 (47.5%) were males, and out of 66 respondents (14.3%) who answered 'no' to this question, 22 respondents (33.3%) were females and 42 (63.6%) were males.

Who told you stories?

Grandparents	228	(49.2%)
Mother	149	(32.2%)
Father	81	(17.5%)
Teacher	27	(5.9%)

Other

Siblings	85	(18.4%)
Aunt	18	(3.9%)
Friends	16	(3.5%)
Uncle	13	(2.8%)
Niece	2	(0.4%)
Cousin	1	(0.2%)
Sub B Teacher	1	(0.2%)
TV	1	(0.2%)

It is evident from this data that grandparents and mothers played a role in introducing their children to an important aspect of pre- or emergent literacy (i.e. story telling). Other people who played an important were siblings (18.4%). `Teachers' played a much smaller role in this regard.

Question 28: When you were very young did anyone read you stories?

Yes	346	(74.7%)
No	111	(24.0%)

Respondents were further asked to state the person who read them stories.

Who?

Mother	119	(25.7%)
Grandparents	58	(12.5%)
Father	44	(9.5%)
Teacher	29	(6.3%)

Other

Siblings	135	(29.2%)
Aunt	22	(4.8%)
Friends	6	(1.3%)
Uncle	6	(1.3%)
Nurses	1	(0.2%)
Cousin	1	(0.2%)

Niece	1	(0.2%)
Neighbours	1	(0.2%)

Again, here siblings, mother, and grandparents played a role in introducing respondents to this important pre- or emergent literacy activity. Again, teachers played a minimal role in introducing young children to this literacy activity at school. This highlights the need for Primary schools to read to the learners and not only in the Foundation Phase.

Question29: Do you own any books besides your schoolbooks?

Yes	285	(61.6%)
No	177	(38.2%)

Out of 285 respondents (61.6%) who answered ‘yes’ to this question, 140 respondents (49.1%) were females and 145 (50.9%) were males, and out of 177 respondents (38.2%) who answered ‘no’ to this question, 92 respondents (52.0%) were females and 85 (48.0%) were males.

How many?

No of respondent/s	Percentage	No of books owned
177	(40.6%)	don’t remember
20	(4.6%)	1
56	(12.8%)	2
72	(16.5%)	3
32	(7.3%)	4
19	(4.4%)	5
14	(3.2%)	6
5	(1.1%)	7
6	(1.4%)	8
5	(1.1%)	9
8	(1.8%)	10
1	(0.2%)	11
6	(1.4%)	12
1	(0.2%)	13

1	(0.2%)	14
2	(0.5%)	15
1	(0.2%)	19
3	(0.7%)	20
1	(0.2%)	38
2	(0.2%)	none
2	(0.5%)	lots

Question 30: Do you get a newspapers or newspapers at home?

Yes	358	(77.3%)
No	100	(21.6%)

There were 463 respondents for the ‘yes’ entry and 462 for the ‘no’ entry. 1 error was captured for the first entry. Out of 358 respondents (77.3%) who answered ‘yes’ to this question, 186 respondents (52.0%) were females and 172 (48.0%) were males, and out of 100 respondents (21.6%) who answered ‘no’ to this question, 44 respondents (44.0%) were females and 56 (56.0%) were males.

Which newspaper?

Grocott’s Mail	182	(39.3%)
Mail & Guardian	122	(26.4%)
Daily Dispatch	52	(11.2%)
Ilizwi LaseRhini	45	(9.8%)
Sunday Times	25	(5.4%)
Burger	25	(5.4%)
Sowetan	9	(1.9%)
City Press	6	(1.3%)
Laduma	5	(1.1%)
Rapport	5	(1.1%)
Herald	3	(0.6%)
Imvo ZabaNtsundu	2	(0.4%)
Weekend Post	1	(0.2%)

Beeld	1	(0.2%)
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How often?

Twice a week	152	(32.0%)
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Every day	88	(19.0%)
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Once a week	52	(11.3%)
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Once a while	37	(8.0%)
--------------	----	--------

When I feel lousy	22	(4.8%)
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When it is available	5	(1.1%)
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Every week	4	(0.9%)
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When there is

something interesting	3	(0.6%)
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Don't read	99	(21.4%)
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Where does it come from?

Buy it	283	(61.1%)
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Mom's work	33	(7.1%)
------------	----	--------

Free from the shop	28	(6.0%)
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Public library	4	(0.9%)
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Don't know	2	(0.4%)
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Brother	2	(0.4%)
---------	---	--------

My sister's friend	2	(0.4%)
--------------------	---	--------

Friends	2	(0.4%)
---------	---	--------

Neighbours	1	(0.2%)
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Home	1	(0.2%)
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Father's brother	1	(0.2%)
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Borrow it	1	(0.2%)
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School library	1	(0.2%)
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Dad's friend	1	(0.2%)
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Mom's friend	1	(0.2%)
--------------	---	--------

Father' work	1	(0.2%)
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Don't get it	99	(21.4%)
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Question 31: Has anyone ever given you a book as a present (e.g. a birthday present)?

Yes	175	(37.8%)
No	283	(61.1%)

463 respondents answered this question and 5 errors were captured. Out of 175 respondents (37.8%) who answered 'yes' to this question, 99 respondents (56.6%) were females and 76 (43.4%) were males, and out of 283 respondents (61.1%) who answered 'no' to this question, 134 respondents (47.3%) were females and 149 (52.7%) were males.

Who?

Mother	70	(15.1%)
Father	25	(5.4%)
Teacher	8	(1.7%)
Grandmother	1	(0.2%)

Other

Friend	53	(11.4%)
Siblings	30	(6.5%)
Uncle	13	(2.8%)
Aunt	10	(2.2%)
Girlfriend	7	(1.5%)
Boyfriend	3	(0.6%)
Mother's boss	2	(0.4%)
Nurse	2	(0.4%)
Relatives	1	(0.2%)
Cousin	1	(0.2%)
Brother-in-law	1	(0.2%)
Neighbours	1	(0.2%)
Father's boss	1	(0.2%)

Question 32: Does anyone encourage you to read?

Yes	441	(95.2%)
No	19	(4.1%)

463 respondents responded to the 'yes' entry and 462 to the 'no' one. 2 errors were captured for the second entry. Out of 441 respondents (95.2%) who answered 'yes' to this question, 225 respondents (51.0%) were females and 216 (49.0%) were males, and out of 19 respondents (4.1%) who answered 'no' to this question, 8 respondents (42.1%) were females and 11 (57.9%) were males.

Question 33: Who encourages you?

My mother	354	(76.5%)
My teacher	260	(56.2%)
My father	162	(35.1%)

Other

Siblings	31	(6.7%)
Friend	25	(5.4%)
Grandmother	16	(3.5%)
Aunt	6	(1.3%)
Uncle	5	(1.1%)
Boyfriend	4	(0.9%)
Relatives	2	(0.4%)
Cousin	2	(0.4%)
Grandfather	2	(0.4%)
Girlfriend	1	(0.2%)
Me	1	(0.2%)

Question 34: Do you think it is important to read?

Yes	457	(99.1%)
No	3	(0.6%)

461 respondents responded to the 'yes' entry and 463 to the 'no' one. 1 error was

captured for the first entry and 2 for the second one. Out of 457 respondents (99.1%) who answered 'yes' to this question, 232 respondents (50.8%) were females and 225 (49.2%) were males, and 3 males answered 'no' to this question.

Why/why not?

Improve my language	236	(51.0%)
For information	227	(49.1%)
For profession and status	169	(36.5%)
To relax/take away worries	15	(3.2%)
It bores me	1	(0.2%)

4.3.2.7. Discussion on access to sources of reading material and reading practices

It was interesting to find that most respondents (54.0%) purchased their reading material, given their economic circumstances. Others claimed that they got their reading material from a public library (53.6%). while more or less the same percentage of respondents reported that they got their reading material from the school library (46.2%), from home (47.1%), from friends (44.8%), and another small percentage reported obtaining it from other places (2.4%). The analysis of scores in terms of where the respondents obtain their reading material revealed a fairly similar distribution of score pattern, regardless of whether the respondents were in school A, B, or H, while other scores revealed very different set of patterns. The chi-square statistic value for 'purchased reading material' ($X^2 = 18.7$, 7 df, p-value = 0.1751), material borrowed from 'public library' ($X^2 = 31.9$, 7 df, p-value = 0.0599), and from 'friends' ($X^2 = 41.3$, 7 df, p-value = 0.2158) when testing schools effect showed no school effect. However, chi-square statistic value for reading material got from the 'school library' ($X^2 = 74.3$, 7 df, p-value = 0.0000), and from 'home' ($X^2 = 54.0$, 7 df, p-value = 0.0022), were *highly significant*, showing that there is a school effect.

Even though 66.3% of respondents claimed to have school libraries, only 35.2 % reported being allowed to borrow books and take them home, and chi-square statistic value to test for school effect was *highly significant* ($X^2 = 143.0$, 7 df, p-value = 0.0000). This is also

confirmed by their different responses to question 21, ($X^2 = 256.4$, 7 df, p-value = 0.0000) (see the breakdown of Q. 21).

Again, examining the responses in question 22, it is clear that not all schools have special times set aside for independent reading. Although 35.6% claimed to have one period a day set aside in class for independent reading, 35.5% of schools do not set regular time aside at all. This difference is *highly significant* as revealed by chi-square statistic value of ($X^2 = 54.7$, 7 df, p-value = 0.0000). Most respondents (60.5%) reported not belonging to any public library either ($X^2 = 22.5$, 7 df, p-value = 0.0698). For those who are members, only a few often took books out (see the breakdown in Q. 25). 63.9% stated that they did not take any books out of the library ($X^2 = 110.0$, 56 df, p-value = 0.0000), a *highly significant* difference among schools.

Different ages were reported that mark stages when respondents started to learn. Some started at a very early age (year 1- which seems unlikely) while others started at late age (year 14-17, see the breakdown in Q.27). Nevertheless, the majority of the respondents (85.3%) claimed they were told and read stories when they were very young. The chi-square statistic value revealed a *significant* difference in gender (told: $X^2 = 7.4$, 2 df, p-value = 0.0248), (read: $X^2 = 5.4$, 2 df, p-value = 0.0200). Grandparents (49.2%), mothers (32.2%) and siblings (18.4%) played a major role in telling them stories. Again, siblings (29.2%) and mothers (25.7%) played a vital role in reading stories to these respondents. Only 6.3% claimed to be read to by teachers.

