

TEACHERS' BELIEFS REGARDING THE ROLE OF EXTENSIVE READING IN
ENGLISH LANGUAGE LEARNING: A CASE STUDY.

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ABSTRACT

Research suggests numerous views to account for the influence on practice of teachers' beliefs. One view states that teachers' lived experiences shape their beliefs about practice. Another view attributes the influence to school experiences. This research sets out to gain insight into teachers' beliefs on the role of extensive reading in second language learning. A case study of 9 teachers from 3 schools in Grahamstown, South Africa selected purposefully and conveniently was utilised. The teachers were viewed to be knowledgeable on this matter by virtue of their profession while the 3 schools were selected to represent a private school, a former Model C and former Department of Education and Training (DET) school. Data was mainly collected by means of semi-structured interviews, which utilised in-depth open-ended questions to yield teachers' past experiences. The findings revealed the following: all the teachers appeared to believe that extensive reading was invaluable and enhanced language skills. However, white and black teachers differed in terms of their early experiences of reading. Whereas for white teachers early experiences with literacy were encountered in the home, for black teachers the school was where they had their first exposure to literacy. In addition formal training in the form of an ACE (Advanced Certificate in Education) seemed to have influenced black teachers' beliefs about the subject at hand, whereas the role of teacher education/ training was not as significant for white teachers.

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CHAPTER 1

INTRODUCTION: SCOPE OF STUDY

This chapter provides an outline of the context of this research and alludes to the trigger of my interest to conduct the study. Thereafter, attention shifts to the research goal and overview of the research. Finally, an outline of the chapters is provided.

1.1. Context of the study

This thesis is concerned with ‘extensive reading’ or ‘reading for pleasure’, terms which are explored in more depth in Chapter 2. The trigger of my interest in conducting research on extensive reading emanates from my school experience and experience later as a teacher in Zambia and Botswana. My own early exposure to reading for pleasure at primary and secondary schools, as well as putting this approach into practice in my teaching experience, helped shape my passion and belief in the role of extensive reading in enhancing second language learning.

The first readers I encountered in grade 2 were written in my mother tongue, Lunda, which is one of the 73 languages spoken in Zambia. The grade 3 and 4 readers were written in English viz. ‘Ben and Betty’ and ‘Ben and his friends’. Oxford readers dominated the upper primary school level of grades 5, 6 and 7. The most memorable feature of these readers was the western setting and passages, which were more challenging than the earlier primary school readers. The reading culture established in primary school continued to be promoted in the secondary school I attended, where there were varied reading materials. These included readers like ‘Robinson Crusoe’ and ‘The Three Musketeers’ initially, and Ian Fleming’s ‘Diamonds are Forever’ and others together with James Hadley Chase’s novels in the senior secondary school. I read newspapers and magazines like National Geographic, in addition. I easily accessed these novels because I had been attached to the library as student librarian.

My role as a teacher widened my involvement in extensive reading. I introduced an extensive reading programme in Botswana at Mc Connell Senior Secondary School, where I worked as Head of the English Department, after leaving Zambia. The extensive reading programme initiated students into a reading culture and seemed to have contributed immensely to the school’s consistently outstanding results over 13 years in the Cambridge Overseas School Certificate

(COSC) examinations and the Botswana General School Certificate (BGSC) examination. This long experience with extensive reading seems to have sparked my interest in conducting research to understand teachers' beliefs vis-à-vis extensive reading (Lortie as cited in Smith, 2005).

Research has been done in this area resulting in a number of claims identifying elements accounting for teachers' beliefs and factors that shape them. For instance, one view states that teachers' lived experiences are significant as an influence on their beliefs. Nisbett and Ross (as cited in Pajares, 1992) noted that early experiences strongly influence final judgements, which become theories (beliefs) highly resistant to change. Others place the focus of explanation on the 'teachers' school lives'. Trotman and Kerr (as cited in Borg, 2005) contend that instances in teachers' lived lives that occurred in schools or in formal 'home-school' experiences are a source of their beliefs about pedagogy. Lortie (as cited in Borg, 2005) states that there is evidence to suggest that many teachers are influenced in ways they do not even perceive.

Thus, the continued contested nature of what constitutes influence on teachers' beliefs about reading suggests that it would seem potentially valuable to explore teachers' beliefs and factors that shape them with regard to the role of extensive reading in second language learning as a way of understanding this phenomenon. With this in mind, I developed the following research question and research goal.

Research question: What are teachers' beliefs on the role of extensive reading in second language learning?

Goal: To gain insight into teachers' beliefs on the role of extensive reading in second language learning.

1.2. Overview of the research

The present chapter states the context of this research and alludes to the trigger of interest in conducting this research.

Chapter Two reiterates the research goal and moves on to give an overview of the literature that reveals, firstly, the role of extensive reading in second language learning; and secondly, the way in which teachers' beliefs are formed and in turn inform their practice.

Chapter Three provides an overview of the research methodology selected for this study and the rationale for the choices made.

The findings of this qualitative research, which was conducted on the research question ‘What are teachers’ beliefs on the role of extensive reading in second language learning?’ are discussed in Chapter Four.

Finally, Chapter Five restates the research goal and discusses the data generated in the light of literature reviewed. Particular attention is given to central issues namely: differences between white and black teachers in terms of their beliefs on the role of extensive reading in second language learning and the factors which have shaped them. Thereafter, focus shifts to the conclusions drawn, limitations and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The goal of this research is to explore teachers' beliefs about the role of extensive reading in second language learning. This chapter therefore gives an overview of the literature that reveals the role of extensive reading in second language learning. The literature on research into teachers' beliefs and cognition is also reviewed. Thereafter, the chapter examines aspects that are vital to enhancing extensive reading viz. the role of mothers or parents, exposure to oral stories, the role of the school and the role of libraries in promoting extensive reading. The review discusses several language skills which are enhanced by extensive reading namely: reading skill, writing, comprehension, vocabulary, spelling and grammar. This justifies why I am looking at extensive reading in my research. Research on teachers' beliefs on the role of extensive reading appears to strongly suggest that it enhances second language skills. It also seems to indicate that teachers' beliefs impact on their practice. The factors that shape teachers' beliefs with regard to practice according to research are their lived experiences and experiences at school. However, formal training appears to be viewed to have very little influence on teachers' beliefs. It should also be noted that language acquisition and language learning will be used interchangeably in the discussion

2.2. Background information

Extensive reading was first coined by Palmer (as cited in Day and Bamford, 1997) to distinguish it from 'intensive reading' – the careful reading of short complex texts for detailed understanding and skills practice. Grabe and others (in Powell, 2005) use the term 'sustained silent reading' while Mason and Krashen (as cited in Day and Bamford, 1997) call it simply 'free reading'. There are yet other researchers who use the term 'voluntary reading' and 'recreational reading'. Hafiz and Tudor (1989) note that the pedagogical value attributed to extensive reading hinges on the assumption that exposure of learners to large meaningful amounts of interesting reading material results in benefits to learners in terms of their command of the second language. It should be noted from the outset that for the sake of this discussion the following terms have been used interchangeably: 'language acquisition', 'language learning' and 'language development'.

2.3. Characteristics of extensive reading

The characteristics of extensive reading are:

- Fast reading of a large amount of longer, easy-to-understand material, with the reading done mostly outside the classroom and at each student's own pace and level.
- Few follow-up activities should be given as the aim is understanding rather than word-by-word decoding or grammar analysis.
- Minimum use of dictionaries.
- Material generally chosen by students themselves, who enjoy a small measure of responsibility for decisions affecting their learning, a basic requirement of communicative teaching (Thompson as cited in Day and Bamford, 1997).
- If the extensive reading programme takes the form of uninterrupted silent reading also known as 'sustained silent reading' (SSR), all the students participate in reading for 15 to 20 minutes supervised by the teacher who would also be reading. Meyers (1998) recommends 24 minutes.

2.4. Reading material for extensive reading

The material which is used for extensive reading takes varied forms such as novels, graded readers, newspapers and magazines. These can either be stocked by the library or purchased by a school's English department. Day and Bamford (1997) recommend the use of graded readers. They suggest that although there is no reason for confining extensive reading material to graded readers, they are preferable because they offer a number of benefits. However, they argue that there is a debate on how much reading should take place in order to equate the reading programme to extensive reading. Susser and Robb (as cited in Day and Bamford, 1997) suggest an hour per evening. Whatever target is set, the objective is to encourage learners to read widely so that eventually they will be motivated to read for pleasure.

The learners should be immersed in a culture of reading for some time before tangible results in the form of language skill gains can be attained. This notion is supported by Powell (2005:2) who suggests that 'the pleasure factor prepares the ground in which the language acquisition can then

germinate'. Krashen (as cited in Powell, 2005) argues that exposure to comprehensible input and a relaxed atmosphere are the necessary factors for the students acquiring language on their own. Both of these activities form an integral part of extensive reading. Krashen (as cited in Harmer, 1991:33) adds that 'the unconscious process of language acquisition, such as occurs when reading for pleasure is more successful and longer lasting than conscious learning.' Another point of view is given by Nuttall (1996) who argues that the best way to improve one's knowledge in a foreign language is by living among its people, and the second best way is to read extensively. The literature cited above suggests that extensive reading leads to second language learning. Furthermore, there is research evidence that supports the notion that extensive reading benefits are visibly noted among both first and second language learners. These gains apply to both children and adult learners. Krashen (2004:1) comments:

Evidence for the value of free voluntary reading or recreational reading continues to accumulate. In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better development in reading, writing, grammar and vocabulary, these results hold for first and second language acquisition, and for children and adults.

2.5. The benefits of extensive reading

Krashen (as cited in Prowse, 2006) contends that extensive reading can enable second language learners to acquire a language without attending their second language classes, without teachers, without study and even without people to speak to. In my own view, Krashen appears to have merely stressed the crucial role extensive reading plays in second language learning. This view is confirmed by research as indicated below.

2.5.1. Reading

Firstly, it has been established that extensive reading improves reading (as well as language acquisition) by research. The surest way of expanding literacy is wide and sustained reading (Allington, Anderson, Wilson & Fielding, Capielewski & Stanovich, Taylor, Frye and Meruyama as cited in Brozo and Hargis, 2003). Durrell and Gardiner (as cited in Brozo and Hargis, 2003) note that the less time young people spend with books and print, the less growth they show on measures of vocabulary and reading achievement.

There is more research evidence to support the contention that extensive reading enhances the reading skill. Alley and Mangubhai (as cited in Nuttall, 1996) carried out a two-year study in a number of Fijian primary schools to examine the effects of extensive reading activity (using simplified reading materials for English second language learners). Their study focused on the language skills development of an experimental population of nearly 400. Results at the end of the study revealed that subjects receiving extensive reading had made a substantial improvement in receptive skills (reading and word recognition). Smith (as cited in Nuttall, 1996:128) gives another perspective by stating, 'We learn to read by reading.'

Another study which highlights the pivotal role played by extensive reading in developing the reading skill was undertaken by Pilgreen and Krashen (as cited in Chow and Chou, 2000). The research involved 125 high school English second language students (learners) in Grade 10 through 12 who participated in sustained silent reading at home. The results show that the students clearly enjoyed sustained silent reading. They reported that they engaged in outside reading more and liked leisure reading better after the 16-week SSR programme. The students also exhibited gains in the Stanford diagnostic reading comprehension test. Although there was a lack of a control group in this research as Chow and Chou (2000) observed, the results appear to be consistent with the results reflected in other studies, supporting the argument that extensive reading enhances the reading skill. In order for the learners' reading skills to be improved, deliberate effort should be made by the teachers to procure reading material or to ensure that learners borrow reading material if there is a library and engage in extensive reading activity for a long period. Krashen (as cited in Meyers, 1998:8) confirms this assertion by acknowledging that 'When books are readily available, and when the print environment is rich, more reading is done.'

Krashen (as cited in Prowse, 2006) compared the achievements of students who were given traditional comprehension classes with those who read on their own. His results showed that in 38 out of 41 comparisons (93%) those who read did better than those who were taught reading. Prowse (2006:2) concludes:

Successful reading makes successful readers: the more students read the better they get at it. And the better they are at it the more they read. Contrast the vicious circle of reading failure where lack of success (often associated with forced reading) leads to lack of interest in reading.

The research discussed in this section confirms the assumption that reading extensively leads to improved reading skill.

2.5.2. Writing

Secondly, enhancing the writing skill is yet another role played by extensive reading. Salyer, Janopoulus, Kaplan and Palhinda (as cited in Krashen, 1993) report that several studies confirm that those who read more in their second language also write better in that language. Kimberling, Wingate, Rosser, Dichara and Krashen (as cited in Krashen, 1993) administered research which identified writers who were 'highly competent' and of 'low competence'. Very clear differences were found between good and poor writers. Good writers reported more pleasure reading at all ages, and especially during high school years. Not one poor writer acknowledged a lot of pleasure reading during high school. Although this qualitative study seems to have relied on the interview method, which is prone to bias, triangulation was utilised to ensure validity. The research suggests that extensive reading raises the writing proficiency.

Robb and Susser (as cited in Powell, 2005) acknowledged surprise at the extent of writing gains made by one extensive reading group. Krashen (as cited in Bell, 1998) reviewed a number of first language studies that show that writing draws on extensive reading. The result of Krashen's study reveals that students who are prolific readers in their pre-college years become better writers when they enter college. However, second language studies by Hafiz and Tudor (1989) in the United Kingdom and Pakistan and Robb and Susser (as cited in Bell, 1998) in Japan revealed more significant improvement in subjects' written work than in other skills. These results support the case for input-based, acquisition-oriented reading activity based on extensive reading as an effective means for fostering improvement in student writing (Bell, 1998). Nuttall (1996) contends that students who read a lot do not become fluent overnight rather it may take a year or two before any improvement is noticed in their speaking and writing, but it generally comes as a breakthrough.

Considering the studies that have been reviewed in this discussion, it would appear as though there is strong indication that extensive reading promotes the writing skill.

2.5.3. Comprehension

Thirdly, extensive reading or reading for pleasure also develops comprehension skills in second language learning. Coley (as cited in Bell, 1998) reported that in a project called READ, which included the use of sustained silent reading, research was conducted in Washington D.C. public schools over a 6 month period. The results of the study indicate that gains in reading achievement occurred in both 7th and 8th Grades. The effect of non-stop reading in which students were engaged was evident in achievement score gains. Coley further reported that students participating in the project demonstrated better reading strategies than those in the control group. He concluded that the results of the project READ lend strong support for the inclusion of non-stop reading everyday. It should be noted that the READ project alluded to in this research is not the South African one. Barnet (as cited in Powell, 2005) gave another perspective by arguing that teaching reading strategies alone produced no significant improvement in comprehension. Elley (as cited in Prowse, 2006) cites research in Fiji (1980-1981) in second language classrooms, which involved 500 nine to eleven year olds in 12 schools (eight experimental and four control). The control schools followed their normal audio lingual classes while the experimental schools used 250 large illustrated storybooks with students either reading for pleasure for 20 – 30 minutes a day or having a ‘shared book experience’ with their teacher who read aloud and discussed the books with them. Tests administered after two years revealed better performance by the control group in reading comprehension, writing and grammar. The significant result in this research is that extensive reading improved all language skills including comprehension.

The research reflected in this discussion portrays extensive reading as playing an important role in developing comprehension skills.

2.5.4. Vocabulary

Fourthly, extensive reading seems to expand the vocabulary of second language learners. According to Naggy and Herman (as cited in Bell, 1998) children between three and twelve grades (US grade levels) learn up to 3,000 words a year. They contend that only a small percentage of such learning could be attributed to direct instruction, the remainder is acquired mainly through extensive reading. They established that the traditional approaches to teaching vocabulary, in which the number of new words taught in each class was carefully controlled

(words often being presented in related sets) is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books.

Day and Bamford (as cited in Grundy, 2004) present a summary of research conducted in twelve extensive reading programmes from a wide range of countries and levels from primary to university, adolescent and adults which indicated benefits in reading, writing and vocabulary.

Powell (2005:2) maintains:

Extensive reading has been reflected to be a highly successful way of confirming and deepening knowledge of vocabulary and expressions hitherto only imperfectly known, and of developing an implicit understanding of when and how words are used, by experiencing language in context.

Day and Bamford, Grabe and Nation (as cited in Powell, 2005) argue that extensive reading consolidates vocabulary through frequent exposure and develops automaticity of word recognition, a vital step in second language acquisition.

Contrary to the gains in vocabulary acknowledged by several experts, Nuttall, Robb and Susser (as cited in Powell, 2005) argue that these gains have been exaggerated. They contend that since extensive reading involves reading easy texts requiring little or no dictionary consultation, it is perhaps contradictory to suggest that students can make huge vocabulary gains. Nation, Bamford and Waring (as cited in Powell, 2005) concur that students can only hope to make small, incidental gains in vocabulary knowledge from extensive reading. In spite of this observation, gain in vocabulary of any significance would still be crucial to second language learners.

All in all it has been suggested that extensive reading leads to gains in vocabulary in language learning, which applies to second language learning as well.

2.5.5. Spelling

Fifthly, it has been observed that reading for pleasure improves spelling in second language learning apart from the other gains that have already been discussed in this review. The ability to spell words correctly is enhanced by the amount of reading that takes place voluntarily. Meyers (1998) hypothesised that reading widely enhances the students' spelling without direct instruction. Nesbet's study (as cited in Meyers, 1998) suggested that extensive reading leads to

improvement in spelling. Research conducted by Gilbert (as cited in Krashen, 1989) demonstrated that high school and university students can improve their spelling by reading. The subjects were presented with a pre-test, a reading passage containing some of the words on the pre-test, and a post-test. The subjects did much better on those words that appeared in the reading passage. These findings suggest that extensive reading improves spelling.

2.5.6. Grammar

Finally extensive reading is also associated with improvement in grammar. Grammar like any other language aspect discussed in this literature review plays a dominant role in second language learning as the construction of sentences hinges on grammar. It would not be far-fetched to argue that grammar is to language learning what blood is to the human body. Students who read extensively perform much better with regard to mastery of grammar than those who don't read at all since they are able to acquire grammatical knowledge in context while reading. This assertion is supported by Krashen (2004) who notes that recreational reading enhances reading, writing, grammar and vocabulary in both first and second language learners.

Elley (as cited in Krashen, 1993) also shares the contention that extensive reading leads to improvement in grammar by second language learners through a study carried out in Singapore. According to Elley (as cited in Krashen, 1993) in three studies involving a total of approximately 3,000 children ages six through nine, and over one to three years, children who followed the reading and English acquisition programme, a combination of shared book experience, language experience, and free reading ('book flood') did much better than traditionally taught students on tests of reading comprehension, vocabulary, oral language, grammar, listening comprehension, and writing. Mason and Krashen (as cited in Powell, 2005:4) claim that 'it is established that free reading leads to increased second language competence.' The improvement in grammar as a result of the influence of extensive reading in this particular case is only inferred.

The qualitative and quantitative studies which have been referred to in this section of the literature review appear to strongly suggest that extensive reading culminates in gains in second language learning namely, extensive reading enhances reading, promotes writing proficiency, improves comprehension, deepens vocabulary, raises spelling ability and boosts language acquisition. This suggests strongly that there is a link between extensive reading and enhanced second language acquisition.

2.5.7. Prediction skill

Extensive reading equips readers with the prediction skill. Eisterhold (as cited in Bray, 2005) notes that the prediction process requires readers to relate their background knowledge to the text. They relate what they know about life and people (content schemata) to what they know about the genre of the particular novel they are reading and how it develops (formal schemata). In this way readers extract meaning from the text by employing their background knowledge (Eisterhold as cited in Bray, 2005). The prediction skill is needed in enhancing comprehension. Nunan (as cited in Bell, 1998:3) concurs by noting:

One of the currently accepted perspectives on the reading process is that it involves the exploitation of background knowledge. Such knowledge is seen as providing a platform for readers to predict the content of a text on the basis of a pre-existing schema. When students read, these schema are activated and help the reader to decode and interpret the message beyond the printed words.

Extensive reading, according to literature reviewed enables readers to acquire prediction ability, which plays a significant role in comprehension.

2.5.8. Automaticity is attained

Walter (2006) contends that extensive reading results in the development of automaticity. Grabe (as cited in Appleton, 2006) observes that there is substantial research to confirm the claim that extensive reading develops automaticity and other language skills. Nation (as cited in Shelton, 2006:2) states:

By engaging in reading extensively in what the learner is interested in, utilizing a top-down process, where the reader brings in outside knowledge and interest and is reading for global understanding, the development of a large sight vocabulary is exercised and automaticity of decoding is spurred on. This is of course only true if what is being read is largely understandable to the reader to begin with. If the small amount of learning is not reinforced by another encounter, then that learning will be lost.

Brown (as cited in Shelton, 2006) argues that extensive reading leads to fluency. Brown further states that the bottom-up process of instantaneous word recognition, which word recognition and comprehension hinge on, results from practice.

The literature examined suggests that extensive reading establishes automaticity which, in my own opinion, enhances second language learning and makes it enjoyable as it happens with little effort.

2.6. Teachers' beliefs

2.6.1. Definition of teachers' beliefs

Researchers, according to Sahin, Bullock and Stables (2002) have used the term 'beliefs' in different ways. Kegan (as cited in Sahin, Bullock and Stables, 2002) states that there is no shared understanding of the use of the term 'teachers' beliefs'. It may refer to perceptions, assumptions, implicit theories, judgements, opinions and more (Munby, Pajares, Kagan, Calderhead as cited in Sahin, Bullock and Stables, 2002). Eisenhart et al (as cited in Farrell and Lim, 2005:2) define beliefs as 'An attitude consistently applied to an activity'. They suggest that beliefs direct one's thoughts and behaviour. This definition underpins the research under consideration with regard to the teachers' beliefs vis-à-vis the goal of this research, which is to gain insight into teachers' beliefs about the role of extensive reading in second language learning.

2.6.2. Difficulties of studying teachers' beliefs

Rueda and Garcia (1994) acknowledge that teachers' beliefs are difficult to examine because beliefs generally are not observable. Disagreements over differences between beliefs and knowledge also pose another difficulty in the study of beliefs.

2.6.3. The importance of beliefs

Nespor and Schoenfeld (as cited in Borg, 2005:1) note that beliefs are important to our personal and professional lives. Beliefs play an influential role in the appraisal and acceptance or rejection of new information and memory processes such as the retrieval and recognition of an event by an individual. Borg (2005) adds that beliefs play a role in defining behaviour, organizing knowledge and information. It is for these reasons that this study focuses on teachers' beliefs in relation to extensive reading.

2.6.4. Forms of teachers' beliefs

Teachers' beliefs can take many forms in practice. Fang (1996:50) in discussing forms of teachers' beliefs notes:

They can be embodied, among others, in the teacher's expectations of his/her students' performance or in the teacher's theories about a particular subject area's learning and teaching. Regardless of the forms they take, a teacher's beliefs or philosophy can affect teaching in one way or the other.

2.6.5. Factors that shape teachers' beliefs

2.6.5.1 Introduction to factors

Research suggests a number of views to account for the influence on practice by teachers' beliefs. For instance, one view states that teachers' lived experiences are significant as an influence on practice. Nisbett and Ross (as cited in Pajares, 1992) noted that early experiences strongly influence final judgements, which in turn become theories or beliefs that are highly resistant to change. Others place the focus on the teachers' 'school lives'. Trotman and Kerr (as cited in Smith, 2005) contend that instances in teachers' school lives that occurred in school or formal 'home' school experiences are a source of their beliefs about pedagogy. Discipline, the quality of pre-service experience in the classroom and the opportunity for reflection on the pre-service experience are cited as other factors that shape teachers' beliefs (Bean, Zulich, Brousseau and Byers as cited in Fang, 1996). Borg (2005) argues that many teachers' beliefs come from personal experiences as a learner, or to use Lortie's much quoted term, from 'apprenticeship of observation'. Johnson (as cited in Borg, 2005) reports that the influence of school memories on teachers' beliefs form part of the most striking finding of her study on the influence of formal training on teachers' beliefs as the participants were very much aware of the inadequacies of their school images and in some cases had formed alternatives in direct opposition to them. Pajares (as cited in Borg, 2005) notes that the earlier a belief is incorporated into the belief structure, the more difficult it is to alter, for these beliefs in the long run influence perceptions and the process of new information encountered. Lortie (as cited in Borg, 2005) states that there is evidence that suggests that many teachers are influenced in ways they do not even perceive. Borg (2005:10) argues:

When we speak about the influence of early educational experiences on teacher cognition the fact that a lot of this learning takes place outside the school cannot be ignored. The role of family, parents, other important people and events has not been given as much attention as formal education settings.

Teachers' influence emanating from formal training is viewed as problematic as it is thought to have very little effect on the development of teachers' belief systems. Lortie (as cited in Borg, 2005) notes lack of dramatic change in teachers as a result of pre-service training; he sees no evidence of transition from the perceptions of a 'naïve layman' to those of a professional. Borg (2005) gives another perspective by acknowledging that teacher training succeeds mostly in reinforcing existing beliefs and theories. Torres (2005:1) contends:

What teachers believe and how they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge. Consequently, the relevance of beliefs in teaching is that they inform what and how teachers teach, an influence that often derives from their experience as students as well as from their formal training.

Problematic as teachers' formal training is viewed with regard to its role in shaping their beliefs, literature reviewed on this subject indicates that formal training has some influence on teachers' beliefs together with other factors like their early experiences as students.

The literature examined in this section indicates that teachers' beliefs are shaped by their personal early experiences at home, school or formal training. It has also been established that the earlier a belief becomes imbedded into the belief structure the more difficult it becomes to alter.

