

AN INVESTIGATION OF THE ROLE OF A SELECTED OUT OF SCHOOL
TIME READING PROGRAMME ON LEARNERS' READING BEHAVIOURS
AND ATTITUDES

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Abstract

Due to the lingering damage from the Apartheid era and Bantu education, South Africa is still battling to rectify the inequalities in schools in previously disadvantaged areas. The lack of a reading culture and very poor literacy assessment scores in these areas is cause to include even out-of-school time to help remedy these problems. This study seeks to add to the body of literature by investigating the influence of two selected out-of-school time reading programmes on learners' reading attitudes and behaviours within the South African context. Drawing from the New Literacy Studies (Gee, 1991; Street, 1995) and the Theory of Planned Behaviour (Ajzen, 1991), this Mixed-Method approach study examined the role that two out of school reading programmes played in the development of reading behaviours and attitudes of learners from township area called Simonstown, in the Eastern Cape Province. Located within the Pragmativist Paradigm, Mixed Method Research Approach, and Explanatory Design Method as a research design, the study used pre- and post-intervention quantitative questionnaires, semi-structured interpreter-facilitated interviews, structured observations, and the out of school reading programme as an intervention to generate data. The research site and study participants were purposively selected. They included 10 learners from 2 out of school reading programmes that benefited from funding and literacy project training and support called *Nal'ibali*. The study was designed to evaluate the effectiveness of these out of school reading programmes in improving learners reading behaviours and attitudes, and how the OST reading programmes influenced the reading behaviours and attitudes of the parents. Findings from the data concluded that the certain factors in the OST reading programme in conjunction with the positive influence of the parents and siblings own reading attitudes had a positive effect on learners' reading attitudes and behaviours.

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Acronyms

DBE	Department of Basic Education
NLS	New Literacy Studies
OST	Out-of-school time
TPB	Theory of Planned Behaviour

CHAPTER 1

CONTEXT OF THE STUDY

1.1 Introduction

In this chapter, the overall context, motivation behind this study is presented as well as a review of relevant literature to better understand the research topic and aim: An investigation of two selected out-of-school time reading programmes and their influence on learners' reading behaviour and attitudes. The key questions of this research are: What influence do the two-selected Out of School Time reading programmes affect the learners' reading behaviour and attitudes? How does the presence of two selected OST reading programmes have an effect on learners' parents/families reading behaviours and attitudes?

Firstly, a historical background of the educational system in South Africa and its ramifications on the educational system of post-Apartheid South Africa, as well as the reading culture (or lack thereof) in previously disadvantaged Black and Coloured communities, is offered. Next an outline of the entire thesis including a brief discussion on the research aim and questions, the theory, methodology, and ethical considerations. Finally, background information is offered to explain the larger project and reading campaign the two participating OST reading programmes are involved with for this study.

1.2 Historical Context

To understand the context of this study in terms of space – OST literacy programme in a previously disadvantaged Black and Coloured community in Simonstown, South Africa – and the participants of the study a brief historical perspective of education in South Africa is necessary. According to

Graven (2013), the Apartheid era systematically disempowered the majority of South Africans and has had a catastrophic effect on the schooling system as a whole. Lubisi & Murphy, (2002) as illustrate this dark history of South Africa's apartheid past: "Black, particularly African, pupils were largely to be given an education that prepared them for servitude, while white pupils were trained for over lordship" (p. 256). The ramifications of this ideology are still apparent twenty plus years after the end of apartheid. Under the Bantu Education System, generations of learners were left without any proper skills and woefully uneducated and illiterate. In fact, Dr. Verwoerd, then Minister of Native Affairs, declared, "When I have control over native [Africans'] education, I will reform it so that the natives will be taught from childhood that equality with Europeans [white people] is not for them" (Thompson, 2001, p. 191). Then following the 1976 uprising in the Soweto Township, where learners protested Afrikaans being the primary language of learning and teaching, parents were faced with a difficult decision of exposing their children to Bantu education or receiving no education at all. This left a whole generation uneducated and illiterate. At the end of the apartheid system and Bantu Education, the literacy rates across South Africa displayed the devastating effects of this system. In this report, literacy is not necessarily the technical skills to read and write, but functional literacy or the ability to use literacy to function in society, which can include reading and writing (Sibiya & Van Rooyen, 2005). For example, the white population has a 99% literacy rate; Indians a rate of 80%; Coloureds a rate of 55%; and Blacks a rate of 45-50% (Smith, 1996). Not only was illiteracy or poor education at all levels for many non-white South Africans a lasting legacy of apartheid and Bantu education but also unemployment, underemployment, and a generation of poorly trained people (Smith, 1996). The children (now adults) of this apartheid era are sometimes referred to as the "Lost Generation" because they are so undereducated. The new democratic government of South Africa launched several campaigns

in order to address the illiteracy problems among non-white South Africans. One of those campaigns occurred in 2000 initiated by the Department of Education (DOE) in order to significantly reduce the levels of illiteracy among South Africans through providing classes to illiterate adults (Sibiya & Van Rooyen, 2005). Although the government has attempted to address the illiteracy problem among adults from apartheid and Bantu education, still other issues affect the generations of children “born free” or in a democratic society.

One of those problems are the alarming levels of poverty among mostly non-white South Africans. It is reported that 200 million children in Asia and Sub-Saharan Africa are not developing to the full potential due to the consequences of poverty (Cooper, Vally, Cooper, Radford, Sharples, Tomlinson, & Murray, 2014). Due to high levels of poverty, children face many other obstacles in terms of growth, physical health, socio-economic competence, and cognitive skills. South Africa can also be characterised with similar problems due to great poverty. The extreme levels of material and social inequalities within South Africa can be linked to other issues like social and health problems like HIV and violence, substance abuse, and under/malnutrition (Cooper et al., 2014). All of these issues affecting South Africa have ties to the apartheid and Bantu education systems, which also point to inequalities in the educational system and language policy.

One of those problems is the language of learning and teaching or LoLT in post-Apartheid South Africa. In 1994, the new democratic government of South Africa inherited a racially divided and inequitable educational system (Broom, 2004). According to the Bantu Education Act, the government sought to implement societal multilingualism, which divided and separated ethnic groups (Marivate, 1993). This separation did not empower indigenous languages but instead these

African languages became associated with a great lack of social and economic empowerment (Broom, 2004). Mother-tongue instruction was reduced to the first six years of schooling and then dual-medium language policy was implemented where English and Afrikaans became the LoLT (Marivate, 1993). Then in 1979 with the introduction of the Education Act which implemented mother-tongue instruction up until grade 4 and then the switch to education in one of the official languages, which was mainly English. According to Broom (2004), the legacy of the apartheid era was a multilingual society that had a large number of people speaking languages with a lower status than English does. This legacy made the transition to English as the LoLT difficult for African learners to cope with the cognitive demands of education after Grade 5 (Heugh, 1995). Since the implementation of a new democratic government in South Africa, literacy learning has become more democratic in the sense that learners have the right to learn in the official language of their choice. According to the New South African Constitution Act 108 of 1996, “everyone has the right to receive education in the official language or languages of their choice in public institutions” (Bill of Rights, 1996, 29.2). This language-in-education policy is based on the multilingualism, which promotes the home language alongside an additional language (Sailors, Hoffman, Pearson, Beretvas, & Matthee, 2010). There has been an increase of children learning in a language (primarily English) that is not their mother tongue especially for learners in the foundation phase (Sailors et al., 2010). In this post-Apartheid South African era, many consider English as the language of economic power and academic achievement (de Klerk, 2002.) This has caused many children to be enrolled in schools where English is the LoLT. This language policy introduced a new set of problems for learners in advantaged and previously disadvantaged schools. Teachers in the previously disadvantaged schools must cater to learners who have very little exposure to English, so the LoLT could be their second or third language. At the same time, these

teachers lack confidence themselves in speaking and writing in English (Cassoo & Fleisch, 2000). Teachers in advantaged schools are mostly monolingual or bilingual English and Afrikaans speakers and have difficulties addressing the language differences and levels of language competence in the multi-racial classrooms (Broom, 2004).

In Broom's (2004) study, which assessed reading achievement at the end of Grade 3, she found that the early transition to a second language (English in most cases in South Africa) might perpetuate the inequalities of South African's past. Not only is this transition of the LoLT to English problematic, but this transition occurs at the same time learners move from using their language to learn to read and now need to use their language to read to learn. Since many of the reading materials and text books available to learners past grade 3 are not printed in indigenous languages, English becomes the LoLT across the curriculum (Broom, 2004). Learners without a lot of exposure to English and proficiency in English are at the greatest disadvantage. According to Sailors et al. (2010), by providing learners in South Africa an education in their home language while learning a second language will bring value to their home experiences; as well as giving them tools to access better health, social equity, and international ideas. Using an intervention in the form of the nongovernmental organization in South Africa called Read, Education, and Develop or READ Educational Trust this study aimed to provide learners in rural school's opportunities to learn to read in both their home language and in English.

READ's work centres around two main ideas: 1) placing high-quality books in the hands of children, and (2) providing teachers with strategies for engaging students in rich encounters with those books (Sailors et al., 2010). These high-quality books allow African language learners from

rural schools to see themselves in the pages of the books. Teachers also received learner materials in the form of 10 developmentally appropriate mother-tongue levelled readers for the learners to use in the classroom. Teachers also participated in intensive professional development sessions in order to show them how to use the materials to maximize student learning. Based on the results of this study, researchers found that the implementation of the READ intervention provided positive and strong results on student performance. Overall, the study showed that the short-term effects of this intervention found that foundation phase English language learners in South Africa perform better in their home language when their teachers have high quality instructional materials accompanied by professional development (Sailors et al., 2010). The authors (Sailors et al., 2010) argue for protecting indigenous languages because these languages support learners' literacy learning. It is the disconcerting lasting effects of the apartheid era and Bantu education as well as the still prevalent inequalities in the educational system today that has prompted this research.

1.3 Statement of the Problem and Study Aims

The present study investigates the role of two selected out-of-school time (OST) reading programmes on learners' reading behaviours and attitudes. The investigation involves an evaluation how the structure and components of this out-of-school time within two structured reading programmes effects learners' reading behaviour and attitudes in general. These learners come from previously disadvantaged area of the Eastern Cape called Simonstown that due to historical and cultural reasons lack a thriving reading culture. Due to the grave inequalities in the school system in this area and extremely poor reading standardized test scores, this study seeks to take the focus of the school and place it on OST and its potential to create a reading culture.

This study also seeks to address how the presence of these OST reading programmes affect their reading practices outside of the programmes. Although the OST reading programmes were not directly working with the parents to improve the reading culture, based on the discussion of the literature below it is a key aspect of this study to also investigate the effect this OST reading programme has on the learners' home life. As well how the reading behaviours and attitudes of the families of the learners effect their own reading practices.

By using the concepts from reason Icek Ajzen's (1988; 1991) Theory of Planned Behaviour (TPB) as well as the meta-theory called New Literacy Studies (Gee, 1991; Street, 1995) to situate this study and analyse the results and findings. The TPB focuses on the determinants of the consciously intended behaviour. TPB presents three main concepts that determine a person's intentions and actions that are behavioural beliefs, normative beliefs, and control beliefs. These beliefs construct a person's attitude, subjective norm and perceived behavioural control towards an intended behaviour. The social aspect of reading emerges from this concept of a subjective norm and how it influences behaviour, which provides a link between the Theory of Planned Behaviour (Ajzen, 1998; 1991) and New Literacy Studies (Gee, 1991; Street, 1995). This social aspect of literacy is mostly outlined in the meta-theory for this study from New Literacy Studies, which views literacy as a social practice. This provides a link between the influence of the OST reading programme and the influence of the families on the learners' reading behaviours and attitudes.

In order to link the theories with specific methods of data collection, this study chose a mixed method approach and Explanatory Design as the method of collecting and analysing data. Since the OST reading programmes were interventions brought on by the funding project to improve

learners' reading behaviours and attitudes, this study used two phases of data collection: first starting with the collection and analysis of quantitative data through the use of pre-intervention questionnaires; and the second phase was the qualitative phase which is used to explain and expound on the results of the quantitative phase. Then as an extension to follow-up on results gathered from the initial quantitative phase and qualitative phase, a post-intervention questionnaire was given. The purpose of this design is that the qualitative data helps to explain or build upon the quantitative results (Creswell & Plano Clark, 2007). By using multiple data collection tools, this study's validity was also strengthened.

This study used interpreter led semi-structured interviews to collect the qualitative data from a sample of learners. Below is a table detailing the sample of learners from each OST reading programme that were interviewed.

Table 1: Research Participants

Club A	Club B
All foundation phase	All intermediate phase
3 boys	3 boys
3 girls	4 girls
All Afrikaans speakers	All isiXhosa speakers

Due to the fact, the main participants for this study were children under the age of 13, there were several ethical concerns. However, these concerns were addressed by receiving proper written approval from the learners' parents or guardians to participate in all aspects of the research. The

professional interpreters were also properly prepared to conduct the interviews that ensured the privacy as well as most accurate results possible. These ethical considerations will be discussed in detail in chapter 4.

1.4 Intended Research Outcomes

This research on two selected OST reading programmes located in the previously disadvantaged area in the Eastern Cape called Simonstown seeks to:

- Investigate the effect of these programmes on learners' reading behaviours and attitudes towards reading
- Investigate the major components needed in an OST reading programme to create a reading culture in similar cultural and historical contexts
- Explore a possible correlation between parents and other influential agents on learners' reading behaviours and attitudes towards reading
- Explore the impact these OST reading programmes have on the learners' families reading behaviours and attitudes towards reading

1.5 OST Reading Programme: The Funding Project

This research is a part of a larger funding project initiated by GADRA Educational Welfare, which is a leading education NGO in Grahamstown, South Africa. GADRA Educational Welfare or GADRA Education applied for funding in 2014 from VESTAS Empowerment Trust, which is an instrument through which the VESTAS Southern Africa channels it through Social Economic Development (SED). VESTAS Southern Africa is a leading renewable energy provider for South

Africa. VESTAS Empowerment Trust hopped to influence a great difference in one of its areas of operation in the Eastern Cape of South Africa. According to the application form, the trust through the funding project were hoping to support organizations within the Eastern Cape that displayed some or all of the following criteria:

- Poverty alleviation;
- Capacity building;
- Children and youth;
- Innovative solutions;
- Partnerships with government, other donors and other NGOs;
- Supporting public and civil society delivery systems; and
- Community engagement and ownership of projects.

The guidelines for the funding project were to improve primary education in Grahamstown; as well as supporting development initiatives that seek to alleviate poverty and develop communities in the area of Grahamstown.

GADRA Education in partnership with ICDP Trust out of Grahamstown were awarded the funding for the purposes of improving primary school education outcomes in Grahamstown. The funding project outlined four key target areas in order to achieve the above purpose that were learner performance, teacher development, community development, and school management and leadership development. For the purposes of this study, the area of interest was the community development portion which five aftercare centres or NGOs in the Simonstown area of

Grahamstown. Each of these aftercare centres were previously existing and operating for several years before this funding project was introduced. Through the funding project, the aftercare centres or NGOs were able to create maths and literacy out-of-school clubs in order to fulfil the outcome of funding project. For this particular research, the study only focuses on two out of the five centres and specifically investigating the OST literacy programme impact on learners' reading attitudes and behaviours.

It is also important to note for the validity and analysis of findings for this study that the OST literacy programmes were using a specific reading club model called Nal'ibali (n.d.). Nal'ibali (n.d.), which isiXhosa for "here's the story", is a national reading-for-enjoyment campaign that originated in Cape Town, South Africa in 2012 with the hopes of sparking children's potential through storytelling and reading. The Nal'ibali (n.d.) campaign is built on the logic that establishing a culture of reading can positively transform education in South Africa. The key elements of the campaign are:

1. A high visibility media campaign that spreads across Times Media newspapers, SABC radio stations, community newspapers and radio stations, billboards, public service announcements and digital platforms, to inform, inspire and equip adults to engage with children using stories and reading
2. A national network of face-to-face mentoring, training and support to drive reading clubs and other reading-for-enjoyment activities in communities across the country
3. A library of multilingual stories and resources for parents, caregivers and volunteers to share with their children and reading clubs

Nal'ibali (n.d.) also esteems the power of language and cultural relevance in literacy development that is why they promote reading and storytelling in mother-tongue languages. The two OST

reading programmes located at the two NGOs, which are the locations of study participants, all received extensive training, guidance, and support to create and facilitate their Nal'ibali Reading Club. During the inaugural year of the NGOs clubs, the club leaders participated in a three-day training session where they learned the mission and purpose of Nal'ibali (n.d.) campaign, participated in a mock Nal'ibali club session, reviewed and became familiar with the supplement, and planned for their own Nal'ibali club. Then throughout the course of the first year, all of the club leaders from all five NGOs attended monthly cluster meetings where a Nal'ibali representative addressed concerns from the club leaders about running their reading clubs and provided guidance. As part of the Nal'ibali (n.d.) reading campaign and in partnership with Times Media, they publish a bilingual newspaper supplement edition every two weeks during school terms with stories, reading activities, reading and reading club tips to inspire not only club leaders with the implementation of their Nal'ibali reading club; as well as a section specifically for parents on how to promote reading and create a culture of reading at home. These supplements can be used within the clubs as a resource to provide reading activities and stories to promote reading and storytelling that is meaningful, enjoyable, and accessible. Within each supplement newspaper are two full colour, foldable books that club leaders can either use within the club and/or send home with club members to read at home. Since the newspaper supplements are bilingual, club leaders can request which mother-tongue language along with English they would prefer their supplement to be printed in. It is against this context that the study asks the following research questions:

1. What influence do two selected OST reading programmes have on learners' reading behaviours and attitudes?
2. How will the presence of two selected OST reading programmes effect the learners' parents/families reading behaviours and attitudes?

1.6 Conclusion

This chapter has provided an outline for this thesis including a discussion around the historical influences for the context of this study. This chapter revealed the goal of this study, which is to investigate the influence of two selected OST reading programmes on learners' reading behaviours and attitudes. The justification for conducting this study on Out of School Time reading programmes and how they influence learners' reading behaviour and attitudes was presented. A brief historical background of the educational system in South Africa and how it has influenced the lack of a reading culture for Black and Coloured families even in post-Apartheid South Africa. The lingering and damaging effects of apartheid and Bantu education system helped to explain the lack of reading culture in previously disadvantaged areas in South Africa. This information provided the backdrop for which this research stems from. This chapter also provided context around the site of the study and background information about a larger funding project and reading campaign the research site is participating in. This information is important to address and discuss because not only does it provide appropriate context for the study but also it will inform the theory as well as the methodology for this study. It is also important because when choosing the research sites, the OST reading programmes needed to meet the above criteria in order to investigate their influence on learners' reading behaviour and attitudes.

The next chapter provides relevant literature of the definition of ‘reading’ that is appropriate for this study as well as literature around out-of-school time and how it affects learners.

In Chapter 3, the theoretical framework from which this study is viewed is discussed. An explanation for the concepts of the Theory of Planned Behaviour and how they were used in other studies is given. Then the connections with certain concepts in the Theory of Planned Behaviour to concepts in the meta-theory called New Literacy Studies are presented and explained. All relevant literature using these theories is critically analysed.

In Chapter 4, the methodology used in this study is explained. The choice of using a mixed methods approach with a focus on the Explanatory Design approach and the data generation methods are discussed.

In Chapter 5 is a discussion of the results and findings from this study. These results are analysed using the Theory of Planned Behaviour and meta-theory of New Literacy Studies. The findings are also compared to the literature addressed in previous chapters.

In the final Chapter 6, which is the conclusions, the implications of this study are highlighted. A short reflection of the researcher is also presented of the process of conducting this study and writing the thesis. Recommendations for further research and policy change are suggested based on the findings. Limitations of this study are also addressed and how they were overcome to ensure validity.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter one presented the historical context this study is rooted in as an outline of the theory, methodology, and ethical considerations for this study. This chapter first discusses the literature around the definition of reading and how it is used in this study. The chapter then moves to presenting statistical evidence to illustrate the failing educational system primarily for poor Black and Coloured learners. Secondly, literature addressing the definition of “reading” in the context of this study is presented. As well as literature around the reading debate within South Africa. Thirdly, several studies are presented to explain and define Out of School Time (OST) academic programmes, but with a focus on reading programmes and their impact on learners’ reading ability and attitude. Then, a justification is presented for the need for more research around reforming reading practices in order to address the literacy achievement gap within the context of South Africa. Relevant literature is reviewed around reforming reading practices mostly inside of school, as well as those that take place outside of school, but not necessarily within an OST reading programme. Finally, a discussion around out-of-school time and its influence on learners’ reading from several studies inside and outside of South Africa is presented.

2.2 Definition of “Reading” for this Study

Reading in the context of this study consists primarily of the reading of printed text and writing, which is meant to help learners improve academically (Apsler, 2009; Beckett et al., 2009; Maxwell-Jolly, 2011; Marten, Hill, & Lawrence, 2014; Afterschool Alliance, 2013). Other research (Henderson & Honan, 2008; Engel-Unruh, 2010; Whittingham, Huffman, Christensen, &

McAllister, 2013) analyses the use of reading visual media and incorporating technology within the confines of an OST reading club. All these studies were conducted within the western, economically developed contexts, where access to technology is not as challenging as it is in the context where this study is to be conducted. This is the reason this study focusses on printed texts to undertake the research. This choice is made cognisant of 21st century call to expand the concept of literacy. In her *Expanding the Concept of Literacy*, for example, Daley (2003, pp.33-34) presents four compelling arguments for why the concept has to be expanded:

- The multimedia language of the screen has become the current vernacular;
- The multimedia language of the screen is capable of constructing complex meanings in independent of text;
- The multimedia language of the screen enables modes of thought, ways of communicating, and conducting research, and methods of publication and teaching that are essentially different from those of text; and;
- Those who are truly literate in the 21st century will be those who learn to both read and write the multimedia language of the screen.

For Bleed (2005), furthermore, our definition of literacy in the 21st century should involve: “the ability to interpret and create visual, digital, and audio media” (p. 3). While this study embraces these 21st century understandings of literacy, the economic conditions within the context in which the study is to be conducted, the fact that study participants have not even begun developing reading culture as part of their lifestyles, and the relationship between the ability to comprehend and respond in writing to prescribed printed texts in their formal schooling is still a struggle,

printed text remains the focus in this study. Moreover, considering the socio-economic conditions characteristic of the context where the study is to be conducted, the challenges the study participants experience with basic comprehension and reading skills of printed texts, their attitudes and motivation to reading, the exclusion of other forms of communication was necessary. Studies (Daley, 2003; Bleed, 2005) have revealed that learners from previously disadvantaged contexts do not even have adequate access to written texts, let alone visual content. It is thus more urgent in the context where the study was conducted to address the issue of reading attitudes towards printed texts, before tackling the many issues around access to, and inclusion of, visual literacy.

For Black and Coloured learners from vulnerable township backgrounds in Simonstown, the Black township in the Eastern Cape, the culture of reading is relatively non-existent. This is largely due to the apartheid legacy (Banda, 2003). It is thus this study's contention that conducting an investigation on their behaviour and attitudes towards reading is just as important, if not more important, than improving their reading ability. Learners from poorer areas are already at a greater disadvantage simply because of their home backgrounds and socio-economic status. Some learners who are all from poor Black and Coloured communities do not even have a culture of reading and writing. According to Donald, Condy, and Forrester's (2003) study on literacy development that occurred in the Western Cape schools in South Africa, some of the difficulties that hindered literacy development were extreme poverty, high unemployment, under resourced schools, unqualified teachers, and lack of appropriate reading materials.

All of these factors are a product of the apartheid era that left Black and Coloured communities devastated and destitute. Their parents and grandparents did not have the opportunities to interact

with printed text, let alone build a reading and writing culture within their homes. These learners are merely inheriting poor behaviours and attitudes towards reading. Poor infrastructure, lack of libraries, poorly trained teachers, and lack of resources, together contribute to their poor reading attitude that is still the case in many areas in South Africa (Banda, 2003). It is almost understandable why some learners have an aversion towards reading and writing. Even with the wide definition of 'reading' or 'literacy', most learners from Black and Coloured areas in South Africa are lacking in the resources, opportunities, and motivation to read.

The historical implications within the context of post-apartheid South Africa, the existing literature on the role of OST reading programmes on learners' reading abilities, and my personal experience of working with learners on their reading behaviours and attitudes, motivated the researcher to investigate the quality of an OST reading programme and its potential to improve reading behaviour and attitudes. Another reason to focus on reading attitudes and behaviours as supposed to reading ability was due to the potential the findings of this study can inform in classroom teaching practice. If there was, more research around assessing adolescents' attitudes it could lead towards creating ways to cultivate positive reading attitudes and behaviours (Conradi, Jang, Bryant, Craft & McKenna, 2013). This assessment of attitudes and behaviour is also particularly important for adolescents since a lot of research highlights a worsening of these learners' reading attitudes and behaviour as they move through school (Ley, Schaer, & Dismukes, 1994; McKenna, Kear, & Ellsworth, 1995). In addition, research consistently shows a correlation between reading attitude and reading attainment (McKenna, Kear, & Ellsworth, 1995; Petscher, 2010).

Even in the days of post-Apartheid, with the Government making reforming the education system its first priority, there are still alarming inequalities across the nation. The greatest change to the

educational system was equal access to schooling. Every child was legally given the right to a basic education and no educational institution could discriminate based on race any longer. This right is now constitutionally guaranteed through Section 29 of the State Constitution. This right to access of schooling is defined by the Section 29 of the State Document as everyone having the right to basic education. According to the World Education Forum (2000), by 2015 all learners will have access to free, compulsory, and adequate primary school education (as quoted by Sayed & Motala, 2012, p. 674). Although that was a great accomplishment, it still did not solve the greater problem of epistemological access (Hoadley, 2013). Wally Morrow (2007), states that access can be divided into formal access and epistemological access (p.2). According to Morrow (2007), formal access is having actual access to the institution of learning which is dependent on many factors (p. 2). Some of these factors include school's admission requirements, ability to pay school fees, proximity to school, and many others. Historically not all learners had formal access to certain institutions for learning in South Africa. During Apartheid era, formal access to schools was non-existent for all learners. Segregated schools, unequal allocation of resources, and the unjustifiable exclusion of many races to certain schools in South Africa all contributed to keeping learners out of schools. Since the demise of the apartheid system, formal access to schools has improved, but there remained some challenges that prevented this formal access.

2.3 Debate on Literacy Achievements in South Africa

In the post-apartheid South Africa, every child may have the right to access any school, but many children from poorer families are unable to attend better quality schools because of financial and location reasons. These children, who are predominately Black and Coloured South Africans, are faced with a challenge of attending schools that are not providing epistemological access. Morrow

(2007) describes epistemological access as access to knowledge (p. 2). It is important that learners in South Africa have the right to basic education and option to attend any school, but it is more vital that what and how the teacher presents the required knowledge is accessible to all learners. Morrow (2007) even describes teaching as the “practice of enabling epistemological access” (p. 2). An impoverished pedagogy, meaning little to no opportunities for reading and writing, large class sizes, chorus and call and response learning, inappropriate assessments and feedback, low cognitive demand, and under-utilised textbooks and other learning materials (Hoadley, 2013) categorize many primary schools. This lack of epistemological access can be seen in the alarming international and national standardized test scores across South Africa.

The then South African Deputy President stated in his speech to the South African Democratic Teachers Union in 2011 that the “education system is in crisis. In fact, calling it a crisis is an understatement. This is a catastrophe,” (as quoted in Graven, 2013, p. 2). The alarming standardized test scores can see this catastrophe. South Africa came last out of the 40 countries tested on the 2006 Progress in International Reading Literacy Study (PIRLS) (Mullis, 2007). According to the 2003 TIMSS study, South Africa was ranked as the lowest performing country out of 50 countries and it had the highest percentage of learners achieving below the Low International Benchmark (Graven, 2013). Spaul (2013, p.4) states:

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

This may also be contributing to the very poor culture of reading and literacy in South African classrooms. South Africa has also implemented its own system of assessment called the Annual National Assessments (ANAs) for grades 1, 3, 6, and 9, which are in line with the CAPS document standards. The 2012 Annual National Assessment (ANA) results, for instance, reveal that in literacy, learners in grade 3 scored on average 35% and learners in grade 6 scored 28% (p. 95). According to the CAPS document, learners must score at 50% or above in order to be considered proficient in reading. For learners in Grade 5, the ANA results showed an average mark of 35% for home language. As Ribbens (2008, p. 108) says, “these poor levels of academic literacy are a matter of concern and reading intervention campaigns have been put in place not only locally but the world over”. Below is a table displaying the National ANA results for English first additional language from 2012 to 2014.

Table 2: National (ANA) Results for 2012, 2013, 2014

Grade	English First Additional 2012	English First Additional 2013	English First Additional 2014
4	34	39	41
5	30	37	47
6	36	46	45

The ANA results on the provincial level where this study finds its context are just as alarming. According to the 2012 ANA results, 67, 4% of grade 5 learners in the Eastern Cape were not even functionally literate in their home language. Unfortunately, the ANA results are not any better for English First Additional Language, which reveals that only 16, 4% of learners are capable of reading and 84, 4% of learners underperform in literacy assessments. Disappointingly, these results do not get any better for more recent ANA assessments for the Eastern Cape. Below is a table displaying the National ANA results from 2012 to 2014 for grades 4, 5, and 6.

Table 3: Provincial (Eastern Cape) ANA results for 2012, 2013, & 2014

Grade	English First Additional 2012	English First Additional 2013	English First Additional 2014
4	28,8	28,9	33,2
5	16,4	22,8	39,0
6	25	36,2	24,2

This study finds its participants in a small town located in the Eastern Cape called Simonstown, which also had deplorable ANA results for the years 2012 through 2014. Below is a table displaying those results:

Table 4: Simonstown ANA results for 2012, 2013, and 2014

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

These alarming international, national, and provincial reading assessment scores several years into democracy is cause to look inside and outside of the classroom to address this problem. This lack of basic literacy skills curbs any chances of learners to end the cycle of poverty. According to Graven (2013), much research has been done that presents correlations between school performance and socio-economic status, including data gathered from the TIMMS; the OECD (2008) *Reviews of National Policies for Education: South Africa*; the NPC's (2011) *Diagnostic Overview* and many others. Children from poorer areas are already at a greater disadvantage simply because of their home background and socio-economic status, and much of this gap between the

rich and poor is a result of the years under the Apartheid system that was discussed above (Graven, 2013). According to Hoadley (2013), two of the reasons poor children are differentially prepared for school are due to child-rearing practices and children's social and physical readiness for school. When poor children enter the classroom many more inequalities surface. Some reasons for these disparities in poor children and their school readiness in South Africa is due to the damaging consequences of poverty including physical health problems, violence, substance abuse, maternal depression, and malnutrition (Cooper et al., 2013). All of these disparities have an adverse impact on child development especially literacy development. This study hopes to investigate the intervention of an OST reading programme on the reading attitudes and behaviours of Black and Coloured learners in the previously disadvantaged area of Simonstown, Eastern Cape, South Africa. Below is literature that addresses OST academic programmes mostly in western contexts, but also includes literature within in the South African context.

2.4 Debate Around OST

This study is important in this context because of the extremely poor reading test scores listed above are also unfortunately true for learners in Black and Coloured townships at the research site, and other areas where the same population groups reside. Not only did the Bantu Education System create a generation of unemployable and illiterate people, but it also caused a gap in formal education between white South Africans and non-white South Africans (Smith, 1994). The response to this crisis in education in South African schools need not be within the confines of the schoolhouse or school building only, but found outside of school as well. Michael W. Smith, a professor at Temple University, has done much research on the learners reading experiences and what motivates them to read inside and outside of the classroom. In a journal article by Smith and

Moore (2012) about research on learners out of school literacies they quote Kirkland (2009) saying out of school literacies is a “counter narrative” (p.10) to the norms and practices of literacy inside the classroom. There are three strands discussed in the journal that this type of research focuses on which are 1) understanding how complex learners’ out-of-school literacies are; 2) documenting the competence of learners out-of-school literacies; and 3) expanding the school’s or teacher’s vision of literacy (Smith & Moore, 2012). Most other studies around out-of-school (OST) literacy focused on literacy practices that occurred in spaces and times outside of school specifically for adolescents (Hull & Schultz, 2001; Moje & Tysvaer, 2010; Waldfogel, 2012; McTavish, 2014). In a South African context, out-of-school literacies takes a focus on early literacies because research shows learners’ cognitive ability at the point of entry into school is a strong predictor of their progress throughout school (Cooper, Valley, Cooper, Radford, Sharples, Tomlinson, & Murray, 2013). Therefore, the case to focus on early literacies is key and pre-school interventions like early literacy programmes is important. For example, one study used mother-infant book sharing intervention programme where mothers from an impoverished area in South Africa received training on how to share books with their infants (Cooper, et al., 2013). Another focus of OST literacy studies in the South African context has to do with the community library and providing access for learners to information and helping with literacy acquisition (Krolak, 2005). In one study by Hart (2010), which focused on community libraries in previously disadvantaged areas. Moreover, the focus of the study was to make community libraries accessible and attractive for everyone in the community. These OST structured attempts to address the lack of reading culture and access to literacy in previously disadvantaged areas in South Africa are stepping stones to addressing the schooled literacies. Investigating OST reading intervention programmes and their influence on learners’ reading has a place in the body of research from South Africa.

At the end of apartheid, many non-governmental organizations (NGOs) attempted to address this gap in formal education through the introduction of non-formal programmes of differing quality and content (Smith, 1996). According to Hull and Schultz (2001), there have been considerable research that documents the intellectual accomplishments of children in out-of-school (OST) settings which, even though often contradicts with their poor school-based performances, still suggests a different view of their potential as capable learners. This approach is even more critical in this context because of the alarming illiteracy rates that plague the Black communities of South Africa. The literacy rate among Black South Africans is 65%; which means 35% of adults cannot read or write (Sibiya & Rooyen, 2005). Having illiterate parents has an effect on learners not being able to read and write as well. According to Krolak (2005), the most important factor in a learners' acquisition of literacy is the reading habits of the parents. Therefore, it can be inferred that if the parent(s) is illiterate the chances the child will become proficient in reading and writing is very slim. As stated above the early or late start to reading and writing for children is also a determinant for later reading habits (Banda, 2003). If parents are illiterate or simply not able to motivate their children to read and write, then the likelihood of their reading achievement in school lessens. These are just some of the factors for why this OST reading intervention is needed in this context.

Learners' poor reading abilities in South Africa add tremendously to the educational crisis the country is facing. Without systematic, multi-pronged strategies and programs to nurture positive behaviour and attitudes towards reading, the crisis threatens the future of the country itself. It is this challenge the study hopes to take up: to investigate the extent to which an OST reading program could nurture positive behaviour and attitudes towards reading.

Although much of these studies are investigating the effects of OST programmes for learners from disadvantaged areas, they are still situated in a western, supposed economically ‘developed’ context, and are not inclusive of developing countries. They also primarily argue, it needs to be pointed out, for the implementation of OST programmes to improve reading ability, and not necessarily, as it is the focus of this study, reading behaviour and attitudes. This is the study’s entry in order to contribute into this body of knowledge. In other words, although focus on OST reading programmes is to improve reading ability is an area that always requires further research, the focus of this study is also the OST reading programmes and their potential to improve learners’ reading behaviours and attitudes. Reading behaviours and attitudes is the focus for this study also because of the educational and political history of South Africa that did not allow for a reading culture for Black and Coloured South Africans, let alone improving reading ability for these learners. Due to the emerging published research and data on the effectiveness of these OST literacy programmes in the context of South Africa, furthermore, this study hopes to contribute to this body of scholarship, specifically in the context of Black and Coloured townships of Simonstown, Eastern Cape province.

Many studies (Donald, Condy & Forrester, 2003; Nassimbeni & Desmond, 2011; Hooper, 2013) have been conducted to investigate strategies to inculcate a reading culture within the context of schooling. While some studies involve investigating ways in which learners could be motivated in ways that would nurture positive attitudes and behaviours towards reading outside of the context of schooling (Hull & Schultz, 2001; Machet, 2001; Fleming, 2005; Krolak, 2005; Banda, 2003; Trott, 2012; Broeder & Stokmans, 2013), It is important to note, furthermore, that other studies focus on the implementation of reading programmes and other reading interventions (Donald,

Condy, & Forrester, 2003; Dail, McGee & Edwards, 2009; Whittingham & Huffman, 2009; Doiron & Asselin, 2011; Trott, 2012). Studies located within both mathematics and literacy have documented the accomplishments of children in OST settings, and this was often in contrast to their poor school-based performance (Marten, Hill, & Lawrence, 2014; Wilkerson & Haden, 2014). According to Marten, Hill and Lawrence (2014), an OST programme located in the US was like a bridge for students and the new Common Core Standards, which is a rigorous curriculum new to several US states. These OST programmes were able to differentiate this new demanding curriculum for students who were falling behind in the classroom. In a similar study by Wilkerson and Haden (2014) that investigated science, technology, engineering and mathematics or STEM OST programs found that these OST programs could help with supplementing schoolwork, igniting student interest, and extending learning in these areas. The lasting effects of children participating in two selected OST reading programmes are also emphasised by Little, Wimer, and Weiss (2007). From a two-year longitudinal study of promising afterschool programmes, the authors found regular participation in the afterschool programme was associated with improvements in work habits and task persistence. A similar study around afterschool programmes that targeted at-risk youth found that these programmes demonstrated positive effects on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow & Martin-Glenn, 2006). This out-of-school-time can be extremely valuable in varying disciplines.