Even though most respondents claimed to own books besides their school books, only a small percentage (6.1%) had more than ten, ($X^2 = 2.9$, 2 df, p-value = 0.5104), suggesting that they are not socialized into a reading culture: love for books is not promoted from an early age so that they can attach value to books and reading of any kind, and most of their parents cannot afford to buy them. Newspapers (77.3%), $X^2 = 2.9$, 2 df, p-value = 0.2331 though, especially **Grocott's Mail** (39.3%), $X^2 = 0.4$, 1 df, p-value = 0.5163 and the **Mail & Guardian** (24.5%), $X^2 = 9.1$, 2 df, p-value = 0.0026 were commonly read at home by most respondents. The chi-square statistic value

to test gender effect was *not significant* for the first newspaper (i.e. Grocott's Mail) while *significant* for the second newspaper (i.e. Mail & Guardian). Most of them (61.1%) claimed that they bought their newspapers. Again, it was interesting to find this claim, knowing how expensive the **Mail & Guardian** is (R7.00), and given the economic and social classes of parents/guardians of the respondents. However, only 19.0% claimed to read their newspapers every day, while 32.0% reported reading them twice a week (see Q. 30 for the breakdown). School (0.2%) and public libraries (0.9%) seemed to have failed to play their role in providing the respondents with reading material (in this case newspapers).

Receiving a book as a present is a strange occurrence to many respondents (61.1%). The 37.8% who claimed to have received some got them from different members of the family and a *significant* difference in gender was revealed, ($X^2 = 7.5$, 2 df, p-value = 0.0232). Teachers (1.7%) or schools also failed to play a leading role in promoting a love for reading by giving book vouchers/prizes during prize giving or on certain events. This could have instilled a love of reading and added perceived value to books. Nevertheless, mothers (76.5%) and teachers (56.2%) are claimed to be the people who most encouraged respondents to read (95.2%) and *no significant* difference in gender was revealed in the respondents, but the mothers (76.5%) as givers of books reveals a significant parental gender difference. The old saying seems to be true: "Educate a father and you educate one man, but educate a woman and you educate a family." Parents have to play a primary role in setting up a good literacy environment for their children, but teachers, too, have to play a part since many parents are illiterate and teachers spend a lot of time with the learners at school.

The majority of respondents (99.1%) see reading as an important activity. The chi-square statistic value ($X^2 = 1.1$, 2 df, p-value = 0.3048) to test for gender effect was *not significant*. 51.0% claimed to read to improve their language, for information (49.1%), and for profession and status (36.5%). Only 3.2% read to relax or to take away worries, while only 0.2% claimed that reading bored him/her.

4.3.3. Conclusion

Choices for networks: What has emerged from this study is that learners do read even though they have limited or no exposure to a variety of reading material because of lack of resources at home, in their communities and at school. Because of their limited exposure to a variety of reading material (from different genres) they are forced to choose from what is available or have no choice at all.

Preferred reading material: The findings of this study show that respondents were never exposed to a variety of reading material from all different types of genres. The fact that they were unable to come up with any new texts except the prescribed networks for their grade and a lack of a third choice in Xhosa, confirm this. **Julius Caesar**, **Makhwekhwetha**, and **Jat Kry Vlerke** were their best choices, which means, in essence, that they do not have any choice.

Magazines (29.9%) and **newspapers** (27.9%), followed by a rather distant third choice, **novels** (13.4%) were the reading materials most preferred by respondents. A significant difference in gender was marked in terms of preferred reading material. Females preferred reading magazines, novels, and recipe books while males preferred reading newspapers, the Bible, manuals, poetry, school newspaper and notices, comics, sport magazines, study guides, and Reader's Digest.

Respondents also indicated that they preferred reading topics related to **love** (22.5%), followed by **sport** (21.4%) and **politics** (19.0%). Even though females mostly favoured topics about love (56.7%), healthy lifestyle (54.3%), how to be successful (60.0%), life skills (63.0%), fashion (68.0%), beauty (75.0%), business (entrepreneurship) (52.9%), and cars (71.4%), only topics about love, fashion, and beauty revealed statistically significant difference in gender. Males, on the other hand, preferred topics related to sport (71.7%), politics (58.0%), computers (53.6%), religion (53.6%), crime (80.0%), and sexuality (58.3%). Sport was revealed as highly significant in gender differences.

Clothes (55.3%), and **books** (30.5%) were also items respondents indicated that they would prefer to buy if they had R500.00 at their disposal. A significant difference in gender was also marked for choices like, books (females) and CDs (males) Respondents also indicated that **listening to music** (63.3%), followed by a distant second choice, **reading a novel** (19.9%) were activities they would prefer to do if they chose to relax. Again, a significant difference in gender was revealed for preferred activities like 'read a novel' (females), and 'watch a video cassette' (males).

Machet *et al.* (2001), when auditing learners' reading preferences at primary and secondary schools in Gauteng, South Africa, registered similar findings. The majority of respondents at secondary school read **magazines** (97.9% of the girls and 93.9% of the boys). Magazines were more popular with girls (40.7%) than with boys (17.1%). **Newspapers** (98.6% of the boys and 95.0% of the girls) were another reading material read by the majority of respondents at home. **The Sunday Times** (50.4% of the boys and 43.4% of the girls) and the **Pretoria News** (43.8% of the boys and 44% of the girls) appeared to be read by many respondents. In both studies a local newspaper was most widely read. Storybooks were sometimes read (by 48.5% of the boys and 49.6% of the girls). Only 9.7% of the boys and 17.1% of the girls indicated the option 'very often'. **Romantic fiction**, followed by **school stories**, **fantasy**, **religious stories**, **adventure stories**, and **African folk tales** were most popular to girls, while **horror**, **humour**, **mysteries**, **adventure**, and **fantasy** were preferred by boys. The findings in this study were similar. **Sport** was the most popular subject to boys, while the **way your body works** was the most popular category for girls.

Machet *et al.* (2001), also found that **sport**, **listening to music on tapes/records/CDs**, **playing with friends**, **watching TV**, and **listening to the radio** were the five most popular out-of-school activities preferred by boys, while girls preferred **music on tapes/records/CDs**, **watching TV**, **listening to the radio**, **watching videos**, and **using a computer**. Boys' choices in order of popularity were: **newspapers**, **magazines**, **novel/stories**, **information books**, **information pamphlets**, while girls' choices in order of popularity were: **magazines**, **novels/stories**, **newspapers** and **information books** and

information pamphlets. Magazines featured very highly as a favourite source of information to girls, and newspaper to boys. Unlike in Machet *et al.* (2001) where it is reported that **comics** were read by many secondary school learners (by 77.6% of boys and 72.9% girls), in this study there was virtually no interest in comics (3.0%).

However, different findings were found in overseas studies undertaken by Worthy (1996) and Worthy *et al.* (1999) with Grade 6s from low-to-middle income. Worthy (1996) found that **scary stories** and **novels** were popular with most learners, followed by **popular magazines, cartoon collections, comics, drawing books, and specialized series.** Similar to this, Worthy *et al.* (1999) found **scary stories and books and cartoons and comics** were preferred by most respondents (65.0%). **Sports books and drawing books** were also among the top-ranked materials. 29% of respondents reported other materials in a high-ranking category. **Magazines** (23.0%) were rated as popular reading material. **Scary books, cartoon and comics, sports, drawing, and animals** were among the top 10 for both boys and girls. Boys ranked **cars and trucks** and **almanacs** higher than girls, while girls ranked **funny novels** and **series** higher. As demonstrated by my study, **Encyclopedias, historical information books, math/science, and biographies** were at the bottom of the list. This might be because of expense.

Favourite authors: In this study, **Shakespeare** (18.3%) was at the top of the list for favoured authors, followed by **Satyo** (14.8%), and **Mtuze** (6.2%), while 32 (7.1%) of the respondents reported having no favourite author. Shakespeare was chosen as the best author because of 'the way he writes and the English he uses' (53.6%), 'he writes about enjoyable and interesting topics' (59.8%), and 'he has a good sense of humour' (5.4%). Here respondents confirmed their preference for **Julius Caesar**. In contrast, in studies overseas (Worthy *et al.*, 1999) the popular novelist **R.L. Stine** was chosen by 215 (68%) respondents, with **Stephen King** was a distant second at 44 (14.0%). **William Shakespeare** was named only by 6 (1.9%) who had recently studied **Hamlet**, while 103 respondents (32.6%) did not have a favourite author.

Preferred language: It emerged from this study that generally respondents preferred reading in English rather than in their mother-tongue (74.3%). Participants in this study were predominantly Xhosa and Afrikaans speakers. (75.2%) of Xhosa speakers reported reading more in English than in Xhosa (41.2%), and 67.9% of Afrikaans speakers also reported reading more in English than in Afrikaans (54.7%). It was interesting to notice that Xhosa speakers had a slightly greater preference for reading in English than Afrikaans speakers. However, Afrikaans speakers (54.7%) showed more interest in reading in their mother-tongue than Xhosa speakers did. The t-tests for proportions concluded that there was a significant language effect between these two language groups. Participants chose reading in English because they wanted ‘to improve and understand the language’ (29.6%), it is ‘an important and an international language’ (23.3%), they ‘liked English and wanted to gain knowledge’ (18.4%), ‘most interesting books are written in English’ (3.3%), and they ‘wanted to get jobs and for status’ (1.3%). They claimed that they were reading in their L1 because it is ‘their mother-tongue’ (38.3%), and they ‘could understand the language’ (29.1%).

The same was found in another South African study carried out by Machet *et al.* (2001). They found that the vast majority of respondents (97.1% of boys and 98.4% of girls) preferred to read books in English rather than in their home language. Only one respondent chose Afrikaans, while 2.1% of boys and 1.6% of girls opted for African languages (no Afrikaans schools were included in the survey). Respondents claimed that they chose English over their mother-tongue because they wanted ‘to practise English instead’, that African Languages ‘are hard to understand’, and the third most popular reason was that ‘there aren’t enough of the kind [of books] they liked’.

Sources for reading material: Most respondents in this study (54.0%) reported that they buy their reading material, while others (53.6%) reported getting it from the public library. However, home (47.1%), school libraries (46.2%), friends (44.8%) and other places (2.4%) were also reported as other sources for reading material. The chi-square test results for reading material obtained from ‘school libraries’ and ‘home’ were revealed as highly significant among respondents of different schools. 66.3% confirmed

that there were libraries in their schools, but they were not allowed to take books home (61.9%). The majority also reported that they seldom visit the library, and when they go there it is only a spur-of-moment thing (see the breakdown in Q.25) not for literacy development. Sadly, only 38.4% belonged to public libraries.

The same was found by Worthy et al. (1999) and Machet *et al.* (2001). They reported that respondents typically got their reading materials from purchased sources. In the Machet *et al.* study (2001), mothers frequently paid for the books purchased (54.8% of the boys and 53.5% of the girls) with fathers second in line (47.7% of boys and 44.2% of girls). On the contrary, Worthy (1996) in his overseas study and Gardner (1991) in his South African one, found that very few pupils bought books and only a few pupils selected books from their home bookshelves. Libraries, especially school and classroom libraries, were where the overwhelming majority of learners obtained their books, even though most of the time they did not have many of the materials at the top of the learners' lists. Worthy et al. (1999) and Machet *et al.* (2001) further reported that borrowed materials were from the school, or public library. However, classroom libraries were also reported as other sources of reading material (Machet *et al.*, 2001). Learners obtained a large portion of materials from stores and home. School libraries were also ranked high, followed by public libraries. Classroom libraries and friends were last on the list. Libraries appeared to be the main source of borrowed books. Schools were the second most commonly used source. Friends were used less often, with girls borrowing books from friends more often than boys did. It was also found that respondents frequently got their comic books from friends. The most frequent source for magazine loans for respondents were parents (for girls) and friends (for boys), although girls still borrowed magazines from friends more than boys. Local and school libraries were never mentioned. Local and school libraries were the least places where respondents borrowed their comics.