2.6.5.2. The role of home environment/parents in second language learning

The home environment plays a crucial role in early child literacy development, and may thus play a role in teachers' earliest beliefs about the value of reading. This is done by either the mother reading to a young child, provision of reading material or story-telling. Parents are perceived as the first literacy teachers for children (Zeece as cited in Dulac, 2006). Powell (1995:1) acknowledges thus:

A variety of influences are responsible for developing a child's emerging literacy skills. One of the major factors in this process is the structure of the family. Parents are the child's first teachers. Even though the number of children attending formal preschool programs is increasing, the family influence makes a more profound impact on the child's development than other caregivers.

Mc Connell and Rabe (1999) argue that materials provided by parents are important for children's early literacy development. They state further that parents also promote their children's literacy by visiting libraries, which increases their access to books and makes them realise that reading is valuable and enjoyable. Early child literacy development is an essential precursor to their later reading competence and a fundamental skill for academic and personal advancement (Mc Connell and Rabe 1999).

Powell (1995) reports that a survey showed a phenomenal percentage growth in literacy skills between ages 3 and 5 for preschoolers who had not yet entered kindergarten or primary school as a result of exposure to basic learning in a family setting. He states further that basic learning in a family literacy setting creates an educational environment that has fun. Greenberg (as cited in Powell, 1995) observes that infants and toddlers need adults' emotional focus, warmth and steady good-natured calmness. These findings in connection with the role of the family in early child literacy development strongly suggest the significant role it plays in establishing a literacy foundation for the child on which later influences will be based.

2.6.5.3. The role of storytelling in second language learning.

Storytelling contributes significantly to early literacy development, and again may play a role in teachers' earliest beliefs about the value of stories. Phillips (1999:1) argues:

Many storytellers, educators, and researchers advocate that storytelling can contribute significantly to early literacy development. Early childhood education needs to embrace literacy programs that actively employ storytelling to bridge students' established oracy skills and their newfound literacy skills. By doing this, children will encounter a broad range of language: new words, archaic expressions, puns, phrases, rhymes, metaphors, and more. This establishes an extensive oral language base, which builds literacy skills, such as word recognition, spelling, grammar, literary conventions and comprehension. It is essential to present storytelling and literacy experiences that are meaningful to the children, and therefore their social and cultural experience needs to be reflected in the choice of stories and the choice and use of the text. Teachers should cultivate the development of children's literacy skills by providing opportunities to play with words, with story, and with text.

Mallan (as cited in Phillips, 1999:3) acknowledges that storytelling is a social experience with oral narrative, incorporating linguistic features that display a 'sophistication that goes beyond the level of conversation'. In this regard storytelling is viewed as an effective building block easing the journey from oracy to literacy, he adds. Literacy is a second order language system that

requires oral literacy as a requirement and provides important input toward oral language competency with links to written language (Dyson and Hall in Phillips, 1999).

Mallan (as cited in Phillips, 1999) contends that storytelling as an art form also employs literary conventions, such as a point of view, plot, style, characterisation, setting and theme. He notes further that storytelling exposes children to different genres just as writing does and develops a schema of what a story is in terms of what it consists of as well as what it is about. Jennings (as cited in Phillips, 1999) observes that exposure to storytelling equips children with the prediction skill which they can use in reading narratives.

It is widely accepted as noted in the literature reviewed that storytelling has immense gains for children in connection with early literacy development.

2.7. Access to libraries in South Africa

2.7.1. School libraries

School libraries have a central role as resource centres, which support extensive reading programmes. The language learning process is facilitated by the availability of libraries, which promote extensive reading through lending and use of reading material of various forms.

During the apartheid era, a political system that encouraged racial segregation and in turn translated into availability or lack thereof of libraries in schools is largely associated with this issue as it was reviewed in this research. South African Education under Apartheid (2005) reports that per-capita government spending on black education slipped to one tenth of spending on whites in the 1970s and black schools had inferior facilities, teachers, and textbooks. Libraries for South Africa (2006:1) notes:

- The vast majority of schools have no functional library.
- Over 60% of schools have no library materials.
- Of the schools in the Eastern Cape, 93% do not have a library.
- Overall 85% of the South African population lives beyond reach of a public library.

Czerniewicz, Murray and Probyn (2000) note absence of libraries in most South African schools except in formerly white, coloured and Indian schools. Lor (as cited in Czerniewicz, Murray and Probyn, 2000) noted a similar situation in KwaZulu Natal as a typical example of the situation in the entire country. Even where school libraries are available, they are not always used.

The literature (Libraries for South African Schools, 2006) suggests that since the 1994 democratic elections in South Africa, the government is focusing on redressing the library situation. This programme will entail the establishment of libraries in under-resourced urban townships and rural schools in order to increase students' literacy levels. Other measures will include training teachers in library science.

Considering the literature that has been reviewed, it would appear as though there have been libraries in white schools while black schools largely have not had any since the beginning of the apartheid era, and in all probability before that. Although plans have been made by the South African government to redress the disparity caused in terms of library facilities between white and black schools, I would be justified, in my opinion, given the research evidence and reports reviewed, to suggest that the status-quo with regard to the library situation in Eastern Cape and indeed the whole country has been maintained.

2.7.2. Public libraries

Public libraries may now be accessed by all South Africans irrespective of race because of the democratic change that occurred in 1994 to replace the apartheid political system, which discriminated against blacks on the basis of race and hence denied them access to facilities like libraries. However, it looks as if under funding and failure to put up new libraries to address the issues of large numbers of users have persisted. Whereas in the past black South Africans could hardly access public libraries, particularly those who lived in rural areas, the situation has not changed completely in order to cater for all users. Hart (as cited in Czerniewicz, Murray and Probyn 2000) states that the shortage of library facilities at schools would be addressed by public libraries, disregarding the accessibility to these libraries by the rural population and the strain that is put on these public libraries. Lor (as cited in Czerniewicz, Murray and Probyn, 2000) reports that 4 700 learners or persons per day use the Pietermaritzburg public library. Czerniewicz, Murray and Probyn (2000) claim that funding for public libraries is extremely tight.

Whereas during the apartheid government libraries were mainly the preserve of whites now they can be accessed by all South Africans but research suggests that existing facilities are underfunded and overstretched.

2.8. Conclusion

Extensive reading, which is characterised by reading vast amounts of literature, few follow-up activities, minimum use of dictionaries and material chosen by readers themselves, utilises numerous forms of reading material such as newspapers, magazines, novels and graded readers. The pleasure reading factor which is attained by repeated exposure to reading prepares the ground for second language acquisition. Research is replete with literature which suggests that extensive reading results in benefits for second language learners such as improvement in reading, writing, vocabulary, comprehension performance, spelling, grammar, prediction skill and automaticity.

Teachers' beliefs play a crucial role in defining their behaviour, organizing knowledge and information. Pre-service training, personal school experiences, early family experiences and exposure to libraries may shape teachers' beliefs about the value of reading. However, it should be noted that literature reviewed on libraries in South Africa reveals disparities, which are attributed to the apartheid era. During apartheid, racial segregation was perpetuated which in this case entailed denying blacks library facilities and underfunding any that were used by blacks. Most black schools during this regime never had libraries while white schools had well equipped libraries in addition to accessing public libraries. Unfortunately it seems this disparity still prevails even today although the democratic government has embarked on addressing the library issue.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides an overview of the research methodology selected for this study and the rationale for the choices made. Scientific research according to Janse van Rensburg (2001) is a process of producing new public knowledge systematically in ways that can be scrutinised by peers. This research is underpinned by the qualitative paradigm and has taken the form of case study. The term qualitative in this research has assumed the following meanings: it is a way of approaching the empirical world (Rist as cited in Taylor and Bogdan, 1984); it also implies research that generates descriptive data: people's own written or spoken words and observable behaviour (Strauss and Corbin as cited in Hoepfl, 1997).

3.2. Research goals

The purpose of this research is to gain insight into teachers' beliefs about the role of extensive reading in second language learning.

Maxwell (2005) defines the term goal in a broad sense to include motives, desires, and purpose - anything that leads someone to do a study or accomplish by doing the research. The importance of understanding the goals, Maxwell argues, is that it motivates the researcher to focus on the study. Hammersley (as cited in Maxwell, 2005:15) noted:

Your goals inevitably shape the descriptions, interpretations, and theories you create in your research. They, therefore, constitute not only important resources that you can draw on in planning, conducting, and justifying the research, but also potential validity threats, or sources of bias for the research results, that you will need to deal with.

Having established the goal for my research attention then shifted to the methodology I used to conduct the research.

3.3 Choice of approach

3.3.1 Qualitative research

I chose the qualitative paradigm because it is appropriate to my research, which aims to gain insight into teachers' beliefs about the role of extensive reading in second language learning (Hoepfl, 1997).

There are many features that have been identified about qualitative research. These are sometimes contrasted against the alleged 'weaknesses' of other research approaches, but more often they applaud the broad characteristic of it being very suitable for getting into the mind and experiences of participants.

Detailed below is a sample of features attributed to qualitative research. It is followed by a brief discussion of the appropriateness or 'fit' of some of these to this research:

- It views variables in their natural setting and the interviewees assume an integral part in the investigations (Jacob as cited in Key, 1997).
- Data is collected through open-ended questions that provide direct quotations.
- It sets out to illuminate and understand rather than predict (Hoepfl 1997).
- It generates descriptions of how and why people engage in certain things (Winberg 1997).
- It is used to understand phenomena not fully grasped, new beliefs and gain more in depth information which cannot be given statistically (Hoepfl 1997).

3.3.2 Suitability of the qualitative approach to this research

As indicated earlier, there are many features attributed to the qualitative research approach. While perhaps all have merit for this study, I would like to emphasise some that seem especially appropriate and potentially useful for the task at hand.

One of the features I considered is that it can reveal the 'lived experience' of the participants. In my study I am seeking to hear about features of the life experience of teachers when they were young - their lived experience from their perspective.

Participants are seen in their 'natural setting' with all its complexities and ambiguities. I wish to gain insight into teachers' experiences in their natural setting when they were children and today in the schools they work in. Finally, it has the potential to uncover how and why people do things. In my study I wish to uncover the teachers' beliefs and possible factors explaining their beliefs.

3.4. Case Study

3.4.1. What is a case study?

This research is a case study: it is a study of 9 teachers in 3 schools selected from the numerous teachers and schools that are located in Grahamstown, South Africa, the site of the study. The aim of this study is not to generalize but to understand the particulars of the case in all its complexity.

There is, in fact, not universal agreement as to what precisely constitutes a case study. Lincoln and Guba (as cited in Bassey, 1999:22) note that while the literature is replete with references to case studies and with examples of case study reports, there seems to be little agreement about what case study is. Nisbett and Watt (as cited in Creswell, 1994) referred to case study as a study of an instance in action. Adelman et al (as cited in Creswell, 1994) note that the instance is of a bounded system for example, a child, a clique, a class or community.

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Adelman et al (as cited in Bassey, 1999) outline the advantages of case study research as follows.

1. Case study data, paradoxically, is 'strong in reality' but difficult to organise. In contrast other research data is often weak in reality but susceptible to organization.
2. Case studies allow generalization either about an instance or from an instance to class. Their peculiar strength lies in their attention to the subtlety and complexity of the case in its own right.
3. Case studies recognise the embeddedness of social truths. By carefully attending to social situations, case studies can represent something of the discrepancies of conflict between the view points held by participants. The best case studies are capable of offering some support to alternative interpretations.
4. Case studies considered as products, may form an archive of descriptive material sufficiently rich to admit subsequent reinterpretation.

5. Case studies are a ‘step’ to action and contribute to it. Their insights may be directly interpreted and put to use.
6. Case studies present research or evaluation data in a more publicly accessible form other than other kinds of research report, although this virtue is to some extent bought at the expense of their length.

Considering the sample of features of a case study listed above, I would like to underline the following as the main reason for my selection of the case study for this project. Case studies lend themselves especially to the capture of stories within complex contexts. In my study I wish to capture stories of people and their responses within complex and nuanced settings without having to first deconstruct the component elements or their relevance – that is a process I would hope would emerge only later. The recognition in a case study approach (see point 3 above) of the ‘embeddeness of social truths’ has a special appeal to me and an expectation that in this study some elements of such social truths may be uncovered through this case.

3.5. SAMPLING

Maxwell (2005) defines sampling as decisions about where to conduct the research and whom to involve, an essential part of the research process. He adds that sampling usually involves people and settings, events and processes.

In my study I utilised purposeful and convenience sampling. I chose 9 teachers to ensure that the data generated by such a number of participants would be manageable given the limited time in which I had to conduct the research (Mugo, 2006). I selected 3 schools to ensure that different types of school were represented as these were likely to have different resources and practices: a private school, a former model C school and a former Department of Education and Training (DET) school. In sampling in this way I hoped to get teachers from different backgrounds to see whether they would have varied or similar experiences and beliefs vis-à-vis the issue at hand (Evaluation of Free Fruit in Schools Initiative, 2005).

Light et al (as cited in Maxwell, 2005) argue that in qualitative research, the typical way of selecting settings and individuals is purposeful selection. Maxwell (2005:88) defines purposeful selection as:

A strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be gotten as well from other choices.

In view of the information provided above about case study sampling strategies, it should be noted that this research has utilized purposeful sampling because of the following reasons: firstly, purposeful sampling and convenience sampling strategies have been identified as strategies which are applicable to a qualitative research of which my research is. Considering this justification given, I chose these strategies because I wanted to employ a sample of 9 teachers who are involved in teaching English language drawn from 3 schools that belong to different categories namely; private college, former model C and former DET. I gave pseudonyms to these teachers to conceal their true identity. The names are: Nomvuyo, Lindiwe and Mwape associated with Mokoroane High School. John, Erith and Tracy came from Hillside College while Jenny, Anna and Mary represent the sample from Protea College. (See Table 4.2.) Eight of these teachers are female and one male. The teachers selected are viewed as knowledgeable on matters related to extensive reading and its role in second language learning by virtue of the educational and professional training they have undertaken. I envisaged that the schools I selected and identified as Mokoroane High School, Hillside and Protea Colleges to conceal their true identity would provide a sample that comprises respondents drawn from different backgrounds who would have diverse extensive reading experiences. The different schools provide a varied working environment and facilities instituted by the apartheid governance, which promoted and effected segregation on the basis of colour resulting in differences in terms of facilities availed to South Africans depending on whether they were white or black. It is this that has led to 'race' emerging as a category of analysis in the research.

In using convenience sampling to select schools, I considered the accessibility of these schools since they are all based in Grahamstown as I walked to all the 3 schools to conduct the interviews due to lack of money for bus or taxi fares. In the case of Mokoroane, for instance, I covered close to 8 kilometres to and fro, about 4 kilometres to Protea College and the closest was Hillside College.

3.6. Techniques and Methods of Data Collection

3.6.1. Pilot interview

I conducted a pilot interview to determine the length of the interview, suitability of questions, ethical issues and practical issues related to the use of a tape recorder. The purpose was to find out which areas would need attention (Willet as cited in Maxwell, 2005).

My pilot interview involved one participant whom I selected purposefully and conveniently in order to meet the needs of my study and for accessibility. I chose my supervisor as the participant because of the following reasons: firstly, I was convinced she would provide good feedback and suggestions (Maxwell, 2005). I gave a pseudonym to the participant chosen for the pilot interview. Secondly, she had previously taught English language in high schools in addition to being an expert on matters related to second language learning and was bound to be knowledgeable on the issue under review. Thirdly, she was a convenient choice as I had access to her (Maxwell, 2005).

I used a semi-structured interview since my research question ‘What are teachers’ beliefs about the role of extensive reading in language learning?’ is exploratory and requires this tool to gain access to teachers’ real life experiences. The questions were open-ended so that I would be able to get an in-depth detailed account of teachers’ experiences instead of the ‘yes’ or ‘no’ responses associated with other types of questions. (See Appendix 3 for a copy of the pilot interview schedule.)

In order to practice the ethical requirements, I sought permission from the participant to tape record the interview and informed her that I needed to conduct the interview for the purpose of fulfilling the requirements of an M Ed (ELT) thesis. I promised to keep her identity anonymous. Before the interview commenced I greeted the participant and introduced myself to her so as to establish a rapport.

I analysed the data using qualitative content analysis (Henning, 2004). I transcribed the data from the interview in verbatim form. This entailed reading through the entire text to get full impression of content and look out for themes emerging from the text. I highlighted units of meaning with a marker to indicate themes that had emerged. These themes provided a full picture of the findings.

My pilot interview revealed a lot of pertinent issues but I have decided to focus only on a few salient ones:

- The data generated indicated what I was going to expect in the interview proper. The data was relevant to the research question.
- I needed to be a listener and acknowledge responses of the participants to convince them that they are saying something very important.
- I should take down notes to make the participant realise that whatever she said was important and valued
- The tape recorder should be switched on before the interview starts as I had forgotten to do so and the participant noticed the mistake I had made.
- The questions needed to be reduced and focused to centre on teachers' beliefs as the main issue. In addition, the order of questions needed to be addressed.
- I should probe in order to get in depth information.
- Data should be transcribed accurately to capture the participant's response.
- The interview should end formally by thanking the interviewee for the contribution made.

3.6.2. Adjustments

- Introduction shortened
- Order of questions changed and reduced
- Care in the use of tape recorder to be observed

All in all the pilot interview revealed major weaknesses concerning the introduction to the interview which was reduced, questions were reordered and care was to be given to the use of the tape recorder. On the other hand, it enabled me to learn how to transcribe the interview, observe ethical issues and gave me an insight into the type of data to expect. The next step was to conduct the interviews proper.

3.6.3. Interview as data collection tool

The interview, according to Denzin and Lincoln (1994:353), is 'a conversation, the art of asking questions and listening'. He goes on to state that interviewing is one of the most common and powerful ways we use to try and understand our fellow human beings; the common type of

interviewing is face-to-face verbal interchange although it can also take the form of face-to-face group interviewing, mailed or self-administered questionnaires and telephone surveys. The interviews were conducted in July 2005 over a period of two weeks.

3.6.3.1. Why choose the interview as data collection tool?

I chose the interview approach because of the nature of my research question: what are teachers' beliefs on the role of extensive reading, which can be explored through this means. I also considered the use to which the data would be put, the kind of information needed and resources available (Patton, 1990). The interviews were face-to-face and took a semi-structured, in depth form as the intention was to gain access to teachers' experiences vis-à-vis their beliefs (Walker, 1985). May (2002) notes that an in depth interview encourages full disclosure by participants. I utilised open-ended questions to avoid getting 'yes' or 'no' type of answers as they would not yield much information in connection with the subject at hand. They are flexible and allow the interviewer to probe (Cohen, Manion and Morrison, 2000).

Before the interviews commenced I sought permission from the Headmasters of the 3 schools I had sampled (see Appendix 1) However, I should mention that one of the schools I approached turned down my request since the teachers in the English department who were to be interviewed thought that they would only state that extensive reading enhances second language learning without saying anything more thereafter. In the light of this, I reviewed my letter to state that students were not going to be involved in the research as I thought this was the problem not anything else (see Appendix 1 for revised letter). Thereafter, the schools I approached never turned down my request. The letters stated the purpose of conducting the research; to fulfil the requirements of M Ed (ELT) programme at Rhodes University. I also mentioned the research topic and question. I emphasised that the interviews would last for 1 hour only and that I would not disclose the identity of the participants and schools involved in my research. I noted that I would require 3 teachers from each of the schools. I hoped that the small size of my case study would not interrupt the smooth running of the schools.

I walked to each of the schools involved in my research because I could not raise money for transport given the financial difficulties I had encountered during the course of my study, a factor I considered when I chose the schools in addition to others. In order to get to the furthest school, I

covered about 8 kilometres to and fro, 5 kilometres to another while the third was not as distant as the others.

At the beginning of each of the interviews I greeted the interviewees and chatted briefly with them in order to enable them to relax and set the mood for the interview. I had already met all of them before I went back to conduct the interviews so a rapport had been established. I stated the purpose of the interview and the research question, which formed the basis of discussion. Interviewees were informed that their identity and that of their schools would not be revealed. I sought permission to tape record the interviews and to use the information in my research. I also ensured that before the interviews started the tape recorder had been switched on, a lesson I learnt during the pilot interview. While the interviews were going on I took down some notes to make the interviewees realise that whatever they said was important.

I listened attentively to the interviewees as they recalled their experiences. Whenever I realised that a question had not yielded much information I made a follow up by asking another question that would help to elicit more details. Probing was utilised through out the interviews so that the interviewees would outline their past experiences in connection with the subject under discussion (see Appendix 3 for transcripts of interviews). I nodded my head to confirm whatever they said or made a remark like ‘That was a rich reading environment!’ I had learnt the art of probing during the pilot study.

At the end of the interviews I thanked the interviewees and promised that I would contact them again to seek clarification on issues raised if the need arose and also to give them an opportunity to verify that what I had transcribed was in line with what transpired during the interviews.

In order to enhance my interviews I took into account the key features of in depth interviews (Guion, 2001:1):

1. Open-ended questions. Questions should be worded so that respondents cannot simply answer; yes’ or ‘no’ but must expound on the topic.
2. Semi-structured format. Although you must have some pre-planned questions to ask during the interview, you must allow questions to flow naturally based on the information provided by the respondent. In fact, the flow of the conversation dictates the questions asked and those omitted, as well as the order of the questions.

3. Seek understanding and interpretation. You must try to interpret what you are hearing, as well as seek clarity and understanding from the respondents throughout the interview.
4. Conversational. You must be conversational, but your role is primarily that of a listener. There should be smooth transition from one topic to the next.
5. Record responses. The responses are recorded, typically with audiotape and written notes.
6. Record observations. You observe and record non-verbal behaviours on the field of notes as they occur.
7. Record reflections. You record your views and feelings immediately after the interview as well.

3.6.4. Observation as data collection tool

Although observation is recognised as a data collection tool, I only conducted observation on libraries in the sampled schools and also public libraries in Grahamstown to cross-check issues that had been raised by interviewees with regard to library use and availability of reading material (Douglas as cited in Denzin and Lincoln, 1994). Morris (as cited in Denzin and Lincoln, 1994:378) defines observation as 'The act of noting a phenomenon, often with instruments, and recording for scientific or other purpose'. However, I should point out that observations referred to in this case were conducted at small scale level, therefore, did not warrant any form of interpretation.

Although my observations lasted for 1 hour and could therefore not yield much information, particularly with regard to library use, I never intended to make observations the centre piece of my study given the limited time which I had to complete the research. The observations arose directly out of the interviews, which revealed that in two of the schools the availability of reading material and general running of the libraries were problematic; I then had to conduct observations to cross-check (Douglas as cited in Denzin and Lincoln, 1994).

3.6.5. Documents as data collection tool

The forms of documents I utilised in this research are schedules of school fees for Hillside and Protea Colleges and two letters written to a public librarian by students to show their appreciation for the support they are given in the library (Lincoln and Guba as cited in Denzin and Lincoln, 1994) (See appendix 5).

These are classified as communication documents (O’Leary 2004). The school fees documents help to explain the disparity in terms of library facilities in the sampled schools while the two letters were included to indicate library use by students in Grahamstown although it is difficult to verify that these students who use the library are from the sampled schools and also to establish any meaningful conclusion about library use within the limited time. I would therefore state that documents were utilised to simply explain the disparity in fees in the schools utilised in the study and that no document could be obtained for Mokoroane High school.

3.7. Key Issues in Research

3.7.1. Validity

Maxwell (2005) states that validity is determined by the relationship of conclusions drawn to reality.

I dealt with validity issues by focusing on credibility since the scope of my case study is limited: 9 teachers (Jackson 1995). Validity in the present research has been enhanced by explaining the threats to my study and how I dealt with them: firstly, I was mindful of the potentially biased nature of the interview approach and ensured that my initial perspectives about extensive reading in second language learning did not interfere with the findings or influence the participants’ responses. Secondly, I was aware of the fact that interviewees could be biased and report issues in a way that would appeal to me (Maxwell 2005), and consequently, I tried to probe as deeply as possible. However, as I embarked on my research, I knew that validity is more a matter of degree than a complete state, and I think that the depth, richness and scope of data generated by my research lend credibility to it (Cohen, Manion and Morrison 2000).

I would argue that my study is credible because it has utilised data based on real life experience, obtained through probing and in-depth interviews, which may be considered as faithful interpretations or descriptions of the respondents’ experience. In ensuring that accuracy was achieved, I tape-recorded the interviews so as to capture the exact words of the respondents and employed member checking by availing the transcriptions of the interviews to the respondents so that they would be verified. The transcripts are included as appendices to the thesis (see Appendix 3). Part of this data was collected through observations of the school and public libraries by noting down exactly the situation in each one of them as it exists. Another source was

by considering documents in form of documents sent to parents by the schools to state the fees students are expected to pay which documents are regarded as authentic. Two documents reflecting school fees for Hillside and Protea Colleges appear in appendices but no document was obtained from Mokoroane as they could only give the figure of school fees (see Appendix 4). Other documents included comprise letters written to the librarian for one of the public libraries written by students who use the library to show their appreciation. These letters were included in order to acknowledge the fact that students from various schools within Grahamstown indeed use the public library.

