

**SCAFFOLDING ARGUMENTATIVE WRITING THROUGH
READING TO LEARN (RtL) PEDAGOGY: A CASE STUDY
OF THREE GRADE 11 ENGLISH SECOND LANGUAGE
TEACHERS IN NAMIBIA**

BY

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Declaration

I Ernest. S. Matengu, St No: 17M8258 do hereby declare that the work, *scaffolding argumentative writing through reading to learn (RtL) pedagogy: a case study of three Grade 11 English Second Language teachers in Namibia*, herewith submitted, is my own work. Wherever I have used the work of other scholars, I have acknowledged them in accordance with Rhodes University reference guidelines. This work has not been submitted to any other institution, in whole or in part, for the awarding of any degree.

Signature: 
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February 2021

Abstract

The central aim of this study was to investigate the positive impact of Reading to Learn (RtL) pedagogy in enhancing Grade 11 learners' argumentative writing skills. This was a case study of one school in Otjozondjupa region in Namibia. The pedagogy, RtL, was designed to address learning inequalities with marginalised communities in Australia. Coupled with challenges in literacy development in learners, current methods have not successfully addressed the teaching and learning of argumentative writing amidst learning inequalities.

This study employed the six stages of Scaffolding Interaction Cycle of RtL in order to teach argumentative writing. As is evidenced in recent research, the scaffolding cycle of RtL provides equal opportunities to learners from diverse backgrounds to attain epistemological access at the same pace. RtL's theoretical and conceptual framework is derived from Bernstein's theory of education as pedagogic discourse (a device for maintaining inequality in society), Vygotsky's theory of learning as a social process and Halliday's model of language as text in social context.

The two research questions for this study were: (1) What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays? And (2) How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing? This qualitative case study generated data through observation of three teachers' lessons, a Stimulated Recall Interview (SRI) conducted with the three teachers and learners' pre and posttest of argumentative essays.

The findings of this study revealed that teachers found RtL as a comprehensive pedagogy that makes teaching and learning of argumentative writing successful through systematic scaffolding of learning. Learners' written pre and posttest also showed a narrowing of the gap between weak and strong learners in that weak learners recorded an upward trend similar to that of strong learners in their posttest. Given the design of RtL and studies conducted globally, the findings of this study can be comparable.

Keywords: Democratising the classroom, genre pedagogy, RtL pedagogy, scaffolding argumentative writing, Scaffolding Interaction Cycle, Systemic Functional Linguistics, Zone of Proximal Development.

Dedication

I dedicate this work to the departed souls of my loving mother

Grace Mutafela Musweu-Nchindo

and my father

Joseph Matengu Nchindo

The two have worked tirelessly to put me in school, offered the necessary support for me to complete my matric, and ultimately ensured that I complete this study long after they have departed. How I wish they were still around to celebrate my success.

Acknowledgement

When you practice gratefulness, there is a sense of respect towards others – Dalai Lama

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List of Acronyms

DNEA	Directorate of National Examination and Assessment
ESL	English as a Second Language
MKO	More Knowledgeable Other
NIED	National Institute for Education Development
NSSCH	Namibia Senior Secondary Certificate Higher level
NSSCO	Namibia Senior Secondary Certificate Ordinary level
RtL	Reading to Learn
SIC	Scaffolding Interaction Cycle
SFL	Systemic Functional Linguistic
SRI	Stimulated Recall Interview
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

1.1 Background and Context of the study

According to the National Curriculum for Basic Education, (NIED, 2008), Grade 11 and 12 have one syllabus that should be taught for a period of two years beginning in Grade 11 and ending in Grade 12, in this case Grade 12 being the last class in high school. Grade 11 and 12 syllabi is known as the Namibia Senior Secondary Certificate (NSSC) and it is divided into Ordinary and Higher level. Learners in Grade 11 and 12 have to choose between Ordinary or Higher-level syllabus. The Ordinary level syllabus is called the Namibia Senior Secondary Certificate Ordinary level (NSSCO) and the higher-level syllabus is called the Namibia Senior Secondary Certificate Higher level (NSSCH). At Grade 11 and 12, learners are expected to master certain pieces of essays like argumentative, narrative, descriptive, expository and imaginary (NIED, 2009). Of all these types of essays, the argumentative essay seems to be problematic to learners.

The DNEA's examination report of 2016-2017 for NSSCO/NSSCH (Namibia Senior Secondary Certificate Ordinary/Higher Level) highlighted the lack of knowledge and understanding of text types such as descriptive, narrative, argumentative etc. by learners as a cause for not addressing the question properly in examinations (DNEA, 2016-2017). Writing as a productive skill plays an important role in the development of the learner's education. Further, the DNEA-NSSCO/H paper 2 examination report pointed out that learners lack logic of argument, claims, supporting ideas, and counterarguments among others in their writing of argumentative essays (DNEA-NSSCO/H, 2016, 2017). Without proper guidance on how learners should approach argumentative writing, it may take time for NSSCO/H results to improve. Meyer, Middlemiss, Theodorou, Brezinski, MacDougall & Bartlett, (2002) assert that reading instructions designed to increase learners' knowledge about the functions and purposes of texts should result in better writing. This suggests that reading is one of the most important skills in any language which, if developed well, will open doors of success in the academic journey of the learner. The context, purpose and function of argumentative essay can be taught and read in classrooms with the help of a teacher to assist learners in comprehending ways in which they can construct their own text using the texts provided by the teacher.

My analysis of the examiners' report of NSSCO (Namibia Senior Secondary Certificate Ordinary Level), reveals that learners could not present an argument when they were asked to argue and this resulted in loss of marks (DNEA-NSSCO, 2016). I can also state that learners' failure to successfully write argumentative essays may be as a result of teachers' limited knowledge of how to teach it differently (Chan and Yung, 2018). This suggests that language support is not sufficient for these learners to write adequately to meet the academically approved standards by the Ministry of Education, Arts and Culture in Namibia. Meanwhile, the examiners' report (DNEA-NSSCO/H, 2016, 2017) indicated that learners cannot distinguish between different essays such as descriptive, narrative or argumentative. This could be due to lack of exposure to examples of such essays or texts (Shapiro and MacDonald, 2017). There appears to be perennial struggles in Grade 11 class of both ordinary and higher levels regarding argumentative writing. Hyland (1990) asserts that the difficulties faced by English Foreign Language (EFL) /English Second Language (ESL) students when asked to produce a piece of writing are often due to inadequate understanding of how texts are supposed to be presented. It is in my view that argumentative writing should be addressed in terms of appropriate structure that learners should be able to follow in order to produce a sound essay.

The niche area of this inquiry lied in learners' inability to produce coherent and cohesive argumentative essays following the appropriate argumentative structure. The structure includes an introduction with a thesis statement, supporting statements in body paragraphs that begin with the topic sentence, counterargument (s), and a summarised conclusion (Wingate, 2012). Evidence is provided from the pre-test essays (see attached appendices). The study carried out by Knudson (1992) analysed argumentative writing at two grades namely 10th and 12th graders. In this study, four instructional strategies were employed to teach argumentative writing namely model pieces of writing; with scales, questions, and criteria to guide writing. The results of the study indicated that there was no significant differences in the effectiveness of the four instructional strategies as they did not yield expected results (ibid). Taking learners through a step-by-step process of scaffolding (Rose, 2012) argumentative writing was considered a better option to place learners in a better position to be able to write such essay given the literature I have provided in Chapter 2.

1.2 Statement of the problem

Argumentative essays are taught as items. The teaching of genres as isolated items has resulted in poor argumentative essays. When learners write argumentatively, they tend to write anyhow without following certain text-type guidelines (Paltridge, 2002; Hyland, 1990). This means that there is no context that can help learners to understand what they will be expected to write for assessment. I have noted such errors in essays that learners usually submit for marking. The above struggle may be as a result of lack of consistence and explicit guidance on the conventions and the language registers expected in the argumentative genre. In my view, this is the reason English Second Language (L2) learners appear to be lacking fundamental knowledge of the argumentative writing structure (El-Henawy et al., 2012; Hirose, 2003; Liu & Stapleton, 2014). It is for this reason that a case study was conducted as an intervention to observe learners being assisted systematically to write argumentative essays following specific text-type guidelines (Paltridge, 2002; Hyland, 1990) at grade 11 using the RtL pedagogy.

Regarding teaching argumentative essay as an ‘item’ or isolated without context, I interacted with my colleagues in the recent past who affirmed to me that they have no particular pedagogic discourses in their attempt to teaching this genre apart from approaching it as an isolated item. In my own class argumentative essays were taught as isolated ‘items’. To illustrate what Derewianka (2003) referred to as an ‘item’ and what is happening in my class, learners are presented with an argumentative topic. It is explained in the form of diagrams to illustrate what to include in their essay without their input. Every learner decides on the appropriate structure and style of their essay. Proper background or context of such argumentative topic is not explained by the teacher. Learners are not exposed to exemplar texts from which the teacher can take them through the structure of the essay and how ideas have been developed and aligned into a coherent essay. The reason for such failure on the side of teachers could be because there is no on-going in-service training available in which they (teachers) could be updated on the latest developments on how to teach genre-based text types. In addition, though argumentative writing is a basic competency in the Namibian syllabus, it is silent on how teachers should execute it (NIED, 2009). Evidently, teachers do not have in their possession the right pedagogy to teach genre-based essays.

It is for this reason that this study looked into how RtL pedagogy can support learners to learn the process of argumentative writing through the RtL Scaffolding Interaction Cycle (Rose, 2012).

The decision to teach argumentative writing using the RtL pedagogy was necessitated by the fact that RtL principles focus on scaffolding learning on the language aspects of a particular genre, and in this case the language of argumentative writing was taught in context. The learners were exposed to argumentative texts before writing and went through the six stages of the RtL cycle. This exposure has been proven to be catalytic in developing accepted writing standards of genres (Polio, 2017). Argumentative writing is one such a genre. It was hoped that this approach may eliminate what Derewianka (2003) identified as a problem in the teaching of genres or text types, which is that they are taught as individual 'items.' With the introduction of RtL Scaffolding Interaction Cycle, learners were able to interact with an argumentative text before they wrote their own.

It is not explicitly described in the Namibia Senior Secondary Certificate for Ordinary/Higher Level syllabus (NSSCO/H) how learners should be taught to write argumentative essays, neither are there any proper guidelines from the textbooks that are in use (NIED, 2009). It appears every teacher does it their own way and in the end are expected to produce good results. Lack of uniformity and the use of an approved pedagogy may be a recipe for disaster. If there were approved pedagogical approaches, teachers may have exchanged notes and work out ways of teaching in more constructive ways that yield positive results during and at the end of the academic year. It is in light of the above that the Namibian results for Matric students continue to be in decline.

Wingate (2012) explains a process of argumentation as a connected series of statements intended to establish a position and implying response to another position. This implies development of claims or argument with reasons (ibid). It is therefore important that learners are taken through the process of argument writing for them to understand how to state a position and support it with logical arguments. This study practiced the process through the use of the RtL pedagogy dominated by the Scaffolding Interaction Cycle (SIC) to solve the problem of argumentative writing. The process in which learners are taken through the RtL Interaction Cycle has also proven to help learners improve their general literacy levels as opposed to equipping them in one particular genre of focus (Rose, 2004). Rose & Martin (2012) affirm

that RtL has proven effective in L2 English teaching to aboriginal students in Australia and has been focusing on teaching English in other parts of the world. Monica (2016) writes that RtL interaction cycle can also give significant contributions to improve students' skill in reading and writing when implemented with EFL students. This study was crucial since the reading of my Grade 11 learners is tested in the way they write.

Consequently, I have undertaken this study to investigate if the Scaffolding Interaction Cycle of RtL pedagogy can bring about reputable changes in the way teachers and learners engage with argumentative writing. That is to say, whether teachers can be able to teach their lessons and expect different outcomes in terms of improving the quality of lessons when they have RtL pedagogy as a tool in their hands, and whether learners can achieve the syllabus competency to be able to produce quality argumentative essays with the help of the teachers.

1.3 Research aim, subsidiary research questions and research objectives

1.3.1 Research aim

There is limited understanding of how argumentative writing should be taught and how learners should arrive at what the teacher expects them to do when they are given to write argumentative essays. Hence the aim of this study was to investigate how RtL pedagogy can enhance the teaching and learning of argumentative writing using the six stages of the Scaffolding Interaction Cycle (SIC) of RtL. The study was conducted through a case study analysis of three Grade 11 teachers at one school in Namibia.

1.3.2 Research questions

The following were the research questions for this study:

1. What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?
2. How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

1.3.3 Research objectives

By means of the implementation of the Scaffolding Interaction Cycle of RtL (to be discussed in Chapter 2) as classroom pedagogy, the objectives of this study were twofold:

- To investigate how teachers are able to use the Scaffolding Interaction Cycle effectively to the benefit of all learners providing for equal learning opportunities. This manifests teachers' ability to support learners systematically to do reading tasks that they would not achieve without such support provided for in RtL cycle.
- To critically analyse learners' ability to write well-structured essays following the guidelines for argumentative writing. This reveals if learners can learn from reading texts and be able to use what they have learned from reading and translate that into coherent written pieces (Martin & Rose, 2005). The previous research and body of knowledge on RtL (as discussed in chapter two) has warranted this study in response to learners' struggles in writing argumentative essays at Grade 11 level.

1.4 Overview of Research Methodology

My research was a case study. The case study involved three English Second Language (ESL) teachers and three grade 11 classes from the school where I teach in Otjozondjupa region. In those three classes, 12 learners were purposefully sampled. The sample was based on their performance in the pre-test in terms of above average, average and below average which they wrote prior to the commencement of the intervention. The 12 learners became my focus group. The three teachers were purposefully sampled from the Language Department at the school. The three teachers and 12 focus group learners are identified with pseudonyms in this study as a measure to conceal their identity. In defining what case study is, Yin (2017) asserts that case study is an empirical inquiry that investigates the case within its real-life context.

The three teachers underwent a one-week training workshop that I conducted. The workshop focussed on how the teachers should use the Reading to Learn pedagogy in their classrooms to scaffold argumentative writing to three grade 11 classes. During this workshop, the teachers and I went through sample argumentative essay texts that I designed. During the workshop, the sample essays were scrutinised and amended accordingly. Teachers used the sample essays texts in the actual teaching. In these essays, the 6 stages of the Scaffolding Interaction Cycle of RtL were thoroughly discussed during the workshop. Again, the application of these stages into the teaching of argumentative essay was thoroughly analysed. Finally, we drew up lesson plans which the teachers would use in their classrooms.

I observed a total of three units of lessons that consisted of five lessons per unit making a total of fifteen lessons from the three teachers over a period of six months. My data sources were pre-test, post-test, observation and stimulated recall interview. All lessons were video recorded. Individual teachers were interviewed after each lesson they taught. The process of lesson preparation followed thereafter when necessary. The data generated in this study was analysed qualitatively within the framework of the 6 stages of the scaffolding interaction cycle of RtL. Aspects of this study's design, paradigm and methodology have been expounded on in the methodology chapter.

1.5 Significance of the study

The findings of this study seeks to benefit the following:

Teachers will improve the teaching of argumentative writing using the Scaffolding Interaction Cycle of RtL. The scaffolding cycle can be applied in the teaching of any genre-based text types (Rose, 2006). Due to the good reputation of RtL pedagogy in primary school and tertiary level, I believe that secondary school teachers in Namibia and elsewhere will find the findings of this study beneficial in their day-to-day teaching. Given the rampant inequality and inequitable access to learning in our classrooms, RtL provides the opportunity for teachers to change the status quo in which learners are classified based on their previous knowledge and background.

Learners will benefit from this study as it sought to enhance the way in which they write argumentative essays. Access to the work in this study will provide guidelines on how learners can approach this type of genre and thereby write to the expectations of examiners.

Future research will as well benefit from this study as it seeks to contribute to knowledge of English language teaching given its multi-theory approach. This study may also contribute to further research in exploring the effectiveness and usefulness of RtL pedagogy in developing and improving literacy in all areas of learning. Additionally, the study will contribute to research around a multi-theory RtL pedagogy that is trending in many parts of the world yet seemingly new to Namibia.

In light of the above, this study may have the potential to influence **curriculum planners** to relook at ways on how teachers can be empowered to successfully support both weak and

successful learners to achieve basic competencies at the same level. This study could be useful as curriculum planners consider diverse approaches available to them in order to improve teaching and learning.

A section on quality standards for believability of the findings is discussed under section 3.9 in Chapter 3.

1.6 Thesis organisation

Chapter 2

Chapter 2 is the Literature Review chapter. I have first discussed the conceptual and theoretical framework in which my study is situated. This was followed by an in-depth discussion of RtL which was followed by a discussion on the SIC of RtL. In this chapter, most recent and relevant literature in the area of Reading to Learn (RtL) pedagogy is reviewed. RtL is reviewed in terms of how it was used in the classrooms around the world where it was used. The chapter closes with a discussion on how classrooms can be democratised given the diverse identities of learners in a single classroom.

Chapter 3

This chapter describes the overall strategy that I have chosen to integrate my approach into the study. I began this chapter by outlining the research aim, subsidiary research questions and objectives of the inquiry. This was followed by a discussion on the research design. I also deliberated on the sampling technique I used for this study. This chapter includes a critical discussion on the data generation methods I employed in this inquiry. Last but not least in this chapter is a discussion on quality standards for believability of the findings

Chapter 4

In this chapter I presented and analysed the findings of the study. The data was presented and analysed as it was generated. The chapter focused solely on the two research questions and the research objectives. The three data generation tools namely classroom observation, Stimulated Recall Interview (SRI) and pre-test and post-test were data generation techniques and formed the basis of how the data was presented and analysed in chapter four.

Chapter 5

This chapter focused on the discussion of findings of the study. It is in this chapter where I discussed how the teachers perceived RtL pedagogy and how they actually used it in their

classrooms. I have also discussed how the support and scaffolding provided by teachers enabled learners to improved argumentative writing as was evidenced in their essays.

Chapter 6

This is the last chapter of this study. It presents a summary of the findings from the whole research. The chapter has outlined the contribution of my research to the body of existing knowledge as well as the recommendations. The limitations of the study have also been discussed in this last chapter.

1.7 Conclusion

This was an opening chapter of this research. In this chapter I looked at the background and context of my study in relation to RtL pedagogy. The chapter looked at why there was a need for this research study to be carried out. I expounded in this chapter the knowledge gap in terms of argumentative essay writing, the importance of teaching this type of essay by means of RtL scaffolding cycle. Furthermore I highlighted learning discrepancies of learners from diverse socio-economic backgrounds and how such could be extenuated by the application of RtL pedagogy. I also highlighted the importance of the findings and their benefit thereof as they unfolded in the research. In the following chapter I have reviewed literature around the valuable contributions of RtL pedagogy to scaffolding of learning, and how such contributions could be utilised to close the knowledge gap that exists with argumentative writing.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter I review literature of the studies that have been carried out in light of RtL and reviews current techniques that have been used to teach argumentative writing. The chapter will kick off with a discussion on the conceptual and theoretical framework of this study which will be followed by a comprehensive explanation of the RtL pedagogy. This explanation will be followed by a detailed discussion of the Scaffolding Interaction Cycle of RtL. Thereafter I will proceed to review detailed literature on how RtL was implemented in the classroom followed by research-appraised knowledge on argumentative writing. I will then through literature establish and assert why a knowledge gap exists in the teaching of genre-based argumentative writing. This review will also include literature based on my research questions. The chapter will close with a discussion on why classrooms should be democratised to become places where every learner is able to access knowledge.

2.2 Conceptual and Theoretical framework

The objectives of the multi-theory Reading to Learn (RtL) pedagogy are, among others, to equip the teacher on the techniques that will enable them to democratise the classroom (Rose, 2005). RtL was drawn from Bernstein's theory of pedagogic discourse (1990), Vygotsky's theory of learning as a social process (1978), and Halliday's model of language as text in social context (1993) to develop the RtL pedagogy. Rose refers to the three theories as 'tools for democratizing the classroom (Rose, 2005). The meta-theory of my study is Vygotsky's theory of learning as a social process. This theory blends concepts of Scaffolding in which learners are supported to perform tasks which they cannot be able to carry out by themselves upon reaching their Zone of Proximal Development (ZPD) on which the teacher participants helped them build from what they know to what they cannot do by themselves. In this case the participating teachers were the More Knowledgeable Other (MKO) to guide and facilitate knowledge attainment. The concepts above will be discussed in detail bellow.

The integration of the afore mentioned concepts and theories have given rise to a six Stage Scaffolding Interaction Cycle namely: preparing before reading, detailed reading, preparing before writing, joint reconstruction, individual reconstruction and independent writing (Rose and Acevedo, 2006). I begin the next section by discussing the three theories that Rose drew

upon to develop RtL pedagogy. The Scaffolding Interaction Cycle that is the result of the integration of the three theories is discussed in section 2.5.

2.2.1 Bernstein's theory of pedagogic discourse

In his argument regarding teaching and learning, Bernstein's theory of pedagogic discourse identifies two dimensions as I have alluded to above: "the discourse which creates specialized skills and their relationship to each other as instructional discourse, and the moral discourse which creates order, relations and identity as regulative discourse (1996, p. 46). The two dimensions are what leads to a single process of learning. It is Bernstein's argument that the transmission of skills and the transmission of values cannot be separated from each other. It is in Bernstein's view that the regulative discourse in which the transmission of order, relations and identity takes place and has an upper hand to the transmission of skills and knowledge (Bernstein, 1990).

My understanding of Bernstein's theory (1999) is that the social moral order of the classroom has enabled learners to classify themselves into groups of those that are successful, those that are average and those that are unsuccessful as a result of their background. When a teacher walks into the classroom for the very first time, s/he will start to see that inequality in the classroom is prevailing. The teacher will be able to notice that there are learners in class who actively participate, others are those who will sometimes be able to engage in classroom discussion and the last group will be that which will be unable to engage. This will then lead to unequal learner relations in class which has ultimately led to successful, average and unsuccessful learners. We have as teachers referred to these levels of achievement as differences in learning abilities. This is where Rose (2005) comes in to say that such unequal identities of learners in class has led to the reproduction of socioeconomic inequality. He says that the function of the evolved (not designed) pedagogic discourse is to reproduce an unequal social order which will classify learners into those that can be fit for professional, vocational and manual occupational roles (Rose, 1998).

My understanding of the regulative discourse is that it classifies a learner as average of which the instructional discourse will assign a vocational role in society for such a learner. The problem of learner identity does not seem to begin in tertiary, secondary or primary education, rather when children come to school, some are able to read while others are unable. Teachers then will evaluate these learners on the basis of what they have acquired from the previous

grade. The teacher will then place the learner according to successful, average or unsuccessful, thereby reinforcing inequality in the classroom (Rose, 2005). It is this sort of evaluation in our schools that has put much focus on transmission of content and not skills. Rose (2006) writes about why such inequality is perpetrated and why this state of affairs might be unfavourable to the future of learners without reading skills:

This inequality is universally construed at all levels of education, whether overtly or not, as differences in learning 'ability'. The entire educational edifice of assessment, progression and specialisation is predicted on this assumption. The naturalisation of inequality as differences in 'ability' serves to internalise these identities, so that successful learners come to experience schooling as their pathway to the future, while unsuccessful learners eventually come to experience it as irrelevant, even alienating (p. 133)

This could be the reason why the marginalized or previously disadvantaged learners who happen to be the majority are thrown out of the school system with no basic skills. Learners' backgrounds are different because there are those who come from homes which provide children with opportunities to read while other homes are poverty stricken with nothing to read. Despite these inequalities, these marginalized children look forward to learn from a classroom that can be classified equally. It should therefore not be viewed that learners from poor backgrounds have lesser learning abilities than the elite children. It is in Bernstein's theory that those children from the elite and those from poor background can be brought together in the same classroom and learn at the same pace (Bernstein, 1990).

2.2.2 Vygotsky's theory of learning as a social process

The Vygotskian theory is opposed to teacher-centered model of teaching which takes the form of presenting information to learners and relying on them to assimilate and use it independently. It is also opposed to learner-centered model which allows a teacher to provide a context for learners to discover concepts for themselves. In the Vygotskian view, learning takes place in both modes only insofar as learners are supported by a teacher or by a text that mediates the teacher's support (Rose, 2005; Vygotsky, 1981).

The two modes of teaching mentioned above seems to reinforce inequality in the classroom. This seems to be the case because the teacher-centered offers support to advanced learners who can work independently while the weaker ones get stranded. The learner-centered offers

support to both learners but the level of task tends to be higher for weaker learners thereby giving advantage to advanced learners so that their incremental rate is raised far beyond that of the unsuccessful learners. This then further reinforces unequal social order perpetuated by the regulative discourse (Rose, 2005). In his theory of learning as a social process, Vygotsky suggests that a teacher can potentially support learners to operate at a high level despite differences in ability. In light of Bernstein's theory of education as pedagogic device, the classroom is viewed as a place where unequal relations are perpetuated (Bernstein, 2004). Vygotsky then comes in to say a teacher can be empowered in a social situation of the classroom to support all learners so that they can actively participate and perform high level tasks (1981). This further support of both weaker learners and the elite to simultaneously perform high level task is what Rose (2004) coined into what he called Reading to Learn (RtL) pedagogy. In the following sub-sections I discuss scaffolding and Zone of Proximal Development (ZPD) which are embedded in Vygotskian theory.

1) Scaffolding

Vygotsky presents a teacher as a facilitator of learning content. He argues that a teacher can provide support to a class which has a combination of learners from different backgrounds. These learners can be helped together by doing high level tasks with greater support ensured with the weakest learners to enable them to move together (Vygotsky, 1978). This takes me to what Brunner (1976) called 'scaffolding' (which became synonymous with Vygotsky's theory of learning as a social process). Scaffolding refers to support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not be able to manage on their own (Hammond & Gibbons 2005). In this process a teacher supports all learners to do high level tasks so that they can acquire independent competence. The teacher in this case is the More Knowledgeable Other (MKO) who is in the know about the task at hand (Vygotsky, 1978). The teacher then withdraws the scaffold gradually at a point where learners are able to move alone.

In a social learning classroom, learners can achieve learning by assisting each other to learn with the help of a teacher and the text as a mediation tool and therefore bridging social inequalities. Vygotsky continues to argue that the process of social interaction precedes that of development (Vygotsky, 1978). This is to say that learners learn by interacting with each other in the process of skills development. It is therefore important that learners are provided with the most active role in the learning process than a teacher. In my inquiry, teachers have been

empowered by scaffolding to be able to support learning when learners thought it difficult. Through scaffolding, teachers occupied their position in the process of guiding learning through a reading text as a mediation tool. Learners too have taken up their position to actively interact.

2) Zone of Proximal Development (ZPD)

The Zone of Proximal Development in Vygotsky precedes the metaphor of scaffolding. ZPD is defined as ‘the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers’ (Vygotsky 1978, p. 76). Chaiklin (2003) explains the zone as a relationship between instruction and development. In the ZPD learners acquire new learning or knowledge. The presence of the teacher made this possible. As learners go through reading texts with the teacher, they come to a point where they need a teacher to explain concepts and elaborate context. More so, learners will need the guidance of a teacher as they engage in the process of constructing new texts. In RtL the teacher engages with learners as they begin to learn from reading, a skill which is relatively new in our context of teaching and learning. ZPD situated my study in that learners engaged with content they could not comprehend by themselves. This in turn prompted the immediate intervention by the teacher to provide relevant examples that learners could associate with.

2.2.3 Halliday ‘s Systemic Functional Linguistics (SFL)

Bernstein argues that reading in school is the crucial pedagogic medium and social relation, which enables independent homework that is essential to cover the secondary curriculum (Bernstein, 1990). The third theory that comes from Halliday looks at language as text in social context and considers the Systemic Functional Linguistic (SFL) in which Halliday emphasizes the idea of language as meaning in social context (Halliday, 1993). According to Weinstein (1991) a classroom is a social learning context in which learners are not only expected to achieve academically but interact to learn socially appropriate behaviour. Rose tells us that the genres in which school knowledge is typically written and read are narratives, reports, descriptions, explanations, and arguments as in expositions and discussions. In my view, as learners engage in the discussions among themselves with the reading text and with the help of the teacher, it allows them to construct meaning within the context of such text. Rose (2015) calls these ‘knowledge genres.’

Using the RtL pedagogy in this study and in light with Halliday's SFL theory, learners read argumentative texts and understand their purpose and meaning. This was done from the level of word, a phrase, a paragraph and then the whole text. They then went through the process of writing their own arguments purposefully. The assessment of learners' written essay genres was then assessed in terms of genre type, register, discourse, grammar and graphic features (Rose, 2018). Halliday tells us that a text is not just words but it is there to serve a purpose since language is used for various functions, in this study the focus will be on argument writing for the purpose of arguing for a point of view and discussing two or more points of views (Halliday, 1976). Argument writing was explored at the level of Grade 11 in Namibia for this particular study.

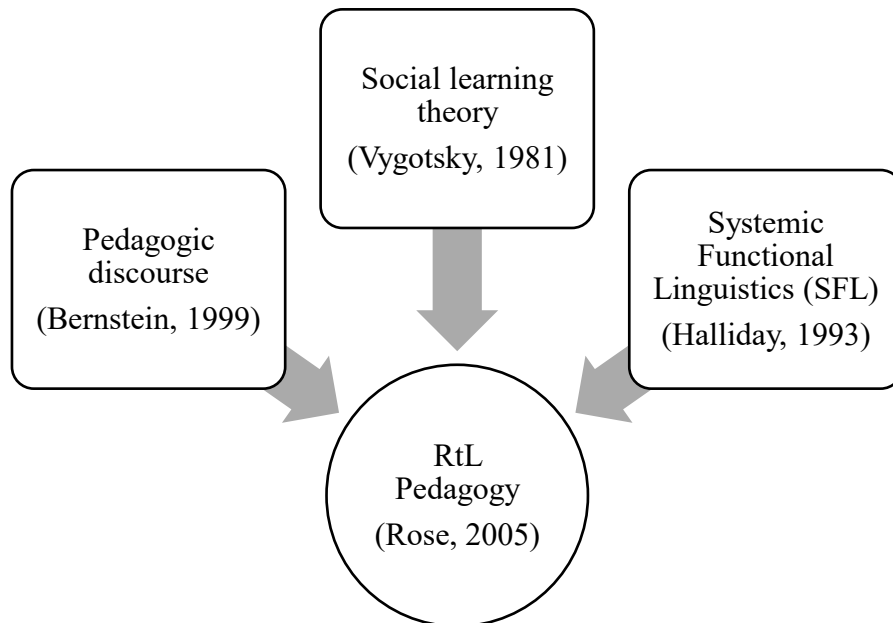
2.3 Reading to Learn (RtL) Pedagogy (Rose, 2005)

Reading to Learn (RtL) pedagogy is a literacy pedagogy designed to enable all learners to read and write at levels appropriate to their age, grade and area of study (Rose, 2006). The long-term action research project called RtL purposed to look at ways on how a teacher can democratise the classroom to accommodate the marginalized together with the elite in one learning environment without the other group benefiting more than the other (Martin 2006; Martin & Rose, 2005).

This pedagogy enables all learners to operate at a high level while providing greatest support to the weakest learners (Rose, 2005). It looks at giving every learner an equal opportunity to learn (Rose and Martin, 2012). The pedagogy has shown tremendous success with regard to bridging the gap of unequal and inequitable learning access of the elite children and Aboriginal learners in Australia. Through the Scaffolding Interaction Cycle imbedded in the RtL, learners were supported to work with reading texts that they could only perform with the help of the teacher. Subsequently, I will discuss in detail the scaffolding interaction cycle of RtL to show how the different reading stages can help learners to learn from reading and write successfully.

The figure bellow shows the theoretical basis of RtL.

Figure 1: Theoretical basis of RtL (Rose, 2005)



2.4 Genre pedagogy and Reading to Learn (RtL) pedagogy

In what came to be known as the ‘Sydney School’, genre pedagogy was born. It came into place as a result of a large-scale action research project that lasted for about three decades that was conducted by educational linguists in Australia (Martin, 2000; Rose, 2009 & Rose 2011). The ‘Sydney School’ project consisted of three major phases: (1) design of writing pedagogy focusing on school-based genre in primary schools in 1980s, (2) extension of writing pedagogy to genre in subject areas in secondary schools in the 1990s, and (3) integration of reading and writing with teaching practice across schools in the late 1990s (Rose, 2009). The aim of the ‘Sydney School’ project was social justice in the form of educational equity for all learners (Martin & Rose, 2008). According to Martin & Rose (2012) genre pedagogy is a pedagogical approach established in a fully-developed, richly described language-based theory of teaching and learning. In genre pedagogy, learners are expected to develop advanced literacy practices. Genre pedagogy situated my inquiry together with RtL because of argumentative writing which is a genre-based type of writing.

A strong correlation between academic performance of learners and reading has been proven by research around the globe (Hyland, 2007; Rose, 2008). When learners are able to understand the reading text they engage with, they will not have difficulties in applying it or constructing their own text. When reading becomes the basic way that learners learn, then they will produce informed pieces of writing. While this might be the reality there is little that countries like Namibia seem to have done or is doing to mitigate literacy challenges in our schools. Our learners are promoted to the next grade while they have not been taught to work with texts in order to produce coherent pieces of writing. The problem here might not lie with learners per se but with teachers who are not grounded in genre-based teaching. Teachers have not been trained to support learners to produce appropriate genre-based essays. This is why I found it necessary for this study to be conducted.