Reading patterns: It appears that a fixed **period for independent reading** was set aside in less than half the schools, Only 35.6% of respondents confirmed that one period was set aside in the class for independent reading and the chi-square test results showed

highly significant differences among different schools. Other respondents (8.9%) reported that one or two periods a week were set aside in class for independent reading, while another 9.9% claimed that they had a library period once a week. There were also other responses that showed that independent reading was just a spur-of-the moment activity (see breakdown of responses in Q.22).

The same was found by Worthy (1996). Respondents in his study reported that opportunities for free reading in school were infrequent. They stated that they had time to read when they were finished with work, but no teacher had a regularly scheduled free reading time. Learners explained that the occasional free reading times were typically spur-of-the-moment events, scheduled as afterthoughts when there is a lull in regular instruction, such as at the end of a grading period or when an instructional activity took less time than expected. Machet *et al.* (2001) reported that only a few readers (in their study) spent time reading for fun.

Purpose for reading: What emerged from this study is that **reading** is seen as a means of obtaining information about topics that adolescents perceive as important, but is not seen as a means of independently finding out about their school subjects (which suggests that schools might not be encouraging this important aspect of lifelong learning).

The chi-square test results for gender was not significant.

Reading experience: Most learners registered their struggles pertaining to L1 and L2 reading. Only 35.4% of the respondents reported reading with ease in their home language and in their L2, which is English (19.9%). The t-tests for proportion suggested that there was a lower proportion of Xhosa speakers who read well in isiXhosa (20.1%) and in English (35.4%) and the results were highly significant, while results for Afrikaans speakers showed no significant difference. The rest were struggling to a greater or lesser degree with their reading. The same was found in Gardner's (1991) study, where only 7% of the entire sample (2 800) was registered as avid readers.

Role of the parents in literacy development: Given the demographic characteristics of the respondents' parents/guardians in this study, mothers and siblings played a primary role in setting up a good literacy environment for their children. It is evident that many learners were introduced to the important aspect of pre- or emergent literacy skill from an early age. The majority of the respondents (85.3%) claimed they were told and read stories (74.7%) when they were very young and no significant difference in gender was revealed. Grandparents (49.2%) and mothers (32.2%) and siblings (18.5%) played a major role in telling them stories, while siblings (29.2%) and mothers (25.7%) read to them. Only 6.3% claimed to be read to by teachers. It was also found that mothers (76.5%) were the ones who encouraged respondents to read most (95.2%) and no significant difference in gender was revealed. This means that parents, especially mothers – despite their low levels of education – played a decisive role in their children's early literacy experiences and siblings who shared that responsibility. Teachers, however, are falling behind. They, too, have to play a part since many parents are illiterate and teachers spend a lot of time with the learners at school.

Similar findings were reported by Worthy (1996) in United State and Mchet *et al.* (2001) in South Africa. They also found that most learners from an early age were read to, and most of them had books in their homes and many had learnt to read early. Mchet *et al.* (2001) also claimed that mothers played a most frequent role helping their younger children to choose what books to read. However, friends and teachers were found to be the greatest sources of help to secondary learners in choosing what books to read.

On the contrary, in South Africa Gardner (1991), found parents in his study were illiterate and therefore could not play their potential role in the development of their children's reading practices. Teachers as well were not keen, eclectic and sensitive readers who were best suited to providing guidance to learners in their reading classes/periods.

Socio-economic conditions: The findings of this study showed that most participants (54%) got their preferred reading material from purchased sources. **The Mail & Guardian** (26.4%) and **Grocott's Mail** (a local newspaper) were newspapers read most

by respondents. Males reported reading The Mail & Guardian more than females and a significant difference in gender was revealed. These newspapers too, were bought (61.1%) irrespective of respondents' socio-economic background.

Both Machet *et al.* (2001), and Worthy *et al.* (1999) reported the same findings as in my study. They claimed that their respondents were both from middle to low-income families and they too got most of their reading material from purchased sources. As in my study, Machet *et al.* (2001) also reported that their respondents claimed reading the **Sunday Times** (50.4% of the boys and 43.4% of the girls) and the **Pretoria News** (43.8% of the boys and 44% of the girls), and these newspapers were bought despite their parents' socio-economic background.

Negative attitude toward Afrikaans setwork: It has emerged from the findings of this study that respondents had a negative attitude toward their Afrikaans setwork. Only 10.3% chose **Jat Kry Vlerke** as their first choice, 2.3% (**Kinders van die Aarde**) as their second choice, and 1.4% (**Skakering**) as their third choice. 39.8% did not have any preference, 18.5% not doing Afrikaans, and 3.2% had forgotten the titles of the setwork. This attitude was also evident even when respondents reported about their language preferences (in reading).

4.3.4. Conclusion

The issues that have emerged here have further implications for how we as educators, 'teach' reading skills and how much exposure to different genres of reading material we provide to our learners. Recommendations for how this research can be advanced or put to practical use, and the limitations of the project, will be discussed in the following concluding chapter.

CHAPTER 5

CONCLUSION

Reading is the basis for success, not just at school, but throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost. This study has managed to answer the research questions successfully. What has emerged from this study is that learners have little exposure to a range of literature; hence they could not make informed choices when they were asked to choose networks they would like to read. They do not have knowledge of young people's literature. Teachers, school libraries, and local libraries have failed to play their role in promoting reading for pleasure and reading in general.

The findings of this research also show that learners are most interested in reading magazines and newspapers as well as topics related to love, sport and politics. This cautions teachers/caregivers to always be aware of what the different genders like/prefer and also acknowledge that these likes/preferences may change over time. This awareness could assist them when selecting reading material for their learners/children. However, to promote independent reading and love for reading, allowing readers to choose their reading material seems to be the best option, with guidance from caregivers/teachers/teacher-librarians when necessary.

Another important factor to be taken into consideration by publishers, librarians and teachers is the issue of language. It has emerged from this study (and others: Machet *et al.*, 2001) that though respondents chose to answer the questionnaire in their home language, most of them do not read much nor aspire to read in their home-language. The vast majority of them prefer English to their home language, because they perceive English as necessary for future social, commercial or academic mobility. To them, their mother-tongue is not the vehicle that will take them to greater heights in life. Xhosa-speaking learners see reading as a way of improving their language skills. Therefore, publishers, librarians, and teachers should encourage learners to attach more

value to reading in their home language by publishing more interesting material in African languages; and teacher and teacher-librarians must be able to introduce learners to those interesting reading materials.

This study also found that learners do not see reading as a way to increase their knowledge of other school subjects. This raises questions for teachers in relation to the importance of projects, assignments, and homework in their teaching practice and in learners' learning activities as a way of introducing learners to the benefits of libraries in search of new information.

It was also found that although there are libraries in some schools, learners are generally not allowed to take books home for reading. There are no programmes designed to develop learners' reading in schools, and teachers do not have any links with librarians.

Another important factor to be recognized is the role played by mothers in children's reading. Mothers seem to play a more important role than either fathers or teachers. Again, the fact that most of them do not see themselves reading well in their home language and in their second language (English) is a question for concern.

5.1. Limitations of the study

As I conducted this study and analysed my data, several limitations and implications for research emerged. While my combination of survey measures yielded valuable insights into the preferences of a large number of learners, more in-depth information about learners' interests would be valuable: knowing how learners' preferences translate into actual reading behaviors; observing learners choosing their reading material and interviewing them on how and why they choose their preferred reading materials. It is believed that when a wide range of reading material is there for learners to look at, there may be differences in what they choose.

Another problem, I think, was that there was some reluctance to answer the questionnaire. Respondents may have seen their participation as writing another test or examination. Furthermore, it could have been seen as a mammoth task, looking at the volume of the questionnaire that was presented to them. In answering the questionnaire, they encountered some language problems. Even though they had a choice of language to use to respond to the questionnaire, they struggled to finish filling it in. Questions in the questionnaire (e.g. ranking in order of preference–Q.4, 5, 10, 12, 13, 14, 15, 16, 17) - in all three languages - seemed very unclear to the respondents even though the questionnaire was firstly piloted to make it simple and clear. Many respondents were unfamiliar with the term ‘rank in order of preference’. Again, for those questions that required them to choose only one response many of them chose more than one. As a result many of the questionnaires were discarded (i.e. 29%).

Again, in studies of this nature, it is difficult to pin down the truth about what really happens out there. For example, in questions where learners were asked about their reading patterns and access to reading materials, even though I knew that in most schools there are no functioning school libraries and also no independent period set aside for reading, some of them responded to those questions positively. This forced me to go back to those schools and verify the answers with their language teachers.

5.2. Recommendations and implications for further research

The findings of this study show that Grade 11 ESL learners in Grahamstown state schools do read but what they want to read is not always available at home, school and even in our public libraries. Reading for pleasure is not a common practice in their schools and is not given equal status along with basic skills of instruction. This would suggest that teachers in these schools have failed to provide daily time in their classes for pleasure reading and (including teacher-librarians) to provide learners with a range of reading material from different genres that will interest them and promote an interest in book-reading.

Promoting a lifelong love for reading should be one of the most important goals in our schools. In order to promote reading for pleasure, a period should be set aside every day for independent reading, even though it is argued that this is impractical since it is difficult to find time within the crowded secondary school timetable. It is also crucial that learners be given access to reading materials and an opportunity to choose their preferred reading material. For secondary school learners to consider reading as a serious part of their lifestyles, they need exposure to a variety of reading materials, including short story anthologies, novels, plays, poetry collections, biographies, 'how-to' manuals, illustrated books, pamphlets, magazines, and newspapers.

Access to reading material is another factor that needs to be given the attention it deserves if we aim to promote a love for books and language proficiency. Libraries need to become the center of the school and need to be opened at break time and during the reading hours. Teachers and teacher-librarians need to set up an in-class lending library of L1 and L2 literature books, newspapers and magazines that learners can use and take home. It is essential that teachers model the use of library services to the advantage of the learners. A well-stocked classroom center - about four to eight reading materials per learner - sets the stage for immersing literacy learners in real reading. They need time to browse, sample, and select potentially interesting books. Teachers and librarians, therefore, have a crucial role to play in our schools/communities and need to work together on several issues to maximize access to reading material so that our learners' needs can be met and so that they get opportunities in school and at home to enjoy 'real' reading as a valued and worthwhile activity. Learners should be allowed to choose and borrow books from their school libraries and this facility should be sustained throughout the year.

Again, the findings of this study show that mothers play a more important role than fathers in children's reading. Both parents should play a major role in their child's success in learning to read and in encouraging her/him to become a lifelong reader. Parents are the major elements in literacy development. Involving parents/caregivers in the literacy process of their children is necessary and could benefit the child in attaining

linguistic, social and cultural skills. Since many parents/caregivers are illiterate, a collaboration between teachers and family is necessary. It could help the parents/caregivers to deal appropriately with the effective ways designed to help their children to attain literacy. Teachers need to guide parents on the best ways to read with children for the activity to have the maximum positive effect.