3.7.2. Ethics

I observed ethical considerations because I realised that the qualitative paradigm, which underpins my research, entails gaining access to teachers' and schools' privacy and privileged information. Locke et al (as cited in Creswell, 1994) observed that a large proportion of researchers who employ the qualitative approach address the important issue of ethical considerations. I wrote a letter to each of the three schools sampled viz. Hillside College, Protea College and Mokoroane High School to request for permission to gain access to teachers and the schools (see Appendix 1). My letter stated that my research would involve three teachers from each of the schools and the interviews would last for one hour with each teacher. I promised to keep the teachers' and schools' identity anonymous (Denzin and Lincoln 1994). I also explained the purpose of conducting the research namely, to fulfil the requirements of the M Ed (ELT) programme I was pursuing at Rhodes University (Schwandt 1997). I requested for permission to tape record the interviews and use the data generated in the research. I tried at all times to bear in mind that, 'Researchers are also people with all that it implies' (Murray 2004: 3). This entailed ensuring that interviewees were accorded the respect they deserve and their integrity maintained.

Finally, I wrote another letter to thank the schools for allowing me to conduct my research (see Appendix 1). I made an effort to establish a relationship with the schools and participants, which could facilitate my study. Denzin and Lincoln (1994:92) note, 'Academics should not spoil the field for others.'

In order to understand the picture that had emerged from the research, the data was analysed.

3.8. Data Analysis

3.8.1. What is data analysis?

Schwandt (1997:4) in defining data analysis notes thus:

Broadly conceived, this is the activity of making sense of interpreting, or theorizing the data. It is both art and science, and it is undertaken by means of a variety of procedures that facilitate working back and forth between data and ideas. It includes the processes of organizing, reducing, and describing the data, and warranting those interpretations. If data could speak for themselves analysis would not be necessary.

The decisions about how data is going to be analysed should hinge on the rest of the design procedure utilised in the research (Maxwell, 2005).

3.8.2. Procedure for analysing data.

Analysing the data for my research began on the day I started to conduct the interviews (Wolcott, as cited in Schwandt, 1997). I employed qualitative content analysis (Henning, 2004). This entailed transcribing the data in verbatim form. I then read through the entire transcripts to get a global impression of the content and look out for themes emerging from the text. I highlighted units of meaning with markers of different colours to denote related themes. I grouped or categorised related codes. These categories reflected themes, which I used in the discussion of the inquiry, 'What are teachers' beliefs on the role of extensive reading in second language learning?' Finally, the whole picture of the findings was established. I considered the following issues as I analysed the data (Henning, 2004):

- Relationships in meaning of categories
- What these categories state together
- What they indicate about each other
- Their relevancy to the research question
- The link of these categories to what I already knew about the topic
- What was foregrounded in the analysis

3.9. Conclusion

This chapter begins with a brief outline of the term ‘research’ and its attributes. In particular, the research distinguishes qualitative research, which is the philosophy that informs this research, from quantitative research. Attention then shifts to the goals of research in general and narrows down to the goal of the study under review. Thereafter, methodology is discussed focussing on the choices made and the reasons for them viz. pilot interview, interview proper as the main data collection tool, observation and documents as additional tools for data collection. Thereafter, the case study method utilised in this research is reviewed and justification of the chosen sampling procedure is provided. Other pertinent aspects are key issues in research. Of significant importance are reliability, validity and ethics, crucial features of research, which have also received a fair amount of space in this discussion. Data analysis has been handled in connection with the reasons that were considered in combining the thematic approach and grounded theory to analyse the data. Finally, the chapter winds up by stating the limitations of the research that is under review.

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

This chapter presents the findings of the case study which was conducted on the research question ‘The role of extensive reading in second language learning: What are teachers’ beliefs?’

The data analysis has been done by employing a thematic approach that entails establishing patterns and themes highlighted with different coloured markers denoting the patterns and themes. The data will be presented in words and tables. The presentation will be done systematically by highlighting the patterns and themes that have emerged from the data and equating these details with each of the participants or patterns at every stage following the order of the schools namely: Mokoroane, Hillside and Protea Colleges.

4.2. Schools at which interviews took place

The teachers interviewed were selected from 3 schools: Hillside College (private school); Protea College (Former Model C School) and Mokoroane High School (former DET School). As can be seen from Table 4.1, the fees for these schools vary greatly and reflect the socio-economic background from which their learners come. The socio-economic status of these schools has its origins in the era of apartheid, during which time Private and Former Model C schools were for white students only. DET schools, which were intended for black students only, were under funded and under resourced. These disparities are perpetuated in present day differences in the schools.

Table 4.1: Sample Schools – Type & Fees

School	Type	Fees
Hillside College	Private	R63 360 p.a. - boarders R49 725 p.a. - day
Protea College	Former Model C	R10 370 p.a. - boarders R 6 970 p.a. - day
Mokoroane High School	Former DET	R 120 p.a. - day

4.3. Background of teachers interviewed

As can be seen from Table 4.3 the teachers from Mokoroane have not completed degrees in English language studies. Lindiwe, however, has obtained a B.Ed. in Mathematics teaching since having started her career as a teacher and is currently teaching English. All three of these teachers have done an Advanced Certificate course in Education (ACE) and at the time of the interviews were doing B.Ed. degrees in English language teaching at Rhodes University. Teachers from Hillside and Protea College have all completed B.A. or B.A. (Hons) degrees at different universities and one of them has a Masters degree in Linguistics. They have also completed additional courses. The white participants seem to have higher qualifications than the blacks. All teachers at Mokoroane are black. Nomvuyo and Lindiwe originate from the Eastern Cape and hence speak Xhosa as their first language while Mwape is from Zambia but has permanent residence status in Grahamstown and her first language is Bemba. On the other hand Hillside and Protea College teachers are whites who speak English as their first language and Afrikaans as their second language. Race is a major factor in this research given the historical and political background of South Africa with regards to the apartheid era, which instituted policies that favoured whites more than blacks in terms of educational opportunities and facilities. See Table 4.2. (following page)

Table 4.2: Sample of Teachers – Qualifications, Country of Origin and Language

Teacher	School	Qualifications	Country of origin	Home language	Other languages	Race
Nomvuyo	MHS	Dip. Ed. FDE ACE	SA	Xhosa	English Afrikaans	Black
Lindiwe	MHS	PTC B.Ed.(Math) ACE	SA	Xhosa	English Afrikaans	Black
Mwape	MHS	PSTC APSTC Dip. Ed. ACE	ZA	Bemba	English	Black
John	HC	B.A. B.A.(Hons) PGCE	SA	English	Afrikaans	White
Erith	HC	B.A. Psychology	SA	English	Afrikaans	White
Tracy	HC	B.A. B.A.(Hons) PGCE	SA	English	Afrikaans	White
Jenny	PC	B.A. NHED	SA	English	Afrikaans	White
Anna	PC	B.A. D.T.	SA	English	Afrikaans	White
Mary	PC	B.A. B.A.(Hons)	SA	English	Afrikaans	White

Key:	
MHS -	Mokoroane High School
HC -	Hillside College
PC	Protea College
Dip. Ed.	Diploma in education
D.T.	Diploma in Teaching
FDE	Further diploma in education
ACE	Advanced certificate in education
PTC	Primary teachers' certificate
B. A.	Bachelor of Arts
B. A. Hon	Bachelor of Arts (Honours)

4.4. The role of home environment in exposing children to extensive reading.

4.4.1. The role of parents in promoting extensive reading among their children

One of the themes that has emerged from the data generated by this research is the early exposure to reading of white teachers in the study. These teachers reported their mothers or fathers reading stories from children's books to them when they were still very young. For instance John (Hillside College) said:

Aah! My parents are academics; my mother is a teacher and my father is a church minister. He teaches theology in a bible college as well. When I was young they used to read stories or fables to me and I suppose that sort of groomed me for the future of reading. I remember one of the stories that were read to me was 'Silence' and other more serious books. We were groomed to realise that reading was a central part to our lives and actually should become a daily habit.

Responding to a question on outlining one of the stories that was read to him by his parents, John said:

I can tell you about 'Silence'. I remember it very clearly because my father, who is a Theologian and minister in a church, read the story from 'Silence' which dealt with Catholic priests in Japan who were getting persecuted for their beliefs. All I remember is that the Japanese Emperor did not like these priests so he would persecute them by putting them in boiling water so that they would die a very excruciating death. And I remember that quite clearly.

It appears that when parents read to their children from an early age, it plays a major role in reassuring them and instils a sense of closeness. This is illustrated by John in his response when he was asked to elaborate on how he felt. He said:

I think because it was my father I had a kind of warm feeling and I think to be honest any child who does not experience that has missed out that part of their childhood as far as I am concerned because there is a bond and that is what one of the fondest memories of my father will be.

This experience is not shared with Erith (Hillside) since she doesn't remember very clearly whether her parents read to her or not but she recalls being exposed to a lot of reading material within the home environment. She said:

I was a child a very long time ago so you are taking me way back. Aah! What I remember is that there were always books in my home so my memory is that I did read a lot of children's classics. I can't remember sitting and my parents reading to me. But certainly they must have because I grew up in an environment where books were part of our household.

However, Tracy (Hillside) recalls vividly her mother reading to her when she was a very young child. She recalled:

My first memory of reading was because we had a lot of books at home and both my parents read and before I could read I was read to everyday by my mother. It was very much part of the daily activity. And then trips to the library, the local library where I could choose books. There were always books at home so reading was very much part of the daily activity.

Recalling how she felt when her mother read stories to her, she said:

I suppose there was always excitement as to what was going to happen next. Aah! A sense of closeness to them in a sort of shared activity. Nothing else was distracting the time that we spent together and enjoyed and I think I used to pester them to choose longer chapters, yaah!

Jenny from Protea which is classified as former model C school responding to the issue of parents reading to their children said:

I can remember my mother reading stories to me on a very regular basis. There were a whole lot of favourites that went through my brothers and myself so we had that - call it library if you will - of favourites. I suppose by the time I was in Standard 1, I was reading on my own without my mother reading to me since by then I had gone to boarding school. And I can remember reading books and we used to go to the library regularly at school and I would come home and I would have a book over weekend time and it was an ongoing thing. By the time I was in Standard 4, 5 and 6 I think those were the years I was an avid reader all along and I can remember having a little book in which I kept a record of the title and author of each of the books that I read with a little star count whether it was a wonderful read or not. I don't know how many years I kept that going it must have been four or five years but I always tried to beat my previous record. I would read about 48 or 50 books a year, aam! By the time I went to senior secondary school it had sort of decreased because of academic load so I was reading between 10 to 17, 18 books a year.

Anna (Protea) noted that her mother read to her when she was a very young child as explained:

My mother always used to read to us at bed time and when I started reading on my own, I enjoyed reading very much. We used to go to the library not only to do our projects but to borrow reading material as well so we always read.

When Anna was requested to explain how she felt while listening to the stories her mother read to her she said, 'I don't really remember but I suppose it was reassuring since it happened at bed time.'

Finally, Mary (Protea) confirmed the role played by the home environment vis-à-vis extensive reading when she was a child. She said:

Aam! I was a baby when my father was sent to the army. I was left alone with my mother in Grahamstown and because I was the only person she had to talk to she talked to me extensively. I was actually talking by 9 months and she started to read to me rabbit stories. My favourite was a book by Enid Blyton. At 4 years I was able to read little books like Nancy Drew. At senior secondary school I read Charles Dickens, Dick Francis and Agatha

Christie's mystery stories. I went to University and carried on reading. When Harry Potter appeared I read about six of his books. Yaah! That is my reading experience.

This respondent preferred reading to watching television.

Contrary to the early reading experience reported by participants from Hillside College and Protea College, Mokoroane participants never had any exposure to extensive reading initiated in the home environment. For example, Nomvuyo said:

I first learnt about reading at school because no one talked to me about it at home. My family was not well to do as such nobody encouraged me to read.

These views are shared with Lindiwe who noted:

Aah! When I was very young I did not have access to books because of the poor family I come from. When I developed that hunger to read for myself because I still remember I used to borrow books from school, especially Xhosa books. Xhosa is my language so I really used to like reading. I still remember very well if I was reading an interesting book, I wanted to find out what was coming next.

Nomvuyo's and Lindiwe's experience of extensive reading demonstrates the role of the school, however, does not mention the role played by their mothers or fathers in reading to them. It is clear from these accounts that both Nomvuyo and Lindiwe missed the important early childhood experience in the home vis-à-vis extensive reading promoted by the mother through reading to the young child, a feature which appears to be very common amongst the white participants. In fact it seems to be an integral part of childhood development amongst the white families, one that is valued greatly.

Mwape acknowledged that nobody read to her when she was a very young child either. In responding to the question on her experience of reading for pleasure when she was a very young child she said:

Aah! I would say at home no one read to me. When I started schooling that is when I knew that there was reading for pleasure after I had learnt how to read.

Considering the evidence given above about the role of the parents, particularly the mother in reading to the young child as a way of initiating early extensive reading experience, it is evident that whereas the white participants had mothers who read to them when they were very young,

the black participants never had this experience at all, hence precluding them from being involved in a significant stage in the process of early extensive reading experience promoted by the home environment. However, school played the role of initiating the latter participants to extensive reading.

4.4.2. Exposure to stories narrated by parents/grandparents

Two white and two black participants had a similar experience with regard to listening to stories narrated by some members of their families. Nomvuyo (Mokoroane) revealed that her grandmother told her stories:

Yes, my grandmother used to tell me stories. We would sit down at night and she would tell us stories in Xhosa. One of the stories was about a girl whose mother died and she was brought up by her step mother who treated her very badly. The girl became a very prominent person when she grew up and her mother looked to her for support. The moral of the story is that even if you experience problems as you grow up, you can achieve your goals by being determined and not losing hope.

Similarly, Lindiwe stated, ' Yes, I remember listening to fables that were narrated by my grandmother.'

She went on:

Aah! The fables which are about the Jackal and the Wolf. Oh! The way the Jackal tricked the Wolf to hold the cliff while the Jackal escaped. Fables like that.

Lindiwe explained that the moral of the story is that people should guard against being tricked.

Commenting on storytelling, Jenny said:

Yes, I had a great Aunt who lived on the farm with us and she was a wonderful person also. I remember going to her house which was a different house from ours and I used to draw a lot with her and during those activities of drawing she would talk and tell me stories and things. In fact right through to my adulthood I had a relationship with her where we shared stories to do with family history and not stories as such. Aha! My mother and father were not really story-telling people, but reading. We played games as the other activity we did as a family as opposed to telling stories. And in the extended family I can remember my grandfather, yes! He was usually telling stories about spooks and ghosts, that sort of thing, and he lived in a sort of double-storey house and he used to enjoy

terrifying us grandchildren. But it wasn't often. In a period of five years it might have happened three or four times.

Mary (Protea) said, 'My grandpa used to tell us stories, sort of bizarre stories.'

Generally, oral literature seems to equip the listeners with skills in identifying themes, setting and characterization. This knowledge is utilized later in language development with regard to writing. To the black participants in this research, oral literature appears to have played the role that the mothers of the white participants did by reading to their children and providing reading material for them. In my own opinion, this is due to the fact that whites seem to afford reading material more easily than blacks, on one hand, and maybe failure by most blacks to appreciate the role of reading in language development, on the other.

4.4.3. Provision of reading material

When Nomvuyo (Mokoroane) was asked whether there were any books at home, she said:

No, I did not have any books and I lived in a location where there was no library. However, I read some books at school which we could not be allowed to take home.

Lindiwe (Mokoroane) noted, 'There were absolutely no books at all.'

Responding to the same question, Mwape (Mokoroane) said:

There were no books provided at home by my parents because they could not afford to buy books for us.

John (Hillside), on the other hand remarked:

Oh! Thousands because my father studied English and my mother studied English so there are shelves of books and boxes of books. Yaa! Plenty, probably thousands I would say.

Erith (Hillside) said:

There were certainly a set of encyclopaedia. I don't think we had a vast amount of books because my parents did not have a lot of money and they didn't have money to buy books. Aah! I think I used library books. Aha! Even in my days I went to a convent which is

considered as a private school we had the tiniest library. I think reading was not encouraged as much as it is now.

This difference in the amount of books available between John and Erith, who are both white, can be attributed to the fact that Erith's parents did not have a lot of money. However, despite Erith's parents being poor they were still much better off than the parents of the black participants as they could afford to send their daughter to a convent and buy a set of encyclopaedias.

Tracy (Hillside) noted:

Yes, always. There were plenty of books because my mother is a librarian and aah! So she scouted out books from second hand shops. We had two book shelves each.

Jenny (Protea) noted that there were plenty of books at home which she read regularly.

Providing information on availability of books at home, Anna (Protea) said:

Yes, we always had books in our home. Not many children's books. My father was an avid reader as well so we had book shelves full of books.

Mary (Protea) agreed:

Oh! Thousands! Thousands! We actually had books in a separate room. They were divided into children's books and adults' fiction.

Whereas the white teachers acknowledged exposure to reading material in the home black teachers' parents could not provide any at all for their children. Hence the white teachers learnt to appreciate books and their earlier interest in reading for pleasure was stimulated by them. Contrary to this, the black teachers were denied the opportunity to learn to value books and receive inspiration from them. Another factor, in my opinion is the fact that white parents seem to value the role of extensive reading in language learning whereas as black parents don't as revealed by this data. This is supported by the report given by Erith, a white participant whose parents did not have a lot of money yet they could afford a set of encyclopaedias. If it is true that first impressions last, the availability of books or lack thereof and particularly exposure to reading during childhood should have an impact on the way children view reading for pleasure.

4.4.4. Giving books to children as presents

When asked to state whether she had been given books as presents, Nomvuyo (Mokoroane) replied, 'No.'

Neither did Lindiwe mention being given books as presents when she was a very young child.

However, Mwape remembered receiving books as presents. She noted:

Yes, in fact what I used to do after I had realised that I had developed interest in reading, I would ask my friends to buy me books as my birthday presents.

Responding to the question on whether he was given any books as presents, John (Hillside) said:

Yes, aah! I remember one book in particular I recently received. Yes, there were lots of books I was given.

Erith (Hillside) also acknowledges being given books as presents:

Yaa! Certainly! Those days my presents for Christmas would be books but I think that I started my enjoyment of books when I realised that I had been given a treat.

These views stated above have been echoed by Tracy (Hillside) who said:

Yes, always. We always got a book every birthday as well as other toys. I come from a line of educators so that is partly the reason. And aah! Sometimes as a reward for you know, good results or good behaviour whatever there was always a trip to go and choose a book at our local bookshop so definitely I did receive books.

Another teacher from Protea College acknowledged receiving books as presents, a gesture which she appears to have embraced as well and one which she observes even today. She revealed:

Oh! Often. That was an often occurrence. In fact by the time I moved out of the family home there were so many books that belonged to me that you know I needed to have a suitcase to take all of them. My family has always been like that so up to this day I give my nephews and nieces books for Christmas and their birthdays.

The pattern of receiving books as presents amongst the Hillside and Protea College teachers seems to have been consistent, except in the case of Anna, who although she did not receive books as presents, received them as prizes.

I don't remember receiving books as presents from the members of my family but I was given a lot of books at school during prize-giving occasion. I suppose the other books that I read were borrowed from the library.

Contrary to the evidence given by the white teachers of receiving books as presents, the black teachers or respondents never received books as presents either from the members of their families or school except Mwape who insisted that her friends should buy her books on her birthdays. Being given books as presents inspired some of the respondents to develop an interest in reading and generally to appreciate books. For instance, Erith reported that being given a treat in the form of a book marked the beginning of her reading enjoyment. Likewise, even Anna (Protea) who received books as prizes for outstanding school work also cherished them as portrayed by her body language whilst talking about this issue. Tracy spoke with excitement as well when she remembered the trips to buy books for good behaviour or performance. Giving children books as gifts, which in this case seems to have been reported by white teachers mainly and Mwape of the black teachers instils a sense of appreciation of books in them and triggers their interest to read.

Provision of reading material to the children appears to be a practice associated more with whites than blacks because of the following reasons perhaps: firstly, white parents appreciate the role of reading for pleasure in language learning more than blacks given the involvement of mothers or parents in the initial reading experience of their children by either reading to them or providing reading material in the home environment. Secondly, whereas whites to a large extent seem to have money for books, blacks generally don't seem to have money for such purposes.

4.5. The role of school in promoting extensive reading

The influence of the school appeared to shape the beliefs of all the participants with regards to the role of extensive reading in second language learning, irrespective of their race. However, it should be pointed out that for the black teachers, namely teachers from Mokoroane High School, this phase marked the beginning of their extensive reading. Their first experience of reading was in their first language, which was Xhosa for Nomvuyo and Lindiwe and Bemba for Mwape. For

instance Nomvuyo (Mokoroane High School) in responding to the question on the strategies used by the primary and secondary schools she attended to promote extensive reading acknowledged:

At primary school after we had done an activity then we knew that we could go and take a book and read while the other students completed their work. We read the books silently.

Lindiwe had a similar experience except it was in English:

I still remember when I was in Standard 5 our English language teacher used to motivate us to read books. He even organised some...some...What can I say?

When the interviewer remarked, 'Graded readers!'

She responded:

Yes, he used to organise some books for us. I remember reading a book entitled 'Treasure Island'¹ and he even organised a film based on the book so that we could see...so that made me to be interested in English books, especially those written by Dickens.

She went on to report further:

I still remember when I was in higher primary school, Standard 5 and 6 our English language teacher used to narrate stories which he had read. He also tried to bring some of the books to the classroom.

Mwape (Mokoroane) revealed that her primary school teachers kept reading material in a store room which was lent to the students to read within the classroom with the help of a class monitor.

Commenting on the type of books she had read Mwape said:

In fact it is while I was at secondary school that I read a lot of books. I read books like Mills and Boons because they have these romantic stories and at that age those books were really interesting. Even now I still read them.

It should be noted that once the reading habit had been established, Mwape claimed to read almost every day; it became a hobby.

Similarly, John (Hillside) reported being involved in elaborate extensive reading activities while at school. He explained:

¹ Treasure Island was written by Robert Louis Stevenson

At primary school we used to have library lists. We had a very small library. At secondary school we still had library lists but you encountered different English language teachers. I don't think I was taught by one teacher for more than one year. And most of them encouraged you to read. I can remember one in particular taking us to the library to help us to select the books to read but in matric we had to do a book oral. We actually read six books by different authors and we were interviewed about the books we had read. We were also required to write a book review of the books but that is about as extensive as it should be.

In commenting on how often he read for pleasure while at school, he remarked:

I read every free moment we had. I was in a boarding school and I read during the one and a half hour break we had. During prep after finishing my work, I would read for an hour. Going to bed, I would read.

However, the experience about being initiated into a reading culture at an early stage at school is not shared with Erith (Hillside) who said:

I don't recall anything extra. In secondary school I remember that we read set books but I don't remember any reading programme or reading projects or anything like that.

In view of the evidence provided above, it is evident that whatever influence this participant had in connection with extensive reading is mainly attributed to the role of home environment with particular reference to the provision of reading material like children's classics by the parents in the home which were then accessed by the children and other members of the family.

Tracy (Hillside) acknowledges extensive reading activities at primary school:

Aah! I think beyond the class readers, there were always books in the classroom and it was encouraged and during the early stages the focus was just on mastering the reader and I don't remember being asked what I was reading in addition to that. I think probably they felt it was our parents' role they had to encourage reading. But certainly in Standard 2 and 4 there was encouragement to read.

Jenny (Protea) shared a common experience:

Aah! In Sub A and B I remember we had stories read almost on regular basis. Every day there was story time for reading and I remember that it was an enjoyable time. At my next school there was a similar time when the teacher used to read to us and I remember there was the most wonderful book called the 'Magic Tree' that was an absolutely brilliant book about these sort of people in a huge tree and we used to look forward to that lovely time because the book was such a wonderful book and the teacher read it nicely. In senior school we used to read; we had a reading list from our language teacher and there was

always a sense of competitiveness amongst us within the class as to how many books have you read, which one was an enjoyable one, may I borrow it sort of thing. So that is the way it worked.

Although Anna (Protea) does not recall extensive reading activities at primary school, she did experience them in secondary school. Outlining her secondary school reading experience she noted:

I do remember in secondary school we had to read a certain amount of books for pleasure and earn points for those.

Finally, Mary (Protea) seems to have gone through the same type of reading experience like Anna without being initiated into extensive reading activities at primary but secondary school.

Commenting on her secondary school reading experience she noted:

Aah! I don't remember anything at primary school but I had my own books at home. My mother took me to a public library where I borrowed more books. At senior secondary school there was a sort of book club where you were made to exchange books and read and write about them.

Generally, it appears as though all participants were exposed to reading for pleasure in varied ways either at primary or secondary schools. This was done by teachers encouraging the students to read, teachers narrating stories that they had read, the use of set books, book lists and awarding points to students for the amount of reading done. Notable differences are linked to the disparity that existed due to the difference in school facilities where black students seemed to have lacked access to library facilities in their primary and secondary schools whereas most of the white teachers acknowledged the existence of libraries in their primary or secondary schools. Erith (Hillside) said there was no library in her primary school but certainly thought her secondary school had one. Another difference between black and white participants is that the former had to switch to an additional language for extensive reading fairly early on whereas the white teachers did all their reading in their home language. Black teachers' experience to some extent was oral rather than written as evidenced by Lindiwe's account probably due to lack of books.

4.6. Library use

4.6.1. The role of library in promoting reading for pleasure

Commenting on the existence of library facilities in primary and secondary schools she attended, Nomvuyo (Mokoroane) said:

No, there was no library. We only read a few books which we were given by the teacher.

Providing information on the difficulties she encountered to get to the library when she was still at school, this teacher said:

Yes, there was a public library but in order for us to get there we had to get on a taxi. We only went there if we were given an assignment in Geography or History which needed research.

Nomvuyo indicated that she mainly read books which provided information for the research tasks set by her teachers that had to be carried out. She revealed:

In King Williams Town we only read those books which had information for the assignments that we were given. If I had a chance to read, I could read anything from romance to sports.