In commenting about OST programmes, (Little, Wimer & Weiss; 2008; Beckett et al., 2009; Rhea, 2013), point out that they are safe, structured programmes that offer a variety of adult supervision to promote learning in children of all ages outside of the school time. Much of this research has investigated the OST accomplishments of learners in mathematics (Simic-Muller, Turner, Valley,

2009; Hyatt, 2013; Stott, 2016). Researchers have also been interested in reading OST and the value of adolescents participating in OST book clubs (Alvermann, Moon, & Hagood, 1999; Alvermann, Young, Green, & Wiseman, 1999; Fleming, 2005; Casey, 2009; Whittingham & Huffman, 2009; Rank, 2013). Many of these studies reveal that this OST in structured programmes promotes academic achievement, school attendance, better test scores, and positive feelings and attitudes towards mathematics and literacy (Apsler, 2009; Beckett et. al, 2009; Maxwell-Jolly, 2011; Wilkerson & Haden, 2014). Maxwell-Jolly (2011) reported this success of OST programmes for English language learners in the United States. They found that because OST programmes afford these learners more time than they have during the regular school day they are able to address language and learning barriers more effectively. Similarly, in a report by Apsler (2009) from the United States National Institute on Out of School Time on over 50 studies of “afterschool programs” the findings suggested that: “(1) quality afterschool programs improved school attendance, engagement in learning, test scores, and grades; (2) frequency and duration of afterschool participation increases benefits; and (3) high-risk youth show the greatest benefits” (p. 1). More details on this report will be illustrated later in this chapter.

The most important benefit of this out of school time is just that: time. Many researchers agree that these OST reading programmes have the potential to be structured in ways that could help learners improve in areas of deficit (Beckett et. al., 2009; Maxwell-Jolly, 2011; Afterschool Alliance, 2013). This is because OST in structured literacy programmes or “properly designed” literacy programmes (Apsler, 2009) have also been found to help learners from disadvantaged backgrounds by providing more opportunities to practice reading skills not properly obtained within a classroom setting. The US Afterschool Alliance (2013), for example, conducted a study on the need for after

school and summer learning programmes, specifically in disadvantaged Black and Latino areas. They argue that these OST programmes are needed because these learners are experiencing higher levels of poverty, academic deficiencies, and access to extra-curricular programmes. The Apsler (2009) also argues that learners from disadvantaged areas, who regularly attend high quality after school programmes, are academically further ahead than their peers who spend more out of school time in unsupervised activities.

Most research (Alvermann, Moon, & Hagood, 1999; Alvermann, Young, Green, & Wiseman, 1999; Fleming, 2005; Casey, 2009; Whittingham & Huffman, 2009; Rank, 2013) that has been conducted on out of school time settings has mainly been in the United States of America. Not much research in other parts of the world has been conducted on how out of school academic clubs benefit learners. Apsler (2009) also argues that a properly designed OST programme can have a positive effect on learners' academic, emotional, and social lives. This is especially true for learners from disadvantaged areas. This out of school time, furthermore, can afford learners with opportunities of growth that schools cannot offer since personal attention from adults, positive peer group, and activities that hold their interests remain core values. Furthermore, findings from an evaluation of Enhanced Academic Instruction in After-School Programs sponsored by the Institute of Education Sciences (IES) in the United States found that certain components were needed in these after-school programmes to ensure their success. Some of these factors included a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula (Beckett et al., 2009). A report on research on after-school programmes presented similar findings of qualifying features of high

quality clubs which included: “appropriate supervision by well-trained, professional staff and a clear vision and goals for the program” (Rhea, 2013, p.4).

Early literacy environments particularly at home and school (McKool, 2007; Burgess, 2011; Mol & Bus, 2011) also influence children’s reading ability, attitude and behaviour. These literacy environments can serve as an extrinsic motivating factor for children. According to Ryan and Deci (2000), extrinsic motivators are external factors leading to someone to perform a certain behaviour out of desire. For the purposes of this study, the environment includes the physical and human that make up the social and cultural teaching and learning environment (Newman, 2016). The environment can include the furniture, fittings, documentation, messages, photographs and other displays of work. All of these things can influence a learner’s reading behaviour and attitude. According to a study by Catapano, Fleming, and Elias (2009) on the creation of a classroom library, the size or condition of the environment is not as important as the decoration and organization. The key is providing a warm and inviting space for learners. The authors argue for a defined space that invites individual relaxation or opportunities for small group interactions (Catapano, Fleming, & Elias, 2009). They suggest having soft seating, as well as areas to display books. Anything extra (lighting, music, other colourful displays) to enhance the literacy space is encouraged (Diller, 2005; Catapano, Fleming, & Elias, 2009 ;).

The obvious feature of a literacy rich environment are the literacy materials. Fountas and Pinnell (2001) stress the importance of a varied collection of literacy materials such as texts in various formats, genres, and types in order for learners to build their reading skills. The availability of texts for learners at, above, or below their reading level is also key including books learners can “sail

through” independently (Fountas & Pinnell, 2006, p. 518). Catapano, Fleming, and Elias’ (2009) found in their study of building a classroom library that having books that are culturally relevant to the lives of the children in the classroom is also important for building a library that is motivating for beginning readers. In addition, the presence of books that are culturally and linguistically relevant to the learners present may also be important for literacy acquisition for English language learners (Vardell, Hardaway, & Young, 2006).

In a report by Fleming (2005) on the after school and summer enrichment programme called *Two Together* in the United States, it is pointed out that the parts of the programme that can be replicated, markers for success, and ways of measuring success in an after school programme with structured literacy components, can contribute to learners’ success in school and overall attitude towards reading. In this report, Fleming (2005) found that after school programmes, with adequate funding for materials, appropriate infrastructure, trained tutors or facilitators, community involvement and support, as well as parental involvement with the programmes, are key components to improving learners’ attitudes toward reading.

In a similar study by Whittingham and Huffman (2009), the findings are similar. In this study, the interest and motivation of children towards reading decreased the older they got as well. They argue that introducing an out of school reading club or book club as they refer to it, may be one way to combat this trend and address children’s lack of motivation towards reading. Whittingham and Huffman (2009) emphasize reading as an experience rather than an academic task, and this will help attract all children, even reluctant ones, to pick up a book and read. Guthrie (1996) also argued for engagement contributing to children’s motivation towards reading. Again, Guthrie

(1996) stated, “engaged literacy learners are motivated” (p. 433). Research within the classroom and outside of the classroom have indicated certain factors that could improve learners’ reading behaviours and attitudes. Other literature outside of the USA (Leppänen, Aunola & Nurmi, 2005; Dickie, 2011; Ellard, Kelly & Mckerracher, 2012; Tse, Xiao, Ko, Wai-Lip Lam, Hui, & Ng, 2016) on OST and its effects on literacy made similar conclusions on the positive influence of OST on literacy in adolescents. For example, one study on Samoan children and the need for classroom teachers to be aware of their OST literacies and its impact it can have inside of the classroom (Dickie, 2011). This study examined these Samoan learners’ OST literacies practices on three levels: personal, interpersonal, and community levels and found consonant and conflicting values and pedagogies amongst their literacy uses. Dickie (2011) argued that the findings suggest the importance to be aware of their students’ OST literacy practices in order to identify their consonant and conflicting values. In other words, OST literacy practices can be used to inform in classroom teaching practices in order to make meaningful connections for the students. Another study (Leppänen, Aunola & Nurmi, 2005) examining the interaction between OST literacy practices and the classroom took place in Finland and analysed the interaction between children’s reading skills or abilities and their reading habits outside of school. The authors (Leppänen, Aunola & Nurmi, 2005) found that the greater the children’s reading skills the more likely they would read outside of school time. The second finding stated the children’s reading habits also predicted their reading skills meaning the greater the amount of OST reading practices the greater their word recognition when they returned to school. In this study, the OST reading practices were defined as being exposed to reading by a parent or other adult figure or the child reading printed text or also reading television subtitles.

Another study examined this interaction between classroom pedagogic reading practices and OST reading practices in order to explain why the reading attainment of Hong Kong grade 4 learners was greater to that of Taiwanese grade 4 learners in the 2006 Progress in International Reading Literacy Study (Tse, Xiao, Ko, Wai-Lip Lam, Hui, & Ng, 2016). This study used several home and school factors (reading attitudes, home educational resources and reading practices) to test reading attainment. The study found that home educational resources had a positive impact on learners' reading attainment while controlling for the variables of students and parents' reading attitudes. This would suggest that home educational resources are a means to cultivating positive reading attitudes (Tse et al., 2016). The authors even argue that parents with positive reading attitudes are more likely to understand the connection between reading and achievement, and they hold higher expectations for their children's academic performance (Tse et al., 2016). This claim around the parents reading attitude and its link to children's reading attainment is present in other studies as well. Several studies (Krolak, 2005; Klaua, 2009; Waldfogel, 2012; Conradi et al., 2013; Knoester & Plikuhn, 2015; Tse et al., 2016) highlight what Brandt (2009) refers to as "literacy sponsorship" or individuals or groups that are instrumental in either supporting or hindering the literacy development of others. Examples of literacy sponsors are parents, grandparents, siblings, friends, and neighbours. The greatest influencer on children's reading attitudes and behaviours seems to be the parents. In fact, Krolak (2005) argues that the parents play the most important role in their child's literacy development. Studies argue that children who grow up in a literate home environment are at an advantage in school than their peers from non-literate home environments (Lesen, 2004; Krolak, 2005; Waldfogel, 2012).

For example, in the 2001 Progress in International Reading Literacy Study (PIRLS) showed in the case for Swedish families the number of books and other reading materials present in the home was a determinant for reading achievement (Lesen, 2004). Krolak (2005) also concluded that the reading practices of parents is the most important factor in a child's reading acquisition. Krolak (2005) argues that parents must be encouraged to read to their children, and the desire to support their children in developing their reading skills is a strong motivating factor for illiterate adults to become literate and this is a great opportunity for family literacy programmes to reach these families. The relationship between reading attitudes and reading attainment is also a determinant in the study by Tse et al. (2016). The authors concluded that favourable reading attitudes are likely to involve children in more regular reading activities and could in time; benefit the development of reading skills (Tse et al., 2016). The development of reading skills may stimulate reading interests and intrinsic motivation in reading. The reading attitudes in parents was also a predictor in students' reading attainment in both Hong Kong and Taiwanese students.

Another finding from this study concluded that the reading practices in both Hong Kong and Taiwanese students was a determining factor in reading attainment. These reading practices were mostly inside of the classroom, but the findings brought up important insights around reading attainment. For example, the study (Tse et al., 2016) concluded that independent reading inside of the classroom might increase with the development of reading skills as this reading practice relies heavily on reading ability. The only OST reading practice that was mentioned in the study was reading of informational texts, which had a negative impact on reading attainment. This negative impact on reading attainment could be attributed to the difficult vocabulary found in informational

texts and the fact that not many informational texts are used inside of the classroom at the foundation level.

Another factor that can either support or hinder learners reading attitudes and behaviours is socioeconomic status (SES). Waldfogel (2012) argues that family SES is largely connected with learners' early literacy acquisition and literacy development. The SES of families or the family income, parents' educational attainment, and parents' occupation all play a role literacy gaps. Children from low-SES families tend to achieve poor academic outcomes due to lack of resources at home and parental involvement in education (Tse et al., 2016). Not only is SES a factor in learners' literacy whether reading attitudes, behaviour or ability, but also so is culture.

According to a study by Dickie (2013), on the out-of-school literacies of Samoan students, these out-of-school literacies become more complex when the culture of group does not mirror those of the mainstream and dominant school group. Dickie (2013) found that since only some Pasifika learners performed well on school measure of literacy, a greater concern were those Pasifika learners who consistently performed poorly. Thus, the research argued for a focus on out-of-school literacies and their implication inside of the classroom.

Although this research focuses primarily on learner's OST reading habits or behaviours and attitudes, it is still vital to mention these studies about OST literacy practices and their influence on classroom literacy practices. These studies strengthen the need to look outside of school time to explore learners' reading practices in order to deal with reading problems because the previous studies have found many links with OST reading practices and their influence on improving

learners reading abilities or habits. Below, I will explore the characteristics of OST programmes and how they are relevant in a South African context.

Unfortunately, there are not many studies in the context of South Africa around OST literacy programmes. There is, however, research about factors improving learners reading behaviour and attitudes within a school context, which mirrored studies around OST literacy programmes. Although the studies conducted by Nassimbeni and Desmond (2011) and Wessels and Mnkeni-Saurombe (2012) were located within the classroom, findings from both studies revealed that the availability of books and opportunities to read were indicators of improving learners reading behaviour. The report on after-school programme literature by Rhea (2013) also reported similar findings about these programmes utilizing age-appropriate materials. Nassimbeni and Desmond (2011) also reported that schools presented a variety of reading opportunities to learners, including talking about text, writing about text, and participating in reading competitions and debates. Something that was not directly a factor for a “properly designed” out of school reading programme was the choice of reading language. The findings from the study by Nassimbeni and Desmond (2011) could not conclusively gauge the language children preferred to read in, whether mother tongue or a second language. The majority of the books available were in their mother tongue, but the researchers reported that most of the learners enjoyed that the books were helping them with English. Wessels and Mnkeni-Saurombe’s (2012) study, similarly, do not mention language as a factor to contributing to learners reading behaviours. They, however, do report data on the genre of books available in the libraries to learners. The teachers reported to having a variety of genres to choose from, but lacked other materials like magazines and newspapers.

According to Nassimbeni and Desmond (2011), who investigated the effects of a provision of storybooks in twenty disadvantaged rural schools in South Africa, argued that reading behaviour is supposed to be voluntary, whether it is reading for pleasure or for information. Clark and Rumuld (2006) define reading for pleasure as:

...reading that we do out of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that, having begun at someone else's request, we continue because we are interested in it. It typically involves materials that reflect our own choice, at a time and place that suits us (p. 6).

In contrast, a study by Wessels and Mnkeni-Saurombe (2012) that investigated the use of a school library after the implementation of a literacy project, indirectly defines reading behaviour to be under the control of the teacher and the frequency within which they choose books for their class and not in terms of the learners' free choice to read. Results of this study found that the teachers that were a part of the library training believed that the books available were age appropriate and content appropriate for their learners, and had potential to bring about improved reading behaviour and attitude. On the contrary, Banda (2003), in the context of OST, argues that the availability of age appropriate and content appropriate printed texts that learners choose voluntarily can help encourage literacy development or reading behaviour and attitudes in ways that teacher directed initiatives may fail. Not only can it help facilitate literacy development, but also it cannot go unnoticed that self-driven choices of texts also improve schooled literacy. Furthermore, Krashen (2004) agrees that learners who do reading for pleasure have superior reading, writing, and comprehension skills in their mother tongue and second language. Opportunities for less

pressurized interactions with books, in other words, present opportunities to learners for mastering key academic reading skills (Apsler, 2009; Whittingham & Huffman, 2009; Rhea, 2013). Nassimbeni & Desmond, (2011), Wessels and Mnkeni-Saurombe (2012) and Banda (2003) found that reading behaviour inside or outside of the classroom is greatly improved through the availability of age appropriate and content appropriate books. If the availability of age appropriate and content appropriate books improve reading behaviour and consequently reading ability inside the classroom, could this also be true in an out of school context like the reading club?

The various factors reported by the literature as potential indicators for quality or “properly designed” out of school reading programmes is still either in the context of western society or school time. How would an out of school reading programme, structured with the quality indicators, fare in enhancing and nurturing learners’ reading behaviours and attitudes is the concern of this study. Below is some background information about the funding project the research sites and participants of this study are a part of. This information is important because it provides deeper insight into the validity of the OST reading programmes chosen for this study. This information will also be key when analysing the intervention of these OST reading programmes and their influence on learners’ reading behaviours and attitudes.

2.5 Conclusion

This chapter presented a review of literature around this phenomenon of OST reading programmes and their effect on learners. This chapter presented a definition of reading that only includes reading in terms of reading text and not visual literacy. The focus on reading behaviour and attitudes and not reading ability for this study was also presented. Various literature on OST

academic programmes (mainly reading programmes) from mostly western contexts was reviewed. The definition and qualifying characteristics for a properly designed OST academic programme was presented using literature and previous studies conducted on this topic. It was found that a properly designed OST academic programme had the following characteristics: a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula (Beckett et al., 2009) as well as “appropriate supervision by well-trained, professional staff and a clear vision and goals for the program” (Little, Wimer & Weiss, 2008, p.4). Literature around reading reformation within a school setting was also reviewed due to its South African context. The findings that emerged from this literature coincide with the characteristics that define a properly designed OST reading programme.

In the next chapter, the umbrella theory for this study is presented as well as the meta-theory for this study. Both theories are discussed along with literature that defines and explains the concepts of both theories. Other studies are presented that used these theories as well as findings that are relevant to this study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

In the process of contextualising the study, chapter 1 discussed its importance. The chapter reviewed several studies on OST reading programmes and/or academic programmes. The chapter noted, however, that the majority of these studies were conducted within western contexts. Studies on literacy reform inside and outside of the school within the South African context were also reviewed. It was clear that more research on the influence of OST reading programmes on learners reading attitudes and behaviours within the South African context is still needed. This was seen from the disturbing standardized test scores in reading for South African. According to the 2003 TIMSS study, South Africa was ranked as the lowest performing country out of 50 countries and it had the highest percentage of learners achieving below the Low International Benchmark (Graven, 2013). For example, on the 2006 PIRLS South African learners achieved the lowest of the 40 countries that participated in the assessment with approximately 80% failing to reach the low international benchmark which meant that did not even master basic reading skills (Mullis, 2007). Unfortunately, not much has changed since the 2006 PIRLS assessment. Results from the 2011 PIRLS assessment revealed that South African grade 4 learners were still performing well below the international centre point despite receiving an easier assessment (Howie, van Staden, Tshele, Dowse & Zimmerman, 2012). The grade 5 learners also had no change from the 2006 PIRLS assessment to the latest 2011 PIRLS assessment. Despite these poor results, the 2011 PIRLS did conclude that learners from homes that were well resourced in education terms scored higher on the reading assessment (Howie et al., 2012). Also, grade 4 and 5 learners who liked reading were more motivated to read and were readers that are more confident and they scored

higher on the reading assessment than learners who were not confident or motivated to read. This link between reading achievement and OST reading practices specifically in the home was found in nearly every country that participated in the 2011 PIRLS assessment. This very poor performance was also seen on the 2014 Annual National Assessment specifically in the Eastern Cape Province, which consistently received the lowest average on the language portion of the assessment out of all the other provinces (South Africa. Department of Basic Education [DBE], 2014). These alarming literacy national and international assessment results as well as the historical and cultural lack of a reading culture in previously disadvantaged contexts is cause for this research study.

Simonstown, which is one of these previously disadvantaged areas in South Africa with a poor reading culture inside and outside of the school setting, was discussed as the focus for this study. The two specific sites and the participants chosen for this study who are also involved with a funding project to promote primary school education outcomes in Grahamstown received training and resources to create OST reading clubs. These OST reading clubs are a part of a larger reading campaign called Nal'ibali (n.d.). It provided the training and resources for the clubs. It was important to explain this information involving the clubs in the previous chapter because it provides more context for this study. These are potential factors that could influence behaviour and attitudes, which is indicated by the concepts that are discussed below for the main theory and meta-theory for this study.

In this chapter, Icek Ajzen's (1988; 1991) Theory of Planned Behaviour (TPB) and its origin, evolution, and criticisms for this theory are discussed. The key concepts behind this theory are

explained and how they apply to the context of this study. Other literature reviewed that have used TPB in their studies and how these concepts have been understood in other contexts. One particular study is highlighted since it is the most relevant for this study around OST reading programmes and how they influence reading behaviours and attitudes.

These concepts for TPB also display social aspects for behaviour indicators and predictors theorized for the purposes of this study through the meta-theory called New Literacy Studies (Gee, 1991; Street, 1995). NLS sees literacy as a social practice. This is a perspective shared in this study, particularly since its focus is the reading behaviour within the social setting of the OST reading programme and all of the factors inside and outside of the programme that could influence reading behaviour and attitudes. This meta-theory and its concepts are discussed below as well as its application within this study. Literature around this theory has been reviewed for the purposes of explaining this theory and how it links with the main theory: TPB. To begin this chapter, the focus will be on the umbrella theory for this study which is Ajzen's (1988; 1991) Theory of Planned Behaviour.

3.2 Theory of Planned Behaviour

Explaining human behaviour in all its complexity is an extremely difficult task. Behavioural dispositions like attitude and personality traits have played a key role in attempts to explaining human behaviour (Campbell, 1963; Sherman & Fazio, 1983; Ajzen, 1988). Almost without fail, the problem has been the fact that general dispositions tend to be poor predictors of behaviour in specific situations. As a proposed solution, the aggregation of specific behaviours across certain behaviours and situations has been suggested (Fishbein & Ajzen, 1974; Epstein, 1983). The

principle of aggregation, assumes that a single behaviour reflects both the influence of a relevant general disposition and the influence of other factors specific to the particular occasion, situation, and action under observation. This principle of aggregation, however, does not explain behavioural variability across situations, nor does it allow for the prediction of a specific behaviour in a particular situation. This is the reason Icek Ajzen (1988; 1991) Theory of Planned Behaviour (TPB) is chosen as a theoretical framework in this study. The reason this theory is chosen is that it predicts and explains human behaviour in specific contexts in ways that take into consideration behaviour specific factors that predict and influence that behaviour. Several elements in TPB make it compatible to the broader purpose of this study, and it is worth discussing these.

First, Ajzen's (1991) Theory of Planned Behaviour (TPB) focuses on the determinants of the consciously intended behaviour. It is a frequently used socio-psychological model that has even been modified and integrated into several other studies (Mathieson, 1991; Chang & Cheung, 2001; Rhodes & Courneya, 2003). A central factor in this theory is the attention and focus it pays to an individual's intention to perform a certain behaviour. Ajzen (1991) argues that intentions represent the motivation factors that influence behaviour. He argues that the stronger the intention to perform a behaviour, the stronger its performance. The behavioural intention can be expressed in a behaviour only if the latter is under volitional control or if a person has all the power to decide to perform or not perform the behaviour.

Secondly, Ajzen (1991) argues that the performance of a given behaviour depends to some degree on certain factors. These factors include the availability of requisite opportunities and resources. The TPB assumes that motivation, intention, ability, and behavioural control, work together to

predict behavioural achievement. In the same way Ajzen (1991) argues then that intentions are expected to influence performance to a certain extent of a person's behavioural control, and performance then should increase with behavioural control if the person is motivated to try the behaviour.

Thirdly, perceived behavioural control plays a big part in the TPB. The perceived behavioural control refers to a person's perception of the ease or difficulty of performing a certain behaviour (Ajzen, 1991). This perception of behaviour varies across situations and actions. According to TPB, perceived behavioural control linked with behaviour intention can be used to directly predict behavioural achievement. This means that if the intention is constant, the effort needed to perform a certain behaviour is likely to increase with the perceived behavioural control. This link between perceived behavioural control and behavioural achievement is strengthened because perceived behavioural control can be used as a substitute for a measure of actual control, which depends on the accuracy of perceptions. Perceived behavioural control is not realistic when a person has little information about the behaviour, when requirements or available resources have changed, or when unfamiliar elements have entered into the situation (Ajzen, 1991). With these conditions, perceived behavioural control may add little to accuracy of behavioural prediction. Although this correlation was a strong predictor of behavioural performance in the TPB's conception, over the years this has been highly criticised by many researchers (Kor & Mullan (2011)).

One of the criticisms about this correlation between intentions and behavioural control even over a short period was the strong effect of a person's ability to inhibit impulses (Ajzen, 2011). In a particular study (Kor & Mullan, 2011) on three sleep-related behaviours over the course of a week

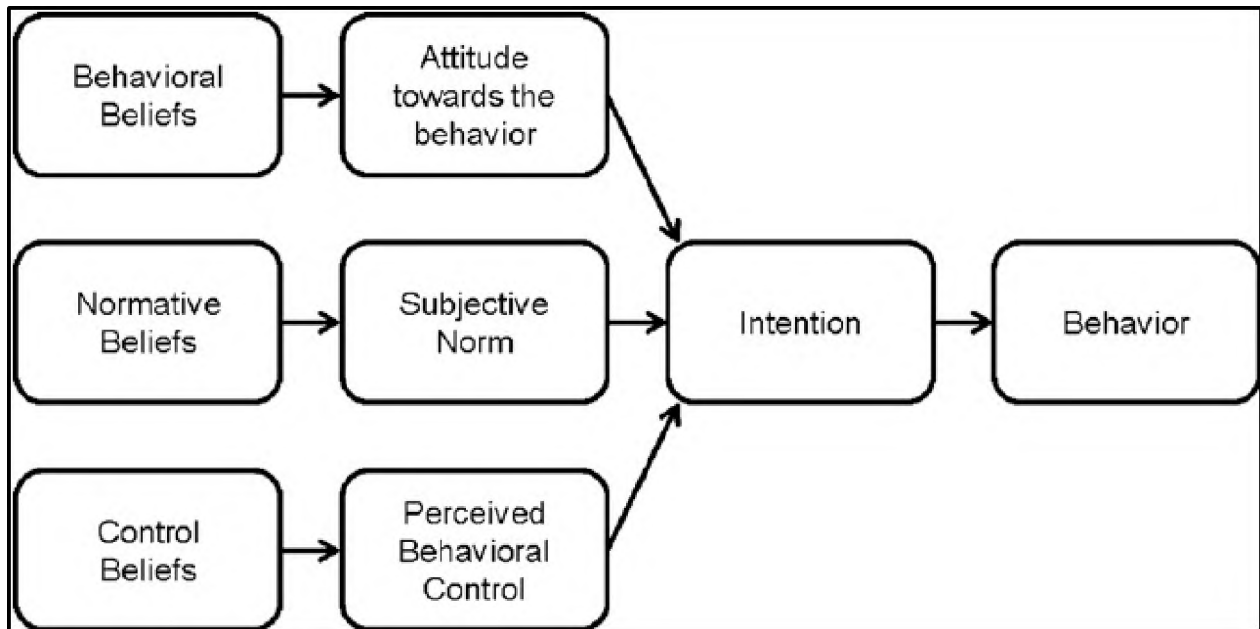
showed a very low correlation between intention and behavioural control. This was due to a lack of actual control over a behaviour that reduces the predictive validity of intentions (Ajzen, 2011). This is a factor in the framework of the theory of planned behaviour. Therefore, this low correlation between perceived behavioural control and behaviour itself suggests that perceptions of control were not accurate in serving as a good substitution for actual control. Ajzen (2011) argues that a low correlation between intention and behaviour is an indicator that we are reaching the limits of reasoned action.

Fourthly, Ajzen (1991) argues that the behavioural intention is guided by three main considerations: attitude towards the behaviour (A), which refers to the extent the individual has a favourable or unfavourable experience of the behaviour; the subjective norm (SN), which refers to the perceived social pressure to perform or not perform the behaviour; and the perceived behavioural control (PBC), which is the ease or difficulty of performing the behaviour. Each of these concepts are determined by secondary factors or beliefs about each concept, which are behavioural beliefs, normative beliefs, and control beliefs. At the most elementary level, TPB suggests that behaviour is a function of beliefs or relevant to the behaviour. It is these beliefs that are considered the prevailing determinants of a person's intentions and actions. These beliefs construct a person's attitude, subjective norm and perceived behavioural control towards an intended behaviour. Each belief associates the desired behaviour with an attitude of some kind: whether it is a specific outcome, normative expectation, or a resource needed to perform the behaviour (Ajzen, 1991). Behavioural beliefs (or attitude towards the behaviour) are beliefs about the possible consequences of a behaviour, and these beliefs can produce favourable or unfavourable attitudes towards a behaviour. Normative beliefs (or subjective norms) are beliefs

about normative expectations of others, and these beliefs result in social pressure. Normative beliefs or subjective norms are concerned with what important individuals or groups approve or disapprove of a certain behaviour.

In the context of this study, the normative belief will be a combination of the club facilitator/s and the parent/guardian and immediate family of the learner. The beliefs these individuals and groups hold about reading create a social pressure to either read or not read, or creates negative or positive behaviours and attitudes around reading. TPB asserts that this subjective norm influences a person's beliefs toward a certain behaviour. Control beliefs (or perceived behavioural control) are beliefs about factors that may impede or facilitate performance of a behaviour. These control beliefs may be based in part on the experience associated with a particular behaviour. These beliefs, however, can also be influenced by other factors that either reduce or increase the perceived difficulty of performing the behaviour. TPB suggests that the more resources and opportunities people believe they possess and the fewer difficulties they anticipate, the greater their perceived control over the behaviour (Ajzen, 1991). In the context of this study, the control beliefs could be the resources and variety of books available at the clubs and opportunities to read on a smaller scale, but could also extend to barriers around reading like past reading experience and ability towards reading.

Figure 1 depicts the theory in diagram form.



Fifth, TPB follows a general rule about behaviour: the more favourable the attitude, subjective norm, and the greater the perceived behavioural control, then the more likely a person will perform a certain behaviour. In some applications of this theory, only attitudes have a significant impact on intentions; while both attitudes and perceived behavioural control have an impact on intentions in certain contexts, and in still other situations, all three concepts (attitudes, perceived behavioural control and subjective norm) are predictors of behaviour. These concepts will be used to frame the study and define the OST programme intervention in terms of behaviour indicators and inform the methodology. Since the OST reading programme has already been developed which was discussed in the previous chapter, the study will primarily use Ajzen's (1991) theory to analyse the effectiveness of the clubs as an intervention to improve reading behaviour and attitudes, while using the three main beliefs around predicting behaviour. The distinctions among the three main concepts (behavioural attitude, subjective norm, and perceived behavioural control) of the Theory

of Planned Behaviour and the fact that the beliefs are integrated to predict behaviour tended to attract criticism of the theory. This criticism and other criticisms of the theory will be addressed below and the response to the criticism since the conception of the theory.

3.2.1 Critics of TPB

The criticism of TPB that the factors of affect and emotion being left out of the indicators to predict behaviour (Wolff, Nordin, Burn, Berglund, & Kvale, 2011; Rapaport & Orbell, 2000). This criticism is based on the impression that TPB presents a rationale participant that is unaffected by emotions, but according to Ajzen (2011) affect and emotions are indeed a part of the factors that can predict behaviour. These indicators can serve as background factors that influence the key concepts of the theory (behavioural, subjective, and control beliefs). Expectations about performing a certain behaviour like regret, pain, pleasure, fear, or other emotions are simply behavioural beliefs. Ajzen (1991) suggests the greater need of making further distinctions among additional kinds of beliefs and related dispositions.

The TPB is open to additional predictors of behaviour if it can first show a significant proportion of variation in intention or behaviour after the theory's current variables have been exhausted. Fishbein and Ajzen (2010) have added descriptive norms to the normative component. Other scholars (Kor & Mullan, 2011; Norman & Cooper, 2011; Ravis, Sheeran, & Armitage, 2011) have also suggested additions to the theory, but Fishbein and Ajzen (2010) as cited by Ajzen (2011) have described a set of criteria that should be met before any addition to the theory:

First, like the theory's existing predictors, the proposed variable should be behaviour-specific, conforming to the principle of compatibility. That is, it should be possible to define and measure the proposed factor in terms of the target, action, context and time elements that describe the behavioural criterion. Second, it should be possible to comprehend the proposed variable as a causal factor determining intention and action. Third, the proposed addition should be conceptually independent of the theory's existing predictors. Fourth, the factor considered should potentially be applicable to a wide range of behaviours studied by social scientists. Finally, the proposed variable should consistently improve prediction of intentions or behaviour if it is to be made part of the theory (chapter 9).

The need for this criterion was partly due to a criticism of the theory known as TPB's sufficiency assumption. According to the theory, in order to predict behaviour from one's intentions to perform the behaviour and perceived behavioural control. These intentions are influenced by attitudes towards performing a behaviour, subjective norm and perceived behavioural control. Ajzen (2011) argues that additional variables should not improve the prediction of intentions or behaviour. Nevertheless, it has been suggested that these concepts are not sufficient to predict behaviour and intentions (Conner & Armitage, 1998). This brought on the criticism around the sufficiency assumption. In earlier studies done by Ajzen (1991), Ajzen, and Fishbein (1980) the possibility of adding more variables was explicitly left out of the theory. Ajzen (2011) argues that the theory has developed in this way from adding perceived behavioural control and then most recently adding descriptive norms to the normative component. Other authors have also suggested additions to the theory like Kor and Mullan (2011) as well as Norman and Cooper (2011) investigated the role of past behaviour; Ravis, Sheeran, and Armitage (2011) asked whether prototype similarity affords predictive validity over and above intentions. Ajzen (2011) still cautions adding more predictors only after careful consideration and empirical exploration. Hence, the criteria stated above for considering and adding more predictors. Below is an explanation of one of the additions to the theory for predictors of behaviour and intentions, which is past behaviour.

A significant addition to the predictability of behaviour has been the consideration of past behaviours. Ajzen (1991) mentions this predictor in the initial discussion of this theory around the question of the theory's sufficiency in accurately predicting behaviour. Ajzen (1991) argues that if all the internal and external factors that determine a certain behaviour are known, then the behaviour can be predicted to limit of measurement error of course. Ajzen (1991, p. 22) asserts that as long as these factors remain unchanged, then the behaviour also remains stable over time, and the dictum "past behaviour is the best predictor of future behaviour" will be realized when these conditions are met. Under this assumption of stable conditions, the concept of past behaviour can be used to test any model designed to predict future behaviour. Ajzen (1991) cites other authors (e.g., Bentler & Speckart, 1979; Fredricks & Dossett, 1983) who have suggested that past behaviour need to be included as an essential predictor of future behaviour on equal standing to the other concepts in the TPB. The rationale informing this view is that repeated performance of a specific behaviour results to the establishment of a habit. The argument is that future behaviour occurs at least in part habitually without the mediation of attitudes, subjective norms, and perceptions of control or intentions. Ajzen (1991) argues that although past behaviour may reflect factors that influence later behaviour, it cannot be considered a casual factor on its own. Habit must be defined independently of past behaviour to legitimately add it as a Explanatory Design variable to the theory of planned behaviour. Past behaviour, Ajzen (1991) argues, is best treated not as a measure of habit, but as a reflection of all factors that determine the desired behaviour. Ajzen (2011) revisits this potential addition, and finds that past behaviour fails to meet one of the criteria for inclusion in TPB, which is the requirement that it constitutes a causal antecedent of intention. Ajzen (2011) maintains that the occurrence of a behaviour in one's past directly causes a person's current intention. Ajzen (2002) argues instead that past behaviour is a proxy for habit

strength: the more frequently a behaviour has been performed in a stable environment, the more it is said to habituate and come under the direct control of external stimulus cues at the expense of intentions. Norman and Cooper (2011) agree with this claim in their study of breast self-examination in which they obtained an independent measure of habit strength while assessing past behaviour. Findings from this study showed that the frequency of past behaviour did not contribute to the occurrence of later behaviour.

Even more significant to the TPB is the findings from several studies (Albarracín, Johnson, Fishbein, & Muellerleile, 2001; Rise, Sheeran, & Skalle, 2006; Sandberg & Conner, 2008) that found that past behaviour contributes independently to the prediction of intentions, apart from attitudes, subjective norms, and perceived behavioural control. In these studies, the addition of past behaviour to the prediction model of behaviour significantly increased the intentions. A possible assumption around this finding is that intentions may not only be determined by attitudes, subjective norms, and perceived behavioural control, but can include additional variables such as past behaviours. It is then implied that if we could identify and assess these additional measures, the direct effect of past behaviours would no longer be valid. Fishbein and Ajzen (2010) investigated possible additions of self-identity and anticipated affect as the missing components. They concluded that although these two variables could add to predictive validity, neither could account for residual effect of past behaviours or intentions. This issue remains unresolved and more research is needed on this addition.