To support the claims I have put above, I present the aim and outcomes of the following research that was conducted by Christie & Dreyfus (2007) in which secondary school learners' texts in the thematic interpretation genre in English were analysed using a functional linguistic approach. Learners were asked to compare how the writers of the two texts 'Frankenstein' and 'Buffy the Vampire Slayer' used the Gothic to convey their stories. The aim of this study was to suggest a pedagogical intervention that may improve the teaching of writing. It became evident in this study that the teacher did not support the learner in terms of the teaching of thematic interpretive genre. This learner's text was unsuccessful and this is what the teacher commented, "You have not clearly discussed the Gothic elements, you obviously have some idea, however, this is not right." (Christie & Dreyfus, 2007 p. 243). This learner was only assisted by the researcher to identify stages of this particular genre. The learner worked together with the researcher to rewrite his text. When the text was submitted the teacher commented, "B+ Well, you've let the secret out—you can do very good work! This is the minimum standard I expect from now on", (Christie & Dreyfus, 2007 p. 245).

What is evident from the study above is that without the teacher having the knowledge and capacity to teach the stages of a particular genre, there is little that a learner can do to write a successful text. Unless teachers engage learners in meaningful reading of texts, identifying and deconstructing a model text for the target genre, we cannot say learning has taken place. The RtL methodology with its strength in scaffolding reading and writing can become the right tool in the hands of teachers to embrace genre-based approaches to teaching reading and writing

(Rose, 2008). I have thus decided to combine the two (Genre pedagogy and RtL) so that teachers can teach genre-based argumentative writing with the scaffolded learning imbedded in RtL in order to support learners to understand the type of essay they have to produce.

2.5 The Scaffolding Interaction Cycle (SIC) of RtL

The RtL pedagogy is a carefully designed outline of classroom interaction. The RtL pedagogy follows a six stage Scaffolding Interaction Cycle (Rose & Acevedo, 2006). The stages are presented slightly different in the 2018 version (Rose, 2018). I opted to use the former version which is easy to follow and speaks well with my inquiry. The scaffolding stages systematically offer support to learners in order to learn from the reading text and thereby constructing their own text following the guidelines. My study used the stages of the Cycle in order to effectively establish the place of RtL pedagogy in Grade 11. The six stages of the Scaffolding Cycle of the RtL are as follows: preparing before reading, detailed reading, preparing before writing, joint writing, individual writing and independent writing. The scaffolding embedded in the RtL pedagogy is therefore a celebration in facilitation of learning and teaching of all aspects, particularly in ESL contexts.

Below, I outline the top-down stages of the SIC.

Stage 1: Preparing before reading

As outlined by Rose & Martin, (2012), the preparing to read stage reduces complexity of the text with the help of a teacher from the level of a word to that of the whole text. At this stage, the teacher has looked at the reading text and has prepared for the lesson beforehand. The teacher first engages learners into a discussion of the text they are about to read. The discussion includes explaining background and field of the text as well as its sequence. The teacher does this by explaining the content of the whole text in summary using language that is familiar with the learners. This is followed by the teacher reading the text aloud to the whole class. The purpose of this stage is to provide support to learners to understand the deeper meaning of the text and its field (Rose & Martin, 2012). In my study, stage one allowed learners to decode meaning of unfamiliar words.

This stage prepares learners for the text that they will read about in the detailed reading stage.

Stage 2: The detailed reading

According to Rose & Martin, (2012) at this stage the teacher distributes copies of the text that learners will engage with. Learners get an opportunity to read the text together with the teacher. As the text is read sentence-by-sentence, the teacher provides meaning cues to difficult wording. He does this by preparing learners to identify and highlight words and thereafter elaborates by defining, explaining in a form of discussion. These cues enable learners to actively identify wordings from the text and in the process, they learn how to apply what they learn to other texts over time. The words identified are highlighted in the text. Once this has been done, meanings of such individual words are sought either through contextual clues or by means of a dictionary. It is at this stage where lexical items are unpacked for comprehension. The teacher does this by paraphrasing the meaning of a sentence in the text. Learners are directed to identify a key word from the text that stands for a phrase. The teacher can do this by asking learners e.g., which word in the sentence means...?

The word is further elaborated by the teacher. It is encouraged that the teacher comes to class with the language choice that s/he would like to focus on (Martin & Rose, 2005). In terms of argumentative texts, the teacher explains how an argument is developed in terms of main argument (thesis), claims, supporting ideas, counterarguments, and conclusion and then provide cues that will help learners to identify such sequence (Christie, 2012). The language features of how learners can develop those items are also explained by the teacher. Stage two of the SIC allowed learners in my research to immerse themselves into learning by exploring language, content and style of argumentative essays.

This stage prepares learners for the joint construction stage.

Stage 3: The preparing before writing

This stage allows the teacher to guide learners to write notes from the words they have highlighted in the text. As learners write notes on the chalkboard, they have an opportunity to also engage with spelling. In terms of argumentative writing, learners have an opportunity to brainstorm notes that will allow them to construct new argument in the next stage as opposed to the ones they have gone through in the text. Learners do this by focusing on the specific genre that they will be expected to produce. (Rose & Acevedo, 2006). Stage three of the SIC contributed highly to content and context of specific essays in this study as learners, with the help of the teacher engaged in thinking about what to include and what to remove from the list. This stage prepares learners for the joint writing stage.

Stage 4: The joint writing

At this stage, learners are guided to write a new text with the support from the teacher. Rose & Acevedo (2006) recommend that for argumentative essays, learners can write a new text with a new argument using the notes on the board. This new argument uses the outline of the exemplar text that learners have read with the teacher while following specific genre guidelines. This stage allows learners to practice language features at the level of discourse, lexicogrammar and graphology (Rose, 2005). The interesting part of this stage in my study was that learners were able to work in pairs to realign the paragraphs that they have scribbled down according to the teacher's suggestions.

The joint writing prepares learners for the individual writing stage.

Stage 5: The individual writing

This is a further stage that prepares learners for the independent writing which is the last stage. At this stage, learners write a different argument on the same topic using genre guidelines from the original text. This new argument may contain new words or synonyms from the text and notes on the board. The purpose of this stage is to enable learners to independently write new text from notes. Here learners learn to interpret the text they read (Rose & Acevedo, 2006). During the study intervention, learners were able to link ideas from the chalkboard and the exemplar text in order to formulate their own argument.

Stage 6: The independent writing

This stage allows learners to write a completely new argumentative essay on the same topic but using different arguments or a completely new topic while following the genre guidelines. Learners can be divided so that others can write arguments for while others write arguments against (Rose & Acevedo, 2006). At this stage the teacher is ready to assess learners. Stage six of the SIC enabled learners to engage with the material they have learned in order to write an argumentative essay on the topics they were provided with.

Below is an illustration of the cyclical nature of the Reading to Learn (RtL) Scaffolding Interaction Cycle.

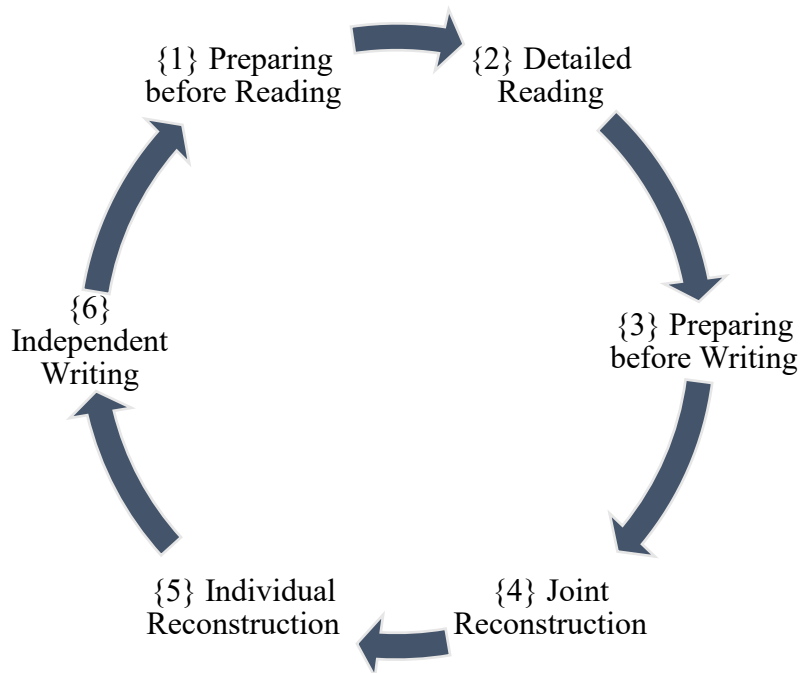


Figure 2: Scaffolding Interaction Cycle of RtL (Rose, 2005)

The implementation of RtL pedagogy may require teachers' knowledge of SFL in order to grasp the level at which learners should engage with the reading text. Without this knowledge, the teacher may not impact positively on curriculum knowledge that learners are expected to attain (Halliday, 1993). The SIC may also be challenging to execute for the untrained teacher in RtL because of the lengthy of time it may take to complete a cycle (Rose, 2018). This can have a negative effect on the timely accomplishment of the curriculum. The six stages above could not have been comprehensible without the training of the teachers who took upon lessons that they taught. Hence the training of teachers on how to teach the six stages of the SIC was important.

2.6 Classroom based studies on RtL

The Reading to Learn pedagogy has been used with schools in Australia, Europe, Scotland, South Africa, Kenya, Tanzania, Uganda, Chile, and Japan mostly in primary schools (Lucas, McEwan, Ngware, & Oketch, 2014; Rose, 2008). A study of teaching persuasive arguments

through RtL was done in USA and revealed that the RtL scaffolding Cycle has the potential to develop adolescents' literacy practices in the writing of academically-valued persuasive argument essays (Ramos, 2015). This study by Ramos is an important study in relation to my study in that it used the RtL approach in teaching persuasive arguments. The data generating tools in the study were pre-test, post-test, post instructional unit survey and follow-up interviews. The study did not, however, focus on Grade 11 and how RtL could alleviate argumentative writing challenges at secondary school level. In Australia, the study was evaluated at tertiary level to look at how RtL can improve literacy at the University of Sydney, (Rose, 2004; 2005). The study revealed that the genre-based pedagogy of RtL does improve learners' ability to learn from a text and therefore write accordingly. (Rose, 2008).

Monica, (2016) carried out a study in Cirebon, Indonesia which looked at how Scaffolding Interaction Cycle which was introduced by David Rose can be effective in an English classroom. The study was conducted in an English First Language class. Data was generated through observations and interviews. The findings from this study revealed that the Scaffolding Interaction Cycle can give significant contributions to improve learners' skills in reading and writing. It was also revealed in this study that meaning negotiation between teachers and learners in the classroom is a complex phenomenon which can be achieved when knowledge is negotiated within context. The success of this research which was conducted with first language speakers can help us to understand that second language teachers and learners can achieve the intended goals of RtL. The majority of learners who struggle with reading and writing may be the marginalised second language speakers as pointed out by Rose & Martin (2012). This may be true because first language speakers come with a better understanding of the English as a language of the classroom. Despite using the Scaffolding Interaction Cycle, Monica, (2016) did not use SFL and does not show if her study was informed by the social learning theory of Vygotsky (1978). The study does not also identify classroom learning as a pedagogic device in which marginalised learners are being separated from the elite learners to create classroom inequalities (Bernstein, 1996).

Using Systemic Functional Linguistic (SFL), a study was carried out in Indonesia at university level with a focus on exposition and discussion. The study revealed that students developed their writing ability of argumentation (Emilia & Hamied, 2015). Another study was done in Arizona with focus on examining 5th grade students' development of oral and written argumentation in science through argument-based inquiry. This study revealed that students

were able to use critique components through their participation in whole-class discussion and presentation of arguments (Chen, Hand, & Park, 2016). The above captioned studies did not incorporate the RtL approach in the teaching and learning of argumentative writing and do not therefore address effectively the issue of scaffolded learning and the benefits it would have to 5th grade students. The studies however, do inform me of the usefulness of SFL in terms of teaching argumentative writing in light of the linguistic devices required by learners to accomplish argumentative essays.

SFL is key to RtL and also to my study in that learners dealt with text response. They needed to show how they understand grammar patterns as they were presented in the reading text. In this case, learners' critical response to the kind of text they are reading may help them to transfer their ideas into writing. In this study I used the RtL writing assessment tool, an RtL descriptor that show language resources which learners have used. This is tracked in the form of giving a score to learners' writing tasks so that their growth can be monitored (Rose, 2018). The omission of Scaffolding Interaction Cycle of RtL from these studies creates a knowledge gap in terms of how struggling learners can be assisted by the teacher systematically to attain the learning outcomes through reading and writing. This may therefore render it difficult for the teacher to ensure that what the elite learners get from the learning is what weaker learners have also learned. With regards to the effectiveness of the 6 stages of RtL Scaffolding Interaction Cycle, Rose (2005) argues that:

“In each successive stage, the complexity of the learning task increases, and the gap between the most and least successful learners decreases, so that they are ultimately able to do the same high-level assessment task, with comparable success.” (p. 148).

A number of studies have been carried out by Millin in South Africa in the Western Cape. In this particular study of 'scaffolding academic literacy using Reading to Learn', Millin (2016) implemented the Reading to Learn pedagogy. This was an evaluative study whose aim was to test and assess the efficacy of an innovative literacy development intervention called Reading to Learn (RtL). The assessment was done with Grade 11 learners at one of the schools. The result of this study showed improvement in learners' academic literacy skills particularly in schematic structures of narrative and academic essay genres. The study also showed that weaker learners greatly improved at a higher convergence rate with the academically privileged

learners. Looking at this study, despite the fact that there were weaker learners who came from poor socioeconomic backgrounds, their reading abilities changed for the better and this was evidenced in their writing owing to the use of RtL pedagogy. This study by Millin (2016) necessitated my research in that it was bench-marked on the principles of RtL pedagogy and was conducted with grade 11 learners like in my study. I however expect slightly distinct results with my study because of the injection of the Scaffolding Cycle of RtL which was not used with the said study.

The findings from the study by Millin (2016) illuminate how RtL can bring about equitable access to learning for both learners from a poor educational background or the previously marginalized and those learners who came from homes that have accorded them an opportunity to learn to read before they joined formal schooling. It is apparent, I suppose, from the above study that when teachers take their learners through the reading texts stage by stage, such learners develop reading skills which they will need for any form of schooling in the future (Rose, 2006). It is such reading skills which will help them to write accordingly.

In a recent study by Millin & Millin (2019), two small-scale longitudinal studies were conducted in South Africa. One was at a senior secondary school and the other at a tertiary context. The aim of the study was to look at how to bridge the academic literacy skills divide in the English language classroom. The Reading to Learn pedagogy was used in two separate studies to test its effectiveness to address inequitable academic literacy skills development of linguistically marginalized and socioeconomically disadvantaged tertiary students and school going children. Like in the previous study, this study also showed that RtL is successful in raising the level of academic writing skills and that weaker performing learners made greater gains in their reading and writing and thereby displaying a greater convergence effect.

The equitable learning outcomes observed in the preceding study show that in as much as teachers want to teach syllabus content, the organization of such a classroom in terms of how they should attain such syllabus knowledge plays an important role in the learning process and skills development. The RtL pedagogy came in the wake of warning educators that there is ongoing inequality and inequitable learning taking place in the classroom which should be addressed before learning of such syllabus content can be realized. If other learners are left out in the process of learning because they cannot read or understand the written word, they will

be made to believe that schooling was not meant for them. Such learners will eventually exit the schooling system. When that happens, the purpose of learning would be forfeited.

A study was carried out in the Western Cape of South Africa on the assessment of the impact of RtL literacy intervention. There had arisen a backdrop of serious concerns in terms of the state of literacy development in schools in South Africa. The learning discrepancies have been observed especially with non-native English-speaking learners. Such learners are marginalized in terms of their socioeconomic disadvantages. This study revealed that non-native English-speaking learners at Senior Secondary level who showed weaker academic skills in their writing before the intervention exhibited greater improvement in the respective writing skills during the course of the intervention (Millin and Millin, 2018).

A study on the perception of English writing activities was carried out in Windhoek (Namibia) which revealed that learners exhibit low performance in creative writing in general, (Smit, Nandu & Mostert, 2017). This study pointed out that some learners had no interest in creative writing and this made it difficult for them to pass. Though the study above by Smit et al was looking at creative writing as opposed to my study, it has, however, pointed out learners' low performance in writing activities which is a similar problem to the nature of my study in general. This is so because learners' poor reading abilities always show up in essays they produce. Amidst the above literature, Rose (2016) asserts that most studies that were conducted in Reading to Learn (RtL) pedagogy focused much at tertiary and primary levels with few of the studies carried out at secondary school level. I therefore view this as a serious knowledge gap which makes this study necessary with focus on secondary school level.

An interventionist study was carried out in South Africa's Kwazulu-Natal province by Mgqwashu & Makhathini, (2016) on the role that Reading to Learn pedagogy plays in transforming primary school teachers' perceptions of the role of explicit teaching of reading for educational success. The study was conducted in a rural primary school with grades 3 and 6 classes. In this research, findings were that RtL has the potential to undo classroom practices that favour the elite and marginalise the majority, and transform teachers' perceptions of the place of teaching reading explicitly within formal education. Concurring with this study, I believe there is a need for primary school teachers to teach 'reading'. The skills that the children will develop may spell out their success in their educational journey. This is the reason why children who have a reading background are labelled as successful in school. It is because such

children have gone through reading from the level of a word to that of a paragraph. In addition, skills learning should begin in primary school and proceed throughout the educational career.

The preceding studies I have discussed revealed the need for my study to be carried out. I have pointed out under Chapter 1 regarding limited effort by teachers to improve argumentative essay writing and the need for this genre-based essay to be enhanced. The extent to which classroom studies have been carried out above has shown reliable evidence on how RtL pedagogy can replace classroom practices that are not geared at scaffolding learning. This lack of support from teachers has continuously created divisions that classify learners into best and poor performers. It is such enslavement that makes some learners believe that they cannot do well in tasks that others can perform. My study, like other studies conducted previously, has sought to provide evidence that learners can be supported step-by-step until they are able to do tasks alone.

2.7 Research-appraised knowledge on argumentative writing

Studies that were done in the teaching of argumentative writing in most levels of school show that there is more that needs to be done in order to help learners to grasp genre specific kind of essay writing. This research that was done in Mexico by Zhu, (2001) looked at the difficulties that graduate students encountered in their writing of argumentative essays. Findings that came through interviews and written essays indicated that second language students perceived argumentative writing as a difficult task. In the same vein, Ho, (2011) carried out a contrastive study of ESL Vietnamese students' argumentative essays with model texts composed by native expert writers in Vietnamese and American English. The results of the study indicated that rhetorical features that constitute argumentative writing are lacking with ESL students.

According to Ho (2011) ESL learners are over-dependent on textual links and shared schema to maintain coherence, nonlinearity patterns in arguments, tendency of making abrupt switches in topical themes and dependence on personal opinions instead of objective observations. It was also evident in this study that ESL essays were more disconnected compared to those of native speakers. In this study, Ho, (2011) suggests that a framework developed within the SFL can be of greater use to help ESL learners develop better skills in terms of argumentative writing. The teaching of argumentative writing skill should help learners to have a clear comprehension of the structure of argument essay such as thesis

statement/main argument, sub-argument/sub-claim, counterargument and conclusion (Roussey & Gombert, 1996).

The evidence from studies above reveal more about why argumentative writing is perceived to be difficult. Though students were provided with hints on how they could write their essays, little was done to support them systematically so they could produce coherent and cohesive pieces accordingly. There is also a gap that exists in terms of teaching argumentative essay structure in the studies. This made it difficult for students to understand how they were supposed to write the essay. My study incorporated argumentative essay structure with scaffolded learning that engaged exemplar argumentative texts that were taught in the lessons. As discussed in Chapter 5, the study yielded positive results.

Furthermore, Ferretti & Graham (2019) argue that there is slow development of written argumentation as opposed to oral argumentation. The author states that writing should be practiced and learned in social situations in order to accomplish the intended social goals. Learners should also be taught argumentation in a social classroom setting in order to participate fully in the communities they will serve after completion of their school. I argue here that the content of argumentative essay topics that are given to learners in our classrooms should be informed within the contemporary views around their day-to-day experiences. A classroom will then be a place where these learners engage in meaningful discussions to constitute 'knowledge' with the help of a teacher.

In Namibia, a study that was conducted on argumentative writing investigated pedagogic approaches that teachers used in teaching argumentative writing (Kanyama, 2017). This study revealed that the teachers had knowledge of argumentative writing, however, the pedagogic approaches at hand have not empowered them to successfully help learners understand the aspects of argumentative writing. This study shares some insights on why learners find it difficult to approach this kind of writing. As is evidenced in this study (ibid), pedagogic practices should be changed when necessary over time if they do not lead to desired results. This is why my research study looked at RtL pedagogy. I did this because Kanyama's (2017) study did not look at RtL and did not zoom into what is actually happening in class as learners interact to learn.

The above findings show us that the teaching of argumentative essay as an 'item' (Derewianka, 2003) has not yielded good results. Against this background, need for a pedagogic shift was

realised. Hence the focus of my inquiry on how argumentative writing can be taught through the six stages of the Scaffolding Interaction Cycle of RtL pedagogy. According to Rose (2006), the Scaffolding Interaction Cycle of RtL can be used to teach all genre-based essays. Hence this study to investigate if the results yielded by RtL in other countries can be similar to Namibia.

Studies on Reading to Learn (RtL) pedagogy have not been undertaken in Namibia. I could not find a study on argumentative writing through the Reading to Learn (RtL) approach in Namibia. Since this study was not done in Namibia at secondary school level (Grade 11) or any other school level, I found it worth considering given its history of leveling the learning inequalities of learners of diverse socio-economic backgrounds (Rose, 2004). It was therefore important for this study to be carried out at Grade 11.

2.8 Democratising the classroom

Rose (2005) argues that there has been little done in South Africa to help learners to independently learn from reading since the attainment of political freedom. According to Rose (ibid) South Africa has inherited a history of classroom practices that have evolved in western education systems to reward the elite and marginalise the majority. Learning has therefore been cramped by learners' inability to learn from reading which Rose argues is the fundamental mode of learning in secondary and tertiary education. The socioeconomic strata of an unequal society that is replicated today is as a result of the modern education system that continues to categorize and identify learners as successful, average and/or unsuccessful. The situation in Namibia, I believe, cannot be divorced from that of its sister country South Africa as the two have experienced similar apartheid colonial regimes in the past.

In his resolute assumption of a better and emancipatory pedagogy, Mgqwashu (2018) has advocated for Reading to Learn (RtL) as an alternative pedagogy. He writes:

If educationists, teacher educators, the government and the private sector were to adopt the 'education as common good' concept, we would all acknowledge that we are faced with a challenge to undo school classroom practices that evolved to reward the elite and marginalise the majority (p. 72).

By referring to ‘education for common good, Mgqwashu gives a contrast between the aforementioned and ‘education for public good’. Education for public good is the kind of education that sees education as a privilege to be enjoyed only by those who can afford it. On the other hand, ‘education for common good’ is presented as an alternative because it is the education for everyone in society (marginalised and/or elite) to be given the same opportunity to learn and acquire the same level of education (ibid). This (education for common good), however, is hampered by diverse reading abilities from our learners and the differing capabilities to learn independently by reading. We never address these gaps in abilities that children come with when they enter school as teachers. We do not do much to acquaint ourselves with the truth that some of those children are from ‘oral’ homes while others are from ‘literate’ homes. The cases of learners being unable to read and those that are able to read tend to be transferred from one grade to the next without much investigation into causes of such differences. Such children usually end up in secondary school or at tertiary without the necessary skills to be able to learn from reading. Eventually, their educational journey is tainted and unpleasant.

Rose (2005) writes in relation to ‘tools for democratising the classroom blended from Bernstein, Vygotsky and Halliday. Mgqwashu (2018) writes in relation to ‘education for common good. Considering the five authors above with regards to democratising the classroom, I see through a clear glass that if our schools are able to work towards achieving the above, we can move towards a direction of social justice for all. This can be achieved by carrying out research in the area of RtL that has revealed potential to undo rote learning and help learners attain basic competencies at the same pace.

I argue that in our current system of education, the common reason for failure and school drop-out is children being unable to read and write. This means they are not literate enough to be able to read critically and translate what they have read into writing. Learners who cannot read are labelled as failures while those that excel through reading are labelled as gifted learners. This aligns itself with Bernstein’s (1996) ‘Pedagogy device’ when he writes:

A pedagogic discourse embeds rules which create skills of one kind or another and rules regulating their relationship to each other, and rules which create social order. The discourse which creates skills and their relationships is termed the ‘instructional discourse’, while the moral discourse which creates order, relations and identity is the ‘regulative discourse’. The instructional

discourse is said to be embedded within the regulative discourse. The regulative discourse takes or appropriates discourses from sites beyond the school, and relocates these as instructional discourses for the specialised pedagogical purposes of schooling. (p. 46)

Language teachers have been confronted by the condition described by Bernstein above, but have been unable to provide solutions. This is attributed to the fact that there has not been a pedagogy that could consider issues of levelling the learning ground. Children who come from literate homes often become favourites for learning because reading is seen as a basic form of learning. As for children who come from oral homes where language is only spoken are often segregated by the system of schooling because spoken language is not a form of assessment in school.

In order for classrooms to be democratised (Rose, 2008), RtL pedagogy should take precedence. Classrooms should become places where learning is socially experienced and learner anxieties minimised. They should be places where learning is designed to address every child's learning needs (Vygotsky, 1981). Inequalities in classrooms will not be perpetrated by the system of schooling if every child is taught how to read. Reading is a fundamental mode of learning in secondary and tertiary education (Rose, 2004). The 'Education for all' concept should be education that accelerates learning for the elite children while exerting more support to those unable to read so that both can learn at the same pace. This may close the gap between home and school which is experienced mostly by learners from poor socio-economic backgrounds.

This tool for democratising the classroom is the Scaffolding Interaction Cycle of RtL coined together in the theory of Bernstein, Vygotsky and Halliday (Rose, 2008). This scaffolding cycle introduces six stages that assists the teacher to engage in written texts with learners so that they can understand the sequence of meaning. Each of the stages of the Scaffolding Interaction Cycle provides a unique degree of support which learners require to understand and recognise patterns of meaning in the text at a number of levels: the genre of a text and the way meaning unfolds, the sentences and wording of the text (Mgqwashu, 2019 & Rose, 2008). I have unpacked the six stages of RtL Scaffolding Interaction Cycle in section 2.5 of this chapter. An

opportunity to democratise the classroom in my inquiry enabled learners to contribute equally and feel part of the learning process.

2.9 Conclusion

This chapter looked at current literature in the area of the multi-theory RtL pedagogy by discussing the works of Bernstein (1990), Vygotsky (1978) and Halliday (1993). The chapter also looked at studies regarding the SIC of RtL. This followed studies that have been carried out in different parts of the world by teachers in classrooms of diverse grades using RtL pedagogy. The chapter has also looked at current trends in the teaching of argumentative writing. This has highlighted the difficulties and challenges faced by learners when writing argument-based essays. This chapter has also shown how RtL has emerged from genre pedagogy with the aim of democratising classrooms in terms of equipping learners with necessary skills of learning from reading.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter of literature review looked at literature around RtL in terms of what has been researched and how. It also reviewed the results or findings of such studies which determined the knowledge gap for my study in terms of teaching argumentative writing through RtL. This research methodology chapter gives a detailed plan on how I conducted my research. I began this chapter by outlining the research aim, research questions and objectives. I then provided a description of the research design and the sampling technique. A description of the data generation methods I used and their effectiveness to my study is provided as well. The chapter also gave a description of the analytical framework I employed and the procedure I followed to conduct the research. The chapter closes with a discussion of the quality standards for believability of the findings.

3.2 Research aim, subsidiary research questions and research objectives

3.2.1 Research aim

There is limited understanding of how argumentative writing should be taught and how learners should arrive at what the teacher expects them to do when they are given to write argumentative essays. Hence the aim of this study was to investigate how RtL pedagogy can enhance the teaching and learning of argumentative writing using the six stages of the Scaffolding Interaction Cycle (SIC) of RtL. The study was conducted through a case study analysis of three Grade 11 teachers at one school in Namibia.

3.2.2 Research questions

The following were the research questions for this study:

1. What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?
2. How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

3.2.3 Research objectives

By means of the implementation of the Scaffolding Interaction Cycle of RtL (discussed in Chapter 2) as classroom pedagogy, the objectives of this study were twofold:

- To investigate how teachers are able to use the Scaffolding Interaction Cycle effectively to the benefit of all learners providing for equal learning opportunities. This manifests teachers' ability to support learners systematically to do reading tasks that they would not achieve without such support provided for in RtL cycle.
- To critically analyse learners' ability to write well-structured essays following the guidelines for argumentative writing. This reveals if learners can learn from reading texts and be able to use what they have learned from reading and translate that into coherent written pieces (Martin & Rose, 2005). The previous research and body of knowledge on RtL (as discussed in chapter two) has warranted this study in response to learners' struggles in writing argumentative essays at Grade 11 level.

3.3 Research Design

3.3.1 Critical Paradigm

My study is situated in the critical paradigm, which is focused on power, inequality and social change. Fossey, E., Harvey, C., Mcdermott, F., & Davidson, L. (2002) talk about the critical paradigm as one that advocates for becoming aware of how our thinking is socially and historically constructed and how these limits our actions in order to challenge these learned restrictions. According to these authors, critical research derives from socio-political and emancipatory traditions in which knowledge is not seen as discovered by objective inquiry but as acquired through critical discourse and debate. Contrary to interpretive approaches that emphasize meanings inherent in human experience and action, critical approaches focus on the critique and transformation of current structures, relationships, and conditions that shape and constrain the development of social practices in organizations and communities, through examining them within their historical, social, cultural and political contexts (Fossey et al 2002).

Cannella, Pérez & Pasque (2016) assert that critical qualitative science is an academic enactment that would address power relations and enlarge opportunities for justice. Charmaz (2017) explains that critical inquiry in its various forms, addresses power, inequality and injustice. He continues to say that critical inquiry is embedded in a transformative paradigm that seeks to expose, oppose, and redress forms of oppression, inequality, and injustice. This

paradigm is about bringing social change for people (Poster, 2019). This study focuses on understanding a social phenomenon through the involvement of teachers and learners. The ultimate purpose of this research is to contextualise, understand and interpret a situation grounded in the qualitative method. These social phenomenon in my inquiry are issues of inequality of learning and injustice in terms of access to knowledge as spelt out in Bernstein's (1990) theory of 'pedagogic discourse'. I have discussed this theory in section 2.2.1 of Chapter 2.

In this study, the participating teachers have had their views expressed through the emancipatory RtL pedagogy as they came to have firsthand information on how RtL can possibly improve teaching and learning of argumentative writing. Similarly, learners have experienced the successes and failures of RtL when they deliberated on social topics of argumentative writing such as abortion, use of smartphones for learning and whether school uniform should be made compulsory. In the process of these debates and interactional support provided by the teacher through scaffolding, learning injustices will not only be exposed but amicable means to deal with such injustices will be sought continually. This places my study in the position to understand disparities in the current system of schooling that allow schools to reproduce learners that are labeled successful, average and unsuccessful and whether RtL can be an alternative pedagogy in the quest to support learners have access to knowledge. In argumentative writing, learners learn argument essays for meaning in social context (Halliday, 1976). It is for the reasons such as inequality and injustice that this study is a qualitative inquiry and in the critical paradigm.

3.3.2 Qualitative Research

According to Smith (2015), the qualitative approach can be used to uncover people's grasp of their own world. My study participants were exposed to a pedagogic approach designed to develop their understanding of argumentative writing as a text-type (Paltridge, 2002).

Qualitative methods strive to understand some type of social phenomenon through the perspectives of the individuals involved (Glesne, 2006). This social situation in my study is a situation where a teacher and learners interact in the teaching and learning situation in order to grasp how possible they can learn argumentative writing better. The data generated in this study was therefore qualitatively analysed to answer my research questions that sought to explore change in the teaching and learning of argumentative writing.

Though qualitative data relies solely on non-numerical data such as interactions and observation, it does not completely avoid numerical data such as sample size (Richards, 2020). According to Rahman (2020) some of the disadvantages of qualitative research are that it requires smaller sample size and it is time consuming. The advantages of qualitative research according to the same author are that it has strength in language “assessment and testing” such as eliciting deeper insights into designing, administering, and interpreting assessment and testing; and exploring test-takers’ behaviour, perceptions, feelings, and understanding (ibid). As a qualitative research study, this research used adequate sample size given the population (see section 3.4 on sampling). The sample size used allowed me not to overlook my participants’ (teachers and learners) feelings, behaviours and experiences with implementation of the RtL pedagogy.

The qualitative research method explained above was explored through a case study approach. Next, I discuss why this study was a particular case.

3.3.3 Case Study

In defining what a case study is, Gerring (2004) asserts that a case study is an intensive study of a single unit for the purpose of understanding a larger class of similar units. The advantage of case study approach is that it enjoys a natural advantage in research of an exploratory nature as opposed to a confirmatory nature as in scientific methodology (ibid). This definition is comprehensive because my study looked at specific groups of people whose results can be generalised and applied to a larger group. A case study is a common approach to qualitative inquiry. According to Yin (2017) a case study is an empirical inquiry that investigates the case within its real-life context. The usefulness of a case study approach according to Tellis (1997) is that it allows an in-depth examination of data through multiple sources of data lending itself well to a means of triangulation. Cohen et al (2011) states that the advantages of case studies are that they are able to break through situations in a manner that may not be possible by means of numerical analysis.

My inquiry was a case study because it focused on a particular school, teachers of one particular grade and learners who share common interests. A school was a real-world situation for the inquiry. Adopting a case study approach enabled me to get a richer description in learners’ ways of writing which in turn provided me with a deeper analysis of what really goes on with learners when learning is systematically supported through scaffolding. As a researcher, this case study did not allow me to have influence over the variables but gave me the factors that

were at play throughout the duration of the study. The effectiveness of RtL pedagogy was researched. This was an interactive process that took place primarily in the 6 stages of the Scaffolding Interactional Cycle namely: preparing before reading, detailed reading, preparing before writing, joint writing, individual writing and independent writing (see section 2.5).