Family literacy programmes that are culturally appropriate and linguistically accessible to the level of the child could also be of great benefit to his/her literacy development. Family literacy programmes should encourage a range of literacy activities. Therefore, teachers must train parents/caregivers so that they can cope with demands of this process and work together towards literacy development.

In my findings I also pointed out that although learners do read, they read for practical purposes. This situation poses some challenges to school curriculum designers, to evaluate the relevance of the content in learners' reading material and textbooks in conjunction with their actual practices. Maybe what the learners are required to study at school is not directly connected to their everyday needs; to them the school curriculum does not cater for their day-to-day living experiences, and therefore does not prepare them to deal efficiently and effectively with their daily challenges of living in the real world. Curriculum designers and implementers should, therefore, assess all reading material and learning resource material to be selected and already prescribed for schools and choose those that include topics that interest and are relevant to young adults' lives and their practical world: topics which impart knowledge and skills that will prepare learners for life now and in the future.

Again, teachers need to reflect on the principles of teaching/learning, which build on the experiences of learners, to make their practice effective and learners' learning relevant. They can also pursue professional development activities (attend conferences, read journals and newsletters, take courses and seminars) to keep up-to-date on language learning research and on new approaches to language teaching.

In tandem, the Education Department must provide extensive in-depth teacher in-service training. Secondary teachers need to be trained to be aware of the literacy demands of their subjects. Massive in-service training needs to take place to establish good practice across the whole teaching staff. Therefore, it is imperative that a school-based literacy training model becomes an integral part of literacy intervention programmes.

Teachers, together with textbook writers, must design material and tasks for classroom activities that introduce learners to media and critical literacy relevant to their interest and level of understanding. They need to choose texts that cater for different gender interests, for example, sport and political novels for boys, and romantic novels for girls, in order to make them to want to read often.

Although learners registered a higher preference for reading in English than in their home languages (i.e. Xhosa and Afrikaans), the study also shows that they struggle when reading in English and to a lesser extent in their first language. This means that language and reading (as a skill) are both challenges to their academic activities.

To promote bilingual literacy, more encouragement of home language reading needs to be done to build reading skills, even though appealing reading materials are reportedly hard to find. Nonetheless, magazines and newspapers written in Xhosa and Afrikaans can be added to library holdings to remedy this situation.

Since most English L2 readers struggle with reading, more research is needed in this area to find out what proper educational intervention programmes are required for these readers to succeed academically. We need to investigate factors contributing to the learners' struggle to read in L1 and L2, whether it is a language or a reading problem or both. Furthermore, we should research learners' actual practices. Testing learners' reading levels in their L1 and L2 will be a pre-requisite for the designing and implementing of proper educational intervention programmes.

Such a challenge requires not one uniform solution but a repertoire of possibilities and alternatives. Strategies and interventions must vary and should ensure a high degree of enjoyment to achieve a high level of motivation. Learners need to be taught skills and strategies to help them read with understanding and to adapt what they have learnt from their reading for use across the curriculum. Teachers are advised to plan activities that encourage learners to develop an awareness and appreciation of the written text of linguistic and cultural diversity in their classroom.

Again, research shows that teachers should build a strong linguistic foundation by developing learners' first language before they can be immersed into second language environments. Learners should be encouraged to read more in the language they are strong in before they can move to other additional language/s. Exposure to literature written in their L1 can be used as a learning support in the process of language transition into English. They also need to pay attention to the allocation of the use of two languages in literacy tasks. It is important that teachers make it a school policy that the development of students' first-language literacy, and goals for bilingual/bicultural maintenance are incorporated into the learners' learning.

Learners should be motivated to read frequently and extensively. To motivate our learners we have to provide first a pathway for their progress. Learners need to read texts at their instructional level, be provided with opportunities to engage in dialogue about texts, and to write about their responses and reactions to the text. That is, teachers need to grade their reading, starting with very simple books, adjusting them to suit their maturation levels, and introducing titles known to be successful. Slower readers must be encouraged and assisted, not pilloried. Faster readers should, ideally, be provided with all the books on the 'Top Twenty' lists provided by READ but many more should be made available since some students will read 30 or 40 books a year, given the opportunity. Since the perception is that there are few relevant and interesting books written in Xhosa and Afrikaans, writers are challenged to write books that are relevant and related to children's age and culture that learners can easily interact with. More interesting books in Xhosa and Afrikaans will have to be written to promote mother-tongue reading since

learners claimed that there are few mother-tongue reading materials that are interesting and available. It could be of great importance if research were carried out to find out about teachers' knowledge of literature for young people.

Again, the fact that learners do not see reading as a way of finding out about other school subjects is another challenge. The fact that most of them also reported not belonging to any public library calls for attention. To improve this situation, teachers should reflect seriously on their teaching strategies. School reading should be broadened to include use of materials that learners read outside school. Teachers and teacher-librarians need to design meaningful tasks that will send learners to the library to seek additional information around the topic that was taught at school. In this way they are developing learners' reading and research skills and, of course, developing lifetime reading practices. Therefore, language and content subject teachers, and librarians should come together and design activities that will promote independent reading across the curriculum. Furthermore, studies regarding teachers' use of libraries could be of fundamental importance to our teaching practice.

Therefore, as language practitioners, it is urgent that we undertake further research to find out about teachers' knowledge of literature for young people, teachers' use of the libraries, and also find out about learners' actual practices so as to inform our own practice.

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APPENDIX A

A letter: Requesting permission from principals to allow ESL Grade 11s to participate in the survey.

APPENDIX B

A transcript: Focus group interview

A summary of the transcript

From the interview it was found that the interviewees do, in fact, read. At that moment they were reading **MTN – sport newspapers, Makhwekhwetha, HIV/AIDS**, a science fiction novel, **How To Be The Best** (by Barbara Streisand), **Julius Caesar, African Sky Blue, Street** (by Dick Francis), **Readers Digest, Comfort Herself and Grocott’s newspaper**. However, one interviewee reported not reading anything. They also told the interviewer that they would like to read stories about famous and successful people, any fiction or non-fiction novels, newspapers, especially the **Sunday Times and Herald**, and a book called **The Closing Clan** from the public library.

They further reported that if they had plenty of time and money they would buy and read any reading material in order to get information. They also included Xhosa story books (because they claim there are many interesting stories written in Xhosa), English reading material (for information), and books written by **Dick Francis** in their list of favourite reading material. Some of them knew the authors of the books they were reading while other did not. The hypothesis is that learners equate reading with reading networks; they don’t distinguish between novels, plays, short story – a book is all the above; an author is anyone who wrote the above; sometimes they don’t distinguish between author and title; and clearly aren’t familiar with the world of books.

Most of them claimed to read in English and a few in Xhosa. Afrikaans is seen as a difficult language in which to read. They reported reading material written in English because they want to know the language since it is a language that is used by strangers, and they love the language. They claimed that they read for information – to know what is happening in the world, to acquire life skills, and to know about famous people, as well as for pleasure such as sport news. Another hypothesis is that they choose books because of the lessons they teach them and because they inspire/motivate them.

Some of them see themselves as good readers because they read everything with understanding, while others perceive themselves as not being good readers because they

struggle with reading and also easily forget what they have read. Another reason they gave is that they spend much of their time in church practices and as a result, they do not spend much time reading after school.

William Shakespeare, J.J.R. Jolobe, Wilbur Smith and **Dick Francis** were their favourite authors. Others did not have any favourite authors. They claim that they get most of their reading material from the public library, or an aunt buy it, or a mother will bring it home from work, especially newspapers and magazines. One reader claimed that he subscribed to **Time Magazine** – paid for by his white friend.

They all reported that their schools had a library although some of them were not sure whether it was functional or not. They were not allowed to take books home for out-of-school reading. However, all of them reported not having any classroom library in their school. Again they were not sure whether there was a period set aside for independent reading in their school or not but at times they are told to read anything and sometimes sent to a school library.

They also claimed that their reading habits help them with their studies at school. They claimed that reading promotes understanding and as a result, they pass their class tests. Reading enables them to write good compositions and increases their vocabulary.

APPENDIX C

A questionnaire for Grade 11 ESL learners

Questionnaire for Grade 11 English Second Language Learners

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Thank you very much for taking your time to fill in this questionnaire. This questionnaire is to be filled in by learners who are in Grade 11 and who are learning English as a Second Language.

Please think carefully about each question and then answer ALL the questions honestly. If you have any problems, ask your teacher or me to help you. In section B you will be requested to answer questions by placing a tick (T) in a box which you choose. Sometimes you may need to tick more than one box.

Your answers are confidential. **DO NOT** write your name on the questionnaire.

YOU MAY ANSWER THE QUESTIONNAIRE IN AFRIKAANS (yellow pages) OR IN XHOSA (white pages) OR IN ENGLISH (blue pages)

SECTION A



Name of your school: _____

Age: _____


Sex : _____

Parents/Guardian's Occupation: _____

Place a tick (T) in the box you choose. Total family income per month:

- under R500.00 
 - between R500.00 and R1000.00
 - between R1000.00 and R2000.00
 - between R2 500.00 and R5000.00; and
 - between R5000.00 and R10 000.00 or more
- 

What is your home language   _____  _____  _____  _____

What other language/s do you speak  _____

SECTION B

1. What setworks are you reading this year? Please list them.

For English

Title	Author
_____	_____
_____	_____
_____	_____

For isiXhosa

_____	_____
_____	_____
_____	_____




For Afrikaans

_____	_____
_____	_____
_____	_____

2. Which setwork do you like best?

In English

Why do you like these setworks best?

 _____  _____  _____



In Xhosa

Why do you like these networks best?



In Afrikaans

Why do you like these networks best?



3. If you could choose your networks, which books would you choose?





For English




Why?



For Xhosa






Why?



  _____  _____  _____

 _____  _____  _____

For Afrikaans

Why?

  _____  _____  _____  _____

 _____  _____

4. What kind of things do you like to read besides your setworks and textbooks?
Please rank the items from 1 to 12. Write 1 in the box next to the one you like the most and 12 next to the one you like the least.

Newspapers

Magazines

Comics

Novels

Reader's Digest

- School newspapers and notices
- Bible
- Manuals (e.g. how to use a computer, connect an electrical appliance)
- Study guides
- Internet
- Poetry
- Recipe book

Are there other things you like to read which are not mentioned here. Please write them in the space provided.






5. What topics do you like to read about. Please rank the topics from 1 to 12. Write 1 in the box next to the one you like the most and 12 next to the one you like the least.


- Politics
- Love
- Sport
- Healthy lifestyle (e.g. living with AIDS)
- Sexuality
- Beauty
- Cars
- Fashion
- Life Skills
- Computers

- How to be successful
- Business (e.g. entrepreneurship)
- Religion
- Crime



Are there other topics you like to read about? Please write them below.



6. What have you read (besides textbooks and setworks) during the past two weeks. Please give details in the space below.