3.2.2 Background Factors

Background factors can include personality, life values; demographic values like age, gender, socioeconomic status, and education (Ajzen, 2011). These factors are argued to influence intentions and behaviours indirectly by their effects on the theory's prominent determinants. Murnaghan, Blanchard, Rogers, La Rosa, Macquarrie, Maclellan, and Gray 2009 considered the factors of friends, peers, family, and socioeconomic status as having a strong direct or indirect influence on smoking behaviour in their study of the influence of student level normative, control, and behavioural beliefs on staying smoke-free through an application of the TPB. For the purposes of this study, I will focus on the background factors around demographics because of its relevance to reading behaviour within the context of South Africa.

3.2.3 Knowledge and Prediction of Behaviours

In terms of the TPB, knowledge is not necessarily a prerequisite for effective action, and knowledge is neither sufficient nor necessary to predict behaviour (Ajzen, Joyce, Sheikh, & Cole, 2011). The theory distinguishes between knowledge and amount of information. It posits that knowledge in the form of knowledge tests, which consist of a series of beliefs, and participants are then asked for each item if they believe it is factual or not. The amount of knowledge or degree of knowledge is determined by counting the number of correct responses by some objective standard. In the TPB, beliefs create the informational foundation that ultimately determines behaviour. Thus, the TPB deals with neither the amount nor the accuracy of information. Knowledge is concerned with these things, but the beliefs in TPB may be correct or incorrect, they may be biased or reflect a dream. Nevertheless, these beliefs are held to guide intentions and behaviour. Ajzen, Joyce, Sheikh, and Gilbert Cole (2011, p.102) attempt to clarify this:

Specifically, beliefs about a behavior's likely consequences (behavioral beliefs) are assumed to determine attitudes toward the behavior, beliefs about the expectations and behaviors of others (normative beliefs) are assumed to determine subjective norms, and beliefs about potential facilitating or inhibiting factors (control beliefs) are assumed to determine perceived behavioral control. Attitudes, subjective norms, and perceptions of control in turn combine to produce intentions which, together with actual control, determine performance of the behavior.

The outcomes of four studies analysed by Ajzen et al., (2011) around the role of information accuracy in the TPB with knowledge tests ultimately found that information that people hold for specific domains is central to decision making. However, what these authors (Ajzen et al., 2011) find still remains problematic is the assertion that appropriate or desirable behavioural decisions require that information be accurate. According to the TPB model, information accuracy is not sufficient nor necessary for decision-making. Ajzen et al., (2011) questions whether or not intentions and behaviours are beliefs that link behaviour to positive or negative outcomes, to the normative expectations of influential people or groups, and to control factors that can encourage or discourage behaviours. TPB does leave room for this assertion on occasion that people's information is accurate and it will correspond to the behavioural, normative, and control beliefs they may have. Despite the rare possibility of this occurrence, the authors' (Ajzen et al., 2011) postulate that we should be concerned not about general knowledge in a behavioural domain, but rather with information or knowledge, that guides the desired behaviour. The authors argue that once the behavioural normative and control beliefs have been identified, then one can provide individuals with the information or knowledge to challenge their beliefs that may be contrary to the desired behaviour. One can give them new knowledge and information that will strengthen the existing supportive beliefs or create new beliefs that encourage intentions to performing the desired behaviour. This interaction of knowledge and predicting behaviour will be interesting to measure

around my study. It could lead to questions around what knowledge and information do learners need in order to improve their reading behaviours at the research site. For now, it is more vital to discuss the application of the TPB across a variety of contexts and disciplines.

3.2.4 Applications of TPB

The theory of planned behaviour has been used in a wide range of behavioural science disciplines and in many other contexts to explain and understand behaviour. Although there have not been many studies around reading behaviours or other academic discourses using the TPB, there are a number of psychological studies worth mentioning that have interesting findings of the application of TPB that are relevant to this study. In Murnaghan et al., (2009)'s study on the application of TPB and the influence of the normative, control, and behavioural beliefs on staying smoke-free found that attitudes and perceived behavioural control predicted smoke-free intentions and in turn predict smoke-free behaviour. An interesting finding of this study that is inconsistent with adolescent smoking literature was the fact that the intention and smoke-free relationship was a largely insignificant factor partly due to the overriding factor of perceived behavioural control on smoking behaviour. This is particularly interesting because, according to TPB, the intention would be the strongest determinant of being smoke-free when being smoke-free is perceived to be under the adolescent's volitional control, whereas the perceived behavioural control would be the strongest predictor if being smoke-free were not under their control. Perceived behavioural control appears to be the dominant variable within the TPB framework on which to guide a smoke-free intervention for adolescents. It will be interesting to test if this is also true in the case of reading behaviours of adolescents within the contexts of this study. That is, if the OST reading programmes have sufficient resources available to learners and their perception around reading is one of ease

will this cause them to perform the behaviour of reading more frequently? To strengthen the perceived behavioural control the intention to perform a behaviour is constant and is influenced by the subjective norm and attitude towards the behaviour. If all of this is effective in the OST reading programme will the learners choose to read and participate in reading activities? These are all questions that will be observed in the next chapter.

Another interesting finding of this study around the influence of student-level normative, control and beliefs on staying smoke free (Murnaghan et al., 2009) was around the normative beliefs which revealed that the family, peers, and teachers were the main perceived social influences of the adolescents being smoke-free. This social aspect is also a significant part of my study around the reading behaviours of adolescents within the context of South Africa. Similarly, the subjective norm in this study for the learners would most likely be the OST reading programme leader as well as their parents and peers inside and outside of the club. According to the theory, if the individuals or group has a more favourable attitude towards a certain behaviour then this will improve the intention to perform a behaviour. It will be interesting to see if this reins true for the learners in this study. Does this social aspect of reading improve learners' attitudes around reading and increase their intention to read?

Furthermore, the majority of control beliefs reflected external forces related to policy decisions around being smoke-free which included, but not limited to the school level to the government level. This would suggest that a smoke-free intervention must target multiple social influences that actively support non-smoking by training the family, peers, and teachers, while introducing policy around being smoke-free. This will be another area of interest in the intervention to improve the

reading behaviours of the adolescents in my research context. This again brings into a social element around reading and literacy. The funding project that the OST reading programmes are involved in has a bigger goal of improving primary school education specifically in Grahamstown. Although the aim is not to necessarily affect policy change around reading behaviours or even abilities inside or outside of the classroom, it will be interesting to see if this project has a larger impact on the Simonstown and government schools in the area moving forward. Nal'ibali (n.d.) is a self-proclaimed social movement to create a reading culture in South Africa, so the impact it may have in the local setting of Simonstown within the two OST reading programmes will be interesting to observe over time. The control beliefs that played a huge part on the reading behaviours and attitudes of these learners in the past could be used to encourage a reading behaviour and culture in the future.

In another study by Darmon-Martinez, Presley, and Zhang (2013) about the intentions of undergraduate students to minor in business using TPB, as a theoretical tool, found that this theory was first a good tool in understanding the determinants of a student's intention to minor in business. The results of this study is also consistent with previous TPB predictions that students' perceived facilitators and control beliefs influence their perceived behavioural control. A final finding supported the students' subjective norm or their belief that the opinions of people they hold in high esteem would approve or disapprove of their decision to pursue a business degree. This was significantly influenced by the normative beliefs or the belief that their parents would look favourably on their decision to pursue a business degree. As well as the motivation to comply or the amount, they would care if their parents approved or disapproved of their intention to pursue a business degree.

Another study that used TPB is the one conducted by Davis, Ajzen, Saunders, and Williams (2002) around the decision of African Americans to complete high school. This study found that students used as participants had on average a high positive attitude towards completing the school year, perceived strong social pressure to complete the year, had moderately strong confidence that they could accomplish this goal, and had strong intentions to try to achieve this behavioural goal. One of the most significant conclusions drawn from these findings was that the perceived normative expectations of several individuals and groups were found to be important to student's decisions to remain in school. These individuals and groups included parents, teachers, and peers and friends. This is more evidence that the social aspect is a strong predictor of behaviour. The TPB enabled the study to focus on specific beliefs and attitudes around the decision to stay in school that led to an increase of understanding of dropout among African Americans (Davis et al., 2002). The theory's ability to successfully predict intentions and actual graduation rates, along with the descriptive information about behavioural, normative, and control beliefs presents great promise for effective interventions. These results suggest that information should be provided early in high school primarily focusing on behavioural beliefs around positive short and long-term consequences of staying in school, as well as a discussion around the obstacles and how to overcome them. Despite the location limitations of this study, the success of the theory to predicting behaviour towards staying in school for African Americans, an at-risk population is promising for my study.

In order to design an effective out of school reading programme, Broeder and Stokmans (2013) investigated the reading behaviours, traditions, and reading opportunities of three very different societies around the world (Netherlands, Beijing, and Cape Town) to gain further insights into the

factors that determine a quality out of school reading programme and increase learners reading behaviours and attitudes. They theorized their study around Ajzen's (1991) Theory of Planned Behaviour (TPB). Broeder and Stokmans (2013) define Ajzen's (1991) Theory of Planned Behaviour in the terms of reading as a person's reading attitude is a learned response in favour of reading or not in favour of reading. Broeder and Stokmans (2013) modify the theory's concepts to align with their study on reading to be: reading attitude, subjective norms (social pressure to read), and perceived behavioural control (resources for and barriers to reading). They define reading as a person's reading attitude, which is a learned response in favour of reading or not in favour of reading. Broeder and Stokmans (2013) argue that TPB shows a positive relationship between one's reading attitude and leisure time reading. This means the more positive the reading components, the greater expected reading value, the stronger the probability a person will choose to read and this leads to a higher reading frequency.

There are three factors that determine a person's reading behaviour that are outlined in the study by Broeder and Stokmans (2013): reading attitude, subjective norms (social pressure to read), and perceived behavioural control (resources for and barriers to reading). A person's attitude is based on the attitude subject and for the purposes of this study; the subject is reading or books. The experiences towards books and reading are gathered both directly and indirectly. Broeder and Stokmans (2013) argue that TPB shows a positive relationship between one's reading attitude and leisure time reading. This means the more positive the reading components, the greater expected reading value, the stronger the probability a person will choose to read and this leads to a higher reading frequency. If the after-school reading clubs can foster a space that can promote a more

positive attitude towards reading for children, then this could improve the frequency and likelihood of them reading in and out of school.

The second factor that determines a person's reading behaviour outlined by Broeder and Stokmans (2013) is subjective norms. The subjective norms have to do with the extent to which others who are important to the individual feel that they should engage in a certain behaviour. In the case of this study, the subjective norm or social pressure to engage in reading comes from the social agents or all of the key people in the children's lives: teachers, parents, and after-school club leaders. The social agents include two key aspects in regards to the subjective norm. These aspects include the norm itself or the perceptions and opinions towards reading held by the agent, which can be expressed explicitly or implicitly. The agent can explicitly impart their opinion towards reading verbally approving or disapproving of reading, or they can do it implicitly by unintentionally through their behaviour promote or demote reading. The second aspect of the subjective norm held by the social agent is the motivation to comply with the norm held by the social agent. Through Ajzen's theory, the more positive the relationship between the subjective norm and reading, the greater the amount of reading and greater person's attitude towards reading. For this study, the social agent is specifically the after-school reading club leaders and volunteers. If they are able to explicitly (through their words) promote reading as enjoyable to the children and implicitly through their actions, then the positive pressure towards engaging in reading should improve.

The third component discussed by Broeder and Stokmans (2013) for Ajzen's (1991) TPB is Perceived Behavioural Control. This regards a person's personal judgement regardless of their ability to perform a behaviour. This is all predicated on the availability of desirable resources and

opportunities to perform a certain behaviour. For the purposes of this study, a clear distinction is made between resources meaning a person's perceived ability to read proficiently and external opportunities for available suitable and appropriate resources such as a variety of books in different languages and content. The theory asserts a positive relationship between the perceived behavioural control and reading motivation: the more favourable the perception of resources and opportunities, the greater the likelihood towards the behaviour of reading. For this study, the children participating in the after-school reading clubs, if the clubs are able to improve their perception of their reading ability (resources) and provide appropriate and more desirable reading content (opportunities), then they are more likely to be motivated to read more frequently.

Based on the findings, the Cape Town study revealed that attitude is more concerned with the cognitive or the reading functions than the general affect associated with reading. The study participants seemed to rely too much on their knowledge of reading than their feelings about reading to determine their attitude. Broeder and Stokmans (2013) believe this is a result of reading socialisation history that gave preference to the benefits and functions of reading rather than an intrinsic motivation towards reading. According to the findings on the influence of the subjective norm, surprisingly the subjective norm has the second largest impact for Netherlands and Beijing studies, but has no significance for the Cape Town study at all. In terms of the latter, the explicit norm, which is the family for this study, has a negative correlation with reading amount, while the relational figure has a positive correlation with reading amount. Broeder and Stokmans (2013) argue that this finding suggests that the implicit norm or modelling good reading behaviours has a better effect of the reading behaviour of learners than explicitly instructing them to read.

The third concept, perceived behavioural control, which is defined as someone's personal judgement regardless of their reading ability, is influenced by the availability of desirable resources and opportunities to read. In this instance, the TPB suggests a positive relationship between the perceived behavioural control and reading motivation: the more favourable the perception of resources and opportunities, the greater likelihood towards the behaviour of reading. Based on the findings, for all three regions, the appropriateness of books shows a strong correlation with reading amount, but specifically for Cape Town, which is the context closest to the context of my study.

Another interesting finding from this study was around the two aspects of the subjective norm, which are the social agent explicit norm or verbally approving of leisure time reading and implicit norm, or unintentionally approving of the actual behaviour of reading learning through observation. The study found that regarding the explicit norm of the family has slightly lower influences on reading amount than the implicit norm. Just observing their friends and family reading was more of a motivating factor for the learners own reading than someone verbally telling them to read. What was even more alarming being that for all three regions the subjective norm had the largest influence on reading amount for the Netherlands and Beijing but had no significance at all for Cape Town. Broeder and Stokmans (2013) found that for Cape Town the results of the study suggest regarding family: the explicit norm had negative correlations with reading amount, while the implicit norm had positive correlations. This seemed to suggest that the implicit norm or observational learning is more influential than explicit instruction or persuasion on learners from this region's reading amount. This finding is particularly pertinent for this study for several reasons. The obvious being the context of South Africa and the use of the theory to

analyse reading attitudes and behaviour. The second reason being the social aspect of reading that emerges from this concept of a subjective norm and how it influences behaviour has also emerged in other studies and literature. This social aspect of literacy is mostly outlined in the meta-theory for this study from Street's (1995) and Gee's (1991) theory of New Literacy Studies.

3.3 Literacy as a Social Practice

New Literacy Studies (NLS) emerged out of the sociolinguistic and anthropological theories of language and schooling, as well as ethnographic and discourse analytic methodologies (Gee, 1991; Street, 1995). It is a theoretical tradition that has embraced the out of school context even more than inside the school, and looks at the connections between literacy practices and identity. Street (1995) argues for a new tradition in literacy studies that considers a new nature of literacy, which does not focus as much on the acquisition of literacy skills, but thinking of literacy as a social practice. This understanding of literacy argues that literacy varies from one context to the next or there are multiple literacies (Gee, 2008). As an individual becomes literate, they bring meaning to the written word with their understanding of the world. This effects their comprehension of text and in turn makes literacy connected with an individual's social and cultural context. Gee (1999) argues that NLS was a movement that took part in a "social turn" from individuals and their private minds to interaction and social practice. Barton, Hamilton, and Ivanic (2000) characterize NLS as follows:

- Literacy is best understood as a set of social practices; these are observable in events, which are mediated by written texts.
- There are different literacies associated with different domains of life.
- Social institutions, power relations pattern literacy practices, and some literacies are more dominant, visible and influential than others.
- Literacy practices are purposeful and embedded in broader social goals and cultural practices.

- Literacy is historically situated.
- Literacy practices change and new ones are frequently acquired through processes of informal learning and sense making as well as formal education and training.

What emerges from the perspective of NLS that is suitable for this study is firstly the assertions that literacy is historically situated. In chapter 1 around the context of this study, it was noted that the lack of a reading culture in Simonstown, South Africa was due to historical circumstances that prevented a reading culture to be established. This also confirms the need for a reading reformation not only in Simonstown but also in South Africa as a whole. Another key point from this perspective was the power relations embedded in literacy practices. These power relations whether seen within the school setting or without is evident in the umbrella theory for this study, TPB. The power dynamics can be inferred to be present in the subjective norm and perceived behavioural control components of this theory. These are key indicators for reading intentions and performing reading behaviour for this study. The social aspect of this study cannot be ignored, and that is seen through the connections between New Literacy Studies and Theory of Planned Behaviour. These connections will continue to be highlighted throughout the chapter, but first attention will be paid to discussing the meta-theory for this study, which is New Literacy Studies.

Street's (1984) work in NLS focuses on multiple literacies and makes a distinction between "autonomous" and "ideological" models of literacy, as well as a distinction between literacy events and literacy practices (Street, 1988). Street (1995) further argues that the standard view of literacy in many fields is an autonomous one, and this means literacy in itself will autonomously have an effect on other social and cognitive practices. He thus argues for the ideological model of literacy, which is a more culturally sensitive view of literacy, which views literacy as a social practice. He

distinguishes between the “literacy event” and “literacy practice”. Barton (1994) also discusses literacy event as a term used by sociolinguistics to describe the idea of speech events. Street (1995) defines a literacy practice as cultural conception of a particular way of thinking about, and doing reading and writing in, cultural contexts. Kelly (2012) also views literacy as a sociocultural practice and states, “literacy is not a set of discrete and neutral skills but is instead comprised of socially situated literacy practices” (p. 610). By acknowledging the ideological factors around literacy practices suggests that individuals using them are affirming their affiliation with a social group even unconsciously (Kelly, 2012). In this report from Kelly (2012) where a diverse group of learners collaborated with each other to build projects that used their cultural and social resources in a programme called PODER-YES, a cross-cultural afterschool programme. This programme was a response to the demographic shift in the area, which used literacy-based projects to promote collaboration between the diverse learners. The learners used various forms of literacy including text and multimedia to represent the social practices within the school. Although this study used the NLS theory and its concepts to situate the study, the concepts of The Theory of Planned Behaviour are also evident. For example, during the early literacy events like script negotiation, the learners were not as confident about their contributions, but they greatly benefited from hearing each other’s ideas. This finding has subtle ties with an aspect of the concept subjective norm from TPB. The learners became more confident because of this collaboration and positive influence of their peers.

Kelly (2012) also made some adjustments around the ideology that literacy is a social practice to include the important factor of context. Kelly (2012) argues that the students helped to construct their own learning environment with the programme staff. The staff did not always sanction the

literacy events that took place in the programme, but they did promote empowerment and engagement among the students. This also has similar ties to the findings from Broeder and Stokmans (2013) that found the subjective norm of friends had a greater influence on behaviour than that of family or in this case the adult presence. Kelly (2012) argues that a sociocultural view of literacy becomes more than just a theoretical construct when it is used to help learners become agents for their own learning.

This adjustment around the view of literacy as a social practice to include the construct of context has also been an adjustment Street (2003) dissects in later publications about New Literacy Studies. Street (2003) presents critiques from authors Brandt and Clinton (2002) who commented on the “limits of the local” seen in many NLS studies. Brandt and Clinton (2002) argue that literacy does not often come from “local” situations from outside and brings with it both skills and meanings that are larger than the approach NLS mainly adopts. Brandt and Clinton (2002) also argue that “literacy in use more often than not serves multiple interests, incorporating individual agents and their locales into larger enterprises that play out away from the immediate scene” (p. 1). Street (2003) responds to this critique and acknowledging Brandt and Clinton’s (2002) concern with “the limits of the local” (p.338) by shifting the focus of observing literacy events to conceptualizing literacy practices.

This theory will be used to investigate the literacy practices outside of the OST reading programme and its influences on the reading attitudes of the study participants. Using Gee’s (1996) discussion around the relationship between literacy, culture, identity, and power to provide a framework for understanding the learners’ reading behaviours and attitudes toward reading, the study will explore

the extent to which these variables play out in the research site. What social, economic, and historical factors surrounding the reading programmes that influence and effect these reading attitudes and behaviours will be investigated, especially as these relate to knowledge, identity, and being.

New Literacy Studies has been used to inform various studies (Strawn & Monama, 2012; Naraiian & Surabian, 2014; Rut Gísladóttir, 2014 ;) which seek to analyse sociocultural approaches to literacy and even suggest a social action approach to literacy. In one particular study relevant to South Africa, conducted by Strawn and Monama (2012) about a photovoice project for literacy development in Soweto, South Africa. This study used NLS because it is particularly powerful within the South African context because literacy and language use continue to be contested terrains and controversial in post-apartheid South Africa (Prinsloo & Breier, 1996). One of the outcomes of the project was the introduction of a new literacy practice to the community. The photovoice built on the story telling and oral tradition already present among the people of Soweto. The project showed the participants how their lives could be stories. Strawn and Monama (2012) even remarked that South African educators are experimenting with visual and mult-literacy tools to give students the experience of narrative and bring power and privilege back where history and circumstances once left certain communities powerless. Although this study is not specifically focused on visual literacies but more written literacy, the Nal'ibali (n.d.) reading campaign strives to print written stories that are culturally and contextually appropriate for learners all over South Africa.

3.4 Conclusion

In this chapter, the umbrella theory for this study, Theory of Planned Behaviour, and the meta-theory, New Literacy Studies, were discussed and literature around these theories was reviewed. The Theory of Planned Behaviour, although not usually used within the education discourse, was still proven appropriate to theorize this study as well as a tool for analysing data, which will be further outlined in the next chapter. This theory was appropriate because the concepts presented in the theory (behaviour, subjective norm, and perceived behavioural control) are able to understand the research question which is looking at OST reading programmes and their influence on learners reading behaviours and attitudes. TPB was able to conceptualise factors mainly within and potentially outside of the OST reading programme that would improve learners' intentions to perform the behaviour of reading. This theory was even used in another study (Broeder & Stokmans, 2013) around leisure reading behaviour, which one of the research sites was located in Cape Town, South Africa. The findings pointed to perceived behavioural control and subjective norm having the largest influence on leisure reading for learners in Cape Town. These two concepts of TPB also have heavy social undertones that have connections with the meta-theory, New Literacy Studies.

This theory, NLS, is key to explore another aspect of the research question that has focuses on literacy being a social practice, which is the main theme of NLS. The changing nature of literacy studies from purely literacy as an autonomous concept to being more ideological is one reason to include it in this study. Looking at reading behaviour and attitudes outside of the school setting and within a community of people that historically are lacking in a reading culture it is important to explore literacy outside of the traditional setting. Investigating how this OST reading

programme incorporates sociocultural practices either intentionally or unintentionally by the social agents within the club or even outside of it. Even looking at how these social agents influence reading behaviours and attitudes of the learners within the club makes NLS a relevant meta-theory to situate this study.

In the next chapter, which will discuss and explain the methodology and data collection tools for this study these theories have been used in guiding the choice for a research design as well as the data collection tools. The Theory of Planned Behaviour and its concepts have been used to analyse the data collected through questionnaires and interviews. This is also, why this chapter of the discussion of this theory proceeds the methodology chapter.

CHAPTER 4

METHODOLOGY

4.1 Introduction

In the previous chapter, the theory for this study, Ajzen's (1991) Theory of Planned Behaviour, was outlined highlighting its origin and how it developed, the main concepts, and a justification for its use in this particular study. A central factor from this theory is Ajzen (1991)'s argument that an individual's intention to perform a certain behaviour. This is an important factor because it is the starting point for the main concepts of the theory that influence the intention to perform behaviour. The three main concepts, which are attitudes towards behaviour, the subjective norm, and perceived behavioural control, influence the intention to perform a behaviour. The stronger these concepts are towards a certain behaviour the stronger the intention to perform that behaviour. Although the original version of TPB included three main predictors of behaviour (attitudes, subjective norm, and perceived behavioural control), as the theory evolved over the years' additions to the predictors of behaviour have been considered. The most notable one was the addition of past behaviours, which initially asserted that as long as the main concepts for predictors of behaviour remain stable overtime then you could use past behaviour as an indicator for future behaviours. In later papers by Ajzen (2011), found that past behaviour directly causes a person's intention to perform that behaviour because the more a behaviour is performed in a stable environment the greater chances for that behaviour to occur in the future. Another determinant of intention and behaviour although separate from the main concepts of TPB were background factors, which include personality, life values; demographic values like age, gender, socioeconomic status, and education (Ajzen, 2011). These factors have been used in other studies using TPB as its framework for predictors and influencers of intention and behaviour. These

factors are also important for this study because of the social aspect of reading, and for this chapter because it is included in the data.

The concepts from The Theory of Planned Behaviour, which consist of three main concepts, which are attitudes towards behaviour, the subjective norm, and perceived behavioural control. These concepts are determined by a set of beliefs that influence behaviour which were behavioural beliefs, normative beliefs, and control beliefs. The three main concepts within the guiding theory is the framework for my study and will be used to inform the data collection methods and analyse the data collected. This theory also informed the choice of the methodology, which will be expanded upon below. In this research design chapter, I have outlined the plan of action that links the theory with specific methods of data collection. For this mixed method study, I used the Explanatory Design as the method of collecting and analysing data. The purpose of this chapter is to describe the rationale for the application of the chosen data collection methods and to identify, select, and analyse data to help understand the research goal (Kallet, 2004). First, I have restated the key research goals since it is the guiding principle for this study. Then I have outlined the paradigm this research is located within in order to provide the lens through which the data is understood and analysed. Next, I have explained and justified the methodology of mixed method approach to collecting data and specifically the Explanatory design. Finally, I have explained the quantitative and qualitative data collection tools and how they have used the theory to achieve the purpose of investigating the role of two selected Out of School Time reading programmes on learners' reading behaviours and attitudes.

Key Research Goal:

To investigate the role of two selected Out of School Time reading programmes on learners' reading behaviours and attitudes towards reading.

Key Research Questions:

1. What influence do the two selected Out of School Time reading programmes affect the learners' reading behaviour and attitudes towards reading?
2. How will the presence of two selected OST reading programmes have an effect on learners' parents/families reading behaviours and attitudes towards reading?

4.2 Methodology

Located within the Pragmatismic Paradigm, this study used Mixed Method Research Approach, and selected Explanatory Mixed Method as a research design. To generate data, the study used pre- and post-intervention questionnaires, semi-structured interviews, and structured observations as research instruments, and an OST reading programme as an intervention. All of the participants attended a one-hour a week OST reading programme.

The OST reading programmes were chosen because they were involved in a community development-funding project and were beneficiaries of funding and training to create and facilitate a reading programme in the community of Simonstown. The OST reading programme received training, resources, and support from a national campaign called *Nal'ibali (n.d.)*, a South African reading-for-enjoyment programme that is part of a campaign that sought to create opportunities for lifelong literacy learning within the context of South Africa. This programme provided

resources and literature in English, Afrikaans, and isiXhosa. All of the club facilitators received intensive training from the *Nal'ibali* representatives on the creation and implementation of the reading club. The weekly out of school reading clubs was the location of the intervention.

4.2.1 Mixed Method Research

As already mentioned, for the purposes of this study, the preferred Mixed Method Research Approach was the Explanatory Design. Creswell and Plano Clark describe mixed method research as:

...a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (2007, p. 5).

The main premise for this approach is the combination of datasets to better understand the research goal and this is the primary reason for choosing this methodology to situate this study. There are many strengths that mixed methods research provided for this study, which addressed the weaknesses of only using either quantitative or qualitative data collection tools. The choice to only use quantitative data collection tools for this study did not provide strong enough understanding into the context in which learners viewed their reading behaviours and attitudes. Then the use of only qualitative data collection tools was not appropriate for this study. This was due to personal interpretations made by the researcher and the biases that were created around reading behaviour. In addition, attitudes within the OST reading programmes as well as the difficulty to generalize the findings to a larger group because of the small number of participants in the study. Since these

two tools were combined it helped to offset the weaknesses of only using one type of data collection tool.

When choosing a paradigm with which to situate my study, initially during the proposal stage of the research process the choice was the Interpretivist paradigm. According to Bertram and Christiansen (2014), a researcher's aim in the Interpretivist Paradigm is to make sense of how people view their worlds and how they form meaning of their actions. They also stated that the Interpretive Paradigm is used to describe and understand the ways people make sense of the contexts where they live and work. Generally, the Interpretivist Paradigm for research seeks to understand the multiple interpretations of events and situations. Initially deciding to use the Interpretive Paradigm to situate the study, data that was generated ensured a better understanding of the impact the intervention of these OST reading clubs have on improving behaviours and attitudes towards reading for underprivileged learners in Simonstown. In line with the Interpretivist Paradigm, I assumed that there is no one true reality for every OST reading club in Simonstown or other South African towns, but rather a set of realities which are dependent on the historical, local, and specific contexts. I therefore do not expect the results to be generalizable. However, after further understanding around mixed method research and analysing the data, it was decided to view this study through the lens of both an interpretivist paradigm and a pragmatism paradigm. The reasons behind the decision to also use the pragmatism paradigm is due to the nature and development of mixed method research.

Creswell and Plano Clark (2007) outline this development in their book *Designing and Conduction Mixed Methods Research, which started with the debate if quantitative, and qualitative data could*

be combined. This was an issue for some researchers because mixed methods research asked for paradigms to be combined as well. Bryman (1988) challenged this argument and suggested that a clear connection existed between the two traditions. Rossman and Wilson (1985) discussed individuals who could not mix paradigms as purists; and individuals that believed multiple paradigms could be used to address research problems as pragmatists. Creswell and Clark (2007) have embraced pragmatism as the best philosophical foundation for mixed methods research. They define pragmatism as a worldview primarily focused on the consequences of research rather than the methods, and multiple methods of data collection inform the problems within the study (Creswell & Plano Clark, 2007). The authors also define pragmatism as being pluralistic and researchers collect data by ‘what works’ which includes combining both quantitative and qualitative data. Creswell and Plano Clark (2007) also cited authors Tashakkori and Teddlie (1998, 2003) around using pragmatism paradigm when conducting mixed methods research, but Tashakkori and Teddlie (1998, 2003) support the use of multiple paradigms when conducting mixed methods research. Researchers just must be explicit in their use of the paradigms. Since pragmatism paradigm makes the most sense to understand mixed methods research it was used as the overarching worldview for this study, but a meta-paradigm was the interpretivist paradigm because it took into account the social aspect of this study in the form of reading as a social practice. This mixture allowed for a wider understanding of the research goal.

The mixing of datasets was key for this study because it provided a better understanding of the intervention of the OST reading programme on the learners’ reading behaviour and attitude. It also helped to better understand all of the contributing factors that influenced intention and behaviour that were outlined in the previous chapter on the guiding theory for this study. The relationship

and interaction of the two datasets (quantitative and qualitative) is also dynamic and the research goal was pertinent in choosing the design for how this mixing occurred for this study. Creswell and Plano Clark (2007) described the three possible ways these datasets were mixed within the mixed method approach and they include merging or converging the datasets by bringing them together, connecting the datasets by using one to build on the other, or embedding one dataset within the other so that the one dataset was used to support the other. For the purposes of this study the mixed methods research Explanatory Design was used to collect and analyse the data.

According to Creswell and Plano Clark (2007), the Explanatory Design is a two-phased mixed method design. The purpose of this design is for the qualitative data to explain or build upon the quantitative results (Creswell & Plano Clark, 2007). The design is needed for a study in which a researcher needs qualitative data to explain significant results, outlier results, or surprising results (Morse, 1991). The data in this design is collected in two phases: the first is the collection and analysis of quantitative data and the second is the qualitative phase. There are two variants of the Explanatory Design. The one chosen for this study is the follow-up explanatory model, which is used when a researcher needs qualitative data to explain or expand on quantitative results (Creswell & Plano Clark, 2007). This design was helpful for this study because of the need to expand on the quantitative results gathered from the pre-intervention questionnaire. A post-intervention questionnaire given to all of the learners at both research sites allowed for a large amount of data to be collected quickly. The pre-intervention questionnaire was followed up later on in the club by interviewing a sample of learners from each research site to collect qualitative data. This helped with structuring the interview schedule and gaining further insight into the data collected prior to the intervention. The data was collected in two phases. During the first phase, only quantitative

data was collected through the questionnaires on learners' reading attitudes and opinions, together with baseline scores from the pre-assessment of learners' reading abilities. The pre-assessment of learners' reading abilities had four parts, assessing their reading fluency of high frequency words, their reading fluency and comprehension of simple sentences, their comprehension of a short story, and their ability to take dictation. The learners received points for accuracy and fluency within each section. Then in phase two, interviews were conducted on a sample of learners from each club to collect data on their reading behaviours within the club and outside of the club, as well as the factors that influenced those behaviours. Also during this phase, recorded observations were conducted of the OST reading clubs to analyse the effect of the OST reading programme intervention on the behaviours and attitudes of the learners. An added observation was done at each research site's Family Literacy Day that is a part of the funding project to build a bridge between the OST reading programme and the learner's family. Since this intervention and study was done over the course of a year, or a little less than a year, it was helpful to focus more on the quantitative dataset and only use the qualitative dataset as a supportive tool when analysing and trying to understand the results. Since this intervention and study was done over the course of a year, or a little less than a year, it was helpful to focus more on the quantitative dataset and only use the qualitative dataset as a supportive tool when analysing and understanding the results.

Thus, the reason for opting for the follow-up model variation of the explanatory design was that it used the qualitative data collected from the interviews and observations to examine the process of the intervention of the OST reading programme. The post-intervention questionnaire was administered in order to verify and extend data received during the interpreter-led semi-structured interviews. The post-intervention questionnaire was also implemented in order to measure the

change and influence of the two OST reading programmes on the learners' reading behaviours and attitudes. The priority for this model is the quantitative data set, while the qualitative data set is ancillary. Since the data collection was done in two phases, the timing was important and reflected the purpose of the intervention. The quantitative data collection tool – the pre-questionnaire – was administered before the intervention, and then during the intervention the qualitative interviews and observations were conducted to explain and expand on data collected during the first phase. This timing was also important because the quantitative data collected from the questionnaires, baseline assessments, and demographic information helped to shape the interview schedule and select participants for the sample. The section below gives more details on how the two datasets were used to collect data and the importance of timing when collecting the data.

4.3 Data Collection Process

According to Cameron (2009), the follow-up model followed a sequential timing of a primary quantitative followed by a qualitative instrument, which connected the data between the two phases. Other secondary quantitative and qualitative instruments were also used in order to expand on data and findings from the primary tools. The primary quantitative tool was the pre-intervention questionnaire given to the entire OST reading programme participants. This dataset helped establish learners' reading behaviours and attitudes before the intervention. It also helped to establish the learners' opinions of their parents/families reading behaviours and attitudes before the intervention. Secondary data like demographic data was also collected during these questionnaires in order to get a better understanding of the research participants. The secondary quantitative tool used before the intervention of the OST reading programme was the baseline assessments testing learners' reading abilities. This tool was secondary because it gathered data

not central to the research goal and question, but the data would help provide a better understanding of the influence of the OST reading programmes on learners' reading behaviour and attitudes. This was also utilised due to the literature pointing a connection between reading behaviour and attitude and reading ability.

The primary qualitative data collection tool was the structured interviews only given to a sample of learners from both clubs. These semi-structured interviews, which were conducted by an interpreter, helped to explain and extend data collected during the pre-intervention quantitative phase, as well as qualitatively address the two research questions. The secondary qualitative data collection tool was the structured observation of both OST reading programmes, and its focus was to explain data gathered after the interviews and address the notion of a quality OST reading programme highlighted in the literature. Finally, another secondary data collection tool was the participant observations of both Literacy Family Events conducted by the clubs. This was also used to expand an aspect of data collected during the interviews that related to the influence of the two selected OST reading programmes had on reading behaviours and attitudes of the families of the learners.

As a way to follow-up and measure, the impact of the influence of the two selected OST reading programmes on learners reading behaviours and attitudes the post-intervention questionnaire was given to all of the learners at both OST reading programmes. This questionnaire used the Likert scale style in order to measure the change in attitudes and behaviours after the implementation of the OST reading programmes. This questionnaire also helped to further explain and expound data collected during the qualitative phase of the data collection process.

While the quantitative data collection tools focused on closed-ended information, the qualitative data collection methods, like interviews, provided the researcher with open-ended information in the participants' own words. In mixed method research, utilising both quantitative and qualitative tools are important because by mixing the data in this research it provided a better understanding of the problem. By connecting these two data sets by having, the qualitative data build on the data collected through quantitative means allowed for the qualitative data to provide a supportive role for the quantitative data.