Lindiwe (Mokoroane) on the other hand, said there was no library in the village in the Eastern Cape where she lived.

However, Mwape (Mokoroane) recalled:

At that stage I did not know how to go about it. But eventually when I was in Grade 6 one of my friends took me to the library and I became a member. Thereafter, I went to the library once per week.

Giving information on library use, John (Hillside) said:

Yes we did belong to the Natal Society Library in Pietermaritzburg obviously as well as the school library. But I remember going to the Natal Society Library with my mother to borrow books because our school library did not have books which I found interesting.

John noted that he read books such as 'Hobbit' and 'Lord of the Rings' which he borrowed from the library.

Similarly, Erith (Hillside) read quite often and revealed that she belonged to a public library where she encountered biographies. Outlining her reading experience drawn from the library she remarked:

I remember becoming fascinated by things like biographies, true biographies otherwise no! I read a wide variety of books but I wasn't familiar with what were hot favourites by then. I don't think our library had those popular novels, aah! They did have popular novels but not the latest ones. I have never been a fan of science fiction; I always avoid them. I think I liked novels which had some truth in them.

Tracy (Hillside) had libraries in both her primary and secondary schools. She noted:

In primary school I visited the library nearly every day either to look for something or it was a place where we would go as little ones to do our homework. And towards the end of primary school I started going to the senior school and primary school library.

When asked whether her teachers administered a class library, Tracy (Hillside) said:

Yes, certainly in the junior school they did and there were always books we could borrow and we were always encouraged to read those and discuss them. In the secondary school I think the onus was more on us to go to the library to borrow books.

She read books such as 'Enid Blyton', 'Tracy', 'Hardy Boys' and many others that she couldn't remember.

Responding to the question on library use, Jenny (Protea) noted:

Yes, I was a boarder for 10 of my 12 years so I used the school library but during holiday times I remember going to the Community church hall, where there was a library, with my mother and taking books out there for holidays.

Apart from this Jenny visited the school library regularly:

In the primary school there wasn't a set period. We used to go there maybe once or twice a week at a time when we took a book out and in. And then in senior secondary school it was a boarding school and the library was on the premises and we could go and sign

books out and that happened after hours every afternoon. There was one of the nuns there at the convent so we could go and access a book whenever we wanted to.

Anna (Protea) recalled:

At senior secondary school we had an excellent library which was connected to the internet as well.

She regularly visited the school and public library where she used the children's section as well as the research section, especially at secondary school level.

Mary (Protea) also reported visiting the public library when she was still at school. She said:

Aah! I don't remember anything at primary school but I had my own books at home which I read. As far as I was concerned I had better books at home. My mother took me to a public library where I borrowed more books. At senior secondary school there was a sort of book club where you were made to exchange books and read and write about them.

The broad picture indicates that all of the white participants reported using the school library and public library. John (Hillside), Tracy (Hillside), Jenny (Protea) and Mary (Protea) acknowledged that their mothers were instrumental in initiating and encouraging their public library use by accompanying them to the library. On the other hand, Erith (Hillside) and Anna (Protea) reported the notable absence of any library facility in the primary schools they attended. Erith in particular could not vividly recall if there had been any in her secondary school either though she emphatically stated that there should have been one. A close examination of these two participants revealed that they were in the fifties which could imply that the facilities in their primary schools might not have been as fully developed as they were later when the other participants who were much younger went to school. However, both teachers acknowledged accessing public libraries in addition to Anna's secondary school library use. Anna is younger than Erith, which suggests that the availability of libraries in secondary schools could be linked to a time factor. The black participants' schools did not have libraries. The black South African participants' schools never had libraries because the apartheid political context never provided adequate funding or library facilities for black schools while white schools were allocated generous sums of money and good library facilities.

The evidence provided by Nomvuyo and Mwape from (Mokoroane) depicts that they were able to access a public library as provided in their responses to the question on the availability of a public

library. Lindiwe, however, did not use a library at all presumably because she is older than Nomvuyo, which could imply that black South African students during her time were not able to gain access to a public library or that the rural area in which she was brought up in the Eastern Cape did not have library facilities. It should be pointed out that it appears as if Nomvuyo and Lindiwe could not access a library at the primary and secondary school phase because they are black South Africans who would have attended schools classified as under privileged during the apartheid era, a period in which racial discrimination denied black students access to facilities like libraries while white students had plenty of facilities. However, it is quite interesting to note that Mwape, who did her primary and secondary school education in Zambia, also revealed that there was no library in her primary and secondary school but used some books that were kept in a store room by her teachers. Although she did suggest that she had been able to use a library, which I presume was a public library, she was not able to speak as confidently as the Hillside and Protea College teachers did about library use. This similarity in pattern could only suggest, in my opinion, the inadequate funding given to education in most of the underdeveloped countries on one hand and failure to recognise the importance of facilities like libraries in the education process, on the other.

4.6.2. Observation on library facilities

The observations conducted on libraries focused on school libraries at Mokoroane, Hillside and Protea, on the one hand, and two public libraries in Grahamstown, one of which is near to Mokoroane in the township, on the other. These observations were not elaborate because the purpose was to confirm issues raised by participants in connection with libraries at their schools viz. Hillside College library was depicted as well equipped, Protea College library not running properly and Mokoroane library poorly equipped.

I observed that Hillside College library seems to be well administered and effectively used by the students. The library appears to be manned by trained librarians who work closely with the teachers and occasionally liaise with Rhodes University library when students need research material which is not available in their school library. Students are accompanied to the library by their teachers class by class in addition to using the facility on their own during the scheduled time – 7.30 a.m to 8.00 p.m. The books seem adequate and students can use the computers within the library – about 10 – to surf the internet and access book catalogues. It is used as a resource

centre and place for social interaction as noted by one of the librarians. The posters on the doors and poster stands promote reading for pleasure.

Protea College library is not as well equipped as Hillside's. It is run by a member of staff from the English department who has a full teaching load. The library seems to lack the latest popular reading material for students as reported by research participants at the college but appears to have enough books which could be effectively used by students if a reading schedule was drawn up and strictly followed. It seems better equipped than Mokoroane's.

Mokoroane High School library does not appear to be in regular use because of two reasons: firstly, the library is used as a classroom due to a shortage of classrooms at the school. Secondly, the library is poorly equipped in terms of books and computers.

The two public libraries I visited seemed to be regularly used by students and adults in Grahamstown. I found students from primary and secondary schools reading in the library on their own. There were adults reading newspapers. They seem to be well administered although they lack the latest books and do not have adequate number of books given the large numbers of readers who are supposed to access them. Documents obtained from one of the libraries in the form of letters and a programme for library week celebration revealed the readers' appreciation of the library staff and activities aimed at the promotion of reading activities, respectively. These libraries are within reach of the schools as they are centrally located. One of these libraries is located near Mokoroane High School while the other is in the centre of town, which makes it easy for schools to transport their students there or for students to access them on their own. See appendices (ii), (iii), (iv), (v) and (vi).

Although the observations were conducted in one day and lasted about 1 hour at each of the library visited, I noted the following: Hillside College library seemed to be well run and equipped. Protea College library did not seem to follow a schedule for library use by classes but it is better equipped than Mokoroane library. Mokoroane library appears to be poorly equipped and not used as regularly as it should. The two public libraries are in regular use but would need more reading material given the large population in Grahamstown.

4.7. Teachers' current position in connection with reading for pleasure

Responding to a question on the current position in connection with reading for pleasure, Nomvuyo (Mokoroane) said:

I buy magazines like 'True Love', 'You', 'Drum' and sports magazines. I also buy 'Sunday Sun' every Sunday. Therefore, I read regularly. I like the stories in the magazines.

Nomvuyo recounted a story she read recently:

I read a story from 'Drum' magazine about a young lady who is an actress. This lady was shot by her boyfriend. She has completely changed now since she wears a napkin and has to be fed by her mother.

Lindiwe (Mokoroane) noted:

I read magazines, especially Christian magazines. I am selective now because I don't like what is in some magazines.

She noted 'You' and 'Drum' as magazines that did not interest her but favoured 'Soul' and 'Today', Christian magazines.

Mwape (Mokoroane) acknowledged scanning newspapers and reading 'Mills and Boons':

Uuh! I have said already that I read romantic books and books that have true stories.

She reported that she read selected portions of newspapers. Mwape noted reading textbooks for the B.Ed. course she was doing at Rhodes University.

Reporting on his current extensive reading practice, John (Hillside) said:

I am an English teacher but the kind of books I read are normally historical based fiction or often autobiographies because I am passionate about History. But generally speaking History books are what capture me most. I am currently reading Captain Scott's autobiography which is quite an interesting read.

Erith (Hillside) noted:

Aah! Now I do enjoy historical novels. I was a very bad History scholar at school. I feel there is a huge gap in my life of knowledge of History. I enjoy English classics because their use of English is very wonderful so I am still able to read them. But I also like to read contemporary African books and I like to read books that are going to teach me something.

She acknowledged reading magazines and newspapers:

I am a great fan of 'Fair Lady' because I find very interesting articles but they are not of academic weighting. I also read "Garden and Home' and if I buy a newspaper, I buy "Mail and Guardian' but they are quite expensive. I read 'Newsweek' in our own library but I don't read it cover to cover mainly economics. I am not interested in politics so I just glance through.

Tracy (Hillside) noted:

Aah! I enjoy a little bit of realism, I read a lot of Shakespeare and I read a lot of poetry. And also some non-fiction works usually about the natural world and I am interested in wildlife.

Commenting on reading newspapers and magazines, she said:

I do. I usually choose magazines because of crossword puzzles. It is usually a very light thing. I probably read one magazine per month. I find 'Fair Lady' quite good in terms of topical issues and I use it as a teaching resource as well, so I am always on the look out so I intend to keep up to date with magazines since they often provide stimulus material for teaching.

She noted that students were not interested in reading newspapers:

I think very few students read newspapers. You find perhaps more aware children or more academic children would read newspapers and have a grasp of current affairs but generally their understanding of the world is very limited. I think they read a lot of glamour type magazines and fashion, that kind of thing. What I try to do is to tap into those articles and have a look at them in terms of particular issues. There are children who read novels but I think they are in the minority. Although with the advent of book clubs so the children are beginning to tap into that so there is interest but unfortunately I think television and computer are more popular.

When asked to explain how a book club is administered she said:

Well it is because taxation on import duty and books in South Africa are very expensive people found out that they were being limited in terms of what they could get out of the library and from their personal spending they could not get books so they got together into groups where each one would give money to one person and he buys books in their genre of interest and each one of them would read the books. It is a money saving device and it also becomes a way of social interaction. It is often people you don't work with. Yaah! This is basically how it works.

Jenny (Protea) noted:

I do read for pleasure. Aah! For the last ten to twelve years I have been reading books to do with Psychology and leadership and personal-interpersonal relationship all of those sorts of things and Christian books. I find that I have a mixture of reading going on at once. Yaa! Books to do with boys' schooling. I have grown to a point where unless I hear from somebody that a book is really a brilliant read, I don't read it.

She added:

Uuh! I read some of the main articles in the 'Grocott's Mail' just to keep abreast with what is going on in Grahamstown. I read the 'Herald' by going through the headings and the 'Habitat' magazine and all magazines to do with house and garden. I kind of scan the articles and look for visual things.

Anna (Protea) reaffirmed what other white teachers had noted:

I belong to a book club so I read extensively. I read mostly English fiction and a lot of Christian fiction. I prefer something that is light-hearted rather than a heavy or rigorous novel.

When asked to elaborate how her book club runs she said:

I think our book club probably works differently because we don't actually read the same book. Each person adds five or six which they love to the whole pile of books and we read from the box and then share ideas or recommend books we have read to others and give a sort of summary.

Commenting on whether students wouldn't benefit from the concept of a book club, she said:

It depends on the school because at a boys' school boys don't read for pleasure so I don't think something like that would work at a boys' school.
She noted further:

I think girls are better equipped with language skills which cause them to be interested in writing diaries for instance and reading. Boys are more realistic they don't want to skate the world of fantasy, they would rather play a game like rugby.

Mary (Protea) said:

I like reading extensively books by Dick Francis. I read almost anything. I prefer crime fiction. I don't think I have ever read romance novels.

When asked whether she reads newspapers she remarked:

Aah! Very seldom actually. I sort of glance through newspapers like 'Grocott's Mail' which is about Grahamstown. But I buy newspapers which have cross word puzzles mainly.

The teachers reported reading for pleasure at varied levels. Notable differences were observed between black and white teachers and even within these categories. Overall, black teachers acknowledged reading magazines and newspapers. Whereas Nomvuyo reads 'True Love', 'You', 'Drum' and sports magazines Lindiwe reads mainly Christian magazines like Today and 'Soul'. Neither of them noted reading novels. Mwape mentioned that she scans newspapers and reads 'Mills and Boons' novels and textbooks for the Rhodes University B.Ed. course. If Mwape has continued reading 'Mills and Boons' novels, which she read whilst at school, does this suggest a lack of depth in her reading habit? She also did not make mention of specific newspapers or magazines that she read. All these are black teachers. All the white teachers acknowledged reading books. Five out of six reported reading magazines. Three teachers reported reading or scanning newspapers. John and Erith acknowledged being passionate about historical novels. John's other preferred form of literature is the autobiography. Erith revealed that she read the classics, a genre not mentioned by any of the other white or black teachers. A close examination of all the teachers in terms of age revealed that Erith was the oldest. Could this be the reason for her preference of the classics? Erith appears to be the only teacher who acknowledged reading 'Newsweek', magazines and contemporary African literature. She was the only teacher who acknowledged an interest in economics, which is her main reason for reading 'Newsweek'. Two white teachers preferred Christian literature as opposed to one amongst the black teachers. Tracy mentioned a preference for realism, Shakespeare and poetry. She also acknowledged that she read 'Fair Lady', which she found topical and useful as a source of teaching material, and books that were related to the natural world and to do with wildlife. Nobody else mentioned using magazines or newspapers as teaching resources. Tracy, Anna and Mary acknowledged either belonging to a

book club or spoke confidently about this concept. Contrary to this, not one of the black teachers acknowledged belonging to a book club or expressed awareness of such a reading concept. They did not even choose magazines specifically for cross word puzzles as Tracy and Mary noted. Not one of the black teachers mentioned preference for 'Garden and home' magazines while most of the white female teachers did. All in all, there seems to be more variety with regard to forms of literature read by the white teachers than black teachers. They also appeared to speak more confidently about their preferred genre than the black teachers, an indication perhaps that they are more grounded in reading for pleasure than the black teachers. See table 4.3.

Table 4.3: Sample of Teachers – Reading status & preferred reading material

Teacher's Name	School	Reading status	Race	Preferred reading material
Nomvuyo	MHS	R	Black	Magazines - True Love You Drum Newspapers- Sunday Sun
Lindiwe	MHS	R	Black	Christian magazine Today Soul
Mwape	MHS	R	Black	Newspapers Mills and Boons Textbooks
John	HC	R	White	Historical books Autobiographies
Erith	HC	R	White	Historical books Classics Contemporary African literature Magazines - Newsweek Mail & Guardian
Tracy	HC	R	White	Magazines - Fair Lady/ crosswords Realism Shakespeare Poetry Natural world literature
Jenny	PC	R	White	Psychology books Leadership books Personal/interpersonal relationship books Christian books Books on boys' schooling Newspapers - Grocott's
Anna	PC	R	White	Baby magazines English fiction Christian fiction
Mary	PC	R	White	Crime fiction Grocott's's Newspaper Magazines/crossword puzzles

Key:			
MHS	Mokoroane High School	PC	Protea College
HC	Hillside College	R	Current reading status - Reads

4.8. Teachers' beliefs about the value of reading for pleasure in second language learning.

The next theme that was considered was the teachers' beliefs about the value of reading for pleasure in second language learning. In responding to this issue Nomvuyo (Mokoroane) noted:

Reading for pleasure is very important and there is power in reading. I now know the power of reading because of ACE program I did at Rhodes University. Even my learners have benefited a lot from reading for pleasure, if you don't read how can you understand the books you are given in other subjects? I have organised a library corner where I display books so that the students can borrow and read in the classroom.

The value of reading for pleasure in second language learning was also mentioned by Lindiwe (Mokoroane) who said:

We did an action research last year in ACE at Rhodes University concerning reading so we implemented a reading programme. We collected newspapers, books and magazines and what I observed is that if you bring books to learners, they read. Reading helps learners in language acquisition as they become eager to read. I believe that if you bring reading materials to students, they start to read. They learn about things happening in other places and become motivated. They ask for more.

The views outlined above were shared with Mwape (Mokoroane) who said:

Reading for pleasure makes a learner to become interested in reading and they develop writing skills as well so it is very useful.

In addition to what has been reported above Mwape stated further that reading for pleasure greatly improves the general knowledge of the learners.

Extensive reading was viewed as pleasurable and satisfying by John (Hillside) who remarked:

Reading can give you the utmost pleasure or the utmost satisfaction for completing a book. Aha! It is more stimulating than television that is why people are often misled to believe that television is more entertaining, it is not. Reading is more stimulating and it makes the mind grow, it helps vocabulary and it helps one get the full grasp of English language. It is also as far as I am concerned the basis of all education. The basis of all learning without reading, I don't think people will get very far in their education.

Similar observations have been made by Erith (Hillside) who indicated:

As an English language teacher I think that it is invaluable. I think that reading for pleasure is a wonderful way to relax and it is a wonderful way to pass time. But that is particularly for someone who doesn't enjoy computer games and the things which the kids do. But I also think that they learn a lot. Over and above all that I think the kids' use of English would be much better. They can't spell, their sentence structure and vocabulary is becoming more and more limited because they are not seeing, and they are not seeing the written word. And now the use of SMS and text messages and e-mail which is a very

stunted form of writing and it is starting to reflect in their work. My encouragement to them is to read.

She further noted that extensive reading should be encouraged in the first language in order for students to develop a culture for reading, which they can utilise in second language learning. The threat posed by technology to extensive reading as more students develop interest in computer use was also mentioned.

Tracy (Hillside) echoed the same perspectives about the value of reading for pleasure.

Responding to the question on the issue at hand, she replied:

I think it is absolutely essential for a number of reasons. I think that it helps with creativity and experience of other worlds being able to grapple with something that is not happening to you and to be able to engage with characters that are similar to you or very different to you and trying to work out where you are in relation to those particularly on ethical issues. Aah! Also the experience of other worlds, geographically. I have just taught a novel set in the Amazon and we have just had a wonderful experience with children learning about a very foreign place and very foreign animals and also learning about cultures of people who lived there so I think that it is invaluable.

Similarly, Jenny (Protea) said:

It is one of the most marvellous things one can do. In this rushed world of ours where television happens so quickly and if you can supposedly soak yourself with some information via the television it is not the same. Reading has some wonderful calming effect on a person because of the length of time it takes to do that activity; it is almost as if you are feeding yourself on a very personal one to one thing. Uuh! Yaah! I regard it as something that sort of feeds in a more precious way than the other media do.

Reading for pleasure is viewed as valuable by Anna (Protea) who remarked:

I believe it is excellent and I believe that it is a value that is instilled by parents at a very young age and if it isn't done I don't think you will be able to force them to acquire a passion for reading later on. I think it is a parents' job to encourage children to read by reading to them at a very young age.

Having been requested to make further observations about the value of reading for pleasure in second language reading, she noted:

If teachers realise what impact reading has on the rest of your language skills, if our boys can't read, they can't spell, they can't express themselves verbally so they struggle with every other subject and I don't think people realise the extent of you know the benefits of

reading from a young age. And we have problems with our second and third speakers of English language because of reading. They will be able to improve their marks in every subject if they made a concerted effort to read more and to speak the language more. They don't seem to want to read. There is definitely a connection between boys and girls and their love for reading. I have spoken to teachers at another school as well; boys don't really want to read. We can't pin point why and if you look at their marks, they tend to be lower than the marks for the girls in English language.

The significance of reading for pleasure to second language development or learning has been stressed by Mary (Protea) who agrees with the other participants cited above:

I think it is immeasurably valuable. I do promote it. But I think that there is a problem in South Africa generally. The huge population of our youth in South Africa are functionally illiterate. They may appear as though they are reading but if you ask them a question, they won't answer it. It is not a sort of problem which can't be solved overnight when somebody is already 16 years. It needs to be tackled by as early as grade 3 or 4. Furthermore, boys don't seem to be as avid readers as girls are. I have got a couple who are battling with reading. Most of our students learn English language as a second or third language so reading is a very big problem for them. They don't understand English.

When Mary (Protea) was asked to review the observation made by other participants who stated previously that reading was a cultural element and the home environment played a vital role, she remarked:

Yaah! I think it is very much a socialization process. When I was doing my Masters I was helping one of the lecturers who was looking at reading as a cultural process. We interviewed a lot of people who were able to narrate stories which had been passed on to them but found reading difficult. Reading was not promoted so those boys struggled to read.

Both black and white teachers acknowledged the importance of extensive reading in second language learning. Nomvuyo said that reading for pleasure was important. She noted further that there was power in reading and that understanding of books in other subjects was dependent on reading for pleasure. Lindiwe said reading helped learners to acquire language in addition to learning about things happening in other places. Reading for pleasure increases interest and develops writing skills. John said that reading for pleasure is stimulating and gives the readers utmost pleasure while on the other hand making the mind grow, helping with vocabulary development and enabling learners to have a full grasp of the English language. He added that it is the basis of all education and without reading for pleasure nobody can go far in their education. Erith shares the same views by noting that it is the most wonderful way to relax, invaluable and improves spelling as learners see the written word. Tracy views extensive reading as absolutely

essential, as a means of promoting creativity and being able to experience other parts of the world. Similarly, Jenny thinks it has a calming effect as it makes readers feed themselves on a one-to-one basis. She depicts reading for pleasure as one of the most marvellous things. A new dimension is added by Anna to the perspectives of other teachers by noting that it is a value instilled by parents at a very young age and if not done, it is difficult to force children to acquire a passion for reading later. She adds that it has great impact on the rest of language skills which in her own opinion is not realised by teachers. Girls are portrayed as better readers than boys; a view shared by Mary who cites more outstanding performance by girls as evidence for this contention. Giving the reason for this difference, Anna said boys don't want to skate the world of fantasy but would rather play rugby. Anna mentions boys' inability to spell, failure to express themselves verbally and their struggle in other subjects as evidence to this claim. Second and third language learners, in Anna's view are the most affected. Mary thinks that most of the youth in South Africa are functionally illiterate and the problem should be tackled at Grade 3 and 4 instead of waiting until learners are 16 years old. She also observed that in a research that was conducted the boys who were interviewed could narrate stories more effectively than read which confirms the observation I made earlier in this research that blacks stress oral literature more than written literature perhaps because of failure to either buy books or because of lack of appreciation for the written form of literature. Finally, Mary stated that reading for pleasure was a socialization issue, which according to the findings of this research appear to be encouraged more by whites than blacks. However, both blacks and whites in this research have been able to depict reading for pleasure as invaluable.

4.9. Factors which have influenced teachers' beliefs on the value of reading for pleasure in second language learning.

The participants put forward several factors as having shaped their beliefs on the value of reading for pleasure or extensive reading in language learning. Nomvuyo said:

It is only Rhodes University that has made me realise the importance of reading for pleasure. I make my students to review books orally after they have read them in order to encourage them to read for pleasure. They also write about the books.

The factors which influenced Lindiwe (Mokoroane) included her primary school teacher who exposed her to Xhosa readers, a strong desire to be literate and the role of the ACE, which she had done at Rhodes University.

Mwape (Mokoroane) reported similar views as the other black participants. She noted that she had been influenced by her interest in reading, which developed in the higher primary school and the ACE course she did at Rhodes University.

Participants drawn from Hillside College and Protea College acknowledged that their upbringing shaped their beliefs about the role of reading for pleasure in second language learning. John (Hillside) for instance said:

I would say it is my upbringing. My parents promoted reading and my grandfather was a student of English language and was always reading. And it is also to do with my personal interest and the only way to learn is to read.

The factors which Erith (Hillside) attributed to shaping her beliefs were as follows:

Yaah! I think my mum used to read to me and I think there were books at home so we always read. I also had very good English language teachers who encouraged reading and they were enthusiastic and supportive. I think that must have influenced my beliefs about reading.

Responding to a question on the factors that influenced her beliefs about the value of extensive reading in second language learning Tracy (Hillside) said:

I think the formative years were absolutely essential. Always having books around to read or parents or siblings who always read. It was also encouraged at school so there was affirmation there of it being an activity which was a good one to embark on. Yaa! And also just the genuine pleasure that I derived out of this activity in terms of learning and just experience. I think my siblings played a role in encouraging me so I was always keen to move on to the next stage and catch up with them. My brothers also used to read to me as a child as I mentioned earlier. My parents and grandparents were very much part of my life.

Jenny (Protea) outlined the factors that influenced her beliefs as:

Yaa! Undoubtedly the fact that I grew up in a family where reading was encouraged and valued influenced me greatly. My father was an avid reader and it was one of the activities we did in the evening. We did not have a television on the farm when I was a child so reading and playing cards such kind of things we used to do. All of us, six of us at times would be reading. It became a happy intimate family lovely time. I think perhaps another factor is that because of good teaching that one had right from the start and that sort of love for reading that I became an addict reader so the process of reading is an easy one therefore it is not a kind of burden to have books and reading as part of my life for most of people it is.

The role of home environment was also acknowledged by Anna (Protea) as having been crucial in shaping her beliefs about the value of reading for pleasure in second language learning. Giving details on the factors that were at play with this regard, she noted:

I think probably in my own home by being read to at an early stage and having parents who both love reading and having been exposed to books at a young age and having acquired a love for reading that sort of endured. I don't think my experience at primary and secondary school had anything to do with my love for reading.