The case study approach has advantages and disadvantage. Yin (2017) points out that one of the disadvantages associated with case study is that the case study investigator is sloppy, and allows equivocal evidence or biased views to influence the direction of the findings and conclusions. Contrary to the above disadvantage of case study, I allowed teacher participants to teach lessons while I focus on analysis. Apart from data generated from teachers, I provided learners' pre-test and post-test essay scripts for analysis.

Another disadvantage according to Crowe, Cresswell, Robertson, Huby, Avery and Sheikh, (2011) is that case study allows a researcher to generate large amount of data over a short period of time with limited time to analyse it. This might be a problem with a researcher as the time within which the data must be analysed might not be sufficient. Through a case study approach, I made sure that data generation ran concurrently with data analysis to avoid loss thereof and time allotted for exclusive analysis.

3.4 Study participants and sampling techniques

3.4.1 Sampling

Moser & Korstjens (2018) define sampling as the process of selecting or searching for situations, context and/or participants who provide rich data of the phenomenon of interest. This selection emphasises that in qualitative research, the researcher should sample deliberately, and not at random (ibid). Moser & Korstjens (2018) identify five qualitative deliberate sampling strategies. Such are purposive sampling, criterion sampling, theoretical sampling, convenience sampling and snowball sampling. According to Popay, Rogers & Williams (1998) sampling strategy in qualitative research does not seek to achieve statistical representativeness, but usually reflects the diversity within the study population and the underlying theoretical framework. Purposive sampling was the preferred option because of the qualitative nature of my study.

3.4.2 Purposive sampling

Purposive sampling is the process of drawing a sample composed of cases that fulfil the criteria that has been decided on by the researcher (Maestriperi, Radin, & Spina (2019). The sample is sampled in a strategic way looking at cases that are relevant and which can answer the research questions (ibid). The participants in my research were selected looking at the research questions that I have. Fossey et al (2002) describe qualitative sampling as purposive when it aims to select appropriate information sources in order to explore meanings.

This research was situated in a teaching and learning context. The participants in the research were teachers and learners in the language department at a particular school in Otjozondjupa region. There were two females and one male English Second Language (ESL) teacher who were participants. These teacher-participants were selected purposefully. Purposeful sampling is extensively used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas et al, 2015).

I considered three criteria for selecting my research participants purposefully namely extended experience, knowledge and willingness to participate. Teacher-participants in this research have been in the profession for over seven years. A study conducted by Gallego (2001) to examine the coupling of community and classroom field experiences for developing preservice teachers proved effective in that their familiarity with school context helped them to understand learning in context. Green (1992) puts it well when she argues that experience in both classroom and community-based field placements may be advantageous and desirable because the contrast between the unfamiliar community setting and the familiar classroom environment is likely to prompt an awareness of implicit instructional notions. In the case of my study, the three teacher participants' teaching experience helped them contrast between the teaching methods they are aware of and RtL pedagogy.

The teacher-participants also have a better knowledge of the English curriculum as opposed to RtL. They teach in the secondary phase and we share the same difficulties, advantages and the passion of language teaching. The teachers were also willing to take part in the study. Bernard (2017) and Spradley (2016) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

There are three Grade 11 classes that participated in this study. These classes were identified because they are the beginners of the two-year matric course that ends in Grade 12. They therefore find themselves at a point where they are expected to have concrete knowledge on essay writing particularly argumentative. The three Grade 11 classes had thirty eight learners which made the total of 114. Out of this number I needed twelve learners who would partake as focal learners. The participating Grade 11 classes all confirmed their willingness to participate in the research.

3.4.3 Focal learners

My focal learners consisted of twelve Grade 11 learners (Altmann, 1974). There were twelve learners selected purposefully from the results of the pre-test. I set a pre-test of argumentative writing for all the three grade 11 classes before the start of the scaffolding interaction cycle. I marked the pre-test with the same rubric I used to mark the post-test. Based on learners' achievement in the pre-test, I selected four learners from each class and that gave me the 12. In each class, I selected one learner who achieved above average, average and below average respectively. Therefore, there were three learners in each category of above average, average and below average respectively. I decided to do it this way so that I would compare the results, which would arise from the post-test. Patton (2002) asserts that the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Since I selected my sample according to learners' level of performance, a sample of twelve learners was adequate to provide me with sufficient data that I needed for this research study.

Another reason for choosing purposeful sampling was that the study looked at the social learning theory and pedagogic discourses in a classroom (Bernstein, 1990; Vygotsky, 1981). There are learners who are academically better than others are. It is for this reason that these learners of mixed abilities were put together; the aim of the study was to assess whether or not they can learn together at the same pace. This is why the study selected the focal learners purposefully according to high achievers, average and lower achievers. The researcher (myself) called and informed the selected learners about their selection and how the data generated from their pre and post-test would be used in the research. The Reading to Learn (RtL) pedagogy believes in equal opportunity to learn from the text at the same pace.

Consent was sought in this regard from parents for learners below the age of 18yrs and assent for all learner participants. The rights of teacher-participants and learner-participants to refuse to be participants or withdraw at any stage during the study was explained and considered.

3.5 Data generation methods

The methods of generating data involved: 1) pre-test, 2) post-test, 3) classroom observation, 4) stimulated recall interview. Below I outline how this was carried out.

3.5.1 Pre-test and post-test

Dimitrov & Rumrill Jr (2003) write that pre-test and post-test designs are widely used in behavioural research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. Vatter, (1966) bemoaned that “gathering direct and original facts is a tedious and difficult task, and it is not surprising that such work is avoided and researchers opt for readily available data” (p. 232). Some of the limitations of pre-test and post-test instruments highlighted by Pratt, McGuigan, & Katzev (2000) are that it takes time to administer in a short educational activity. Also, they require that participants be present at the start and end of the program which maybe a problem if participants are reported absent even due to unforeseen circumstances such as illness. The pre-test and post-test maybe invalid if the frame of reference was that what was used at the start of the program is different from that used at the end. It was, therefore, important that in using pre-test and post-test I do not overlook the above limitations. For this reason, the pre-test that I set for the learners was the same as the post-test. These tools helped me to analyse if my participants shifted from how, they wrote the argumentative essay before they were taught through RtL and after RtL pedagogy was introduced to them.

I set a pre-test for the three grade 11 classes in order to familiarize myself with the way in which my participants write argumentative essays and to show how they would fair in the post-test. For this pre-test, I set a topic whose context was familiar to the learners. The purpose of the pre-test was to assess the quality of argumentative writing in terms of how the participants write thesis statement, make claims, supporting ideas, counter arguments and conclusion before the Scaffolding Cycle of RtL. This pre-test was marked with the same rubric I used with the post-test (see Table 4.2).

The six stage RtL cycle is designed to scaffold learning through reading so that learners can construct a passage together as a class with the help of a teacher and further allow individual learners to gradually construct the same text or a different text following a pattern they have learned together. Having gone through the RtL Scaffolding Interaction Cycle, learners wrote a post-test on the same argumentative topic that I gave them in the pre-test. The same marking criteria used in the pre-test was again applied at this stage for consistence. The reason for this was to ascertain how the learners have moved from the pre-test to the post-test and how RtL pedagogy impacted on their literacy levels in terms of writing a logical argument based on thesis statement, claims, supporting ideas, counter arguments, and conclusion. This put me in a position to evaluate the contribution of the six stage RtL interaction cycle. The post-test was a triangulation with the pre-test and these attempted to answer research question 2: How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

3.5.2 Observation

According to Angrosino & Rosenberg (2011) observation is characterized as a fundamental base of all research methods in social and behavioral sciences and it takes place in settings that are natural. Cowie (2009) echoes this “observation is the conscious noticing and detailed examination of participants' behaviour in a naturalistic setting” (p.166). Ciesielska, Boström, & Öhlander (2018) identify three types of observation. These are participant observation that involves the researcher immersing him/herself in a particular culture in order to understand it, non-participant observation in which the researcher tries to understand the world, relationships, and interactions in a new way without prevalent categorizations as well as evaluations and indirect observation in which the researcher relies on observations done by others. Classroom observation is a form of direct observation since the observer is present as the situation unfolds (Doabler, Clarke, Kosty, Turtura, Sutherland, Maddox, & Smolkowski; 2020)

A. Classroom observation

According to Haep, Behnke, & Steins (2016), classroom observation can have diagnostic, evaluative and counselling purposes and can be regarded as a traditional instrument for the processes that are planned for school development. However, Haep et al (2016) identify stress and fear in the individuals observed as disadvantages of classroom observation due to its controlling nature. For this study, video recording augmented classroom observation so that I could have a broader view of what was happening in the classroom as the lessons proceeded.

Wragg (2011) advises that in order to get a detailed analysis of what is said in the classroom a researcher will need to record a lesson. Video recordings of the lessons that teachers conducted allowed me as the researcher to critically analyse what was happening in the classroom in order to complete the observation rubric. The video recordings also allowed the teacher-participants to recall important aspects of the lessons as they responded to the Stimulated Recall Interviews. The advantages of a video recorded observation are that it has good visual and sound, and can also be replayed several times thereby giving no pressure to make instant decisions (Wragg, 2011).

The purpose of this data generation tool was to answer research question 1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays? I observed a series of lessons that were taught by the three English Second Language teachers. The observations were reinforced by video recordings which allowed me to critically consider what was happening in class. Prior to these lesson observations, I formatted a rubric that entailed key points found in each stage of the 6 scaffolding interaction cycle of RtL namely preparing before reading, detailed reading, preparing before writing, joint writing, individual writing and independent writing of argumentative essay. The questions in the rubric focused on the interactive cycle in order to elicit information about the steps that the teacher supposed to follow as s/he scaffolds argumentative writing through RtL.

3.5.4 Interviews

Kvale & Brinkmann (2009) define an interview as “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” (p.174). The advantage of interview according to Blaxter, Hughes, & Tight (2006) is that it offers researchers the opportunity to uncover information that is most likely not accessible when techniques such as questionnaires and observations are used. Doody & Noonan (2013) discuss three methods of interview. The first one is structured in which each participant is asked the same questions in the same order. Then there is semi-structured interviews that allow the researcher to ask open-ended questions, which also include follow-up questions as the need arises during the interview. The third method is unstructured, in which the interviewer starts with a broad open question and thereby asking subsequent questions that depend on the participant's response. The Stimulated Recall Interview (SRI) that I used in this research is semi-structured because I was asking questions that resulted from how participants were answering questions that I posed to them and I allowed

participants to express themselves fully. Meanwhile, I had predetermined questions that I asked each participant so that I could collect similar data from them (David & Sutton, 2004).

B. Stimulated Recall Interview (SRI)

Stimulated recall (SR) is a family of introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event (Lyle, 2003). One of the pitfalls argued by Nind (2016) is that SRI through recorded video may allow the researcher to control the process by deciding what should be filmed & how, the video to be selected and which questions to focus on from the video. To ensure that this process was transparent I conducted the interview with an unedited video to allow my teacher-participants to recall events as they unfolded during the lessons that they conducted.

After I had gone through the training of how the three teachers will use the RtL scaffolding cycle to teach argumentative writing in their lessons, I had a meeting with the three teachers in the duration of the workshop before the start of the lessons. In the meeting, we drew up lesson plans prior to each lesson. I video recorded each lesson of the RtL scaffolding cycle. What followed was a session of SRI with each teacher on each of the lessons they taught. The teacher and I went through the video lessons and analyzed it based on the Scaffolding Interaction Cycle of RtL. According to Mackey & Gass (2016) Stimulated Recall Interview is a form of verbal reporting done to elicit thought processes that take place during an event. SRI is an ethnographic method of collecting data that sets to elicit thinking processes (ibid). This method allowed teacher-participants to be at ease as they responded to questions.

For this ethnographic interview, my teacher-participants were prompted to remember, in the video, actions that they have taken and the values or strategies that they used in general to get the responses they got. This allowed the teachers to limit their answers from the interaction that could be seen in the video. The interview gave no room for the teacher-participant or me to draw from our own experiences, as this would jeopardise the findings of the research. Before the start of the SRI, I had developed interview questions about processes involved in RtL pedagogy (Appendix 8). The questions followed a sequence of the cyclical stages of the scaffolding cycle and followed a similar technique required for SRI (Dempsey, 2010), (Calderhead, 1981). Because of the uniqueness of the questions to the Scaffolding Interaction Cycle of RtL, the prepared questions allowed me to ask follow-up questions that did not divert

the participant's responses. To make the process of SRI to go on uninterrupted, I voice recorded each SRI I had with each of the three teachers and then transcribed it with time after the interview. This helped me to focus on the interview and ask pertinent questions during SRI. I did this because asking questions, listening to responses, scribing them at the same time would consume much time, and I would not copy all responses from participants correctly.

This data generation tool sought answers to research question 1: What role does Reading to Learn pedagogy play in developing Grade 11 learners' ability to write argumentative essays? The above instruments were used to collect data and the data was analyzed qualitatively. The results were presented based on the strength and weaknesses of RtL pedagogy during the intervention.

3.6 Analytical Framework

The analytical framework for this study is the Scaffolding Interaction Cycle of RtL. This 6-stage interaction cycle combines Bernstein's pedagogic discourse (1999), Vygotsky's social learning theory (1981) and Halliday's Systemic Functional Linguistic (SFL) (1993). The 6-stage scaffolding cycle outlines the interaction pattern between a teacher and learners from the lesson introduction to the conclusion. It provides a step-by-step support system that a teacher should offer to learners from the initial stages of reading to the complex stages of writing (Rose, 2008). The second analytical tool I used is the writing assessment tool for arguments. This tool is also founded within the RtL pedagogy (Rose, 2018). An explanation of how this tool is going to be put to good use is provided in the subsequent sections.

The table below shows the Classroom Observation tool of the scaffolding cycle of RtL.

Table 1: Classroom Observation tool template

1. Stage 1: Prepare before reading	Very strong 4	Strong 3	Average 2	Needs improvement 1
1.1. Teacher asks learners about their previous knowledge on argumentative essay writing				
1.2. Purpose of argumentative writing explained by teacher in introduction				

1.3. Teacher draws learners to content knowledge of argumentative writing by explaining thesis statement, sub-claim, counter-argument and conclusion				
1.4. Teacher reads model argumentative essay aloud to class				
2. Stage 2: Detailed reading				
2.1. Learners take turns to read introduction, body and conclusion of model text aloud				
2.2. Teacher explains arrangement of introduction and elaborates				
2.3. Teacher asks learners to identify thesis statement. Teacher elaborates				
2.4. Teacher asks learners to identify sub-claims. Teacher elaborates				
2.5. Teacher asks learners to identify counterarguments. Elaborates on counterargument				
2.6. Teacher explains arrangement of conclusion and elaborates				
3. Stage 3: Prepare before writing				
3.1. Teacher gives two exercises (spelling & synonyms) and supports learners to provide answers				
3.2. Teacher asks learners to point out words and phrases in the essay used to introduce a point of view or suggest a new idea (conjunctions)				
3.3. Teacher elaborates on usage of modal verbs to be used in argumentative writing				
4. Stage 4: Joint reconstruction				
4.1. Learners in groups work to reconstruct the same essay with new content of their own				
4.2. Teacher walks around in class to provide assistance to individual learners				

5. Stage 5: Individual reconstruction				
5.1. Teacher supports individual learners to construct the essay structure with new topic and new vocabulary				
6. Stage 6: Independent writing				
6.1. Teacher explains the writing task given as homework on a different argumentative essay topic				

The table below shows the rating of the observation rubric from lowest 1 to highest rating of 4.

Table 2: Rating of the observation rubric

4 Very strong	Teacher showed exceptional performance in the listed item
3 Strong	Teacher showed successful performance in the listed item
2 Average	Teacher showed sufficient performance in the listed item
1 Needs improvement	Teacher exhibited lack of performance in the listed item

The table below shows the assessment criteria for learners' pre and posttest: scores 0-3 (Rose, 2018)

Table 3: Assessment criteria for pre-test & post-test

		RtL descriptor	score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	
	Stages	Does it go through appropriate stages for the genre?	
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	
	Field	Does it describe the issue, context, points of view coherently?	
	Tenor	Is the argument both convincing and objective?	
	Mode	Is there an appropriate level of descriptive and persuasive resources?	

Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	
	Reference	Is it clear who or what is referred to?	
	Grammar	Are grammatical conventions of written English used accurately?	
Graphic features	Spelling	How accurately spelt are core words and non-core words?	
	Punctuation	How appropriately and accurately is punctuation used?	
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	
		Total	

The writing assessment criteria above uses 14 criteria at the level of context, discourse, grammar and graphic features. Each criterion is given a score of 0-3. The scores are against the writing standards expected in the student's school stage (Rose, 2018).

3.7 Data Analysis

The method of data analysis I adopted for this research is qualitative data analysis. The data generated from the pre-test and post-test were analysed by means of the RtL writing assessment tool for arguments (Table 4.2). Despite that this assessment tool was designed for upper primary phase, the genre of argument writing and the RtL descriptor is recommended for secondary phase (Rose, 2018). The data generated from the observations was analysed by means of the observation tool developed from the RtL scaffolding cycle (Table 3.1). The data generated from the Stimulated Recall Interview was analysed by means of the RtL Scaffolding Interaction Cycle stages.

Table 4: Research questions, data sources and data analysis

Research Questions	Data Sources	Data Analysis
RQ1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?	Observation schedule answering questions on what the teacher has done during the lesson following the stages of RtL scaffolding interaction cycle. Stimulated recall interview from individual teachers on thought processes during lesson presentations	Observation rubric developed in line with RtL scaffolding interaction cycle. Rich descriptions of ethnographic approach (Watford) of the thought processes of using RtL methodology to teach argumentative writing.
RQ2: How does RtL pedagogy impact on the learners' literacy skills development for argumentative writing?	Exemplars of focal learners' pre-test and post-test on an argumentative writing essay test.	RtL writing assessment tool for writing arguments (Rose, 2018)

3.8 Procedure (Research plan)

This qualitative case study research took the following stages

1. Securing of research site through gatekeepers and selection of participants
2. One-week training workshop on RtL
3. Implementation of teaching and learning and data gathering
4. Data analysis and presentation of findings

3.8.1 Securing of research site through gatekeepers and selection of participants

Crouch, & Brent (1997) state that when a site is to be selected for the purpose of research, it should be accessible in terms cost, time frequency and convenience and free from barriers such as travel. The reason I chose the site to conduct this study on was as a result of proximity and accessibility amidst covid-19. This is because travel to some far site could not be possible because of corona virus safety regulations. The other factor was that the site was appropriate for the kind of study I needed to carry out since it was a secondary school. In reminding us about the importance of securing a research site, Høyland, Hollund, & Olsen, (2015) wrote:

“Gaining access to a research site include conducting continuous negotiations to ensure the agreement and consent of participants and gatekeepers, and demonstrating transparency regarding the researcher’s identity and the nature of the

particular project and findings. These considerations can raise awareness and preparedness for the process of gaining access” (p.224).

This stage involved making sure that the research site was secured before commencement of the research. I sent letters to gatekeepers such as the school principal, the inspector of education and regional director of education. This was after I had received ethics clearance from the ethics committee of Rhodes University. I then dispatched consent letters to teacher-participants and learners who were involved. This involved explaining to both parties how the research was to unfold and as well as explaining the ethical considerations of the study.

3.8.2 One-week training workshop on RtL

Workshops are a form of in-service training for teachers in education (Sargent, 2003). Bayrakcı (2009) explains that in-service training is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teachers’ education once they have received their qualifications in teaching and are employed in a professional position. This same author continues to put it that “in-service training is the term used to describe a set of activities and requirements generally falling under the heading of professional development” (Bayrakcı, 2009 p.10).

The training workshop for RtL was conducted in a space of one week. This workshop involved teacher-participants and I, the researcher. It focused primarily on the use of RtL pedagogy in teaching argumentative writing. The teacher-participants and I went through the six stages of RtL scaffolding interaction cycle. This unpacked how each stage of the scaffolding cycle was to be taught and how learners should be involved in order for them to participate in the lesson and how they can be supported to do tasks, which they cannot do by themselves. Example lessons were taught during the training. The researcher provided the three argumentative texts (Appendix 2, 3 & 4) were provided and redesigned according to RtL principles. Teachers practiced how they could deliver lessons of the three argumentative texts. Lesson preparations for the actual research and the texts to be used were looked at and redesigned when necessary. Lesson preparation was done on the school template for writing lesson plans. This was because teachers were used to this template and could not find it difficult to use in their lesson.

3.8.3 Implementation of teaching and learning, and data generation

At this stage, the actual teaching and learning took place. Teacher-participants got involved into the lessons. Each teacher taught three sets of lessons that consisted of five lessons per set per teacher. The fifteen lessons from three teachers were taught for the duration of the study. Argumentative model texts that were prepared during the training were used in the lessons. I observed these lessons, took videos and interviewed teacher-participants. This cyclical process saw all the three teachers taking on the three sets (five lessons per set) of lessons. Preliminary data presentation and analysis was also performed during this stage. This was done so that I could not alter or lose data as provided by my participants in the long run.

In the Scaffolding Interaction Cycle the teacher participant researcher taught argumentative essay writing based on a thesis statement, a claim, support of claim with relevant supporting details, use of counterarguments, and provide a conclusion with a summary of the main points of the argument. Teachers did this by following the logical formation of topic sentence of each paragraph and its supporting details (Miller, & Pessoa, 2016).

Below I present a table of the schedule of lessons undertaken by the three teachers for the duration of the study.

Table 5: Schedule of lessons

Name of teacher	Date	Name of teacher
Set one	29/06/2020 (Five Lessons)	Mr. Robert
	13.07.2020 (Five Lessons)	Mrs. Memory
	27.07.2020 (Five Lessons)	Ms. Rebecca
Set two	03.08.2020 (Five Lessons)	Mr. Robert
	18.08.2020 (Five Lessons)	Mrs. Memory
	01.09.2020 (Five Lessons)	Ms. Rebecca
Set three	21.09.2020 (Five Lessons)	Mr. Robert
	05.10.2020 (Five Lessons)	Mrs. Memory
	09.11.2020 (Five Lessons)	Ms. Rebecca

3.8.4 Data analysis and presentation of findings

My study adopted inductive and deductive approaches to data analysis. Thomas (2006) described inductive analysis as approaches that primarily use detailed readings of raw data to derive concepts, or themes. Another description is that it is a model through interpretations made from the raw data by an evaluator or researcher. On the other hand, deductive analysis is described

as data analyses that set out to test whether data are consistent with prior assumptions, theories, or hypotheses identified or constructed by an investigator.

Data was analysed wholly in this final stage. All the analytical instruments were brought to the fore to finally look at the available data and analyse it accordingly. The findings of the research were presented in line with RtL and the analytical tools used in the research.

3.9 Quality standards for believability of findings

3.9.1 Validity

Terwee, Prinsen & Chiarotto, (2018) define content validity as the degree to which the content of an instrument is an adequate reflection of the construct to be measured. To ensure validity in my research, the focus of the study was aligned to RtL pedagogy. As a researcher, I depended on the teacher-participants and learner-participants to yield the results of the RtL intervention in scaffolding argumentative writing. According to Golafshani, (2003) the most important test of any qualitative study is its quality.

3.9.2 Reliability

Reliability of a qualitative study is depended on the quality of a qualitative study in explaining the phenomenon and generating understanding (Golafshani, 2003). To test the effectiveness of the RtL, I restricted myself to this pedagogy's 6 stage Scaffolding Interaction Cycle and its own assessment tool for measuring how participants fair. This gave space for generalisability of the results in the study. My duty was to facilitate the research process and get the best of how teachers and learners engage with the pedagogy.

The process of triangulation was at work in this study in which the results of the pre-test were compared to that of the post-test argumentative essay. I did this to confirm whether the results show that learners have moved from known to the unknown in how they write argumentative essays or not. The results also showed if learners' literacy skills have been enhanced through the application of RtL.

3.9.3 Credibility

Lincoln and Guba (1985) explain credibility as confidence that can be placed in the truth of the research findings and that plausible information was obtained from participants' original data and views. The procedure I followed in this inquiry attests to credibility of the finding herein. I have recorded each teachers' classroom observation accordingly and analysed it based on what it produced. The interviews provided in this research are true and were obtained from

participants. The learners' pre-test and post-test were analysed as they were produced. I have provided the original scripts of learners' pre-test and post-test in section 4.4.1 and the appendices respectively.

3.9.4 Triangulation

Further validity and reliability in this study was ensued by the triangulation. According to Patton (1999) triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of the phenomena. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from discrete sources (Triangulation, 2014; September). Triangulation in my study included nine lessons that I observed (three from each teacher), the Stimulated Recall Interview (SRI) that I conducted with the three teachers and pre-test and post-test conducted before and after the RtL intervention. SRI was made possible by the teachers' responses during the interview on how they engaged with RtL. The importance of triangulation in my study cannot be overemphasised as I wanted all data generating tools that I used to speak to one thing and that my research questions are answered. The results pointed out that RtL was a beneficial tool to effectively help learners understand argumentative writing.

3.9.5 Positionality

The concept of positionality indicates the position of any researcher and enables the context of their research to be taken into account (Bourke, 2014). In this research, I was a researcher in a case study of three teachers at one school. I have had direct interaction with the teachers involved only by means of interviews on the execution of their lessons. I have had no direct interaction with the learners of Grade 11 during this study so that I could not influence the findings of the research. I only had close contact with learners who were involved in the research when I observed the interaction between them and the teachers involved.

This ensured that the findings are not influenced by me but by the RtL Scaffolding Interaction Cycle and the theory of learning as a social process (Vygotsky, 1978) which seeks to counteract the social moral order of the classroom which divides learners into groups of poor performers, the average and those who are able to perform well. This is what Bernstein (1990) called pedagogic discourses of the classroom and what my study sought to zoom in. This is also why my method of sampling was purposeful. (See section 3.4.2).

As a researcher and observer, my assumptions and preconceptions about why learners would struggle to attain their best in terms of argumentative writing did not in any way influence this research study. The point of analysis for this research was the research process itself so that the outcomes could not be misled by my presence. The questions in my research instruments such as observation and interviews were aimed at eliciting responses that would answer the research questions.

3.10 Ethics

Murphy and Dingwall (2001) have identified four principles of ethics as non-maleficence, beneficence, autonomy or self-determination and, justice. I have adhered to all ethical matter of my research and was approved by the Human Ethics department. The latter of approval from the university is also attached (see appendix 7). My entire work in this research attests to the adherence of ethical standards as I followed the guidelines I prescribed in my research proposal.

3.11 Conclusion

This methodology chapter gave a synopsis of the method I used to carry out the research. It indicated well the objectives and research questions that I sought to answer. A detailed explanation of the research design was also discussed which gave a clear direction of how I conducted the research. I have also explained why I decided on the data collection methods I used and the analytical framework used for data analysis. Chapter three ended with a discussion on validity and reliability, my position as the researcher and ethical considerations. Chapter four discussed how I presented the data that I collected, the analysis thereof and the findings of the research.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this chapter was to present data as it was generated through the research instruments that I used. I began this chapter by recapping my research questions, the relevance of the research instruments used, and how they attempted to answer the research questions. The coding system I used in line with RtL prospects was also discussed in this chapter. The presentation of my findings was discussed firstly from the classroom observation instrument, secondly from Stimulated Recall Interview (SRI) and thirdly from pre and post-test. The underlying analytical framework of this research is the six stage Scaffolding Interaction Circle of RtL by which the two sorts of data (teachers and learners) was analysed and discussed. The data presented in this chapter was basically from the two research questions beginning with the first and closing off with the second research question.

4.2 Overview of research questions, and research purpose

The three research instruments I used in this study sought to answer the following research questions:

1 What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?

This research question focused on teaching, to investigate how teachers interacted with learners as they were teaching argumentative writing through RtL pedagogy. The question sought to look into the effectiveness of RtL pedagogy in enabling teachers to effectively teach argumentative writing to grade 11 learners. This allowed me to establish that RtL can develop learners' ability to write argumentative essays. The three teacher participants taught a series of lessons to grade 11 classes in which the 6 stages of the Scaffolding Interaction Cycle were critically investigated. The scaffolding circle followed a systematic approach to teaching in which lessons of the six stages namely: 1) preparing before reading, 2) detailed reading, 3) preparing before writing, 4) joint writing, 5) individual writing and 6) independent writing were taught. These lessons were prepared alongside reading texts that teachers and learners engaged with. This was done as per the principles of RtL pedagogy that teaching and learning should be engaged with reading texts and that learners be supported throughout the lesson to attain

learning objectives (Rose, 2005). The research instruments I used to investigate the above research question was the classroom observation and the Stimulated Recall Interview (SRI). Data I needed from teacher participants was generated with the above two instruments.

2. How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

This question sought to look into how learners can possibly and effectively learn how to write argumentative essays through the RtL approach. Learners from the three grade 11 classes were engaged in the series of lessons with teachers. The two instruments I used to generate data from learners were pre-test and post-test. Before the start of a series of lessons, learners wrote a pre-test. The purpose of the pre-test was to determine the level of current and prior knowledge in terms of argumentative writing. After a series of lessons that learners were engaged in, they then wrote a post-test to determine how effective the 6 stages of RtL scaffolding cycle were with regard to how they were able to write argumentative essays.

4.2 Order of description, data analysis and analytical tools

In the following discussion, I present the data as generated by my research instruments. For the first research question, each of the three teacher participants were discussed individually with patterns that will appear the same. The classroom observation instrument for each teacher is the same. This instrument was coded and analysed with the codes of the 6 stages of the Scaffolding Interactive Cycle of RtL. The SRI instrument was coded according to the questions that I prepared beforehand. The RtL Scaffolding Interaction Cycle with its 6 stages is the analytical tool.

The second research question unpacks responses from the 12 focal learners (four from each class) individually. The learners' pre and post-test is coded according to the RtL assessment tool for writing (Altmann, 1974).

Table 1 (Chapter 3) shows the Classroom Observation Instrument I used to observe the lessons that were taught by 3 teachers.

4.3 Research question 1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?

4.3.1 Classroom observation

The classroom observation tool that I used for each teacher was generic (Muijs, Reynolds, Sammons, Kyriakides, Creemers, & Teddlie 2018), and consisted of ratings from 1-4, 1 being the lowest score and 4 being the highest. In this case, a score of 1/4 indicates that the teacher needed to improve in that particular stage of the lesson. A score of 4/4 indicates that the teacher effected all requirements to teach the lesson at that particular stage of the lesson. I recorded the scores according to the 6 stages of RtL scaffolding cycle lesson specifications that I listed on the observation schedule.

Analysed in this chapter are three units of lessons for each teacher participant. A unit consists of five lessons. In order to cover the six stages of the scaffolding interaction cycle, the teacher taught a series of five lessons. This means for each teacher participant there were 15 lessons observed, bringing the total to 45 lessons observed.

Table 6: Unit 1 (Teachers: Mr. Robert, Mrs. Memory & Ms. Rebecca)

Teacher:	Grade: 11
Subject: English Second Language	Date:
Theme: School uniforms	Topic/Skill: Reading and writing {Argumentative writing}
Teaching Aids/Resources: text (handouts), chart, dictionaries and chalkboard.	
<p>Specific Objectives/Competencies: <i>Learners should be able to:</i></p> <ul style="list-style-type: none"> • Speaking: - make appropriate verbal responses in different context. - develop skills of oral presentation. • Reading: - recognise and understand a wide range of texts likely to be within the experience of and reflecting the interests of young people. – read critically materials from different sources. • Writing: - produce well organised coherent pieces of writing. – write appropriately argumentative essays. • Grammar: - substitute given words with words with more or less the same meaning. – use appropriate grammatical structures in writing. 	
Introduction	
Stage 1: Preparing before reading	

<ul style="list-style-type: none"> * Teacher explains argumentative essay as a type of essay that presents arguments about both sides of an issue in which the writer takes a position and presents evidence in favour of that position. * Teacher discusses the topic “Should school uniform be compulsory for schools” with learners. 	
PRESENTATION OF SUBJECT CONTENT AND LEARNING TASKS	
Teachers’ activities	Learners’ activities
<ul style="list-style-type: none"> * Teacher reads the text aloud. * Instructs learners to underline misspelled words, walks around in class to check. 	<ul style="list-style-type: none"> * Learners follow through the text as it is read. * Learners underline misspelled words.
Stage 2: Detailed reading	
<ul style="list-style-type: none"> * Teacher randomly selects 6 learners to read the 6 paragraphs of the text aloud. * Teacher assists in pronunciation of words and points at some learners to repeat after him/her. * Teacher gives spelling exercise. Walks around to monitor and give spelling cues. * Teacher writes on chalkboard: Identify synonyms of the following words from the text. 	<ul style="list-style-type: none"> * 6 learners read the paragraphs in succession. * Learners learn correct pronunciation from the teacher while reading. * (Individually) Learners correct spelling of underlined words in their exercise books. * (Individually) learners do the following exercise in their exercise books: <ul style="list-style-type: none"> – Recognition- paragraph 1 line 2 – Mandatory- paragraph 1 line 4 – Destitute- paragraph 2 line 3 – Maintain- paragraph 4 line 1 – Stamping out- paragraph 4 line 4 (two words). – Famous- paragraph 5 line 2
Development of argumentative writing	
<ul style="list-style-type: none"> * Teacher explains the following terms on the chart: thesis statement, sub-claims, topic sentence, counterargument, and conclusion. 	<ul style="list-style-type: none"> * Learners listen, take notes and ask questions.
Stage 3: Preparing before writing	
<ul style="list-style-type: none"> * Cues and discussion: the teacher helps learners to identify specific items the structure of argumentative essay from the text. 	<ul style="list-style-type: none"> * With the help of the teacher, learners identify thesis statement, sub claims, topic sentence, counterargument and conclusion. * They write their responses on the chalkboard.