4.3.1 Quantitative Data Collection Tool

The initial form of data collection was in the form of the pre-intervention questionnaire given to the entire OST reading club to investigate the learners' attitudes and general behaviours towards reading. A questionnaire is a tool for collecting and recording information about a certain issue or topic. It provides an objective means of collecting information about a certain topic (Boynton & Greenhalgh, 2004). Since this study was a part of a larger funding project for these OST reading programmes, a questionnaire about learners' reading attitudes and behaviours was already established by the funding project. The Nal'ibali organization, which was the training provider for the OST reading programmes, had already created an extensive questionnaire that was appropriate for primary school-aged children. The researcher chose to utilise this questionnaire since this organization had been using it for a number of years and it proved effective and age appropriate. Permission to use the data collected from these pre-intervention questionnaires was granted by the club facilitators and the learners' parents prior to administering the questionnaires.

The pre- and post-intervention questionnaires used for this research used closed-ended questions meaning the researcher controlled the answers and the respondents had a limited scope. The respondents had to choose between the answers provided and were not permitted to answer outside of the given answers. This was beneficial to this study since the participants were all primary school children with a range of reading and writing abilities. Therefore, by controlling their responses the researcher was able to accommodate the learners who battled with reading and writing as well as limit the responses to fit into the scope of the study. In addition, using closed-ended questionnaires allowed for quicker and easier analysis of questionnaire data. However, a disadvantage to using closed-ended questionnaires with primary school aged learners with varying levels of reading proficiency could have forced them to guess their answers rather than think too deeply. The questionnaire investigated five key areas around reading behaviour: learners' attitudes towards their own reading ability, others reading ability, purpose of reading, frequency that reading takes place, and the language reading should be conducted in. Quantitative data from the pre-intervention questionnaires from questions 1, 2, 4, 12 in the areas of the learner's opinion about reading as a whole, as well as their own reading ability and others reading ability. Questions 3, 6, 8, 9, and 13 have to do with the frequency the learner reads or finds interesting reading materials; the language for reading materials; and the amount of reading resources the learner has access to outside of the club. Questions 7 and 10 address the frequency an adult read to the learner outside of the club; and the learners' opinion about people who read a lot. The pre-intervention questionnaire was written in the language the club is facilitated in, that is in Afrikaans and isiXhosa. The pre-intervention questionnaire schedule can be found in appendix A.

The data collected from the pre-intervention questionnaires was first analysed from each club separately. The researcher tabulated each question based on the five areas around reading behaviour stated above. Then the researcher calculated how the learners responded to each question. The researcher counted how many learners chose each response for each question from both clubs. The raw totals and percentages of learners and how they responded to each question were recorded in table form. Then the data was analysed and interpreted using the concepts from the Theory of Planned Behaviour and New Literacy Studies as a guide as well as the major concepts from the literature. These concepts became the categories for the data and helped to organize the questions, which spoke to each concept. For example, the questions that revealed data that spoke to the concept of subjective norm were grouped together in the same spreadsheet. The data was compared to the findings from the literature on the influence of OST reading programmes on learners' reading attitudes and behaviour. The findings were analysed around what it revealed about the learners' perspectives on their reading behaviours and attitudes before the implementation of the OST reading programme. Findings around their opinion of their own reading and what outside forces influenced their reading were areas of further exploration. The results of the data were then used to create the interview schedule.

As stated above, a demographic breakdown of learners' age, gender, grade, race, and home language was also obtained during this questionnaire in order to provide a better understanding of the study participants. Learners' demographic information was also collected during this pre-intervention questionnaire, which can be found in the table below:

Table 5: Learner Demographic By Club

Learner	Boys	Girls	Foundation Phase	Intermediate Phase	Black	Coloured	isiXhosa	Afrikaans	English
Club A									
L1	1			1		1		1	
L2		1	1			1		1	
L3		1	1			1		1	
L4	1			1		1		1	
L5		1	1			1		1	
L6		1		1		1		1	
L7		1		1		1		1	
L8		1		1		1		1	
L9	1			1		1		1	
L10		1	1			1		1	
L11	1			1		1	1	1	
L12		1	1			1	1	1	
L13	1			1		1		1	
L14		1	1			1		1	
Total Club A	5	9	6	8	0	14	2	14	0
Club B									
L15	1			1	1		1		1
L16	1			1	1		1		1
L17		1		1	1		1		1
L18		1		1	1		1		1
L19	1			1	1		1		1
L20	1			1	1		1		1
L21		1		1	1		1		1
L22		1		1	1		1		1
L23		1		1	1		1		1
L24		1		1	1		1		1
L25	1			1	1		1		1
L26		1		1	1		1		1
L27	1			1	1		1		1
L28	1			1	1		1		1
L29	1			1	1		1		
L30		1	1		1		1		1
L31		1		1	1		1		1
L32	1			1	1		1		1
L33		1		1	1		1		1
L34		1		1	1		1		1

Learner	Boys	Girls	Foundation Phase	Intermediate Phase	Black	Coloured	isiXhosa	Afrikaans	English
L35		1		1	1		1		
L36		1		1	1		1		
L37		1		1	1		1		
L38		1		1	1		1		
L39		1		1	1		1		
L40	1			1	1		1		1
L41	1			1	1		1		1
L42		1		1	1		1		1
L43		1		1	1		1		1
L44		1		1	1		1		1
Total Club B	11	19	1	29	30	0	30	0	24
Total	21	37	13	45	30	28	32	28	24
Total (%)	36%	64%	16%	84%	68%	32%	73%	64%	55%

Finally, a secondary tool of a baseline assessment also given to all of the learners to receive a measure of the reading abilities of the learners. The origin of baseline assessment in education was for schools and researchers' interest in early identification of learning problems (Lindsay, 1984). Then it was developed to monitor children in the early stages of schooling (Blatchford & Cline, 1992; Lindsay & Desforges, 1998). A baseline assessment within the context of education is primarily used to establish the abilities and aptitude of a child prior to any intervention, and the data gathered from such assessments are used to inform teaching practices or intervention. The purpose of utilising a baseline assessment in the context of this study was in order to establish the reading level and ability of the learners participating in the OST reading programme. The data obtained from this assessment was reported to the funders in order to measure the progress of learners throughout the intervention of the OST reading programme. Club facilitators to plan and facilitate reading club sessions also used the results of the reading baseline assessments. The reason the baseline data was utilised for this study was also to establish a starting point for the reading

abilities of the club as a whole. A potential sub-question for this research was tested using this data on the link between reading behaviour and attitude and reading ability. This link was observed first in the literature.

The baseline assessments were given before the intervention of the OST reading programme and assessed learners' ability to read in the language the club is facilitated in. Since the primary purpose of the baseline assessment was initiated by the funding project in order to monitor each individual learners' reading ability before and after the intervention of the OST reading programme, the data was made available to the researcher with consent of the club and the learners' parents. The assessment was chosen by the funding project managers and not by the researcher. This assessment included reading high frequency words, or words that occur frequently in age appropriate text, as well as reading comprehension that was done in two ways. The first way required the learners to read sentences themselves and answer questions about the sentences, and the second way was by club leaders reading a short paragraph to the learners and then having the learners to answer questions about the paragraph. Learners were also assessed on their ability to take dictation of a simple sentence. These aspects of reading ability informed the OST reading programme in planning each reading club session as well as on the difficulty level of reading materials available to learners in the club. This same assessment was administered again at the end of the intervention to measure the change in reading ability for both clubs.

At the end of the intervention a post-intervention questionnaire was given. This time the questionnaire was structured using the Likert's scaling method in order to measure their attitudes after the implementation of the intervention. According to Nemoto and Begler (2014), the Likert

scale is a psychometric uses multiple categories for research participants to indicate their attitudes or opinions on a certain topic. Some advantages of using a Likert scale are:

- (a) Data can be gathered relatively quickly from large numbers of respondents,
- (b) They can provide highly reliable person ability estimates,
- (c) The validity of the interpretations made from the data they provide can be established through a variety of means, and
- (d) The data they provide can be profitably compared, contrasted, and combined with qualitative data-gathering techniques, such as open-ended questions, participant observation, and interviews (Nemoto & Begler, 2014, p.4).

For this post-intervention questionnaire, ten questions were chosen to measure the learners' attitudes about their reading at the end of the intervention. Once the questions have been determined an "outcome space" (Nemoto & Begler, 2014, p.4) was decided in order for the responses to each question will be categorized and scored. The outcome space was made up of limited range of possible responses on a continuum. Although Likert scale usually uses six points on the continua, since the study participants are children the outcome space only used four points to categorize responses. Those points were: strongly disagree, disagree, agree, and strongly agree. Below is an example of this scale:

Figure 2: Likert Scale Used for Post-Intervention Questionnaire

Strongly Disagree	Disagree	Agree	Strongly Agree
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Questions 6, 7, 8 and 9 were conceptualised from the data gathered from the interpreter-led semi-structured interviews. These questions address the second question for this study, which is: How will the presence of two selected OST reading programmes have an effect on learners' parents/families reading behaviours and attitudes?

Questions 1, 2, 3, 4, 5, and 10 address the impact the two selected OST reading programmes has had on the learners' reading behaviours and attitudes. The data collected from this questionnaire was used to expound on findings from the pre-intervention questionnaire and interpreter-led semi-structured interviews. It was also used to give depth to the data collected before and during the intervention. See appendix E to view the post-intervention questionnaire schedule in English. Data gathered from these questionnaires will be labelled as PIQ and the question number in the discussion of data chapter.

4.3.2 Qualitative Data Collection Tools

After this pre-intervention questionnaire was administered, all of the learners participated in an intervention of an OST reading club. A sample of learners, which will be discussed below, participated in a structured interview in their home language. According to Denscombe (2007), an interview is “a set of assumptions and understandings about the situation which are not normally associated with a casual conversation” (p. 173). An interview is appropriate to use in research when the goal is to explore more complex and subtle phenomena like gaining more insight on peoples' opinions, feelings, and experiences (Denscombe, 2007). As stated above, interviews are important in this mixed method research because of its placement in the study. Since the interviews followed the quantitative data collection, the interviews were used to support the data collected

prior to the implementation of the OST reading programme as well as expound on the findings analysed in the quantitative data. This is the purpose and strength of mixed method research. Although the questionnaires were a more cost effective and efficient way of collecting data quickly from a larger number of participants, the interviews were able to gain deeper insights into the learners' experiences with reading and the OST reading programme; as well as other factors that influence their reading behaviour and attitudes from their perspective. Since the interviewees were primary school age children, the potential that the children may not tell the truth during the interview or be intimidated was always a concern. This is a disadvantage to conducting interviews, but the ethical steps that were taken and the type of interview chosen were all ways to address this potential disadvantage. The main ethical consideration was gaining permission to interview the learners without a parent present. These ethical issues are addressed in the ethics section of this chapter below. Since the participants were children, structured interviews were not chosen for this study. Structured interviews require the researcher to have a tight control over the format of the questions and leaves no room for deviation or elaboration. Conducting a structured interview would have been like conducting an in-person questionnaire all over again. In addition, due to the age and maturity level of the participants unstructured interviews were not employed for this study either. An unstructured interview places emphasis on the interviewees' thoughts, while the researcher tries to be as un-intrusive as possible by just introducing a topic and allowing the interviewee to develop their own ideas around it (Denscombe, 2007). This was not appropriate simply because the participants may not be completely aware of their reading behaviour or what influences it, or they could have just been too shy to speak freely. This was observed during the actual interviews. The decision to conduct one-on-one interviews was to receive the interviewees' opinions and ideas without them being altered or swayed by other children. It was feared that

conducting group interviews would cause one learner to dominate the group, and the dominant or more confident speaker would sway the opinions of the other participants.

The type of interview chosen for this study were semi-structured one-on-one interviews. A semi-structured interview had a clear list of items that were addressed during the interview, but the interviewer was prepared to be flexible in terms of the order the questions were asked and made provisions for the interviewee to elaborate on their responses (Denscombe, 2007). The interviews were one-on-one in part since the researcher was not proficient in the interviewees' language and an interpreter was used to conduct the interviews. The researcher was a part of the interview mainly in their presence in the room, but the interpreter conducted the interviews while receiving some prompting from the researcher to have the interviewee elaborate on their response. The ethical concerns and validity of the data from this approach are further addressed below in the ethics and validity sections. Taking all of these concerns into account, the preparation for the interview was extensive.

After organizing and analysing the data gathered from the quantitative phase of the study, questions were formed for the semi-structured interview schedule. Since the interviewees were primary school-age learners, the choice of limiting the main questions to less than five was decided by the researcher and the supervisor of the study. Using a small amount of questions brought structure to the interviews that kept the learner focused, but also left time and space for elaboration and extension when needed. The structure and content of the questions were piloted with other learners not directly involved in the study in order to check for appropriateness without compromising the aim of the study. There were only four questions, which tried to gain further

clarification on the data gathered during the pre-intervention questionnaires. The questions focused on learners' reading opinion, any struggles they may have around reading, their reading progress throughout the duration of the club, and who they see reading outside of the club. A more detailed interview schedule can be found in appendix B.

Once the questions were set, professional translators translated them from English into both Afrikaans and isiXhosa. Due to the fact, the researcher could not conduct the interview; interpreters that were proficient in English and the language of the interviewee (either Afrikaans or isiXhosa) were retained. Extensive training in conducting a semi-structured interview with young children as well as the goal and methodology of the study were provided to the interpreters. Mock interviews were conducted with the interpreters to ensure quality interviewing skills and understanding of the content and context of the study. The interpreters also had prior experience in working with children in some capacity, so they would be sensitive to feelings of the interviewee and be adept at using prompts and probes to keep the interview flowing. The issue of the interpreter being seen as the “man in the middle” (Anderson, 2002, p. 209) was avoided since they were the actual interviewer. The researcher was not asking questions in English and then the interpreter would translate them into the language of the interviewee, but they took on the role of the researcher in this case. The researcher was portrayed as their assistant as not to cause the learner to become nervous or self-conscious.

Prior to the interview, the researcher contacted the club facilitator to arrange an appropriate time to come and conduct the interviews. The researcher reminded the club facilitator of the use of an interpreter during the interviews. The researcher arranged for a quiet, non-intimidating space to

hold the interviews on the premises of the OST reading programme. This helped to ensure privacy and allowed the interviewees to feel safe and comfortable in a familiar place. The researcher provided the club facilitator with a list of learners they would like to interview. This list was based on the learners who received permission from their parents to participate in the interviews as well as the data collected during the quantitative phase. The researcher tried to include a variety of learners from both clubs to provide a wider representation of learners of different genders, races, genders, and reading abilities. Since there were very few variations in the data gathered from the questionnaires, this data primarily influenced the types of questions on the interview schedule and not necessarily the learners chosen for the sample.

On the day of the interviews, the researcher and interpreter arrived before the scheduled time to begin the interviews to ensure everything was in order. The club facilitator introduced the researcher and interpreter to the clubs and explained their presence is to find out about what the learners thought about reading and their reading club. The club facilitators at the request of the researcher explained that they were not there in any judgemental capacity and they would not be harmed in any way. Their responses to the questions would remain confidential and would have no effect on their standing in school or the OST reading club. The club facilitators also explained to the learners that were to be interviewed that they would be recorded, but if any of them did not want to be recorded, they had the right to say no. All of this was explained in their mother tongue and in a child-friendly manner.

At the start of the interview, at the prompting of the researcher the interpreter gave the interviewee the option of not being audio recorded without penalty. When the interviewee consented to the

recording device, the interpreter and the researcher both utilised their own recording device in the case of technology failure or some other incident that would hinder the recording. Then the interpreter introduced the researcher and himself to the learner. The interpreter asked background information about the interviewees in order to put them at ease by allowing them to cover familiar territory. This tactic also helped to prepare the interviewee to answer other questions. After this beginning process, the interpreter went through the questions slowly and provided clarification in simpler terms when necessary. The interpreter used probing questions when the interviewee answered vaguely or with one-word answers. In two of the interviews, the learners became noticeably upset, at which point the interpreter stopped the interview. The learners were not pressured to continue if they did not want to. At the end of each interview, the interviewees were given the opportunity to include any additional comments not raised during the questions. The interviewee was thanked for their cooperation and time.

At the completion of all the interviews, the interpreters obtained all of the recordings and were in charge of transcribing the interviews and then translating the transcriptions into English. The interpreters were provided ample time to do a thorough and accurate job of transcribing the interviews and translating them into English. Due to this process being completely out of the control of the researcher, the interpreter was also trained on how to account for any problems that would arise during the transcription process. For example, if the recorded talk was unclear or not loud enough for the recording device to pick up. Since the interpreter conducted the interviews and then was responsible for the transcribing and not a third party this helped with this concern. The interpreter had a better idea of what was discussed during the interview and using their best judgement and memory, they could fill in the gaps where the recording was unclear. Another

concern comes with the translation from Afrikaans and isiXhosa into English. The issue of words or phrases losing their meaning or their meaning being altered when translating from these languages into English is the main concern. Both the original transcription from the interviews and the English translated transcriptions were presented in the discussion of the findings in order to address this concern. Research around cross-language research (Murray and Wynne, 2001; Adamson and Donovan, 2002; Kapborg and Berterö, 2002; Temple and Edwards, 2002; Temple & Young, 2004) argue that the interpreter's role is not to give verbatim translations.

Ethical concerns around translation and interpretation has garnered considerable research (Marsella, Friedman, & Spain, 1996; Redmond, 2003; Muula, 2005). Translation and interpretation was not viewed just as a technical act in this study, but as “a significant variable in the research process that can influence its content, outcomes, and ethical adequacy” (Shklarov, 2007, p. 530). The validity considerations around these pertinent processes of data collection and analysis were discussed further below in the ethics section of this chapter. Research around the role of interpreter in cross-language research suggested the role is to contribute to the data generation process through a “three-way production of data” (Murray & Wynne, 2001, p. 165). According to Murray and Wynne (2001), in terms of communicating the interviewees responses the job of the interpreter is conceptual equivalence or remaining as close as possible to the participants' words while trying not to embellish some points or omit others that are perceived as unimportant or irrelevant.

The OST reading club was also observed after the pre-intervention questionnaire and qualitative interviews were given in order to gain further insight on the data gathered in the pre-interview

questionnaire and interviews. According to Denscombe (2007), an observation does not rely on what people say or think, but it draws on direct evidence by the researcher to witness events first hand. It draws on the premise that it is best to observe what actually happens. For the purposes of this research, the observations of the OST reading programmes for both Club A and Club B were structured observations. This means there was an observation schedule that was prepared ahead of time in order to minimize the variations from data based on the researcher's perceptions of events observed. The observation schedule provided a framework in which all observers could use and help them to:

- be alert to the same activities and be looking out for the same things;
- record data systematically and thoroughly;
- produce data, which are consistent between observers, with two or more researchers who witness the same event recording the same data (Denscombe, 2007, p. 209).

The observation schedule was created using this data and the factors that qualified a properly designed OST programme highlighted in the literature. These factors: a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula, the availability of age appropriate and content appropriate books. The observation schedule operated like a checklist which included the above items that the literature pointed out as characteristics of a quality OST reading programme. The researcher used the structured observation schedule to monitor these items on the checklist and made a record of them as they occurred during the OST reading club session. Also, when creating the structured observation schedule other conditions were considered about the things that were observed: overt,

obvious, context independent, relevant, complete, precise, and easy to record (Denscombe, 2007, p. 211).

Some of the ethical considerations for conducting the structured observations of the OST reading programmes were continuing to protect the identity of the learners. Since the research, participants or learners in the OST reading programmes were minors it was decided by the researcher not to video record the observations. Another reason not to video record the observations due to the fact no permission was granted from the parents to video record the learners. Also with the use of a structured observation schedule, the researcher did not feel it necessary to video record the observations. Another ethical issue was retaining the naturalness of the setting while conducting the observation. In order to minimize the likelihood of disruption positioning, avoiding interaction, and time on site were utilised. Unobtrusive positioning while still being able to view the whole club in action was carefully planned out. Thankfully, the space provided for the club was quite large so it was easier to sit far enough away from the action without causing disruptions while still being able to see and hear everything going on. This positioning also ensured the researcher did not interact with the club learners or facilitators in any way, but could be free to simply observe the happenings of the club. By arriving before the start of the club, the researcher was able to set up and get situated without causing any disruption. Although the above-mentioned aspects of structured observations were strengths for this study, they also presented some weaknesses. Some disadvantages to this type of observation and data tool for this study were that it oversimplified the data and it missed contextual information. Meaning it assumed that overt behaviours can be measured in terms of categories and they are straightforward. These weaknesses was somewhat addressed by just adding extra comments at the bottom of the observation schedule of things not

directly included in the schedule, but there is always a possibility that certain nuances were overlooked or missed during the observation.

An added piece of data collection specifically using New Literacy Studies concept that literacy is a social practice was observing both clubs' Family Literacy Day. This event was a requirement for the funding project and a way to marry the club and families' involvement in the learners' reading practices. This literacy event, which occurs once a year is hosted by the club on a Saturday, is where club participants and their parents (families) come together to play various reading activities and games in a fun and comfortable environment. At the end of the interactive literacy activities, club participants and their families are given literacy resources and taught ways to encourage reading and writing at home. Since this family day was, just an added aspect of the OST reading programme the type of observation used was slightly less structured and more hands-on. The type of observation used to collect data from the Literacy Family Days were using a scaled down participant observation.

By participant observation we mean the method in which the observer participates in the daily life of people under study, either openly in the role of researcher or covertly in some disguised role, observing things that happen, listening to what is said and questioning people, over some length of time. (Becker & Geer, 1957, p. 28)

The main purpose of this observation was to gain further insight into the concept of literacy as a social practice and the influence parents have on learners reading behaviours and attitudes. In order to observe a pure interaction of the parents with their children, the researcher posed as a volunteer helping facilitate one of the reading stations. The only people who were aware of the researcher's presence was the club facilitators. The benefits of this type of observation include a greater

emphasis on depth of data collected in order to reflect the detail, subtleties, and complexities of the social world of literacy practices (Denscombe, 2007). Another strength of this type of observation was getting a more holistic understanding of this phenomenon of literacy as a social practice as well as the subjective norm concept from Theory of Planned Behaviour and how it influences learners' reading behaviours and attitudes. There were obvious ethical problems for using this type of observation where the participants are not aware they are being studied or their role in the research. Although it was mentioned in the research, consent forms that observations would take place at some point, but this observation was in terms of the OST reading programme and the learners not their parents. In order to justify this lack of informed consent it must be noted that none of the families observed during the event noticeably suffered because of being observed. The ethical standards were maintained the entirety of the event and the researcher behaved as a normal volunteer assisting the families with the literacy activities. Furthermore, the identities of the parents and children involved in the event were never disclosed to the researcher at any point, and the researcher did not disclose any identifying information during the discussion of the results.

This type of observation also presented other weaknesses primarily in the recording of data. Since the researcher participated in the event as a volunteer, it was not possible to record observations during the event. For this reason, the researcher had to rely on their selective memory, and in order to cover this weakness as soon as the literacy activity portion of the event concluded the researcher immediately recorded their observations. Since these family events occurred after the interviews, the researcher had an idea what type of data they wanted to expand and explore further. As a result, the field notes had some type of guidance, but new data was also accounted for in the field notes. These observations presented many problems and weaknesses, so they were not given very much

weight in the discussion of the findings. They were more of a supportive tool to expand and explore data gathered during the interviews. Data collected from observations of both clubs' family literacy events has been included in the next chapter.

4.4 Research Site and Participants

For this study, purposeful sampling was used to choose both the research sites as well as the participants in the interviews, which will be discussed further below. Since the aim of this study is not to generalize the findings to the larger population, but instead obtain insights into the phenomenon of OST reading programmes and their influence on learners' reading behaviours and attitudes, the researcher has purposefully selected the research site and participants to increase understanding of this phenomenon. Probabilistic sampling, which involves randomly selecting individuals based on a systematic procedure, (Creswell & Plano Clark, 2007) was not appropriate for the selection of research sites and participants in the qualitative phase because the aim was not to generalize the data to the larger population. The aim was to investigate this phenomenon within these sites. The research sites and participants purposefully chosen for this study were "information rich" (Patton, 2002, p. 169). Due to the funding project that made provisions for the creation of the OST reading programmes and training for the club facilitators, these sites appeared to be the most appropriate for this study.

Purposeful sampling means that a researcher or researchers intentionally select participants or research sites who have experience with the key concept being investigated (Creswell & Plano Clark, 2007). For this study, the choice of the research site was based on the literature presented about OST literacy programmes and how they have had a positive influence on learners' reading

behaviour and attitudes as well as their reading abilities. The two research sites were chosen because they already had existing OST literacy programmes that were structured due to the funding project. The decision to only include these two NGOs was also due to proximity as well as the demographic they served which represented the target area this research aimed to analyse. The research sites for this study were located in Simonstown found in the Eastern Cape of South Africa. These Non-governmental organizations (NGOs) in Simonstown that were a part of a funding project to create the reading clubs were approached to be a part of this study in order to investigate the influence the role of two selected out-of-school time reading programmes on learners' reading behaviours and attitudes. All the learners in the reading clubs came from the vulnerable area located in Simonstown around the NGOs. All of the children attend non-fee paying government primary schools also located in Simonstown. The club facilitators received significant training and development to establish and conduct the OST reading clubs. This was an important factor for this study to analyse the concepts proposed by Ajzen's (1991) Theory of Planned Behaviour to promote certain behaviour, and in this case the improvement of reading attitudes through the intervention of an OST reading club. Below is a table of the demographics for both selected OST reading programmes.

The research goal and questions as well as the funding project informed the sample size for this study. The size of the quantitative sample was bigger than the size of the qualitative sample. The sample size in the quantitative phase of this study was large enough for the researcher to use statistical procedures, which allowed for inferences about the results with some confidence that the sample reflected both OST reading programmes. Below are more details on the research sites as well as the sample size of the participants in the qualitative phase of the study.

Club A included 14 learners that participated in the study with a mixture of learners in the foundation and intermediate phases. All of the learners in this club spoke Afrikaans as their home language and this club is facilitated in Afrikaans with occasional English resources. There was one trained club leader and one assistant present in the club.

Club B had 30 learners who participated in the pre-intervention questionnaires. These learners all identify as Black South Africans and isiXhosa as their first language. All of the learners in Club B are intermediate phase learners. There were two trained club leaders and one assistant that facilitate the club. The club is primarily facilitated in English but some isiXhosa when needed for clarification purposes.

4.4.1 Interview Sample

Sampling is the process of selecting a part of a group to represent the larger group. In qualitative research, the inquirer selects individuals or sites that can provide the greatest insight into the research question (Creswell & Plano Clark, 2007). The study used both convenient and purposive sampling to explore two OST reading clubs located in a Non-governmental organizations (NGOs) in Simonstown that benefited from a large monetary donation from funders to create the reading clubs. As explained above, this sampling method was purposeful because the research intentionally chose the participants that were interviewed in order to represent the larger number of participants in each OST reading programme according to race, gender, language, and age.

The learners were a mixture of boys and girls from both the Foundation and Intermediate phases, as well as representing the dominant home languages of learners from this area: Afrikaans and

isiXhosa. The learners who participated in the sample were given a post-intervention questionnaire towards the end of the nine months OST reading programme intervention to measure any changes in terms of learners’ attitudes towards their own reading ability, others reading ability, purpose of reading, frequency that reading takes place, and the language reading should be conducted in. After the pre-intervention, quantitative data was collected a sample of learners were chosen from both clubs.

The learners selected were identified as struggling readers through a pre-intervention baseline assessment conducted at the beginning of the nine months that evaluated learners’ reading fluency and comprehension in their home language. Due to the large numbers of club participants, purposive sampling was used to select smaller numbers of learners who were interviewed. As stated above, there was 13 learners selected, six from each club. The chart below highlights the specifics of the sample from each club:

Table 1: Research Participants

<u>Club A</u>	<u>Club B</u>
All foundation phase	All intermediate phase
3 boys	3 boys
3 girls	4 girls
All Afrikaans speakers	All isiXhosa speakers

As shown above, Club A only had learners with the home language of Afrikaans and Club B only had learners with the home language of isiXhosa. Club B also only had intermediate phase learners. It was decided to include only foundation phase learners in the sample from Club A to ensure both phases were represented. This ensured the strengths of the Interpretivist Paradigm and an in-depth and specific study.

After this pre-intervention questionnaire was administered, all of the learners participated in an intervention of an OST reading club, which will itself be assessed in terms of the factors that qualified a properly designed OST programme highlighted in the literature. These factors include a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula, the availability of age appropriate and content appropriate books. The data on the intervention of an OST reading programme was collected using a structured observation. Structured observations assessed the factors that characterized a properly designed OST reading club, as well as the learners' reading activities and the components (which stem from theory) of the reading club that could affect the learners' reading attitudes. These components include:

- Reading Attitude (during the implementation of reading club)
- The social pressures from the club facilitators and other participants to read
- Resources and opportunities to read
- Frequency they choose books and volunteer to read during club session

The structured observation schedule, which can be found in appendix D, was created after analysing the data collected from the pre-intervention questionnaire and the New Literacy Studies meta-theory mentioned in the literature review chapter, which stated reading as a social practice. New Literacy Studies was used as an overarching perspective and identified instances where literacy practices emerged not as an autonomous skill, but as ideological and a social practice. The social practice aspects of literacy, emerged from the data, was analysed from the NLS perspective seen in the next chapter.

During the intervention of the OST reading programme or phase two of data collection, the qualitative data collection tool of semi-structured interviews was used to support the data collected during the pre-intervention quantitative phase. Using Embedded Mixed Method Approach, which according to Cronholm and Hjalmarsson (2011) allowed the phases of research to occur in consecutive order or one phase of research emerged from another, was appropriate for this study. This was because the data collected from the pre-intervention questionnaire, baseline assessments and demographic collection helped inform the types of questions for the semi-structured interviews. More so, it gave structure to the observations of the learners and configuration of the reading clubs. By using mixed methods to collect data, I was able as the researcher to better understand the learners' reading attitudes as an Interpretivist trying to develop a greater understanding of how people make sense of their world. This quantitative data generation was intertwined with qualitative data generation of semi-structured interviews to investigate learners reading attitudes and experiences in and outside the reading clubs. The semi-structured interviews were also administered in the learners' home languages, and since my proficiency level in Afrikaans and isiXhosa was lacking, I employed bilingual speakers to conduct the interviews.

These individuals were well prepared for the interviews through extensive training on the context and methodology of the study, as well as the processes of conducting interviews. The semi-structured interviews focused specifically on the concept of subjective norms that influenced the learners' reading behaviour and attitude. These addressed the issue of literacy as a social practice and used the interviews to investigate the social pressure to read inside and outside of the club. The guiding factors used to create the interview schedule included:

- Implicit norm or behaviour of the authority figure (club facilitator)
- Explicit norm or direct instruction of the authority figure (club facilitator)
- Implicit and Explicit norm in terms of outside social pressures to read (parents, school, friends, historical and cultural factors, etc.)

Using a combination of quantitative data collection methods using pre- and post-intervention questionnaires, baseline assessment data, and demographic data as well as qualitative data collection methods with semi-structured interpreter-facilitated interviews and added support of structured observations helped strengthen the validity and trustworthiness of my study.

4.5 Ethics

A potential ethical issue was involving minors as the main study participants. To protect the identity of the participants and the clubs, a pseudonym was given for the name of the town the clubs were located in. The official names of the OST reading clubs were kept anonymous and were given the label of "Club" and a letter. Before any data was collected, the club leaders and parents of the learners were given a letter detailing and explaining the purpose and extent of the study. They were also made aware of the data collection methods that would be used, and they were

ensured that their names and any other identifying information about the learners, club leaders, or club would remain anonymous. The learners would be given a generic identifier for the purposes of data analysis as Learner and a number for the quantitative data and Learner and a letter for the qualitative data. The club leaders and parents were also given a permission form for the learners to participate in the study. Only learners who returned this form indicating they were allowed to participate were given the questionnaires and/or interviewed. This was directly explained in the consent form given to the learners' parents prior to the study. As well as using a recording device to record, the audio during the interview was explicitly stated in the consent form, and the learners were made aware of the recording device before the interview began.

Another ethical issue raised in the qualitative data collection section was around the use of interpreters to conduct the interviews and translate the transcriptions. In order to protect the identity of the participants, the interviewers were also required to sign a confidentiality form stating they would keep the name and location of the OST reading club and the identity of the participants anonymous as well as what was discussed during the interview private. They were not allowed to duplicate the interview transcriptions in anyway not pertaining to the study or discuss the interviews or participants with anyone not directly associated with the study. At the conclusion of their interpreting and translating services, they were required to destroy any copies of the interview recordings not turned over to the researcher.

Another ethical consideration around participant confidentiality was during the observation portion of this study. Consent to conduct observations without the use of any recording devices (video or voice) was granted prior to the implementation of the study through consent forms. These

forms provided pertinent information about the goals of the study as well as requirements of participants in the study. Although, the consent forms only included observations of the OST reading clubs and not the Family Literacy Events, it was noted above that all ethical standards were upheld during the event. None of the families in attendance was harmed in any way, and their participation or lack of in the event did not hinder their standing in the club. Their identity was kept confidential throughout the event as well as during the presentation of data and findings around the event.

4.6 Validity

The validity of the research was enhanced with the use of a mixed methods research approach. The purpose of validity was to check on the quality of the data and the results rendered from this research (Creswell & Plano Clark, 2007). By triangulating the research, it “strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches” (Patton, 2002, p. 247). This is one way the validity of this research was enhanced. By gathering data, using multiple tools (questionnaires and then interviews and observations) of the same phenomenon helped to expand on the results of the quantitative phase data collection.

Another way the validity of this research was established was through assessing whether the information obtained through the qualitative data collection was accurate. Since the qualitative data tool (mainly interviews) was conducted by a third party on behalf of the researcher in languages the researcher was not proficient in, the validity of these results from this tool was ensured through member checking. Cross-language research or when the researcher and

participants do not speak the same language is challenging and complex in terms of linguistics as well as procedures to generate data (Williamson, Choi, Charchuk, Rempel, Pitre, Breitzkreuz, & Kushner, 2011). This process was also complex due to influence the data collection procedure had on the validity of the data and the conclusions drawn from the research (Shklarov, 2007). Many researchers agree (Murray and Wynne, 2001; Shklarov 2007; Squires, 2009), one of the main ways to increase validity of data is to simply detail the strategies and procedures with working with interpreters in cross-language studies as well as reflect on their influence on both the rigor of the research and validity of the data.

As an English speaker with very little knowledge of Afrikaans and isiXhosa, it was difficult to conduct the interviews in learners' home languages. Since none of the learners' home language was English, two interpreters were utilised, one with proficiency in isiXhosa and English and the other proficient in Afrikaans and English. Both interpreters lived in and around the community of both clubs. They were familiar with the social and cultural dynamics of the area. Both were employed by the School of Languages at Rhodes University and had extensive experience with interpreting and translating. The qualified interpreters were retained to first translate the questionnaire and interview schedule into either Afrikaans or isiXhosa depending on the home language of the learner. Then they conducted the interviews either in isiXhosa or in Afrikaans, then transcribed the interviews, and finally translated them into English.

Since the interpreters did not have formal education in mixed methods research and ethics, before any of this work was done, the interpreters went through extensive training on the context and methodology of this study as well as the process of conducting interviews with young learners.

The preparatory sessions included discussions about mixed method research specifically qualitative research methods, the purpose and background of this study, appropriate conduct for interviewing children, and ethical procedures like informed consent and confidentiality. The interpreters also signed a confidentiality agreement. The researcher interacted with the interpreters on several occasions making sure they understood the type of information the researcher hoped to elicit during the interviews. The researcher also worked with the interpreters to ensure they focused primarily on ascertaining the central message of interview questions and participants' responses as supposed to verbatim translations. The interpreters worked independently to translate interview schedules prior to the interview sessions.

The researcher was still present during all of the interviews. During the interviews, the interpreter asked questions and probes in either Afrikaans for Club A participants and isiXhosa for Club B participants. Then the interpreters provided English summaries of the participants' responses to the researcher. Since the researchers had limited proficiency in either language, this "three-way production of data" aided to the validity of the data (Murray & Wynne, 2001). After the analysis of the interview transcriptions, the interpreters were given an opportunity to review the analysis and check for accuracy and understanding. Summaries of the findings were presented to the participants as well as the interpreter that conducted the interviews to find out whether the findings were an accurate reflection of their experience. With the help of the club facilitator, these summaries were presented to the learners that were interviewed in simplistic terms in order to check for accuracy. The supervisor of the study had a greater proficiency in these languages, so he provided a deeper assessment of the validity of the interview transcriptions and translations into English.

A final approach to ensure validity was to present the data and findings to the research supervisor of this study. The research supervisor was familiar with qualitative research as well as the content area of this research.