Finally, Mary (Protea) outlined the factors which influenced her beliefs as follows:

Aah! As I said my mum did read to us which certainly sparked my interest in reading. I love reading a lot, maybe it is a personality issue. There wasn't much reading at primary school but at high school my teachers inspired me and they were always enthusiastic about books. Yaa! Enthusiasm from outside does certainly promote something.

The teachers' beliefs have been shaped by various factors which are largely patterned along the racial divide although there are exceptions with regard to themes that apply to both categories. Black teachers' beliefs appear to have been influenced by professional training, in particular the ACE undertaken at Rhodes University. Nomvuyo has acknowledged the role of this course in shaping her perspectives about the role of extensive reading in second language learning. This course has been done by Lindiwe and Mwape as well, therefore, it is logical to suggest that they have been influenced in a similar way. In addition to this they have acknowledged introducing an extensive reading programme in their school whilst doing the ACE which is indicative of the influence of professional training. Other factors which apply to both whites and blacks are the role that the teacher plays and personal interest. Lindiwe and Mwape acknowledged the role of their teachers in encouraging them to read. Likewise, John, Erith, Tracy and Mary, amongst the white teachers, noted the role their teachers played in motivating them to read for pleasure. Mary added another dimension to the role that the teacher plays by focusing on the enthusiasm that a teacher showed as having influenced her, a view shared with Jenny who said a teacher's attitude rubs off onto their students. Lindiwe mentioned the desire to become literate and her redeployment from teaching Mathematics to English as the significant factors that triggered her interest. Tracy and Anna noted acquiring genuine pleasure derived from reading, which endured. John, who is white, noted personal interest like Mwape as having been inspirational in sparking his interest. In addition to this, he was influenced by his mother who read to him, an experience shared by the other white teachers. The impact of the home environment, of which the mother is part, on children's views about extensive reading is revealed by Jenny's response, 'All of us; six

of us at times would be reading. It became a happy, intimate family lovely time.’ Contrary to this, not one of the black teachers acknowledged their mothers reading to them during their formative years. Given this disparity, would it be logical to attribute the gap between black and white teachers with regard to extensive reading experience to this factor? Provision of books or reading material by parents is another factor that applies to whites only, further widening the gap. However, Nomvuyo acknowledged accessing her brother’s books but the amount of books indicated does not compare favourably with the thousands acknowledged by the six white participants. Erith, however, is an exception in this case as she said that her parents could not afford to buy her plenty of books. Role modelling has been acknowledged by Lindiwe, Mwape, John and Jenny as significant in terms of shaping their beliefs. This factor seems to apply to some blacks and whites. It is apparent from these views that there are similarities and differences between black and white teachers in connection with the factors which influenced their beliefs.

4.10. Conclusion

The themes that have emerged in this data analysis chapter are linked to race issue namely; black and white. This is largely due to the historical and political context of South Africa with regard to the Apartheid era during which the participants, except Mwape who originates from Zambia, were educated. Apartheid was a political system that encouraged racial segregation, which in turn impacted on the type of school one went to. The three school categories noted earlier, Private, Former model C and former DET should also apply to the teachers who participated in this research as they were educated within this environment. Whereas white schools were adequately funded and coloured and Indian schools were fairly funded, black schools were to the contrary poorly financed which in turn was depicted in the inadequate facilities synonymous with such schools. White schools on the other hand had excellent facilities. The Zambian teacher also by virtue of being black seems to have been subjected to the same conditions of coming from an impoverished background.

This status quo has been maintained since the black teachers still teach in the black schools while the whites teach in private or former model C schools.

Reviewing the themes of the research, home environment is noted as a major issue in initiating the reading experience of the white participants. This took the form of mothers reading to their children during the formative years, parents providing reading material and giving children books as presents for outstanding performance or conduct. Contrary to this, black participants’ mothers

never read to them. They were not provided with books or reading material and two out of three did not receive books as presents. This could have been due to lack of appreciation for role of reading in second language learning or poverty. Although traditional oral literature seems to be more dominant amongst blacks some two white participants acknowledged listening to stories as opposed to the three blacks who noted storytelling as having been a dominant feature in their childhood. Both white and black participants said their beliefs about extensive reading had been influenced by either primary or secondary school although facilities were still a key issue. Teachers were noted to have encouraged reading for pleasure in either primary or secondary schools. However, teachers' narrating stories to students or restriction on reading material use noted in failure to allow students to take books home in black schools portray an inadequacy in the number of books available. On the other hand, white participants acknowledged book lists, set books and ample books in their school used by their teachers and availability of libraries with only one exception of the oldest teacher, Erith who could not remember the existence of one in her school. The black teachers acknowledged the absence of libraries in their school, a factor attributed to apartheid for Nomvuyo and Lindiwe and inadequate funding in Zambian schools in Mwape's case. Both black and white teachers said that they still read for pleasure. Examining their responses, it was evident that while black teachers mainly reported reading magazines and newspapers white teachers read a wide range of literature: magazines, newspapers, novels and historical books. They were able to state that they read classics, autobiographies, poetry, contemporary African literature, psychology, Christian books and books based on personal-interpersonal relationship. Although Nomvuyo and Lindiwe mentioned the types of magazines and newspaper they read, they did not mention any novels. They could be reading textbooks for the B.Ed. course they are doing at Rhodes like Mwape noted but it looks like their reading material is limited. On the other hand, Mwape mentioned that she reads 'Mills and Boons', however it is the same series of novels that she read during her childhood. This disparity in amount of reading material may suggest an appreciation of books by whites on one hand and a lack of passion by blacks for reading on the other since both categories of teachers now belong to the middle class which rules out the finance issue.

Both white and black teachers noted the significance and value of reading for pleasure in second language learning. Benefits that were associated with extensive reading were as follows: language skills, spelling, vocabulary, increased reading interest and general knowledge about the world. Mary and Anna thought that girls were more interested in extensive reading than boys. Erith suggested that extensive reading should be encouraged in the first language before switching to

the second language. She also expressed concern about the technology war that is likely to replace reading if measures are not taken to continue promoting reading for pleasure.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter will restate the research goal and give an overview of the data generated in the light of literature reviewed. Particular attention will be given to central issues namely, differences and similarities between white and black teachers in terms of their beliefs on the role of extensive reading in second language learning and factors which have shaped them. Thereafter, the focus will shift to the conclusions that have been drawn in connection with the research question, limitations and suggestions for further research.

5.2. Discussion

The discussion is a pulling together of threads into an argument that draws things to their conclusion, not a repetition of what has gone before. The research set out to explore teachers' beliefs about the role of extensive reading in second language learning'. The assumption underpinning this research is that extensive reading results in second language acquisition or learning. In Chapter 2, research was reviewed which provides support for this assumption. The discussion focuses on significant patterns which have emerged in teachers' beliefs about the role of extensive reading in second language acquisition.

5.2.1. Teachers' beliefs about the extensive reading gains

It is interesting to note that the findings of my research revealed that all nine teachers interviewed - white and black - believe that extensive reading is invaluable and enhances numerous second language skills: the gains all the participants seem to suggest explicitly or implicitly are enhanced reading skill (Smith, as cited in Nuttal, 1996), writing (Sayler, Janopoulus, Kaplan and Palhinda as cited in Krashen, 1993), vocabulary (Day & Bamford, Grabe, Nation as cited in Powell, 2005), spelling (Meyers, 1998) and grammar (Prowse, 2006).

These views accord with those of researchers referred to in Chapter 2.

5.2.2. Factors which have influenced teachers' beliefs.

5.2.2.1. The role of home environment as part of early life influence

5.2.2.1.1. Parents' role in reading to children

Generally, white participants seem to have been influenced by their parents, particularly mothers who, exposed them to extensive reading when they were still very young by reading to them unlike the black participants who never had this experience at all (Zeece as cited in Dulac, 2006). For instance, John (Hillside) noted that his parents groomed him to realise that reading was significant and should become a daily habit. However, one white participant, Erith (Hillside) who is the oldest could not recall whether her parents read to her or not although she said they should have.

The implication of parents' or mothers' role in reading to their children is that as much as it marked the beginning of white participants' early influence on their beliefs, blacks' early influence had to be sought elsewhere. Commenting on the role of parents or family with this regard, Powell (1995) argues that the family is one of the major factors responsible for developing a child's emerging literacy skills. Borg (2005) echoes similar views by indicating that a lot of learning that influences teachers' beliefs takes place outside the school initiated by family, parents or other important people. Furthermore, it seems as if black participants lagged behind with regard to extensive reading from early foundation stage due to the absence of parents' role. On the other hand white participants' extensive reading was kick started by the family hence creating a gap that never seemed to be narrowed. This difference extends into the participants' current lives: whereas three white teachers were members of book clubs none of the black teachers mentioned this.

5.2.2.1.2. Exposure to stories by parents or grandparents as part of early life experience-oracy

Whereas four out of six white participants never acknowledged listening to stories narrated by grandparents two out of three black teachers did. It would be logical to argue further that the third black participant probably listened to stories as well since this is a popular aspect of African culture. Exposure to storytelling marked the beginning of early oral influence on black participants' beliefs yet for the two white teachers who noted listening to stories it might simply

have strengthened the already established beliefs about the value of storytelling (Phillips, 1999). Mallan (as cited in Phillips, 1999) acknowledges that story telling is a social encounter with oral narrative. If early experiences strongly influence final judgements, which in turn become theories that are highly resistant to change, in the same way it would be logical to argue that storytelling exposure may have shaped the beliefs of black participants.

5.2.2.1.3. Provision of reading material as part of early life experience

Research indicates the importance of parental influence on reading (McConnell and Rabe, 1999). However, in this study this was only true for the white participants'; black participants largely never had this experience. This disparity, it would seem, may be linked to the black participants' impoverished background on one hand and educational level of the parents on the other or lack of appreciation for reading. Some of the white participants like John (Hillside) attributed the presence of thousands of books to his parents' profession (teaching). However, it should be noted that only Erith (Hillside) acknowledged inadequate books amongst white participants due to her parents being poor but interestingly they were able to acquire a set of encyclopaedia, which is not the case with black participants who attributed absence of books to impoverishment. Nomvuyo (Mokoroane) is the exception amongst blacks who noted accessing her brother's books. The implication of this is that historically black South Africans have experienced greater impoverishment than white South Africans. This has determined their access to books and may have influenced the value they attach to them. White South Africans may purchase books even when their resources are scarce.

Being given books as presents or awards for outstanding performance constitutes another form of exposure to reading for pleasure (Nisbet and Ross as cited in Pajares 1992), which had an impact in shaping the beliefs of white participants unlike the black teachers, except Mwape (Mokoroane). The acknowledgement by white participants of the value they attached to these books in sparking their interest in reading for pleasure is not shared with the black teachers. Furthermore, I would argue that the lack of depth and variety in the choice of black participants' current reading revealed by this research could be attributed to the fact that whites acquired passion and value for reading which was inculcated younger and has endured much longer than black teachers'. See Table 4.3. Erith (Hillside) for instance noted that being given a treat in form of books motivated her to read.

5.2.2.2. The role of school in influencing teachers' beliefs

The beliefs of both white and black participants appear to have been influenced by their school experiences in different ways although there are some similarities. Nisbet and Ross (as cited in Pajares, 1992) note that early experiences strongly influence final judgements, which in turn become theories or beliefs that are highly resistant to change. Whereas in the case of white teachers, school can be viewed as an extension of the extensive reading they had done in the home environment, black teachers' foundation was laid by the school, marking their first encounter with reading for pleasure. This was noted by Lindiwe (Mokoroane) who recalled being motivated to read by her standard 5 English Language teacher.

It should also be mentioned that whereas school worked hand in hand with parents, particularly mothers in promoting reading for pleasure in the case of white participants, on the contrary the parents' role for black participants was played by the school (Trotman and Kerr as cited in Smith, 2005). Tracy (Hillside), for instance, noted that it was the parents' role to encourage reading in addition to acknowledging that her grade 2 and 4 teachers promoted reading for pleasure. This implies that black participants' value for reading lacked home environment support to cement it and enable them to acquire passion for reading like their white counterparts.

Unlike white participants, who noted varied approaches utilised by their teachers such as use of class sets, book lists, being awarded points for the amount of reading done, black participants either listened to stories narrated by teachers on the books they had read or accessed books which could not be taken home, in some cases. However, both black and white participants recalled being encouraged to read for pleasure by their teachers. White participants continued to read in their first language at school whereas black participants started to read in their first language, Xhosa in the case of Nomvuyo and Lindiwe or Bemba for Mwape before switching to reading material written in English which they learnt as a second language. This as well should have disadvantaged the black participants as they had to grapple with comprehending books written in another language considering their low competence level at such a stage.

The only similarity both white and black participants seem to share with regard to school experience is being encourage to read by their teachers. However, it should be mentioned that even in this case, differences would still be noticed as the teachers' role appeared merely to

confirm that reading for pleasure was important to white participants given their strong home influence yet for black teachers it marked the first insight into reading's role in second language learning process which may not have made a great impact due to lack of reading material evidenced by teachers narrating stories they had read to students or reading to them. Furthermore, I would argue that the school's role for black teachers was what the mother's role was for white teachers in promoting early exposure to reading for pleasure.

5.2.2.3 The role of library in influencing teachers' beliefs

Exposure to libraries was another early life influence on teachers' beliefs. Whereas white participants had access to library facilities in either primary or secondary school, black participants never had any libraries at all, a factor which constitutes another form of apartheid legacy. Although Nomvuyo and Mwape (Mokoroane) acknowledged accessing public libraries, they did so without noting regular use like their white counterparts had done. Nomvuyo, for instance, needed a fare for transport to get to one, which suggests that she could not easily access the public library. On the contrary, white participants reported being taken to public libraries by their mothers, another factor which in my own opinion demonstrates white parents' involvement in their children's early literacy development. In addition to this, it also helped to make their children realise the importance of reading during childhood, an impression which seems to have remained unaltered. Nisbet and Ross (as cited in Pajares, 1992) concur with this claim by noting that early experiences strongly influence final judgements, which in turn become theories or beliefs that are highly resistant to change. Trotman and Kerr (as cited in Smith, 2005) also agree with this contention and state that instances in teachers' school lives that occurred in school or formal 'home' school experiences are a source of their beliefs about pedagogy. Borg (2005) argues that many teachers' beliefs come from personal experiences as a learner, or to use Lortie's much quoted term, from "apprenticeship of observation"

It is evident that early school life experiences influenced teachers' beliefs as revealed by their responses and literature on this matter (Johnson as cited in Borg, 2005).

5.2.2.4. The role of formal training in shaping teachers' beliefs

Unlike the black teachers, who acknowledged that their beliefs about extensive reading were largely shaped by their formal training, white participants never attributed their influence to

formal training. In particular black teachers cite the ACE course which they did at Rhodes University as having been crucial in making them realise the importance of extensive reading in second language learning. For instance Nomvuyo (Mokoroane) noted:

I understood the importance of extensive reading at Rhodes University. In this ACE course we were given ii-books to read like 'The cry of Winnie Mandela', 'Romeo and Juliet' and others. Everyday after half past four we would read. It has helped me very much to understand and appreciate the importance of reading. I then came and introduced this strategy to my learners. This year a number of learners have already completed reading four books.

Lindiwe (Mokoroane) also acknowledged that a research project she had done in ACE made her realise the importance of reading in second language learning and notice how much students who had been exposed to reading valued this practice. These views were shared with Mwape (Mokoroane) who acknowledged being influenced by ACE course as well.

This does not seem surprising given the black participants' absence of strong home environment exposure to extensive reading and the lack of reading material or libraries in their schools. I would further argue that embarking on establishing an extensive reading programme after exposure to ACE despite having taught for many years also lends support to the contention that this course was crucial in shaping the beliefs of these teachers about the issue under consideration.

On the other hand white participants never acknowledged the impact of teacher education in shaping their beliefs on the role of extensive reading may be due to the fact that they had already established strong beliefs as a result of home environment and to some extent the school role.

The responses of the black teachers as noted above appear to strongly indicate that formal training influenced their beliefs about extensive reading role in second language learning. On the contrary, Lortie (as cited in Borg, 2005), notes lack of dramatic change in teachers as a result of pre-service training; he sees no evidence of transition from the perceptions of a "naïve layman" to those of a professional. But my research has revealed that formal training seems to influence teachers' beliefs as evidenced by the influence of ACE course on three black teachers from Mokoroane High School. These teachers did an ACE course, which in turn made them realise the importance of extensive reading in second language learning. Furthermore, I would argue that these black teachers did not have as much exposure to extensive reading prior to embarking on this course as

their white counterparts, hence the contention that formal training in this case appears to have been instrumental in shaping the beliefs of these teachers. I am also aware of the fact that the sample of three teachers on which this claim has been based may be viewed as too small to warrant such a conclusion but this is a case study whose dominant feature is the small size of sample utilised in understanding a given phenomenon. Torres (2005:1) agrees with the claim that formal training influences teachers' beliefs by noting thus:

What teachers believe and how they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge. Consequently, the relevance of beliefs in teaching is that they inform what and how teachers teach, an influence that often derives from their experience as students as well as from their formal training.

Problematic as formal training is viewed in shaping teachers' beliefs, this research and literature examined seems to indicate that it played a significant role in influencing the black teachers' beliefs.

5.3. Conclusion

The findings of this research are that both the white and black teachers in the study believe that extensive reading results in enhanced language skills.

In considering factors which influenced teachers' beliefs, the home environment seems to have been a dominant factor amongst the white participants unlike black participants. This took the form of mothers or parents reading to their children, provision of reading material in the home and giving books to children as presents. Contrary to this, black participants were never read to by their mothers, there was a complete absence of books in the home except one who had access to her brothers' books, and largely no books received as presents. Whereas, the first form of early life experience impacting on black teachers' beliefs took the form of storytelling, only two of white participants acknowledged exposure to stories. However, it should be noted that black participants' limited early exposure to extensive reading appears to have its roots in their impoverished background and to some extent culture as well. The role of the school in shaping teachers' beliefs varied greatly. White participants acknowledged a wide range of approaches, such as use of set books, book lists and being awarded points for the amount of reading done. Black participants, on the other hand, only noted being read to by their teachers, a factor which denotes inadequacy of reading material instituted by the apartheid government. Similarly, only

two white participants reported listening to oral stories. This disparity in reading material has its roots in apartheid as indicated earlier with regard to South Africa. In the case of Mwape (Mokoroane) the Zambian, it suggests insufficient funding allocated to education by the Zambian Government. Whereas white participants acknowledged accessing a library in either primary or secondary school, two black participants only recalled visiting a public library, although for one of them accessibility could not be guaranteed since it depended on whether she had money for transport or not. Lindiwe (Mokoroane) never used either a school or public library at all. In the case of the two black South Africans, this suggests the absence of libraries in most parts of the country where black people lived or inaccessibility of such facilities where one existed, a problem that has persisted up to modern day South Africa. However, I should point out that I am aware of efforts being made to redress this situation.

Finally, all black participants acknowledged their beliefs being influenced by formal training; the ACE course which they had done at Rhodes University. Even though literature reviewed notes that there is a school of thought which indicates that formal training does not influence teachers' beliefs, this research appears to suggest that it shaped the black participants' beliefs (Torres, 2005).

5.4. Limitations

Considering the fact this research is small in scope since it is a half thesis M Ed (ELT) study, it has some limitations which need to be highlighted: firstly, inability to conduct observations of teachers' practice to find out whether their beliefs correspond with practice and a detailed observation of library use by students rank amongst some of the limitations of this research. Secondly, if more biographical data on the teachers had been collected, it would have been possible to explore differences amongst white teachers, which were apparent. Finally, there was no attempt to triangulate the findings rather validity principles were adhered. Triangulation of data was limited; rather validity principles were adhered.

5.5. Recommendations

This research is limited in scope, therefore, no attempt has been made to generalise the findings. However, suggestions are made as follows: firstly, it would be beneficial to include a component on extensive reading in teacher training courses so that teachers would gain insight into this issue

and in turn provide direction to students with regard to reading. This is especially important for teachers who have not had first hand experiences of reading for pleasure. Secondly, although attempts are made by teachers such as Mokoroane teachers who appear to have been influenced by the ACE course to promote reading for pleasure, provision of adequate reading material and establishment of library facilities run by trained librarians need to be addressed swiftly if second language learning is going to be facilitated by extensive reading as this research seems to indicate. I am aware of the South African Government's efforts to redress the legacy of apartheid vis-à-vis funding and resources connected to reading; accelerating the pace at which this issue is going to be implemented would enhance second language learning by making it a pleasurable process as suggested by this research. It would be interesting to conduct research specifically on the influence of the ACE course to find out its impact on extensive reading. Finally, it would be interesting to do more research on learners and middle class black parents and teachers to see if things are changing with regard to extensive reading.

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APPENDIX 1

Rhodes University
Education Department
P.o Box 94
Grahamstown
2nd July 2005

To whom it may concern

Dear Sir

Re: Permission to conduct a research at your school

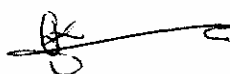
I am writing to request for permission to conduct research at your school. The purpose of conducting the research is to enable me fulfil the requirements of M Ed (ELT) half thesis at Rhodes University. The research question is 'What are teachers' beliefs on the role of extensive reading in English Language learning?' The research will commence as soon as the teachers have suggested the convenient time and venue.

The above named research will be conducted in three schools: A private school, a former Model C school and Former Department of Education and Training school. I will require three English Language teachers who are handling grade 10 classes to participate in an interview which will last for 1 hour.

I will adhere to ethical principles by ensuring that the name of the school and teachers remain anonymous. The teachers who will participate in the research will be availed the transcribed copy of the interview to confirm the validity of their response to the questions administered.

I hope to hear from you.

Yours faithfully



Gilford Kajinga

Rhodes University
Education Department
P.O.Box 94
Grahamstown
4th July 2005

To whom it may concern

Dear Sir

I am writing to request for permission to conduct research at your school. The purpose of conducting the research is to fulfil the requirements of the M Ed (ELT) half thesis at Rhodes University. The research question is 'What are teachers' beliefs on the role of extensive reading in English Language learning?' The research will start as soon as a schedule has been drawn with the teachers involved in the study.

The above named research will be conducted in three schools: A private school, former Model C and former Department of Education and Training school. I will require three teachers who are handling grade 10 English Language classes to participate in the research. The interview will last for 1 hour. The interviews will be conducted during the teachers' free time so that lessons are not interrupted. Students will not participate in the research.

I will adhere to the ethical principles by ensuring that the name of the school and teachers remain anonymous. The participants will be availed interview transcripts to verify the validity of their response to the questions administered.

Yours faithfully


Gilford Kajinga

P.O.Box 94
Grahamstown
1st February 2006

To whom it may concern

Dear Sir

Re: Research conducted at your school

I am writing to thank you for allowing me to conduct research at your school. Please convey my gratitude to the teachers who were involved in my research on 'The role of extensive reading/reading for pleasure: What are teachers' beliefs?'

The above named research is now complete. I would also like to congratulate you on your good results in the Matric examinations.

Yours faithfully



Gilford Kajinga

APPENDIX 2

Pilot interview

Semi-structured interview

M Ed (ELT) Half Theses

Research question: What are teachers' beliefs on the role of extensive reading in English as second Language learning?

I'd like to ask you some questions about extensive reading. Extensive reading is much the same thing as reading for pleasure. I am interested in hearing about your life experience of extensive reading or reading for pleasure, from your earliest years when your family members may have read to you or told you stories. If you are ready I would like to start asking the questions.

1. **Personal history:** How would you describe your personal history and upbringing with regard to reading for pleasure or extensive reading from the time you were young? Could you explain when you first learnt how to read and what was your parents' or guardians' approach to reading for pleasure/extensive reading when you were young? Could you give me more information on the kind of reading material you were exposed to during the early stage?
2. **Reading at school:** Where did you do your primary and secondary education? If there was any strategy or approach to reading for pleasure/extensive reading in the primary and secondary schools you went to as a student what was it? Did the primary and secondary schools where you were educated have a school library or public library? Could you explain how often you used the school or public library and whether you read for pleasure while you were at primary or secondary school?
3. **Professional qualifications:** What are your professional qualifications? Could you tell me where and when you did your professional education? If you were exposed to any strategy or approach to reading for pleasure/extensive reading during professional training what was it?
4. **Teaching history:** Could you mention the various schools where you have taught and the dates when you were there? From what you remember what subject (s) did you teach at these schools and was English Language taught as first or second language? Did the various schools where you taught have a school library/public library and how often did

the students borrow reading material? If these schools had a policy with regard to reading for pleasure or extensive reading what did this policy state?

5. **Reading practices at your current school:** What grade do you teach at your current school and is there a library or you depend on the public library? Could you explain how often your students borrow reading material and what kind of reading material they read? In case your school or department has a strategy or policy used to monitor the students' progress in reading for pleasure/extensive reading what is it?
6. **Their beliefs about reading for pleasure/extensive reading:** How could you describe your beliefs on the role of extensive reading/reading for pleasure in English as second language learning?
7. **Possible influences on their beliefs about the role of extensive reading/reading for pleasure:** In case there are any factors which have influenced your views about the role of extensive reading/reading for pleasure in English as second language learning could you mention them?
8. If you still read for pleasure/extensive reading what type of reading material do you read?
9. Is there anything else you want to tell me about reading for pleasure/extensive reading which has not been discussed?

Thank you very much for the fruitful discussion we had. I hope to approach you again if there is any more clarification to be made.