Stage 4: Joint writing	
* Teacher guides learners to write new paragraphs using the same topic sentences in the text. Teacher listens and corrects grammar and pronunciation.	* Each learner writes their own ideas to the topic sentence on the board. * Two or three learners read what they have written to the class.
Stage 5: Individual writing	
* Teacher writes a list of argumentative essay topics on the chalkboard. * Teacher helps them to develop points for discussion using given structure.	* Each learner chooses a topic that they would want to write about choosing either for or against. * They brainstorm what they will write about using the argumentative essay structure.
Stage 6: Independent writing	
* Teacher instructs learners to go and write a one full page argumentative essay on the topic of their choice for homework.	* Learners may ask questions about their homework.

Teacher 1: Mr. Robert

Below is the observation rubric for Mr. Robert and the lessons he presented to grade 11A.

Table 7: Classroom Observation tool for Mr. Robert

Name of teacher: Mr. Robert

Subject: English Second Language (ESL)

Lesson: **One - Three**

Themes: **School Uniforms; Abortion; Smartphones**

Grade: 11A, B, C

Topic: Argumentative writing

Date:

Skill: Reading & Writing

Stage and description	Unit 1	Unit 2	Unit 3
Stage 1: Prepare before reading			
1.1 Teacher asks learners about their previous knowledge on argumentative essay writing	2/4	2/4	3/4
1.2 Purpose of argumentative writing explained by teacher in introduction	0/4	1/4	3/4
1.3 Teacher draws learners to content knowledge of argumentative writing by explaining thesis statement, sub-claim, counter-argument and conclusion	1/4	2/4	4/4
1.4 Teacher reads model argumentative essay aloud to class	2/4	2/4	4/4
Stage 2: Detailed reading			
2.1 Learners take turns to read introduction, body and conclusion of model text aloud	3/4	4/4	4/4
2.2 Teacher explains arrangement of introduction and elaborates	2/4	2/4	3/4

2.3 Teacher asks learners to identify thesis statement. Teacher elaborates	1/4	3/4	4/4
2.4 Teacher asks learners to identify sub-claims. Teacher elaborates	1/4	3/4	4/4
2.5 Teacher asks learners to identify counterarguments. Elaborates on counterargument	2/4	3/4	3/4
2.6 Teacher explains arrangement of conclusion and elaborates	2/4	2/4	3/4
Stage 3: Prepare before writing			
3.1 Teacher gives two exercises (spelling & synonyms) and supports learners to provide answers	2/4	2/4	4/4
3.2 Teacher asks learners to point out words and phrases in the essay used to introduce a point of view or suggest a new idea (conjunctions)	3/4	2/4	4/4
3.3 Teacher elaborates on usage of modal verbs to be used in argumentative writing	2/4	1/4	3/4
Stage 4: Joint reconstruction			
4.1 Learners in groups work to reconstruct the same essay with new content of their own	2/4	2/4	3/4
4.2 Teacher walks around in class to provide assistance to individual learners	3/4	3/4	4/4
Stage 5: Individual construction			
5.1 Teacher supports individual learners to reconstruct the essay structure with new topic and new vocabulary	2/4	2/4	3/4
Stage 6: Independent writing			
6.1 Teacher provides necessary assistance on the writing task given as homework on an argumentative essay topic	3/4	3/4	4/4

Mr. Robert was responsible for grade 11A for the duration of the research. He taught a series of lessons of which three were used for the study analysis. For purposes of analysis, I chose the first lesson that he taught and randomly chose 1 lesson from those that were taught in the middle of the study. The third lesson I chose for analysis was the very last lesson.

Unit 1 (From 29/06/2020 to 03/07/2020)

Theme/Topic: Should school uniforms be compulsory for schools?

Main Skills: Reading and writing

Duration: 45 minutes/per lesson

Stage 1: Prepare before reading

Mr. Robert's introduction of the lesson began by drawing learners to what they know in terms of structure of argumentative writing. The teacher discussed with learners the context of the topic to help learners understand what they will be reading about in the model text. Given that this was the first of all the lessons that were taught, some inconsistencies were observed. The teacher at this point in the lesson did not help learners by thoroughly reducing the complexity of the text as Rose & Martin (2012) recommend. The purpose of argumentative writing was not well explained by the teacher at this point. He could not explain to the learners why they have to write argumentative essays; instead, he proceeded to content knowledge of argumentative writing structure by explaining thesis statement, sub-claim, counterargument and conclusion. Though these terminologies were prepared on charts and displayed on the classroom wall, the teacher's explanation of thesis statement and counterargument was not made clear. Learners seem to have struggled to understand their meanings. It was at the very beginning of lesson one where learners were supposed to experience the power of scaffolding (Vygotsky, 1978; Brunner, 1976) which seemed not to have happened at this stage. At the closure of this stage, the teacher read the model text to the class at a reasonable pace (See table 6, lesson 1 above). By the end of the 6-stage lesson, mistakes that I noted down in stage 1 of lesson 1 were discussed with Mr. Robert so that he could implement them in lesson 2.

Stage 2: Detailed reading

This stage appears to be the longest and most detailed of the six stages. Mr. Robert selected learners to read a paragraph each. The teacher provided a platform to allow learners to identify words they could not pronounce well. This was the teacher's first exercise for learners. The teacher also identified some words for learners to pronounce correctly. The words were crucial, compulsory, generalize and daunting. The teacher assisted learners with correct pronunciation. In reading the text, some words were deliberately misspelled.

The teacher asked learners to identify the words and correct the spelling. The words were standard, crucial, putting, dressing, bullying, defeated and unaffordable. The problem with learners was that they did not know that most of the verbs with one syllable should double the consonant when written in the progressive/continuous form (Schleppegrell, 2013). In the word 'standard' some learners would not be able to place the 'r' where it supposed to be. The teacher gave few examples in this regard to help learners understand. In this first lesson, the teacher did not provide several examples for learners to draw from. This needed improvement.

The teacher went on to ask learners to provide answers to synonyms on the chalkboard.

The instruction was: “Identify synonyms of the following words from the text.”

The words were: recognition, mandatory, destitute, maintain, stamping out and famous. For the first word ‘recognition’ most of the learners could provide the correct answer. The word ‘mandatory’ seemed to be difficult to find a synonym. I could observe that learners were not given the explanation of the word before they could find a synonym. The other word that was problematic was ‘destitute’. It appeared that learners did not know what it meant. The teacher could also not go an extra mile to explain the words that appeared difficult for learners. This was discussed between the teacher and me after the lesson. I observed that learners could work well with the other words on the list.

Mr. Robert then started to explain the terminology that learners are supposed to be familiar with in argumentative writing. The words constitute the structure of argumentative essays. The teacher could however not provide concrete examples elsewhere for learners to understand the words. The words were: thesis statement, sub-claim/sub-argument, topic sentence, counterargument and conclusion. I also observed that learners needed more explanation on thesis statement as it appeared that the word was new to them. A few learners wanted more clarity on the word sub-claim. There was little effort from the teacher in his attempt to explain the words at the level of the learners (See table 6, lesson 1 above). This could be as a result of the teacher’s inexperience with RtL Scaffolding Interaction Cycle (Rose & Acevedo, 2006). I noted these exclusions by Mr. Robert so that I could draw his attention to them for the next lesson. The following is Mr. Robert’s lesson demonstration of stage two:

Teacher: Anyone to tell me how they understand argumentative essay?

Learners (*Silent*)

Teacher: Okay, have you heard about debate?

Learner: yes sir

Teacher: Someone to tell us what happens in debate?

Learner: Yes sir, when people debate, they talk about something and they disagree.

Teacher: thank you. What happens in debate is similar to argumentative essay. Debate is spoken while argumentative essay is written.

Teacher: How do you write argumentative essays?

Learner: It has introduction, body and conclusion.

Teacher: Ok, that's good. Apart from that we are going to look at the structure and features of argumentative writing. I want any of you to read the definitions of some terms familiar with argumentative writing.

(Learner reads on the chart)

Teacher: Thanks. I want everyone write the following terms on a piece of paper: thesis statement, sub-claim/sub-argument, topic sentence and counterargument and conclusion.

(Learners write)

Teacher: Now, all of you need to have your reading text in front of you because we will now go through it.

Teacher: Let's all look at the introduction. Tell me what the writer is talking about in the first line.

Learner: It's like he is telling us the meaning of school uniform.

Teacher: Yes. Why do you think the writer is doing that?

Learner: For us to know what he is taking about.

Teacher: Exactly! It is important to begin your essay by defining the terms or giving a general statement about what people know with regard to what you want to talk about.

Teacher: In the last or second last paragraph you should always provide your thesis statement. This is the statement in which the writer argues positively against or in support of the main topic. We call 'thesis statement' because it is the main argument.

Teacher: Is everyone following?

Learners: Yes sir

Teacher: Can someone read to us the thesis statement in the introduction.

Learner (*reads*): School uniform should be compulsory for all school going children.

Teacher: Is she correct class?

Learners: yes sir

Teacher: yes, she is correct.

Teacher: Let's look at the second paragraph. How does it begin?

Learner: 'To begin with'

Teacher: Okay, why does it begin with 'to begin with'?

Learner: He wants to tell us something different.

Teacher: You are right. The second paragraph introduces us to the first sub-claim/sub-argument in support of the main argument.

Teacher: Can someone read that first sentence.

Learner (*reads*): To begin with, I believe that wearing school uniform identifies learners on an equal basis.

Teacher: Thank you. Now, that sub-argument can equally be referred to as the ‘topic sentence’ because it tells us that the writer will only be talking about how school uniforms identify learners on an equal basis.

Teacher: Any question on that?

Learners: No question sir

Teacher: Let’s all look at the fifth paragraph. What is the difference between that paragraph and the second paragraph?

Learner: This one starts with on the contrary

Teacher: good. What is the meaning of that, anybody to help?

Learner: Can I check in the dictionary sir?

Teacher: Yes, please do so.

Learner: It says contrary means opposite, contradictory.

Teacher: Okay, here are some of the words that means the same as ‘on the contrary’: however, but, though, on the other hand, besides.

Teacher: Who can explain what the words mean?

Learner: To say something against something.

Teacher: I agree with you. If the writer wants to mention something that is against what s/he is saying s/he uses words like on the contrary, but, on the other hand etc.

Teacher: That is what we call ‘counterargument’. There are two words, counter meaning in opposition and argument.

Teacher: Now, anybody to tell me what the writer is talking about in that paragraph.

Learner: He wants us to believe him so that we cannot believe what others have said.

Teacher: Does he believe what others are saying if you read the way he writes?

Learner: No

Teacher: thank you. In your essay, you should remember to include the opposing ideas and convince the reader why such ideas cannot be correct.

Teacher: Are we together?

Learners: yes sir

Teacher: Let’s have a look at the last paragraph. What do we call that paragraph?

Learner: It is the conclusion.

Teacher: Why do you say so? Anybody to answer?

Learner: At the beginning it says ‘in conclusion’.

Teacher: correct. So, how do you write the conclusion in ‘argumentative essay’? Can I have someone to read that paragraph?

(Learner reads the last paragraph)

Teacher: Do you see that the points in that paragraph have already been mentioned in the preceding paragraphs?

Learners *(In chorus)*: yes sir

Teacher: good. When you write the conclusion, do not include new ideas. Just look at the points you included in the paragraphs and recap or summarise them in your conclusion. Is that clear?

Learners: What is to recap sir?

Teacher: That is when you summarise by repeating the points you think are important in your essay.

Stage 3: Prepare before writing

The next activity was for learners to identify the structure of argumentative writing from the model text (Rose & Acevedo, 2006).

In his explanation of the arrangement of the introduction for argumentative writing, the teacher could not explain to learners the importance of beginning with a ‘catchy statement’ to capture the audience’s attention, background information about the topic and a thesis statement which is the essence of the present argument in that order. When the teacher asked learners to identify and read the thesis statement, learners did so because it appeared at the end of the introduction.

This was what Rose read when she was asked to read:

“School uniform should be compulsory for all school going children”

Learners could easily identify the sub-claims for the main argument because they appeared at the beginning of each paragraph. The teacher elaborated on how the paragraph should be arranged for this type of essay.

For the conclusion, the teacher asked learners:

“Can someone tell me how the conclusion is arranged?”

Paul: It starts with the word ‘In conclusion’ and the sentence of the conclusion is the same with the last sentence of the introduction.

Teacher: Okay, thank you Paul.

I noted that the teacher could not support the learner's answer by explaining the words of the conclusion that indicate a recap of main points of the model argumentative essay.

The teacher then explained that the conclusion should be a summary of important points from the essay but without showing them with evidence how it should be done.

The teacher did not bring in conjunctions that can help learners when they introduce a paragraph or a point of view. At this stage, the teacher could not support learners to fully understand the meaning of argumentative text in line with Halliday's (1993) argument that a text should be explored at the level of text for meaning and purpose. The teacher managed to mention a few modal verbs that learners could use but he did not elaborate on how they can be used.

Stage 4: Joint reconstruction

At this stage, the teacher introduced paragraph buildup in which learners were expected to write a full paragraph using a topic sentence that the teacher wrote on the chalkboard. He wrote the following topic sentence/sub-claim on the board:

'School uniform can improve punctuality.'

He then asked learners to caucus in pairs before they could write their responses. After this the teacher identified few pairs that presented their views and wrote them on the board.

Teacher: who can tell us what punctuality means?

Learner: it means to come early to school.

Teacher: thank you very much,

Teacher: Ricky and James please share with the class the main points you noted about how school uniform can improve punctuality?

Ricky and James: you don't have to look for other clothing, the uniform is easy to wash and easy to iron.

Teacher: Well-done Ricky and James.

Teacher: I need any pair to share with the class a paragraph they have constructed on how school uniform can improve punctuality.

Joe and Christy: School uniform can help us learners to be punctual or to come early at school. When you have a school uniform you don't have to waste time to prepare other clothing. You only wash and iron the school uniform. It will allow you to go through your

homework and finish it while at home because preparing other clothes is not needed.

This way, most of us learners will be on time to school.

Teacher: thank you very Joe and Christy.

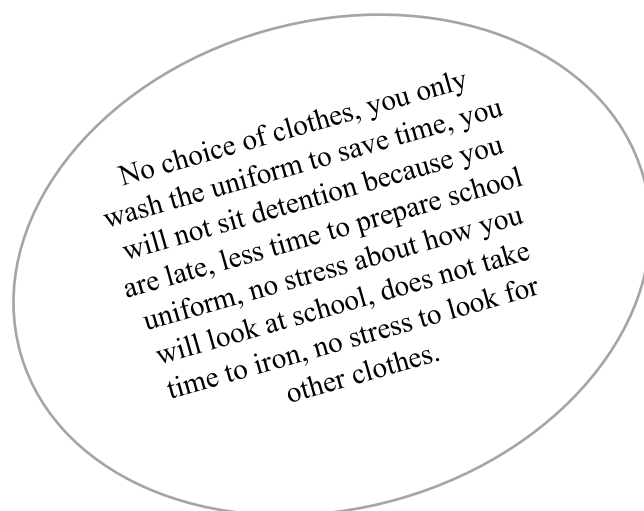
A paragraph on the sub topic of punctuality under the main topic ‘should school uniform be compulsory for schools?’ was successfully constructed by learners through the ideas that they contributed to the building of the paragraph. It seemed to me that learners did not struggle with ‘punctuality’ as a sub-claim because they were familiar with it.

Mr. Robert summarized stage 4 by explaining to learners the importance of sticking to one idea in the pursuit to produce a coherent paragraph.

Stage 5: Individual writing

At this stage the teacher asked learners to then write the ideas that appeared on the board into a coherent paragraph in their exercise books. Individual learners did this exercise. The scattered ideas on the board were at this stage reorganized into one paragraph. A good number of learners raised their hands to seek for assistance from the teacher. There was observable potential from learners to know how they could work to construct a paragraph. This underscores Vygotsky’s (1978) views that learners acquire new knowledge in their ZPD with adult guidance. The teacher reached out to those learners to help them to organise ideas into one paragraph. Below are statements from the brainstorming session on advantages of school uniform.

Figure 3: Brainstorming session on the topic of school uniform



Teacher: I need all of you to help me rearrange the brainstormed ideas on the board into a coherent manner in which they can appear in your paragraph.

Learners (*with the help of the teacher*): 1, no choice of other clothes. 2, no stress about what to wear. 3, saves time on washing and ironing. 4, no sitting detention at school.

Teacher: I need every one of you to construct one coherent paragraph using the ideas we have put above in their logical order. Remember to use your own words as you link ideas together for the paragraph.

Learners went ahead to construct a new paragraph using the ideas that were rearranged logically on the sub-topic of how school uniforms can help learners to be punctual.

Teacher: I want any volunteer to read to us his /her paragraph.

Learner: “School uniform can help us learners to be punctual at school. This is because you will not have to choose from the other clothes. It will save time to stress around looking for what to wear. The time you spend on washing and ironing the school uniform will be less compared to doing a full laundry. When you wake up you only take a bath and dress to school. You will not sit detention at school because of late coming. This is because you will always be early for school. You will always be prepared for school and be on time all the time”.

Stage 6: Independent writing

At this stage, the teacher wrote three distinct argumentative essay topics on the board. The topics were: Should marijuana be legalised? Should corporal punishment be implemented back into schools? And should learners be allowed to go to school amidst the corona virus pandemic? Learners were advised to pick a side either for or against the topic. The teacher and learners went into a brainstorming activity on the topics. This activity involved listing ideas for the topic and ideas against the topic. The teacher gave necessary assistance to those learners who indicated they did not know how to go about the topic.

There was evidence in this first lesson that the teacher still had limited knowledge of RtL and still needed help on how he could support learners to achieve the intended outcomes for argumentative writing (Rose & Acevedo, 2006). Table 7 above shows that Mr. Robert scored less for lesson stages one, two and three of lesson one and progressed relatively well as lesson stages proceeded in the days that followed.

Lesson 2 (from 03/08/2020 to 07/08/2020)

Theme/Topic: Should abortion be legalized?

Main Skills: Reading and writing

Duration: 45 minutes/ per lesson

Stage 1: Preparing before reading

In his introduction to this lesson, Mr. Robert explained the purpose of argumentative writing as ‘a way of presenting and defending an argument in order to persuade an audience.’ The teacher went on to remind learners the meaning of thesis statement, sub-claim, counterargument and conclusion in argumentative writing. It was crucial at this point in the lesson for the teacher to remind learners of these terms since it had been about two weeks that the teacher introduced them in the introduction of the first lesson. In this lesson the teacher did not ask learners about their prior knowledge of argumentative writing because he has already done so in lesson 1 of the previous Unit. Instead, the teacher engaged learners informally in a discussion of the topic of abortion. After this, learners listened as the teacher read the model text on abortion. The teacher was clear as he read and his speed was reasonable. As the teacher read the text, he instructed learners to underline the misspelled words.

Teacher-learner interaction during the lesson

Teacher: There are two misspelled words in the first paragraph, I want anyone to mention them.

Rocco: I don't know sir

Teacher: Rocco doesn't know the words, anyone to help?

Learner: sir it's decition and morale

Teacher: thank you. Now all of you underline those words. Remember the word morale is spelled correctly but means something, we need the one that means principles of right and wrong in behavior.

Teacher: anyone to tell me a misspelled word in the first line of the second paragraph.

Learner: comited

Teacher: well-done.

Teacher: that word means to do something bad such as a crime.

Teacher: there is a misspelled word in the third paragraph that means ‘something used to prevent pregnancy’ which word?

Learner: contraseption

Teacher: very good

Teacher: I need you to underline those words in the model text, we will come back to them later.

Stage 2: Detailed reading

To begin this stage, Mr. Robert identified learners to read each a paragraph. Learners were not too shy to read in this lesson unlike in the first unit. As learners read, the teacher was assisting them in pronouncing words correctly by interrupting them as the lesson progressed. Some learners appeared to have difficulty in the way they read without considering where to stop or pause. Consequently, the teacher introduced functions of some punctuation marks like full stop, comma, question mark and exclamation mark. The teacher saw it fit to introduce these punctuation marks in order for learners to get used to them and use them correctly when they write (Schleppegrell, 2013).

When the reading practice was ended, the teacher asked learners to do the spelling exercise. Each learner took time to complete the spelling exercise alone. The words that contained the wrong spelling were: decision, morale, committed, contraception and regret. The teacher provided the correct spellings that learners could not get right. This exercise was effective as learners seemed to have learned some new spelling rules. After this, the teacher gave the next exercise to learners to 'identify synonyms of the following words from the text'. The words were: do, fertilised, horrible, end, ordeal, hardship, harmful and medically.

Teacher: You will now all do a self-mark activity to see if you got the answers right. Put up your hand if you have a question.

Teacher: the first synonym is 'do'. Its simple present is 'does', the present participle is 'doing', simple past is 'did' and past participle is 'done'. What is its synonym in the third line of the first paragraph?

Learner: perform

Teacher: that is good.

Teacher: do you all know the meaning of the word 'perform' by now?

Learners (*in chorus*): yes sir

Teacher: thank you. It means to 'do' something or get something 'done'.

Teacher: the next words are 'fertilised egg'. These words refer to a successful meeting of a sperm cell and an egg cell. It is the earliest stage of development of an animal in the womb before it becomes a fetus or a recognizable animal. What is its synonym?

Learner: pregnancy

Teacher: your answer is not correct

Teacher: who wants to try?

Learner: embryo

Teacher: well-done. Please correct your answers.

Teacher: the next word is 'horrible'. This word refers to something that causes horror, it's frightening, terrifying and/or shocking. What is its synonym in line 2 of paragraph 2?

Learner: fearful

Teacher: well-done. Please correct your answers accordingly.

Stage 3: Preparing before writing

At this stage, the teacher gave the following comprehension exercise based on the text.

The instruction was:

Read the following text on abortion and answer the following questions

1. Identify the thesis statement and motivate your answer.
2. What is the writer's argument in the second paragraph?
3. What is your understanding of the word 'abortion'?
4. Identify one counterargument and explain why it is a counterargument.

This exercise was given in order to cement what learners did in stage 3 of lesson 1. It was important at this point for learners to work independently with the text in order to understand the content and context of the model text. According to Rose (2006) the scaffolding stages systematically offer support to learners in order to learn from the reading text and thereby constructing their own text following the guidelines provided through the teacher. During this exercise the teacher provided the necessary support to help learners understand the questions by means of cues. The lesson demonstrations below provides a picture of how effective this lesson was.

Teacher: do you all still remember what a thesis statement is? Can one of you read on the chart?

Yes Charles,

(Charles reads)

Teacher: good. Now identify thesis statement from the text. It should highlight the main argument of the essay.

Teacher: The next question is asking you to write down the writer's argument for the second paragraph. Who can tell us how to do that?

Learners: you have to read the topic sentence carefully.

Teacher; Okay. So, what does ‘topic sentence’ mean? Anyone please to read the meaning on the chart.

(Learner reads)

Teacher: alright. The writer’s argument in the second paragraph should then be a sub-argument of the main argument in the thesis statement. It should be contained in the first or second sentence of the second paragraph, am I correct?

Learners: yes sir

Teacher: Now identify the writer’s argument in the second paragraph.

At the end of this exercise, the teacher checked learners’ answers but could not check all because of time. Little provision was made so that responses could be written on the board for everyone.

Stage 4: Joint writing

During stage 4 Mr. Robert introduced two sub-claims in support of abortion and two sub-claims that were against the legalisation of abortion. This was done because learners decided they want to choose which side of the argument they would want to argue on. The teacher then gave two sub-claims to pairs that were in support and two sub-claims to those that were against abortion. The teacher divided the learners into pairs so that the weaker learners as per the results of the pretest, could sit with strong learners. According to Vygotsky (1997) combining learners of diverse abilities together can accelerate learning in that those who do not know can learn from those who know. He sat the learners in pairs to discuss and write responses for each of the two sub-argument. The two sub-arguments were as follow:

Sub-claims in support of abortion

- * If abortion is not legalised, there will be more back street abortions.
- * When a woman is raped and falls pregnant...

Sub-claims against abortion

- * Adoption can be an alternative for abortion
- * When a woman is raped and falls pregnant...

Learners wrote their responses to the two sub-claims on pieces of papers. The teacher asked some pairs to write their responses on the chalkboard under sub-headings of arguments for and against abortion.

Stage 5: Individual writing

During this exercise, the teacher assisted learners to develop each of the sub-claims into a paragraph. Learners were to use the ideas on the chalkboard to write two paragraphs. The exercise appeared difficult for some learners and moderate for others. This was however eased by the support that the teacher provided to help the different learners to comprehend how they can develop ideas in order to transform them into a paragraph (Vygotsky, 1978; Rose, 2011). Each learner worked alone and used the ideas on the chalkboard to write a paragraph.

Here is one learner' paragraph on 'adoption can be an alternative for abortion':

Learner: "I think that some girls cannot take care of the baby. If you cannot take care of the baby don't kill it. Just give birth and give to other who can take care of the baby. Some people do not have babies but they want to take care of that baby you don't want. So abortion should not be done because girls don't have money to take care of those babies. They must just give them for adoption".

Stage 6: Independent writing

At this stage, the teacher asked learners to produce an essay on the same topic of abortion. Learners were to add an introduction and a conclusion which is different from those in the model text. Learners were also at liberty to choose whether to write against or in support of abortion. They were to use ideas that they have developed in the preceding stages to write a comprehensive argumentative essay. The teacher clarified how they were to write the essay based on the example of the model text.

In preparation for the next lesson, Mr. Robert told learners to go search for extracts or passages in regard to the pros and cons of using smartphones in a classroom for the purpose of learning.

Unit 3 (from 14/09/2020 to 18/09/2020)

Theme/Topic: Should learners be allowed to use smartphones for the purpose of learning in schools?

Main Skills: Reading and writing

Duration: 45 minutes

Table 8: Sample lessons for Unit 3 (Teachers: Mr. Robert, Mrs. Memory & Ms. Rebecca)

Teacher:	Grade: 11
Subject: English Second Language	Date:
Theme: Technology; Smartphones	Topic/Skill: Reading and writing {Argumentative writing}
Teaching Aids/Resources: text (handouts), chart, dictionaries and chalkboard.	
<p>Specific Objectives/Competencies: <i>Learners should be able to:</i></p> <ul style="list-style-type: none"> • Speaking: - make appropriate verbal responses in different context. - develop skills of oral presentation. • Reading: - recognise and understand a wide range of texts likely to be within the experience of and reflecting the interests of young people. – read critically materials from different sources. • Writing: - produce well organised coherent pieces of writing. – write appropriately argumentative essays. • Grammar: - substitute given words with words with more or less the same meaning. – use appropriate grammatical structures in writing. 	
<p>Introduction</p> <p>Stage 1: Preparing before reading</p> <ul style="list-style-type: none"> * Teacher explains argumentative essay as a type of essay that presents arguments about both sides of an issue in which the writer takes a position and presents evidence in favour of that position. * Teacher discusses the topic “Should learners be allowed to use smartphones for the purpose of learning in school?” with learners. 	
PRESENTATION OF SUBJECT CONTENT AND LEARNING TASKS	
Teachers’ activities	Learners’ activities
<ul style="list-style-type: none"> * Teacher reads the text aloud. * Instructs learners to underline misspelled words, walks around in class to check. 	<ul style="list-style-type: none"> * Learners follow through the text as it is read. * Learners underline misspelled words.
Stage 2: Detailed reading	
<ul style="list-style-type: none"> * Teacher randomly selects 6 learners to read the 6 paragraphs of the text aloud. * Teacher assists in pronunciation of words and points at some learners to repeat after him/her. * Teacher gives spelling exercise. Walks around to monitor and give spelling cues. * Teacher writes on chalkboard: Identify synonyms of the following words from the text. 	<ul style="list-style-type: none"> * 6 learners read the paragraphs in succession. * Learners learn correct pronunciation from the teacher while reading. * (Individually) Learners correct spelling of underlined words in their exercise books.

	<ul style="list-style-type: none"> * (Individually) learners do the following exercise in their exercise books: <ul style="list-style-type: none"> – Improvement – paragraph 1 line 1 – Character – paragraph 1 line 3 – Incorporate – paragraph 1 line 7 – Improve – paragraph 1 line 7 – Many – paragraph 2 line 1 – Additional – paragraph 2 line 6 – Disturb – paragraph 5 line 1 – Put to use – paragraph 6, line 3
Development of argumentative writing	
<ul style="list-style-type: none"> * Teacher explains the following terms on the chart: thesis statement, sub-claims, topic sentence, counterargument, and conclusion. 	<ul style="list-style-type: none"> * Learners listen, take notes and ask questions.
Stage 3: Preparing before writing	
<ul style="list-style-type: none"> * Cues and discussion: the teacher help learners to identify specific items the structure of argumentative essay from the text. 	<ul style="list-style-type: none"> * With the help of the teacher, learners identify thesis statement, sub claims, topic sentence, counterargument and conclusion. * They write their responses on the chalkboard.
Stage 4: Joint writing	
<ul style="list-style-type: none"> * Teacher guides learners to write new paragraphs using the same topic sentences in the text. Teacher listens and corrects grammar and pronunciation. 	<ul style="list-style-type: none"> * Learners sit in pairs and write their own ideas to the topic sentence on the board. * Two or three pairs read what they have written to the class.
Stage 5: Individual writing	
<ul style="list-style-type: none"> * Teacher writes a list of argumentative essay topics on the chalkboard. * Teacher helps them to develop points for discussion using given structure. 	<ul style="list-style-type: none"> * Each learner chooses a topic that they would want to write about choosing either for or against. * They brainstorm what they will write about using the argumentative essay structure.
Stage 6: Independent writing	
<ul style="list-style-type: none"> * Teachers asks learners to put away their books and get ready for the test. 	<ul style="list-style-type: none"> * (Individually) Learners write a post-test on the topic “Should learners be allowed to use smartphones for the purpose of learning in school?”

Stage 1: Preparing before reading

The teacher introduced this third unit of lessons by drawing learners to the purpose of argumentative writing. He also explained argumentative essay as ‘a type of essay in which the writer presents arguments on a particular issue and takes a position and presents evidence in favour of the position. Thereafter the teacher (Mr. Robert) introduced the topic of smartphones to learners by highlighting what they were to learn about. What the teacher did next was to invite three volunteers to present or talk about their findings on the advantages and disadvantages of smartphones in the learning process. The three learners’ presentation aroused a detailed discussion from learners in the quest to understand the topic and put forward their opinions.

The teacher then handed out the model text ‘Should learners be allowed to use smartphones for the purpose of learning’ to learners. It appeared to me that the teacher gained confidence when he taught this third series of lesson compared to the first and the second lesson. This can be interpreted in terms of the knowledge of RtL that the teacher was able to gather as the lessons progressed (Rose & Martin, 2012).

Stage 2: Detailed reading

At the start of stage 2, the teacher identified six learners to read the six paragraphs of the model text. The following words appeared in the text with incorrect spelling: receiving, accessed, engagement and obvious. Learners corrected the spellings in their exercise books. The teacher made use of other learners to help others whenever they could and only came in when they all could not figure out the correct spelling. The teacher made use of this opportunity to introduce spelling rules for the word ‘receive’ and the other words that contain ‘ei’ or ‘ie’ in them. He introduced the following common poem:

Put i before e

Except after c

Or when sounded like a

As in neighbour and weigh.

The teacher explained the rules and gave learners an exercise to complete. The instruction was: circle the correct spelling of each word bellow.

The words were:

- Friend freind
- Cheif chief
- Vein vien
- Field feild
- Cieling ceiling
- Beleive believe
- Recieve receive

In the above illustration, I have underlined misspelled words to avoid autocorrection.

At the end of this exercise, the teacher provided correct answers to few learners who missed out on some words. After this, the teacher gave learners to do the exercise on synonyms. He instructed: Identify synonyms of the following words from the text.

The words were:

- Improvement
- Character
- Incorporate
- Improve
- Many
- Additional
- Disturb
- Put to use

Teacher: Find a word with a similar meaning as ‘improvement’ from the text. It is in line 1 of the first paragraph. When something improves it means it has become better for use.

What is the answer?

Learner: increase

Teacher: Good try but not that one. ‘Increase’ has to do with size, when something becomes big or large. Anyone else to try?

Learner: advancement

Teacher: That’s correct thank you.

Teacher: the next word is ‘character’. This word means qualities that we can use to distinguish between two or more things. What is the answer?

Learner: features

Teacher: well done

Teacher: The next one is incorporate, it means to make something into one body, to include different things as one. Who is ready to give us the answer?

Learner: embrace

Teacher: correct. Embrace also means ‘to include as one’.

Learners did not struggle much to get the right answers for the most of the words except for words like character, incorporate and put to use. The teacher asked the other learners who got the words correct to write them on the chalkboard. Learners did so and the teacher confirmed. The teacher then used the chart displayed in the classroom to explain thesis statement, sub-claim, topic sentence, counterargument and conclusion.

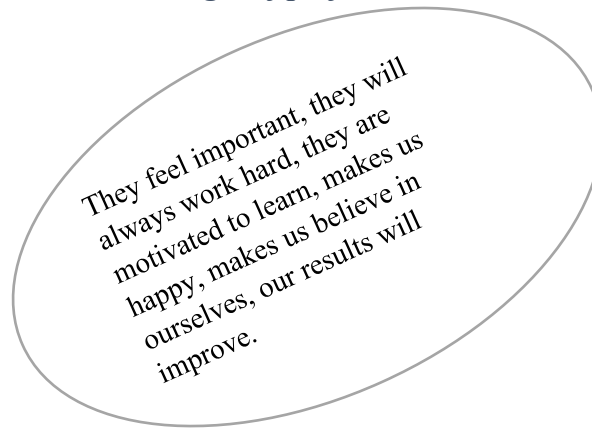
Stage 3: Preparing before writing

The teacher divided learners into pairs to identify thesis statement, sub-claim, topic sentence and counterargument from the model text. Learners read to each other in search of answers. Derewianka (2003) advises that argumentative writing should not be taught as an ‘item’ without a reading passage/text as this will not help learners to learn best on how they can cope with the genre. They asked for clarification where they could not understand. Since they had worked with dissimilar model texts in the previous lessons to identify these same terminologies, learners seemed to have done better in this activity. The teacher gave a summary of this activity by correcting and affirming learners’ responses.