4.7 Conclusion

The purpose of this chapter was to present the lens in which this study is situated and the methodology that was used to define the scope of this study. The methodology of Mixed Methods Research Approach using Explanatory Design as a research design has informed the choices of data collection methods and informed the analysis of the results and findings. From this chapter, it was pointed out the delicate balance between the quantitative data instrument of the pre-intervention questionnaire and how these results and questions informed the structure of the qualitative data instrument of interviews and observations. This balance was also seen through the overarching theory for this study and the meta-theory, which also informed the interview and observation schedule. In Chapter 5, the discussion of the results and findings, the data collected from the above-mentioned tools is presented in line with the literature reviewed for this study around Out-of-school-time reading research and literature around the Theory of Planned Behaviour and New Literacy Studies. Some interesting findings have been presented and how they interact with the theories and literature for this study, as well as how they speak to the goal for this study: To investigate the role of two selected Out of School Time reading programmes on learners' reading behaviours and attitudes.

CHAPTER 5

DATA ANALYSIS

5.1 Introduction

Chapter 4 engaged with the methodology and research paradigm for this study. It is evident from the Chapter that the delicate balance of quantitative and qualitative methods of data collection was vital when analysing the data and the findings. Drawing from the research methodological choices as discussed in the previous chapter, this Chapter discusses research findings generated through the pre-intervention questionnaire, interviews from a sample of club learners and an observation from both clubs as well as their Family Literacy Events. In order to discuss research findings, data are organized into three categories: behavioural attitude, subjective norm, and perceived behavioural control the three concepts emerging from the Theory of Planned Behaviour used in this study as the theoretical framework. Subjective norm, which speaks to the social aspect of behaviour, seem to be aligned with New Literacy Studies, a meta-theory used in this study (as discussed in Chapter 3).

5.2 Discussion of Research Findings

The main concern of this study was learners' attitudes and behaviours towards reading. According to one of the prominent themes from the literature, learners from impoverished areas generally have difficulties with literacy development and a negative view of reading. However, data captured through the pre-intervention questionnaires and interviews describe a different narrative. For the questions, one of the pre-intervention questionnaire that asks learners to share their opinion of reading; 59% of learners, which is more than half of the participants, commented they think reading is "enjoyable". For questions 2 in the pre-intervention questionnaire 66% of learners

commented that they believe, they are good readers. Although the pre-intervention questionnaire did not specify what makes them “good readers”, the interpreter-led semi-structured interviews hoped to address what qualities determine this “good reader” status in the learners’ opinion.

The interview data also showed that eight of the learners from the sample believed they were “good readers”. Potential factors that made them “good readers” was interpreted from the learners’ responses. For example, Learner B (IQ1, p.2) in response to what made them a good reader stated, “Ek kan enige boek in enige taal lees...want ek hou van elke dag lees.” (“I can read any book; in any language...I love to read every day.”) This seems to suggest that being able to read any book in any language as well as the frequency that reading takes places helped to characterize what being a “good reader” is in this learner’s eyes. In contrast, Learner E (IQ1) commented to being a “Ek is n’ baie swak leser”; (“I am a very poor reader”.) When this learner was questioned on why they felt they were a poor reader it was due to the fact they could not read. This is consistent with other learners who connect their opinion of their reading status to be linked to their reading ability. Although the baseline assessments were not a primary data collection method for this study because they do not align to the goal of this study, it is valid to point out the scores for both clubs in this case. Club A’s average score was 52.6 out of 80 possible points or 65.43% for the pre-intervention questionnaire. For Learner E scored a 13 out of 80 possible points or 16% which is also below the average of the club. Then during the post-intervention assessment, this learner’s score increased by 16 points or 20%. This was echoed throughout Club A that saw on average an increase of 7.4 points or 9% across the club. This correlates with research that point to a connection between reading attitudes and behaviours and ability. Below is the data gathered from the pre-intervention and post-intervention reading assessments for Club A and Club B:

Table 6: Club A Pre- and Post-Intervention Reading Baseline Data

Reading Baseline Data Table

Club A

Learner	Pre-Intervention Score (out of 80)	Percentage Score	Post-Intervention Score (out of 80)	Percentage Score	Raw Score	% Change
L1	48	60%	68	85%	20	25%
L2	35	43%	34	42%	-1	-1%
L3	77	96%	78	97%	1	1%
L4	75	93%	78	97%	3	4%
L5	30	38%	22	27%	-8	-11%
L6	75	93%	79	97%	55	67%
L7	21	26%	34	42%	4	4%
L8	46	57%	67	83%	21	26%
L9	9	11%	10	12%	1	1%
L10	13	16%	29	36%	16	20%
L11	75	93%	77	96%	2	3%
L12	78	97%	73	91%	-5	-6%
L13	79	98%	77	96%	-2	-2%
L14	76	95%	72	90%	-4	-5%
Totals	52.6	65.43%	57.0	71%	7.4	9%

Table 7: Club B Pre- and Post-Intervention Reading Baseline Data

Reading Baseline Data Table

Club B

Learner	Pre-Intervention Score (out of 80)	Percentage Score	Post-Intervention Score (out of 80)	Percentage Score	Raw Score	% Change
L15	67	83%	63	79%	-4	-4%
L16	50	62%	54	68%	4	6%
L17	67	83%	75	94%	8	11%
L18	52	65%	52	65%	0	0%
L19	61	76%	78	98%	17	22%
L20	31	38%	18	23%	-13	-15%
L21	62	77%	74	93%	12	16%
L22	46	57%	50	63%	4	6%
L23	70	87%	41	51%	-29	-36%
L24	41	51%	47	59%	6	8%
L25	34	42%	31	39%	-3	-3%
L26	45	56%	45	56%	0	0%
L27	72	90%	71	89%	-1	-1%
L28	46	57%	49	61%	3	4%
L29	69	86%	79	99%	10	13%
L30	76	95%	79	99%	3	4%
L31	77	96%	66	83%	-11	-13%
L32	63	78%	70	88%	7	10%
L33	45	56%	60	75%	15	19%
L34	66	82%	60	75%	-6	-7%
L35	74	92%	77	96%	3	4%
L36	20	25%	18	23%	-2	-2%
L37	68	85%	62	78%	-6	-7%
L38	58	72%	60	75%	2	3%
L39	68	85%	69	86%	1	1%
L40	77	96%	79	99%	2	3%
L41	79	98%	72	90%	-7	-8%
L42	56	70%	74	93%	18	23%
L43	74	92%	75	94%	1	2%
L44	54	67%	67	83%	13	16%
Total	64	80%	67	84%	3	4%

Despite there being some negative changes in the reading ability assessment scores, the majority of learners from both clubs saw an improvement in their scores. Nevertheless, based on interview data and literature there seems to be a positive correlation between reading behaviour and attitude and reading ability.

The learners' positive opinion of their reading remained true even after the conclusion of the club. Data from the post-intervention questionnaires revealed that 3 out of the 14 learners from Club A **agreed** that they were good readers and 6 out of the 14 learners from Club A **strongly agreed** they were good readers. More than half felt they were good readers. It was even higher from Club B learners; 5 out of the 30 learners **agreed** they were good readers and 16 out of 30 learners **strongly agreed** they were good readers. This is again more than half of the learners responded positively about their opinion of their reading ability.

Table 8: Post-Intervention Questionnaire Data for Question 4

PI Q4: I am a good reader.			
	Club A	Club B	Total
Strongly Disagree	3	0	3
Disagree	2	5	7
Agree	3	5	8
Strongly Agree	6	16	22

Not only did these learners state they felt they were “good readers” but they also had a positive attitude towards reading in general. For example, Learner Learner J (IQ1, pp. 21-22) in response to how this learner feels about reading: “Indiphatha kamnandi... Kuba iya vul’aph’engqondweni... Kuba mnandi... Xa ukhululeke ingqondo.” (“It makes me feel good...because it opens the brain...it feels good.”) This learner, like many others who were interviewed, saw reading as

something positive and they had a favourable attitude towards reading because they saw themselves as “good readers”. This argument is supported by research (Pitcher et al., 2007; Hall, 2012; Henk, Marinak, & Melnick, 2012) that says that adolescents’ choices to read and engagement are influenced by their perceptions of themselves and their identities as readers. Even learners who commented that they could not read still expressed the desire to read (behaviour towards reading) as well as an overall positivity towards reading (attitude). For example, Learner E (IQ3, p. 5) stated: “Al kan ek nie lees nie wil ek graag die boek van Dora lees.” (“Even though I can’t read, I really want to read the book of Dora.”) This desire to read was seen in the majority of learners that were interviewed. This causal link to reading attitude and reading ability is also present in the literature. Tse et al. (2016) who said learners’ reading attitudes are casually related to reading attainment. McKenna, Kear, and Ellsworth (1995) also argue that reading attitudes are influenced by factors like motivation. In Kush, Watkins, and Brookhart’s (2005) study on grade 2 and 3 learners reading attitudes did not immediately show a correlation with reading attainment, but the reading attitude did predict reading attainment in grade 7. Having a positive reading attitude can be a predictor of reading attainment either immediately or developmentally later in the reading life of the learner. Not only was a lack of ability to read but a great desire to read seen in the pre-intervention questionnaires and interviews, but also evident from the pre-intervention fluency and comprehension assessments that were conducted by the club leaders for the measuring purposes. The average of learners’ pre-intervention baseline assessment from Club A was 48.5% and Club B was 67%, which are both above passing according to the South African DBoE standards which 30% is a passing score. Most learners demonstrated a poor ability in reading in the language of instruction for the particular club (either Afrikaans or isiXhosa) which was also the home languages of the learners in each club. At the end of the OST reading

programme, the average for all learners' reading ability assessment in Club A was 71% and in Club B was 84%. Ajzen's (1991, 2010) Theory of Planned Behaviour argues that the more positive the attitude towards performing a certain behaviour the greater the chances someone will perform the behaviour. This learner has a positive attitude and great motivation to read a certain book even though in their opinion they cannot read. The driving force behind this learner's intention to read is their positive attitude towards reading and possible other factors that will be discussed below. This also brings in the added factor of knowledge and the prediction of behaviours that is not necessarily an underlying concept of TPB. From the learner's perspective of their reading ability, they cannot read, but they still have a desire to read. In TPB, beliefs create the informational foundation that ultimately determines behaviour (Ajzen, 1991, 2010). Even though the main questions of this study are about what influences learners reading attitude and behaviour, it was still worth pointing out the finding that emerged from the data.

Although this was a small-scale study, it is still worth pointing out that even before the intervention of the reading club learners generally had a positive attitude towards reading and their reading abilities. This almost contradicts the literature (Sibiya & Van Rooyen, 2005; Strawn & Monama; Dickie, 2011; Cooper et al., 2014) that says learners from previously disadvantaged, poor socioeconomic status and historical background will have a low reading ability and reading attitude and behaviour. What made these learners situations unique? Although the main goal of this study was to investigate the influence of the OST reading club on learners' reading attitudes and behaviours, perhaps further studies could delve deeper into the phenomenon that contributed to these positive opinions of reading for these learners.

The concept of behavioural attitude from the Theory of Planned Behaviour is emerging from the data consistent with the theories argument that the more favourable the experience of a behaviour the more likely someone will perform the behaviour. As stated above, the majority of learners have remarked positive feelings about reading whether in the pre-intervention questionnaire or the interview. According to the pre-intervention questionnaire, 52% of the learners believe that reading is an enjoyable way to spend time (Q12). This finding was verified with data from the post-intervention questionnaire correlates with this finding, which shows that a majority of learners from both clubs enjoyed coming to the Nal'ibali club.

Table 9: Post-Intervention Questionnaire Data for Question 5

PI Q5: I enjoyed coming to Nal'ibali reading club every week.

	Club A	Club B	Total
Strongly Disagree	1	0	1
Disagree	0	1	1
Agree	4	4	8
Strongly Agree	9	21	30

The interview data suggested an increase in the reading amount learners were doing throughout the intervention. For example, Learner C in response to the question how have their reading habits changed during the year stated, “Ek volg meer op by storie boeke.” (“I am reading up on more story books.”) This is also how their reading habits have changed during the intervention. It seems to suggest that the OST reading programme influenced the amount of reading they were doing.

In response to the interview question on how their reading has changed throughout the course of the OST reading programme, one learner remarked (IQ3, p.24), “Itshintshe ngokoyikeka.

Bendiqale ndakoyika kuqala... Hayi kubhetele ngoku... Bendikoyika kuqala qha ngoku ndiyaziva izinto ezifundwayo.” (“It is extremely changed. I was not confident at first...now it is better...I was scared at first but now I understand what is being read”.) Learners already believed that reading was an enjoying way to spend time prior to the implementation of the OST reading programme, and this was further justified during the interviews. Not only did learners remark to read more over the course of the OST reading programme, but also it can be inferred that the intervention of the OST reading programme improved the learners’ confidence in reading. The intervention of an OST reading programme has been shown through literature (Fleming, 2005; Little, Wimer, & Weiss, 2007; Dail, McGee & Edwards, 2009) to have similar effects on reading attitude, behaviour and ability. According to literature (Beckett et. al., 2009; Maxwell-Jolly, 2011; Afterschool Alliance, 2013), in order for the OST reading programme to help learners improve in areas of deficit they need the following characteristics: a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula (Beckett et al, 2009). A report on research on after-school programmes presented similar findings of qualifying features of high quality clubs which included: “appropriate supervision by well-trained, professional staff and a clear vision and goals for the program” (Rhea, 2013, p.4). Some of these characteristics were also seen during the structured observation of the clubs. During the observation of Club A and Club B, the learners had a place to meet; there was supervision of a club leader present throughout the entire club session. It can be inferred that the clubs had a regular time to meet due to the fact the majority of learners were present when the researcher arrived. The club facilitators indicated the day and time they hold their reading club each week when arranging the observation of the club with the researcher. The researcher also arrived at least 15 minutes before the start time of the club, and observed the learners already

present. Only at Club B were there instructional materials of a variety of books and the Nal’bali supplement present during the club. Through the funding project, the club facilitators received extensive training prior to the creation of the reading club, and they were involved in two other scheduled training sessions throughout the implantation of the club. Therefore, it can be inferred that the facilitators were well trained according to the standards of Nal’ibali. The aspects of the clubs, which were discussed above, were potentially the reason a majority of learners from both clubs **strongly agreed** that the OST reading programme made them want to read more. Below is data from the post-intervention questionnaire that highlights this:

Table 10: Post-Intervention Data for both Clubs from Question 10

PI Q10: The Nal’ibali reading club has made me want to read more.

	Club A	Club B	Total
Strongly Disagree	1	0	1
Disagree	1	0	1
Agree	1	4	5
Strongly Agree	11	22	33

Two potential findings from this data is one: even though learners may demonstrate poor reading abilities, if their opinion about reading and their own reading is positive (attitude) it could have a positive influence on reading ability/attainment; secondly, the more positive their belief around reading the greater the performance of reading. These findings address mainly the first research question on how the two selected OST reading programmes influenced their reading behaviours and attitudes by the intervention of the reading programme improved their confidence, reading frequency, and reading ability. The post-intervention questionnaire data revealed these aspects of the OST reading programmes on learners’ reading behaviour and attitude.

Another factor that has emerged from the data that influences the learners' reading attitude and behaviour is seen in the Theory of Planned Behaviours concept of perceived behavioural control. The perceived behavioural control refers to a person's perception of the ease or difficulty of performing a certain behaviour (Ajzen, 1991). This concept is a central in the theory because when it is directly linked to behaviour intention it can predict behaviour achievement. According to TPB (Ajzen, 1991, 2010), the more opportunities and resources people believe they possess and the fewer obstacles they anticipate the greater the perceived behavioural control; the greater the perceived behavioural control the more likely the performance of a certain behaviour. Questions 3, 6, 8, 9, and 13 from the pre-intervention questionnaire all correlate with the concept of perceived behavioural control because they highlight as aspect of this concept. According to the questionnaire data (Q3), 55% of learners commented they read every single day and 34% of learners commented they read at least 2-3 times a week. The qualitative data gathered from the interviews found only three learners that commented on the frequency they read whether it occurred inside or outside of the reading club even though there was not a specific question asking about their reading frequency. Two learners connected their reading ability to their reading frequency. For example, Learner A (IQ1, p.1) and Learner D (IQ1, p. 4) in response to why they believed they were average readers both stated "Omdatke nie elke dag lees nie." ("I don't read every day.") This is particularly interesting because the majority of learners commented that knowing how to read well was very important in the pre-intervention questionnaire. This seems to suggest loosely that learners link their opinion of their reading ability to the amount or frequency they read. The amount of time learners spent on reading outside of school has been found to be an indicator of reading attitude and ability (Tse et al., 2016). The amount of time learners spend in OST reading programmes also had a link to reading attitude and ability (Fleming, 2005; Little,

Wimer & Weiss, 2007; Waldfogel, 2012). It was not concluded through the data why learners made this connection, but this could have been a result of not having access to a variety of reading material whether inside or outside of the club.

Several learners, however, did comment on the type of books they read and were able to name specific books they have read and 64% of learners commented to finding interesting stories to read every week. Although the majority of learners have commented on finding a variety of books to read they find interesting, many learners stated in the interviews that the one thing they find difficult about reading had to do with the language of the text. For example, two learners stated they struggled reading books that were in English. Learner A stated: “Ja, dis moeilik vir my om in Engels te lees... die woorde is net moeilik.” (“It’s difficult for me to read in English... words are too complicated”) (IQ2, p.1). This is consistent with the pre-intervention questionnaire data that showed only 11% of learners commented to preferring to read in English only (Q6). The learners’ responses around their difficulties in reading having to do with the language of reading is consistent with literature around language in literacy (Broom, 2004; Sailors et al., 2010). These findings are also consistent with literature around the language of learning and teaching (LoLT) in South Africa. Due to the Bantu Education Act, which disempowered indigenous languages, and caused the use of African languages to be associated with a great lack of social and economic empowerment (Broom, 2004). Even though learners were given the right to be instructed in their mother tongue, this stigma around indigenous languages continued into the new democratic schooling system on South Africa. Many parents chose for their children to learn in English because English is associated with economic power and academic success (de Klerk, 2002). The lack of literacy materials available to learners in their mother tongue as well as learners’ lack of

proficiency in English or their mother tongue is of major concern and cause of reading difficulties (Broom, 2004). One of the indicators of a highly effective OST reading programme was the presence of a variety of reading materials including materials available in the language of the learners (Banda, 2003; Krashen, 2004).

The Nal’ibali supplement that is the main resource given to the club for reading is printed in two languages: English and the language of instruction for the club. For club A, which the main language of instruction is Afrikaans which also happens to be the home language for all of the learners, the supplement is read primarily in Afrikaans. For Club A, 1 learner **agreed** that reading in their home language was easy for them and 9 learners **strongly agreed** that reading in their home language was easy for them on the post-intervention questionnaire. Below is a table displaying the data gathered from the post-intervention questionnaire on the language of reading:

Table 11: Post-Intervention Data for Question 1 and 2

PI Q1: Reading in my home language is easy for me.

	Club A	Club B	Total
Strongly Disagree	3	0	3
Disagree	1	6	7
Agree	1	12	13
Strongly Agree	9	9	18

PI Q2: Reading in English is easy for me.

	Club A	Club B	Total
Strongly Disagree	5	1	6
Disagree	0	5	5
Agree	7	10	17
Strongly Agree	2	10	12

This is also seen in the interpreter-led semi-structured interviews with Learner L remarks about how their reading in isiXhosa also improved during the intervention by saying, “Bendingasikwazi

kakuhle isiXhosa... Ndisifunda bhetele kunakuqa.” (“I did not understand isiXhosa at first... I read it better that before.”) This learner credited their positive change in reading in their home language to having learned more about it at the OST reading programme as well as at a school. Data gathered from the post-intervention questionnaire was split with learners in Club B finding reading in English easier versus reading in their home language. There were 21 learners from Club B that felt reading in their home language of isiXhosa was easy for them, and 20 learners who felt reading in English was easy for them.

Although the language learners found the easiest to read in was split between English and their home language, the language preference between the clubs presented some interesting results primarily on the post-intervention questionnaire. The pre-intervention questionnaire data showed that learners mostly preferred to read in both languages, but since the conclusion of the OST reading programme that preference has changed. Below is a table displaying data gathered from question 3 on the post-intervention questionnaire for both clubs on the reading language preference:

Table 12: Post-Intervention Questionnaire Data for Question 3

PI Q3: I enjoy reading in my home language more than I enjoy reading in English.

	Club A	Club B	Total
Strongly Disagree	1	0	1
Disagree	7	9	16
Agree	2	3	5
Strongly Agree	4	14	18

Based on this data and the literature, this preference change seems to suggest that the presence of more reading material in their home language (books and Nal’ibali supplement) influenced their

preference on reading in their home language. During the observation of Club A, the club leader also read a story to the learners in Afrikaans, which is their home language for the learners.

However, in Club B's reading session most of the learners chose English books to read even though there were some books available in their home language of isiXhosa. Club B learners reading language preference changed slightly after the intervention. Data from the post-intervention questionnaire revealed that 17 learners preferred reading in their home language to reading in English.

This is surprising given the literature around the language of power being considered English within a South African context (de Klerk, 2002). Although the literature and theory did not point out language as a determinant for reading behaviour, instead having a variety of reading materials available can determine reading behaviour and attitude. In the observation of Club A, there were not any visible reading material in any language. All of the books were kept in a locked cabinet that during the observation none of the children appeared to have access to. There did not appear to be a designated space for reading or reading material in the club. By not having any books or literacy, materials readily available for learners to access could have a negative influence on their reading behaviour and attitudes. According to Levitt and Red Owl (2013), learners whose early literacy environments are not nurturing could become adults with poor reading attitudes and behaviours. Even though Club B did not have a set place for the books, they were placed on the tables during the reading session for learners to have free access to during the club. Based on literature around creating literacy environments whether it's in a classroom or outside of the classroom, the presence of culturally and linguistically appropriate texts from a variety of genre

and topics is key to literacy development (Fountas & Pinnell, 2006; Vardell, Hardaway, & Young, 2006; Catapano, Fleming & Elias; 2009).

Another aspect of the concept of perceived behavioural control is opportunities to read which was primarily looking at the inside of the club, but the data has shown twelve instances for reading opportunities outside of the club as well. There were four questions on the pre-intervention questionnaire addressed the frequency and opportunities for reading. For example, it has been stated above that 55% of learners commented to read every day and 34% read at least 2-3 times a week (Q3). Then 57% of learners also commented to have visited the library occasionally, which seems to have continued even after the implementation of the reading club. Four learners have commented in the interviews to have visited the library in order to read. For example, Learner F in response to what reading habits have changed since the implementation of the club stated “Ek gaan baie na die biblioteek toe.” (“I go a lot to the library,”) (IQ3, p. 6). Three learners have also commented how the reading club has increased their reading opportunities specifically outside of the club. For example, Learner K stated in response to what learner reads at home with mother:

Learner K: Naxa mhlawumbi iyiholideyi aph'eCentre sinikw'iincwadi kuthiwe masizifund'emakhaya kuphinde kubekh'igames apha siphinde sinikw'amany'amaphepha ukuba masifunde. (Even maybe when it's a holiday at the centre, we are given books and asked to read them at our homes and there are games here and we are given papers to read) (Q4, p. 30).

This response seems to suggest that the club has increased their reading opportunities even when the club is not in session because it provides added reading resources. Data from the post-intervention questionnaire also revealed that the OST reading programmes increased learners access to reading material primarily at home. This data is displayed in the table below.

Table 13: Post-Intervention Questionnaire Data for Question 6

PI Q6: I have many things to read at home because of Nal'ibali reading club.

	Club A	Club B	Total
Strongly Disagree	0	0	0
Disagree	1	3	4
Agree	1	8	9
Strongly Agree	12	15	27

The two-selected OST reading programmes main resource was the Nal'ibali supplement, which included two full colour paper books as well as an additional short story. These books in stories were printed in both English and the language of instruction for the clubs. Learners were given these supplements at each club, and were permitted to take them home for further use. This access to appropriate and relevant reading materials seems to improve their reading attitudes and behaviours.

Krolak (2005) agrees and found a positive impact in providing access to books on learners' reading achievement, creativity, and developing language skills as well as sustaining literacy throughout the years. Several other studies (Lauer, Akiba, Wilkerson, Aphorp, Snow & Martin-Glenn, 2006; Beckett et. al, 2009; Maxwell-Jolly, 2011; Wilkerson & Haden, 2014) around this OST opportunities for reading development have pointed to an increase in reading ability and attainment, academic achievement, school attendance, better test scores, and positive feelings and

attitudes towards mathematics and literacy. This is also seen during the observation of club B; Club A used a picture book as their primary resource on the particular day of the observation. The Nal'ibali supplement is designed to be used in the club as well as certain sections specifically tailored for parents to encourage reading at home, and the paper books included in the supplement can be used inside and outside of the club. Both clubs encouraged learners to take the books home and either read them to their parents or older sibling or have someone read the stories to the learner. This partnership between the OST reading programme and families by sending literacy resources home has the potential to improve academic performance according to Bennett (2004). The perceived behavioural control concept is very strong in this data and this is consistent with other studies presented in theoretical framework chapter that used TPB to conceptualize their research. Many of the results from the studies found that perceived behavioural control was a strong determinant for predicting behaviour. For instance, a study by Darmon-Martinez, Presley, and Zhang (2013) about the intentions of undergraduate students to minor in business using TPB found that perceived behavioural control to a major determinant in the participants' intentions. Although the majority of these studies were not about reading behaviour, but it is still seemed to be a strong determinant for behaviour in this study. The various aspects of perceived behavioural control all point to increasing learners' reading behaviour and attitude towards reading. These aspects like various reading resources and opportunities to read are also determinants for a highly-designed reading club found in the literature on OST reading programmes. Therefore, a potential finding was learners who were exposed to multiple opportunities to read inside of the reading club and outside (i.e. library visits) as well as variety of books in multiple languages (but mostly home language) could improve their reading habits and behaviour.

Another strong predictor of reading behaviour was the TPB concept of the subjective norm, which are any social pressures to perform the behaviour of reading. For the purposes of this study, this social pressure was in the form of club leaders, peers in the club, parents and siblings outside of the club. The pre-intervention questionnaire had two questions that addressed this concept, and question 7, 36% of learners commented that an adult read to them at least 2-3 times a week and 32% commented an adult read to them every day. It was not specified who this adult is from the questionnaire. The importance of having an adult but specifically the parent of a learner on their reading development has been sighted in several studies (Bennett, 2004; Krolak, 2005; Tse et al., 2014). In fact, Krolak (2005) argues that the most important factor in children's acquisition of literacy are the reading practices of the parents. This concept addresses mainly the second research question, which asks how the two selected OST reading programmes influences the reading behaviours and attitudes of the parents of the learners.

During the interviews, ten of the learners commented that the adult that reads with them outside of the club was their mother and the three that did not comment that their mother reads with or to them did comment that a friend reads with or to them. This finding is consistent with literature and a good determinant literacy attainment and development. For example, Klauda (2009) also argues that whether or not learners' friends or parents are readers is a determinant of their reading attitude. For learners who only commented to having friends or siblings influence them to read according to literature these "literacy sponsors" (Brandt, 2009) can also influence their reading. For instance, siblings' attitudes and behaviours around reading are influential (Knoester & Plikuhn, 2015). Knoester and Plikuhn (2015) also argue that the reading habits and attitudes of older siblings

influence those of younger siblings. For example, Learner L in response to who is reading to them at home said the following:

Learner L: Xa sifunda sifunda sobabini. Uya ndicacisela naxa sifunda sobabini. Andicacisele ath'esi story sithetha ngentwethile nentwethile. Akugqiba xa sifunda sobabini sihlale pha endlini sisifunde sobabini. Uyakwazi nokundibizela ispelling xa sifunda sobabini. Athi mandibhale aphinde andinike incwadi athi mandibalise ngesi story ndifunda ngaso ukuba bendisimamele na xa bendisifunda” (Yes she reads...when we read we read together. She explain even when we read together. She explains to me and says this story is talking about this and this...she helps me with spelling when we read together. She would ask me to write then she would give me the book and ask me to retell the story I was reading about to check if I was listening when I was reading) (IQ4, p. 35).

This mother has taken an active interest in this learner's reading and writing. This positive influence on the learner's reading and writing is consistent with literature that points to the great importance of parents taking an active role in their children's reading (Krolak, 2005; Brandt, 2009; Waldfogel, 2012; Tse et al., 2016). In fact, Waldfogel (2012) argues that parents who do not offer a home environment conducive to literacy development place their children at risk of having reading problems. Although not all of the learners' responses about their mother, reading to them at home was this detailed, but almost all of the learners commented that their mother reads to them or they see their mother reading at home. Something extra to note is only one learner commented to seeing their father read at home.

Learner H: “Lusanda yitshomi yam ndifunda naye. Xa efik’ekhaya ndikhuph’iincwadi zam ndifunde naye. Nomama wam ndifik’ekhaya ndifunde naye. No brother wam ndiphinde ndifike ndifunde naye nosister wam ndifunde naye, notata wam ndiphinde ndifike ndifunde naye.” (“Lusanda...she’s my friend...Lusanda is my friend and we read together...and I read with my mother too when I get home. I read with my brother and sister too and my father I do read with him too.”) (IQ4, p. 15).

Although Learner H was the only participant to mention reading with their father, this is still coupled with other people the learner reads with. Several other learners commented to reading with either siblings or friends outside of the Nal’ibali Reading Club. Learner D even said in response to who the learner sees reading outside of the Nal’ibali club: “My vriende... Want ek voel goed en wil ook aansluit met lees.” (“My friends...I feel good seeing them read and also want to join in,”) (IQ4, p. 4).

This social influence on the learner’s reading behaviour and attitude has ties with both the Theory of Planned Behaviour and New Literacy Studies. In terms of the TPB, the learner’s friends are seen as the subjective norm, which is the social pressure from this learner’s peers to read. In terms of the NLS, Street (1995) defines a literacy practice as cultural conception of a particular way of thinking about, and doing reading and writing in, cultural contexts. This “socially situated literacy practice”, as Kelly (2012) defines it, was seen throughout the interviews. The learners’ family and peers seemed to have a positive influence on their reading behaviours and attitudes. The learners who commented on either seeing their friends or family reading outside the club and/or reading with them in some way also commented to viewing their own reading as “good”. There seems to

be a correlation between the learners reading behaviour and attitude and the positive influence of the subjective norm or family and friends of the learner. Although the pre-intervention questionnaire data and interpreter-led semi-structured interviews revealed a positive influence of the “literacy sponsor’s” own reading behaviour and attitudes on that of the learner, the post-intervention data revealed a slight disconnect for Club B. Below is data from the three questions (PIQ7, 8, and 9) for both clubs.

Table 14: Post-Intervention Questionnaire Data for Questions 7, 8, 9

PI Q7: My mom/dad enjoys reading to me at home.

	Club A	Club B	Total
Strongly Disagree	0	6	6
Disagree	2	10	12
Agree	4	3	7
Strongly Agree	8	7	15

PI Q8: My mom/dad uses the Nal'ibali newspaper to read to me at home.

	Club A	Club B	Total
Strongly Disagree	0	1	1
Disagree	3	14	17
Agree	3	2	5
Strongly Agree	8	9	17

PI Q9: I think my mom/dad enjoy reading.

	Club A	Club B	Total
Strongly Disagree	0	0	0
Disagree	1	1	2
Agree	2	16	18
Strongly Agree	11	9	20

In response to question 7, 12 Club A learners believe that their parents enjoy reading to them at home. While 16 out of the 30 learners from Club B believed, their parents do not enjoy reading to them at home. There was not anyway to determine why these learners either believed their parents did enjoy reading to them nor why certain learners from Club B believe their parents do not enjoy

reading to them. The data from Club B does not match up with other data gathered during the post-intervention questionnaire that would suggest a difference outcome. Perhaps, the question was not appropriate or learners from Club B misunderstood the question. Data from question 9 suggest that perhaps learners did misunderstand question 7, because 16 learners from Club B **agreed** that their parents enjoyed reading period and 9 learners **strongly agreed** their parents enjoyed reading. This question also gives raise for concern because of the positive interaction learners and their parents had during the observation of the Family Literacy Day.

This “socially situated literacy practice” was also seen in the Family Literacy Event held by both clubs. This event, which is a part of the funding project, which is a way to encourage the parents and families of the learners, involved in the club to practice reading at home. As discussed in the Methodology chapter, the Family Literacy Event occurs only once during the year on a Saturday morning where parents and learners come together to play interactive literacy games. At club A’s family event, there were a total of 20 learners and 9 parents. At Club B’s family literacy event, there was a total of 30 learners and 12 parents.

The parents and learners appeared to be engaged and excited to participate in the event. The parents and learners worked together to complete each literacy task, and on many occasions parents were observed encouraging their child(ren) by helping them sound out words they could not read. At the end of each event, the families received take-home packs to encourage more literacy events at home. Both club A and club B gave their families flash cards with animals on them, which they could use in many ways to practice writing, letter recognition, and other literacy skills. Families also received a small journal and writing utensil. This intentional social influence of the club to

create a reading culture in this community seems to influence the reading behaviours and attitudes of not only the learners but also their families.

Twelve Club A learners felt their parents enjoyed reading to them at home, and thirteen Club A learners felt their parents enjoyed reading period. Their “literacy sponsors” seem to have a positive reading behaviours and attitudes, which according to other data gathered from the pre-intervention questionnaire and interviews as well as literature influences the learners’ reading behaviours and attitudes. Question 8 which addresses access to reading materials and how the “literacy sponsor” uses them addresses the second research question. The presence of the selected OST reading programme provided the extra reading materials and data from the post-intervention questionnaire shows that at least at Club A the learners’ parents are using the supplement to read to them. Even though 15 of the learners from Club B commented that, their parents do not use the supplements to read to them at home, participants from this club were the only ones to mention frequent visits to the library during the interviews.

A potential finding from this data is the presence of a positive adult influence around literacy and literacy events could increase learners’ reading behaviours and attitudes.

5.3 Conclusion

The presence of the Theory of Planned Behaviour and its concepts emerged heavily from the data. Some of the data spoke to the meta-theory of New Literacy Studies, and this theory and its concepts as well as the Subjective Norm concept from TPB had the most influence over learners’ reading behaviours and attitudes. Learners’ access to reading material of various contexts and languages

inside and outside of the club was also a strong determinant of their reading behaviour and attitude. It seemed the stronger these two aspects were present inside and outside of the reading club the greater the learners' reading behaviour mostly outside of the club, but even had an effect on their opinion of their reading ability. This finding also correlates with the literature (Fountas & Pinnell, 2006; Vardell, Hardaway, & Young, 2006; Catapano, Fleming & Elias, 2009) that argues for the presence of culturally and linguistically appropriate texts from a variety of genre and topics is key to literacy development. The mere presence of the club seemed to influence the learners' reading in positive ways, and even learners who believed they were not "good" readers expressed a desire to read. This argument is supported by research (Pitcher et al., 2007; Hall, 2012; Henk, Marinak, & Melnick, 2012) that says that adolescents' choices to read and engagement are influenced by their perceptions of themselves and their identities as readers. If the learner is motivated to read, either extrinsically or intrinsically or both, then they will have a positive reading attitude. Even though literature (Sibiya & Van Rooyen, 2005; Dickie, 2011; Strawn & Monama, 2012; Cooper et al., 2014) and statistics from this context argue that a reading culture is absent for mainly historic reason, it seems that learners and their families see an importance in reading and have a desire to read. The reading clubs appear to be a helpful mediator between the learner and their family to help create this reading culture and influence learners' reading behaviours and attitudes. Data from the interpreter-led semi-structured interviews and post-intervention questionnaires suggest that the presence of the structured OST reading programmes has had a positive influence on the learners' reading behaviours and attitudes as well as their families.

CHAPTER 6
CONCLUDING THOUGHTS

6.1 Introduction

In light of all the discussions, data presentation, and interpretation of data there were many factors inside of the OST reading programme and outside of the OST reading programme that influenced the learners' reading attitudes and behaviours. To reiterate the research goal and questions of this study were:

Research Goal:

To investigate the influence of two selected OST reading programmes on learners' reading behaviours and attitudes.

Research Questions:

1. What influence do two selected OST reading programmes have on learners' reading behaviour and attitude?
2. How will the presence of two selected OST reading programmes effect the reading behaviours and attitudes of the learners' families?

Thus, one of the goals of this final chapter is to address the main goal and questions of this research. One of those potential new questions for this research was what factors in this intervention of an Out of School Time reading programme were necessary to have a positive effect on learners' reading behaviours and attitudes? This study was located within the Pragmatismic Paradigm, used the Mixed Method Research Approach, and focused on the Explanatory Design method as a research design. A pre-intervention questionnaire was given to both research sites, as well as

interpreter-led semi-structured interviews given only to a sample of learners from each OST reading club to generate the primary data. Other data was collected during one observation of the reading club in progress as well as the Family Literacy Event. To follow-up on the data gathered during the qualitative phase and measure the change in learners' reading behaviours and attitudes after the intervention, post-intervention questionnaire were also administered. This chapter addresses how the concepts from the Theory of Planned Behaviour and meta-theory New Literacy Studies emerged heavily from the data and the conclusions that can be made from the connections.