Pilot Interview Transcript: Betty

Betty1: Ah! Do you want me to talk about when I was reading when I was a child? Do you want to know when I first learnt to read or what? My parents gave me lots of books and they read to me. Aha! I can remember that when I was a very young child they gave me lots of books and they read to me. Aha! I can remember that when I was a very young child they gave me books. I can remember I had aha...I don't actually remember having it myself. I remember that my brother when he was very little because he is younger than me that they when he was a baby they gave him books made out of cloth. They didn't have words in them but pictures of things so I think I must have had the same. My parents must have given me these little tiny books. Even I was in a colt I had these little tiny books. Even I was in a cot I had these little books. I can remember when I was very young my mother reading to me stories in bed every night. Sometimes my father read to me but it was usually my mother. My mother told me that is how I learnt how to read. I could read when I was four years old. My mother told me that I usually wanted the same stories read to me over and over again. If she skipped a line or anything I would know and so I memorised the story and somehow I started to put together the words on the page and my memories of what it was. She said that although she didn't teach me how to read I just taught myself how to read through having stories read to me. And I can remember it was just a nice feeling going to bed and I didn't want to. You know that little kids don't want to go to bed and if my mother said to me I will read you a story then I would want to go to bed because I felt so close and it was enjoyable. I really enjoy listening if ever they have stories on the radio. They used to have bed time stories on the radio but they don't anymore.

Betty 2 (i): I went to school in Britain, Australia and Malawi. I went to two different schools when I was in Britain in England in the West Country and then I went to Western Australia. I went to three schools there. I was eight when I went to Australia and when I was ten I left Australia. I think I was nine or ten and I went to live in Malawi and there I went to the same primary school and secondary school then I went to back to Britain and I studied for a year in Britain in England.

Betty 2 (ii): All the schools I went to as far as I can remember....I can't really remember. I remember reading a lot at home. I can remember my mother taking me to the public library which was in a big town. It was very exciting but I don't think we had a school library. Then I went another school. I don't remember may be there was a school library. When I was in Australia I can't remember anything about a school library. I can remember I was still reading at home. And when I was in school in England again Oh! I forgot I was in school in Malawi after that. I don't

remember going to the public library. I definitely remember going to the school library. The one might have been one but I don't just remember. When I was in Britain finishing off my school, I'm pretty sure we had a school library as well.

Betty 2 (iii): Aha! When I was young I read two or three books per week and it just varied. When I was very young I read children's stories. You know things written for young children but I also read classic stories. I read stories like Lorna Doone, Captain Blood and Treasure Island and you know the classics children's stories. I also read things like Enid Blyton so I was reading a mixture of things. By the time I was about eight or nine I was also reading books for adults like reader's digest.

Betty 3 (i): I have got a Masters in Applied linguistics and a PGCE in teaching English as a second language and a foreign language.

Betty (ii): I did my PGCE at Leicester University in 1997.

Betty 3 (iii): I don't remember anybody talking about reading for pleasure in my professional training.

Betty 5 (i): I am a lecturer but I do encourage the students to read. I do depend on the Rhodes university library but I also use the public library in Grahams town. It is a fantastic resource for reading for young children. I belong to the public library and I use the children's library quite a lot.

Betty 5 (ii): my students borrow reading material for their study purposes on regular basis.

Betty 5 (iii): Obviously at Rhodes we don't have one but when I taught I did put one in place. When I was a teacher I used to put aside one lesson for reading, Friday is always a nice day to be relaxed and reading. I would get the kids to choose a book and read. They had to finish reading a book before taking another book. Then they would have to write a little thing about the book. They would have to keep a section in their exercise book and write about what they had read and whether they enjoyed it or not and so on.

Betty 5 (iv): I think I do believe in it. Aha! I think that the more exposure you get to a language the better you are going to learn the language. And I think that particularly if you don't have much exposure to spoken language and you are not interacting with native speakers of the language very much then reading provides you with very good exposure to the language. If you are a good reader, you are likely to be a good writer and for many students they don't just have to speak the language but they have to learn to write the language as well. Reading a lot is a very important form of exposure and it gives them the kind of input they need to develop linguistically.

Betty 5 (v): I think the more you read the more knowledgeable you are about the world in general. I think I read for pleasure now. I always read when I get to bed. Sometimes I read a newspaper or

magazines but usually I read a book and it increases your knowledge of the world. Ya! It increases your background knowledge. It enables you to experience things that you wouldn't otherwise experience. It gives you empathy into the lives of others because you are able to see or live through a character in a novel. I think it develops your aesthetic judgement and it is just enjoyable, pleasureable and it just makes life worth living. If you read something worth reading which is beautifully written it is just takes you into another world, it engages you. Aha! It improves the quality of your life.

Betty 6: Very hard for me to say. Aha! I just think that it varied from one student to another. They probably get different things out of it. You do see some students who become avid readers, I think the avid readers their language improves a lot. Not all students are like that. Some what they get out of it is to gain more knowledge about things. I think all students become aware of what books can give you.

Betty 7: I really don't know. You have to do some kind of specific research to be able to say this. I think it depends on a person. For me whenever I come across a new word when I am reading I always look it up in the dictionary and I think when you do that it enters your vocabulary but a lot of people don't do that. I mean common sense tells you that people's vocabulary should improve by reading. I don't know if I should be definite about that.

Betty 8: I think the most important thing for me if you have to read in a language that you don't speak as your home language when I studied French and Spanish I found it much harder to read in my additional language. I know that sometime we had to read books which were above our reading ability then you had to look up words. It was a really struggle. It wasn't enjoyable at all. It was really really hard work so if you really going to enjoy reading when you are reading in a language which is not your own the reading material should be at the right level. You can use graded readers or you can use children's magazines or sometimes you. You have to find something which interests them or something which is at the right level.

Betty 9: Up to a point. But as I said I did my reading in my home language it is not the same as reading in another language. I think my experience as a child made me think of reading as something everybody does you know so I would expect everybody to read. If you are educated you I would expect people to be reading. I think of my friends and how we are always discussing and lending each other books. I think it influenced my life. I think books to me are very integral part of my life. I must say recently I have started reading for pleasure again. I am not so sure if... What made me emphasise reading while I was teaching was because I knew that students did not have much access to the language so it was a good way of giving them access to the language. Ah! I thought that students I taught in South Africa... In fact when I was teaching in other context

I did not bother to do reading for pleasure. Teaching students who are studying English as a foreign language all they want is English to go shopping and they are often not interested in reading in English. But teaching South African students who are going to study in English as a medium of instruction they need their English to be really good. Then I feel reading for pleasure is really important and I tried to definitely encourage it with the students that I taught. And I suppose perhaps I under estimate the importance of my own reading gave me because you know I take for granted. It seems like it has just been there from the earliest time I can remember. It seems like it is so much part of me then I always think then I think that getting students to read was important.

Betty 10: All sorts of things. Aha! I don't very often buy magazines. But at the moment I am thinking so much about my house so I am buying house and garden magazines. I buy newspapers a lot, Mail and guardian and Sunday Times. I read a lot academic texts. When I go on planes or anything I always take a book with me. I am reading the autobiography of Thabo Mbeki at the moment and before then I was reading about a woman whose husband was kidnapped by Al geida in Pakistan a few years ago. Before that I was reading a novel by....about his ... kind of autobiographical. Through this novel he was trying to show the history of suburban life in Britain. I found that when you have a lot of academic work to read you don't read a lot of novels.

Betty 11: I don't think so.

APPENDIX 3

Semi-structured interview for research

Research question: What are teachers' beliefs on the role of extensive reading in English as second language learning?

I'd like to ask you some questions about extensive reading. Extensive reading is much the same thing as reading for pleasure. I am interested in hearing about your life experiences of extensive reading or reading for pleasure, from your earliest years when family members read to you or told you stories. If you are ready I would like to start asking the questions.

Questions

1. **Personal history for reading:** Could you tell me about your experience of reading for pleasure from the time you were a very young child. For example, did your parents or grandparents ever tell you stories or read to you? Did you have books at home? Did you ever receive books as presents? Did you belong to a public library?
2. **Reading at school:** When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading? Did your school have a library? Did your teachers have a class library? Were you able to access the public library? Could you explain how often you read for pleasure when you were at school?
3. If you still read for pleasure, what type of reading material do you read?
4. **Professional qualifications:** Can you tell me your professional qualifications and when you obtained them?
5. **Teaching history:** If you have taught at other schools, could you mention them?
6. **Their beliefs about reading for pleasure/extensive reading:** What are your beliefs about the value of reading for pleasure? What are your beliefs about the role of extensive reading in English language learning? What factors do you think have influenced your beliefs about reading for pleasure?
7. **Reading practices at your current school:** Could you tell me the grade you teach at your current school? What approach or strategies, if any, do you use to encourage reading for pleasure at your school? Does your school have a library? Do you encourage learners to use the library? Do you make using the library part of your teaching programme?

8. Can you describe what your own approach to reading for pleasure has been in your teaching career?

Thank you for the fruitful discussion we had. I hope to approach you again if there are any clarifications to be made.

INTERVIEW TRANSCRIPTS

Nomvuyo (Mokoroane High School)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Nomvuyo: I first learnt about reading at school because no one talked about it at home. My family was not well to do as such nobody encouraged me to read.

Interviewer: Question 1(b): Did your parents or grandparents tell you stories?

Nomvuyo: Yes, my grandmother used to tell me stories. We would sit down at night and she would tell us stories in Xhosa. One of the stories was about a girl whose mother died and she was brought up by her step mother who treated her very badly. This girl became a very prominent person when she grew up. The moral of the story is that even if you experience problems as you grow up, you can achieve your goals by being determined and not losing hope.

Interviewer: Question 1(c): Do you remember being given an opportunity to tell other members of the family stories?

Nomvuyo: No, I never told the other members of the family stories as it was only my grandmother who played this role.

Interviewer: Question 1(d): How did you feel when your grandmother told you stories?

Nomvuyo: Initially I did not understand why she was telling us stories but when I got used I realised that she wanted us to understand issues in a broader perspective. When I grew up I also realised that my grandmother told us stories for our own benefit.

Interviewer: It is true there is a lot for us to learn from stories. **Question 1(e):** Did you have access to books at home when you were still a very young child?

Nomvuyo: No, I did not have any books and I lived in a location where there was no library. However, I read some books at school which we could not be allowed to take home.

Interviewer: Question 1(f): Did you ever receive books as presents?

Nomvuyo: No.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading?

Nomvuyo: At primary school after we had done an activity then we knew that we could go and take a book and read while the other students completed their work. We read the books silently.

Interviewer: Question 2(b): Did your primary and secondary schools have a library?

Nomvuyo: No, there was no library. We only read a few books which we were given by our teacher.

Interviewer: Question 2(c): Could you tell me if you were able to access the public library in King Williams town which was nearer to the place where you lived?

Nomvuyo: Yes, there was a library but in order for us to get there we had to get on a taxi. It was not possible for us to use the public library regularly because we needed taxi fare. We only went there if we were given an assignment in one of the subjects like Geography or History which needed research.

Interviewer: Question 2(d): What kind of books did you read whenever you had an opportunity to visit the library in King Williams town?

Nomvuyo: In King Williams town we only read those books which had information for the assignments that we were given. If I had a chance to read, I could read anything from Romance to Sports.

Interviewer: Question 2(e): Could you explain how often you read for pleasure when you were at primary or secondary school?

Nomvuyo: I had a brother who was in a higher class and brought some books home. I read Hamlet written by Shakespeare which was one of the books my brother brought home. I would relax on bed while reading the book.

Interviewer: Question 2(f): Could you explain the other books which you were able to read?

Nomvuyo: I only read the book I mentioned written by William Shakespeare.

Interviewer: Question 3 (a): If you still read for pleasure, what kind of reading material do you read?

Nomvuyo: I buy magazines like 'Truelove', 'You', 'Drum' and Sports magazines. I also buy 'Sunday Sun' every Sunday. Therefore, I read regularly. I like the stories in the magazines.

Interviewer: Question 3(b): Do you remember one of the stories you have ever read from a magazine or newspaper?

Nomvuyo: I read a story from Drum magazine about a young lady who is an actress. This lady was shot at by her boyfriend. She has completely changed now as she is crippled. It is a very sad story. She is like a baby now since she wears a napkin and has to be fed by her mother.

Interviewer: Question 4(a): Can you tell me your professional qualifications and where you obtained them?

Nomvuyo: I have a Diploma in secondary school teaching that I obtained at Griffiths Mxenge College of Education in King Williams town. I decided to further my education by doing a further Diploma in Education at University of Potchestroom. I also did an Advanced Certificate in Education at Rhodes University (ACE). Now I am doing a B.A. Ed at Rhodes University specializing in English language.

Interviewer: Question 4(b): While you have been doing your professional training have you been exposed to any strategies on how to encourage extensive reading?

Nomvuyo: I understood the importance of extensive reading at Rhodes University. In this ACE course we were given e-books to read like The Cry of Winnie Mandela, Romeo and Juliet and others. Everyday after half past four we would read. It has helped me very much to understand and appreciate the importance of reading. I then came and introduced this strategy to my learners. This year a number of learners have already completed reading four books.

Interviewer: Question 5: If you have taught at other schools could you mention them?

Nomvuyo: I only taught at Grahamstown Finishing School and the schools where I did my teaching practice before coming to my current school.

Interviewer: Question 6(a): What are your beliefs about the value of extensive reading/reading for pleasure?

Nomvuyo: Reading for pleasure is very important and there is power in reading. I now know the power of reading because of ACE program I did at Rhodes University. Even my learners have benefited a lot from reading for pleasure. If you don't read, how can you understand the books you are given in other subjects? I have organized a library corner where I display magazines, newspapers and books so that the students can borrow and read them in the classroom.

Interviewer: Question 6(b): How do your students respond to the encouragement you give them to read for pleasure?

Nomvuyo: Aah! They respond very well because I encourage them to go and register as members of the public library. They brought membership cards which show that they are interested. I try to motivate even those who cannot read properly to read even a small book. What I do with my learners is to ask them to read books silently for ten minutes during every lesson for English language. On Friday they review what they have read. I model to them by reading as well while they are reading.

Interviewer: It sounds like a good strategy. **Question 6(c):** What factors do you think have influenced your beliefs about reading for pleasure? I heard you talk about the role Rhodes

University has played in shaping your beliefs about reading for pleasure; could you just give me more details about this influence and any other?

Nomvuyo: It is only Rhodes University that has made me realise the importance of reading for pleasure. I make my students to review books orally after they have read them in order to encourage them to read for pleasure. They also write about the books they have read.

Interviewer: Question 7(a): Can you tell me the Grade you teach at your school?

Nomvuyo: I teach Grade 10 and 8.

Interviewer: Question 7(b): Does your school have a library?

Nomvuyo: Yes, there is a library but it is used as a classroom so we cannot take students to read in the library.

Interviewer: Question 7(c): What approach or strategies, if any, do you use to encourage reading for pleasure at your school?

Nomvuyo: In my classroom I have a library corner where I keep reading material. I encourage my students to collect a book and read.

Interviewer: Question 7(d): Apart from the teachers at your school who have done ACE course at Rhodes University, what is the approach to extensive reading used by the other teachers in the English department?

Nomvuyo: We used to have meetings where we share what we do at Rhodes University. Some teachers have shown interest by borrowing books from us to give to their students. Therefore, we are sharing information with the other teachers.

Interviewer: Question 7(e): Do you encourage your learners to use the public library?

Nomvuyo: Yes, I encourage my students to use the public library and there are many who have become members of the public library.

Interviewer: Question 8: Can you describe what your own approach to reading for pleasure has been in your teaching career?

Nomvuyo: Firstly when I started teaching I did not know about the importance of reading for pleasure. But now I encourage my students to read extensively after doing ACE at Rhodes University. For example, I encourage them to read the AIDS/HIV reading material as well because it also part of reading and everyone is affected by this problem.

Interviewer: Thank you very much for the fruitful discussion.

Lindiwe (Mokoroane High School)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Lindiwe: Aah! When I was very young I did not have access to books because of the poor family I come from. When I developed that hunger to read for myself because I still remember I started to read when I attended school when I was able to read for myself because I still remember I used to borrow books from school, especially Xhosa books. We did not even have a school library but there were those books, especially Xhosa books. Xhosa is my language so I used to really like reading. I still remember very well if I was reading an interesting book, I wanted to find out what was coming next.

Interviewer: Question 1(b): Do you remember some of the 'little' Xhosa books you read by title?

Lindiwe: I remember those series, especially those Xhosa series. They were called the Steward readers where we read like for instance 'Lala Baba Lala' which literally means 'Sleep Child Sleep'. I think I was in Sub B by then. Those were called the Steward Xhosa series.

Interviewer: Question 1(c): How did you feel when you read those stories?

Lindiwe: You mean those early stories those years?

Interviewer: Yes.

Lindiwe: You know what interested me most to read those books it is because of those pictures which were colourful. I used to like to look at those colourful pictures which went along with what I read.

Interviewer: Question 1(d): Do you remember how old you were when you first learnt how to read?

Lindiwe: I started school when I was seven years old. And when I was in Sub B I think when I was eight years old, I could read those simple sentences.

Interviewer: Question 1(e): Could you tell me how old you were when you first read a book written in English?

Lindiwe: I think I was in Standard 2 which is Grade 4 now.

Interviewer: Question 1(f): Can you give me more information about your experience of reading a book written in English since you were used to reading Xhosa books?

Lindiwe: I still remember vividly when I was in Standard 5 our English language teacher used to motivate us to read books. He even organised some...some...what can I say?

Interviewer: Graded readers!

Lindiwe: Yes, he used to organise some books for us. I remember reading a book entitled ‘Treasure Island’ and he even organised a film based on this book so that we could see...so that made me to be interested in English books, especially those written by Dickens.

Interviewer: Do you mean Charles Dickens?

Lindiwe: Charles Dickens, yaa!

Interviewer: Treasure Island is an interesting book.

Lindiwe: It is.

Interviewer: Question 1(g): Can you remember any moments when your parents told you stories in Xhosa?

Lindiwe: Yes, I remember listening to fables that were narrated by my grandmother.

Interviewer: Question 1(h): What is one of the fables which your grandmother told you?

Lindiwe: Ahaa! The fables which are about the Jackal and the Wolf. Ooh! The way the Jackal tricked the Wolf to hold the cliff while the Jackal escaped. Fables like that.

Interviewer: Question 1 (i): What is the moral associated with this fable?

Lindiwe: The moral is that we should not allow other people to trick us. We must not be as stupid as the Jackal was.

Interviewer: Question 1(j): Did you have books at home?

Teacher 2: Aah! There were absolutely no books at all.

Interviewer: Question 1(k): Did you belong to a public library?

Lindiwe: There was no public library in my place.

Interviewer: Question 1(l): Where were you brought up when you were a young child?

Lindiwe: I was brought up here in the Eastern Cape in a village called...

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading?

Lindiwe: I still remember when I was in higher primary school, Standard 5 and 6 our English language teacher used to narrate stories that he had read. He also tried to bring some of the books to the classroom.

Interviewer: Question 2(b): Can you explain how often you read when you were at primary and secondary school?

Lindiwe: When I got hold of a book I read. I remember that I used to search for books to read. I cannot say that I read once per fortnight because if I had an interesting book, I read until I completed reading it. I don't know if I have answered the question very well.

Interviewer: Yes, you did. In fact you answered the question very well. **Question 3(a):** If you still read for pleasure, what type of reading material do you read? I know that most women read magazines like 'You', 'Truelove' and 'Drum', I wonder if you read any of these?

Lindiwe: I read magazines, especially Christian magazines. I am selective now because I don't like what is in some magazines.

Interviewer: Question 3(b): What are some of these magazines which you don't like?

Lindiwe: Like 'You' and 'Drum'. I go for what I am interested in. For instance, I have been interested in Diana's life.

Interviewer: Question 3(c): Can you tell me some of the Christian magazines that you read?

Lindiwe: Like 'Soul' and 'Today' magazines. I have forgotten the other magazines.

Interviewer: Question 4: Can you tell me your professional qualifications and when you obtained them.

Lindiwe: My professional qualification! I did PTC which is Primary teachers' certificate and then in the long run I upgraded my education by doing secondary education certificate. I also went to Fort Hare to do B.A.Ed. I have also done ACE at Rhodes University but I am currently upgrading this ACE to B.A.Ed in English language. The reason why I am interested in teaching English language is because when I was deployed I was forced to teach English language. This is why I am now doing B.A.Ed at Rhodes University.

Interviewer: Question 5(a): If you have taught at other schools, could you mention them?

Lindiwe: Yes, I have taught at many schools because when you got married those days you were not appointed as a permanent teacher that is why I taught at many schools.

Interviewer: Question 5(b): Having taught at many schools what do you think was the approach to reading for pleasure at those schools?

Lindiwe: There wasn't any approach to reading for pleasure at those schools except at St. Mathews where teachers encouraged students to read.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Lindiwe: We did an action research last year concerning reading so we implemented a reading program. We collected newspapers, books and magazines and what I observed is that if you bring books to learners, they read. Reading helps learners in language acquisition as they become eager readers. I believe that if you bring reading material to students they start to read. They learn about things happening in other places and become motivated. They ask for more.

Interviewer: Question 6(b): Is there anything else you want to say in connection with extensive reading?

Lindiwe: Aah! Since we obtained democracy in South Africa I have noticed that because we were deprived of education and the blacks are in higher positions now, I have discovered that there is a struggle because for many decades they did not have opportunities to learn. For instance at our age we are still studying instead of resting during holidays. It is now that we are reading. Therefore, we should encourage the students to read so that they will attain their goals because we read until we die.

Interviewer: Question 6(c): What factors do you think have influenced your beliefs about reading for pleasure? You have already told me about your beliefs, but is it your upbringing, experience at primary and secondary school or any of the courses you have done?

Lindiwe: I think it is my English language teacher in the primary school who made a good impact on my reading interest. Secondly, it is illiteracy since if you don't know anything you are afraid. I want to feel confident and I want to be literate because I don't like the instability during the period when I am learning something. I want to know things properly. I want to be able to fit anywhere.

Interviewer: Question 6(d): Could you remember any other factor which has influenced your beliefs about reading for pleasure that hasn't been mentioned?

Lindiwe: I have already said it is my English language teacher. Another reason is the deployment that has made me to teach English language yet previously I used to teach Mathematics. I also want to be a model to the learners that is why I read with them.

Interviewer: It sounds very interesting. **Question 7(a):** Could you tell me the Grade which you teach?

Lindiwe: I teach Grade 10 classes.

Interviewer: Question 7(b): What strategies, if any, do you use to encourage reading for pleasure?

Lindiwe: What I do since I say I am a model, I start by narrating the some stories I have read interestingly. Sometimes when I want to find out if they are reading, I ask them to tell me the gist of the story they have read. I lend them books to read. Sometimes I ask them to bring books from home. I also ask them to read short stories from newspapers and ask them to talk about what they have read.

Interviewer: Question 7(c): Does your school have a library?

Lindiwe: Yes, there is a library but the books are very few. We don't take the students to the library because the books are few.

Interviewer: Question 7(d): Do you encourage your students to visit the public library?

Lindiwe: Yes, I do encourage them to visit the public library.

Interviewer: Question 8: Could you describe what your approach to reading for pleasure has been in your teaching career?

Lindiwe: I encourage them to read the material that is provided in the library corner and review what they have read on Friday. I encourage them to write poems on reading or design posters. Sometimes we invite librarians to talk to students about the importance of reading. The teachers handling the other languages don't encourage students to read.

Interviewer: Thank you very much for the enriching discussion.

Mwape (Mokoroane High School)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Mwape: Aah! I would say at home no one read to me. When I started schooling that is when I knew that there was reading for pleasure after I had learnt how to read.

Interviewer: Question 1(b): How old were you when you learnt how to read?

Mwape: I was 8 years when I learnt how to read and by then I was doing Grade 2. As I went higher up the grades teachers started to give us books to read.

Interviewer: Question 1(c): How did you feel when your teacher introduced you to reading for pleasure after you had learnt how to read?

Mwape: It was fun. It was fun in the sense that we were like aam! When you read a book it is like someone telling you a story. Although my parents did not provide me with books I borrowed books from friends to read at home.

Interviewer: Question 1(d): Could you tell me more about the kind of reading material which you read in your earliest stage of reading for pleasure?

Mwape: Yaa! They were like set books. They were meant for us to read after the teacher had taught us and then he would give us books to read.

Interviewer: Question 1(e): Did you ever receive books as presents?

Mwape: Yes, in fact what I used to do after I had realised that I had developed interest in reading, I would ask my friends to buy me books as my birthday presents.

Interviewer: Question 1(f): Did you belong to a public library?

Mwape: At that stage I did not know how to go about it. But eventually when I was in Grade 6 one of my friends took me to the library and I became a member. There after I went to the library once per week.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategies to extensive reading?

Mwape: During my schooling the teachers were not interested in encouraging students to read. But my teachers were able to notice my interest in reading.

Interviewer: Question 2(b): Did you teachers have a class library?

Mwape: There was a storeroom where reading material were kept. The monitor assisted the teacher to collect the books. We were not allowed to take the books at home.

Interviewer: Question 2(c): Could you explain some of the books which you read while you were at primary and secondary school?

Mwape: In fact it was while I was at secondary school that I read a lot of books. I read books like 'Mills and Boons' because they have these romantic stories and at that age those books were really interesting. Even now I still read them.

Interviewer: Question 2(d): Could you explain how often you read for pleasure when you were at secondary school?

Mwape: As I said earlier, I read these books almost every day because you know the volume is not big. Reading became a hobby.

Interviewer: Question 2(e): If you still read for pleasure what type of reading material do you read?