Stage 4: Joint writing

In order for learners to get used to working with argumentative writing, I suggested to the teacher that at this stage he works with a different argumentative essay topic. Together we decided that he works with the topic: ‘should children be given rewards when they perform well in class activities?’. He shuffled the learners into pairs and instructed them to brainstorm ideas for two paragraphs, namely introduction and one more paragraph of the body. Learners were instructed to choose whether to go against the topic or write in support of the topic as they put down their ideas. The teacher gave learners about 6-7 minutes to brainstorm ideas. Four learners from four different pairs were selected to write their ideas on the chalkboard.

Figure 4: Brainstorming session on advantages of performance rewards



Stage 5: Individual writing

From the brainstorming session on the chalkboard, other learners presented ideas in support of rewards for school children achievement and others presented ideas against rewards. The teacher assisted learners to arrange ideas in two groups of 'in support' and 'against' rewards. Thereafter, learners were given to write an introduction and one paragraph of the body individually. The sub-claim/topic sentence for ideas in support of rewards was: 'Children who are rewarded for their performance are motivated to participate in classroom tasks'. The sub-claim/topic sentence for ideas against was: 'Children who are often rewarded become addicted and will not participate or study in the absence of such rewards. The sub-claims above were decided upon because learners were only required to write one paragraph for the body for the class activity.

Learners worked individually to write the two paragraphs while the teacher checked their progress and assisted where necessary.

Teacher: Can I get one pair to come and read what they have written to us?

Learner: do you 'against' or 'in support' sir?

Teacher: thank you for asking. Let me hear from a pair that wrote in support of rewards.

(Learner reads what they have written)

Learner: "us we believe that if a learner is given a reward in class that learner will be happy.

He will feel very important. He will be the first learner to finish class activities. It will also make you want to work hard to get more rewards. If a learner is given a reward he will believe in himself that he is good. At the end of the year that learner will be promoted to the next grade".

Teacher: Thank you very much for that. Remember not to begin a statement with ‘us’ and don’t use ‘us’ and ‘we’ following each other together.

Stage 6: Independent writing

For lesson consolidation, Mr. Robert gave the learners a task to write a paragraph each on the lesson’s topic. The title of the argumentative essay topic was: Should learners be allowed to use smartphones for learning in schools? Each learner worked to produce a paragraph, which was checked by the teacher. The teacher provided feedback when he finished marking it. The learners were then prepared for the end of lessons’ test.

Teacher 2: Mrs. Memory

Below is the observation rubric for Mrs. Memory and the lessons she presented to grade 11B.

Table 9: Classroom Observation tool for Mrs. Memory

Name of teacher: Mrs. Memory

Grade: 11B

Subject: English Second Language (ESL)

Topic: Argumentative writing

Lesson: **One - Three**

Date:

Themes: **School Uniforms; Abortion; Smartphones**

Skill: Reading & Writing

Stage and description	Unit 1	Unit 2	Unit 3
Stage 1: Prepare before reading			
1.1 Teacher asks learners about their previous knowledge on argumentative essay writing	3/4	2/4	3/4
1.2 Purpose of argumentative writing explained by teacher in introduction	2/4	2/4	4/4
1.3 Teacher draws learners to content knowledge of argumentative writing by explaining thesis statement, sub-claim, counter-argument and conclusion	2/4	3/4	3/4
1.4 Teacher reads model argumentative essay aloud to class	4/4	4/4	4/4
Stage 2: Detailed reading			
2.1 Learners take turns to read introduction, body and conclusion of model text aloud	2/4	3/4	3/4
2.2 Teacher explains arrangement of introduction and elaborates	1/4	2/4	3/4
2.3 Teacher asks learners to identify thesis statement. Teacher elaborates	2/4	2/4	3/4
2.4 Teacher asks learners to identify sub-claims. Teacher elaborates	3/4	2/4	4/4
2.5 Teacher asks learners to identify counterarguments. Elaborates on counterargument	1/4	2/4	3/4
2.6 Teacher explains arrangement of conclusion and elaborates	3/4	3/4	4/4

Stage 3: Prepare before writing			
3.1 Teacher gives two exercises (spelling & synonyms) and supports learners to provide answers	3/4	3/4	3/4
3.2 Teacher asks learners to point out words and phrases in the essay used to introduce a point of view or suggest a new idea (conjunctions)	2/4	3/4	4/4
3.3 Teacher elaborates on usage of modal verbs to be used in argumentative writing	3/4	3/4	4/4
Stage 4: Joint reconstruction			
4.1 Learners in groups work to reconstruct the same essay with new content of their own	3/4	3/4	3/4
4.2 Teacher walks around in class to provide assistance to individual learners	2/4	4/4	4/4
Stage 5: Individual construction			
5.1 Teacher supports individual learners to reconstruct the essay structure with new topic and new vocabulary	3/4	2/4	3/4
Stage 6: Independent writing			
6.1 Teacher provides necessary assistance on the writing task given as homework on an argumentative essay topic	4/4	4/4	4/4

Mrs. Memory was responsible for grade 11B for the duration of the research. She taught a series of lessons and three units were used for the study analysis. For purposes of analysis, I chose the first lesson that she taught and randomly chose 1 lesson from those that were taught in the middle of the study. The third lesson I chose for analysis was the very last lesson.

Unit 1 (from 13/07/2020 to 17/07/2020)

Theme/Topic: Should school uniforms be compulsory for schools?

Main Skills: Reading and writing

Duration: 45 minutes per lesson

Stage 1: Preparing before reading

Mrs. Memory's introduction to the lesson was quite interesting. This could be as a result of the feedback I shared with the teachers on how Mr. Robert taught his lessons. Teachers learned the importance of consistency in following the six-step cycle of RtL in helping learners to achieve the intended results of the lessons (Rose, 2006). She quickly sat learners into pairs to discuss what argumentative writing entails. The teacher had about 3 minutes listening to learners' responses. Thereafter, she summarised argumentative writing as the type of writing in which the writer presents and defends an argument in order to persuade an audience. The teacher then

explained the terminology that learners were to be acquainted with for the duration of the study. She drew the learners' attention to the chart and asked one learner to read. The teacher explained thesis statement as a one sentence statement that presents the main idea or main argument in the essay and makes an assertion on the topic. She further said it is mainly written at the end of the introduction.

Further in her explanation, the teacher explained sub-claims or supporting arguments as reasons the writer gives to support his/her main argument. She went on to explain that each paragraph must have one reason or one idea which is introduced as the topic sentence. Then the teacher explained counterargument as an opposing point of view to another argument. It is an argument to another argument which shows that the writer considers other points of views against his/hers. With regard to the conclusion of an argumentative essay, the teacher explained it as a summary of the main points of the paragraphs of the entire essay. Roussey & Gombert (1996) assert that the structure of argumentative writing that includes thesis statement/main argument, sub-arguments/sub-claims, counterargument and conclusion should be taught to help learners have a clear understanding of what they should include in the paragraphs.

Mrs. Memory read the model text on school uniforms to the learners in preparation for the stage that followed.

Stage 2: Detailed reading

The teacher selected six learners, three girls and three boys to read through the model text while she paid attention to how learners pronounced words. Learners worked on the following words that were misspelled in the text while they read silently: standard, crucial, putting, dressing, bullying, defeated and unforgettable. The teacher introduced and taught spelling rules of the following: one-syllable word that ends with a consonant e.g. 'put', should double the consonant before adding the suffix, which begins with a vowel e.g. 'putting'. Short vowel words with one vowel in the middle and followed by a consonant f, l or s, such consonant must be doubled e.g. staff, ball and pass.

Learners corrected the spellings and the teacher checked their work. The teacher then introduced the exercise on synonyms. She wrote the work on the chalkboard. The instruction was, 'Identify synonyms of the following words from the text'. The words were: recognition, mandatory, destitute, maintain, stamping out, famous. Learners worked individually on this exercise but sought assistance when they were not sure of the words. The teacher provided cues and clues on the words in order for learners to have an in-depth understanding of the text.

The teacher went on to explain the arrangement of introduction, body and conclusion of the model text. She then explained the terms on the chart. The terms were: thesis statement, sub-claim, topic sentence, counterargument and conclusion. In her explanation, the teacher made use of learners' knowledge to help them understand the terms.

The teacher had asked, e.g. "if your friend holds an opinion that it is right to drink alcohol in order to relieve stress on oneself. How would your advice be to your friend who consumes larger volumes of alcohol in the quest to relieve stress?"

Some learners responded: "alcohol is not a permanent solution to stress because after the drunkenness is over the problems will be back, it is better to seek for counselling of the stress". The teacher then elaborated to say, "That detailed explanation you give to your friend to convince them that their opinion might not be right is what we call counterargument". Below is a demonstration of how the lesson was taught:

Teacher: Let's learn a few spelling rules for short-vowel sound. There are words that are very short when you write them. They usually have a vowel in them.

Teacher: who can name the vowels of the English alphabet?

Learner: a, e, i, o, u

Teacher: Wonderful! When you write a word like 'put'. It has a vowel in the middle and it end with a consonant t. Consonants are all the other letter of the English alphabet except the vowels. Now, words like 'put' must double the consonant when written in the progressive tense. Do you all get what I'm saying?

Learners (*in chorus*): Yes madam

Teacher: Alright. I need someone to come and write on the board the correct progressive form of 'put' and 'run'.

Learner: putting, running.

Teacher: Is she correct?

Learners: yes madam.

Teacher: yes, she is correct.

Teacher: there are other short vowel words like 'ball', 'staff' and 'pass'. These words end with 'l', 'f', and 's' in most cases the last consonant must be doubled.

Teacher: are we all clear?

Learners: yes madam

Teacher: Okay thank you. You may all correct your spelling exercise.

Teacher: Let's move on. Any learner to come and write the synonym of 'recognition' from the text. That word means to be able to know or recognize someone.

Learner: identification

Teacher: correct. The next word is 'mandatory', anyone? Mandatory has to do with obligations, something that is required by authority.

Learner: compulsory

Teacher: well done. The next word is 'destitute'. It means you don't have something like money.

Learner: exposing

Teacher: is that correct class?

(Learners silent)

Teacher: Ok, that answer is incorrect. The correct answer is 'poor', it's when you are unable to support yourself with food or clothing.

Teacher: do you all understand?

Learner: Madam, what about if my parents can support me? Am I still destitute?

Teacher: No, if your parents have a job or any source of income it means they can live a better life and be able to support you.

Stage 3: Preparing before writing

The teacher introduced this stage as an interactional stage in which teacher-learner and learner-learner interaction was observed. This demonstrates that the teacher had applied the RtL interaction cycle to the best of her knowledge to fully support learning (Rose & Martin, 2012). The teacher asked learners to identify thesis statement, sub-claim, topic sentence and counterargument from the model text. The teacher used cues and everyday language to help learners figure out the correct responses. Learners were asked to write their responses on the chalkboard for everyone to see and comment. Learners were not only able to learn from the teacher but from one another as well. The teacher also had a talk with learners about conjunctions that are used to introduce a paragraph e.g. to begin with, to start with, firstly, in addition, secondly, thirdly, furthermore, on the contrary, finally, in conclusion etc.

Stage 4: Joint writing

In pairs, the teacher gave learners to brainstorm two new paragraphs of different sub-claims for the same model text. For these new paragraphs, some pairs decided to brainstorm in favour

of school uniforms while others wrote against school uniforms. Those that brainstormed in favour were given to consider the following two sub-claims for their two paragraphs: school uniforms reduce peer pressure and, school uniforms increase school and team spirit. Those pairs that brainstormed against were given to consider the following sub-claims: school uniforms limits self-expression and, school uniforms are intolerant of people's cultures. The pairs were given time to write their responses on the chalkboard under the specific sub-headings or sub-claims.

Stage 5: Individual writing

The teacher used this stage to allow learners to individually write down the two paragraphs using ideas on the chalkboard. I observed that learners were calling on the teacher to help them construct sentences. With the help of the teacher, learners were able to engage with this exercise successfully.

Stage 6: Independent writing

At this stage the teacher gave homework to learners. The purpose of this was to test their understanding of argumentative writing in line with what they have learned. The homework given was that learners should go and rewrite the essay on school uniforms. They were to use their own words and that the two new paragraphs that they worked on in class should form part of their new essay. The teacher had a talk with learners on the homework to clarify on the questions they had.

Unit 2 (from 11/08/2020 to 14/08/2020)

Theme/Topic: Should abortion be legalised or not?

Main Skills: Reading and writing

Duration: 45 minutes

Stage 1: Prepare before reading

Mrs. Memory started this new lesson with two extracts from a local newspaper on the topic of abortion. One of the newspaper articles highlighted police arrest on woman suspected of baby dumping and the other article highlighted views and opinions of a psychologist on advantages and disadvantages of abortion. The teacher read the two extracts and thereafter the class had an informal discussion and comments on the two extracts. This discussion opened learners'

thinking on the broad topic of abortion before they engaged with the model text prepared for the lesson (Rose, 2006).

The teacher then went on to explain what argumentative writing entailed. This was followed by a class discussion on whether abortion should be legalised or not. The discussion became fruitful because learners referred to some of the views that were cited in the two newspaper extracts the teacher read to them.

Stage 2: Detailed reading

Mrs. Memory randomly selected five learners who read through the five paragraphs of the model text. The teacher decided not to read the model text this time because she had read through the newspaper extracts. She instead gave learners the opportunity to read while assisting them with the correct pronunciation. Learners who would not pronounce the word correctly were asked to repeat after the teacher until they had the confidence in pronouncing such a word. During reading, learners were instructed to underline the misspelled words in the text. After the reading, learners did the spelling exercise in their exercise books. The following words were misspelled in the model text: decision, moral, committed, contraception and regret. Learners did not struggle much with the spelling of these words. The teacher also provided a summary of the misspelled words on the chalkboard for all learners to see.

The next exercise was on synonyms. The teacher instructed learners to do it in their exercise books. The demonstrations of these lessons followed a similar pattern to the above lessons (see Mr. Robert's lesson). The instruction was "identify synonyms of the following words from the texts":

- Do
- Fertilised egg
- Horrible
- End
- Hardship
- Harmful and
- Medically

At the end of this exercise, it was evident that few learners could not get correct answers to the synonyms. Some of the learners managed to get half of the words correct while the remainder could not get at least one answer. In order to help learners to work with this activity, the teacher wrote three different synonyms of each of the words on the chalkboard. She then explained

them and asked learners to choose the correct synonym that matched the meaning of the other synonyms in context of the model text. This type of scaffolding as advocated by Vygotsky (1997) is beneficial in terms of making sure that learners are not left behind but are provided with feedback at the right time. The revision exercise was done on the chalkboard to make sure no learner was left behind.

An interactional discussion followed on the meanings of the following terms in accordance with argumentative writing: thesis statement, sub-claim, topic sentence, counterargument and conclusion. The teacher explained the meanings from the charts and used everyday examples to help learners understand what appeared to be new terminologies to learners.

Stage 3: Preparing before writing

By means of cues (Rose, 2016), the teacher asked learners to complete the activity of identifying thesis statement, sub-claim, topic sentence and counterargument from the model text. The teacher decided that learners write their responses on the chalkboard. This made the activity more interactive as learners felt free to participate. Learners would ask questions as to why their answers were not considered correct and the teacher would give corrections. By the end of this stage, the chalkboard was filled with all the correct responses.

Like what Mr. Robert did, Mrs. Memory taught the following comprehension exercise based on the text.

The instruction was:

Read the following text on abortion and answer the following questions

5. Identify the thesis statement and motivate your answer.
6. What is the writer's argument in the second paragraph?
7. What is your understanding of the word 'abortion'?
8. Identify one counterargument and explain why it is a counterargument.

This was done to consolidate what learners had learned about earlier in this stage. The teacher read the corrections of this exercise to learners. The demonstration of this lesson is like that of Mr. Robert. (See Mr. Robert's lesson above).

Stage 4: Joint writing

Mrs. Memory gave the exercise to learners to brainstorm two paragraphs by choosing in favor or against abortion.

Sub-claims in support of abortion

- * If abortion is not legalised, there will be more back street abortions.
- * When a woman is raped and falls pregnant...

Sub-claims against abortion

- * Adoption as an alternative for abortion
- * When a woman is raped and falls pregnant...

Learners worked in pairs to put down ideas either in favour or against abortion. The teacher then asked some pairs to write their responses on the chalkboard. These responses were arranged and written below the corresponding sub-claim. The teacher offered assistance in regard to where and why a certain view point should be written below a specific sub-claim. This was followed by stage 5 in which learners would individually engage in writing.

Stage 5: Individual writing

This stage allowed learners to write the two new paragraphs on any side that they had chosen in the preceding stage. It was at this point where individual learners worked with the ideas on the chalkboard to write two paragraphs, one for each of the sub-claims. It was evident that learners did not find it much harder to compile the two paragraphs. The reason behind this was that they had spent much time in the process of brainstorming the ideas, this notion is also supported by Crowhurst (1990). This made it easier even for struggling learners who find it difficult to deal with argumentative writing. The teacher went around the classroom assisting learners who needed help with sentence construction.

Stage 6: Independent writing

After a thorough content deliberation on the topic of abortion in the preceding stages, it was appropriate to give the learners homework to consolidate their understanding of the topic. Mrs. Memory gave the argumentative topic “should abortion be legalised or not?” for homework. Learners were to write a new essay following the format they have learned about in the model text. In the new essay they were to write, learners were expected to include the new two paragraphs they worked on in the joint writing and individual writing stages. The teacher checked and marked the homework upon completion and learners received feedback.

Unit 3 (from 22/09/2020 to 25/09/2020)

Theme/Topic: Should learners be allowed to use smartphone for the purpose of learning in school?

Main Skills: Reading and writing

Duration: 45 minutes

Stage 1: Preparing before writing

This was Mrs. Memory's final lesson from a series of lessons she had offered. Stage 1 of the lesson allowed her to explain purpose of argumentative writing. Mrs. Memory explained argumentative writing as 'a type of essay that presents arguments about both sides of an issue in which the writer takes a position and presents evidence in favor of that position'. The teacher then went on to introduce an informal discussion on the topic. The discussion on this topic drew learners' interest as it coincided with the global pandemic of covid-19 in which learners were required to have access to online facilities in order to learn via online. Both arguments in favour and against smartphones in schools were considered but the majority of learners opted to comment in favour of the use of smartphones.

The teacher then read the model text on the use of smartphones for the purpose of learning in schools. While she read, she instructed learners to underline misspelled words in the text.

Stage 2: Detailed reading

The teacher selected six learners randomly to read the six paragraphs of the model text. This was done in order to help learners know how to pronounce words correctly with the help of the teacher. At the end of the reading exercise, the teacher gave the spelling exercise for learners to do. The following words were misspelled in the model text: receiving, accessed, engagement and obvious. For this exercise, the teacher decided to put learners into groups of four. Each group was given to correct the misspelled words. The teacher did this in a form of a 'spelling bee' quiz. The revision exercise was done on the chalkboard.

Mrs. Memory wrote synonyms of the words which learners were supposed to work on with the text. The instruction was: Identify synonyms of the following words from the text.

The words were:

- Improvement
- Character
- Incorporate
- Improve
- Many
- Additional
- Disturb

- Put to use

Learners did this exercise individually. The teacher made herself available for any assistance to the learners. The teacher did not however provide alternatives to the spellings that learners were working on. She however provides a list of correct answers on the chalkboard.

The teacher did not explain the meanings of the terms as she felt that she had already done it in the previous lessons. The words were: thesis statement, sub-claim, topic sentence, counterargument and conclusion. The teacher instead pointed learners to the charts in class and asked some learners to read. After the learners have read the terms, the teacher moved on to the next stage. The teacher taught this lesson similarly to other lessons above (See Mr. Robert's lesson above).

Stage 3: Preparing before writing

In this stage, Mrs. Memory decided to use question and answer method to help learners understand the specific items of the structure of argumentative writing. She did this to compensate for the definitions of the same items she did not elaborate in stage two. The following were the items of structure which learners were asked to identify from the passage: thesis statement, sub-claim, topic sentence and counterargument. The teacher taught this by means of cues. When a learner got the correct answer, the teacher affirmed, elaborated and explained why the item e.g. thesis statement was found in the introduction. The exercise the teacher had with learners appeared to have helped them understand the structure of argumentative essay. I assume so because learners felt free to speak and ask questions. The teacher had reduced the anxiety levels of learners fearing giving the wrong answer.

Stage 4: Joint writing

Mrs. Memory's stage four of lesson three was more or less the same like the one of Mr. Robert. Mrs. Memory used the same argumentative essay topic 'should children be given rewards when they perform well in class activities?' instead of the one on smartphones. Learners worked in pairs and they brainstormed ideas for two paragraphs to be contained in the body of the new essay. Learners were instructed to choose whether to go against the topic or write in support of the topic as they put down their ideas. The teacher gave learners about 6-7 minutes to brainstorm ideas. Four learners from four different pairs were selected to write their ideas on the chalkboard. The following were the sub-claims for the two body paragraphs which learners were expected to brainstorm on.

In favor

- Learners who are rewarded for their performance are motivated to participate in classroom tasks.
- Rewards boost learners' self-esteem

Against

- Learners who are often rewarded become addicted and will not participate or study in the absence of such rewards.
- Learners may only rush to finish an assignment in order to get a reward and not learn anything from the task.

Stage 5: Individual writing

The ideas on the new argumentative essay topic 'should children be given rewards when they perform well in class activities?' were now available on the chalkboard. At this stage, the teacher instructed learners to work individually to organise the ideas into two body paragraphs. The exercise was a little challenging for some learners but with the help of the teacher, they were able to engage with the task.

Teacher: Now you have all written your paragraphs down.

Teacher: I want to listen from one of those who wrote against the reward system for classroom tasks.

Teacher: Anyone to share with us?

(One learner reads)

Learner: "We think that learners who get addicted to rewards will not perform when there is no reward. If they see the reward they participate but if they don't see it then they will not participate. The school cannot afford to give us rewards in order to perform. We should be motivated by ourselves. We should have a reason to learn. We should learn without rewards so that we can know how to achieve our goals. Rewards should not be the reason why we should perform well in school".

Teacher: thank you very much

Stage 6: Independent writing

Like the other lesson three above, Mrs. Memory gave learners the opportunity to write at least one paragraph on the topic: Should learners be allowed to use smartphones for the purpose of learning? Learners wrote the paragraphs and the teacher marked them and provided the

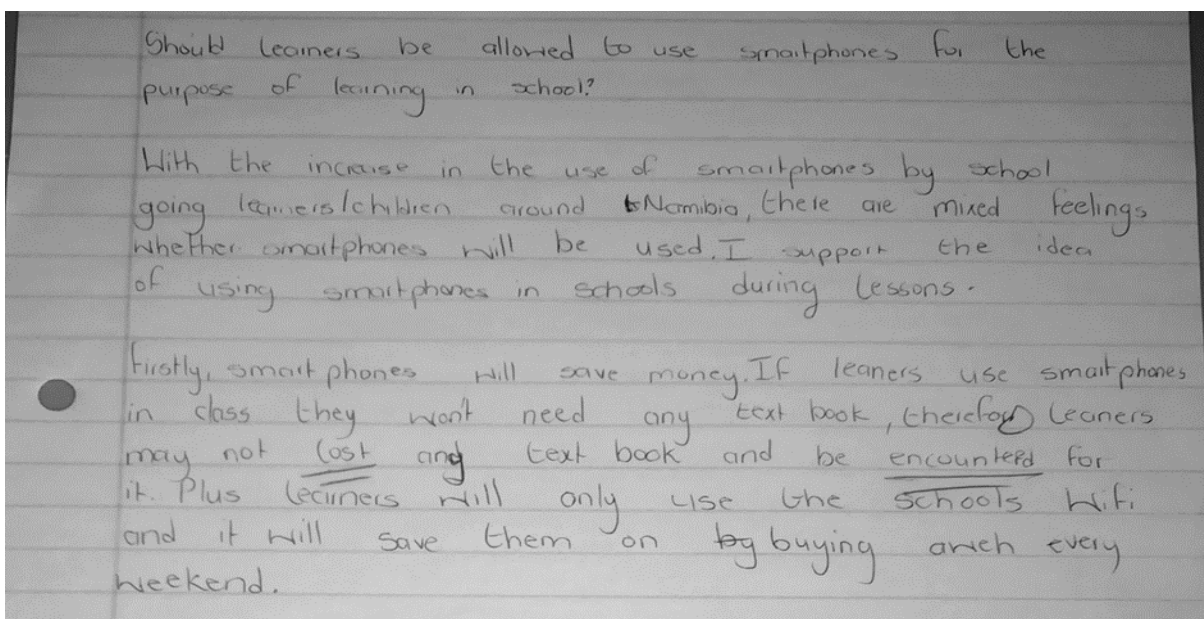
necessary feedback (See excerpts below). Owing to the kind of support that was provided by the teacher, the excerpts show that learners were able to stick to one idea and to the context as they wrote their paragraph (Rose & Martin, 2012; Halliday, 2013). In the teacher's feedback, she emphasized to learners that they should always stick to one idea in a single paragraph. She also reminded them that they should not write about general uses of smartphones instead focus on whether they should be used for learning during lessons.

Thereafter, the teacher explained to learners about how they should go about their homework. She gave learners to write a full argumentative essay on the topic: 'should children be given rewards when they perform well in class activities?' The topic of lesson 3 on smartphones was not given for homework as it was to be given as a post-test. The envisaged post-test was uniformly prepared for all the Grade 11s.



Should learners be allowed to use smartphones for the purpose of learning in school?

I agree to a large extent that learners should be allowed to use smartphones in schools because of the fact that most learners have it. And that it will make the writing of summery's very easy course of the subject some where having (key board studies) and that it will make learning easy as you would just google anything you don't understand.



Should learners be allowed to use smartphones for the purpose of learning in school?

With the increase in the use of smartphones by school going learners/children around ~~N~~Namibia, there are mixed feelings whether smartphones will be used. I support the idea of using smartphones in schools during lessons.

Firstly, smart phones will save money. If learners use smart phones in class they won't need any text book, therefore learners may not lost any text book and be encountered for it. Plus learners will only use the schools Wifi and it will save them on ~~by~~ buying arch every weekend.

Teacher 3: Ms. Rebecca

Below is the observation rubric for Ms. Rebecca and the lessons she presented to grade 11C.

Table 10: Classroom Observation tool for Ms. Rebecca

Name of teacher: Ms. Rebecca

Subject: English Second Language (ESL)

Lesson: **One-Three**

Themes: **School Uniforms; Abortion; Smartphones**

Grade: 11C

Topic: Argumentative writing

Date:

Skill: Reading & Writing

Stage and description	Unit 1	Unit 2	Unit 3
Stage 1: Prepare before reading			
1.1 Teacher asks learners about their previous knowledge on argumentative essay writing	1/4	1/4	3/4
1.2 Purpose of argumentative writing explained by teacher in introduction	0/4	2/4	3/4
1.3 Teacher draws learners to content knowledge of argumentative writing by explaining thesis statement, sub-claim, counter-argument and conclusion	2/4	3/4	3/4
1.4 Teacher reads model argumentative essay aloud to class	4/4	4/4	4/4
Stage 2: Detailed reading			
2.1 Learners take turns to read introduction, body and conclusion of model text aloud	4/4	4/4	4/4
2.2 Teacher explains arrangement of introduction and elaborates	2/4	3/4	4/4
2.3 Teacher asks learners to identify thesis statement. Teacher elaborates	2/4	3/4	3/4
2.4 Teacher asks learners to identify sub-claims. Teacher elaborates	2/4	3/4	3/4
2.5 Teacher asks learners to identify counterarguments. Elaborates on counterargument	2/4	3/4	3/4
2.6 Teacher explains arrangement of conclusion and elaborates	3/4	3/4	4/4
Stage 3: Prepare before writing			
3.1 Teacher gives two exercises (spelling & synonyms) and supports learners to provide answers	3/4	3/4	4/4
3.2 Teacher asks learners to point out words and phrases in the essay used to introduce a point of view or suggest a new idea (conjunctions)	2/4	3/4	4/4
3.4 Teacher elaborates on usage of modal verbs to be used in argumentative writing	2/4	3/4	3/4
Stage 4: Joint reconstruction			
4.1 Learners in groups work to reconstruct the same essay with new content of their own	2/4	3/4	4/4

4.2 Teacher walks around in class to provide assistance to individual learners	4/4	4/4	4/4
Stage 5: Individual construction			
5.1 Teacher supports individual learners to reconstruct the essay structure with new topic and new vocabulary	3/4	2/4	3/4
Stage 6: Independent writing			
6.1 Teacher provides necessary assistance on the writing task given as homework on an argumentative essay topic	3/4	4/4	4/4

Ms. Rebecca was responsible for grade 11C for the duration of the research. She taught a series of lessons of which three units were used for the study analysis. For purposes of analysis, I chose the first lesson that she taught and randomly chose 1 lesson from those that were taught in the middle of the study. The third lesson I chose for analysis was the very last lesson.

Unit 1 (from 27/07/2020 to 31/07/2020)

Theme/Topic: Should school uniforms be compulsory for schools?

Main Skills: Reading and writing

Duration: 45 minutes

Stage 1: Prepare before reading

Ms. Rebecca introduced her first lesson by telling learners what she will be teaching about in a series of lessons to come. She then introduced the topic of the lesson ‘Should school uniforms be compulsory for schools?’ The teacher gave the context of the lesson by explaining to learners what they will be reading about in the model text and then gave them an opportunity to discuss the topic. In her introduction of this first lesson, the teacher did not explain the purpose of argumentative writing. The teacher read through the text once while learners listened. Thereafter she asked them to underline the misspelled words she pointed out.

Stage 2: Detailed reading

Instead of selecting six learners to read though the text, Ms. Rebecca chose one girl. The other learners listened on how she read and how the teacher corrected her pronunciation of words. The teacher then gave the spelling exercise to individual learners. The words which they were to work on were: standard, crucial, putting, dressing, bullying, defeated, and unforgettable. From this exercise, learners showed that they struggled to spell some words correctly. The teacher managed to give learners hints on how they could spell the words.

The next exercise the teacher gave was on synonyms. The instruction was “Identify synonyms of the following words from the text.” The words were: recognition, mandatory, destitute, maintain, stamping out and famous. The teacher provided learners with explanations that were similar the synonyms that appeared in the context of the model text. This benefited learners much because even slow learners seemed to catch up with all other learners. As a result of all learners getting answers correct on these synonyms the teacher did not provide overall feedback. In the place of feedback, Ms. Rebecca asked learners to pair up and use each of the words given in a statement of their choice. Some of the learners found it difficult to provide correct statements for destitute and stamping out. The teacher provided feedback on the exercise.

The teacher started explaining the meanings of thesis statement, sub-claim, topic sentence, counterargument and conclusion in terms of argumentative writing. She allowed learners to ask questions and gave her best to explain. This stage prepared learners for the next stage.

This was her lesson on the structure of argumentative writing:

Teacher: Let’s all look at the introduction. Tell me what the writer is talking about in the first line.

Learner: The writer is explaining what school uniform is.

Teacher: Yes. Why do you think the writer is doing that?

Learner: Maybe he wants us to know the meaning.

Teacher: Exactly! It is important to begin your essay by defining the terms or giving a general statement about what people know with regard to what you want to talk about.

Teacher: In the last or second last paragraph you should always provide your thesis statement. This is the statement in which the writer argues affirmatively against or in support of the main topic. We call ‘thesis statement’ because it is the main argument.

Teacher: Do you understand?

Learners: Yes madam

Teacher: Can someone read to us the thesis statement in the introduction.

Learner (*reads*): School uniform should be compulsory for all school going children.

Teacher: Well done!

Teacher: Let’s look at the second paragraph. How does it begin?

Learner: ‘To begin with’

Teacher: Okay, why does it begin with ‘to begin with’?

Learner: Madam I think the writer wants to start something new.

Teacher: You are right. The second paragraph introduces us to the first sub-claim/sub-argument in support of the main argument.

Teacher: Can someone read that first sentence.

Learner (*reads*): To begin with, I believe that wearing school uniform identifies learners on an equal basis.

Teacher: Thank you. Now, that sub-argument can equally be referred to as the ‘topic sentence’ because it tells us that the writer will only be talking about how school uniforms identify learners on an equal basis.

Teacher: Are you all following?

Learners: Yes madam

Teacher: Let’s all look at the fifth paragraph. Somebody to tell me how that paragraph begins.

Learner: On the contrary

Teacher: good. What is the meaning of that, anybody to help?

Learners (*silent*)

Teacher: Okay, here are some of the words that means the same as ‘on the contrary’: however, but, though, on the other hand, besides.

Teacher: Who can explain what the words mean?

Learner: It is when you say something to oppose something.

Teacher: I agree with you. If the writer wants to mention something that is against what s/he is saying s/he uses words like on the contrary, but, on the other hand etc.

Teacher: That is what we call ‘counterargument’. There are two words, counter meaning in opposition and argument.

Teacher: Now, anybody to tell me what the writer is taking about in that paragraph.

Learner: He is telling us what other believe.

Teacher: Does he also believe that?

Learner: No

Teacher: thank you. In your essay, you should remember to include the opposing ideas and convince the reader why such ideas cannot be correct.

Teacher: Is everyone following?