Then this chapter addresses the limitations of the study and how those limitations were accounted for. Next this chapter considers how this research can be extended into further research and the role that phenomenology can play in the South African context. Finally, this chapter highlights some personal reflections of the researcher and their personal development throughout this process.

6.2 Conclusions from the Findings

Below are conclusions about the potential findings from the data. They are organized by how they answer the two research questions: What influence do two selected OST reading programmes have on learners' reading behaviour and attitude? How will the presence of two selected OST reading programmes effect the reading behaviours and attitudes of the learners' families? The third subsection addresses an additional research question that emerged from the data. This additional research question was: What characteristics are needed for the OST literacy programme to have the greatest positive influence on the learners' reading behaviours and attitudes?

6.2.1 How the findings answered research Question #1.

One of the two questions this study aimed to answer were what influence do two selected OST reading programmes have on learners' reading behaviours and attitudes. Based on the findings presented in Chapter 5, I would conclude that the two OST reading programmes influenced the learners' reading behaviours and attitudes in the following way. First, they had a positive impact on their opinion of their reading ability. Next, they improved their opinion of their reading ability in English and their home language. Then the OST reading programmes influenced their overall desire to perform the reading behaviour more. These findings were confirmed with literature and the concepts from the Theory of Planned Behaviour.

A main theme across the literature (Leppänen, Aunola & Nurmi, 2005; Dickie, 2011; Ellard, Kelly & Mckerracher, 2012; Tse et al., 2016) from outside of South Africa and the USA on the influence of OST on learners' reading ability showed a positive impact especially for learners from previously disadvantaged contexts. The literature found in the context of South Africa made similar claims, however the OST was not centred in a literacy club. The original hope of this study was to contribute to the growing body of literature within South Africa and internationally around OST and its influences on learners' reading. This study specifically hoped to contribute to this body of knowledge by presenting information around learners' reading behaviour and attitudes and how they are influenced by OST in a literacy club or programme instead of their reading abilities. Although reading ability was not the focus, the data seems to suggest that the OST reading programme positively influenced the reading attainment of the learners. This is not surprising since this theme was heavily present in the literature (Kush, Watkins, & Brookhart's, 2005; Tse et al., 2016). Based on the positive change between the learners' baseline assessment scores from the

reading and comprehension assessments given prior to the intervention and their scores at the end of the intervention; it can be loosely concluded that the OST reading programme did have a positive effect on their reading ability. More variables would have to be isolated, primarily the influence of school, before any definite conclusions can be made. However, based on what is known about the history of this demographic and the poor reading performance in school, as well as what the literature presented around the positive effects of OST reading programmes a potential link can be made to the improved reading ability and learners' participation in the OST reading programme.

The OST reading programme did seem to have an influence on the learners' reading attitudes and behaviours and according to the data gathered primarily from the interviews and observations and the post-intervention questionnaire this influence was positive for not only the learners but also their families. One of the strongest influence of the clubs was strengthening the learners' confidence towards reading and even for learners who commented to being poor readers. One of the factors that seemed to be a proponent for this influence as well as a potential answer to the question around quality OST reading programmes for this study was access to reading materials. These reading materials can be in various contents but most learners expressed the desire to read in both their mother tongue and English. The OST reading programmes provided at least some access to reading materials in various languages, genres, and topics. The data from the post-intervention questionnaire also revealed that due to the reading programmes, learners had access to reading materials at home. Even though Club B seemed to provide more physical access to these reading materials inside of the club, both clubs attempted to expose the learners to a variety of reading materials in some way. According to the literature (Fountas & Pinnell, 2006; Vardell,

Hardaway, & Young, 2006; Catapano, Fleming & Elias; 2009), providing access to a variety of reading materials is a characteristic of a quality OST reading programme as well as an indicator of improving reading attitude and behaviour. This was also in line with the concept of perceived behavioural control from the Theory of Planned Behaviour (Ajzen, 1991), which stated the presence of a variety of materials as an indicator of performing a certain behaviour. Not only having access to a variety of reading materials improved reading behaviour and attitude, but also reading ability in English and home language. Comparing data from the pre-intervention questionnaire with data from the post-intervention questionnaire revealed that learners preferred to read in their home language when they first remarked that they preferred to read in both languages. This change in preference could be due to greater access to reading materials in the learners' home languages. This was again made possible through the OST reading programmes.

6.2.2 How the findings answered research question #2.

The second research question asked how the presence of the two selected OST reading programmes influences the reading behaviours and attitudes of the parents of the learners. The findings answered this question in the following ways. First, the two selected OST reading programmes influenced the reading behaviours and attitudes of the parents of the participants by providing the learners with a positive reading example of someone close to them. A strong indicator of influence on the learners' reading behaviour and attitude can be made around the "literacy sponsors" (Brandt, 2009) or subjective norm (Ajzen, 1991) primarily outside of the reading programme. The findings revealed that the social aspect of literacy has a large influence on these learners reading behaviours and attitudes. Even learners who believed they were not good readers themselves expressed a desire to read because they saw other key people in their life

reading. These people included mainly their mothers and in some instances their friends outside of the reading club. There was much support from the data collected during the quantitative phase using the pre-intervention questionnaires and from the qualitative phase using the interviews and observations that the parents and friends or siblings of the learners had a positive influence on their reading attitudes and behaviours. This finding correlates with the literature (Krolak, 2005; Brandt, 2009; Waldfogel, 2012; Tse et al., 2016) and TPB (Ajzen, 1991) that says parents, siblings, or friends with a positive attitude towards reading will have a positive influence on learners' reading behaviour and attitude. This phenomenon was also discovered in the post-intervention questionnaire for learners in Club A. These learners strongly believed that their parents enjoyed reading to them as well as simply enjoyed reading period. Even though learners from Club B only agreed that their parents enjoyed reading period and not necessarily reading to them, it remains that seeing key figures enjoying reading influences learners reading attitudes as well. This seems to suggest that parents and other influential people in the learner's life must take an active role in their reading development by demonstrating positive reading habits. This finding is also one way this research can be expanded which will be further discussed in the next section.

A second way one of the two selected OST reading programmes influenced the reading behaviour and attitudes of the parents was seen in Club A learners. They believed that their parents enjoyed reading to them at home. This enjoyment could be an indicator to influencing the learners' reading behaviour and attitudes. The OST reading programmes could have also created a reading culture in the homes of the participants. By providing, a variety of reading materials mainly in the form of the Nal'ibali supplement, and by presenting ways to encourage reading at home seen through the Literacy Family Days.

6.2.3 Potential Additional Research Question

The literature suggested certain characteristics depicting a quality OST reading programme. Even though initially a question around what factors would be needed for a quality OST reading programme in order to improve reading behaviour and attitude was not a part of the original study, the findings suggested the need for the addition of such question. Although more research into the structure of the club is necessary, it can be loosely concluded that certain characteristics are beneficial to creating a quality OST reading programme. Data around factors that characterize a quality OST reading programme slightly emerged and presents a potential sub-question for this research. That question could be what factors characterize a quality OST reading programme that will positively influence learners' reading behaviour and attitudes. This quality was in terms of its influence on learners' reading ability, behaviour and/or attitude. The literature described a quality OST reading programme by having "appropriate supervision by well-trained, professional staff and a clear vision and goals for the program" (Rhea, 2013, p.4). Other literature also suggested OST reading programmes should be a place to meet, regular hours of operation, transportation (where necessary), administrative and instructional staff, and instructional materials or curricula (Beckett et al, 2009). Based on the findings, it can be concluded that the OST reading programmes did have a regular place for the club to meet, a trained facilitator, and instructional materials of some sort. The factor that emerged the most was access to a variety of reading materials in multiple languages. Having access to a variety of reading materials in English as well as the home language of the club, proved to be an important indicator of quality as well as a positive influence on learners reading behaviour and attitudes. Not only does this access improve the learners' reading behaviours and attitudes but also their reading ability in that particular language. These basic

characteristics of the club did seem necessary and could be a reason for much of the success of the clubs.

Finally, it can be concluded that the structure of the club, access to a variety of reading materials and the positive influence of the “literacy sponsors” (Brandt, 2009) outside of the club contributed to improving learners reading behaviour and attitude in a positive way. These factors also influenced the reading behaviours and attitudes of the parents of the learners attending the clubs. There is room for further study into these factors, which will be discussed in a later section.

6.3 Limitations of the Study

One of the limitations of this study occurred mainly during the collection of data. Since the pre-intervention questionnaires and interviews were conducted in the learners’ home language of either isiXhosa or Afrikaans, I was unable to conduct this portion of the data collection process. This is a limitation because I had to rely on someone outside of the study to collect major data for this study. The validity of the data collected from the interviews as well as the ethical considerations are addressed in the validity and ethics sections. Two qualified interpreters were retained, one fluent in isiXhosa and English and the other fluent in Afrikaans and English. They were extensively prepared on the aim and scope of my research as well as the content of the interview schedule. The interpreters translated the pre-intervention questionnaire and interview schedule into either isiXhosa or Afrikaans depending on the learners’ home language. They then conducted the interviews with me in their learners’ home language, and transcribed the interviews and translated them into English.

Another limitation was the use of minors as the primary participant for this study. Every ethical regulation was followed to ensure the anonymity and protection of the learners throughout the research process. Permission of the learners' parents and guardians as well as the club leader was obtained before any of the data collection process. This was a minor limitation for this study due to the fact the parents could not have agreed to allow their children to be involved in the study.

6.4 Recommendations for Further Study

A recommendation for further research is a deeper focus on the characteristics of the club that indicate quality as well as a positive change to learners' reading behaviours and attitudes. Another focus for further study could be on the OST outside of the reading programme intervention. This research could take a closer look at the influence of the subjective norm or literacy events and their impact on learners' reading behaviour and attitudes. It could investigate the reading culture outside of the school and what other factors contribute to the reading culture outside of the club. Since the influence of the parents on the learners' reading behaviour and attitude was one of the largest factors, it would be vital to do further research around this interaction. The research could focus on the parents own reading behaviours and attitudes and how they influence their children's' reading behaviours and attitudes. There was literature (Krolak, 2005; Brandt, 2009; Waldfogel, 2012; Tse et al., 2016) that investigated this phenomenon, so it would be interesting to study it within the context of South Africa where the reading culture is poor. A researcher could use the same participants and then involve their parents in the study.

An obvious possible recommendation to extend this study by collecting data from a larger group, compare, and contrast it with the data and findings from this study. Researchers could conduct

more interviews of the learners who participated in the initial study as well as collect data from other clubs operating in the same context.

Finally, another avenue for extending this study is looking at the potential link between improving learners' reading behaviour and attitude with improving their reading ability. This link was observed in the literature (Kush, Watkins, & Brookhart's, 2005; Tse et al., 2016) as well as loosely observed in the findings of this research. This improvement in reading ability could also come in the form of reading ability in various languages, home language and second additional language. Further research could focus primarily on this link within the context of an OST reading programme.

This study is important to the greater body of research because it adds another perspective on what influences learners' reading attitudes and behaviours during out-of-school time. The findings could also help inform further funding projects to help solve some of the literacy issues created during the apartheid era and create a culture of reading in previously disadvantaged areas.

6.5 Personal Reflections

This study was a labour of love. My own reading attitude and behaviour has been greatly shaped by my parents and siblings as well as the literacy spaces they created for me as a child. Reading has not only been an academic tool but also a key that unlocked so many doors into my imagination as well as my life's purpose. After having some exposure to English language learners from impoverished homes while teaching in the U.S.A., I saw many connections with the learners involved in this study and their lack of reading culture, but there was still a stirring of a desire to

simply read. To have access to colourful and appealing texts as well as be surrounded with people who have the same hunger. The easier part of this study was discovering what the cause for the literacy poor environments was for these learners, and then investigating what would help to create a reading culture in this community. During my honours study, I did extensive research on the causes of the poor reading culture as well as the factors that prevent learners from reading achievement and development. I also was able to have some firsthand experience with learners similar to the ones participating in this study. Witnessing their initial apathetic attitudes towards reading which eventually changed to being extremely passionate about reading has sparked my desire to see all learners excited about reading.

Throughout this research, I did my best to keep a journal as I wrestled with understanding the concepts of the theories, choosing a methodology, and interpreting the data and the concepts in relation to my findings. These journal entries highlight my growth and development throughout this study. In one of my early journal entries during the proposal stages of this study, I work through choosing the focus of this study. On 27 April 2016, I wrote:

“Am I analysing the intervention of an OST reading club on learners’ reading behaviours/attitudes? OR Am I analysing learners reading behaviours/attitudes within an OST reading club?”

This questioning was obviously vital sense this would be the heart of my research. I needed to fully understand what I wanted this research to accomplish in order for me to choose a methodology and theory. Once I decided on the aim of this research, I was able to move forward

on the other aspects of this research. One of the biggest challenges I had during this research was during the qualitative data collection phase. I have already addressed the validity and ethical considerations of using interpreters to collect the data from the interviews in previous sections, but my obvious concerns about placing so much of my data in the hands of a second part caused me internal struggle. Not being proficient in Afrikaans or isiXhosa was a hindrance, but thankfully through my prior involvement with children who speak these languages during my time in South Africa I was not a total novice. Preparing these men with the help of my supervisor to conduct this portion of my study and extending a lot of trust was a great learning experience. I had never been involved in research that required the use of interpreters and translators, but I am glad for this experience. I feel it speaks to the diversity of South Africa and that should be present in research that takes place within this context.

I am proud of this study. I feel it has added to the larger body of research in this area, but also brought about some more questions around reading attitudes and behaviour and what influences them for learners. I feel the findings have answered the research questions but also prompted more questions, more inquiry. Reading on a functional level is vital for any person, but finding enjoyment in what you are reading is just as important in my opinion. Children have the right to find stories that they want to read no matter where they live in South Africa. I hope my work on this research will prompt others to fight for this right and demand it no matter where they are from. I am proud to have conducted this work in a country like South Africa because of its rich diversity. I am also proud of my intellectual growth as well as rich experiences I have been afforded during this research.

6.6 Conclusion

The damaging effects of the Apartheid era specifically Bantu education is still evident even twenty plus years into democracy in South Africa. Despite the government putting measures in place to address some of the inequalities and lingering problems from Bantu education, there are still many concerns specifically around reading development in previously disadvantaged areas. These damaging effects are also evident with the extremely poor international, national, and provincial reading assessment scores. Research suggest a potential avenue to investigate on improving learners' reading development could be outside of the classroom. Focusing on OST specifically within the context of a reading programme proved to be a means to addressing this problem within of the South African context. The main goal of this research was to investigate the influence of two selected OST reading programmes on learners reading behaviour and attitudes within a previously disadvantaged area. Based on the findings, the mere presence of the two OST reading programmes as well as the influence of the parent had a positive effect on the learners reading behaviour and attitude. Coupled with the factors the literature presented characterizing a quality OST reading programme the influence of the OST reading programme increased for the learners reading attitudes and behaviours. Further study into these factors within the OST reading programme, and the influence of the parents reading behaviour and attitude on the learners' reading behaviours and attitudes is important within the South African context and to contribute to the greater body of research. Research like this could also potentially help to inform educational policy within South Africa and help to address the lack of reading culture and poor reading scores on international assessments.

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APPENDIX A

Questionnaire Schedule

Please choose the answer that best describes what you think about each statement.

For example:

Reading is:

- Very easy for me**
- Kind of easy for me**
- Kind of hard for me**
- Very hard for me**

1. I think reading is:

- Boring
- Ok
- Enjoyable
- A waste of my time

2. I am:

- A good reader
- An ok reader
- A struggling reader

3. I read:

- Every day
- 2-3 times a week
- Once a week
- Once a month
- A few times a year
- Hardly ever
- Never

4. When I read aloud I am a:

- Poor reader

- Ok reader
 - Good reader
 - Very good reader
5. I think reading is for:
- Doing well at school
 - Finding out interesting things
 - Both
6. I think reading should be done in:
- African Languages
 - English
 - Both
7. An adult reads with me at home:
- Every day
 - 2-3 times a week
 - Once a week
 - Once a month
 - A few times a year
 - Hardly ever
 - Never
8. I have been to the library:
- Once
 - Occasionally
 - Often
 - Never
9. I find interesting stories:
- Every week
 - Once a month
 - A few times a year
 - Hardly ever
 - Never
10. People who read a lot are:
- Very interesting
 - Interesting
 - Not very interesting

- Boring

11. For me, knowing how to read well is:

- Not very important
- Sort of important
- Important
- Very important

12. I think reading is:

- A boring way to spend time
- An ok way to spend time
- An interesting way to spend time
- A great way to spend time

13. The number of books I own at home are:

- None
- 1-5
- 6-10
- 11 or more

APPENDIX B

Interview Schedule

1. Tell me about the type of reader you are? (*Designed to reveal learner's beliefs about their reading ability, attitude around reading, reading behaviour and their views on its value*)
2. Is there anything about reading that you find difficult? (*Designed to reveal learner's belief about reading ability; reading difficulties: language, length of books, complexity of content, pressure to read*)
3. How has your reading habits changed from the beginning of the year until now?
(*Designed to reveal the value/worth/benefit of reading club intervention; frequency of reading, attitude towards reading, location reading takes place*)
4. Who do you see reading outside of the Nal'ibali club? (*Influence of parents, teachers, siblings, etc. on reading attitude and behaviour; negative/positive influence*)

APPENDIX C

Interview Transcripts

Learner A

VRAAG 1

Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?

TELL ME WHAT TYPE OF READER YOU ARE, FOR INSTANCE GOOD, AVERAGE OR WEAK READER?

LEERDER 1: EK IS N' GEMIDDELDE LESER.
IM AN AVERAGE READER.

LEON: WAT MAAK JOU N' GEMIDDELDE LESER?
WHAT MAKES YOU AN AVERAGE READER?

LEERDER 1: OMDAT EK NIE ELKE DAG LEES NIE.
I DON'T READ EVERY DAY.

LEON: WATTER TIPE BOEKE LEES JY OF STEL JY IN BELANG?
WHAT TYPE OF BOOKS DO YOU READ OR ARE YOU INTERESTED IN?

LEERDER 1: EK LEES MEESTAL BOEKE WAT IN ENGELS GESKRYF IS.
READ MOSTLY BOOKS WHICH ARE WRITTEN IN ENGLISH.

VRAAG 2

Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOEILIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING THAT YOU FIND DIFFICULT?

LEERDER 1: JA, DIS MOEILIK VIR MY OM IN ENGELS TE LEES.
YES, IT'S DIFFICULT FOR ME TO READ IN ENGLISH.

LEON: HOEKOM?
Why?

LEERDER 1: DIE WOORDE IS NET MOEILIK.
THE WORDS ARE TOO COMPLICATED.

VRAAG 3

Question 3

LEON: HOE HET JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE JAAR AF TOT NOU?

HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE YEAR UNTIL NOW?

LEERDER 1: EK HET HANDBOEKE GELEES IN DIE BEGIN VAN DIE JAAR EN NOU LEES EK TYDSKRIFTE IN AFRIKAANS.

I STARTED READING TEXT BOOKS IN THE BEGINNING OF THE YEAR AND NOW IM READING MAGAZINES IN AFRIKAANS.

LEON: HOEKOM LEES JY NET IN AFRIKAANS EN NIE IN ENGELS OF XHOSA NIE?
WHY READING ONLY IN AFRIKAANS AND NOT IN ENGLISH OR XHOSA?

LEERDER 1: EK WIL BETER AFRIKAANS PRAAT EN VERSTAAN.
I WANT TO SPEAK AND UNDERSTAND AFRIKAANS BETTER?

VRAAG 4
Question 4

LEON: WIE SIEN JY LEES BUITE DIE NALI'IBALI SPAN?
WHO DO YOU SEE READING OUTSIDE OF THE NALI'IBALI CLUB?

LEERDER 1: MY MOEDER LEES BAIE EN EK VOEL BAIE GOED EN NUUSKIERIG.
MY MOM READS ALOT AND I FEEL GOOD AND CURIOUS ABOUT IT.

LEON: HOEKOM?
Why?

LEERDER 1: WANT EK WIL NAT LANGS HAAR SIT EN KYK OOR WAT SY LEES.
BECAUSE I JUST WANT TO SIT NEXT TO HER AND SEE WHAT SHE'S READING ABOUT.

LEON: VRA JY HAAR WAT SY LEES?
DO YOU ASK HER WHAT SHE'S READING?

LEERDER 1: JA EN SY VERTEL MY, SY'S MY HELDIN.
YES AND SHE TELLS ME, SHE IS MY HERO.

Learner B

VRAAG 1
Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?
TELL ME ABOUT THE TYPE OF READER YOU ARE?

LEERDER 2: EK IS N' GOEIE LESER.
IM A GOOD READER.

LEON: HOEKOM?

Why?

LEERDER 2: EK KAN ENIGE BOEK IN ENIGE TAAL LEES.
I CAN READ ANY BOOK, IN ANY LANGUAGE.

LEON: HOEKOM IS JY SO N' GOEIE LESER?

WHY YOU SUCH A GOOD READER?

LEERDER 2: WANT EK HOU VAN ELKE DAG LEES.
BECAUSE I LOVE TO READ EVERY DAY.

VRAAG 2

Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOEILIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING YOU FIND DIFFICULT?

LEERDER 2: JA.

Yes

LEON: WAT MAAK DIT MOEILIK?

WHAT MAKES IT DIFFICULT?

LEERDER 2: DIE PRENTE MAAK MY DEURMEKAAR, WANT DIT LYK VERSKILLEND
VANAF DIE SINNE.

**THE PICTURES CONFUSE ME, BECAUSE IT LOOKS DIFFERENT FROM THE
SENTENCES.**

VRAAG 3

Question 3

LEON: HOE HET JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE JAAR
AF TOT NOU?

**HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE
YEAR UNTIL NOW?**

LEERDER 2: MY LESING HET NIE VERANDER NIE.

MY READING HASN'T CHANGED.

LEON: HOEKOM NIE?

HOW COME?

LEERDER 2: EK GENIET NOG STEEDS MY SKOOL BOEKE.

I STILL ENJOY MY SCHOOL BOOKS.

LEON: WATTER STORIE IN DIE SKOOL BOEKE IS JOU GUNSTELING?
WHICH STORY IN THE SCHOOL BOOKS IS YOUR FAVOURITE?

LEERDER 2: DIE MUIS EN DIE LEEU.
THE MOUSE AND THE LION.
VRAAG 4

Question 4

LEON: WIE SIEN JY LEES BUITE DIE NALI'IBALI SPAN?
WHO DO YOU SEE READING OUTSIDE OF NALI'IBALI CLUB?

LEERDER 2: MY MOEDER EN MY SKOOL MAATS.
MY MOM AND MY SCHOOL FRIENDS.

LEON: HOE VOEL JY WAANNEER JY JOU MOEDER OF VRIENDE SIEN LEES?
HOW DO YOU FEEL WHEN YOU SEE YOUR MOM OR YOUR FRIENDS READING?

LEERDER 2: EK VOEL BAIE GELUKKIG, VERAL WAANNEER MY MOEDER LEES.
I FEEL HAPPY, ESPECIALLY WHEN MY MOM IS READING.

Learner C

VRAAG 1
Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?
TELL ME ABOUT THE TYPE OF READER YOU ARE?

LEERDER 3: EK IS N'GOEIE LESER.
IM A GOOD READER.

LEON: HOEKOM?
Why?

LEERDER 3: MY MOEDER HET GESE, EK MOET ELKE DAG LEER LEES.
MY MOM TOLD ME TO LEARN TO READ EVERYDAY.

LEON: NOU LEER JY OM ELKE DAG TE LEER LEES?
SO DO YOU LEARN TO READ EVERY DAY?

LEERDER 3: JA.
Yes
VRAAG 2
Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOEILIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING THAT YOU FIND DIFFICULT?

LEERDER 3: JA, EK SUKKEL OM AFRIKAANS TE LEES.
YES, I STRUGGLE TO READ IN AFRIKAANS.

LEON: HOEKOM?
Why?

LEERDER 3: DIE WOORDE IS NET TE MOEILIK OM TE LEES.
THE WORDS ARE TOO DIFFICULT TO READ.

VRAAG 3
Question 3

LEON: HOE HET JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE JAAR AF TOT NOU?
HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE YEAR UNTIL NOW?

LEERDER 3: EK VOLG MEER OP BY STORIE BOEKE.
IM READING UP ON MORE STORY BOOKS.

LEON: WAT IS JOU GUNSTELING STORIE?
WHAT'S YOUR FAVOURITE STORY BOOK?

LEERDER 3: DIE GANS MEISIES.
SWAN LAKE.

VRAAG 4
Question 4

LEON: WIE SIEN JY LEES BUITE DIE NALI'IBALI SPAN?
WHO DO YOU SEE READING OUTSIDE OF THE NALI'IBALI CLUB?

LEERDER 3: WAANNEER EK MY MOEDER SIEN LEES MAAK DIT MY GELUKKIG.
WHEN I SEE MY MOM READ, IT MAKES ME HAPPY.

LEON: HOEKOM?
Why?

LEERDER 3: WANT DIS NET EK EN MY MOEDER WAT KAN LEES.

BECAUSE IT'S ONLY ME AND MY MOM THAT CAN READ.

LEON: SO JOU PA EN SUSTER OF BROER KAN NIE LEES NIE?
SO YOUR DAD AND SISTER OR BROTHER CAN'T READ?

LEERDER 3: MY SUSTER KAN NIE LEES NIE, MAAR EK LEER HAAR GANS MEISIES
LEES.

**MY SISTER CAN'T READ BUT IM TEACHING HER TO READ THE SWAN LAKE
STORY.**

Learner D

VRAAG 1

Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?
TELL ME ABOUT THE TYPE OF READER YOU ARE?

LEERDER 4: EK IS N' GEMIDDELDE LESER.
IM AN AVERAGE READER.

LEON: HOEKOM IS JY N' GEMIDDELDE LESER?
WHY YOU AN AVERAGE READER?

LEERDER 4: EK LEES NIE ELKE DAG NIE.
I DON'T READ EVERY DAY.

VRAAG 2

Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOELIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING THAT YOU FIND DIFFICULT?

LEERDER 4: EK SUKKEL OM XHOSA TE LEES.
I STRUGGLE TO READ XHOSA.

LEON: HOEKOM?
Why?

LEERDER 4: DIE WOORDE MAAK MY NET DEURMEKAAR.
THE WORDS JUST CONFUSE ME.

VRAAG 3

Question 3

LEON: HOE HET JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE JAAR AF TOT NOU?

HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE YEAR UNTIL NOW?

LEERDER 4: EK LEES MEER HELDE BOEKE.
IM READING MORE COMIC BOOKS.

LEON: HOEKOM LEES JY HELDE BOEKE?

WHY YOU READING COMIC BOOKS?

LEERDER 4: WANT MY HELD IS SUPERMAN.
BECAUSE MY SUPERHERO IS SUPERMAN.

LEON: WAT LEES JY OP DIE OOMBLIK NOU?
WHAT YOU READING AT THIS MOMENT NOW?

LEERDER 4: EK HOU BAIE VAN MOTORS LEES.
I LOVE READING ABOUT CARS.

VRAAG 4

Question 4

LEON: WIE SIEN JY LEES BUTTE DIE NALI'IBALI SPAN?

WHO DO YOU SEE READING OUTSIDE OF THE NALI'IBALI CLUB?

LEERDER 4: MY VRIENDE.

My friends.

LEON: HOEKOM?

Why?

LEERDER 4: WANT EK VOEL GOED EN WIL OOK AANSLUIT MET LEES.
BECAUSE I FEEL GOOD SEEING THEM READ AND ALSO WANT TO JOIN IN.

Learner E

VRAAG 1

Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?

TELL ME ABOUT THE TYPE OF READER YOU ARE?

LEERDER 5: EK IS N' BAIE SWAK LESER.
IM A VERY POOR READER.

LEON: HOEKOM?
Why?

LEERDER 5: EK KAN NIE LEES NIE.
I CAN'T READ.

VRAAG 2
Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOELIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING THAT YOU FIND DIFFICULT?

LEERDER 5: EK KAN NIE DIE WOORDE IN N' BOEK LEES NIE.
I CAN'T READ THE WORDS IN A BOOK.

LEON: KAN JY TEMINSTE WOORDE KLANK OF KEN JY JOU ALFABET?
CAN YOU SPELL AND DO YOU KNOW YOUR ALFABET?

LEERDER 5: NEE.
No.

VRAAG 3
Question 3

LEON: HOE HET JY JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE
JAAR AF TOT NOU?
**HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE
YEAR UNTIL NOW?**

LEERDER 5: AL KAN EK NIE LEES NIE WIL EK GRAAG DIE BOEK VAN DORA LEES.
EVEN THOUGH I CAN'T READ, I REALLY WANT TO READ THE BOOK OF DORA.

LEON: LEER JY JOUSELF OM TE LEES OF VRA JY JOU OUERS?
ARE YOU TEACHING YOURSELF TO READ OR ASKING YOUR PARENTS?

LEERDER 5: EK PROBEER DIE ALFABET LEER EN EK WERK OOK AAN MY WOORDE
KLANK.
IM TRYING TO LEARN THE ALFABET AND ALSO WORKING ON MY SPELLING.

VRAAG 4

Question 4

LEON: WIE SIEN JY LEES BUTTE DIE NAL'IBALI SPAN?
WHO DO YOU SEE READING OUTSIDE OF THE NAL'IBALI CLUB?

LEERDER 5: MY VRIEND.

My friend.

LEON: HOE VOEL JY WAANNEER JY JOU VRIEND SIEN LEES.
HOW DO YOU FEEL SEEING YOUR FRIEND READ?

LEERDER 5: SKULDIG WANT EK KAN NIE LEES NIE.
GUILTY, BECAUSE I CANT READ.

Learner F

VRAAG 1

Question 1

LEON: VERTEL MY VAN DIE TIPE LESER WAT JY IS?
TELL ME ABOUT THE TYPE OF READER YOU ARE?

LEERDER 6: EK IS N' GOEIE LESER.
I AM A GOOD READER.

LEON: HOEKOM IS JY N' GOEIE LESER?
WHY ARE YOU A GOOD READER?

LEERDER 6: EK LUISTER NA DIE ONDERWYSER EN LEES DIE REGTE WOORDE.
I LISTEN TO WHAT THE TEACHER TELLS ME AND I READ THE RIGHT TEXTS.

VRAAG 2

Question 2

LEON: IS DAAR ENIGE IETS WAT JY MOEILIK VIND IN LEES?
IS THERE ANYTHING ABOUT READING THAT YOU FIND DIFFICULT?

LEERDER 6: DIE PRENTE.
THE PICTURES.

LEON: WAT OMTRENT DIE PRENTE?
WHY THE PICTURES?

LEERDER 6: WANT EK WEET NIE WAT DIE AKSIE BESRYF NIE.

BECAUSE I DON'T KNOW WHAT ACTION IT IS.

VRAAG 3

Question 3

LEON: HOE HET JOU LEES GEWOONTE VERANDER VAN DIE BEGIN VAN DIE JAAR AF TOT NOU?

HOW HAS YOUR READING HABITS CHANGED FROM THE BEGINNING OF THE YEAR UNTIL NOW?

LEERDER 6: EK GAAAN BAIE NA DIE BIBLIOTEEK TOE.

I GO ALOT TO THE LIBRARY.

LEON: SO WATTER SOORT BOEKE LEES JY DAN?

THEN WHAT BOOKS DO YOU READ?

LEERDER 6: TYDSKRIFTE EN STORIE BOEKE.

MAGAZINES AND STORY BOOKS.

LEON: WAT IS JOU GUNSTELING BOEKE?

WHAT'S YOUR FAVOURITE BOOK?

LEERDER 6: DIE HOENDER EN DIE GANS STORIE BOEK.

THE CHICKEN AND THE DUCK STORY BOOK.

VRAAG 4

Question 4

LEON: WIE SIEN JY LEES BUITE DIE NALI'IBALI SPAN?

WHO DO YOU SEE READING OUTSIDE OF THE NALI'IBALI CLUB?

LEERDER 6: MY MOEDER EN EK VRA HAAR WAT SY LEES.

MY MOM AND I ASK HER WHAT SHE'S READING.

LEON: WAT IS HAAR ANTWOORD NA JOU TOE?

WHAT DOES SHE REPLY TO YOU?

LEERDER 6: EK MOET BY HAAR SIT EN MET HAAR LEES, DIT MAAK MY BAIE GELUKKIG.

SHE WANT'S ME TO SIT NEXT TO HER AND READ WITH HER, IT MAKES ME FEEL VERY HAPPY.

Club B Transcripts

Learner G

Interviewer: Yinton'ide namhlanje?

What is the date today?

Learner G: Zi seven

It's the 7th

Interviewer: Zikabani?

Of which month?

Learner G: Zika June

Of June

Interviewer: Ngowuphi unyaka?

Which year?

Learner G: 2016

Year 2016

Interviewer: Nguban'ixesha ngoku, uyaLearner Gz'ixesha? Ixesha ngubani ngoku?

What is the time now, do you know the time? What's the time now?

Learner G: Ngu thu

It's two 'o clock

Interviewer: Nguthu ngoku? Okay ke. Ndiza kubuza imibuzo uze ke undiphendule ngokuthembakeleyo, siyavana? Ngangoko wena wazi ngako, siyavana, ungoyiki siyavavana? Umbuzo wokuqaLearner G ke endiza kuthi ndiwubuze kuwe nanku uthi:

Is it two 'o clock now? Okay then. I'm going to ask you questions then you'll answer me honestly, do you hear me? To the best of your ability, do you hear and don't be shy, do you hear? The first question to ask you is this:

1. Khawundixelelele uluhlobo luni na xa ufunda?

Tell me about the type of reader you are?

Learner G: Ndiluhlobo olukhulu

I'm the big type

Interviewer: Uluhlobo olukhulu wena? Ungumnt'ozithembileyo xa ufunda? PhenduLearner G kaloku

Are you a big type? Are you a bold when you read? Please answer

Learner G: Yes

Yes

Interviewer: Okay. Uyibona njani into yokufunda?

Okay. How do you see reading?

Learner G: Kakhulu

It is great

Interviewer: Uyibona kakhulu, okay. Xa ufunda wena umbono wakho unjani apha ekufundeni?

You see it as great, okay. When you read how is your attitude towards reading?

Learner G: Umkhulu

It's big

Interviewer: Thetha kaloku qhubeka. Xa usithi mkhulu uthetha njani?

Speak then, carry on. When you say it's big what do you mean?

Learner G: Kakhulu

Too much

Interviewer: Ufunda kakhulu wena?

Do you read too much?

Learner G: Yes

Yes

Interviewer: Yeyiphi enye into onokuyithetha ngohlobo olulo wena xa ufunda? Umzekelo ungathi wena xa ufunda ungumnt'onjani?

What can you say about the type of a person are you when you are reading?

For example what type of person are you when reading?

Learner G: Ndingumnt'omnandi

I am the nice person

Interviewer: Ungumnt'omnandi wena? Umbuzo wesibini, siye kumbuzo wesibini?

Are you the nice person? The second question. Can we go to the second question?

2. Ikhona into ngokufunda oyifumanisa inzima? Kaloku ndifuna uphendule ungashukumisi intloko

Is there anything about reading that you find difficult? I would like you to answer but not shake your head

Learner G: Ewe

Yes

Interviewer: Yeyiphi into ezima aph'ekufundeni?

What is difficult about reading?

Learner G: Yi English

It is English

Interviewer: Aph'ekufundeni yiEnglish neh? Okay

In reading is it English? Okay

Sarah: Ask her why

Interviewer: Kutheni kunjalo nje? ...Kutheni kunjalo?

Why is it like that?...Why is it like that?

Learner G: Andiyikwazi iEnglish

I don't understand English

Interviewer: Akuyikwazi iEnglish, okay. Yintoni le ibangele ukuba wena ungayi kwazi iEnglish?...Incwadi uyayifunda? Sukushukumisa intloko kaloku. Thetha ukuze ube nokuvakaLearner G.

You don't understand English, okay. What makes you not to understand English?...Do you read a book? Please don't shake your head. Speak so that you could be heard

Learner G: Ndiyakwazi

I am able

Interviewer: Uyakwazi ukuyifund'incwad'uyigqibe?

Can you read the book to the finish?

Learner G: Yes

Yes

Interviewer: Khawundixelele zingaphi iincwadi ozifundileyo?

Tell me how many books you have read?

Learner G: YiMokoro neRhorho noMakhulu

It's Mokoro, Rhorho and Makhulu

Interviewer: NoMakhulu okay. Ikhe ibe khona into yokuba ube noxinzelelo kufuneke ukuba incwadi uyigqibe msinyani?