 _____  _____  _____  _____  _____

 _____

7. Who is your favourite author? _____

Why do you like this author best?  _____  _____

_____  _____  _____

8. Have you heard of any of these following books? Please tick (T) all those books that you have heard of.

- Julius Caesar by William Shakespeare
- The Angels and Other Poems by Tatamkhulu Afrika
- Harry Potter and The Chamber of Secrets by J.K. Rowling
- Unyana womntu by N. Saule
- Soweto: 16 June 1976 by Elsabe Brink, Gandhi Malungane, Steve Lebelo, Dumisane Ntshangase & Sue Krige
- Zapiro: End of Part One by Jonathan Shapiro
- Math Made Easy: 8 - 9 by Carol Vorderman

- Soccer Skills: Tactics and Teamwork - The Winning Formula by Charles Hughes
- Astrology by Jack Clary
- Great Zulu Battles: 1838 - 1906 by Ian Knight
- AIDS: The Challenge for South Africa by Alan Whiteside and Clem Sunter
- The Wedding by Daniel Steel
- The Sky Is Falling by Sydney Sheldon
- Invaba by W. SOB. Nkuhlu
- Tussenspel by Heila Fourie
- Die Donker Kind by Anna M. Louw
- Madam & Eve's Greatest Hits by S. Francis, H. Dugmore & Rico
- Long Walk To Freedom by Nelson Mandela
- IGRAMA NONCWADI LWESIXHOSA by S.C. Satyo










9. **Which of the following books would you describe as 'books for pleasure'. Please tick (T) all your choices.**

- Julius Caesar by William Shakespeare
- The Angels and Other Poems by Tatamkhulu Afrika
- Harry Potter and The Chamber of Secrets by J.K. Rowling
- Unyana womntu by N. Saule
- Soweto: 16 June 1976 by Elsabe Brink, Gandhi Malungane, Steve Lebelo,
Dumisane Ntshangase & Sue Krige
- Zapiro: End of Part One by Jonathan Shapiro
- Math Made Easy: 8 - 9 by Carol Vorderman
- Soccer Skills: Tactics and Teamwork - The Winning Formula by Charles Hughes
- Astrology by Jack Clary

- Great Zulu Battles: 1838 - 1906 by Ian Knight
- AIDS: The Challenge for South Africa by Alan Whiteside and Clem Sunter
- The Wedding by Daniel Steel
- The Sky Is Falling by Sydney Sheldon
- Invaba by W. SOB. Nkuhlu
- Tussenspel by Heila Fourie
- Die Donker Kind by Anna M. Louw
- Madam & Eve's Greatest Hits by S. Francis, H. Dugmore & Rico
- Long Walk To Freedom by Nelson Mandela
- IGRAMA NONCWADI LWESIXHOSA by S.C. Satyo

**10. Which language do you most like to read in?
Place a tick (T) in the box you choose.**

- English
- isiXhosa
- Afrikaans
- Other

Please give reasons why:  _____  _____  _____  _____
 _____  _____  _____  _____  _____

11. Which other languages can you read in? _____

12. How do you experience reading in your home language? Please tick the one sentence that best describes your experience

I understand all the words and I read quickly with understanding and enjoyment.

Sometimes there are difficult words and I have to re-read things, but I understand fairly well. I can read fairly quickly and I usually enjoy it.

I often struggle with difficult words and have to re-read things. I don't understand everything I read. I read fairly slowly and it is hard work.

I really struggle with difficult words. I have to re-read things. I only understand half of what I read. I read very slowly and I don't enjoy it at all.

13. How do you experience reading in English? Please tick the one sentence that best describes your experience.

I understand all the words and I read quickly with understanding and enjoyment.

Sometimes there are difficult words and I have to re-read things, but I understand fairly well. I can read fairly quickly and I usually enjoy it.

I often struggle with difficult words and have to re-read things. I don't understand everything I read. I read fairly slowly and it is hard work.

I really struggle with difficult words. I have to re-read things. I only understand half of what I read. I read very slowly and I don't enjoy it at all.

14. For what purposes do you read. Please rank in order of importance. Write 1 in the box next to the one you do the most and 9 next to the one you do the least

For information

To find out about other people's lives

To improve my English

To learn more about my school subjects

To learn life skills

To enjoy the world of imagination.

To relax.

To pass the time.

Other. Please write in the space provided. _____

15. If someone gave you R500, what would you buy? Please rank in order of importance. Write 1 in the box next to the one you do the most and 6 next to the one you do the least

Clothes

Books

Electronic equipment

CDs

Videocassettes

Other

16. If you wanted to relax and forget about everyday life, what would you do? Please rank in order of importance. Write 1 in the box next to the one you do the most and 6 next to the one you do the least.

Listen to music

Watch a video-cassette.

Go to the movies.

Read a novel.

Watch a soapie on TV.

Other (please specify) _____

17. Where do you get your reading material from? Please tick (T) the appropriate box/es

Shop (buy)

School library

- Friends
- Community/Public library
- Home
- Other (please specify)_____

18. Does your school have a library? Please tick (T) the appropriate box.

- Yes
- No

19. If you answered YES to question 13, please tick all the things your school has on the following list

- Novels in English
- Novels in Afrikaans
- Novels in isiXhosa
- Daily newspapers
- Current magazines
- Reference Books e.g.encyclopaedia
- Some new books
- Out of date textbooks
- Old books
- A quiet area where you can read
- Comfortable chairs and tables
- Posters on the walls

20. Are you allowed to take books out of your school library (take home)?

- Yes
- No

21. How often is your school library open?






- It never opens.
- For a few hours one or two days a week
- For a few hours every day.
- All day every day.
- Other (please specify)_____










22. Do you have special times at your school for independent reading? Please tick one box.

- One period a day is set aside in class for independent reading.
- One or two periods a week are set aside in class for independent reading.
- We have a library period once a week.
- Other (please specify)_____

23. Do you belong to a community or public library?

- Yes
- No






24. Which one? _____  _____  _____  _____ 
_____ 

25. If you answered, YES, how often do you take books out of the library? _____ 
_____  _____  _____  _____  _____  _____  _____  _____ 

26. How old were you when you learnt to read? _____

27. When you were very young, did people tell you stories?

- Yes
- No

Who told you stories?   _____  _____  _____  _____

28. When you were very young did anyone read you stories?

Yes

No

Who? _____

29. Do you own any books besides your school books?

Yes

No

How many? _____

30. Do you get a newspaper or newspapers at home?

Yes

No






Which newspaper?                _____

How often?          _____

Where does it come from?      _____

31. Has anyone ever given you a book as a present (e.g. a birthday present)?

- Yes
- No

Who?  _____  _____  _____  _____  _____

32. Does anyone encourage you to read?




- Yes
- No



33. Who encourages you? Tick as many as appropriate.

- My mother
- My father
- My teacher
- Other (please specify) _____

34. Do you think it is important to read?

- Yes
- No

Why/why not?  _____  _____  _____

_____  _____  _____

P.O. Box 6157
Grahamstown
6140
27 August 2001

The Principal

Dear Sir/Madam

Re: Permission to conduct a reading survey in your school.

I hereby wish to be granted permission to conduct a **reading** survey with your Grade 11s in your school. Questionnaire will be used to collect data, which will require one double period of your school time. Any day of the week, from the 29th August to 7th September 2001 will be suitable to me, if this is fine with you.

Presently, I am a MEd (ESL) student at Rhodes University. My area of research is **reading**, and I am looking at **learners' reading preferences at selected Eastern Cape secondary schools where English is taught as a second language**. This is aimed at auditing learners' reading interest, habits so as to inform language teachers, librarians, subject advisors, writers, and parents/care-givers about suitable reading materials for learners in order to promote love for reading and high literacy rate in our country.

I promise that the data collected will be treated with highest confidentiality it deserves.

Thanking you in anticipation.

Yours sincerely

Cossie Rasana (Ms)

Supervisor

Sarah Murray (Ms)

Transcript

Focus Group Interviews

T: E-e-h, ikhona into oy' fundayo ngoku, kwezinto nithi nithand' uzifunda?

Nithethe ngoku-u-u-cacileyo. Umbuzo wokuqala ke ngulo, ndizakufunda ngesiNgesi ndiphinde ngesiXhosa: *What is the best most enjoyable reading material you ever had you ever read?*

Umbuzo uthi ke: Ngeyiphi eyona ncwadi okanye eyona nto wakhe wayifunda yakhe yakunik'umdlala kunazo zonke? Kuqala niyafunda?

Group: *Yes, Miss!*

T: Ngeyiphi ke into owakhe wayifunda yakunika umdlala ukwedlula yonk' eny' into le?

Sp1: E-e-h, eyona nt'i, eyona nt'i ... (ethethela phantsi)

T: Phakamis' ilizwi. Thethela apha! (esalatha kwi tape recorder)

Sp1: Eyona nto ndakhe ndayifunda yandinik'umdlala **yayili-iphapha lesoka** then like history endakhe ndayibona yayiphuma kwelo phapha elo *is about iMTN*, then ngendlela *isoccer* yayiqala ngayo like indlela efike ngayo apha *eSouth Africa* then nabantu indlela abathi bayithanda ngayo uzotsho ngoku kule minyaka ikhoyo ngoku indlela yayidlalwa ngayo kudala *it's-s it's not the same* indlela edlalwa ngayo ngoku nakuqala.

T: Omny' uthini? Ndifun' izimvo zenu zonke. Ndizohamba *so* (esolatha). Ngeyiphi into owakhe wayifunda yakunika umdlala? *And* kutheni le nto yakunika umdlala?

Sp2: E-e- ndakhe ndafunda **ibali ngenye iplayer endiyithanda gqitha** Miss. *Le player* ndiyithandayo e-e- yayilanto yayi- yayichaza apho yayiqala khona ukudlala ibhola. Indinika umdlala *Miss. Le ncwadi yayiyinewspaper, Miss.*

Sp3: Incwadi **kaMakhwekhwetha** *Miss* endakha ndayifunda endinika umdlala. Kungokuba kuthiwa wayekhaliphile ngengqondo engumntu owenza ngokupheleleyo umsebenzi wakhe.

Sp4: E-incwadi endakha ndayifunda **yi-incwadi e-about iHIV iAIDS**, ngaphandle *Miss* ibhalwe HIV. I-i-i-iyasilumkisa thina lutsha kubana masizigcine njani na silulutsha. Enye into iyasixelela uba funeka senze ntoni na ukuzikhusela kwiHIV.

Sp5: Mna incwadi endakhe ndafunda ngay- **incwadi ndafunda ngayo ka Frankentine** omny'umntu wayefunda phesheya efund' iscience. Wafunda wafunda wanantsika aph' ekufundeni kwakhe wacinga emanjonga kwezichemicals ukubumhlambe yintoni eyenz'umntu aphefumle

then wenza ke wenzimonster.

T: So it's a **science fiction book?**

Sp5: Eh!