Learners: yes madam

Teacher: Let’s have a look at the last paragraph. What do we call that paragraph?

Learner: It is the conclusion.

Teacher: Why do you say so? Anybody to answer?

Learner: Because of the words ‘in conclusion’.

Teacher: correct. So, how do you write the conclusion in ‘argumentative essay’? Can I have someone to read that paragraph?

(Learner reads the last paragraph)

Teacher: Do you see that the points in that paragraph have already been mentioned in the preceding paragraphs?

Learners *(In chorus)*: yes madam

Teacher: Good. When you write the conclusion, do not include new ideas. Just look at the points you included in the paragraphs and recap or summarise them in your conclusion. Is that clear?

Learners: Yes madam.

Stage 3: Preparing before writing

At this stage, like the other teachers did, Ms. Rebecca engaged learners into an activity of identifying specific items of structure of argumentative essay in the reading text. This activity was interactive in which the teacher would ask the question and ask learners to respond. All the correct answers were summarised on the chalkboard. The teacher asked learners to write down the summary of correct answers from the chalkboard. Ms. Rebecca’s 11C learners seemed not to understand the difference between sub-claim and topic sentence. The teacher explained the similarities and differences of the two terms. She explained ‘topic sentence’ as a first sentence of a paragraph which summarises the main idea of a specific paragraph. She explained ‘sub-claim’ as a subordinate claim or a claim dependent on or arising out of another (Roussey & Gombert, 1996; Merriam-Webster Dictionary, 2020). This claim (sub-claim) supports the main claim or main argument. The lesson moved on to the next stage.

Stage 4: Joint writing

For stage 4 the teacher asked learners to sit in groups of three in order to brainstorm ideas of one additional paragraph on the same topic of school uniforms. The teacher gave them the sub-claim: ‘School uniform can improve punctuality’. She asked them to brainstorm ideas about how school uniform can improve punctuality. Learners wrote their ideas on pieces of papers and were asked to share their ideas with the rest of the class. The shared ideas were written on the chalkboard for everyone to see. This exercise seemed interesting as I observed the sort of interaction that took place between the teacher and learners. The interaction gave learners opportunity to share ideas based on the cues provided by the teacher (Rose & Martin, 2012).

Stage 5: Individual writing

This stage allowed the teacher to assist learners to always stick to one idea when writing a paragraph. She asked learners to individually organise ideas from the chalkboard into one paragraph that spoke to one sub-claim. All learners successfully engaged with the exercise. This exercise appeared challenging but doable to most of the learners. The teacher listened to some of the paragraphs as learners read them. Feedback and summary of the stage was given before the teacher moved to stage 6. The teaching demonstration for this stage are similar to the ones above (See Mr. Robert's lesson)

Stage 6: Independent writing

At this stage, the teacher explained the homework to learners. Learners were to write an argumentative essay on the topic: should learners be allowed to go to school amidst the corona virus pandemic? The teacher together with learners worked on a brainstorming session. The session allowed for ideas against and in favor of going to school. Learners decided to choose which side of the argument they want to write on. The teacher instructed them to write a one-page essay on the side of the argument they have chosen. The homework was to be done individually.

Unit 2 (from 20/08/2020 to 26/08/2020)

Theme/Topic: Should abortion be legalised or not?

Main Skills: Reading and writing

Duration: 45 minutes

Stage 1: Prepare before reading

This is Ms. Rebecca's second lesson that was used for analysis. In this first stage, the teacher introduced the lesson successfully by writing the topic on the chalkboard and asking learners' opinion on it. It appeared from the onset that learners had opposing opinions with regard to the topic. The teacher then explained what argumentative writing is and its purpose. After this the teacher felt she was read for stage two.

Stage 2: Detailed reading

The teacher did not read through the model text but instead selected five learners to read a paragraph each. She went through a pronunciation exercise with learners as they were reading. Learners were also instructed to underline the misspelled words that the teacher wrote on the

chalkboard. The words were: decision, moral, committed, contraception and regret. After reading, learners worked on the spelling exercise. At the end of the spelling exercise, the teacher explained the meanings of the spelling words in everyday language with basic examples to help learners understand.

Ms. Rebecca wrote words that learners supposed to work on in order to find synonyms in the text. These were the words: do, fertilised, horrible, end, hardship, harmful and medically. The struggle from learners to fail to work with some of the words was as a result of not knowing their meanings. The words which most of the learners did not understand were horrible and harmful. The teacher provided alternative explanations of the words in question and then gave feedback on the exercise. The last part in this stage was the explanation of terms i.e. thesis statement, sub-claim, topic sentence, counterargument and conclusion. Ms. Rebecca taught this stage in similar fashion as the preceding lessons (See Mr. Robert & Mrs. Memory's lessons).

Stage 3: Preparing before writing

The teacher asked learners to do the exercise on the chalkboard. The instruction was, 'identify the following specific items of the structure of argumentative essay from the model text:

- Thesis statement
- Topic sentence
- Sub-claim and
- Counterargument

Learners worked individually to complete the exercise. The teacher attended to individual learners who indicated they struggled with the exercise. This exercise was fairly well because most learners achieved above average. The teacher also wrote a summary of correct answers on the chalkboard.

Stage 4: Joint writing

This stage allowed learners to practice how to write a body paragraph following the guidelines of topic sentence and sub-claim as they have learned. Ms. Rebecca's approach to this stage was the same as that of Mrs. Memory. She introduced two new sub-claims in favour of abortion and two against abortion. The teacher told learners to take a side that they would want to argue for. She then paired learners according to those who were in favour and those against. He sat the learners in pairs to discuss and write responses for each of the two sub-claims. The two sub-claims were as follow:

Sub-claims in support of abortion

- * If abortion is not legalised, there will be more back street abortions.
- * When a woman is raped and falls pregnant...

Sub-claims against abortion

- * Adoption as an alternative for abortion
- * When a woman is raped and falls pregnant...

The teacher looked forward for learners to be able to brainstorm ideas before engaging in writing a paragraph. When learners were done with the brainstorming session, the teacher requested them to write on the chalkboard under the appropriate sub-claims. This lesson stage was taught similar to the other stages above (See Mr. Robert & Mrs. Memory's lesson).

Stage 5: Individual writing

This stage allowed learners to individually construct a paragraph out of a sketch that appeared on the chalkboard. Each learner wrote either in favour or against the legalisation of abortion. It was at this point where learners learned how to construct a coherent paragraph with the help of a teacher. They learned that distinct ideas should not be mixed up in a single paragraph and that there should be a logical flow of ideas.

Stage 6: Independent writing

For their homework, learners were given to write a full essay on the topic, 'should abortion be legalised or not'. The two new paragraphs that they worked on in class were to become part of the one full page essay. The teacher gave learners the necessary support they would need for the homework.

Unit 3 (from 05/10/2020 to 09/10/2020)

Theme/Topic: Should learners be allowed to use smartphone for the purpose of learning in school?

Main Skills: Reading and writing

Duration: 45 minutes per lesson

Stage 1: Preparing before writing

Ms. Rebecca began her last lesson with a class discussion on the advantages and disadvantages of using smartphones for learning in schools. The teacher assisted learners to open up and voice

their opinions by helping them to think of why they would want or would not want smartphones to be used in schools. She divided the class in two groups, one for those in favor of smartphones and the other against smartphones. She then asked them to list ideas that supports their view point. One learner from each group was asked to report on their findings. This exercise did not give every learner an opportunity to speak but it however gave opportunity to weaker learners to learn from the good ones.

To close this stage, the teacher read through the model text and asked learners to underline identified misspelled words. Since I provided the same feedback to all the three teachers, their lessons were taught in a similar fashion (See Mr. Robert & Mrs. Memory's lessons above).

Stage 2: Detailed reading

Six learners were selected to read through the 6 paragraphs of the model text. The teacher paid attention to the way learners pronounced words and gave the correct pronunciation. The teacher went on to give the exercise to learners to correct the misspelled words. This was an individual task. Learners were instructed to circle the correct spelling of the word. In this illustration, I have underlined the words that were misspelled to avoid autocorrect. The instruction was: circle the correct spelling of each word bellow.

The words were:

- Friend freind
- Cheif chief
- Vein vien
- Field field
- Ceiling ceiling
- Beleive believe
- Recieve receive

This learning task was fairly simple. The teacher provided a summary of spelling rules to help those learners who seemed to struggle with some of the words. Ms. Rebecca then gave the next exercise for learners to work on synonyms. They were instructed to identify synonyms of the listed words from the model text. The words were: improvement, character, incorporate, improve, many, additional, disturb and put to use. The teacher explained these words using everyday language so that learners could establish meanings in context of the model text. Thereafter, Ms. Rebecca gave two of the words from the list for learners to use them in a

statement of their choice to show their meaning. The two words were improvement and additional. Learners did this activity as individuals. The teacher identified some learners who shared with the class what they have written. The teacher listened and gave a final version of the statement.

The teacher explained terminologies that learners needed to be familiar with concerning argumentative writing. The terms were: thesis statement, sub-claim, topic sentence, counterargument and conclusion. Learners were given time to ask questions and this allowed the teacher to explain in details the meanings of words. Ms. Rebecca taught this stage's lesson the same as Mrs. Memory & Mr. Robert's lessons (See similar lessons above).

Stage 3: Preparing before writing

After the teacher has explained the meanings of the terms associated with argumentative writing, it was now time for learners to work with the text so they identify expressions of such words. The teacher instructed: identify expression of thesis statement, sub-claim, topic sentence and counterargument from the model text. Learners did the exercise as individuals at first but the teacher's idea was that they do it as a class. The teacher then identified learners to give feedback on their findings. By the end of stage 3, the teacher summarised by giving corrections to incorrect answers given by learners. Learners took note as the teacher gave the explanation.

Stage 4: Joint writing

Ms. Rebecca introduced the same argumentative topic as was introduced by Mr. Robert and Mrs. Memory at stage four. The topic was: 'should children be given rewards when they perform well in class activities?' Ms. Rebecca divided learners into groups of three learners each. The groups were divided according to those in favor and against the giving of rewards. Learners were to come up with a list of points that supports their point view. This was a brainstorming session. The following are the sub-claims on which learners were to brainstorm points.

In favor

- Learners who are rewarded for their performance are motivated to participate in classroom tasks.
- Rewards boost learners' self-esteem

Against

- Learners who are often rewarded become addicted and will not participate or study in the absence of such rewards.
- Learners may only rush to finish an assignment in order to get a reward and not learn anything from the task.

After the listing of ideas was done, group representatives were asked to write their points on the chalkboard. The teacher facilitated how points were written in order to avoid repetition. This stage's lesson was taught similar to other preceding stages (See Mr. Robert, Mrs. Memory & Ms. Rebecca's lessons).

Stage 5: Individual writing

This stage allowed Ms. Rebecca's learners to write one paragraph on each of the sub-claims on which they brainstormed on in stage 4. This was an individual learning task. Learners needed to work with the points on the chalkboard to construct two paragraphs in favor or against giving rewards to learners when they perform well. This exercise was fairly well. Most of the learners were able to work with the points on the chalkboard to write their own paragraphs owing to the joint writing stage in which they had worked together to brainstorm ideas for the topic (Rose & Acevedo, 2006). What learners struggled with was the use of conjunctions. A list of some conjunctions that learners may need to use were discussed in class at this point.

Stage 6: Independent writing

Ms. Rebecca also did what the other two teachers have done at stage 6 of lesson 3. Learners were given to write a paragraph on the topic: 'Should learners be allowed to use smartphones for the purpose of learning in school'? This was done to summarise and consolidate what they have learned about. After marking the paragraph, the teacher provided feedback with focus on the errors that learners committed.

For homework learners were given to write a one full page long essay on the topic: 'should children be given rewards when they perform well in class activities?' Ms. Rebecca held a discussion with learners on what they were expected to do for the homework. She made time to respond to questions from learners with regards to the homework. The topic on the use of smartphones was not given for homework. The teacher informed learners that they will write a post-test argumentative essay on whether smartphones should be used during lesson or not.

4.3.1.1 Common themes from the classroom observation instrument

A. Implementation of the scaffolding cycle of RtL

I observed how teachers taught argumentative writing using the RtL pedagogy as successful. The three teachers were able to teach through the six stages of the RtL scaffolding cycle with each stage constituting a lesson (Rose & Acevedo, 2006). Though Mr. Robert struggled with the first two stages of the scaffolding cycle, the stages that followed appeared to be manageable. The activities contained in the lessons e.g. silent reading and reading aloud, contextual clues, synonyms, sentences and paragraphs construction provided an opportunity for teachers to provide the right scaffold in order to support learning.

B. Structure of argumentative writing

Through the RtL pedagogy, all the three teachers managed to explain fully the structure of argumentative writing. The structure included thesis statement, sub argument/sub claim, topic sentence, counterargument and conclusion. The three model texts/passages that the teachers used in their lessons proved to be useful when they were explaining the logical structure of the essay. As is evidenced in the lessons I observed above, teachers were able to offer the required support to learners from the earlier stages of the lessons. The definitions of the above-mentioned terminologies were written on charts and explained using examples from the model text. This process enabled learners to closely follow the explanations from the teachers

C. Opportunities given to learners to construct argumentative essays

During a series of lessons for the duration of the study, learners were exposed to jargon associated with argumentative writing e.g. thesis statement, sub-claims, counterargument, conjunctions etc. the three stages namely joint writing, individual writing and independent writing successfully exposed learners to argumentative writing in that they practiced with dissimilar argumentative topics by using the model text. With the help of the teachers, learners were taught how to write their own paragraphs after the arrangement of the model/exemplar text was discussed with them. Learners have learned to how to write an introductory paragraph that includes a thesis statement. They have learned how to introduce their first body paragraph with appropriate conjunctions such as firstly, to start with, let me start by..., to begin with, first of all etc. In the same manner, learners learned and practiced how the preceding paragraphs should be introduced by means of conjunctions. Learners have also learned that a topic sentence

should introduce a body paragraph and should discuss one idea. Teachers have also managed to support learners so that they could practice how to formulate and include counterarguments in one of the body paragraphs. Learners were also assisted successfully on how to identify main points from their essay and include them as a summary in the conclusion. This exercise from stage one of the scaffolding cycle (preparing before reading) to stage six (independent writing) improved learners' literacy skills in terms of writing argumentative essays (Rose & Acevedo, 2006; Vygotsky, 1997).

4.3.2 Stimulated Recall Interview (SRI)

This is the Stimulated Recall Interview I conducted with the three teachers who participated in the research. The three teachers were interviewed individually. The interview was recorded at the end of the lessons that teachers offered for the duration of the research study. The purpose of this interview was to determine the experiences of the teachers during the series of lessons, how they used the RtL pedagogy, the choices they made in class when they carried out the lessons and why. They also were to give their general impression on RtL pedagogy. There were 12 questions for this interview. Like the classroom observation instrument, the SRI tool sought to answer question 1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?

Teacher 1: Mr. Robert

Question 1

Interviewer: Why did you have a discussion with your learners at the start of the lesson?

Mr. Robert: The discussion was important. Each lesson I had started with a discussion so that I could get learners ready for the lesson and ease their anxiety. So, before the text was read, learners supposed to know what it was about and what it entails.

Question 2

Interviewer: Give examples of how you prepared learners for the model text.

Mr. Robert: Since I was teaching argumentative writing to grade 11 learners, I first explained what it is and then I discussed with them a specific argumentative topic e.g. the issue of school uniform to become compulsory or not. I also looked at the vocabulary of the reading text and explained it.

Question 3

Interviewer: Why did you decide to group learners at stage 4?

Mr. Robert: I wanted learners to share ideas in pairs because some of the learners are shy in groups. This also allowed them to open up to one another.

Question 4

Interviewer: I see that you read the model text before learners could read it. What is the importance of that?

Mr. Robert: I was teaching argumentative writing through RtL methodology. Reading a text before learners could read it was helpful with pronunciation. Learners cannot pronounce all words correctly so they need to learn from the way I pronounce and the pace at which I read. It is also helpful in reaching out to different learning abilities of different learners.

Question 5

Interviewer: Why did you ask individual learners to read the text as well?

Mr. Robert: They also needed to know how to pronounce words in the text. It is the only way I could know if they have reading problems or not. I picked it up that there were some learners who really struggled to read. If I had not told them to read, I could not have known this. It helped me on how I could assist them and move forward.

Question 6

Interviewer: How helpful were the exercises you gave to learners in order to understand the reading text?

Mr. Robert: Very helpful indeed. The level at which they were interacting with the text was amazing. There is a difference when I compare with the way I taught before and now with RtL because my focus then was just on assessment, whether or not they have learned anything I did not know. So, I would say every exercise they did helped them to learn something and helped me to be able to know who is still left behind so I could put extra effort to help them move with every learner and with me.

Question 7

Interviewer: Was the technique you used to teach the structure of argumentative writing useful?

Mr. Robert: I used the charts to explain to them the meanings of key terms such as thesis statement, sub-claim, topic sentence and counterargument. They also did exercises that would help them to know and understand how those terms are outlined in the model text.

Question 8

Interviewer: Did your learners find it hard or easy to identify argumentative essay structure in the model text?

Mr. Robert: I would say yes and no. Learners have different reading abilities. Some learners can read better than others. But all in all, it was my duty to make sure those learners who are at the receiving end get the best support from me so that they can be at the same level with those who can read well. I also made use of learners who can read well to work in groups with the weaker learners. As the days went by, those weaker learners also started showing signs of understanding the structure of argumentative writing.

Question 9

Interviewer: I could see that you were walking around in class when learners were busy with exercises. How did this benefit learners?

Mr. Robert: I think support is what learners need. The tasks I gave learners were different. Some tasks required group work while some would be done by individuals. Some of the learners would not call me for help until I went to them to find out if they were fine with the task. This is when they would indicate where they do not understand. So, walking around helped me to monitor whether learners were engaged with the task at hand or not.

Question 10

Interviewer: How was the participation of learners during these series of lessons?

Mr. Robert: It was good. Even those learners I know that were struggling with reading and speaking showed relative improvement. Those learners could comment, could stand in front of the class to give group feedback etc. Previously, learners could just sit and listen to me but now they had more time to participate. I think the nature of lessons allowed them to be active participants.

Question 11

Interviewer: What was the most challenging stage of your lessons and how did you make sure learners understand your explanations?

Mr. Robert: All the lesson stages were different so each stage presented itself with its own challenges. But I would say stage 2 and 4 were the most challenging in that learners were required to write in order to show understanding of what they have learned. One might not know if learners learned something until they produce it in writing.

Question 12

Interviewer: What is your general impression of RtL methodology after these lessons you taught?

Mr. Robert: This methodology is a game changer. I have seen that it works. Both the weaker and stronger learners can be able to learn at the same pace. Teacher support helps the

weaker to match with the stronger. Though the stages may take time to complete, they make time for learning to take place.

Teacher 2: Mrs. Memory

Question 1

Interviewer: Why did you have a discussion with your learners at the start of the lesson?

Mrs. Memory: It was important to help learners understand what they were about to read in the text by conducting a discussion with them on the topic.

Question 2

Interviewer: Give examples of how you prepared learners for the model text.

Mrs. Memory: by explaining the context of the topic. I exposed them to the topic in general by having an unrestricted discussion. I explained language items in the text and the vocabulary related to the topic.

Question 3

Interviewer: Why did you decide to group learners at stage 4?

Mrs. Memory: My decision was motivated by other learners whom I realised needed more help with spelling. In groups, learners assisted each other and they contributed to correcting the misspelled words. I saw that learners who struggled with some words were able to participate by representing their groups during feedback sessions.

Question 4

Interviewer: I see that you read the model text before learners could read it. What is the importance of that?

Mrs. Memory: I did that in order to show them how they can pronounce certain words and also to know how to read between punctuation marks.

Question 5

Interviewer: Why did you ask individual learners to read the text as well?

Mrs. Memory: They can learn ways of reading. When they read words aloud and correctly, they will know how to pronounce them when they do presentations in class.

Question 6

Interviewer: How helpful were the exercises you gave to learners in order to understand the reading text?

Mrs. Memory: I gave them spelling exercises, synonyms and comprehension questions based on the text. I also gave them to identify thesis statement, sub-claim, topic sentence and

counterargument. Learners needed to know the type of vocabulary appearing in the text and also understand the structure of argumentative essay.

Question 7

Interviewer: Was the technique you used to teach the structure of argumentative writing useful?

Mrs. Memory: The technique was useful since learners worked with a model text which was an example of an argumentative essay.

Question 8

Interviewer: Did your learners find it hard or easy to identify argumentative essay structure in the model text?

Mrs. Memory: It was difficulty for them at the beginning of the lessons but as we continued, they began to understand the bigger picture of what was expected from them. They were not familiar with the terminology used with argumentative such as thesis statement. As we went on with lessons learners could interact with these terms.

Question 9

Interviewer: I see that you were walking around in class when learners were busy with exercises. How did this benefit learners?

Mrs. Memory: I was ready for any learner to call me for assistance. I did not want to assume that everything was fine with them. I could also see that learners were really struggling to do the exercises. I reached out to them with the kind of support they would need to interact with the task. If I had not checked around, chances are high that some learners could have done nothing.

Question 10

Interviewer: How was the participation of learners during these series of lessons?

Mrs. Memory: Like I mentioned earlier, at the start learners were not fully participating until they got used to the kind of lessons. As we went on, their anxiety was overtaken by the kinds of exercises they worked on. These exercises gave them an opportunity to participate actively in the lessons. I could see that most of the learners were moving together with me while I rendered support to those who were still behind.

Question 11

Interviewer: What was the most challenging stage of your lessons and how did you make sure learners understand your explanations?

Mrs. Memory: The stage they were reading silently to work with the text was challenging. Some of them found it difficult to read and understand what they were reading.

Basically, stage 2, 4 and 5 were challenging. These stages were mostly reading. I assisted individual learners with cues to help them arrive at the answer.

Question 12

Interviewer: What is your general impression of RtL methodology after these lessons you taught?

Mrs. Memory: It was a great experience for me. My classes were live and learning was really taking place. I do not regret using RtL methodology and I would recommend it to teachers to try it, it might work best for them as well. The level at which I supported learning was good. My learners participated in their own learning. It's just that time is not enough to complete each stage successfully because of learners' different learning abilities.

Teacher 3: Ms. Rebecca

Question 1

Interviewer: Why did you have a discussion with your learners at the start of the lesson, was it important?

Ms. Rebecca: Very important. It helped learners to understand difficult concepts. Learners asked questions so I had a good idea which concepts they were struggling with.

Question 2

Interviewer: Give examples of how you prepared learners for the model text.

Ms. Rebecca: I sketched scenarios. The scenarios were related to everyday situations and learners could familiarize themselves with it.

Question 3

Interviewer: Why did you decide to put learners in groups of 3 at stage 4?

Ms. Rebecca: Learners were brainstorming ideas on two sub-claims on the topic of giving rewards to learners when they perform well. I thought it was best to sit learners in groups of 3 in order to get maximum participation from each learner. I have seen that when learners are put into bigger groups, they tend to rely on others to do the work for them. With this arrangement I could see that every learner had something to do for the group.

Question 4

Interviewer: I see that you read the model text before learners could read it. What is the importance of that?

Ms. Rebecca: By reading the text, the learners heard the correct pronunciation of words and also had a better understanding of the text as my voice was loud and clear. The texts were about smart phones and their usage in classrooms, abortion etc. These were examples of argumentative essays.

Question 5

Interviewer: Why did you ask individual learners to read the text as well?

Ms. Rebecca: To see how well learners were able to read and pronounce the words.

Question 6

Interviewer: How helpful were the exercises you gave to learners in order to understand the reading text?

Ms. Rebecca: The exercises I gave were very helpful. Learners could link well with the text. Learners were asked to find synonyms of different words in the texts. They were also tasked to identify wrongly spelled words in the text and write it correct in exercise books.

Question 7

Interviewer: Was the technique you used to teach the structure of argumentative writing useful?

Ms. Rebecca: Yes, definitely. It was useful because learners worked with the model text to answer concept related questions of thesis statement, counterargument and sub-claims. I gave them time to practice how to write paragraphs related to argumentative concepts they have learned about. The practice showed me that they were able to construct a comprehensive introduction that had a thesis statement and other paragraphs that begun well with topic sentence. So, I would say the technique was helpful.

Question 8

Interviewer: Did your learners find it hard or easy to identify argumentative essay structure in the model text?

Ms. Rebecca: Concepts relating to the structure were written on a large poster and the concepts were explained. Also, examples were taken out from argumentative essays so that learners can familiarize themselves with it. Though it was challenging but still learners could work their way to the answers with my help as well as fellow learners.

Question 9

Interviewer: I could see that you were walking around in class when learners were busy with exercises. How did this benefit learners?

Ms. Rebecca: By walking around in class and seeing what learners are doing gives the impression that a teacher is interested in what the learners are doing. This also prevents unnecessary noise-making as teacher keeps learners actively busy.

Question10

Interviewer: How was the participation of learners during these series of lessons?

Ms. Rebecca: The participation was very good. Learners were interested in topics chosen for argumentative writing pieces and learners could relate to it. They participated in discussions because they understood concepts. The fact that everybody had a chance to say something or write on the board kept them participated.

Question 11

Interviewer: What was the most challenging stage of your lessons and how did you make sure learners understand your explanations?

Ms. Rebecca: The most challenging part was constantly having to remind learners to keep to the word count, and not write unnecessary information. Sometimes they were so interested in the topic they got carried away, forgetting about the format and structure of the argumentative essay. By means of explaining over and over again and reminding them that it is important to follow the steps in writing a correct argumentative essay.

Question 12

Interviewer: What is your general impression of RtL pedagogy after these lessons you taught?

Ms. Rebecca: I believe it's a very good approach where reading is used to teach argumentative writing. Reading makes the learner understand better. It opens up a new world of possibilities and helps the learner familiarize him/herself with the situation. Reading improves vocabulary so that difficult concepts are easier to understand.

4.3.2.1 Common themes on teachers' Stimulated Recall Interview (SRI)

Table 11: Themes from teachers' SRI

Questions	Mr. Robert	Mrs. Memory	Ms. Rebecca
Q1. Importance of the discussion in the preparing before reading stage	-Ease learners' anxiety -Learners to understand context of reading text	-Learners understood context of the reading text	-Difficulty concepts explained during discussion - Learners to understand context of reading text
Q2. Preparing learners for the model/exemplar text	-Explanation of what argumentative writing is	-Explained context of argumentative topic	-Discussed scenarios of everyday situation familiar to learners

	-Explored the vocabulary from the reading text	-Explored the vocabulary from the reading text	
Q3. Benefits of pairing or grouping learners	-Social learning empowers weak learners -Each learner has a chance to contribute	-Improved social learning -Improved collaboration -Improved participation	-worked better for the brainstorming session -Ensured maximum participation from learners
Q4. Teacher reading the text aloud	-Improved learners' pronunciation -Improved learners' reading skills -Improves listening skills	-Improved learners' pronunciation -Learners learned how to read correctly from the teacher	- Improved learners' pronunciation - Learners learned how to read correctly from the teacher
Q5. Learners reading the text aloud	-Teacher assisted learners with reading problems -Improves pronunciation -Improves learner vocabulary	-To improve reading skills -Improved pronunciation -Improved vocabulary	-To provide necessary support to those who struggle to read
Q6. Purpose of comprehension exercises given	-Informed how much learners have learned -Gave opportunity to teacher to offer necessary support	-Spelling exercise improved spelling -Gave them opportunity to explore vocabulary in the text -Improved understanding of argumentative essay structure	-Helped learners to link well with the reading text - Spelling exercise improved spelling
Q7. Technique used to teach structure of argumentative essay	-Charts with definition of terms -Application of knowledge of terms by identifying structure of argumentative essay in exemplar text	-Use of model/exemplar text improved learners' knowledge of the essay type	-Model text assisted learners to respond to concept related questions -Learners constructed their own paragraphs with help from the teacher
Q8. Learner understanding of structure of argumentative essay	-Understanding gradually improved -Received support from teacher and reading text -Critical explanation of terms with examples	-Gradually improved -Critical explanation of terms with examples	-Gradually improved -Scaffolding of learning ensured improvement in understanding of essay structure

Q9. Learner support during class activities	-Monitored learning pace -Assisted learners to the level of achieving the task -Ensured maximum learning	-Helped to monitor learning pace -Assisted learners to the level of achieving the task	- Helped to monitor learning pace -Kept learners focussed on the task - Ensured maximum learning
Q10. Learner participation	-Teacher support motivated learners to learn	-Learner participation gradually improved -Exercises were fit for each task	-Learner participation was good because they were interested in the argumentative topics -Learning tasks included all learners
Q11. Most challenging stage of the lessons	-Stage 2 & 4	-Stages 2, 4 & 5	-Writing over the word limit, stage 5 & 6
Q12. General impression of RtL	-Game changer -Learners of different abilities can learn at the same pace -Much room for teacher to support learning	-Ensured renewed teaching and learning experiences - Much room for teacher to support learning -Teacher able to reach out to all learners	-Good approach to teach argumentative writing -Learners learn better when they read -Reading improves vocabulary - Much room for teacher to support learning

4.4 Research question 2: How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

4.4.1 Learners' pretest and posttest

Summary of the 12 selected learners from the 3 grade 11 classes

The 12 learners were selected from the argumentative essay pretest which was written in the week of 22-26 June 2020. Most of the learners in grade 11 have challenges in dealing with argumentative writing. After the test was conducted, 4 learners from each class were selected purposefully based on their performance in the category of being the lowest and being the highest performer. Samperio (2016) writes that students who achieve high and those who

achieve poorly all use similar strategies in learning, the difference lies in the frequency of the use and how they use the strategies. The strategies that are provided by RtL provide an opportunity for the teacher to level the ground between these differences in achievement (Rose, 2004). As discussed in chapter 3, the interactive lessons of RtL were incorporated with Systemic Functional Linguistics (SFL) so that learners' language usage in argument writing can be measured (Rose, 2018).

As I indicated in my sampling method, six learners out of twelve were selected as weak learners resulting from a pretest that was carried while the other six were strong learners. This selection was done in order to investigate whether the learners who scored lowest can move towards achieving the same competencies with the highest learners when taught together through the interactive lessons of RtL pedagogy. The pretest and posttest scores below indicate that weaker learners' marks increased from very low to almost on average with strong learners (Figures 11, 12 & 13). Learner support was provided for weaker learners to achieve their best while maintaining top achievers' performance with challenging activities in order to develop their literacy skills. This is evidenced in lessons I have observed from the three teacher (See 4.3.1) and SRI for teachers (See 4.3.2). For ethical reasons, I have not used real names for my participants in this study. Confidentiality and anonymity are crucial aspects in research work for this reason, pseudonyms should be given to research participants (Allen & Wiles, 2016). I have also indicated in my proposal to the ethics committee that I intend to use pseudonyms in my research to seal real names of participants for confidentiality and anonymity. Furthermore, my participants were duly informed that their real names will not be used in this research. Learners were given the following pseudonyms: **11A**; Luisa, Rose (weak learners), Ruth and Paul (strong learners). **11B**; Maria, George (weak learners), Betty and Queen (strong learners). **11C**; Helena, Emily (weak learners), Sally and Steffi (strong learners).

Assessment of selected learners' written pretest and posttest argumentative essays: scores 0-3 (Rose, 2018)

Grade 11A

Analysis of Luisa: Learner #1

Figure 5: Luisa's pretest mark

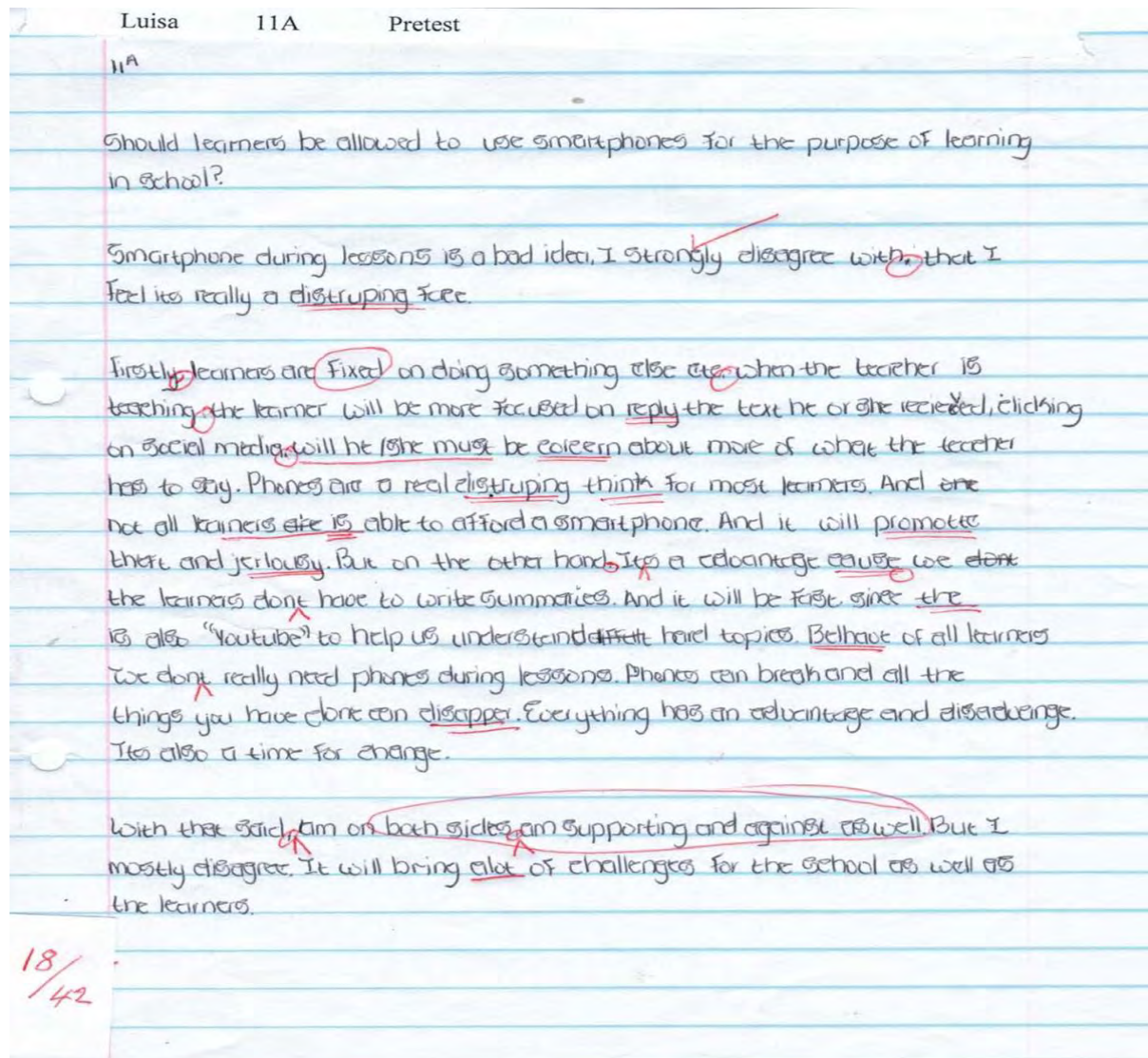


Figure 6: Luisa's posttest mark

Luisa 11A Posttest

Should learners be allowed to use smartphones for the purpose of learning in school? ?