And Makhulu okay. Is there any pressure sometimes to finish the book sooner?

Learner G: Yes

Yes

Interviewer: Kuye kwenzeke ntoni?..... Umzekelo mhLearner Gwumbi xa ngaba ufunda uqonde ukuba uyayithanda le ncwadi okanye akuyithandi ungayigqibi kuba akuyithandi. Ikhe ibe khona into enjalo?

What happens?,,,For example when you read you find that you like the book or you don't and you don't finish them because you don't like it. Is there something like that?

Learner G: Ewe

Yes

Interviewer: Ibikhe yenzeka nini?

When did this happen sometimes?

Learner G: Ngomvulo

On Monday

Interviewer: Ibiyeyiphi incwadi?

What was the book about?

Learner G: Yeyaka Makhulu

It is the Makhulu one

Interviewer: Yinton'ingxaki pha kwincwadi kaMakhulu? Yeyiphi eyona ngxaki ngoMakhulu okanye yeyiphi le nto ibi mnandi ngoMakhulu?Imnandi incwadi kaMakhulu?

What is the problem with the Makhulu book? What is the problem with Makhulu or what is it that was good about Makhulu?.....Is Makhulu book nice to read?

Learner G: Ewe

Yes

Interviewer: Ingantoni?

What is it about?

Learner G: IngesiXhosa

It is in isiXhosa

Interviewer: Ibali lingantoni lona?

What is the story about?

Learner G: LingesiXhosa

In isiXhosa

Interviewer: Okay ndiyakuva. Ndiza kuya kumbuzo wesithathu ke ngoku

Okay I hear you. I am going to the third question now

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G konyaka ukuza ngoku? Ngokuya ubuqaLearner G ukufunda ekuqaleni konyaka ubunjani

How has your reading habits changed from the beginning of the year until now? In the beginning of the year how were you reading?

Learner G: Bendifunda kancinci

I read less

Interviewer: Ngoku?

And now?

Learner G: Ndifunda kakhulu

I read much

Interviewer: Xa usithi ufunda kancinci uthetha ukuthini?...Xa usithi ufunda kakhulu utheth'ukuthini? Ndifuna nje ucacise lo nto.....Xa usithi ufunda kakhulu ingaba uthetha into yokuba uyangxoLearner G xa ufunda okanye mhLearner Gwumbi ufunda okokoko iincwadi okanye mhLearner Gwumbi xa ufunda kancinci akuzifundi iincwadi, ufunda nje kancinci, utheth'ukuthini?

When you say you read less what do you mean?...When you say you read much what do you mean? I would like you to expLearner Gin that.....When you say you read much do you say you read loudly or maybe you read right through the books or maybe when you read less you don't read books, you just read slowly, what do you mean?

Learner G: Ndifunda kancinci

I read slowly

Interviewer: Xa bekuqaLearner G unyaka?

During the beginning of the year?

Learner G: Ewe

Yes

Interviewer: Ngoku ufunda njani

Now how do you read?

Learner: Ndifunda kakhulu

I read much

Interviewer: Xa usithi ufuna kakhulu utheth'ukuthini ke?

When you say you read much what do you mean then?

Learner G: Ndiyathand'ukufund'incwadi

I love reading books

Interviewer: Uyathand'ukuyifunda incwadi okay. Uthi kwenzeke ntoni ke ngoku? ...Xa uyithandile ukuyifunda incwadi uthi kwenzeke ntoni emveni koko?.....UyayonwabeLearner G?

You love reading a book, okay. You say what happens then? When you've loved reading the book you say what happens after that?....Do you enjoy it?

Learner G: Ewe

Yes

Interviewer: Abany'abantu xa bekubona ufunda baba njani?

What is the reaction of other people when they see you reading?

Learner G: Baba mnandi

They feel happy

Interviewer: Phaya ekuqaleni konyaka ubusiba njani?

In the beginning of the year how were you when you read?

Learner G: Funda kancinci

Read slowly

Interviewer: Abantu bathini?

What did the people say?

Learner G: Abakwaz'ukufunda

They can't read

Interviewer: Ngoku bathini xa bekuva ufunda?

What do they say when they hear you reading?

Learner G: Bayakwazi

They can

Interviewer: Bathi uyakwazi ukufunda?

Do they say you can read?

Interviewer: Ndingena kumbuzo wesine ngoku

I'm getting to the fourth question

4. Ngubani omnye umntu ombonayo efunda ongekho apha kwiqela? Learner G lika Nal'ibali?...Ekhaya ukhona umntu ofundayo ngaphandle kwakho?

Who do you see reading outside of the Nal'ibali club?

Learner G: Aa

No

Interviewer: Umama wakho akafundi, akayithathi incwadi afunde?

Doesn't your mother read, doesn't she take the book and read?

Learner G: Akayithathi

She doesn't take it

Interviewer: Aph'esikolweni njengokuba nje umana usiza apha utitsha? Learner G yena?

Here at school as you come regular? Learner G: What about the teacher?

Learner G: Uyayithatha

She takes it

Interviewer: Uyafunda? Bakhona abanye abantwana abathi bafunde abangekho apha kuNal'ibali?

Does she read? Are there other children outside of Nal'ibali who read?

Learner G: Bakhona

There are

Interviewer: Khandixelele baphi bona?

Tell me where are they?

Learner G: Bakokwabo

They are at their homes

Interviewer: Bah? Learner G: Learner G phi?

Where do they stay?

LEARNER G: E9

In Ext. 9

Interviewer: Bazintoni kuwe?

What are they to you?

LEARNER G: Bazitshomi

They are my friends

Interviewer: Zitshomi zakho, okay. Ekhaya ukhona umntu okukhuthazayo ukuba mawu funde?

They are your friends, okay. Is there anyone at home encouraging you to read?

L. A: Akekho

None

Interviewer: Akukho mntu ekhaya ukukhuthazayo. Uqibela ukufunda apha kuNal'ibali?

There's nobody at home who's encouraging you. Do you Learner G read at Nal'ibali?

LEARNER G: Ewe

Yes

Inter: Emveni koko uthini ke ngoku? Ungafund'ekhaya?

After that what do you do? And you don't read at home?

LEARNER G: Yes

Ewe

Inter: Uyafund'ekhaya?

Do you read at home?

LEARNER G: Aa

No

Inter: Akufund'ekhaya. Umam'uyafund'ekhaya?

You don't read at home. Does your mother read at home?

LEARNER G. Aa

No

Inter: Iitshomi zakho ziyakuncedisa ukufunda?

Do your friends help you with reading?

LEARNER G: Ewe

Yes

Inter: Nifunda phi neetshomi zakho?

Where do you read with your friends?

LEARNER G: EkLearner Gsini

In the cLearner Gssroom

Inter: Akunazo ezinye iitshomi pha ekuhLearner Gleni?

Don't you have friends in the location where you stay?

LEARNER G: Ndinazo

I do have

Inter: Niyafunda xa ninonke?

Do you read when you are together?

LEARNER G: Aa

No

Inter: Nenzani?

What do you do?

LEARNER G: SiyadLearner GLearner G

We pLearner Gy

Inter: So akuna mntu ukukhuthazayo wena?

So you don't have someone who's encouraging

LEARNER G: Andinaye

I have none

Inter: Enkosi ke kakhulu nhe. NidLearner GLearner G ntoni phaya esitaLearner Gtweni?

Thank you very much. What do you pLearner Gy in the streets?

LEARNER G. Ugqapusi

Skipping rope

Inter: Ugqabs qha, anidLearner Gli ngeencwadi?

Skipping rope only, you don't play with books?

LEARNER G.: Ewe

Yes

Learner H

Interviewer: Ndingu tamkhulu uDumisa ndihLearner G Learner G aph'e ext. 10. Apha ndihamba nosisi lo kaNal'ibali. Ngoku ke mna ndiLearner Gpha ndizo kubuza imibuzo embalwa. Kodwa le mibuzo ndiza kuyibuza kuwe... ndifuna uphendule ilizwi Learner Gkho uliphakamise. Uyakwazi ukuphakamisa ilizwi?

I am grandfather Dumisa, I stay in Ext. 10. I am with Nal'ibali siater. Now I am here to ask you few questions. But the questions I'm going to ask you I would like you to answer them with a high voice. Can you speak louder?

Mholo...

Greetins...

Learner H: Mholo bhuti

Greetings bhuti(big brother)

Interviewer: Unjani?

How are you?

Learner H: Ndiphilile

I am well

Interviewer: Nantso ke ndifuna ilizwi elinjalo. Ndihamba ke nosisi uSarah ke siyavana? Ukhululeke wena xa uphenduleLearner G. Uyakwazi ukuphenduleLearner G? Ndiza kubuza umbuzo wokuqaLearner G. Uthi umbuzo wokuqaLearner G..

That's it I want that kind of the voice. I am with sister Sarah, do you hear me? Be free when answering. Are you able to answer? I will ask the first question. It goes like this

1. Khawundixelele uluhlobo luni na xa ufunda?

Tell me about the type of the reader you are?

Learner H: Ndifunda kamnandi

I read well

Interviewer: Ufunda kamnandi. Uyibona njani wena into yokufunda?

You read well. How do you see reading?

Learner H: Ngamehlo kakuhle.

With my eyes clearly

Interviewer: Uyibona kakuhle okay xeLearner G kaloku uyibona kakuhle ungumnt'onjani ufunda njani, iititshaLearner G zithini ngawe xa ufunda nabany'abantwana, uyayibona lo nto leyo?

You see it clearly tell then you see it as positive, what kind of a person, how do you read, what are teachers saying about you when you read with other children. Do you see such things?

Learner H: Ndifunda kakuhle, kuthiwa ndiqhuba kakuhle ireport yam ithi ndipasile

I read well, they say I'm doing well and my school report says I have passed

Interviewer: Okay, ndiza kuphind'omny'umbuzo ke ngoku

Okay I will ask onother question now

2. Ikhona into ngokufunda oyifumanisa ukuba inzima?

Is there anything about reading you find difficult?

Learner H: Aa

No

Inter: Qhubekaka kaloku

Carry on then

LEARNER H: Andikayifumani into enzima esikolweni

I haven't found anything difficult at school

Inter: Ekufundeni?

In reading?

Learner H: Ewe

Yes

Inter: Apha kuNal'ibali ikhon'into?

Is there anything difficult at Nal'ibali?

LEARNER H: Aa

No

Inter: Kwenzeka ntoni apha kunal'ibali xa ufunda wena?

What happens to NYou al'ibali when you read?

LEARNER H: Akwenzeki niks

Nothing happens

Inter: Sendisitsho uziva njani xa ufunda wena

I've already mentioned how do you feel when you read?

LEARNER H: Ndiziva kamnandi, ndifunda kamnandi ndibhale kamnandi

I feel good, I read and write well

Inter: Ubhale kamnandi, okay. Uba ngumn'onjani wena xa ufunda?

And write well, okay. What kind of a person are you when you read?

LearnerB: Ndiba ngumnt'oright

I am just the right person

Inter: MhLearner Gwumbi xa usithi uright uthetha njani kaloku?

Maybe when you say you are the right person what do you mean?

LEARNER H: Kakuhle

Well

Inter: Xa usithi ndiright, omnye umnt'ongaLearner Gziyo eli gama lithi right ungamcaciseLearner G uthini? Uba njani?Ufunda nje kakuhle , abantu bayakuva xa ufunda?

When you say you are right, another person who doesn't understand the word right how would you expLearner Gin to him? What type of a person do you become?...You read well. Do people hear you when you read?

LEARNER H: Ewe

Yes

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G konyaka ukuza ngoku? Ngokuya bekuqaLearner G unyaka ubufunda njani?

How has your reading habits changed changed from the beginning of the year until now? At the beginning of the year how were you reading?

LEARNER H: Bendifunda kakuhle

I was reading well

Interviewer: Ngoku ufunda njani?

How do you read now?

LEARNER H: Ndifunda kakuhle nangoku

I read well even now

Inter: Nangoku ufunda kakuhle?

Even now you read well?

LEARNER H: Ewe

Yes

Inter: Njani? Khandibalisele pha ekuqaleni ubufunda njani, ngoku kwafika ezinye iinyanga ngoku ufunda njani?

How? Tell me at the beginning how were you reading, and months passed and now how is your reading?

LEARNER H: Kuleya inyanga bendifunda uNiwo, ke ngoku ndaphinda ndafunda uLulu ndafunda uThe magic Morocco ndafunda iNkosana ndafunda..

In that month I was reading Niwo, and now again I read Lulu, the Magic Mrocco and the Nkosana

Inter: Nezinye nezinye nhe? Uzifunda njani ngoku?

And the others? How do you read them now?

LEARNER H: Ndifunda kakuhle

I read well

Inter: Yeyiphi indleLearner G engcono yokufunda kwakho, le yokuqaLearner G konyaka nale?

Which way is better about your reading, the one in the beginning of the year and the present?

LEARNER H: Yilena

The present one

Inter: Uthi ngoku uphucukile?

Are you saying you are better now?

LEARNER H: Aa

No

Inter: Uphucukile aph'ekufundeni?

You read better now?

LEARNER H: Aa

No

Inter: Kodwa ufunda kakuhle ngoku?

But now you read better?

LEARNER H: Ewe

Yes

4. Ngubani omnye umntu ombonayo efunda ongekho apha kwiqeLearner G uNal'ibali? Ekhaya umama uyafunda?

Who do you see reading outside of the Nal'ibali club? Does your mother read at home?

LEARNER H: NguLusanda

It is Lusanda

Inter: Uyintoni uLusanda kuwe?

Who is Lusanda to you?

LEARNER H: Yitshomi yam

She's my friend

Inter: Ndixelele kaloku

Tell me then

LEARNER H: ULusanda yitshomi yam ndifunda naye. Xa efik'ekhaya ndikhuph'iincwadi zam ndifunde naye. Nomama wam ndifik'ekhaya ndifunde naye. No brother wam ndiphinde ndifike ndifunde naye nosister wam ndifunde naye, notata wam ndiphinde ndifike ndifunde naye

Lusanda is my friend we read together. When she comes home I take out my books and read with her. And I read with my mother too when I get home. I read with my brother and sister too and my father I do read with him too.

Inter: Notat'akho? Ehee kumnandi kule ndlu. UtitshaLearner G yena uyafunda? Uyafunda notitshaLearner G? Akafundi yena utitshaLearner G? Bakhona abantu abakuthinteLearner G ukuba ungafundi?

And your father too? It's so nice in this house. Does you teacher read? He does not read? Are there people who do not want you to read?

LEARNER H: Aa

No

Inter: Abantu odibana nabo bathi funda wena nhe? Akho mnt'ukuthinteLearner Gyo ukuba sukufunda?

People you meet they encourage you to read is it? Nobody is stoping you from reading?

LEARNER H: Aa

No

Inter: Okay. Izihlobo zakho kwesa sitaLearner Gto uhLearner G kuso nazo ziyafunda?

Okay. Are your friends who stay in the same street as you read too?

LEARNER H: Ee

Yes

Inter: Ukhe ufunde nazo iincwadi

Do you read books with him?

LEARNER H: Ee

Yes

Inter: Ngobani?

Who are they?

LEARNER H: Ngu Phari noSisipho, noNambitha noPheleLearner G noAlutha

It's Phari, Sipho, Nambitha, PheleLearner G and Alutha

Inter: Zindaba ezimnandi ezo. Wena uza kufundeLearner G ukuba yintoni ke?

That's good news. What are you studying to become?

LEARNER H: Mna ndiza kufundel'uba ligqwetha

I am going to study to become a Learner Gwyer

Inter: Soz'ungabililo igqwetha wena uza kupasa. Okay ke enkosi kakhulu

You are going to be a Learner Gwyer as you are going to pass. Okay then, thank you very much

Learner I

Interviewer: Mholo bhuti

Greetings bhuti

Learner I: Mholo

Greetings

Interviewer: Unjani?

How are you?

Learner I: Ndiphilil' akhonto unjani wena?

I'm well and how are you?

Inter: Siphilile nath' akhonto fondini. Ungu bhuti nhe?

We are well too young man. You are a brother is that so?

Learner I: Ewe

Yes

Inter: MameLearner G ke ndingu tamkhulu uDumisa. Wakhe wandibona?

Listen then I am grandfather Dumisa. Have you seen me?

Learner I: Aa

No

Inter: Kutheni ngathi uyoyika nje? UnexhaLearner Gna nhe ngathi uza kuhLearner Gtywa inaliti?. Uyamazi usisi lo?

Why do you seem like scared? Are you anxious is it so as if you are going to be pinched with a needle? Do you know the sister next to me?

Learner I: Aa

No

Inter: Ngusisi Sarah ke lo. Naye ukulo mcimbi kaNal'ibali, siyavana

It is Sarah this one. She is involved with Nal'ibali

Learner I: Okay

Okay

Inter: Ngoku siza kubuz'imibuzo apha kuwe fondini. Njengokuba sibuzo imibuzo sinqweneLearner G ukuba uphendule. Uza kukwazi ukuphenduleLearner G?

Now we are going to ask questions to you young man. As we ask questions we would like you to answer. Are you going to be able to answer?

Learner I: Ewe

Yes

Inter: Uzakukwazi ukuphakamisa ilizwi?

Are you going to be able to raise your voice?

Learner I: Ewe

Yes

Inter: Uqinisekile?

Are you sure?

Learner I: Ewe

Yes

Inter: Mholo fondini

Greetings young man

Learner I: Mholo

Greetings

Inter: Nyusa ilizwi kaloku. Mholo mfondini

Raise your voice please. Greetings young man

Learner I: Mholo

Greetings

Inter: Ungubani kanene igama Learner Gkho?

What is your name remind me?

Learner: Man.....

Man...

Inter: UhLearner GLearner G phi?

Where do you stay?

Learner I: NdiLearner GLearner G e- ext 8

I live in Ext. 8

Inter: Okay ndiyakuva. Ndiza kubuza umbuzo wokuqaLearner G ke ngoku. Umbuzo wam wokuqaLearner G kuwe uthi:

Okay I hear you. I am going to ask you first question now. My first question to you is

1. Khawundixelele uluhlobo lunina wena xa ufunda?

Tell me about the type of reader you are?

Learner I: Andikwazi ndiyazama

I can't I'm trying

Inter: Uyazama ehe?

You are trying that's it?

Learner I: Kwamanye ndixakwe

In other times I can't

Inter: Kwamany'amaxesha uxakwe kukufunda? Yeyiphi enye into?

Sometimes you can't read? What else?

Learner I: Qha

Only

Inter: Uyibona njani into yokufunda?

How do you see reading?

Learner I: Kuyandibhora

It is boring

Inter: Kuyakubhor'ukufunda wena. Asiyonto uyithandayo?

Reading is boring you. That is not what you like?

Learner I: Ewe

Yes

Inter: Yinton'oyithandayo aph'ekufundeni?

What do you like about reading?

Learner I: Ayikho

Nothing

Inter: Ayikho uyabhoreka nje? Xa umntu efunda uye ufune ukwenza ntoni wena?

Nothing you are just bored? When someone is reading, you want to do what?

Learner I: Ndifun'ukuhamba

I want to leave

Inter: Uye phi?

To go to where?

Learner I: NdodLearner GI'soka

To pLearner Gy soccer

Inter: Uthand'isoka wena?

You like soccer?

Learner I: Ewe

Yes

2. Ikhona into ngokufunda oyifumanisa inzima?

Is there anything about reading that you find difficult?

Learner I: Xa ufunda kukho amagama ongawakwaziyo ukuwafunda akuxakayo

When you read there are words which are difficult to read, you can't understand them

Inter: Akuxakayo nhe?

You can't understand them, is that so?

Learner I: Ewe

Yes

Inter: Incwadi yona? Ukhe uyifunde incwadi uyigqibe?

What about the book. Do you read the book sometimes to the finish?

Learner I: Aa

No

Inter: Uyishiy'esithubeni?

You leave it without finishing it?

Learner I: Ewe

Yes

Inter: Uyawuqonda phofu umxholo wencwadi ukuba incwadi ingantoni?

Do you understand the theme of the book?

Learner I: Ewe

Yes

Inter: Uye ufikelele kuyo lo ndawo?

Do you get to the pLearner Gce where you understand it?

Learner I: Ewe

Yes

Inter: Ubhoreke ke ngoku,. Ubhoreka mhLearner Gwumbi xa ufunde ixesha elingakanani?

Then you become bored.. You become bored maybe when you've read for how long?

Learner I: Xa ndifunde iipage ezimbini

When I've read two pages

Inter: Iipage ezimbini ubhoreke kengoku ucinge ngesoka yakho. Yintoni umahluko phakathi kwesoka nokufunda? Yintoni le ikutsaLearner Gyo esokeni ikukhuphayo ekufundeni?

Two pages then get bored and think about your soccer. What is the difference between the soccer and reading? What attracts you to soccer and takes you away from reading?

Learner I: Andiyazi

I don't know

Inter: Qha uyabhoreka kukufunda

You just get bored with reading

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G konyaka ukuza ngoku?

How has your reading habits changed from the beginning of the year until now?

Learner I: Ayika tshintshi

It has not changed yet

Inter: Ayika tshintshi?

Has not changed yet?

Learner I: Ewe

Yes

Inter: Kusafana neLearner G xesha ubuqale ngalo?

Is it the same as that time when you started?

Learner I: Ewe

Yes

Inter: Khawundicacisele bekusenzeka ntoni phaya ekuqaleni iyintoni eyenzekayo ngoku kuwe?

Xa ufunda bekusenzeka ntoni ngoJanuary

Tell me what was happening in the beginning and what is happening now to you?

When you were reading in January what was happening?

Learner I: Bendingakwaz'ukufunda

I could not read

Inter: Ngo April ubungeka kwaz'ukufunda?

In April were you still not able to read?

Learner I: Hayi ndiye ndazama

No, I started to try

Inter: Wazama nhe?

You tried is it?

Learner I: Ewe

Yes

Inter: Ngoku imeko yakho yokufunda injani?

Now how is your reading circumstance?

Learner I: Isafana

It is still the same

N.B. Apha koku kuLearner GndeLearner Gyo umntwana ebengaziva kakuhle wade waphuma iinyembezi. Ibikukushukuma kwentloko kodwa okuxeLearner G impendulo ukuba uthini na

In the following the child was not feeling well until his tears were visible. It was only head movement only to tell the answer

Inter: Isafana nhe? Uziva njani ngalo nto? Uziva njani xa ngaba wena ukufunda kwakho uyazama akude ukwaz'ukufunda? Uva kamnand? Uva kakubi nhe? Kodwa ingathi mna uthi kum, ubungakwazi ukufunda kuqaLearner G nhe? Ngoku wafika kwixesha lokuba uyazama anhe, akunjalo? Uva njani xa usiva ukuba uyazama? Kubhetele ngoku mos nhe? Uva ntoni ngoku?

Is it the same, is it? How do you feel about that? How do you feel when your reading is in trying level? Do you feel good? You feel bad isn't it? But it's like you say to me , you could not read at first, isn't it? Now you reached the level of trying, isn't that so. How do you feel when you feel that you are trying? It is better now isn't that so? How do you feel now?

Sarah wipes his tears as he was weeping

Learner J

Interviewer: Uyakwaz' ukutheth' uvakale?

Can you speak clearly?

Learner J: Ewe

Yes

Interviewer: Akoyiki mntu?

You fear no one?

Learner J: Ndisakoyika ngoku

I'm still scared of you

Interviewer: Usandoyika ngoku? Ngeyiphi into ono kuyenza ukuze ungandoyiki?

You still scared of me? What can you do so that you are not scared of me?

Learner J: Andiyazi

I don't know

Interviewer: MhLearner Gwumbi ufuna amanzi?

Maybe you want to drink water?

Learner J: Hayi

No

Inter: Hayi man ndiceLearner G ungandoyiki. Ucinga ndiyintoni undoyika nje?

Please don't be scared of me. What do you think I am as you are scared of me?

Learner J: Hayi ungumntu

No, you are a human being

Inter: Kuthen' undoyika nje?

Why are you scared of me?

Learner J: Andikoyiki

I'm not afraid now

Inter: Akundoyiki ngoku? Hay ke iza. Okay mna ndifuna uthethele phezulu. Jonga mna nding tamkhulu uDumisa, siyavana. NdingweneLearner G mfondini sithi xa sincokoLearner G uthethele phezulu ukuze ube nokuvakaLearner G. Uthini wena?

You are not scared of me now? Then com. Okay I want you to speak louder. Look I ma grandfather Dumisa, you understand. I wish young man when we talk raise your voice so that you can be heard. What do you say?

Learner J: Hayi ndingathetha

No I can talk

Inter: Uza kukwazi ukuthetheLearner G phezulu? Uzawkwaz' ukuvakaLearner G?

Are you going to be able to speak loudly? Are you going to be heard?

LEARNER J: Ewe

Yes

Inter: Uqinisekile?

Are you sure?

LEARNER J: Ewe

Yes

Inter: Ndiza kubuza nje imibuzo embalwa, ndifuna uphendule ngokuthembakeleyo, siyavana?

Umbuzo wokuqa uthi:

I'm going to ask you few questions, I want you to answer honestly, do you understand? The first question is

1. Khawundixelele uluhlobo luni na xa ufunda wena?
Tell me about the type of reader you are?

LEARNER J: Oluhle

Nice one

Interviewer: Oluhle njani? Uthetha njani xa usithi uluhlobo oluhle?

Nice one how? What do you mean when you say you are a nice one?

LEARNER J: Khawuphinde uqale ekuqaleni

Could you please start from the beginning?

Inter: Khawundixelele uluhlobo luni na xa ufunda wena?

Tell me about the type of reader you are?

LEARNER J: Hlobo oluvakaLearner Gyo

I'm the type who is heard when reading

Interviewer: Ufunda ngokuvakaLearner G anhe?

You read aloud isn't it?

LEARNER J: Ewe

Yes

Inter: Okay yeyiphi enye?

Okay what else?

LEARNER J: Ndifunda kakuhle

I read well

Inter: Kakuhle, uyazithemba wena xa ufunda?

Well, are you confident when you are reading?

LEARNER J: Ewe

Yes

Inter: Uyibona njani into yokufunda?

How do you see reading?

LEARNER J: Emagameni

In words

Inter: Senditsho uyibona njani indaba yokufunda ikuphatha njani wena?

I'm saying how do you see reading and how do you feel about it?

LEARNER J: Indiphatha kamnandi

It makes me feel good

Inter: Okay. Uphatheka kamnand'aph'ekufundeni? Ucinga ukuba ukufunda kubaluleke kangakanani?

Okay. You feel good in reading? How important is reading to you?

LEARNER J: Kakhulu

Very much

Inter: Ngoba?

In which way?

LEARNER J.: Kuba iya vul'aph'engqondweni

Because it opens the brain

Inter: Ikuvul'ingqondo?

It opens your brain?

LEARNER J: Ewe

Yes

Inter: Xa uvulek'ingqondo kwenzeka nton'aph'engqondweni yakho?

When your brain opens what happens in your brain?

LEARNER J: Kuba mnandi

It feels good

Inter: Kuba mnandi xa kutheni?

It is good when what happens?

LEARNER J: Xa ukhululeke ingqondo

When your brain is free

2. Ikhona into ngokufunda oyifumanisa inzima

Is there anything about reading that you find difficult?

LEARNER J: Ayikho

None

Inter: Ayikho tu, konke kungu mthebelele?

None, everything is easy?

LEARNER J: Ewe

Yes

Inter: Ndiyakuva. Ikhona into eluxinzelelo kuwe efuna ukuba mawufunde?

I hear you. Is there any thing that pressures you to read?

LEARNER J.: Ikhona

There is

Inter: Yintoni?

What is it?

LEARNER J: Yinto'ba ndiyazaz'ezinye iisubjects

It's that I understand other subjects

Inter: Uyazaz'ezinye?

You understand others?

LEARNER J: Ewe

Yes

Inter: Ubude bencwadi bona kunjani?

How is the length of the book?

LEARNER J: Khawuphinde

Repeat again

Inter: Ubude bencwadi bukuphatha njani xa incwadi ininzi xa ingathi inde le ncwadi okany'eli bali? Ulifunda njani lona? Ulifunda uligqibe?

How does length of the book makes you feel when it's like long or the story? How do you read it? Do you finish reading it?

LEARNER J: Aa ndilishiya phakathi

No, I leave it before I finish it

Inter: Ulishiya phakathi? Akuligqibezeli? Khawundixelele man ngeencwadi okhe wazifunda.

You leave it? You don't finish it? Tell me about the books you've read

LEARNER J: IsiXhosa

IsiXhosa

Inter: Iincwad'okhe wazifunda apha kuNal'ibali

Books you've read at Nal'ibali

LEARNER J: Kumabal'aLearner Gpha?

The stories I've read here?

Inter: Ewe

Yes

LEARNER J: Ndizilibele

I've forgotten them

Inter: Esikolweni?

At School?

LEARNER J: Esikolweni sisiXhosa

At school it is isiXhosa

Inter: Okay nantoni?

Okay what else?

LEARNER J: Ne English, nelife skills neSocial Science ne technology

English, Life skills, Social Science and technology

Inter: Zizifundo ezo?

Are they your subjects?

LEARNER J: Ewe

Yes

Inter: Akunaw'amabal'okhe wawafunda?

Do you have stories you have read?

LEARNER J: Aa

No

Inter: Ufunda wen'eza phaya esikolweni?

You only read the school ones only?

LEARNER J: Eza phaya esikolweni?

The ones from school?

Inter: Apha zange ufunde mabali? Apha kuNal'ibali?

You never read stories here? Here at Nal'ibali

LEARNER J.: Likhona

There is

Inter: Khawutsho lithini?

Tell me what is it?

LEARNER J: Yintoni na le... Ndiwalibel'amanye

Yintoni na le...I've forgotten others

Inter: Uwalibel'amanye kodwa iNtoni na le uyayikhumbuLearner G? Ingantoni iNtoni na le?

You've forgotten others but Yintoni na le you do remember it? What is Yintoni na le about?

LEARNER J: Umzekelo umoya zeyetsho ngamandLearner G yadilika indlu, baphuma abantu baLearner GLearner G emithini

For example the wind was blowing and the house fell, then people went out and slept on trees

Inter: Ndiyakuva, uwuqonda kakuhle umxholo webali olifundayo? Uyathand'ukufunda nhe?

I hear you, do you understand the theme of the story you read? You do like reading isn't it?

LEARNER J: Ewe

Yes

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G konyaka ukuza ngoku?

How has your reading habits changed from the beginning of the year until now?

LEARNER J: Itshintshe ngokoyikeka. Bendiqale ndakoyika kuqaLearner G

It is extremely changed. I was not confident at first

Inter: Ubusoyika kuqaLearner G

You were not confident at first

LEARNER J: Ewe

Yes

Inter: Ngoku kwenzeka ntoni?

Now what is happening?

LEARNER J: Hayi kubhetele ngoku

Now it is better

Inter: Xa usithi kubhetele ubusoyika kuqaLearner G, khandicacisele uthetha njani?

When you say you were scared at first, tell me what do you mean?

LEARNER J: Bendikoyika kuqaLearner G qha ngoku ndiyaziva izinto ezifundwayo

I was scared at first but now I understand what is being read

Inter: Ngoku uyaziva izinto, uyafunda ngoku ngokuzithemba?

Now you understand reading, now you are confident when reading?

LEARNER J: Ewe

Yes

Inter: Akusoyiki ngoku?

You are no longer scared?

LEARNER J: Ewe

Yes

Inter: Xa ndinokunika incwadi ndithi yifunde ungayithini?

If I can give you a book and say read it what would you do?

LEARNER J: Ndzayfunda

I will read it

Inter: Ngokoyika?

Scared still

LEARNER J: Ewe

Yes

Inter: Uza kuyifunda ngokoyika

You are going to read it with uneas?

LEARNER J: Ewe

Yes

Inter: Kodwa uthi uyekil'ukoyika?

But you say you are no longer scared?

LEARNER J: Xa ndiqal'ukufunda lo ndawo

When I first read something

Inter: Iba ngathi uyoyika?

It's like you are scared?

LEARNER J: Ewe

Yes

4. Ngubani omnye umntu ombonayo efunda ongekhoyo apha kuNal'ibali?

Who do you see reading outside of the Nal'ibali club?

LEARNER J: Njani?

How?

Inter: Ukhona omnye umntu ofundayo ombonayo othand'ukufunda amabali neencwadi mhLearner Gwumbi ekhaya, umam'uyafunda?

Is there anyone you see who likes reading stories and books maybe at home; does mother read?

LEARNER J: Ewe uyafunda ngumntase khaya ofundayo ecollege

Yes he does read my sibling from home who studies in the college

Inter: Hayi ndithetha mna ofundayo amabali neencwadi phaya endlini ukukhuthaza abantwana

No I'm talking about the one who reads stories and books at home to encourage children

LEARNER J: Ngomnye ofundayo omdaLearner G ekhaya

It is the older one at home who is schooling

Inter: Ngubani?

Who is he?

LEARNER J: NguBhutana

It is Bhutana

Inter: Uyintoni kuwe?

Who is he to you?

LEARNER J: Ngubhuti kum

He is my big brother

Inter: Uyafunda

Does he go to school?

LEARNER J: Ewe

Yes

Inter: Umama?

Your mother?

LEARNER J: Umama yena uyandifundisa ezinye izinto endingazikwaziyo namagam'eEnglish

My mother teach me other things that I don't know and English words

Inter: Unaz'izihlobo zakho?

Do you have friends?

LEARNER J: Ewe ndinazo

Yes I do have

Inter: Anifundi?

You don't read?

LEARNER J: Siyafunda pha e Library

We read at the library

Inter: Niyo kufund'e library nhe?

You go to read at the library isn't it?

LEARNER J: Ewe

Yes

Inter: Akhon'amabal'eniwafunday'elibrary?

Are stories you read at the library?

LEARNER J: Akhona

There are

Inter: Athini?

What are they about?

LEARNER J: Amanye ngawe zigebenga iintoni ezibalulekileyo

Others are about carnivals and important things

Inter: Izigebenga ezibalulekileyo? So nifunde kakuhle?

Important carnivals? So you read well?

LEARNER J: Siphinde siyo kuthath'eny'incwadi

We go again to take other books

Inter: Ukhona umntu okuthinteLearner Gyo ukuba ungafundi?

Is there anyone who is stoping you from reading?

LEARNER J: Aa

No

Inter: Bakhona abantu othi wena xa udibene nabo bangafuni wena funda?

Are there people when you meet them they don't want you to read?

LEARNER J: Bakhona

There are

Inter: Ngobani bahLearner GLearner G phi?

Who are they, where do they live?

LEARNER J: BahLearner GLearner G ngaph'e 7

They stay in Ext. 7

Inter: Wen'uhLearner GLearner G phi?

Where do you stay?

LEARNER J: NdiLearner Gl'aph'eJoza mna

I live in Joza

Inter: Bafuna ntoni?

What do they want?

LEARNER J: Bayafunda apha kwesi sikolo

They are schooling at this school

Inter: Kwesiphi?

Which one?

LEARNER J: Aph'eNombulelo. Bayasi bhulisha

At Nombulelo High School. They are bullying us

Inter: Bayanibhulisha?

They are bullying you?

LEARNER J: Ewe

Yes

Inter: Badibana nani phi?

Where do you meet them?

LEARNER J: Xa siya phaya, bafun'ukusiceLearner G imali

When we go there, they ask us to give them money

Inter: Nifuna nton'eNombulelo?

What do you want at Nombulelo?

LEARNER J: Xa sisiya phaya elibrary baya yothenga bona

When we go to the library they go the shops to buy

Inter: Nidibane nabantwana baseNombulelo, bani bhulishe? Uyithanda njani wena lo nto?

You meet Nombulelo students and they bully you? How do you feel about that?

LEARNER J: Ndiyithanda kakubi

I hate it

Inter: Awuyithandi kakubi nhe? Ikwenza uzive njani?

You don't like it too much? How does it make you feel?

LEARNER J: Kabuhlungu

Bad

Inter: Wenza ntoni xa uziva ubuhlungu wena?

What do you do when you feel bad?

LEARNER J: Ndifun'ukukhaLearner G

I feel like crying

Inter: Ukhe wazam'ukuba xeLearner G?

Have you tried to report them?

LEARNER J: Ewe

Yes

Inter: Wawu baxele kubani?

Who didi you report them to?

LEARNER J: Kumama wam

To my mother

Inter: Utheni umama?

What did your mother say?

LEARNER J: Wath'umama uzaya phaya eNombulelo

My mother said she is going to visit Nombulelo High School

Inter: Uyabazi aba bantwana benza yonke le nto?

Do you know these children who are doing all of this thing?