Sp6: Incwadi endakha ndayifunda yayiyincwadi ka*Standard Six uComfort Herself*. Kule ncwadi kubaliswa nge-ngom-ngomama ongumlingukazi nentombi yakhe. Into ndandiyithanda kule ncwadi kuba laa mama wayethandana nomntu ongelohlanga lakhe, bengathandwa yifameli yakhe then baza bahamba nomntana wakhe ehlala nomntana wakhe wemka umyeni wakhe kodwa yena. Wahhlala nomntana wakhe okoko. Wasweleka lamama la ntana ngoku kwafunek' abuyele kumakhulu nota' mkhulu wakhe babe be- engabazi umakhulu nota' mkhulu wakhe. Kwazanywa indlela ukuba makabafumane.

T: *Okay! E-e-h, what kind of things do you read, do you like to read? Zeziphi izinto othand' ukuzifunda? Amaphepha, amaphepaha-ndaba, iimagazine, iincwadi – fiction and non-fiction books, internet?*

Sp1: Iincwadi endithand' uzifunda mna *like it's story story about umntu like sele-e-ephumelele like abantu abafamous the way* indlela bababecame famous ngayo Mh-h so zincwadi endithand' ukuzifunda ezo.

Sp2: E-e mna **ndithand' ukufunda amaphepha Miss.**

T: Mh! El' phi *in particular?*

Sp2: Eh, ndithand' ufund' i**Sunday Times** ndifuman' i **ndifuman' ulwazi Miss.**

T: *Okay!*

Sp3: (ethethela pantsi)

T: Hay, andikuva yhi, uthethela kuwe!

Sp3: Eh mna *Miss*, **ndithandu' fundi Herald**

T: *Okay!*

Sp4: Iincwadi endithand' uzifunda zincwadi zase**Laybri ezinamabali e-e abalulekileyo like The Closing Clan** (*Can't hear*), ifumanek' elaybri.

T: *Okay!*

Sp5: Iincwadi endithand' ukuzifunda iincwadi **ezizinovel non-fiction nefiction**

Sp6: Mna **ndithand' ukufunda amaphepha, iinewspaper.**

T: Awaphi? Eziphi kaloku?

Sp6: *I Herald*

T: *Herald*, okay! E-e-h, ikhona into oyifundayo ngoku, kwezi nto uthi uthanduz ‘funda? Ikhona int’ oyifundayo ngoku?

Sp1: Eyesikolo, *Miss*?

T: *No, no, no!* Andithi nithi nithandukufunda and niyazibiza ngokwenu ezi ncwadi nizifundayo. Ndiyabuza ke ngoku, ikhona into oyifundayo ngaphandle kewzi ncwadi zalapha esikolweni?

Sp1: Ewe ikhona incwadi endiyifundayo ibhalwe I think nguBarbara Streisand. ndiyithath’elaybri. Ithi incwadi, ‘How To Be The Best’.

T: Barbara? Spell Barbara!

Sp1: B-A-R-B-A-R-A (spelling the name).

T: Oh! Okay! Uyamazi phofu uBarbara Streisand uyacula?

Sp1: Ewe-e, hayi *not* lowo uculayo, ayinguye lowo.

T: Ayinguye lowo, *OK!*

Sp2: Eh, mna ndiphinde ndithande ukufunda incwadi *African Sky Blue*. Incwadi yeepoems ndiyayithanda.

T: Yi*prescribed book* yakho? Yincwadi efundwa esikolweni apha?

Sp2: *Yes, Miss!*

T: Ngaphandle kwencwadi efundwa apha esikolweni, ngeyiphi enye incwadi oyifundayo?

Sp2: Hayi *Miss* ayikabikho endiyifundayo ngoku.

Sp3: Ikhona *Miss*, ngu*Julius Caesar*. Yincwadi efundwa apha esikolweni.

Sp4: Yi-yi yincwadi zezi ncwadi zerecipe .

T: Uyifumana phi?

Sp4: Ndiy’fumen’elaybri *Miss*. (*leisure*)

T: Alright!

Sp5: Incwadi endisay’fundayo ngoku yeka Dick Francis uStreet. Yayithengwe ngubuti. I-ikhon’ezincwadi zigrand zakwa Reader’s Digest kubekw’incwadi ezininzi phaya kuyo so ndiyifumana khona.

Sp6: Iphepha ebendigqibel’ukulifunda mna ibileli la-a lamfundi waseVista kwathath’icell yakhe.

T: *Oh, ok!* And-e-e, ubangaba ubunexesha elininzi nemali, ngeyiphi into ubunokuyifunda? (silence) And kutheni ubunokuyifunda lo nto?

Sp1: *Now, now* into bendinokuy’funda mna bendizaw-bendizawfundi Law njengok’ibi

iyiminqweno yam ukuba ndingenz'i - iLaw. *And unobangela wento'kuba ndingafundiLaw because ntokubangabana iLaw like yeyi zezinye zeprofession eziphezulu and then like eminye iminqweno yam because intobangabana ndifuna ukuyotsho e-eWhite House like ndibekhona nam apho eWhite House ndaziwe as a ndiy'orepresent-a as a i-from as a South African as other. 'Cause andikhe ndive nje kuthiwa like ukhona nje umntu osuka eSouth Africa nje uye eWhite House and everytime like ndibona iirepresentatives ezise eWhite House they are almost zisuka e-Europe nase-America.*

T: *Okay!* Umbuzo wam ume ngolu hlobo ke bhuti, esiXhoseni uvele ungacaci kakuhle. So ndifun' ukufundela ngesiNgesi. So ndiza kufundela. Bendibuzile kuqala ukuba "what are you reading now?" Wandixelela. So my next question is, "if you had plenty time and money to buy reading material alright, what would you read, and why? Ubungabana ubunemali nexesha unexesha nemali yokuthenga iincwadi, that is literature, books, reading material, ubungathenga ntoni? Ibalwe ngubani and kutheni uthenga lo nto? Uwuvile ke ngoku umbuzo wam?

Sp1: *Okay, no ndiwuvile Miss wam!*

Sp1: Eh incwadi bendi... *like* ukuba bendinemali **bendingathenga noba yeyiphina incwadi, ndifunde.**

T: *Why?*

Sp1: *Cause now, ndifunu'kwazi ukwandis'ulwazi lwam.*

Sp2: Eh, mna *Missi* xa bendingaba nemali ndingazama ndihambe ndi ndihambe ndi-ndingene ezilaybri nasezi **book-shop ndizam'utheng'iincwadi ndifumanulwazi kweli ndilano ndilangeze Miss. Bendingathenga nje nokuba yincwadi-luhlobo luni nokuba isuka phina.**

T: Awuna, awuna *topic ispecific* ubono-ubunokuthenga incwadi yayo? Akho ncwadi oqonda mhm ukuba bendinemali bendakusoloko ndzithengela iincwadi ezilolu hlobo, ezilolu hlobo, ezilolu hlobo.

Sp3: Mna xa bendinemali **bendizakhe ndithenge iincwadi zesiXhosa ezinamabali. Zininzi iincwadi endizithandayo ezinamabali.**

T: *Okay!*

Sp4: Eh,mna ukuba bendinemali **bendiza kuthenga iincwadi zesiNgesi ukwandis'ulwazi lwam kwisiNgesi.** Bengizakungen'eezivenkileni ndikhangele zona

Sp5: Mna `ba bendinemali **bendizakutheng'iincwadi zikaDick Francis.**

T: Khandibalisele ngalo *Dick Francis!*

Sp5: Eny'intw'andiyazi... Andimazi kakhulu *Miss* ndiyaqal- yincwadi yakhe yokuqala le ndisandu'funda but uyacinga uyakwazi ukubhal'ncwadi nyani. Ndiyaqal'uvu mntu obhal'oluhlobo undibhalela kamnandi incwadi yakhe inomdla. Incwadi yakhe le ndiyfundayo yeyomnyumntu. Umntu waswelekelwa ngabazali bakhe, unobrother wakhe qha. Une-unebusiness enkulu gqithi. *So* le business pha u- kule business yakhe u- kule *business* yakhe uthengisa amatye *but idiamont* pha kula nantsika pha kula *company* yakhe akwaziwa ukuba *idiamonds* uyazithengisa qha uzithengisel'elecaleni. *Then* le mali athenge ngayo yi 1,5 *million* le athenge ngayo ezi *diamonds*. *So* ngoku ezi *diamonds* azaziwa apha ngabantu zaziwa nguye yedwa nalo mntu azithengisela yena. *Then* ngoku asweleke lo mntu afumane ingozi asweleke. Kwinantsika yakhe kwiwill yakhe abhal'ukba *icompany* yakhe yonk'into yakhe mayithathwe ngubrother wakhe. Lo *brother* wakhe wamgqibela kudal'okwakhe. The afumane le will axelelwe ngala magqwetha ukuba yo-ubrother wakho yonk'intwiz'shiye kuwe. Then kule nantsika afuman'ingxaki lo mntu ngokuxelelwa ngokuba le nantsika le u-uthenge *idiamond* lo mnt'uswelekileyo and akazazi nokuba ziphi ezi *diamonds* and *kwidecisions* zabo nala bhanka ba nala banka yi*five* nantsika yi*five years* ayibhatale ayigqibe la 1 *million* ngoku'nale ngxaki ukuba uzakuy'ibhatala njani ne nantsika nale *business* iyaslack-a ecaleni. Because kufik'ileta angazaziyo. Akazi *niks* ngala *business* ebeyiJoki yena. Wophuk'umlenze kwinantsika kula nto yakuba yiJoki. So ndisaphel'apho.

Sp6: Mna bendizakuthenga **iincwadi ezinamabali e-English kuba ndifuna ukuziqhelisa ukufunda i-English nokuthetha i-English**

T: *Alright, okay!* E-e-h, ingaba ezi ncwadi nizifundayo zithini itaytile zazo?

Sp1: Eh, le bendingatsho ngaphambili ka Barbara ithi, **“How To Be The Best”**.

T: *Okay, ezinye?*

Sp1: *Now*, ibise yincwadi yokuqala endikhe ndayifunda.

T: *Alright!*

Sp2: *African Sky Blue Miss*, njengoko besendiyichazile. Ibise yokuqala.

T: Ibhalwe ngubani kaloku?

Sp2: Yho, ndisamlibele *Miss*, baninzi.

T: *Okay!* Itaytile yeyakho incwadi?

Sp3: Uxolo, *Miss* **andikafundi incwadi ndisafund' amaphepha.**

T: Amaphepha nhe!

Sp4: Incwadi ebendisayifunda mna *Miss* ithi, “**Close To The Sun**”.

T: “*Close To The Sun?*” Ibhale ngubani?

Sp4: Yho, **ndimlibele!**

T: Kubalulekile *maan* into yokokuba incwadi nganye oyifundayo uyazi ukuba ibhalwe ngubani kwaye *ipublishwe* ngawuphina unyaka, ndawoni na ngoba zizinto zokuqala ezo ekufuneka uzijongile xa ufunda iincwadi: Ithini itaytile yayo, ibhalwe ngubani, yabhalwa nini, *ipublishwe* phi, uyaqonda?

Sp5: yile ibhalwe ithi, “*Street*”, *Miss*. Ibhale ngu *Dick Francis*.

T: *Okay!*

Sp6: Bendisafunda amaphepha. Bendingekafundi ncwadi.

T: *Alright!* E-e-h, Ingaba ezi zinto nizifundayo zibhalwe koluphi ulwimi, ngoluphi ulwimi?
In what language are you reading?