Mwape: Uuh! I have said already that I read Romantic books and books that have true stories.

Interviewer: Question 2(f): I would like you to tell me about the reading material you read regularly. Do you read newspapers or magazines?

Mwape: I do read newspapers but I don't read the whole newspaper, only selected portions. Sometimes I read textbooks since I am doing a course at Rhodes University.

Interviewer: Question 4(a): Could you tell me your professional qualifications and when you obtained them?

Mwape: When I completed Form 5 I went to National service because you know in Zambia by then from there I applied to do a Primary school teachers' certificate course. I worked for a while and in 1995 I did an Advanced Primary school teachers' course at Chalimbana then in 1998 I went to Evelyn Hone College to do a Diploma course in English and Art. I came to Rhodes University to do ACE from 2002 to 2004. Now I am doing B.A.Ed which I will complete at the end of this year.

Interviewer: Question 4(b): Where did you do your first Primary teachers' training?

Mwape: I was trained at Chalimbana Teachers' College in Zambia.

Interviewer: Question 5: If you have taught at other schools, could you mention them?

Mwape: I have taught at schools such as...

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Mwape: Reading for pleasure makes a learner to become interested in reading and they develop writing skills as well so it is very useful.

Interviewer: Question 6(b): What are the other benefits for reading for pleasure?

Mwape: The students' knowledge about the world in general improves.

Interviewer: Question 6(c): What factors do you think have influenced your beliefs about the value of reading for pleasure? Could it be your early exposure to reading at primary and secondary school or there are other factors?

Mwape: It is my interest which I developed at early stage of schooling. I thought of extending the same interest to students. I have also been influenced by the ACE course I did at Rhodes University.

Interviewer: Question 7(a): Could you tell me the Grade you teach at your current school?

Mwape: I teach Grade 10 and 8.

Interviewer: Question 7(b): What approach or strategies, if any, do you use to encourage reading for pleasure at your school?

Mwape: I have a library corner where I display reading material of different levels. A day has been set apart when students read during the whole lesson on Friday. It is really helping them although initially they thought they were doing it for fun.

Interviewer: Question 7(c): Does your school have a library?

Mwape: Yaa! There is a library but most of the books are out dated therefore we would be happy if there was a company which donated some books.

Interviewer: Question 7(d): Do you encourage the learners to use the library?

Mwape: It is not possible to use the library as it used as a classroom.

Interviewer: Question 7(e): Could you tell me whether your students have access to the public library?

Mwape: Yaa! If I can remember last year I introduced my students to the public library and now some of them go to the public library.

Interviewer: Question 8: Can you describe what your own approach to reading for pleasure has been in your teaching career?

Mwape: I have approached it as something beneficial to the students.

Interviewer: Thank you very much for your contribution during the discussion.

John (Hillside College)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

John: Aah! My parents are academics; my mother is a teacher and my father is a church minister. He teaches theology in a Bible College as well. When I was a young boy they used to read stories or fables and I suppose that sort of groomed me for the future of reading. I remember one of the books I read was 'Silence' and other more serious books. We were groomed to realise that reading was a central part to our lives and actually should become a daily habit.

Interviewer: It sounds quite interesting. **Question 1(b):** Could you tell me more about one of the stories that was read to you?

John: I can tell you about 'Silence'. I can remember it very clearly because my father who is a Theologian and Minister in a church read the story from 'Silence' which dealt with Catholic priests in Japan who were getting persecuted for their beliefs. All I remember is that the Japanese Emperor did not like these priests so he would persecute them by putting them in boiling water so that they would die a very excruciating death. And I remember that quite clearly.

Interviewer: You have an incredible memory. **Question 1(c):** How did you feel when these stories were narrated to you?

John: I think because it is my father I had a kind of warm feeling and I think to be honest any child who does not experience that has missed out that part of their childhood as far as I am concerned because there is a bond and that is what one of the fondest memories of my father will be.

Interviewer: Question 1 (d): Did you belong to a library?

John: Yes, we did belong to Natal Society Library in Pietermaritzburg obviously as well as our school library. But I remember going to the Natal Society Library with my mother to borrow books because our school library did not have that which I found interesting.

Interviewer: Question 1(e): What are some of the books you remember reading at that early stage?

John: Aah! From when I was a young boy; at Standard 3 level I read the 'Hobbit', the 'Lord of the Rings' and other stuff but I did a fair amount of reading.

Interviewer: Question: 2(a): When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading?

John: Primary school we used to have library lists. We had a very small library. Secondary school we still had library lists but you encountered different English language teachers. I don't

think I was taught by one teacher for more than a year. And most of them encouraged you to read. I can remember one in particular taking us to the library to help us select the books to read but in Matric we had to do a book oral. We actually read six books by different authors and we were interviewed about the books we had read. We were also required to write a book review of the books but that is about as extensive as it should be.

Interviewer: Question 2(b): Could you explain how often you read for pleasure when you were at school?

John: I read every free moment we had. I was in a boarding school and I read during the one and a half hour break we had. During Prep after finishing my work, I would read for an hour. Going to bed, I would read.

Interviewer: Question 2(c): Did you ever receive books as presents?

John: Yes, aah! I remember one book in particular I recently received. Yes, there were lots of books I was given.

Interviewer: Question 2(d): Did you have books at home?

John: Oh! Thousands because my father studied English and my mother studied English so there are shelves and shelves of books and boxes of books. Yaa! Plenty, probably thousands I would say.

Interviewer: That was a very rich reading environment! **Question 3 (a):** If you still read for pleasure, what kind of reading material do you read?

John: I am an English teacher but the kind of books I read are normally historical based fiction or often autobiographies because I am passionate about History. But generally speaking History books are what capture me most. I am currently reading Captain Scot's autobiography which is quite an interesting read.

Interviewer: Question 4: Can you tell me your professional qualifications and where you obtained them?

John: I have a B A , B A (Hons) and PGCE.

Interviewer: Question 5(a): If you have taught at other schools, could you mention them?

John: Yes, I have taught at a college in Pietermaritzburg before coming to my current school.

Interviewer: Question 5(b): What strategy or approach was used to encourage reading for pleasure at your former school?

John: Similar to what I experienced when I was a student. The teacher would take you to the library and you would take a book to read. And also book orals. You could see whether a student had read a book or not. Yaa! Some of them read but others did not. It was a good system.

Interviewer: Question 5(c): What kind of students were you handling at your former school, were they First language speakers or Second language speakers?

John: I had mostly first language speakers; I would mostly encourage second language learners to read as it is the best way to learn vocabulary for instance.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

John: Reading can give you the utmost pleasure or the utmost satisfaction for completing a book. Aha! It is more stimulating than television that is why people are often misled to believe that television is more entertaining, it is not. Reading is more stimulating and it makes the mind grow, it helps vocabulary and it helps one get the full grasp of the English language. It is also as far as I am concerned the basis of all education. The basis of all learning without reading, I don't think people will get very far in their education.

Interviewer: Question 6(b): What factors have influenced your beliefs about reading for pleasure? Could it be your upbringing or early school experience?

John: I would say it is my upbringing. My parents promoted reading and my grandfather was a student of English language and was always reading. And it is also to do with my personal interest and the only way to learn is to read.

Interviewer: Question 7 (a): Could you tell me the Grade you teach at your current school?

John: I teach Grade 10 though Grade 11 English language.

Interviewer: Question 7(b): What strategies or approaches, if any, do you use to encourage reading for pleasure at your school?

John: I use a very similar strategy to that employed by my parents. I try to tell the students that the basis of education lies in English. If you have to do better in English, you have to read. I have parents come to see me on parents' day and they tell me, 'Our son is not doing well in English language.' I tell them that he must read and I try to promote that as much as possible. I try to promote reading to the extent of even racing with my students in reading so that we can see who can finish reading his book first. They also do book reviews and book orals and discussions on books as well.

Interviewer: Question 7(c): Does your school have a library?

John: Yes, quite a good one. There is also a computer system whereby the students can type in the word 'horror' if they are checking for a book on horror.

Interviewer: Question 7(d): Could you tell me more about library use? Is there a day set apart for reading?

John: Traditionally I have always wanted to use Friday. What I normally do is to request the students before Friday to bring their books the following day so that they will read.

Interviewer: Question 8: Can you describe what your approach to reading for pleasure has been during your teaching career?

John: My approach! My approach has been one of trying to be enthusiastic about reading. I have tried to be an example for them. I have read interesting and great books; therefore, I have encouraged my students to read for pleasure.

Interviewer: Thank you for the response to the questions raised during the interview.

Erith (Hillside College)

Interviewer: Question 1 (a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Erith: I was a child a very long time ago so you are taking me way back. Aha! What I can remember is that there were always books in my home so my memory is that I did read a lot of children's classics. I can't remember sitting and my parents reading to me. But clearly they must have because I grew up in an environment where books were part of our household.

Interviewer: Question 1(b): Do you still remember how old you were when you first learnt how to read?

Erith: I can, at probably seven because I couldn't read before I went to school. From then onwards I did read. I always loved to read.

Interviewer: Question 1(c): Could you tell me some of the books you read when you were a young child?

Erith: Yaa! When I grew up the books that we read were Euro-centric. There weren't any of South African flavour that were written in English. And in my earliest days I remember reading Blyton which were a popular read for me. But the books were not as beautiful as they are now with wonderful illustrations because I am over 50 years so I am talking about 40 years ago. But then I suppose that when I went to high school I started to read the classics but I didn't become an obsessive reader until I got to University. I used to go to the public library which is a funny thing to do. I can remember loving the feel of library books.

Interviewer: Question 1(d): Did you have books at home?

Erith: There were certainly a set of encyclopaedias. I don't think we had a vast amount of books because my parents didn't have a lot of money and they didn't have money to buy books. Aha! I think that I used library books. Aha! Even in my days I went to a convent which is considered as a private school. We had the tiniest library. I think reading wasn't encouraged as much as it is now.

Interviewer: Question 1(e): Do you remember ever receiving books as presents?

Erith: Yaah! Certainly! Those days my presents for Christmas would be books but I think that I started my enjoyment of books when I realised that I had been given a treat.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategies to encourage extensive reading?

Erith: I don't recall anything extra. In secondary school I remember that we read set books but I don't remember any reading programs or reading projects or anything like that.

Interviewer: Question 2(b): Did your school have a library?

Erith: There was no library in the primary school but in the secondary school there might have been a library but I don't know.

Interviewer: Question 2(c): Did you belong to a public library?

Erith: Yeah! I did have access to a public library.

Interviewer: Question 2(d): What kind of reading material did you borrow from the public library?

Erith: I remember becoming fascinated by things like biographies, true biographies otherwise no! I read a wide variety of books but I wasn't familiar with what were hot favourites by then. I don't think our library had those popular novels, aah! They did have popular novels but not latest ones. I have never been a fan of science fiction I always avoid them. I think I liked novels which had some elements of truth in them.

Interviewer: Question 3(a): If you still read for pleasure, what type of reading material do you read?

Erith: Aah! Now I do enjoy historical novels. I was a very bad History scholar at school. I feel there is a huge gap in my life of knowledge of History. I enjoy English classics because their use of English is very wonderful so I am still able to read them. But I also like to read contemporary African books and I like to read books that are going to teach me something.

Interviewer: Question 3(b): If you read magazines and newspapers, can you mention them?

Erith: I am a great fan of 'Fair lady' because I find very interesting articles but they are not of academic weighting. I also read 'Garden and Home' and if I buy a newspaper, I buy 'Mail and Guardian', but they are quite expensive. I read 'Newsweek' in our own library but I don't read it cover to cover, mainly Economics. I am not interested in politics so I just glance through.

Interviewer: Question 4: Can you tell me your professional qualifications and where you obtained them?

Erith: I have B.A. in English and Drama and I finished my degree in 1973 and I taught in then Rhodesia for two years and then I came to South Africa and I added a course in Psychology through UNISA.

Interviewer: Question 5: If you have taught at other schools, could you mention them?

Erith: Yaa! From the start I taught at a Convent in Harare then I came back to South Africa and taught at a Government school for ten years then I came to the current school.

Interviewer: Question 5(b): Realising that you have taught at many schools before coming to your current school, what would you say about the strategies which were used to promote reading for pleasure in those schools?

Erith: Aha! I think reading was always encouraged. At the Government School where I taught in Johannesburg we used to have quite active reading projects which were part of our Term work but we found out that if you just talked about it they won't so we turned it in a project. It was something that we considered as part of our syllabus. At the moment here I set aside 1 period every week which is for individual reading so the students have to bring a novel to class. It is a very relaxed reading session. If it is a weak class, I request them to read aloud to me individually. And I might set an assignment on it just to ensure that they are reading. The stronger readers I just chat about it and they read and share what they have read with everyone. It was easy previously before computers but now computers have become such a big part of their lives. Our library is very small yet there is such a huge computer laboratory so students are reading this and that.

Interviewer: Question 5(c): What kind of learners have handled at the various schools where you taught? Have they been first language or second language learners?

Erith: They were first language learners except the school in Harare where I had second language learners and I was given an A level class before independence but it was an exciting experience.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Erith: As an English language teacher I think that it is invaluable. I think that reading for pleasure is the wonderful way to escape, it is a wonderful way to relax and it is a wonderful way to pass time. But that is particularly for someone who doesn't enjoy computer games and the things which kids do. But I also think that they learn a lot. Over and above all that I think the kids' use of English would be much better. They can't spell, their sentence structure and vocabulary is becoming more and more limited because they are not seeing, and they are not seeing the written word. And now the use of SMS and text messages and e-mail which is a very stunted form of writing and it is starting to reflect in their work. My encouragement to them is to read.

Interviewer: Question 6(b): What factors do you think have influenced your beliefs about reading for pleasure?

Erith: Yaah! I think my mum used to read and I think there were books at home so we always read. I also had very good English language teachers who encouraged reading and they were enthusiastic and supportive. I think that must have influenced my beliefs about reading.

Interviewer: Question 7(a): What Grade do you teach at your current school?

Erith: I teach Grade 10 and 12.

Interviewer: Question 7(b): What approach or strategies, if any, do you use to encourage reading at your school?

Erith: As I mentioned earlier, I have set aside one period reading with Grade 10 and 11 and I like to do an oral of an author or type of book they have read. Aah! I suppose that is all I do. The school has clubs and one of the clubs is the reading club and they read a lot.

Interviewer: Question 7(c): As a head of department, do you see to it that all the teachers are stressing extensive reading?

Erith: As a head of department I don't think I ought to do that as we are on the same wave length so they are left to devise their own method of teaching. I may suggest what I do to the other teachers and if a teacher wants to take it up, it is fine.

Interviewer: Question 7(d): Can you describe what your own approach to reading for pleasure has been in our own teaching career?

Erith: Aah! I think just in terms of these lessons I set apart for reading. I suggest books for good readers. For example, there was one Grade 10 who was not doing well so I began to suggest what to read and her parents came back to me and said that their daughter was reading more and more. What I do with weaker readers during parents' day when their parents ask what their child should do is to tell them to encourage the child to read even short passages from magazines.

Interviewer: Question 7(e): I heard you mention teacher's enthusiasm, what role does it play in promoting extensive reading amongst students?

Erith: Aah! I think it would encourage a certain number of students. I have one girl in Grade 11 who reads a lot and we usually have a discussion on the books she has read. A lot of our students are Science oriented so they don't read a lot. The kids in this school are so busy they come to me to say that they are so busy that they cannot read.

Interviewer: Question 7(f): Is there anything else you want to mention about extensive reading that hasn't been discussed?

Erith: Yaah! I wonder if starting off in their home language if they could then develop that culture of reading which they could then as they get older go into other languages, it would be quite effective. We must continue to encourage it because we are fighting a very bad technology war now. And I fear that fewer and fewer books are going to be read. Our problem in South Africa is that books are expensive. Few people can afford to buy books and read for pleasure. I think our libraries are becoming less and less equipped because it is not a priority to equip libraries so what are we going to do? There is the challenge!

Interviewer: Thank you for your contribution.

Erith: Good! I hope that something important comes out of this. Thank you.

Tracy (Hillside College)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Tracy: My first memory of reading was because we had a lot of books at home and both my parents read and before I could read I was read to every day by my mother. It was very much part of the daily activity. And then trips to the library, the local library where I would choose books. There were always books at home so reading was very much part of the daily activity.

Interviewer: Question 1(b): How did you feel when your mother read to you?

Tracy: I suppose there was always excitement as to what was going to happen next. Aah! A sense of closeness to them in the sort of shared activity. Nothing else was distracting at the time we spent together and enjoyed and I think I used to pester them to choose long chapters, Yaah!

Interviewer: Question 1(c): Which one of your parents read to you?

Tracy: Both, both parents.

Interviewer: Question 1(d): Did you have books at home?

Tracy: Yes, always. There were plenty of books because my mother is a librarian and aah! So she scouted out books from second hand shops. We each had two book shelves each of our books.

Interviewer: That was a very rich reading environment indeed! **Question 1(e):** Do you remember some of the books you might have read at that early stage of your reading for pleasure experience?

Tracy: Yes, it is a whole range of things, aah! I think the books that I started with were 'Richard Scary', those were particularly enjoyable and obviously I was reading young reading books and counting books and alphabet books. Then I moved on to things like 'Noddy' and 'Tracy' and Enid Blyton quite in a big way.

Interviewer: Question 1(f): Did you ever receive books as presents?

Tracy: Yes, always. We always got a book every birthday as well as other toys. I come from a line of educators so that is partly the reason. And aah! Sometimes as a reward for you know, good results or good behaviour whatever there was always a trip to go and choose a book at our local bookshop so definitely I did receive books.

Interviewer: Question 1(g): Do you remember how old you were when you first learnt how to read?

Tracy: I was about four when I started reading words then at the age of six, aah! I started moving away from pictures to more text based books.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading?

Tracy: Aah! I think beyond the class readers, there were always books in the classroom and it was encouraged and during the early stages the focus was just on mastering the reader and I don't ever remember being asked what I was reading in addition to that. I think probably they felt it was our parents' role. They had to encourage reading. But certainly in Standard 2 and 4 there was encouragement to read and there was a reading list of the books you had read.

Interviewer: Question 2(b): Did your primary and secondary schools have a library?

Tracy: Yes, they did.

Interviewer: Question 2(c): Could you explain how often you read for pleasure when you were at school?

Tracy: In primary school I visited the library nearly every day either to look for something or it was a place where we would go as little ones to do our homework. And towards the end of primary school I started going to the senior school and primary school library.

Interviewer: Question 2(d): Did your teachers have a class library?

Tracy: Yes, certainly in the junior school they did and there were always books we could borrow and we were always encouraged to read those and discuss them. In the secondary school I think the onus was more on us to go to the library to borrow books.

Interviewer: Question 2(e): Could you tell me about some of the books you read when you were at primary school?

Tracy: Yes, I read Enid Blyton, 'Tracy', 'Hardy Boys', oh! There are so many that I can't remember all of them. They were a lot.

Interviewer: Question 2(f): Were you able to access the public library?

Tracy: Yes, I was. My parents always took me to the library once a week.

Interviewer: Question 2(g): Could you tell me where you were brought up?

Tracy: I was brought up in Grahamstown. So, I am a local person.

Interviewer: Question 3(a): If you still read for pleasure, what type of reading material do you read?

Tracy: Aah! I enjoy a little bit of realism. I read a lot of Shakespeare and I read a lot of poetry. And also some non-fiction works usually about the natural world and I am interested in wild life.

Interviewer: From what I have been told, it looks like most people read a lot of newspapers and magazines like 'Garden and Home'. If you do, which ones do you read?

Tracy: I do. I usually choose magazines because of crosswords. I choose the one that has the best crossword puzzles. It is usually a very light thing. I probably read one magazine per month. I find

'Fair Lady' quite good in terms of topical issues and I use it as a teaching resource as well, so I am always on the look out. So I tend to keep up to date with magazines since they often provide stimulus material for teaching.

Interviewer: Question 3(b): What would you say about your students' interest in reading magazines and newspapers?

Tracy: I think very few children read newspapers. You find perhaps more aware children or perhaps more academic children would read newspapers and have a grasp of current affairs but generally their understanding of the world is very limited. I think they read a lot of glamour type magazines and fashion, that kind of thing. What I try to do is to tap into those articles and have a look at them in terms of particular issues. There are children who read novels but I think they are in a minority. Although with the advent of book clubs so the children are beginning to tap into that so there is interest but unfortunately I think television and computers are more popular.

Interviewer: Question 3(c): Could you give me more information about book clubs since it appears to be a new concept to me?

Tracy: Well, it is because taxation on import duty and books in South Africa are very expensive people found out that they were being limited in terms of what they could get out of the library and from their personal spending they could not get books so they got together into groups where each of you would give money to one person and he buys books in their genre of interest and each one of them would read the books. It is a money saving device and it also becomes a way of social interaction. It is often people you don't work with. Yaah! This is basically how it works.

Interviewer: Question 4: Can you tell me your professional qualifications and when you obtained them?

Tracy: Yes, I completed my Matric in 1993 and went straight to do a Bachelors degree at Rhodes University in 1994 majoring in Linguistics and History. I went on to do an Honours degree in English language teaching. I have always wanted to go into teaching since I had that career path very clear in my mind. Once I completed my Honours degree I went on to do a Postgraduate Diploma in Education so basically those are my qualifications.

Interviewer: Question 5: If you have taught at other schools, could you mention them.

Tracy: I have already said I taught at other schools just in terms of teaching practice. I taught at Graeme and at that stage I was teaching English and History.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Tracy: I think it is absolutely essential for a number of reasons. I think that it helps with spelling and vocabulary on a very pragmatic level but more importantly it helps with creativity and experience of other worlds being able to grapple with issues in a sort of vicarious manner when

you try to identify with something that is not happening to you and to be able to engage with characters that are similar to you or very different to you and to try to work out where you are in relation to those particularly on ethical issues. Aah! Also the experience of other worlds, geographically. I have just taught a novel set in the Amazon and we have just had a wonderful experience with children learning about a very foreign place and very foreign animals and also learning about cultures of people who live there so I think that is invaluable.

Interviewer: Question 6 (b): What factors do you think have influenced your beliefs about reading for pleasure? Could it be your early experience with reading at home or school experience?

Tracy: I think the formative years were absolutely essential always having books around to read or parents or siblings who always read. It was an activity I enjoyed immensely so I think that played a large role. It was also encouraged at school and so there was affirmation there of it being an activity which was a good one to embark on. Yaa! And also just the genuine pleasure that I derived out of this activity in terms of learning and just experience. I think my siblings played a role in encouraging me so I was always keen to move on to the next stage and catch up with them. My brothers also used to read to me as a child as I mentioned earlier. My parents and grandparents were very much part of my life.

Interviewer: Question 7(a): Could you tell me the Grade you teach at your current school?

Tracy: I teach at the moment from Grade 9 up to Matric.

Interviewer: Question 7(b): Are your students first language or second language learners?

Tracy: I would say the majority would be first language learners although there is a significant number of second language learners among them but I think that for the most part English is their first language

Interviewer: Question 7(c): What approach do you take in teaching English language at your school, do you teach it as first or second language?

Tracy: We teach it at first language level but we have a system where we stream the children according to linguistic ability so what happens with the students who struggle with English is that they end up in very small classes with a lot more one to one teaching time to help them develop confidence as anxiety is particularly a big thing and just not thinking of themselves as being bad at English or stupid. It is really rebuilding people so by the time you get to those sets you get about 11 or 12 students you have been with in the last two years of schooling and it allows you to get to grips with each individual's spelling or comprehension skills so that we find it very effective.

Interviewer: Question 7(d): What approach, if any, do you use to encourage reading for pleasure at your school?

Tracy: Aam! I can only speak for myself. I quite often recommend books that I am reading at the moment to students. I set aside time every term for a lesson where every child will bring a novel they are reading to class and we talk about it and if there is a child who is struggling to find a genre that he or she likes or struggling to find something that they can't manage then I will go to the library with them and make suggestions or sometimes even type a list of books which they can take to try and find them. I pin up a book review of books that have been published recently in the classroom so that there is awareness of new books out there and if there is any particular interest, we try to communicate with the librarian who will then try and get hold of the book for our library.

Interviewer: Question 7(e): Can you tell me how often your students access the library?

Tracy: Aam! I would say pretty often. It is difficult to speak beyond my subject but I know for example in Geography and History that the reference section is used a lot. We also have a system where we can make an arrangement with the librarian so that we take our students to the library under supervision. Students go to the library at least once every second or third day for some subjects. In terms of my subject we probably go to the library two or three times in a term. But yaah! Otherwise if I am trying to work out their personal reading yaah! We use the library, we do!

Interviewer: Question 7(f): Do you set apart a particular day for reading?

Tracy: Yaah! We have a situation where our time table changes on Friday so that our lessons are a lot shorter instead of being 45 minutes they are 35 minutes so with the junior classes where there isn't so much of syllabus pressure I try to set aside Friday for reading and there is no talking, everybody is reading.

Interviewer: Question 7(g): If you share the same views as other people who stress the teacher's enthusiasm as crucial to promoting extensive reading amongst students, could you explain them?

Tracy: I think it is essential. As a role model obviously first and foremost you are sort of practising what you preach. It is also essential if they are reading a book which you have read. I think one's attitude does rub off. I think it plays an essential role just in establishing it as something you value.

Interviewer: Question 7(h): Can you describe what your own approach to reading for pleasure has been in your teaching career?

Tracy: Aam! I think one of the things a teacher can help with is to help them find something they will be interested in. Once they have had that experience, they will always want to read more. The

book review also helps to motivate them. You need to show interest in their reading habit and ask them to bring to class what they are reading.