Smartphones are mobile elect devices, with multiple programmes, and information use in our everyday life, with this said I believe learners should be allowed to use smartphones for the purpose of learning in school.

To begin with, smartphones have different programmes ? for different levels of studying, this can be use by the slow learners, they will understand more, with all the pictures, and practicals that the smartphone would provide.

Secondly, learning would be so much easier, if u don't understand a certain word or topic, you can just look it up and as for the teachers if his/her students does not understand, they can explain more with the help of the smartphone.

Thirdly, Not everyone understand things at the same rate, and this will help with not writing summaries, since all the notes will be on the phone, it takes up much time for a teacher to write on the board, so it will take up much stress of just having to write all those notes.

But on the other hand, due to all the excitement, learners will choose to forget the main reason as to why they are here, and this may lead to lack of concentration in class. It will promote that because not everyone can afford a nice phone. Due to economic reason at home, parents will not be able to buy for their child a phone.

32/42 With all this said, smartphone should be allowed in schools, it really will be beneficial for the students and teachers, but with everything we do there are disadvantages, we don't know what the future holds. But I believe smartphones should be used in school.

Table 12: Assessment of learner #1: Luisa; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	2	3
	Stages	Does it go through appropriate stages for the genre?	1	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	1	2
	Field	Does it describe the issue, context, points of view coherently?	2	2
	Tenor	Is the argument both convincing and objective?	2	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	1	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	1	2
	Punctuation	How appropriately and accurately is punctuation used?	1	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	1	3
		Totals	18/42	32/42

Summary of Luisa's pretest

Luisa's pretest argumentative essay (See Figure 3 above) makes little attempt to meet appropriate argument genre requirements in terms of argument context. There was no evidence of argumentative essay structure in line with Roussey & Gombert (1996). This learner chose to write in favour as well as against the use of smartphones, which is a reason for her scoring 1 under phases. This is a cause of concern because when learners do not pick a side so that they gather ideas in relation to that argument then they will not have a proper line of argument and therefore lacking in phases of the essay. She scores a 1 for phases because she does not provide position statement. There are no stages of thesis statement, sub-claims, counterargument and restatement in the conclusion (Roussey & Gombert, 1996). This caused her not to establish her

point of view. Luisa also fails to make use of persuasive resources under context e.g. I think, in my opinion etc. so that her argument becomes objective. Some serious areas that need improvement in the essay discourse and graphic features (See RtL descriptor above). Luisa's pretest mark is 18/42.

Summary of Luisa's posttest

A good area of improvement in Luisa's posttest is that her essay has appropriate stages of thesis statement, sub-claims and restatement in the conclusion, though only slightly developed (See Figure 4 above). There is also an attempt of counterargument which shows that the learner considered opposite views. This is notable improvement in essay context. Luisa's spelling was still a concern in her posttest but the improvement in her style of writing for arguments has helped to improve her score. The use of punctuation slightly improved but sometimes used inappropriately with a score of 2 (Figure 4). There is a visible improvement in Luisa's posttest as compared to her pretest with a posttest mark of 32/42. This improvement is due to constant application of RtL scaffolding cycle by the teacher (Rose & Acevedo, 2006).

Table 13: Assessment of learner #2: Rose; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	2	3
	Stages	Does it go through appropriate stages for the genre?	1	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	1	2
	Field	Does it describe the issue, context, points of view coherently?	1	2
	Tenor	Is the argument both convincing and objective?	2	2
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	3
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	2	2
	Grammar	Are grammatical conventions of written English used accurately?	1	2

Graphic features	Spelling	How accurately spelt are core words and non-core words?	1	1
	Punctuation	How appropriately and accurately is punctuation used?	0	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	0	2
		Totals	15/42	29/42

Summary of Rose's pretest

It is visible from Rose's argument essay layout that she really did not know much about the genre. (See Appendix 1A). Her essay has no paragraphs and layout is poor rendering her a 0 score in this category prompting attention in the area of graphic features of argumentative writing (Rose, 2018). It also does not go through stages of thesis statement, sub-claim, counterargument and restatement in the conclusion. The essay has serious spelling errors and word order (See Appendix 1A). Rose does not seem to pay attention to punctuation as well. Her lack of knowledge for context of argumentative essay might have led to a struggle in discourse in terms of appraisal and conjunctions. This is so because the learner seems not to know how to introduce an idea. Spelling is also problematic in Rose's essay and needs attention though it does not impede understanding. Overall, her pretest essay does not record a level 3 in any category indicating a need for improvement. The serious errors in this learner's essay formed part of the lessons offered through RtL so that the posttest will see an improvement.

Summary of Rose's posttest

A visible improvement in Rose's posttest is the improved layout of introduction, body and conclusion visible in her posttest (See Appendix 1B). She has made effort to introduce each point of view with a conjunction. It is also interesting that Rose considers opposite views when she uses the conjunction 'on the contrary' indicating awareness of graphic features. This recognition of opposite views allowed her to counter argue meaningfully. Wingate (2012) argues that if a writer does not establish a position steadfastly then it does not constitute an argument. Her spelling errors have also slightly improved compared to the pretest. Rose's pretest mark is 15/42 and her posttest mark is 29/42.

Table 14: Assessment of learner #3: Ruth; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	3	3
	Stages	Does it go through appropriate stages for the genre?	2	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	1	2
	Field	Does it describe the issue, context, points of view coherently?	2	2
	Tenor	Is the argument both convincing and objective?	2	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	2	2
	Reference	Is it clear who or what is referred to?	3	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	2
	Punctuation	How appropriately and accurately is punctuation used?	2	3
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	2	2
		Totals	27/42	32/42

Summary of Ruth's pretest

Given that Ruth is one of the two learners selected as a strong learner in grade 11A, she has shown areas of strength in her essay compared to the two learners above who were identified as weaker learners. These strong areas include genre purpose and essay stages in terms of thesis statement, sub-claim and conclusion under context (See Appendix 1C). Ruth's grammatical structure looks slightly developed in relation to RtL descriptor with minor spelling mistakes, indicating awareness of graphic features.

Summary of Ruth's posttest

Since the lessons of argumentative essay writing were introduced through the RtL pedagogy, both strong and weaker learners had new experiences. This is because they all struggled to deal with argumentative writing. Despite their shared challenges, the stronger learners had an upper hand due to their improved discourse such as grammar. Ruth's posttest showed greater improvement in lexis, spelling and also essay stages which most learners were not fully aware of it (See Appendix 1D). Ruth has also managed to use appraisals by which she evaluated her view points. Her improvement is proof that teachers' application of scaffolding cycle of RtL can yield good results (Rose & Acevedo. 2006). Though her essay does not use conjunctions to introduce a point of view, Ruth was directed by 'topic sentences' to help her focus on one idea in a single paragraph. From a score of 27/42 in the pretest Ruth moved to 32/42 in the posttest.

Figure 7: Paul's pretest mark

Paul 11A Pretest

Using of smartphones by ~~dearage~~ have rapidly ~~increase~~. In this essay ~~um~~ I am going to write about ~~the what~~ I think on the use of smartphones for learning purposes.

I think school should allow ~~learners~~ to use smartphones for learning purposes at school, although it could be ~~ineffective~~ to some learners as ~~they~~ ~~who would be~~ game, watch video, watching porn or ~~doing any other thing~~ that is not school related. ~~it could~~ ~~of~~ very good help to ~~the~~ both learners and teachers, as children won't be ~~hel~~ needing text books any more, they would ~~always~~ go on the internet for a specific lesson with the ~~supp~~ guidance of a teacher. ~~learners and teachers~~ can for ~~example~~ math tutorial on youtube ~~the~~ can't solve a specific equation which ~~make~~ it easy for them to understand the method of the equation.

Not only does allowing learners to use smartphones at school benefit the learners and teachers, ~~it~~ also help ~~the~~ pressure on the government to ~~provide~~ schools with text books. Instead of buying ~~text~~ books the government can only provide smartphones which ~~lead~~ to learners that ~~does~~ not have ~~word~~ but build more schools for the Namibian ~~Ataton~~.

28/42

Allowing learners to use smartphones at schools for learning purposes can be a very ~~big~~ step towards a high literacy rate in the country of Namibia taken by the government.

Figure 8: Paul's posttest mark

Paul 11A Posttest

Using of technology has really changed our daily life. ~~Everyday~~ ^{nowadays} we use things like cell phones, computer etc. In this essay ~~am~~ I am going to write about If learners should ~~use~~ be allowed to use ~~s~~ cell phones or smartphones for the purpose of ~~for~~ learning in ~~s~~ schools.

The use of ~~cell~~ smartphone ^{for learning purposes in school} improves the understand^{again} of ~~lear~~ learners that learn ~~more~~ from seeing the hearing. Some learners in the classroom may not follow when the teacher is teaching and with smartphones the teacher can direct the learners to ~~so~~ certain websites which will help them understand better.

However, there are individuals that ~~may~~ might argue that the use of smartphones is distractive. Some people say during lesson children will be ~~watch~~ ^{doing} other stuff like facebook and whatsapp rather than ~~doing~~ school related things, in this case ~~measures~~ ^{measures} ~~and~~ regulations ~~and~~ can be restricted like for example only certain websites and app are allowed to be used during the lesson.

In conclusion, I think ~~the use that~~ learners should be allowed to use smartphones for learning purposes as it does not only benefit the learners it also make teaching easier for the teacher, whereby like in math a certain equation that both the teacher and learners can't solve the can watch tutorial videos on YouTube.

31/42

Table 15: Assessment of learner #4: Paul; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	3	3
	Stages	Does it go through appropriate stages for the genre?	2	3
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	2	2
	Field	Does it describe the issue, context, points of view coherently?	2	2
	Tenor	Is the argument both convincing and objective?	2	2
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	1
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	2	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	2	2
	Reference	Is it clear who or what is referred to?	3	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	1	2
	Punctuation	How appropriately and accurately is punctuation used?	2	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	2	3
		Totals	28/42	31/42

Summary of Paul's pretest

Being in the category of strong learners, Paul's scores are slightly improved in both pretest and posttest (Figure 5 & 6 above). This was because Paul was able to express himself better than some of his peers. Seemingly was might have been as a result of his social background that got him exposed to English. Bernstein (2003) uses the term 'elaborated code' to refer to the use of linguistic alternatives in formal situations. While this was the case with Paul, he needed the teacher's intervention through RtL (Rose & Martin, 2012) to be able to write arguments well and participate fully in classroom activities. His pretest, however, showed that he needed to improve on argument stages, lexis, conjunction, grammar, spelling and punctuation (Table 14).

Summary of Paul’s posttest

Paul continued to write his essay strong by applying argumentative writing rules that he learned through the interactive teaching and learning of RtL as advocated by Rose & Martin, (2012). His essay was written in stages of thesis statement, sub-claims that formed part of the two body paragraphs and a proper conclusion with a restatement of his main argument slightly developed (Miller & Pessoa, 2016). Paul’s score moved marginally from 28/42 in the pretest to 31/42 in the posttest owing improvement of context (See RtL descriptor above). By following topic sentence, Paul’s posttest essay looks improved in terms of how he focused on one idea in a single paragraph compared to his pretest. Given the coherent style of writing, Paul’s usage of ‘concord’ appears to be well taken care of at his grade level rendering him a mark of 2 for grammar Vygotsky (1978) outlined scaffolding as a tool for growth when it is in the hands of a teacher. This could as well be said with regards to Paul’s improvement. (See RtL descriptor above).

Grade 11B

Table 16: Assessment of learner #5: Maria; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer’s purpose?	1	2
	Stages	Does it go through appropriate stages for the genre?	0	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	0	2
	Field	Does it describe the issue, context, points of view coherently?	1	2
	Tenor	Is the argument both convincing and objective?	1	2
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	0	1
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	1	2
Gr ap	Spelling	How accurately spelt are core words and non-core words?	2	2

	Punctuation	How appropriately and accurately is punctuation used?	1	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	0	2
		Totals	12/42	29/42

Summary of Maria's pretest

Maria begins her essay by incorrect wording when she writes 'on my point of view' instead of 'in my own point of view'. She scores 0 for both stages and phases (See RtL descriptor above). This shows how critical a need is for Maria to improve her grammatical structures. This is why Vygotsky (1997) argues that without scaffolding, a learner may not realise his/her potential to learn something new. I also have observed error of concord as in 'learners doesn't'. In Halliday's theory of functional grammar (2013), language units are interpreted as functional with respect to the whole sentence. This means the errors above constitute grammar mistakes that only a teacher could correct (See Appendix 1F). The presentation of her pretest has poor layout and is without the use of paragraphs though legible. This justifies the importance scaffolded learning advocated by Rose (2004) that sees learning content being broken into smaller units with provision of concrete explanations for such units so that they can be understood as a whole. This kind of writing made it possibly difficult for this learner to organise her writing into stages of thesis statement, sub-claims guided by topic sentence and a summary of main points in the conclusion indicating little or no awareness of context. Maria's scores in the category of stages, phases, field, mode, conjunction, appraisal, grammar and presentation are very low ranging from 0-1 (See RtL descriptor above).

Summary of Maria's posttest

With the help of the intervention strategies for RtL, the observed poor layout and paragraphing of argumentative essay in Maria's pretest seem to have significantly improved in her posttest. The scaffolding that was provided by the teacher enabled negotiation of meaning in the preparing to write stage so that Maria could construct her essay with the guidelines provided to the class (Rose & Martin, 2012) (See Appendix 1F). Paragraphs are brief and have followed a topic sentence that allowed her to discuss one idea in a paragraph. Due to the use of paragraphs, Maria's essay lessened punctuation errors compared to her pretest. Another great improvement in the posttest is the use of conjunctions at the beginning of each paragraph e.g. firstly and secondly. These also helped her to focus on one idea for one paragraph. Her score

improved from 12/42 in the pretest to 29/42 in the posttest (See RtL descriptor above). The reason that the teacher presented the right scaffold imbedded in RtL, Maria was able to obtain a high mark in the posttest compared to the pretest where RtL was not yet used.

Table 17: Assessment of learner #6: George; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	2	3
	Stages	Does it go through appropriate stages for the genre?	1	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	0	2
	Field	Does it describe the issue, context, points of view coherently?	1	2
	Tenor	Is the argument both convincing and objective?	1	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	0	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	1	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	3
	Punctuation	How appropriately and accurately is punctuation used?	1	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	1	3
		Totals	15/42	33/42

Summary of George's pretest

At this grade level, George's essay is below age and grade appropriateness. He seems to have discussed one idea in his two-paragraph essay (See Appendix 1G). His grammatical structures are, however, not bad. What seems to be a serious problem are the conventions of essay writing (See RtL descriptor above). This is so because George's essay is of poor layout and without a minimum of three paragraphs (introduction, body and conclusion) as required for an essay.

Some other errors of graphic features include punctuation and spelling. George write long sentences without putting a full stop or comma where it should be. Discourse errors include grammatical errors of tenses and omission of words to complete meaning. Errors of context in terms of essay stages and phases stand out to be the main reason why George’s essay is of low quality.

Summary of George’s posttest

George’s posttest records a tremendous increase in scores. This can be due to awareness of argumentative writing learned through RtL. George learned that an essay needs to have stages of thesis statement, sub-claims, counterargument and summary of main points or restatement in the conclusion (Appendix 1H). George’s essay shows clearly that how he staged his essay from introduction to conclusion. His essay is convincing because the field as per the RtL descriptor is appropriate. At his grade level, George showed in this posttest that the use of conjunctions to make cohesive links is crucial (Halliday, 2013). He managed to use conjunctions such as to begin with, furthermore, on the other hand and lastly. He used ‘on the other hand’ to introduce a counterargument. His grammatical structure is seemingly interesting with correct usage of appraisal. George who is categorized as a weaker learner shows how any learner can move from being a weak to a strong learner when supported through RtL. His score moved from 15/42 in the pretest to 33/42 in the posttest (Table 16: RtL descriptor above).

Table 18: Assessment of learner #7: Betty; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer’s purpose?	3	3
	Stages	Does it go through appropriate stages for the genre?	2	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	1	2
	Field	Does it describe the issue, context, points of view coherently?	2	2
	Tenor	Is the argument both convincing and objective?	1	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	3
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	2	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	2	2

	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	2	3
	Reference	Is it clear who or what is referred to?	3	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	2
	Punctuation	How appropriately and accurately is punctuation used?	2	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	2	3
		Totals	28/42	34/42

Summary of Betty's pretest

Betty is one of the strong learners in 11B selected for this analysis. A few things that made Betty's essay score 28/42 is the context knowledge of stages, phases and tenor (See Appendix 1I). Her essay does not show the presence of thesis statement, sub-claims, counterargument and summary of main points. She also did not use conjunctions that would help her to introduce and link new ideas and being guided by a topic sentence. Without mediated learning and scaffolding, there cannot be emancipatory learning (Vygotsky, 1978). This was the situation in the pretest where RtL was not used. Her ideas do not flow into phases of description, grounds, examples, evidence, explanation, evaluation and conclusion according to the RtL descriptor. (Table 17).

Summary of Betty's posttest

Unlike in her pretest, Betty's posttest improved on the previous weaker areas of argument stages (thesis statement, sub-claim, counterargument and summary of main points in the conclusion) (Appendix 1J) (Wingate, 2012; Roussey & Gombert, 1996). She has also learned to incorporate conjunctions that helped her to create a logical flow of ideas. This also helped her to discuss one idea for one paragraph. Overall, Betty's essay show that she is stronger in both pretest and posttest. She scored 34/42 in her pretest.

Table 19: Assessment of learner #8: Queen; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	3	3
	Stages	Does it go through appropriate stages for the genre?	2	3
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	2	2
	Field	Does it describe the issue, context, points of view coherently?	2	2
	Tenor	Is the argument both convincing and objective?	2	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	2	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	2	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	3	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	2
	Punctuation	How appropriately and accurately is punctuation used?	2	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	1	3
		Totals	28/42	33/42

Summary of Queen's pretest

Queen is also a stronger learner with a score of 28/42 in her pretest. I have observed that her essay has included tenor, mode and field with a mark of 2 on average (Table 18). Queen was able to write a convincing and objective essay. Like the other learners e.g. Paul and Steffi, Queen's spoken and written language is slightly elaborated (Bernstein, 2003) which could be the reason her marks were slightly higher than others in the pretest. The reason for this can be attributed to her exposure to language outside schooling (ibid). There are however notable errors with tenses and the use of apostrophe. She also has one long body paragraph which was supposed to be divided in two. This caused the layout to be inappropriate in terms of argument

genre (Miller & Pessoa, 2016). Meanwhile, Queen's hand writing is well legible and she does minimal spelling mistakes (Appendix 1K).

Summary of Queen's posttest

As a stronger learner, Queen begins her introduction by providing a definition of her own. Thereafter by the end of her introduction she states her thesis statement (Appendix 1L). This helps her to discuss one idea (fun associated with using smartphone for learning) in her first body paragraph indicating positivity for phases and field. Betty's essay contains average lexical choices with minor errors of discourse. Generally, she is in control of the language structures in this particular essay. This shows how the continued support from the MKO (teacher) who was empowered by RtL as a facilitator of learning continuously and positively impacted Queen's performance (Vygotsky, 1997; Rose & Martin, 2012). One thing she did not provide is a summary of the main points in the conclusion (Table 18).

11C

Figure 9: Helena's pretest mark

Helena	11C	Pretest
		<p>I'm going to wright about write about the increase in the use of smartphones by school going children around Namibia. Don't right mind how long is this piece.</p> <p>I'm against it simply because some of the learners won't <u>afford</u> to buy smart phones, and imagine those that have street parents that sell in street, won't <u>afford</u> to buy smartphones while they need to buy food at home. The other thing is that some learners don't know how to keep their hands on their belongings, so they will just steal others phones and instead of teachers being in classes teaching they will then be in the office simply because of that. It's just a waste of time for school going children to use smart phones while we during school lessons. Phones might even get flat and charging of their phones might cause some conflicts. <u>Instid</u> of them using smart phones on things that they are taught they will be there downloading music, Apps or videos and some might be there playing games.</p> <p>Street kids will <u>grab</u> learners' phones when they are going home from school. Learners might be play truancy and be behind behind walls and they will be busy <u>chatting</u> instead of them being in classes and doing some important things for them to <u>put</u> some topics. The government provide us with text books and those textbooks consists of a lot of more information even more and clear textbooks pictures.</p> <p>18/42 school going children around Namibia might must not use smartphones using lessons for saving our community and save the use of some kids that are abused on social media! I hope it won't be long.</p>

Figure 5: Helena's posttest mark

Helena	IIC	Posttest
		Should learners be allowed to use smartphones for the purpose of learning in school?
		With the increase in the use of smartphones by school going children around Namibia, there are mixed feelings about whether smartphones are to be used by learners during lessons or not. A smartphone is a mobile phone which has more advanced features like that of a computer. If learners are allowed to use smartphones they won't use it for the main purpose instead of learners that not doing the topics that they were given they will go off on WhatsApp, Facebook etc.
		Firstly, smartphones will distract the lessons. during lessons the learners will be <u>the</u> playing game instead of them concentrating in class.
		Secondly, some learners won't be able to <u>afford</u> smartphones. some learners parents work in private sector and others parents are working in farms so some learners won't be able to <u>afford</u> and buy buy smartphones. Cases of learners stealing each others phones will increase. Instead of teachers being in classes they will be in office because of <u>theft</u> of phone stolen at school.
		Thirdly, while lessons during lessons some kids phones will be flat and they will lose some lessons.
		On the other hand there are numerous educational Apps available that can <u>accessed</u> through a smartphone, but it will cause distraction.
		I conclude by saying, lets not use the smartphones to prevent some unnecessary things, because we've got textbooks with more than enough informations.

31/42

Table 20: Assessment of learner #9: Helena; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	1	3
	Stages	Does it go through appropriate stages for the genre?	0	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	0	2
	Field	Does it describe the issue, context, points of view coherently?	1	2
	Tenor	Is the argument both convincing and objective?	2	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	2	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	2
	Punctuation	How appropriately and accurately is punctuation used?	2	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	1	2
		Totals	18/42	31/42

Summary of Helena's pretest

Helena's essay took a turn to discuss usage of smartphones by school going children in general and not specifically for learning purposes during lessons. Her introduction is not complete because it does not engage the reader on why the topic should be discussed and there is no thesis statement rendering a 0 score for stages and phases (Table 19). Only one body paragraph is provided with mixed idea. Helena does not seem to be guided by topic sentence and therefore no essay phases. Her context is generally weak even when she seems to be in control of graphic structures. Her presentation is not convincing (Figure 7). As I indicated in the preceding discussions, this is proof that the absence of RtL scaffolding cycle provided a learning gap

which saw learners unable to comprehend argumentative writing. Rose (2018) argues that RtL can assist a teacher to provide support beyond formal delivery of content when he/she is away of the learning needs of the learner.

Summary of Helena’s posttest

There is observable improvement in Helena’s posttest compared to her pretest. Context is now clear with proper staging (Figure 8). Though she does not state her thesis statement clearly, she managed to stage her essay into sub-claims, counterargument and a precise summary. Her essay presentation is good with appropriate layout, legibility and clear use of paragraphs. This makes her get a posttest mark of 31/42.

Table 21: Assessment of learner #10: Emily; weaker learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer’s purpose?	2	3
	Stages	Does it go through appropriate stages for the genre?	0	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	1	2
	Field	Does it describe the issue, context, points of view coherently?	1	2
	Tenor	Is the argument both convincing and objective?	2	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	1	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	1	2
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	2	2
	Punctuation	How appropriately and accurately is punctuation used?	1	2
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	0	3
		Totals	17/42	32/42

Summary of Emily’s pretest

Emily’s essay is just a one paragraph long without an introduction, body and conclusion. This shows her lack of knowledge in graphic features of argument writing. There is no thesis statement, sub-claims, counterargument and a summary of main points. Visibly, Emily’s essay context is weak. Phases are also not incorporated because only one idea is discussed. Few errors of spelling and punctuation are also visible but do not impede meaning (Appendix 1M).

Summary of Emily’s posttest

While Emily is a weaker learner, significant improvement has been noticed in her posttest especially with context and graphic features (Table 20). A proper introduction is provided with a thesis statement. This slightly improved the context. Conjunctions are used with each paragraph to help discuss one idea. A clear counterargument is provided with that shows that Emily considered the opposite views in her essay. Her punctuation and spelling errors are few (Appendix 1N).

Table 22: Assessment of learner #11: Sally; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer’s purpose?	3	3
	Stages	Does it go through appropriate stages for the genre?	1	3
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	2	2
	Field	Does it describe the issue, context, points of view coherently?	1	3
	Tenor	Is the argument both convincing and objective?	1	3
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	1	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	1	2
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	2	2
	Reference	Is it clear who or what is referred to?	2	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Gr ap	Spelling	How accurately spelt are core words and non-core words?	2	2

	Punctuation	How appropriately and accurately is punctuation used?	2	3
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	2	3
		Totals	24/42	34/42

Summary of Sally's pretest

Sally's essay has no proper introduction as she just begun with a point of view even without a thesis statement to show her main argument. Her essay needs some improvement in regard to context (Table 21). Though paragraphs are visible, other stages of sub-claim, counterargument and conclusion do not form part of her essay. Discussion phases are not clear due to incoherence and lack of persuasive resources to convince the reader. Her graphic features seem to be moderately under control and her spelling errors do not impede reading. As a stronger learner, Sally takes control of language structures with few grammatical errors, spelling and punctuation (Appendix 1O).

Summary of Sally's posttest

Sally has consolidated her posttest essay by following genre requirements of argumentative writing she has learnt in lessons conducted. She has written a good introduction indicating a good development of context. The essay stages are clear with thesis statement, sub-claims and a summary in the conclusion. This generic structure of argument essay (Schleppegrell, 2010) assisted Sally to include relevant ideas in each paragraph. The counterargument does not however clue if the writer considers opposing viewpoints. Sally's strongest link is the control of graphic features such as spelling, punctuation and presentation (Appendix 1P).

Analysis of learner #12: Steffi

Figure 6: Steffi's pretest mark

Steffi 11C Pretest

12 June 2020

Should learners be allowed to use smartphones for the purpose of learning in school?

No, I disagree. Not everyone's parents can afford to buy for their children. Teachers won't teach that much cause learners will do research mostly. Failure will be very high.

Not all parents will be able to buy due to maybe the amount of the wages and salaries. Sometimes it can be that the parent has more than three or even five children that are all schooling, it will be a very hard pressure. on the parents cause neither of them would want to wait to get a phone. Kids are so stubborn, that they argue with their parents.

Teachers won't teach that much cause they will recommend the kids to always look on YouTube for teaching videos. Some learners don't catch-up that easy they need some more attention cause they might even be a little slower than all the others, and this might just have lots of disadvantages on ones results, which is very bad.

This can also cause a very high rate of failure in schools. Some learners will not just use the phones for educational reasons but also for other stuff such as ~~the~~ Instagram, Facebook and ect which I believe they will spend more time on rather than doing their school work. It will also be hard for the learners to learn how to use the e-learning processes.

Smartphones at school is just not right. It has a very positive effect on the learners in different ways.

28/42

Figure 7: Steffi's posttest mark

Steffi	11C	Posttest
16 July 2020		
<u>Should learners be allowed to use smartphones for the purpose of learning in schooling</u>		
A smartphone is a cell phone that lots of the newly invented technology. It can be a very good use at school for learners, cause it is categorised in lots of technology methods. I disagree with learners having to use smartphones at school.		
Firstly, not everyone of use come from a very rich background and it will be very unfair for 1/3 of the class having smartphones and the rest does not have. We as learners can force our parent to buy things they also have their problem, and I have to eat my meals now if I buy the cell phone where will my parents get the money to buy my food I have to eat.		
Secondly, some households are overcrowded and the ^{one} parent at that time is the only breadwinner at home. or At sometimes it's a single parent know she/he has to buy smartphones for all his/her 5 children each on their's, cause if only one gets the rest of three other siblings will feel less loved. But then it's not like that its because of the budget the amount of salary or wage they receive.		
Thirdly, if the government is in charge of sponsoring the smartphones it would be a <u>create</u> opportunity, <u>then</u> they can also do e-learning which is from home to school especially in the pandemic of covid-19, for subjects where learners are not done with the syllabus, it will help cause they will use whats app to form a group and help each other out where they can.		
35/42	In conclusion, It has a major effect on learners which are not having rich background, and parent that are the only breadwinners at home and also opphans . But good for the schools which are way behind from finishing syllabus.	

Table 23: Assessment of learner #12: Steffi; stronger learner

		RtL descriptor	Pretest score	Posttest score
Context	Genre purpose	Is the argument genre appropriate for the writer's purpose?	2	3
	Stages	Does it go through appropriate stages for the genre?	1	2
	Phases	Are there appropriate phases of description, grounds, examples, evidence, explanation, evaluation, conclusions	2	2
	Field	Does it describe the issue, context, points of view coherently?	2	3
	Tenor	Is the argument both convincing and objective?	2	2
	Mode	Is there an appropriate level of descriptive and persuasive resources?	2	2
Discourse	Lexis	Are lexical choices used coherently to describe the issue, context, points of view?	2	2
	Appraisal	Is there a range of appraisals used to evaluate issues and points of view, and to source attitudes?	2	3
	Conjunction	Are logical relations used to construct arguments with internal contrast, consequence, time?	2	3
	Reference	Is it clear who or what is referred to?	3	3
	Grammar	Are grammatical conventions of written English used accurately?	2	2
Graphic features	Spelling	How accurately spelt are core words and non-core words?	1	2
	Punctuation	How appropriately and accurately is punctuation used?	2	3
	Presentation	Are paragraphs used? How legible is the writing? Is the layout clear?	3	3
		Totals	28/42	35/42

Summary of Steffi's pretest

Being a stronger learner, Steffi seems to take good care of graphic features such as presentation and punctuation in her pretest. Areas that she needed to improve on in the series of lessons are basically within context of argument essay such as stages, phases, tenor, mode and field with a score of 1 for staging (Table 22). These would strengthen her argument essay given her ability to communicate well in English. Her essay has paragraphs and the layout is good with legible handwriting (Figure 9). Her discourse level in terms of lexical choices, appraisal, conjunction and grammar are average. Steffi got a score of 28/42 in her pretest.

Summary of Steffi's posttest

In her posttest, Steffi begins her introduction with a general statement about smartphones. A thesis statement is also included in the introduction (Figure 10). In terms of context, Steffi's argument essay has included stages in terms of sub-claims, counterargument and a conclusion that provides a summary of main points. Her discussion in paragraphs is guided by phases of description, grounds, examples, evidence, explanation, evaluation and conclusions at least at her grade level (Rose, 2018). Steffi has also shown that she is in control of the language from her pretest to the posttest indicating an improvement in the area of graphic features. Her essay layout is impressive as well. She got 35/42 in her posttest (Table 22).

A summary of learners' pre-test and post-test is presented in form of a graph (Figure 11) in Chapter 5.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

Chapter 4 dealt with the presentation and analysis of data generated through research instruments. The data was presented and analysed under the study's research question. In this chapter I discussed the findings that arose from the data that was presented in Chapter 4 above. I will close this chapter with a discussion on support and scaffolding in the lens of RtL pedagogy.

Based on findings on the interactive teaching and learning as reported on in Chapter 4 above, I have reason enough to believe that the RtL scaffolding cycle yielded improved results. The results above point to why RtL is often described as a 'literacy' intervention that is available to democratise the classroom (Acevedo, 2010; Millin, 2011; Rose & Martin, 2012). A detailed discussion of the findings is presented below considering two research question and the research instruments I used.

5.2 Revisiting the study's research questions

The study was motivated by my personal experience after years of teaching English as a second language at senior secondary level in Namibia. I did not embark on this study in order to prove that other teaching methods are invalid. My experience in the teaching of grades 8- 12 is that of lack of pedagogic discourses to address some of the syllabus competencies. This lack of pedagogic discourse has in the process caused difficulty in learners' writing in distinct genres such as argumentative writing. The lack of appropriate pedagogic discourse has also resulted in the decline of literacy skills among learners. In the quest to address the plight of teaching and learning of argumentative writing, I read the effectiveness of RtL in addressing literacy development and improved teaching globally. I have also been privileged to attend a one-week workshop conducted by Dr. Mataka on how to use the RtL pedagogy. This is why I became motivated to teach through RtL within the Namibian context but on a research-appraised basis.