Sp1: *Now*, **ibhalwe ngesiNgesi** le ka*Barbara*, le ndiyifundayo.

T: Xa ufunda ummo lo wakho ufunda koluphi ulwimi, ngoluphi ulwimi? Ez’ nto zakho uzifundayo, ezi reading material zakho uzifundayo zibhalwe koluphi ulwimi, ngoluphi ulwimi?

Sp2: Imost yazo sisiNgesi.

T: *Why?*

Sp2: *Because* sisiNgesi *now*, indaw’ okuqala **isisNgesi ndiyasithanda and isiNgesi sithethwa everywhere all over and then so nam like banqabil’abantu udibane nabo nje uthethe nab’isiXhosa nob’umnyama bayathand’usebenzis’isNgesi. So, I, there’s no use bangabana ndihleli nje ndifund’incwadi zesiXhosa but ke ndiyazifunda because sisXhosa yilanguage yam but ke ne *English* ibalulekile because yilanguage ekucommunicate-wa ngayo.**

T: *Alright!*

Sp3: Nakum *Miss!* E-e-h sisiNgesi kuba kweli xesha likhoyo naphina kuthethw’isiNgesi Soz’ufumane umsebenz’ongatheth’isiNgesi.

Sp4: E-eh, nakum *Miss* **sisiNgesi**

T: *Okay!*

Sp5: SisiNgesi *Miss*.

T: *Why?*

Sp5: Kuba kwixesha esiphila kulo *Miss*, kusetyenziswa isiNgesi and-i into esizenzayo

ngamanye amaxesha, umzekelo *Missi like* uye *emeeting*-ini uyafumanisa *emeeting*-ini kusetyenziswa isiNgesi. *So* yiloo nto ndiziqhelanisa neencwadi ezibhalwe ngesiNgesi.

T: *Alright!*

Sp6: **Nam sisNgesi Miss. Ngoba ndifun'usazi ngaphezulu** *because* **siyasetyenziswa.**

T: Sisetyenziswa phi?

Sp6: Sisetyenziswa kakhulu *Miss* **abantu, umhlawumbi abazani.**

T: *Oh, okay!*

Sp6: **SisNgesi Miss.** Kuba besenditshilo ngaphambili ukuba **amaphepha endiwafundayo abhalwe ngesiNgesi.**

T: *Alright!* Uthetha ukuba akukho nalinye **iphepha elibhalwe ngesiXhosa** okanye ngolunye ulwimi?

Sp6: Akhona *Miss.* Akhona nawe *Afrikaans.*

T: Kutheni ninga-ningawafundi wona?

Sp1: E-eh, **iAfrikaans inobunzima kakubi iAfrikaans kum.**

T: Omny'uthini?

Sp2: **Abhetere kum** *Miss* **awesiXhosa kune Afrikaans.**

Sp3: **A-kubhetele awe-English** *Miss.* Noko heyi **iAfrikaans iyabhida.**

Sp4: I-Afrikaans ke yona siyakwazu... **ndiyakwaz'uyfunda ndibe ndingayazi la nto ndiyifundayo ithetha ntoni.**

T: Umh!

Sp5: Hayi, injalo *Miss!*

T: *Okay, alright!* Xa nifunda, sukuba nifundela ntoni? Ezi ncwadi zenu nizifundayo, ezi... *newspaper* zenu nizifundayo, ezi *magazine* zenu nizifundayo. Suba nizifundela ntoni?

Sp1: *Now*, le-ee ncwadi ndiy'fundayo, ndizakuthetha ngale ncwadi ndiyifundayo. Intw'ebangela ndiyifunde *because* indaw'okuqala kuyo ndatsalwa yi-i -yi*heading* eyayisithi **'How To Be The Best'.**

T: *Okay!*

Sp1: ...*then* ndaya ngoku ndayifunda. Intw'endiyifundela yona la ncwadi *is that* ndifunu ndifuna pha i-i-zinto nam pha ezingandibonisa **'how to be the best'** *then* ndithathe ke ezo *points* nezo *point* *because* sezikhona noko endizibonileyo. **So ndifundel'ulwazi.**

T: Ufund'elulwazi! *Oh, okay!*

Sp2: *Eh, okay ! Nam, Miss ndifund'elulwazi kula maphepha ndiwafundayo, kuba kwenzeka ntoni elizweni.*

Sp3: *E-eh, Miss nam bendifunde kula maphepha, Miss nento ubungazazi ngaphaya uyazazi xa ufunde amaphepha.*

T: *Aha!*

Sp4: *Eh, kule ncwadi ndiyifundayo mna Miss kukho indlela esiboniswa ngayo thina silulutsha uhlobo masiphile ngalo nohlobo masiziphathe ngalo, ukuba singaziphatha njani thina sithini silulutsha.*

T: *Aha!*

Sp5: *Uh, Miss ndifunda le ncwadi 'cause indinik'umdlu.*

T: *So, you are reading for pleasure? Just for enjoyment.*

Sp5: *Yes!*

T: *Okay!*

Sp6: *Mna, ndifundel'ukwazi ngeento ezi-eziqhubekayo apha ekuhlaleni, nangaphandle izinto ezenzekayo.*

T: *Okay! E-eh, ingabikhoni into owakhe obukhe wayifunda kutsha nje izolo, kwivek'ephelileyo, kwinyang'ephelileyo?*

Sp1: *Mm, e-eh ibikhona into ebendikhe ndayifunda. Ibikwi-ibikwi Grocott. Kodwa, nut it's about isport i-athletics.*

T: *Okay! Ibisithini?*

Sp1: *No! Ibiyi 60ks. Ibisuka'pha eRhini iyophel'eCawa.*

T: *Ibinini loo marathon?*

Sp1: *Umm, ibinini kanene? Yh, andisakhumbuli, kodwa it was on Saturday.*

T: *Umh!*

Sp1: *Le marathon like ii-athlete zaseBhayi bezikhona nazase-e-Monti, and then beziskwila kakhulu because ayinamali. Babeba...*

T: *Babebhatalwa mani?*

Sp1: *iR400.00 usuk'apha eRhini uyotsho...*

T: *Yhu, incinci!*

Sp1: *And then bebeskwilela besithi, no at least ibinokunyuka ibe yiR6000.00 or iR5000.00 not because i-i awunobaleka i60ks for iR400.00 because akuphumi nala teki ubaleka ngayo.*

T: Injalo, le ubaleka ngayo.

Sp1: *So, ibisi ibiyinto ebendifunde nje ngayo.*

T: *Okay, wena?*

Sp2: *E-eh, Missi iphepha ebendikhe ndalifunda eh, lala last week ibiliHerald, between imatch i-iBorder ibidlala ne Eastern Province. Apho ithe I-Eastern Province yaya yatyiwa yiBorder, maar kodwa iBorder xa ithe yadlala nezinye iprovince ayizimiseli. So, bebefuna ukuyinika amandla (...)*

T: *Okay!*

Sp3: *Eh, nam Miss, iphepha ebendikhe ndalifunda belingoDavid (...)* exelwayo ukuba ipaya mani ngenyanga.

T: *Ibikweliphi' phepha?*

Sp3: **IbikwiHerald.**

T: *Oh, alright! Okay!*

Sp4: *Eh, into ebekhe ndayifunda mna Miss ibiliphepha iGrocotts. Apho besiboniswa ngeMiss yase Graeme College ibifumane icar accident.*

T: *Nini?*

Sp4: *Kule vek'iphelileyo, Saturday.*

T: *Okay!*

Sp5: *Into ebendikhe ndafunda ngayo yila ncwadi, mna.*

T: *Okay!*

Sp6: *Njengoko besenditshilo ngaphambili yila n yila nto yase Vista but inokuba yenzeka kule nyanga ingapha kwale iphelileyo.*

T: *It's... it's it's an old story but (...) the same. Any story you never read of or head of is still a new story to you. So, is eli iselibali elitsha kuwe nangona kwabanye abantu lidala because kaloku akulazi. Okay, eh, xa ndizijongole, nizijongile uzibona njengomfundi not umfundi as in student, okay, umfundi as in reader, okay. Uzibona njengomfundi otshatheleyo? Do you see yourself as a good reader?*

Sp1: *E-eh....*

T: *Icaca kakuhle xa ndiyitsho ngesiNgesi.*

Sp1: *Now, ewe maan, ewe ndawutsho ndithi nditsho. I see myself as a good reader.*

T: *Kutheni usitsho?*

Sp1: *Just because, ndiya understanda okokuqala, ndiya understanda le nto ndiyifundayo and then, ubangaba kukho nje igama endiqonda ukuba lizikundibhida then andiqali ndiye kwidictionary.* Then, ukuba ngaba andifumani *then* ndiye ndibhenele kwidictionary then ndikwazi ukufumana ukuba ithini lo nto ithethwayo apho. *Now, I see myself as a good reader.*

T: Yintoni nye into, eno-eno *attribute (a) toward seeing yourself as a good reader?*

Sp1: *Now, like eny' into andibinayo, Yhaa! IsiNgesi ndiyasithanda indawo yokuqal. Thou... like nezitori ezi ndizifundayo like ndiyazitha...I-ndiyazi...ndiyazithanda because it's about abantu ababekhule besokola then befun'indlela kangokuthi baziphilise then abanye bafun' uba popular, uyabon!*

T: Nh! Xa uzigauge (a) komnye umntu ofundayo, mhlawumbi if sinofunda la ncwadi ithe “*Everybody guesses*”, uyayibona nantsiya pha *eshelf (ini)*...

Sp1: *Yes, Miss!*

T: Sinikwe la ncwadi sobabini namhlanje, kuthiwe masiyifunde, mhlawumbi singayigqiba nini la ncwadi?

Sp1: La ncwadi?

T: Mh!

Sp1: *No, ndingazama ndiyigqibe at least nge three days.*

T: *Ok!*

Sp2: Mna *Miss (i)*, ngaske...mna ndifunde istory endinokwazi ukusifundela abantu.

T: Mh!

Sp2: Ndikwaz' usifundela mna.

T: Mh!

Sp2: Kuba ndiyazoyikisela, nam *Miss*.

T: *So, you don't see yourself as a good reader?*

Sp2: Ewe!

T: *Alright!*

Sp3: Hayi, no nam *Miss* andikabiyi *good reader because amaxesh'amaninzi Miss* andi...andiwachith'ezincwadini *Miss*.

T: *Ok!*

Sp4: Nam, *Miss!*

T: Nawe kutheni?

Sp4: nam **andizibon'ndiyi good reader.**

T: Ngoba?

Sp4: Kuba **amaxesh'amaninzi Miss andihleli nje ndijong'incwadi.**

T: Mh, *ok!* Wenza ntoni amanye amaxesha?

Sp4: Amany'amaxesha *Miss*, ndiye **ndihambendiye ezintwen'zasecaweni, kwiipractice.**

Sp5: E-eh! Nam *Miss* andizibon'as a good reader ngoba eziny'incwadi mhlambi bendifund'incwadi ndiyakwaz'uphinda ndiyilibale msinya. *So* andizibon'as a good reader.