Interviewer: Question 7(i): If there is anything else you want to mention in connection with extensive reading, state it?

Tracy: I think that one of the issues which is so critical is this idea of parents acting as role models by reading to one and also talking about books with adults and peers as well.

Interviewer: Thank you very much for the fruitful contribution you have made during the discussion.

Jenny (Protea)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Jenny: I can remember my mother reading stories to me on a very regular basis. They were a whole lot of favourites that went through my brothers and myself so we had that, call it library if you will, of favourites. I suppose by the time I was in Standard one I was reading on my own without my mother reading to me since by then I had gone to boarding school. And I can remember reading books and we used to go to the library regularly at school and I would come home and I would have a book over weekend time and that was an ongoing thing. By the time I was in Standard Four, Five and Six I think those were the years I was an avid reader all along and I can remember having a little book that I kept a record of the title and author of each of the books that I read with a little star count whether it was a wonderful read or not. I don't know how many years I kept that going it must have been four or five years but I always tried to beat my previous record. I would read about 48 or 50 books a year aam! By the time I went to senior secondary school it had sort of decreased because of academic load so I was reading between 10 to 17, 18 books a year.

Interviewer: Question 1(b): Could you remember one of the stories which your mother read to you?

Jenny: One was called 'Pookie', aah! It was a little story. Gosh! I can't even remember what it was all about but now I remember the shape of the book. But I remember it being my favourite I can't remember what 'Pookie' was all about. 'Alice in Wonderland' was another one of course. She did read to me and then I do know the story about that one and Beatrix Potter series which depicted the tale of Benjamin and whatever and whatever so there a whole series of those. Those are the ones I remember most.

Interviewer: 1(c): What are some of the books that you read in your earliest experience of reading for pleasure?

Jenny: Aah! The 'Hardy Boys' and Caroline Keen, 'The Famous Five'. I used to go through all those series. I went through a stage of reading Comics round about Standard Five, Six. My mother freaked about that so it was short lived. I read James Bond stories and I read Franklin Dickson's Books, the sort of spy stories or thriller stories, mysterious stories. And then I went on to Romances but I can't remember the authors now but there were a few years when I read Romances. Aah! Uum!

Interviewer: Question 1(d): Did your parents or grandparents ever tell you stories?

Jenny: Yes, I had a great Aunt who lived on the farm with us and she was a wonderful person also. I remember going to her house which was a different house from ours and I used to draw a lot with her and during those activities of drawing she would talk and tell me stories and things. In fact right through to my adulthood I had a relationship with her where we shared stories to do with family history and not stories as such. Aah! My mother and father were not really story-telling people, but reading. We played games as the other activity we did as a family as opposed to telling stories. And in the extended family I can remember my grandfather. Yes! They were usually telling stories about spooks and ghosts, that sort of thing. They lived in a sort of double-storey house and he used to quite enjoy terrifying us grandchildren. But it wasn't often. In a period of five years it might have happened three or four times.

Interviewer: It should have been a wonderful experience, I presume.

Jenny: Uuh! She laughs.

Interviewer: Question 1(e): Did you ever receive books as presents?

Teacher 7: Oh! Often. That was an often occurrence. In fact by the time I moved out of the family home there were so many books that belonged to me that you know I needed to have a suitcase to take all of them. My family has always been like that so up to this day I give my nephews and nieces books for Christmas and their birthdays.

Interviewer: Did you belong to a public library when you were still a young child?

Jenny: Yes, I was a boarder for 10 of my twelve years so I used the school library but during holiday times I remember going to the Community Church hall where there was a library with my mother and taking books out there for holidays.

Interviewer: 1(g): What is the name of the place where you were brought up?

Jenny: Nanang is like sort of... You know Nanang farms half way to Port Elizabeth. Our farm was on the coast. So, the farm itself is between Port Elizabeth and Alexandria.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategies to encourage reading for pleasure?

Jenny: Aah! In sub A and B I remember we had stories read almost on a regular basis. Every day there was story time for reading and I remember that it was an enjoyable time. At my next school there was a similar time when the teacher used to read to us and I remember there was the most wonderful book called the 'Magic Tree' that was an absolutely brilliant book about these sort of people in a huge tree and we used to look forward to that lovely time because the book was such a wonderful book and the teacher read it so nicely. In senior school we used to do a reading, we had a reading list from our language teacher and there was always a sense of keen

competitiveness amongst us within the class as to how many books have you read, which one was an enjoyable one, may I borrow it sort of thing. So that is the way it worked.

Interviewer: Question 2(b): Did your primary and secondary schools have a library?

Jenny: Yes, they did.

Interviewer: Question 2(c): How often were you able to access the library?

Jenny: In the primary school there wasn't a set period. We used to go there maybe once or twice a week as a period when we took a book out and in. And then in senior secondary school it was a boarding school and the library was on the premises and we could go and sign books out and that happened after hours every afternoon. There was one of the Nuns there at the Convent so we could go and access a book whenever we wanted to.

Interviewer: Question 2(d): Did your teacher have a class library?

Jenny: No! At senior school level not junior level since we did not have set books. Senior level it was the set books that we had so we read those but other than that there weren't sets in the classroom.

Interviewer: Question 3(a): If you still read for pleasure, what kind of reading material do you read?

Jenny: I do read for pleasure. Aah! For the last ten to twelve years I have been reading books to do with Psychology and leadership and personal interpersonal relationships, all of those sorts of things, and Christian books. I find that I have a mixture of reading going on at once. Yaa! Books to do with boys' schooling. I have grown to a point where unless I hear from somebody that a book is really a brilliant read I don't read it.

Interviewer: Question 3(b): If you ever read magazines and newspapers, could you mention some of them?

Jenny: Uuh! I read some of the main articles in the 'Crocott's Mail' just to keep abreast with what is going on in Grahamstown. I read the 'Herald' by going through the headings and the 'Habitat' magazine and all magazines to do with house and garden. I kind of scan the articles and look for visual things.

Interviewer: Question 4: Can you tell me your professional qualifications and when you obtained them?

Jenny: I have a B.A. Fine Arts. Aah! A Teachers' Diploma that was called National Higher Education Diploma from Rhodes University in 1974 and 1975.

Interviewer: Question 5(a): If you have taught at other schools, could you mention them?

Jenny: I have taught at Westring High School in Port Elizabeth in the senior phase, Fairmount High School in Cape Town, senior phase, and Victoria Primary School.

Interviewer: Question 5(b): Aah! You mentioned Fine Art, what other subjects do you teach?

Jenny: I have taught Literature at Claridon, I have taught Pottery at another school and English language at Fairmount and my current school.

Interviewer: Question 5(c): What strategy to reading for pleasure was employed at the schools where you have taught?

Jenny: I don't think there was a strategy, maybe Claridon Girls' High School they did it in terms of it was part of the ethos within the English department when we had subject meetings we would speak about the children and their reading you know! To continue motivating them and we did have reading lists that was part of the process of what we did in the English department and that is as far as it went. I don't remember it happening at the other schools where I taught other than you know that within the English department meetings it would be mentioned that it was part of the ethos of the school and those educators knew that it was one the things we work shopped with children.

Interviewer: Question 6(a): What are your beliefs about reading for pleasure?

Jenny: It is one the most marvellous things one can do. In this rushed world of ours where television happens so quickly and if you can supposedly soak yourself with some information via the television it is not the same. Reading has some wonderful calming effect on a person because the length of time it takes to do that activity; it is almost like as if you are feeding yourself on a very personal one-to-one thing. Uuh! Yaa! I regard it as something that sort of feeds in a more precious way than the other media do.

Interviewer: Question 6(b): What factors do you think have influenced your beliefs about reading for pleasure, could it be your exposure to reading when you were a young child or your reading experience at school?

Jenny: Yaa! Undoubtedly the fact that I grew up in a family where reading was encouraged and valued influenced me greatly. My father was an avid reader and it was one of the activities we did in the evening. We didn't have a television on the farm when I was a child so reading and playing cards that kind of things we used to do. All of us, six of us at times would be reading. It became a happy, intimate family, lovely time. I think perhaps another factor is that because of the good teaching that one had right from the start and that sort of love for reading that I became an addict reader so the process of reading is an easy one therefore it is not a kind of burden to have books and reading as part of my life for most of people it is.

Interviewer: Question 7(a): Could you tell me the Grade you teach at your current school?

Jenny: I teach Grade 10 English language at the moment. I had Grade 11 and 12 previously and I just found that Teaching Grade 12 English language with all its marking and preparations decided to teach a lower Grade.

Interviewer: Question 7(b): What approach or strategies, if any, do you use to encourage reading for pleasure at your school?

Jenny: I have a reading list that each one of them has at the back of their exercise books for English language and I make it my business to check it at least once a year to find out what they have read. I try to encourage the boys if they are not in love with reading that they should read short articles from magazines and newspapers. But it is a hard battle in today's world with these children who have been brought up on television completely. I have about 25 students who read regularly and about 30 who are not into reading at all and the others are sort of in between. I try to tell them to read about 12 books, one per month, so that there is that sort of innate sense of achievement built into them to add to the list. I can't say I am 100% successful. But I am also out of touch with the recent books. We have not bought books in the library recently.

Interviewer: Question 7(c): How often do your students visit the library.

Jenny: I feel at this point we don't have a library because of the staffing situation. The current person is not doing it very well. It is not running as nicely as it should. But more and more students are accessing the internet so I think here we could be doing more than we are doing. And financing too!

Interviewer: Question 7(d): Are the students able to access the public library?

Jenny: Yes, they are allowed out on Friday afternoon and Wednesday afternoon. The school library is also opened at certain times. But I feel that most of the students feel that the books in the library are boring.

Interviewer: Question 8: Can you describe what your own approach to reading for pleasure has been in your teaching career?

Jenny: I think it has been verbal. It has been a verbal encouragement. I use the comparison of the child or children building themselves into powerful beings as they can in terms of being a renaissance man and you can only do that by increasing your general knowledge through reading. So it is a sort of adhoc verbal thing that I do. It is a sort of verbal enthusiasm.

Interviewer: Thank you very much for your valuable contribution.

Anna (Protea College)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Anna: My mother always used to read to us at bed time and when we started reading on our own, I enjoyed reading. We used to go to the town library not only to do our projects but to borrow reading material as well so we always read.

Interviewer: Question 1(c): Could you remember how old you were when you first learnt how to read?

Anna: Probably 6 or 7, I think.

Interviewer: Question 1(d): Do you remember some of the stories which your mother read to you?

Anna: I actually don't remember but I remember the books, for example, the children's fairy tale books.

Interviewer: Question 1(e): How did you feel when your mother read to you?

Anna: I don't really remember but I suppose it was reassuring since it happened at bed time.

Interviewer: Question 1(f): Did you have books at home when you were a young child?

Anna: Yes, we always had books in our home. Not many children's books. My father was an avid reader as well so we had book shelves full of books.

Interviewer: Question 1(g): Did you ever receive books as presents?

Anna: I don't really remember receiving books as presents but I was given a lot of books at school during prize-giving. I suppose the other books that I read were borrowed from the library.

Interviewer: Question 1(h): Did you belong to a public library?

Anna: Yes, we used to frequent the library on Saturdays.

Interviewer: Question 1(i): Could you give more details about the kind of books you borrowed from the library.

Anna: The library had a big children's section and my favourite books were African fiction which I read regularly and on the other side was the research section where we did our research projects.

Interviewer: Question 2(a): When you were at primary and secondary school did your teachers use any strategy to encourage extensive reading?

Anna: I do remember in senior secondary school we had to read a certain amount of books for pleasure and earn points for those.

Interviewer: Question 2(b): You talked about the school library facility having been inadequate, I presume this was in the primary school, what about the secondary school?

Anna: At senior secondary school we had an excellent library which was very well equipped and connected to the internet as well.

Interviewer: question 2(c): How often did you visit the library when you were at senior secondary school?

Anna: I visited the library regularly.

Interviewer: Question 2(d): Did your teacher have a class library?

Anna: No!

Interviewer: Question 2(e): Could you explain how often you read for pleasure when you were at school?

Anna: I suppose every night before bed. A lot during school holidays and week ends.

Interviewer: Question 3(a): If you still read for pleasure, what type of reading material do you read?

Anna: I belong to a book club so I read extensively. I read mostly English fiction and a lot of Christian fiction. I prefer something that is light hearted rather than a heavy or rigorous novel.

Interviewer: Question 3(b): I have been told that most women read magazines like ‘Garden and Home’, I wonder if this applies to you as well?

Anna: The only magazines that I actually buy are ‘baby’ magazines. I don’t really read!

Interviewer: Question 3(c): You mentioned that you belong to a book club, how is a book club run?

Anna: Aah! Well, I think our book club probably works differently because we don’t actually read the same book. Each person adds five or six which they love to the whole pile of books and we read from the box and then share ideas or recommend books we have read to others and give a sort of summary.

Interviewer: Question 3(d): The book club concept is a good one you see, I wonder if the students wouldn’t benefit greatly if it were introduced in a school situation?

Anna: It depends on the school because at a Boys’ school boys don’t read for pleasure so I don’t think something like that would work at a Boys’ school.

Interviewer: Question 3(e): You have mentioned something very interesting about boys not reading, what in your opinion makes boys not interested in reading for pleasure?

Anna: I think boys are better equipped with language skills which cause them to be interested in writing diaries for instance and reading. Boys are more realistic they don’t want to skate the world of fantasy, they would rather play a game like rugby.

Interviewer: Question 4: Can you tell me your professional qualifications and you obtained them?

Anna: I have a B.A.Ed which I obtained at the University of Free State in 1995 and a Teaching Diploma which I obtained in 1996.

Interviewer: Question 5(a): If you have taught at other schools, could you mention them?

Anna: My first school was Adelaide Gymnasium and P.J. Olivier in Grahamstown and then my current school.

Interviewer: Question 5(b): How could you describe the library facilities at the schools where you have taught?

Anna: All the schools had library facilities but not well equipped. I think of all the schools, Adelaide had the most well equipped library.

Interviewer: Question 5(c): From what you remember about the library use at the schools where you taught, how often did the students visit the library?

Anna: At Adelaide there were actually library periods, children were often taken to the library to take out books as that was part of their language training, at P.J. Olivier, not at all. At my current school when I just came in 2001 classes were to the library to take out books and return them but that came to an end about two years ago. We picked up that boys were not interested and basically if forced to take out books, boys often vandalised them.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Anna: I believe it is excellent and I also believe that it is a value that is instilled at a very young age and if it isn't done I don't think you will be able to force them to acquire a passion for reading later on. I think it is a parents' job to encourage children to read by reading to them at a very young age.

Interviewer: Question 6(b): Realising that it is a parents' responsibility to encourage children to develop interest in reading for pleasure, how would you make second language learners who haven't had this opportunity to develop interest in reading for pleasure?

Anna: I find it very, very difficult. What I do in my own classes is to encourage the second language learners to read to earn points by reading 100 pages.

Interviewer: Question 6(c): What factors do you think have influenced your beliefs about reading for pleasure, could it be your early reading experience when you were a young child or school experience?

Anna: I think probably in my own home by being read to at an early stage and having parents who both love reading and having been exposed to books at a young age and having acquired a

love for reading that sort of has endured. I don't think my experience at primary and secondary school had anything to do with my love for reading.

Interviewer: Question 7(a): Could you tell me the Grade you teach at your current school?

Anna: I teach Grade 8 Afrikaans and Grade 10 English language.

Interviewer: Question 7(b): What approach or strategies, if any, do you use in your own classes to encourage reading for pleasure?

Anna: As I said earlier, I encourage students to read for pleasure so as to earn points and they make a summary of the book they have read. Apart from that our English department is keen on using Form study because we feel that Form is a very similar genre to the written word and if the boys can see that they can experience a different world through Form then they can realise that they will experience the same feeling through reading.

Interviewer: Question 7(c): Do you encourage your students to use the library?

Anna: Not really but on certain occasions, we give them research projects and for that they use the internet because they seem to be reluctant to research books.

Interviewer: Question 7(d): Realising that your students are keen to access the internet, how much online reading do you think is going on amongst your students?

Anna: I think for every subject they have a research project which goes on for the whole year. But at times we realise that they copy and paste so we encourage them to read.

Interviewer: Question 8: Can you describe what your own approach to reading for pleasure has been during your teaching career?

Anna: My approach has been to encourage them without actually forcing them. I read a lot and I share what I read with the students and hope that they will pick up the passion.

Interviewer: Question 9: Is there anything else you want to explain about extensive reading that hasn't been discussed?

Anna: If teachers realise what impact reading has on the rest of your language skills, if our boys can't read, they can't spell, they can't express themselves verbally so they struggle with every other subject and I don't think people realise the extent of you know the benefits of reading from a young age. And we have problems with our second and third speakers of English language because of reading. They will be able to improve their marks in every subject if they made a concerted effort to read more and to speak the language more. They don't seem to want to read. There is definitely a connection between boys and girls and their love for reading. I have spoken to teachers at another school as well; boys don't really want to read. We can't pin point why and if you look at their marks they tend to be lower than the marks for the girls in English language.

Interviewer: It is very interesting. It is a potential topic for research, I think.

Anna: Yes, definitely. I have been here for more than five years and have noticed a lot of potential topics for research waiting to happen the difference between boys and girls with regard to English language. I think this is something that should be included in the Diploma course on how to reach the boys.

Interviewer: You have definitely made fruitful contribution to the discussion. Thank you.

Mary (Protea)

Interviewer: Question 1(a): Could you tell me about your experience of reading for pleasure from the time you were a very young child?

Mary: Aam! I was a baby when my father was sent to the army. I was left alone with my mother in Grahamstown and because I was the only person she had to talk to she talked to me extensively. I was actually talking by 9 Months and she started to read to me 'rabbit' stories. My favourite was a book by Blyton. At 4 years I was able to read little books with pictures in them. Then I read extensively to the senior secondary school books like 'Nancy Drew'. At senior secondary school I read Charles Dickens, Dick Francis and Agatha Christie's mystery stories. I went to University and carried on reading. When Harry Potter appeared I read about six of his books. Yaa! That is my reading experience.

Interviewer: It sounds like a rich reading experience. **Question 1(b):** Did your parents ever tell you stories?

Mary: My grandpa used to tell us stories, sort of bizarre stories.

Interviewer: Question 1(c): How did you feel when your grandmother read to you?

Mary: Oh! I loved it. I still love it. It is better than watching television.

Interviewer: Question 1(d): Did you have books at home?

Mary: Oh! Thousands! Thousands! We actually have books in a separate room. They are divided into children's books and adults' fiction.

Interviewer: Question 1(e): Did you ever receive books as presents?

Mary: I was bought books during birthdays such as encyclopaedia for animals.

Interviewer: Question 2(a): When you were at primary and secondary school, did your teachers use any strategy to encourage extensive reading?

Mary: Aah! I don't remember anything at primary school but I had my own book at home which I read. As far as I was concerned I had better books at home. My mother took me to a public library where I borrowed more books. At senior secondary school there was a sort of book club where you were made to exchange books and read and write about them.

Interviewer: Question 2(b): Did your teacher have a class library?

Mary: I think we mainly made use of the library.

Interviewer: Question 3(a): If you still read for pleasure, what type of reading material do you read?

Mary: I like reading extensively books by Dick Francis. I read almost anything. I prefer Crime fiction. I don't think I have ever read Romance novels.

Interviewer: Question 3(b): I have been told that most people enjoy reading magazines and newspapers, if you do as well which ones do you read?

Mary: Aah! Very seldom actually. I sort of glance through newspapers like 'Groccott's Mail' which is about Grahamstown. But I buy magazines which have crossword puzzles mainly.

Interviewer: Question 4: Can you tell me your professional qualifications and when you obtained them?

Mary: Uuh! I started at Rhodes in 1996 when I did my B. A. Ed. In 1999 I did my honours and in 2000 I started my Masters but dropped it for a year to do my Diploma course. I continued and completed my Masters later. Yes, my top qualification is a Masters degree in linguistics.

Interviewer: Question 5: If you have taught at other schools, could you mention them?

Mary: I taught at a private school before coming to my current school.

Interviewer: Question 6(a): What are your beliefs about the value of reading for pleasure?

Mary: I think it is immeasurably valuable. I do promote it. But I think there is a problem in South Africa generally. The huge population of our youth in South Africa are functionally illiterate. They may appear as though they are reading but if you ask them a question they won't answer it. It is not a sort of problem which can't be solved overnight or when somebody is already 16 years. It needs to be tackled by as early as Grade 3 or 4. Furthermore, boys don't seem to be as avid readers as girls are. I have got a couple who are battling with reading. Most of our students learn English language as second or third language so reading is a very big problem for them. They don't understand English.

Interviewer: Question 6(b): You made a very interesting observation about children who are already 16 years finding reading difficult. I wonder if you have the same view as somebody who noted that reading is a cultural element and home environment plays a vital role?

Mary: Yaah! I think it is very much a socialization process. When I was doing my Masters I was helping one of the lecturers who was looking at reading as a cultural process. We interviewed a lot of people who were who were able to narrate a lot of stories which had been passed on to them but found reading difficult. Reading was not promoted so those boys struggled to read.

Interviewer: Question 6(c): What factors do you think have influenced your beliefs about reading for pleasure, could it be your early childhood experience with reading or school experience?

Mary: Aah! As I said my mum did read to us which certainly sparked my interest in reading. I love reading a lot maybe it is a personality issue. There wasn't much reading at primary school but at high school my teachers inspired me and they were always enthusiastic about books. Yaa! Enthusiasm from outside does certainly promote something.

Interviewer: Question 6(d): How do you think in the absence of enthusiasm a teacher would promote extensive reading amongst students?

Mary: I don't know. It is more than that because in some cases students can't read properly.

Interviewer: Question 7(a): Could you tell me the Grade you teach at your current school?

Mary: I teach Grades 10, 11 and 12.

Interviewer: Question 7(b): What approach or strategies, if any, do you use to encourage reading for pleasure at your school?

Mary: I encourage them to read even half a page of Comic is better than nothing. I use Form version of books.

Interviewer: Question 7(c): Does your school have a library?

Mary: Yes, there is a library. In fact I am the librarian.

Interviewer: Question 7(d): Do you encourage the learners to use the library?

Mary: Our library has sort of old books because of funding. Unfortunately modern teenagers particularly believe that old books aren't cool.

Interviewer: Question 8: Can you describe what your own approach to reading for pleasure has been in your teaching career?

Mary: Aah! As I said before I do suggest books to the students to read. I tell them that people who read widely do better in comprehension with the view of trying to make them interested in reading. I do promote reading.

Interviewer: Thank you very much for participating in this interview.

APPENDIX 4

SCALE OF FEES			
		Per Annum	Per Term
BOARDERS:	Inclusive fee for Board, Tuition, Sports, Medical Examinations and attention to all minor ailments, and the use of the Sanatorium and Library.....	R79 200	R26 400
	POST MATRIC fees (inclusive of UNISA fees)	R63 360	R21 120
DAY BOYS:	R49 725	R16 575
	POST MATRIC dayboy fees (inclusive of UNISA fees)..	R39 804	R13 268
THERE ARE THREE PAYMENT OPTIONS:			
a. Each term's fees may be paid at the beginning of the term.			
b. The entire year's fees may be paid by the end of January. This will attract a discount of 5%.			
c. The fees and projected cost of extras may be paid by monthly debit order. Payment options can be discussed with the Bursar.			
School books and stationery are charged for as issued and a credit is made for most books returned in sound condition.			
2005			

1. SCHOOL FEE				
<input type="checkbox"/> An annual DEPOSIT (which forms part of the school fee) payable on the first day of the first term or on entry into the school				
<input type="checkbox"/> An annual transport and computer (Future Kidz) fee				
<input type="checkbox"/> A monthly school FEE invoiced at the end of months February to November				
<input type="checkbox"/> Additional termly charges for specialist subjects (Art, Woodwork, Music & Computer Studies)				
LEVY AND FEES				
	Gr 1 to 3	Gr 4 to 7	Gr 8 & 9	Gr 10 to 12
Deposit	R 550	R 650	R 650	R 650
Monthly Fee (over 10 months)	R 355	R 450	R 510	R 510
Transport per annum	R 100	R 100	R 100	R 100
Computers (Future Kidz)	R 80	R 80	R 80	-
Total Annual Cost	R4 280	R5 330	R5 930	R5 850
ADDITIONAL CHARGES				
	Per Term	Per Year		
Art (Grades 6 to 9)	R 40	R 160		
Woodwork (Grades 11 to 12)	R 40	R 160		
Music	R 120	R 480		
Computer Studies (Grade 11)	R 250	R1 000		
Computer Studies (Grade 12)	R 280	R1 120		
Cost of all excursions will be charged.				
Art (Grade 10 – 12)	R 500 per year – payable to Johan Carinus Art Centre			
2. BOARDING FEE				
a)	Grant House (Grade 4 to 12) The boarding fee for all grades is R 13 400 per year or R3 350 per term (R2 550 payable at the start of each term and the remainder of R 800 mid-way through the term)			
b)	Wallace House (Grade 1, 2 and 3) The boarding fee is R 9 900 per year or R 2 475 per term. (R1 675 payable at the start of each term and the remainder of R 850 mid-way through the term)			

APPENDIX 5

Dear June Kachott
We would like to say
thank you for helping
us when we are in need
You ^{are} as beautiful as your
library. June when you
are not available in
the library we feel so
lonely. Thank you for your
kindness
from friends: Thembelani
and Masixole

Dear June
I am sitting on Vulkan Location 1069
I want to say I Love you
so much I want to give
you Christmas present and
beatyfully present June is
a beatyfully teacher a
smat teacher & soft teacher
From: nadi leka
to: June