Learner J: Bakhon'endibaziyo ebusweni

There are some I recognize their faces

Inter: Qha akubaz'amagama abo?

Only you don't know their names?

LEARNER J: Ewe

Yes

Inter: So unalo meko injalo yabant'abazam'ukuchitha ukuba mawungafundi abaku mabang'aphezulu kuwe. Okay ke enkosi.

So your circumstances you have people who try to stop you from reading who are in higher grades than yours. Okay then thank you

Sarah: Did he say who takes them to the library?

Inter: Nguban'onithathay'anis'eLibrary?

Who is taking you to the Library?

LEARNER J: Siyahamba thina xa siyowbhal'iihomework sisoloko sifunda pha

We go together when we go to do our homeworks we reguLearner Grly read there

Inter: Xa nisenz'ii home work zenu, umsebenzi wase khaya?

When you do your home works?

LEARNER J: Yase sikolweni

School work

Inter: Yase sikolweni ndithetha loo nto. Nisebenze phaya elibrary?(Sarah and Chumano talk)...
Xa benibhulisha banibhulisha njani

School work I'm saying the same. And work there at the Library? How do they bully you?

LEARNER J: Bathi hey saph'imali, saph'imali

They say hey give us money?

Learner K

Learner K: Mholo bhuti

Greetings bhuti

Interviewer: Unjani?

How are you?

Learner K: Ndiphilile akhont'unjani wena?

I'm well there's nothing and you?

Interviewer: Ndiphilile wethu akhonto. Akundoyiki mos nhe? Uyamaz'usisi lo?

I'm well there's nothing. You are not afraid of me me isn't it? Do you know this sister?

Learner K: Aa bhuti

No bhuti

Interviewer: Ngusisis Sarah ke lo. Uyandazi mna, ndingu tamkhulu uDumisa. NdiLearner GLearner G aph'e ext 9. Ndine mibuzwana endifun'ukuyibuza kuwe. Ndingathanda le mibuzo xa ndiyibuza kuwe uyiphendule nhe? Kodwa xa uyiphenduLearner G uphakamis'ilizwi Learner Gkho. Kuza kuba mnandi kuthi. MameLearner G ke sisi, umbuzo wam wokuqaLearner G uthi:

She is Sarah. Do you know me, I am grandfather Dumisa. I stay in Ext. 9. I have few questions I want to ask you. I would like you to answer the questions isn't that so? But when you answer raise your voice. We are going to enjoy. Listen then little sister, my first question is:

1. Khawundixelele uluhlobo luni na xa ufunda?

Tell me about the type of reader you are?

Learner K: Ndifunda kakhulu ngokuvakaLearner Gyo

I read well and clearly

Interviewer: NgokuvakaLearner Gyo heke. Wen'ufunda ngokuvakaLearner Gyo. Uyibona njani indaba yokufunda?

Clearly yes. You read clearly. How do you see reading?

Learner K: Kumnandi

It is nice

Inter: Kumnandi kakhulu. Yinton'emnand'ekufundeni?

It is very nice. What is nice about reading?

LEARNER K: Ukwazi xa use sikolweni ufunde kakuhle naLearner Gpha ufunde kakuhle

Inorder for you to read well when you are at school and even here

Inter: Xa usithi apha uthetha phi?

When you say here where are you talking about?

LEARNER K: Aph'eCentre

Here at Centre

2. Ikhona into ngokufunda oyifumanisa inzima?

Is there anything about reading that you find difficult?

LEARNER K: Aa tata ayikho

No father there is none

Inter: Ayikho nhe tu?

There is none?

LEARNER K: Aa ayikho tata

No there is none father

Inter: Mandithi ulwimi olu lwencwadi oyifunda ngalo alikho nzima?

Let me say the Learner Gnguage used in the book you read is it not difficult?

LEARNER K: Aa tata

No father

Inter: Akukho nzima nobude bencwadi?

Even the length of the book is not difficult?

Learner K: Aa tata

No father

Inter: Akunantw'inzima wena? Uyafunda qha isiNgesi yonke into akunangxaki?

There's nothing difficult to you? You read English and everything you have no problem?

LEARNER K: Aa tata

No father

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G ekuqaleni konyaka ukuza kutsho ngoku

How has your reading habits changed from the beginning of the year until now?

LEARNER K: Ekuqaleni konyaka bendifunda kancinci. Kwathiwa ke ngoku mandifunde kakhulu ndafunda kakhulu

At the beginning of the year I was reading less. They say let me read more then I read more

Inter: Ngoku ufunda njani?

How do you read now?

LEARNER K: Ndifunda ngokuvakaLearner Gyo

I read clearly

Inter: NgokuvakaLearner Gyo kakhulu ngokuzithemba, ngokuvuya?

Very clearly with confidence, with enthusiasm?

LEARNER K: Ewe tata

Yes father

4. Ngubani omnye umntu ombonayo efunda ongekho apha kwiqeLearner G uNal'ibali?

Who do you see reading outside of the Nal'ibali club?

LEARNER K: Ongekho?

The one who is not there?

Inter: Ongekho apha eCentre xa kufike uNal'ibali? Ukhona omnye umntu ofundayo ngaphandle masithi mhLearner Gwumbi ekhaya umam'uyafunda?

Someone who is not at the Centre when Nal'ibali Arrives? Is there anyone who is reading outside, let's say maybe does your mother read at home?

LEARNER K: Ewe uyafunda

Yes she reads

Inter: Ufunda ntoni umama wakho?

What is your mother reading?

LEARNER K: Xa ndize namabali uya sifundeLearner G. Naxa mhLearner Gwumbi iyiholideyi aph'eCentre sinikw'iincwadi kuthiwe masizifund'emakhaya kuphinde kubekh'igames apha siphinde sinikw'amany'amaphepha ukuba masifunde.

When I bring stories he reads for us. Even maybe when it's a holiday at the Centre, we are given books and asked to read them at our homes and there games here and we are given papers to read

Inter: Bakhona abantu abakuthinteLearner Gyo ukuba mawunga fundi?

Are there people who are trying to stop you from reading?

LEARNER K: Aa tata

No father

Inter: Izihlobo zakho wena phaya esitratweni uyafunda nazo?

Your street friends do you read with them?

LEARNER K: Ee tata

Yes father

Inter: Nifunda ntoni?

What do you read?

LEARNER K: Sifund'iincwadi

We read books

Inter: Kha wundixelel man ngeencwadi oke uzifunde, amabal'okhe wawafunda

Tell me about the books you've read, stories you've read

LEARNER K: Ngu iNdlovu kunye noMnenga, kunye no Grandma's ate saLearner Gd no Newo ibirthday kaNewo

It's Ndlovu and Mnenga, Grandma's ate saLearner Gd and Newo's birthday

Inter: Nezinye? Zinjani ukuba mnandi?

And others? How are they?

LE: Zimnandi kakhulu

They are very nice

Inter: Wen'ukh'uye kwithaLearner G leencwadi?

Do you sometimes visit Library?

LEARNER K: Ee tata

Yes father

Inter: Uya nabani kwithaLearner G leencwadi?

Who do you go with to the Library?

LEARNER K: Nabahlobo bam

With my friends

Inter: Kuphi kanene kwithaLearner G leencwadi?

Where is the ithaLearner G leencwadi?(trying to check the isiXhosa name for the Library)

LEARNER K: Kuse library

It is at the Library

Inter: Pha elibrary wenza ntoni?

At the Library what do you do?

LEARNER K: Sifika sibhalise amagama then sifund'iincwadi

We arrive and register our names then read books

Inter: Ziba khon'iincwad'enizithathayo phaya?

Are there books there which you also find here?

LEARNER K: Ee tata

No father

Inter: Niye naz'endlini nizifunde?

You take them home then read them?

LEARNER K: Ee tata

Yes father

Inter: Kanene pha elibrary xa uthe wayithatha incwadi uyibuyisa emva kwexesh'elingakanani?

Remind me when you take a book at the Library how long does it take to return it?

LEARNER K: Elide

Long time

Inter: MhLearner Gwumbi emveni kwentsuku ezingaphi?

Maybe after how many days?

LEARNER K: Four or five

Ezine okanye ezintLearner Gnu

Inter: Okay. Uza kufundeLearner G ukuba yintoni?

Okay. What would you like to be as you are schooling?

LEARNER K: Nzawfundel'ukuba lijoni

I'm going to study to become a soldier

Inter: Kuthen'ufun'ukufundel'ukuba lijoni?

Why do you want to become a soldier?

LEARNER K: Asi niks ndiyathanda ukuba lijoni

There is nothing, I would like to be the soldier

Learner L

Interviewer: Mholo sisi

Greetings sisi

Learner L: Mholo

Greetings

Interviewer: Unjani wethu?

How are you?

Learner L: Ndiphilil'akhonto unjani wena

I'm well there's nothing and you?

Interviewer: Siphilile nath'akho nto. Uyamaz'usisi lo?

We are well too there's nothing. Do you know this sister?

Learner L: Aa

No

Interviewer: NguSarah, mna ndingu tamkhul'uDumisa. Uyandazi mna?

She's Sarah, I am grandfather Dumisa. Do you know me?

Learner L: Aa

No

Inter: Zang'undibone? Okay. MameLearner G ke sisi, akundayiki nhe?

You never saw me? Okay. Listen then little sister, you are not scared of me isn't that so?

Learner L: Aa,

No

Inter: Int'endiyinqweneLearner Gyo kuwe ndinqweneLearner G uthi xa uthethayo uphakamise ilizwi. Uyakwazi ukuphakamisa ilizwi?

What I would like from you is when you speak to raise your voice. Can you raise your voice?

Learner L: Ee

Yes

Inter: Uyakwazi?

Are you able?

L: F: Ee

Yes

Inter: Mholo sisi

Greetings sisi

LEARNER L: Mholo bhuti

Greetings bhut

Inter: Unjani?

How are you?

LEARNER L: Ndiphilil'akhont'unjani wena?

I'm well there's nothing, how are you?

Inter: Ndiphilile nam akhonto. Ndifuna elo lizwi linjalo nhe? Malihambe ngolo hlob'ilizwi

Learner Gkho. Ndiza kubuz'imibuz'embalwa. Ndicel'uyiphendule nhe?

I'm well too there's nothing. I want that kind of the voice, isn't it? Let your voice be like that. I'm going to ask you few questions. I would like you to answer them, isn't it?

LEARNER L: Ee bhuti

Yes bhuti

Inter: Nantso ke.

That's it then

1. Khawundixelele uluhlobo luni na xa ufunda wena?

Tell me about the type of reader you are?

Learner L: Ndifunda kakuhle bhuti

I read well bhuti

Interviewer: Xa usith'ufunda kakuhle uthetha njani?

When you say you read well what do you mean?

Learner L: Ndiyakwaz'ukufunda, xa ndifunda kuyavakaLearner G

I can read, when I read I read clearly

Inter: KuyavakaLearner G, okay. Uyibona njani into yokufunda?..

Ibalulekil'okany'ayibalulekanga

You read clearly, okay. How do you see reading?...Is it important or not

LEARNER L: Ibalulekile

It is important

Inter: Ibalulekile. Kuthen'usithi ibalulekile indaba yokufunda?

It is important. Why are you saying reading is important?

LEARNER L: Ndifuna ukuphumeleLearner G

I want to succeed

Inter: UkuphumeleLearner G uthetha njani? Kukuthini ukuphumeleLearner G?...Xa usithi ufuna ukuphumeleLearner G ufun'ukuthini?

To succeed what do you mean? What is to succeed?... When you say you want to succeed what do you want to say?

LEARNER L: Ndifuna ukuba ngumntu ofun'ukwaz'ukuthetha nabany'abantu

I want to be someone who is able to talk with other people

2. Ikhona into ngokufunda oyifumanisa inzima?

Is there anything about reading that you find difficult?

LEARNER L: Aa bhuti

No bhuti

Inter: Ayikho tu? Indlel'ofunda ngayo ufunda kakuhle nhe?

None? The way you read you read well is that so?

LEARNER L: Ee bhuti

Yes bhuti

Inter: Ulwimi olu lufundwayo alukubethi?

The Learner G nguage which is being read is it not difficult for you?

LEARNER L: Aa bhuti

No bhuti

Inter: IsiNgesi asikubethi?

English is not difficult for you?

LEARNER L: Aa bhuti

No bhuti

Inter: IsiXhos'asikubethi?

IsiXhosa is it not difficult for you?

LEARNER L: Aa bhuti

No bhuti

Inter: IAfrikaans ayikubethi?

Afrikaans is not difficult for you?

LEARNER L: Iyandibetha yona bhuti

That is difficult for me bhuti?

Inter: Yi Afrikaans yodwa nhe?

It's only Afrikaans, isn't it?

LEARNER L: Ee bhuti

Yes bhuti

Inter: Okay. Ubude bencwadi bona abukubethi?

Okay. The leangth of the book, is that not difficult for you?

LEARNER L: Aa bhuti

No bhuti

Inter: Uyawuqonda umxholo wencwadi, ukuba incwadi ingantoni?

Do you understand the theme of the book, is that not difficult for you?

LEARNER L: Ee bhuti

No bhuti

Inter: Akubi naxinzelelo aph' ekufundeni?

Do you experience pressure with regards to reading?

LEARNER L: Aa bhuti

No bhuti

Inter: Khawundixelele ngeencwadi okhe wazifunda wena?

Tell me about the books you've read?

LEARNER L: Ngu Ate saLearner Gd no Keketso's granny no My Princess noSand's band no..

It's Ate SaLearner Gd, Keketso's Granny, My Princess and Sandi's band

Inter: Nezinye nezinye nhe?

And others isn't that so?

LEARNER L: Ee bhuti

Yes bhuti

Inter: Uyazithanda kodwa?

Do you like them?

LEARNER L: Ee bhuti

Yes bhuti

Inter: Yeyiphi eyona uyithanda kakhulu?

Which one you like best?

LEARNER L: Ngu Koketso's granny

It's Koketso's granny

Inter: Koketso's granny. MameLearner G ke

Kokets's granny. Listen then

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G konyaka ukuza ngoku? Phaya ekuqaleni konyaka ubufunda njani?

How has your reading habits changed from the beginning of the year until now?

LEARNER L: Bendingasikwazi kakuhle isiXhosa

I did not understand isiXhosa at first

Inter: Kwenzeka ntoni?

What is happening now?

LEARNER L: Ndafundiswa apha nase sikolweni

I was taught here and at school

Inter: Ngoku ufunda njani?

Now how is your reading?

LEARNER L: Ndisifunda bhetele kunakuqaLearner G

I read it better than before

Inter: Ufunda ntsukuzonke okanye ufunda manqaphanqapha?

Do you read everyday or you read occasionally

LEARNER L: Andifundi iveki yonke

I don't read the whole week

Inter: Ufunda nini?

When do you read?

LEARNER L: Ndifunda ngoMvulo nangoLwesithathu nangoLwesihLearner Gnu

I read on Monday, Wednesday and Friday

Inter: Injani le ndawo ufundeLearner G kuyo apha? Uyayithanda le ndawo?

How is this pLearner Gce you are reading from? Do you like this pLearner Gce?

LEARNER L: Ewe bhuti

Yes bhuti

Inter: Yintoni le uyithandayo apha?

What do you like here?

LEARNER L: Kufundeka kamnandi apha akubikho ngxolo

It's nice reading here and there is no noise

4. Ngubani omnye umntu ombonayo efunda ongekho apha kuNal'ibali? Umam'akho uyafunda?

Who do you see reading outside of Nal'ibali club? Does your mother read?

LEARNER L: Ewe uyafunda

Yes she reads

Inter: Khawundixelele pha endlini kwenzeka ntoni?

Tell me what is happening at home?

LEARNER L: Xa sifunda sifunda sobabini. Uya ndicaciseLearner G naxa sifunda sobabini. Andicacisele ath'esi story sithetha ngentwethile nentwethile. Akugqiba xa sifunda sobabini siLearner Gle pha endlini sisifunde sobabini. Uyakwazi nokundibizeLearner G ispeeling xa sifunda sobabini. Athi mandibhale aphinde andinike incwadi athi mandibalise ngesi story ndifunda ngaso ukuba bendisimamele na xa bendisifunda

When we read we read together. She expLearner Gin even when we read together. She expLearner Gins to me and says this story is talking about this and this. After we finished reading at home. She helps me with spelling when we read together. She would ask me to write then she would give me the book and ask me to re tell the story I was reading about to check if I was listening when I was reading.

Inter: Abantwana bakowenu bakhona?

Are there other children at home?

LEARNER L: Ewe bakhona

Yes there are

Inter: Nibangaphi kokwenu?

How many are you at home?

LEARNER L: Siba yi 2 abantwana

We are two children

Inter: Niyafunda nani phaya?

Do you read there?

LEARNER L: Ewe siyafunda

Yes we do read

Inter: Bayafunda nabo?

Do they read too?

LEARNER L: Ee bayafunda

Yes they read

Inter: Bayafunda pha endlini iincwadi?

Do they read books at home?

LEARNER L: Ee bayafunda

Yes they read

Inter: Izihlobo zabo zona?

What about their friends?

LEARNER L: Ziyafunda nazo

They do read also

Inter: Ukh'ufunde nazo?

Do you sometimes read with them?

LEARNER L: Ee ndikhe ndifunde nazo

Yes I sometimes read with them

Inter: Zeziphi iincwadi enikhe nizifunde?

Which books you used to read?

LEARNER L: Ngu my Princess noKeketso's granny no Ate SaLearner Gd

It's My Princess, Keketso's granny and Ate SaLearner Gd

Inter: Bakhon'abant'abakuthinteLearner Gyo ukuba ungafundi?

Are there people who try to stop you from reading?

LEARNER L: Aa

No

Inter: Ukh'uye kwithaLearner G leencwadi?

Do you visit Library sometimes?

LEARNER L: Ee ndikhe ndiye

Yes I sometimes visit

Inter: Phaya kwithaLearner G leencwadi nifunda nje kakuhle akukho mnt'unisokolisayo?

There at theLibrary do you read comfortable and there's no one harassing you?

LEARNER L: Aa akekho

No not one

Inter: Kwenzeka ntoni kwithaLearner G leencwadi?

What is happening at the Library?

LEARNER L: Siyafika sihLearner Gle kuthiwe masinga ngxoli umnt'azifundele ngokwakhe

We arrive and ordered not to make noise and read on our own

Inter: Wena uli lungu Learner G phaya?

Are you the member there

LEARNER L: Aa

No

Inter: Akunal'ikhadi Learner Gphaya?

You don't have the card?

LEARNER L: Aa

Yes

Inter: Uva njani ke ngobanj'uLearner Gpha eCentre?

How do you feel as you are here at the Centre?

LEARNER L: Ndiva kamnadi

I feel good

Inter: Yintoni le ikonwabisayo apha?

What makes you feel happy here?

LEARNER L: Umnt'akambeth'omny'umntana uyahLearner GLearner G, bubethiwe uyo xeLearner G

No one beats the other child. If you are beaten you report that

Inter: Enkosi ke sisi

Thank you then sisi

Learner M

Interviewer: Mholo sisi

Greetings sisi

Learner M: Mholo

Greetings

Interviewer: Utayithi?

Are you tight?

Learner M: Ndiphilil' unjani wena?

I'm well how are you?

Interviewer: Ndirayith' akhonto wethu sigcinakele. Uyamazi usisi lo?

I'm alright there's nothing, we are looked after. Do you know sister next to me?

Learner M: Ewe

Yes

Interviewer: Ngubani?

Who is she?

Learner M: AndiLearner Gzi igama kodwa sendisuk' ukumbona

I don't know her name but I have seen her before

Interviewer: Kodw'ukhe wambona nhe? NguSarah mna ndingu tamkhulu uDumisa. Wakhe wandibona mna?

But you have seen her isn't that so? It's Sarah and I'm grandfather Dumisa.

Have you seen me?

Learner M: Aa

No

Interviewer: O-andisa vuyi. Akundoyiki kodwa nhe? Tu? Hayke xa ungangoyiki ndiceLearner G into eyi one ke kuwe neh intok'ba xa sithetha sithethele phezulu. Uyakwaz'ukuthetheLearner G phezulu?

I'm so happy. You are not scared of me isn't that so? When you are not scared of me I ask one thing from you when we talk we should be louder. Can you speak louder?

Learner M: Ewe

Yes

Interviewer: Mholo sisi

Greetings sisi

Learner M: Mholo

Greetings

Inter: Unjani?

How are you?

Learner M: Ndiphilil' unjani wena?

I'm well how are you?

Inter: Siphilile nath'akho nto. Nguban'igama Learner Gkho?

We are well there's nothing. What is your name?

LEARNER M: NguP...

I am...

Inter: UnguP...NdiceLearner G ke xa uthetha uthethele phezulu ke P...nhe?

You are... I would like you when you speak, speak louder isn't that so?

LEARNER M: Ewe

Yes

Inter: Ndzawbuz'imibuz'embalwa. Undiphendule nje kakuhle wethu kuza kuba mnandi nje.'

I'll ask few questions. Just answer them it's going to be enjoyable

1. Khawundixelel uluhlobo luni na wena xa ufunda?

Tell me about the type of reader you are?

LEARNER M: Andikwaz'ukufunda kakuhle ndiyasokol'ukufunda

I can't read well I'm struggling to read

Inter: Uyasokol'ukufunda wena. Uyibona njani indaba yokufunda? Ucinga yint'elungileyo?

You are struggling to read. How do you see reading? Do you think is good?

LEARNER M: Ewe yint'elungileyo

Yes it something good

Inter: Ilunge njani?

How good is it

LEARNER M: Uyakwaz'ukuchith'ixesha ngay'ufunde

You are able to spend time by reading

Inter: Ziba khon'izint'ezintsha kuwe eziveLearner Gyo xa ufunda?

Are there some new things to you when you read?

LEARNER M: Ewe ziba khona

Yes there are

Inter: MhLearner Gwumbi umzekelo?...Akuzikhumbuli ngoku nhe?

Maybe for example?..Akuzikhumbuli now, is that so?

LEARNER M: Ewe

Yes

2. Ikhona into ngokufunda oyifumanisa inzima?

Is there anything about reading that you find difficult?

LEARNER M: Ewe ikhona

Yes there is

Inter: Itsho yintoni, zintoni?

Tell us what is it what are they?

LEARNER M: Ngamagam'amade

It is long words

Inter: Amagam'amade nhe. Ngeyipi enye into?

Long words that's it. What else?

LEARNER M: Nangabonakaliyo

And those that can't be seen

Inter: Nangabonakaliyo, okay. Ubude bencwadi bona?

Those that can't be seen, okay. What about the length of the book

LEARNER M: Nabo bunzima

That is also difficult

Inter: Inzima naleyo. Umxholo wencwadi uba njani kuwe?...Into incwadi engayo like incwadi kuthethwa ngent'ethile aph'encwadini ayiku bethi lo nto?

It's also difficult that one. How is the theme of the book to you?...What the book is about like the book is about specific topic. Is that not difficult for you?

LEARNER M: Iyabetha

It is difficult

Inter: Uxinzelelo lokuba kufunek'uyigqibe incwadi okanye kufunek'uyifundile akubi nalo?

Don't you have pressure to finish the book or you should read it?

LEARNER M: Ndiba nalo

I do

Inter: Uzive njani ke?...Xa unoxinzelelo lokuba eyi kufunek'uyigqibe le ncwadi?

...Akuqinisekanga nhe? Okay

How do you feel then?... When you have pressure that you need to finish the book?... You are not sure is that so? Okay

3. IndleLearner G yokufunda kwakho itshintshe njani ukuqaLearner G ekuqaleni konyaka ukuza kuthi ga ngoku?

How has your reading habits changed from the beginning of the year to until now?

LEARNER M: Nzima

Difficult

Inter: Pha ekuqaleni konyaka ubufunda njani, ngoku ufunda njani? Bekunjani ngokuya ubuqaLearner G?

At the beginning of the year how was your reading, how do you read now? How was it when you started?

LEARNER M: Bekunzima

It was difficult

Inter: KuqaLearner G nhe? Ngoku kunjani?

At the beginning isn't that so? How is it now?

LEARNER M: Ndiyazama

I'm trying

Inter: Xa usithi uyazama ngaba utheth'ukuthini?

When you say you are trying what do you mean?

LEARNER M: Amanye ndiwafunda kakuhle amanye andiwafundi kakuhle

Others I read well others I don't read well

Inter: Kodw'akufani napha kuqaLearner G nhe? Le ndawo ufundeLearner G kuyo iyakulungeLearner G wena?

But it's not the same as before, isn't that so? The pLearner Gce where you read is it suitable for you?

LEARNER M: Aa

Yes

Inter: AyikulungeLearner Gnga le ndawo ufundeLearner G kuyo, le Centre ayikho right for wena? Xa ufund'apha kuba njani?

This pLearner Gce you are reading at is not suitable for you, this Centre is not right for you? How is it when you read here?

LEARNER M: Ndiyafunda. Xa ndise sikolweni andifundi kakuhle

I do read. When I'm at school I don't read well

Inter: Akufundi kakuhle ngoba? Kwenzeka ntoni esikolweni? Yintoni le ibangeLearner G ukuba ungafundi kakuhl'esikolweni?

You don't read well, why? What happens at school? What makes you not to be comfortable reading at school?

LEARNER M: Iba ziincwadi

It becomes books

Inter: Iba ziincwadi? Ziba ninzi okanye?

It becomes books? Do they become too much or?

LEARNER M: Ndifund'iincwadi zibe ninzi

I read too many books

Inter: Ufunda kakuhle xa uphi?

You read well when you are where?

LEARNER M: Xa ndiLearner Gpha

When I am here

Inter: Xa uLearner Gpha nhe, apha? Kumnand'apha nhe?

When you are here is that so, here? You enjoy here, is that so?

LEARNER M: Ewe

Yes

Inter: Zingaph'iincwadi okhe wazifunda okanye amabal'okhe wawafunda?

How many books have you read or stories have you read?

LEARNER M: Maninzi

They are many

Inter: Khawundixelele no'ba mabini okanye mathathu?

Tell me even if they are two or three

LEARNER M: Izilwanyan'ezininzi

Many animals

Inter: Okay, leliph'elinye?

Okay, which else?

LEARNER M: Nendawo kamakhulu. Ndiwalibel'amanye

And pLearner Gce of Makhulu. I've forgotten others

Inter: Ndiyakuva ke. Uyafunda qhoqhoqho ngoku?

I hear you then. Do you read reguLearner Grly now?

LEARNER M: Ewe ndifunda qhoqhoqho

Yes I do read reguLearner Grly

Inter: Usuku nosuku uyafunda?

Everyday do you read?

LEARNER M: Ewe

Yes

Inter: Kumnand'ukufunda?

Do you enjoy reading?

LEARNER M: Ewe

Yes

4. Ngubani omnye umntu ombonayo efunda ongekho apha kwiqela? Umama 'kh'uyafunda? Khawundixelele kwenzeka ntoni phakathi kwenzeka ntoni malunga nokufunda?

Who do you see reading outside of the Nal'ibali club? Does your mother read? Tell me what is happening at home with regards to reading?

LEARNER M: UyasifundeLearner G

She reads for us

Inter: Umama?

Your mother?

LEARNER M: Ewe uyasifundeLearner G

Yes she reads for us

Inter: Nibangaph'ekhaya?

How many are you at home?

LEARNER M: Sibabini

We are two

Inter: Nguwe no...

It's you and...

LEARNER M: Brother wam

My brother

Inter: Ungakanani yena?

How old is he?

LEARNER M: Una six

He is six years old

Inter: Umama anifundele nimamele ke? Zeziphi iincwadi enizifundayo?

Mother reads for you and you listen? What are books you are reading?

LEARNER M: Ngamabali kaNal'ibali

It's Nal'ibali stories

Inter: Ibali lika Nal'ibali? Unaz'izihlobo?

Nal'ibali story? Do you have friends?

LEARNER M Ewe

Yes

Inter: Zona izihlobo zakho ziyafunda? Nikhe nifunde kunye?

Do your friends read? Do you read together sometimes?

LEARNER M: Ewe xa kungekho bantu sifunde soyi thu

Yes when there's no one around we read together

Inter: Ukh'uye kwithaLearner G leencwadi?

Do you visit Library sometimes?

LEARNER M: Ewe ndiya ngenyanga

Yes once a month

Inter: Ngenyanga..

A month

LEARNER M: Ndiyo thath'iincwadi

To take books

Inter: Uyokuthath'iincwadi. Ulilungu Learner Gphaya?

To take books. Are you the member there?

LEARNER M: Ewe

Yes

Inter: Unalo ikhadi? Uthatha zibe ngaphi iincwadi ngexesha?

Do you have the card? How many books do you take at a time?

LEARNER M: Zibe mbini

They are two

Inter: ZihLearner Gl'ixesh'elingakanani kanene?

How long do they stay with you?

LEARNER M: Uthatha ngenyanga uphinde uzigoduse uthath'ezinye

You take them once a moth then bring them back and take others

Inter: Uza kufundel'ukuba yintoni wethu? Ufun'ukuba yintoni xa sowumkhulu?

What are you going to be in life as you are schooling? When you are a grown up what do you want to be?

LEARNER M: Ukuba ngunesi

I want to be a nurse

Inter: Hayke enkosi kakhulu ke nhe. Yho sisebenzisene kamnandi nawe. UhLearner GLearner G phi?

Thank you very much then. We cooperated very well. Where do you say?

LEARNER M: NdiLearner GLearner G e 9

I live in Ext. 9

Inter: Ungumamni?

What is your cLearner Gn name?

LEARNER M: MadLearner Gmini

MadLearner Gmini

Inter: Ndawoni e9

Where in Ext. 9

LEARNER M: Ecam kwecawa

Next to the church

Inter: Kweyiph'icawa?

Which church?

LEARNER M: eTopiya

Etheopian church

Inter: Okay zange ndikubone mna e 9. Wakhe wandibona wen'e 9? Enkosi kakhul'uyeva

Okay I never saw you in Ext. 9. Have you ever see me in Ext. 9? Thank you very much

-To be noted

As you read you will find ... the child was hesitating or showing uneas as such the intervirwee had to probe. Which means he had to simplify the question even further.

Names of children are not written due to the confidentiality of the research

APPENDIX D

Observation Schedule

<u>Observations</u>	<u>Comments</u>
Location to Meet	
Access to books	
Variety of books (languages, genres, topics, etc.)	
Presence of facilitator	
Description of club environment	
Description of activity/lesson	
Description of learners' attitude/disposition during club	
Description of facilitator(s) attitude/disposition during club	
Miscellaneous Notes	

APPENDIX E

English Post-Intervention Questionnaire

1. Reading in my home language is easy for me.

Strongly Disagree	Disagree	Agree	Strongly Agree
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2. Reading in English is easy for me.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

3. I enjoy reading in my home language more than I enjoy reading in English.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

4. I am a good reader.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

5. I enjoy coming to Nal'ibali reading club every week.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

6. I have many things to read at home because of Nal'ibali reading club.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

7. My mom/dad enjoys reading to me at home.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

8. My mom/dad uses the Nal'ibali newspaper to read to me at home.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

9. I think my mom/dad enjoy reading.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------

10. The Nal'ibali reading club has made me want to read more.

Strongly Disagree	Disagree	Agree	Strongly Agree
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APPENDIX F

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Club Leader

My name is Sarah Williams, and I am a Masters student at Rhodes University here in Grahamstown. The research I wish to conduct for my Master's Thesis involves an investigation of the role of a selected Out of School Time reading club on learners' reading behaviours and attitudes. This project will be conducted under the supervision of Emmanuel Mggwashu (Rhodes University, South Africa).

I am hereby seeking your consent to have access to demographic information of your learners, scores on the pre- and post-reading assessments, administer a pre- and post-questionnaire of their reading behaviours, conduct interviews using a voice recording device, and observations of reading clubs using a video camera.

I have provided you with a copy of my thesis proposal, which includes copies of the measure and consent forms to be used in the research process, as well as a copy of the approval letter, which I received from the Rhodes University Education Higher Degrees Committee.

Upon completion of the study, I undertake to provide you with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 0731866072 or email me at sarahmarcella07@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

Sarah Williams

Sarah Williams

Rhodes University

APPENDIX G

Club Leader Consent Form

TITLE OF STUDY

An investigation of the role of a selected Out of School Time reading programme on learners' reading behaviours and attitudes

PRINCIPAL INVESTIGATOR

Sarah Williams

Rhodes University

0731866072

Sarahmarcella07@gmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the effect the out of school time in a structured reading club has on learners' reading behaviour and attitude.

STUDY PROCEDURES

The study procedures will consist of reviewing the baseline assessments given to each learner at the beginning of the school term, as well as the demographic information (age, grade, gender, and race) of each learner. Then a pre-intervention questionnaire will be given to the entire OST reading club to investigate the learners' attitudes and general behaviours towards reading. From these two measures as well as learners' demographic details will in turn be used to purposively select a sample of learners to collect data through the use of interviews later on as the club proceeds. A selection of five learners from your club will be chosen based on their home language, age and grade, and gender, in order to ensure a larger representation of the learners that attend the clubs.

The interviews will be given in the learner's home language through the help of a translator who will be well versed in my study and interview procedure. The interviews will be recorded using a voice recorder at the consent of the learner and their parent. The learners will continue to participate in the reading club for the duration of the year. There will be possible observations done by me of the reading club and the learners behaviours in the reading club which will be videotaped. All of these recordings will remain secure throughout the entire year of study. These recordings will only be seen by me, the researcher, and will be erased and destroyed at the conclusion of the study.

I will arrange with you, the club leader, to choose an appropriate time and date for the interviews and observations. I will try my best for them not to interfere with any other activities going on at the centre.

RISKS

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

The potential benefits of this study include better understanding of the effects of out of school time on learners' reading. It will also help inform future out of school time programmes for reading and even maths and other areas. There may not be any direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help with future clubs at your centre.

CONFIDENTIALITY

Your participation in this study will be anonymous. Please do not write any identifying information of yourself or your centre. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants and the name of your centre and club that will be used on all research notes and documents
- Keeping notes, interview transcriptions, voice and video recording, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Researcher, please contact the Rhodes University Education High Degrees Committee ethics-committee@ru.ac.za, phone 046-603 8055.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason.

Withdrawing from this study will not affect the relationship you have with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX H

Parent/Guardian Permission and Consent Form

8 April 2016

Dear Parent or Guardian:

My name is Sarah Williams and I am a student in the Education Department at Rhodes University. I am conducting a research project on the reading clubs and how they affect reading behaviours and attitudes. I request permission for your child to participate.

The study consists of your child completing a questionnaire and participating in an interview about their reading attitudes and behaviours in the club and outside of the club. I will also consult the reading baseline assessments your child took at the beginning and end of the reading club. The project will be explained in terms that your child can understand, and your child will participate only if he or she is willing to do so. Only I will have access to information from your child. At the conclusion of the study, children's responses will be reported as group results only. At the conclusion of the study a summary of group results will be made available to all interested parents. If you would like a copy of the results please contact me either via email (sarahmarcella07@gmail.com) or via cell phone: 073 1866072 and then I will arrange to have a copy sent to the interested parents.

Participation in this study is voluntary. Your decision whether or not to allow your child to participate will not affect the services normally provided to your child by the aftercare centre and reading club. Your child's participation in this study will not lead to the loss of any benefits to which he or she is otherwise entitled. Even if you give your permission for your child to participate, your child is free to refuse to participate. If your child agrees to participate, he or she is free to end participation at any time. You and your child are not waiving any legal claims, rights, or remedies because of your child's participation in this research study.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not disclosing the name of the centre or reading club your child attends, and their name will not be used in the report but they will be referred to as "Learner A...". All of the data will be kept in a secure location at all times and only I will have access to the data.

The interviews will be audio-recorded and the observations of the reading club will be video-taped for the purposes of validity. These recordings will only be used for the purposes of this study and will be erased or destroyed at the conclusion and submission of the report.

Should you have any questions or desire further information, please call me or email me at sarahmarcella07@gmail.com 0731866072. Keep this letter after completing the bottom portion and return the filled in and signed second page to the club leader for the aftercare centre.

If you have any questions about your rights as a research subject, you may contact the Rhodes University Education High Degrees Committee ethics-committee@ru.ac.za, phone 046-603 8055.

Sincerely,

Sarah Williams

Sarah Williams

Rhodes University Masters Student

Please indicate whether or not you wish to allow your child to participate in this project by checking one of the statements below, signing your name and then returning this page to the club leader at the aftercare centre your child attends. Sign both copies and keep one for your records.

_____ I grant permission for my child to participate in Sarah Williams' study on the effect of the reading club on my child's reading behaviour and attitude.

_____ I do not grant permission for my child to participate in Sarah Williams' study on the effect of the reading club on my child's reading behaviour and attitude.

Signature of Parent/Guardian

Printed Parent/Guardian Name

Printed Name of Child

Date