Sp6: **Andikabiyiyo igood reader,** kodwa...

T: Awukabiyiyo nereader?

Sp6: *No,* **ndiyiyo yona ireader...**

T: *Ok!*

Sp6: **Ndiyazama nokuba yigood reader...**

T: *Ok, good!*

Sp6: **Kuba ndifuna ndithi xa ndifunde into ndibe nokwazii ndibalisele nomnye umntu.**

T: (speaking simultaneously)...ubalisele nomnye umntu.

E-e-e-ingaba bakhona ababhali okanye umbhali osenyongweni apha kuwe? *Your favourite author or your favourite authors?*

Sp1: Eh-h!

T: Ubon'into nanjani na incwadi ebhalwe ngubani funeka ndiyile ndiyoyifunda okanye kufuneka ndiyibolekile funeka ndiyokuyithenga, thina Bantu ke sikwaziyo ke ukuthenga iincwadi.

Sp1: *No,* **andikabinayo Miss.**

T: Awukabina'favourite author?

Sp1: **Andikabinayo ifavourite author.**

T: *Ok!*

Sp2: E-eh, mna *Miss*, **ndisathanda uWilliam Shakespeare**

T: *Ok, ok!*

Sp3: Hay, *no Miss* **ayikabikho apha kumaphepha.**

T: *So, it means* akuzifundi iincwadi ufund'amaphepha kuphela?

Sp3: Hayi, ndikhe ndiphathe ezesikolo. Andifani ndizipathe nje ezinye.

T: Ezinye, *ok!* Kwezi zesikolo akukho akukho mbhali utshathseleyo uqond'ukuba ndizithand'iincwadi zikalo mbhali?

Sp3: Hayi, *no Miss!*

T: *Ok!*

Sp4: Ukhona *Miss* (i) umbhali endimthandayo, **uJ.J.R. Jolobe**, iincwadi zakhe. Kodwa ke neencwadi zakhe andixabisanga ukuzifunda.

T: Nje ngeyiphi, yakubangela ukuba uthande uJ.J.R. Jolobe?

Sp4: Ngeyiphi kanene? I-ikhona *Miss* incwadi yesiXhosa yayifundwa ngubhuti esafunda eNombulelo.

T: Mh, mh!

Sp5: Babini *Miss*, **uWilber Smith** no **Dick Francis**.

T: *Ok!* Ubhala kamnandi ke uWilber Smith.

Sp5: *Yes!*

Sp6: Ndithanda le ka **Shakespeare** mna *Miss*.

T: *Alright, ok!*

E-eh, ezi ncwadi zenu nizifumana phi? Niyaziboleka komny'umntu, okanye e-e- niziboleka kwischool library, okanye niziboleka kwiclassroom library, okanye niziboleka kwipublic library okanye niyazithenga okanye nizifumana estolo okanye ukha ubone moss kuthiwe subscribe nisubscribe (e) kuloo kuloo ndawo inithumele iincwadi qho xa kukho incwadi entsha e-emnandi, okanye zibakhona emakhaya? *Now*, kuqala, kuqala...

Sp1: Le ndiyifundayo ndiyiboleke **epublic library**.

T: *Ok!*

Sp1: Kuqala, like yikhon-yayikhon'indawo yayi ndandifumana incwadi kuyo. Ndandizifumana, zazifika *two days*, zazifika *two days*, ya-yayiyi "*Times*".

T: *Ok!*

Sp1: *But* ke, bayeka ke ngoku ukundithumela iincwadi *because*...

T: Wawuyifumana njani "*Times*" *because* iyabhatalelwa kaloku la *magazine*?

Sp1: E-eh, like ndandisubscriber.

T: Uyifumana phi imali yokubhatala ntombi?

Sp1: *No*, ndandi-ndandiyithunyelwa ngabanye abelengukazi benantsika be *Athletics* *because* bathi bakubona ukuba ndiyayithanda eza ncwadi.

T: *Ok, alright, ok!*

Sp2: E-eh, mna mna ke *Miss* iincwadi ebendisaz'funda ibizincwadi zikasisi ebezithenga yena

azifunde. Ngoku akasekho ngapha ngoku useTinarha ngoku ndihlala ndihlala ndifunde eza ncwadi.

T: *Ok!*

Sp4: Ndiziboleka **kwipublic library**.

T: Eh!

Sp4: Ezinye **zee-bezizezakabhuti**, kungokuya ebefunda eNombulelo.

T: *Alright!*

Sp5: E-ezinye **Miss bizezibhut' am**. Undiphe zona ke ezinye ndiziboleka **ipublic library**.

T: *Ok!*

Sp6: Bizeze **nomakaz'emsebenzini**.

T: *Ok!* E-eh, ingaba esikolweni sakho ikhona ilaybri?

Sp1: Eh, *yes*, **ikhona ilaybri**.

T: Iyasebenza?

Sp1: E-eh, ndizakuthi **iyasebenza**.

T: Ngoluph'uhlobo?

Sp1: *But* ke, e-andazi ndizakuyichaza njani. *But* ke ndizazam'ukuchaza. E-ya-**iyasebenza ilabri apha esikolweni** *because* bekukho kwakhona utitshala we-*Afrikaans* ebenan'usisa pha elabri.

T: Mh!

Sp1: *Then* umntu afik'ahlale ngaphambili yena. *Then* asinike lo msebenzi okanye asixelele asixelele no ukuba umntu masibe quiet umntu aske athathe incwadi afunde. *So* iyasebenza ke ngolo hlobo. *But* ke, *I don't know whether* umntu xa efuna ukuzizela funeka ayocela ngaphambili *because* bendibanawo umdla ndiqonde ndiyafuna ukuba *alone* ndizoba selaybri ndifumane indawo *equiet*, but andiyazi noba eyenzeka ke ndiyayisebenzisa ngolo hlobo.

T: *Ok!*

Sp2: E-eh, nam *Miss*, ikhona **ikhona ilaybri apha esikolweni**. Ikhon' ilaybri apha esikolweni, **qha ngo-ngongazi ukuba ba ngayiboleka incwadi ugoduke nayo na kungavunya na**.

T: Mh, mh!

Sp3: Hayi, *Miss* **ikhona ilaybri apha esikolweni, qha ke ayisebenzi andinothi isebenza kakuhle** *Miss because* apha ngonyaka inoba saza kabini, *Miss*.

Sp4: **Ikhona ilaybri eskolweni kuba ngamanye amaxesha siye siye elaybri**. Si-i-hlale sifunde iincwadi.

T: Eziphi? Ezalaph'elaybri okanye ezenu?

Sp4: Ezalaph'elaybri. Kodwa ke ingxaki yethu **asazi nokuba ziyaphuma na ziyokufundelwa ngaphandle.**

T: *Ok!*

Sp5: **Ikhona ilabri apha esikolweni. Iyasebenza nokusebenza** *because* sakhe saboleka kutitshala sacela uzojong'idictionary apha, kukho amagama sasifuna ukuwajonga. Wathi uzasosivulela.

T: *Ok!*

Sp6: **Ikhon'ilaybri aph'esikolweni.** Kulapho nathi sasifumana imagazine sihlale sijonge zona.

T: *Ok!* Iyakwaz'uvulwa? Ikhon'iperiod yayo kuthiwe ngoku niyokufund'elabri niyofunda?

Sp1: **Ibikho ekuqaleni konyaka.**

T: Nini? Kulo nyaka?

Sp1: *Yes.*

T: *Ok!* And kwathini ke ngoku?

Sp1: **Hayi, yile nt' ndingayaziyo, inqabile ngoku.**

T: Eziklasini zenu ikhona *iclassroom library*?

Group: *No Miss!*

T: *Ok, e-eh xa mos kwezi period zenu zezisubject zenu iperiod ebekelwe bucala for ufunda, reading kuthiwe le ke yiperiod yereading, kulo period yereading nifunda noba yintoni na ufuna ukuyifunda, ikhona?*

Sp1: *No, ayibhalwanga ngolo hlobo...*

T: *Is there a period set aside everyday for reading in your school?*

Group: *No!*

T: *E-eh, kazijonge ke ngoku njengalo mfundi ufundayo not ofundayo as a student as a reader, ok! And then jonga ke ngoku ne-achievement yakho apha esikolweni? Do you think your reading habits have an influence or effect in your school achievement, and how? Ingaba okukufunda kwakho okukuthanda kwakho ukufunda, ok, ukufunda nayiphina incwadi nayiphina into inegalelo ekuphuhliseni ulwazi lwakho lwesikolo? And elo galelo lakho lwenzeka njani?*

Sp1: *And now, ndizakuthi likhona.*

T: *Eh!*

Sp1: *Eh, because okokuqala njengokuba bendikade ndifunda ezi ncwadi bendizifunda ngokwe-*

understanding. Then nalapha xa ndifunda apha esikolweni ndifunda nge understanding, then ndiyazimisela kuyo yonke into endiyifundayo even ndinikwi test ndiyazipasa because last year I received idiploma yeHistory so. So okwakuthanda kwam ukufunda nokwakuthanda kwam ukufund'incwadi so kune influence.

T: Kukwavula nolwazi oluphangaleleyo? *Ok!*

Sp1: Ewe!

T: Eh, *Miss* (i) eh, ukufunda nam *Miss* (i) **ukufunda incwadi apha ngaphandle luncedo. Kuyakwazi kuthiwe unikwe istory kuthiwe mos bhala uncedakale ungabutsala nzima kub'ufunda Miss.**

T: *Ok!*

Sp3: *Yes Miss*, nam *Miss*, xa **ndifunda lukhona ulwazi endilufumanayo apha kula maphepha because nezinye izinto eziye zibuzwe ndiye ndizazi ndizikhumbule napha emaphepheni. Zikhe zibizwe nento zalapha emaphepheni.**

T: *Ok!*

Sp4: E-eh, *Miss* **lukhona ulwazi endilufumanayo kuba ngamanye amaxesha kuye kuthiwe masenzicomp comosition.**

T: Mh!

Sp4: Ndibe **ndiqonda ukuba lukhona sikhon'istory endino'sithatha ndenze icompositon kweza ncwadi bendikhe ndazifunda.**

T: *Ok!*

Sp5: Eh, *Miss* into (...) naxa ndifunda incwadi mhlawumbi libekhona negama endingalaziyo ukuba lithetha ukuthini ndijonge *kwidictionary*. So, noba **ndiyiphinda ndiyifumana ndilifumane eskolweni sendilazi ukuba lithetha ukuthini.**

T: *Ok! So ivocabulary yakho ngokufunda kwakho iye iyenyuka?*

Sp5: Iyenyuka.

Sp6: Inegalelo *Miss* kuba ngoba bendimanufund'apha esikolweni bendimana amaxesha ndi ndi ngoku ndifunda ndil'jonge igama ndibe ndimana ndiliphinda-phinda okokoko ibe ingelilo.

T: Mh!

Sp6: **Then**, xa ndimana ukuziqhelisa la maphepha then ndiphinde **igama ibe sendilazi nelilandelayo igama.**

T: *Ok, alright!* Eeh, mandinibulele ngenxaxheba yenu!