The two research questions were:

Research question 1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essay?

Research question 2: How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

5.3 Teachers' application of RtL pedagogy

Classroom observation

Research question 1 looked at how the three selected teachers implemented RtL pedagogy in teaching argumentative writing and improving learners' literacy skills thereof. It emerged in the interactive lessons that the 3 teachers used the RtL pedagogy successfully. They followed the sequencing of lessons based on the Scaffolding Interaction Cycle of RtL namely: 1) preparing before reading, 2) detailed reading, 3) preparing before writing, 4) joint writing, 5) individual writing and 6) independent writing (Rose & Acevedo, 2006).

Teacher One: Mr. Robert

Though Mr. Robert struggled to teach his initial lesson, he recorded an increase in his lesson observation scores for preparing before reading stage in the lessons that followed (Table 7). This first stage presented opportunities for the teacher to assist learners to understand the context of the text before they engage with the reading text. Such opportunities concur with Rose (2008) who believes that RtL improves the learners' ability to learn from a text and therefore produce coherent pieces of writing. As opposed to a learner-centered model of learning which according to Rose (2005) reinforces inequality, giving learners an opportunity to engage with the reading text does eliminate tendencies by teachers to just give learners the reading text in order to answer comprehension question without any attempt whatsoever to help learners understand the text. The selection and design of reading texts also contributed to an effective classroom interaction. This is because text topics were not foreign to learners. This ensured elicitation of prior knowledge during discussions (Mokhtari, 2018).

The detailed reading stage presented an opportunity for teachers to support learners as they interacted with the text. Through RtL Mr. Robert was able to engage learners in diverse activities that contributed to their literacy development. Activities such as spelling,

pronunciations, adjectives, synonyms and many other hidden language aspects could be taught (Rose, 2018). Another outstanding contribution of the detailed reading stage was that the teacher was able to draw learners to the way language resources functioned in the model text (Halliday, 2013). In the process, this helped both the teacher and learners to negotiate existing knowledge about traditional and functional grammar (Damayanti, 2017).

The second unit of lessons for Mr. Robert scored an average of 2/4 from stage one to stage six of the scaffolding cycle (Table 7). The teacher had learned better how the scaffolding cycle of RtL is to be used (Rose & Martin, 2012). In the detailed reading stage, every learner was given an opportunity to read while the teacher focused on Luisa and Rose who seemed to struggle more than the other learners. Reading of the text helped learners to pronounce words correctly and work with it in answering comprehension exercises that were set on it. This was because the teacher was able to support learners to perform the tasks (Vygotsky, 1978).

In terms of argumentative essay structure, the teacher showed confidence in the third unit of lessons. The knowledge of RtL helped him to contextualise the structure of argumentative essay and the model/reading text. In this last unit, continuous scaffolding from the teacher ensured that learning was more interactive (Vygotsky, 1978; Brunner, 1976).

Based on the lessons observed it is safe to conclude that the RtL pedagogy had a positive impact on the learners' ability to write argumentative essays. The use of a text as the basis for the lessons helped to contextualize the concepts of argumentative writing. The continuous support from the teacher through group activities and whole class activities gave learners the confidence to write argumentative essays of acceptable standards. Also, the repetitive nature of the six-step interactive cycle provided ample practice for the learners to produce well written argumentative essays.

Teacher Two: Mrs. Memory

Mrs. Memory offered lessons to grade 11B. Table 9 of the lesson observation tool shows that she scored better for her first lesson compared to Mr. Robert. The feedback I shared with the teachers from the first lesson enabled other teachers not to make the same mistakes. Mrs. Memory's observation scores show an increase from unit one to unit three. She closely observed how she taught the lessons and sought advice on how she can do more. This close observation enabled her to improve her lessons in terms of giving the necessary support to

learners to accomplish tasks they were given. Vygotsky (1997) says such continued support enables learners to acquire competence and do high level tasks.

The lesson demonstrations above (See 4.3.1) for Mrs. Memory show that the teacher employed RtL pedagogy tools in order to scaffold learning from the preparing to read stage to independent writing (Rose & Martin, 2012). The teacher had a better idea of learners' reading abilities which she addressed in terms of giving learners extra readings. Learners who could not read aloud (Maria & George) were able to read by the end of the study. The preparing before reading and detailed reading stages presented an opportunity for the teacher and learners to constructively engage with the actual reading of the text. More attention was given to weaker learners (Maria & George) to build their comprehension level when working with texts (Lynch & Maclean, 2000).

Thus, Mrs. Memory used the RtL pedagogy to improve the argumentative writing skills of her grade 11b learners. She did this by strengthening their reading skills. Once the learners mastered the reading skill it became easier for them to develop the appropriate writing skills for argumentative essays. The use of a text for the lessons provided the context for the learners as they learnt the structure of an argumentative essay.

Teacher Three: Ms. Rebecca

The level at which the Ms. Rebecca interacted with the grade 11C learners gradually improved during the course of the study. This evidence is in the lesson observation (Table 10) and further by the Stimulated Recall Interview (SRI) discussed below. This is also evidenced by the increase of the weaker learners' marks (Helena & Emily) from pretest to posttest discussed in the sections below. The teachers made use of techniques like cues imbedded in RtL (Rose & Martin, 2012) during the preparing before writing stage. Those cues enabled learners to provide the teacher with relevant responses to questions and be able follow step-by-step the progression of the lesson (Rose & Acevedo, 2006). The purpose for this was to ascertain as to what extent teachers can be assisted by RtL to offer support to learners in order to understand aspects of argumentative writing. The observation instrument, the SRI and learners' pretest and posttest attest to the reality that indeed teachers and learners benefited from the scaffolding cycle of RtL pedagogy. This corresponds well with Rose's (2008) notion that indeed classrooms can be democratised to allow learning to take place. The joint writing stage proved to teachers that learners can learn at differing speed yet in the end they will have a common understanding of knowledge aspects involved (Rose, 2004; Christie, 1999).

Ms. Rebecca was able to get learners to understand and apply thesis statement, topic sentence, sub-claim, counterargument and summary of main points in conclusion as propounded by Roussey, & Gombert (1996). As a result of RtL scaffolding cycle Rose & Acevedo, 2006) Ms. Rebecca had time to explain how introduction, body and conclusion should be written for argumentative genre. The individual writing and independent writing enabled her to further cement learners' understanding of how they can brainstorm ideas for an essay and ultimately how they can rearrange ideas into paragraphs of introduction, body and conclusion. Surely, an upward trend has been observed in terms of how teachers provided necessary support during the teaching and learning of argumentative writing using the RtL pedagogy. Given the above findings, I argue that RtL can be a convenient tool in the hands of teachers to change ordinary classroom environment to an extra ordinary teaching and learning environment.

Stimulated Recall Interview (SRI)

Teacher One: Mr. Robert

Mr. Robert expressed the following sentiments with regards to the teaching of argumentative writing through RtL pedagogy. When asked whether the discussion for preparing before reading was important, Mr. Robert explained that it helped learners to grasp the topic even before they would engage with the text. Mr. Robert said that learners' anxiety was eased as a result of the informal discussion (See 4.3.2). According to Rose (2018) this fact is attributed to the steadfast approach of RtL in mitigating learners' worries and fears about what they will learn about. The teacher confirmed during the interview that he engaged learners in varied exercises like vocabulary, spelling, items matching, contextual meaning of concepts, comprehension exercises and essay structure to help them fully understand the reading text. Halliday & Matthiessen (2013) identify levels or strata of language as phonology (sound systems), orthography (writing system) and grammar (wording system). Language as text, therefore, encompasses the three language strata which work together to bring out the natural relationship wording and meaning (functional grammar) (ibid). Since the above components featured in Mr. Robert's lessons, it is an indication that RtL can be a tool to assist learners to engage with a text at all levels (Rose & Martin, 2012; Halliday, 1976).

To further ease anxiety in learning, Mr. Robert says he decided to pair learners at stage four of his lessons so that those learners who fear to express themselves can feel free to discuss with a

fellow learner and provide feedback to the teacher. The view expressed by Mr. Robert agrees with Vygotsky (1997) who points out that the teacher should remove the scaffold when learners are at a point where they can discover learning by themselves. With regards to argumentative writing through RtL, the teacher agreed that his learners engaged well with the structure of argument essay because he was able to assist learners to relate well by referring them to the structure of the model text. This is evident in the teacher's lesson demonstration (See 4.3.1). On teacher overall impression of RtL, Mr. Robert indicated that RtL is a game changer in that a teacher is provided with tools that allow him/her to maximise on support so that weaker learners and strong learners can learn at the same pace. This is in agreement with Rose & Martin's (2012) RtL principles that provide support for teaching and learning.

Teacher Two: Mrs. Memory

The teacher emphasised the importance of reading aloud that it improved the way learners pronounced words and ultimately improved their ability to speak when they did group presentations from their group work. The effectiveness of instructional practices for reading-aloud is that they are interactive. This means that the teacher and students are actively involved in thinking and talking about the read aloud text. The read aloud techniques are purposeful and planned (Halliday, 1976; Rose, 2011). Texts are carefully selected and discussion questions are prepared so that learners are supported effectively (Wright, 2019).

The scaffolding interaction of RtL proved much effective for Mrs. Memory when she taught argumentative structure (See 4.3.1). This is because learners showed that they understood the terminologies especially lesson two and three when they were giving answers to respond to the teacher's questions. I can argue here that this was not the teacher's effort alone but the RtL tool that was at her disposal enabled her to support learners as much as possible to comprehend argumentative writing. Rose (2006) says that RtL can be used to teach any genre. The interactive support that the teacher gave from the preparing to read step to independent writing step is in line with Vygotsky's scaffolding (1978) in which he states that learners can be supported to do high level tasks and ensure that there are equal learning opportunities and that the task is achieved.

Teacher Three: Ms. Rebecca

The observation instrument and the interactive lessons for Ms. Rebecca (See 4.3.2; Table 10) attest that Ms. Rebecca performed fairly well with RtL. Ms. Rebecca said that the interaction

she had with learners helped them to understand difficult concepts of argumentative writing such as thesis statement, sub-argument, topic sentence, counterargument and conclusion. The interaction that the teacher is talking about was provided by the scaffolding cycle of RtL (Vygotsky, 1978; Rose & Acevedo, 2006). With the help of the model text (Yang & Zhang, 2010) Ms. Rebecca said learners were able to understand and apply structure of argumentative writing in the exercises that they performed in class.

Janks (2005) asserts that the design of reading texts is important in that texts work to position their readers from the point of view of the writer focusing on the linguistic features that are key for analysing the texts in question. This was also Ms. Rebecca's view that the texts used encouraged learners to feel a need to participate since the topics were familiar. She put it that there was learning taking place in her class because she was able to reach out to every learner. She put emphasis that the support she provided through the Scaffolding Interaction Cycle of RtL enabled all learners to feel a need to participate (Rose, 2016). When asked about teaching argumentative writing through RtL, Ms. Rebecca said the idea of teaching argumentative writing through reading is working. She continued to say reading opens up learning opportunities for learners and improves their literacy. This view is echoed by Rose (2006) who argues that redesigned curriculum sequencing and classroom interaction places reading at the centre of classroom practice which in turn ensures that learners realise their curriculum content.

The three teachers' responses on how they applied the RtL pedagogy indicate that there was growth from the early stages of the implementation to the later stages. This means that the more teachers were getting used to the pedagogy the better they provided the necessary support to learners.

5.4 Discussion on findings around changes on learners' pre-test and post-test

There is an observable upward trend in learners' achievement in their posttest compared to their initial results in the pretest. Rose (2006) attributes such upward trend to systematic implementation of RtL strategies which allow learners to be exposed to practices of literacy development. RtL has significantly contributed to learners' literacy skills in terms of reading and writing, vocabulary building, spelling techniques and parts of speech. There were 6 weaker learners in total and their score stood at 95 out of 252 in their pretest and increased to 186 in the posttest. There were also 6 stronger learners and their score was recorded at 166 in the

pretest up to 199 in the posttest out of a total of 252 scores. These scores below (Figure 11) tell us that pre-tests can demonstrate students' prior knowledge at the beginning of the teaching and learning programme while post-tests measure learning at the end (Delucchi, 2014).

The increase in these scores from individual learners suggests that the contribution that RtL has made in the attainment of competencies cannot be over emphasized. Learners' written essays show that they have improved on aspects of paragraphing in their posttest. The use of punctuation improved especially with learners who did not understand basic use of full stop, comma and question mark. Grammar also generally improved in the area of subject-verb agreement. Learners did not know when and where to put an s in order to make the noun plural or to exclude an s when forming verbs for the plural nouns (Langacker, 1987).

The learners' performance in their written argumentative essay is also due to the interactive lessons of RtL (Rose & Acevedo 2006). The RtL descriptor that I used for the study is specifically designed for argumentative writing. This descriptor requires learners to know and be able to apply the stages of thesis statement, sub-claim, counterargument and summary of main points in their introduction, body and conclusion. This is clearly observed in learners' scores in the table below (Figure 11) and in their written essays. Learners understood that the essay have to have the main argument on which sub-claims or sub arguments depend on and that the argument should be appropriate for the writer's purpose.

In the pretest, learners' essays did not show phases in terms of description, grounds, examples, evidence, explanation, evaluation and conclusion. However, it emerged in learners' posttest that attempts were made to follow the phases in argumentative writing. This change can be attributed to scaffolding provided by the teachers (Vygotsky, 1978) and their knowledge of RtL (Rose, 2012). The scaffolding teaching strategy provides individualized support based on the learner's ZPD (Chang, Sung, & Chen, 2002). Echoing the same sentiments as Vygotsky (1997)), Van Der Stuyf (2002) asserts that in scaffolding instruction, a More Knowledgeable Other (MKO) provides scaffolds or supports to facilitate the learner's development.... Backing the notions above, Morine-Dershimer & Kent (1999) write: "Good models, like good theories, organise knowledge in new ways, integrate previously disparate findings, suggests explanations, stimulate research, and reveal new relationships" (p.3).

This observable upward trend I have alluded to in the first paragraph of this section is therefore attributed to the constant reinforcement of scaffolding embedded in the six stages of RtL. The findings herein also help us to understand the kind of positive contribution the teacher will have when they have knowledge of RtL pedagogy.

Figure 8: Sample learners' pretest & posttest

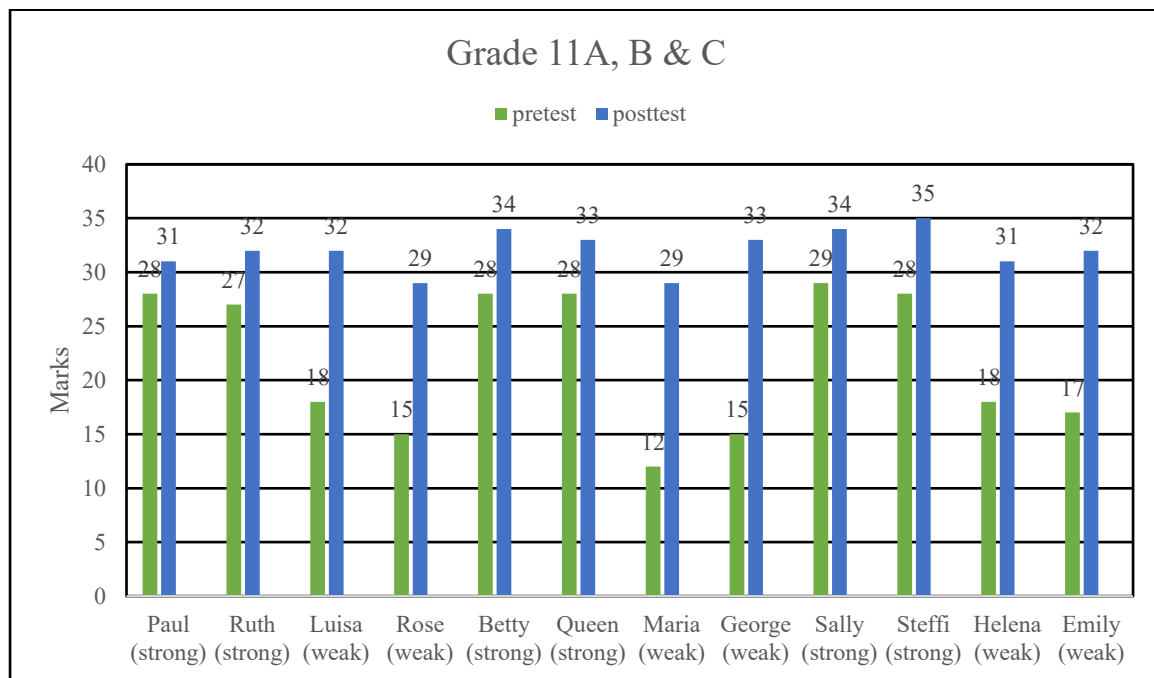


Figure 11 above shows a graph of focal learners' pretest and posttest marks. From this graph, strong learners have slightly higher pretest marks compared to weak learners. In the posttest, however, both strong and weak learners' marks seem to mostly be in the average of 30 and 35. This is proof that the RtL scaffolding provided by the teachers in teaching argumentative writing yielded good results in terms of essay writing and availing equal opportunities for learners to learn at the same pace (Bernstein, 1999; Rose, 2005; Vygotsky, 1981).

5.5 Support and Scaffolding

In my view, the current teaching model in Namibian schools only allows for imbalances in learning abilities among our learners. For instance, learners who are perceived to be strong are assessed differently from weak learners so that they remain at their level of performance. Weaker learners are also assessed and supported contrarily from stronger learners. This assertion is consistent with Bernstein (2003) when he argues that socio-economic backgrounds are maintained in school to create strata in which teachers can identify learners as above

average, average and below average and assess them according to such strata. It is even a practice in some schools as I have observed that slow learners are separated from those that are called gifted learners. It is understood that if they learn together in a single classroom then learning would be slowed as a result of differing abilities. This state of affairs has continued to broaden the knowledge gap between weaker and stronger learners in that the weak become weaker and the strong become stronger. In Bernstein's theory (1996), the creation of order, relations and identity which he calls the moral order is responsible for such inequality and reinforces other learners to be perceived strong while other learners are perceived as weak. There is not enough that has been done in this regard to make sure teachers are supported in their teaching so they can bridge the gap to help weaker learners to achieve as much as the stronger learners achieve. It is in my view that RtL, is ambitious to undo the apparent inequality in our schools.

The scaffolding and support embedded in RtL pedagogy provides a better solution to the inequality of learning that is happening in the classroom. This is because it is interaction based and planned. The design of effective preparation and elaboration in RtL follows the principle of guidance through interaction in the context of shared experience, ultimately making it possible for learners to complete tasks well beyond their current level (Rose & Martin, 2012). When talking about interactional scaffolding, Gibbons, (2002) says it captures the dynamic, responsive nature of face-to-face scaffolding between the scaffolder and scaffoldee, which could also include a scaffolder encouraging a student to use a planned scaffold, as when teacher asks a student to use a glossary, as long as that scaffold is used in response to an observed student need. As it is evidenced in the analysis above, (4.3 & 4.4) the teachers provided the necessary scaffolding to help learners who were struggling so they perform tasks that are performed by stronger learners.

Classroom practice for this research was designed to help learners understand text structure of argumentative essays. This was coupled with a sequence of activities that allowed all learners to practice reading and writing following the scaffolding cycle of RtL. A combination of RtL principles and Systemic Functional Linguistics (discussed in chapter 2) ensured that learners made use of language tools that were necessary to produce an academically acceptable argumentative piece (Rose & Martin, 2012; Halliday, & Matthiessen, 2013)). The selected learners' writing sample from the beginning to the end of the study suggests an upward growth and narrowing the gap between weak and strong learners.

5.6 Conclusion

The purpose of this chapter was to discuss the findings that resulted from the data that I presented in Chapter 4. The discussion was guided by the two research questions. The first research question used classroom observation and Stimulated Recall Interview (SRI). The focus of the first research question was on teachers. The second research question used learners' pretest and posttest. This research question focused specifically on learners. This chapter concluded with a discussion on the role of support and scaffolding in light of RtL. In the following chapter, I will provide a summary of the conclusions and recommendations.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In Chapter 5 I discussed the findings that were presented in Chapter 4 in line with my two research questions. In this chapter I conclude the research by discussing overall conclusions of the main findings. A summary of findings will be discussed under each research question. I will also look at how my research can contribute to knowledge in the field of English language. I will further discuss the role of RtL in the context of Namibia. This chapter will end with a discussion on limitations of the study, suggestions for further research and a self-reflection.

6.2 Summary of conclusions

The following is a discussion of the conclusions for the study. The first research question investigated whether RtL pedagogy can play a role in developing Grade 11 learners' ability to write argumentative essay. The second research question investigated whether the implementation of RtL pedagogy can impact on or improve learners' literacy skills development for argumentative essay writing.

6.2.1 Research question 1: What role does Reading to Learn (RtL) pedagogy play in developing Grade 11 learners' ability to write argumentative essays?

The discussion held before reading the text removes learners' anxiety and prepares them for what they are about to learn. The interactive discussion with the teacher builds learners' vocabulary as it allows them to make mistakes and get feedback. In stage two, when a teacher reads a text aloud to learners, s/he attracts learners' attention to listen to someone who has the acceptable command of the English language. Ultimately, learners build their pronunciation skills as they learn the correct way to pronounce words. When learners are given an opportunity to read aloud, it helps them build confidence to become independent readers. In return, the SIC of RtL pedagogy empowers a teacher to provide maximum learning support to continuously offer the scaffold and only remove it when learners are able to do the task by themselves. Teaching argumentative writing through the Scaffolding Interaction Cycle of Reading to Learn pedagogy is beneficial because of the high-level support strategies that the teacher is able to

offer. This support has been fortified by introducing a model or exemplar text in the scaffolding cycle that made the teacher's job easier in making learners understand specific genre terminologies.

6.2.2 Research question 2: How can the implementation of RtL pedagogy through scaffolding impact on/improve learners' literacy skills development for argumentative essay writing?

The use of RtL descriptor for assessing writing helps learners to improve in many areas of essay writing such as contexts, discourse, grammar and graphic features. Data has shown that the implementation of RtL scaffolding cycle has improved writing performances of learners' argumentative essays. Learners have generally shown an improvement in academic literacy over the implementation of the scaffolding cycle. This is so because there was an observable narrowing of the gap between weaker and stronger learners because of the equal opportunity given to weaker learners to improve their skills. This makes it true that RtL can democratise the classroom. Argumentative writing improved as learners were able to follow genre requirement gradually during the course of the implementation of RtL scaffolding cycle. Furthermore, various opportunities were provided for learners to improve their vocabulary. Learners' work recorded a continuous progression from earlier days of the study up to the end which suggests a positive contribution of RtL scaffolding cycle.

6.3 Contribution to knowledge

This research sought to add to the body of knowledge in the field of English Language Teaching (ELT). This addition to the body of knowledge is in the following two ways. Firstly, by improving pedagogic practices of teachers so that they can close the gap that exists between weaker and stronger learners through interactive scaffolding in any area of English language learning. This may see teachers enlarging their Pedagogical Content Knowledge (PCK) (Shulman and Sparks, 1992). Secondly, by understanding the contribution of RtL pedagogy towards literacy development not only for argumentative writing, but for other genres as well. With the kind of effect RtL has on increasing reading and writing abilities in learners, teaching and learning would be made meaningful to help learners achieve the best at their grade level.

Since this study is grounded in a multi-theory approach, it may contribute to theory in strengthening the existing RtL pedagogy. Researchers may as well find the contents of this study worthy-read as they consider to research argumentative writing genre. Uniquely, the aspect of incorporating the Scaffolding Interaction Cycle (SIC) of RtL to teach argumentative writing may place this inquiry on the spotlight on how other literacy development skills in ESL in particular and other subjects in general could be tackled.

6.4 The role of reading-to learn in the Namibian context

The conclusions of this study point to a re-imagined role of RtL in Namibia. Below are some of my observations. There is a greater need for English language teachers to improve teaching and learning through reading in Namibia. A great deal of learners in our schools seem to struggle with reading hence their inability to answer examination questions successfully (DNEA, 2016-2017). English language teachers have a burden on their shoulders to assist learners to acquire necessary literacy skills they would need in order to deal with the need to learn all other subjects in English. If learners are unable to answer examination questions, it is because they cannot interpret the written words. Teaching that is aimed at equipping learners with better skills of reading for among others, transferring such to essay writing abilities will yield better results.

6.5 Recommendations

Given the observable successes of RtL scaffolding cycle discussed in chapter 4, I suggest that RtL be included among the approaches to teaching reading and writing at secondary school level. RtL is packed with teaching strategies in place to engage learners in general literacy development. It gives opportunities to teachers to reach out to learners of different abilities in order to give them equal access to learning. Curriculum developers can incorporate RtL as an alternative pedagogy to address reading and writing of distinct genres. The Scaffolding Interactive Cycle of RtL may require time to complete during a particular unit, so, caution should be given in this regard when deciding to implement RtL. For this particular research, it took about three to five lessons of 45 minutes to complete the 6 stages of the scaffolding cycle. This may also depend on the current level of learners. Various reading materials should be encouraged to unleash learner potential to achieve expected competency levels.

Emphasis should be placed on acquiring assorted reading materials for learners so that we develop ‘critical readers’ (Ouafi, 2017).

Reading aloud should be encouraged among teachers and learners as it will help the teacher to understand if learners are able to read by themselves to work with texts. Given the time requirements for RtL, I suggest that the scaffolding cycle be used for teaching specific genres at intervals to allow for reflections and not put pressure on syllabus content that should be covered in a specific period of time.

6.6 Limitations of the study

In this section I include issues that have had a bearing on my research in terms of successful completion of the research. I will include in this section things that were out of my control which have or may have influenced the research in a certain direction that I did not expect.

This research was conducted during the outbreak of the corona virus (Covid-19) pandemic. This had an influence on the study in terms of learner absenteeism. Teaching and learning were affected in that learners would be instructed by the ministry of education to stay home as a result of close contacts or positive cases. Social distancing became the norm during Covid-19 pandemic. This impacted negatively on maximum learner participation as initially planned. Learners were not allowed to sit in groups exceeding four. Learners sat in pairs and were to maintain social distancing. Due to maximum time on task required for RtL, it was impossible to meet expected results because the teachers involved also used this time to cover most of their syllabus content.

This research was initially envisaged to take place at three separate schools. The ministry downgraded one school's grade 10 and 11 making it impossible for me to conduct my research at that particular school. The other remaining school declined my request as a result of the global pandemic. Foreseeable travelling difficulties on my side as a permanently employed teacher and the imminent lockdowns because of the global pandemic of corona virus could not allow me to conduct this research elsewhere and so have a bigger sample size.

6.7 Suggestions for further research

This case study research was done at one school involving three teachers and three grade 11 classes. Further research can look into broadening the scope of the study to at least three schools. This would improve research in terms of generalisation. Reading texts can also be improved to limit the number of words a text may contain considering grade level. A variety

of reading materials can be sourced so that learners can have a broader understanding of the topic.

Looking at the reality of our classrooms that learners get promoted to the next grade without mastering competencies of the current grade, there is a backlog experienced by teachers who receive such learners especially at secondary school level as they have to deal with the work that was not completed in previous grades. The main concern is that these learners have poor reading skills. If our lower grades teachers in Namibia could be empowered with RtL pedagogy, there can be improvements in literacy levels. RtL could also be introduced to adult education to improve adult teaching and learning that is going on in our country.

6.8 Self-Reflection

My interest to carry out this research has been motivated by the readings I have been engaged with in RtL and the quest to improve teaching and learning at secondary school level. Now that I have completed this research, which was not easy, I will continue to update myself on the latest articles in the field of English Language Teaching so as to become a productive teacher. For researchers who would want to conduct the same research as mine, I would advise them to conduct a research with RtL looking at different genres that may be problematic to their learners. Since RtL can be used to teach any syllabus component even in other subjects (Rose, 2004), it is up to the researcher to choose where they want learners to improve.

In my own teaching practice, I have decided to incorporate principles of RtL because of my continued engagement with its effectiveness in many institutions of learning where it has been used. With its qualities of believing that every learner can succeed like any other learner, I believe RtL has the capacity to improve teaching and learning that can benefit our marginalised learners who had limited access to reading and writing.

6.9 Conclusion

This chapter began with a summary of the main findings of the research. I first discussed the findings from the first research question and then moved on to discuss findings from the second research question. I further discussed the contribution of my study to the existing body of knowledge. I also gave recommendations for this research which followed the limitations of the study. Furthermore, I discussed suggestions for further research. The last inclusion in this chapter was a self-reflection about the research.

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Appendices

Appendix 1: Learners' pre-tests and post-test

A: Rose's pretest

Rose	11A	Pretest
		<p>Should learners be allowed to use smartphones for the purpose of learning in school? ?</p> <p>↑ Against the idea of using smartphones because not all learners have <u>access</u> to smartphones / fast internet. <u>this</u> would be destructive to learners mostly the <u>highperforming</u> learners. <u>they</u> would be no respect between teachers and learners because learners could feel <u>at the same standards</u> with the teachers <u>since</u> they all have <u>access</u> to internet during school periods. <u>this</u> is a really big disadvantage to some learners <u>that does not</u> have smartphones and <u>that can't not afford smartphones</u> they will feel like <u>they are not part of the school and different</u> it would be discriminating for the learners that can not <u>afford</u> smartphones and also the teachers will <u>feel not respect</u> and feel the same as learners <u>at school</u> <u>most</u> of the time it would be <u>disruptive</u> in class if a learners phone has to ring <u>while</u> in a <u>lesson</u> a teacher has to stop teaching and <u>be</u> this <u>disrupts</u> everyone in the <u>lesson</u> and this might also not be a child's problem <u>since</u> the phones are allowed the teacher has nothing to do and <u>this</u> might also <u>cause</u> conflict between teachers and learners and also parents and learners <u>because</u> the learners who cannot <u>afford</u> smartphones have to go and force <u>their</u> parents and some parents are not stable <u>financially</u>. ?</p> <p>15/42 From my side I don't <u>think</u> smartphones should be allowed at school mostly <u>because</u> it will bring arguments and the school will be <u>disorganised</u>.</p>

B: Rose's post-test

Rose	11A	Posttest
Should learners be allowed to use smartphones for purpose of learning purpose of learning in school?		
Smart phones are distractive <u>divices</u> that can distract a person. It has access to all sort of <u>apps</u> that can be used for sorts of information one needs.		
To start with I think that smartphones should be <u>use</u> during lessons <u>because</u> it makes the <u>both</u> teachers and learners interested in what they are doing. Smartphones are simply <u>divices</u> that can help one to get all sorts of information that one needs like <u>during</u> lessons <u>both</u> learners and teachers can see look for the <u>necessary</u> information using the smartphones.		
<u>Furthermore</u> , smartphones help <u>slow</u> learners during <u>lessens</u> to <u>access</u> what they are reading and to follow up on what the teacher is teaching by watching videos on a <u>setain</u> topic that <u>thier</u> busy with, and it makes the lesson a little bit fun. Some learners who are not at all active in class may also take part during the <u>lessen</u> .		
On the <u>contrary</u> there are those who argue that smartphones would <u>distrup</u> the lessons and therefore should not be allowed. But learners could <u>snatch</u> of their phones when it is not needed. <u>teachers</u> could set up <u>staff</u> like rules in the classroom whereby it <u>states</u> when and when not to use smartphones <u>during</u> <u>lessens</u> and therefore smartphones should be used <u>during</u> <u>lessens</u> .		

29/42

C: Ruth's pre-test

Ruth

11A

Pretest

Should learners be allowed to use smartphones for the purpose of learning in school?

In the modern times that we live in, smartphones have both a negative and positive affect on learners. I believe smartphones should not be allowed ~~during~~ lessons.

I do not find the ~~need~~ of ~~having~~/Using a smartphone during a lesson in class. The teachers are already present and we have face-to-face learning, what is the smart phone going to be used for. I believe it is very unnecessary to have smartphones during lessons.

Learners might start ~~indulging~~ in unnecessary activities (using it for not school related activities). The use of smartphones during lessons might disrupt the whole lesson, as the ~~lessed~~ learners might get distracted by this smartphone.

I ~~strongly~~ believe that the use of smartphones should not be allowed on school!

27/
42

D: Ruth's post-test

Ruth

11A

Posttest

Should learners be allowed to use smartphones for the purpose of learning in schools?

Smartphones have multipurposes, one can use it to connect to the internet, download information or even store information. It is a useful tool to have. But it ~~is~~ should not be allowed to be used in class.

I find it irrelevant to be used during a lesson. Smartphones are a distraction, the use of smartphones during a lesson can cause the learners not to concentrate.

The lesson will not be productive. The teacher may be upfront teaching and the learners will be busy using these smartphones for not school related activities, which will make them lose out on the lesson that was presented for them.

Smartphones may come in handy at times. The slow learners may be fortunate, because it will give them the opportunity to look up on the net what they did not understand.

In conclusion it is still a bad idea to introduce the use of smartphones in schools. Lets help learners focus and not disrupt them.

32/
42

E: Maria's pre-test

Maria

11B

Pretest

0

Should learners be allowed to use smartphones for the purpose of learning in school?

12/42
On my point of view, I personally think that learners must be allowed to use smartphones during classes for school purposes. Most of the learners mostly understand ~~we~~ videos and more experiments on a specific topic. ~~Google~~ We have different types of Apps that we as school learners can use for example YouTube and Google ~~and~~ that can help use through giving us tutorials and ~~more~~ advanced questions we don't understand. Some learners doesn't really understand the teacher very clearly and ~~therefor~~ therefore ~~the~~ learners can check a similar topic on social media (Google). Bringing a device (smartphone) can also make you lack ~~face~~ focus because every second you will always be on your phone and will do unnecessary ~~th~~ inappropriate things during classes. But it will have a good impact on the teachers, ~~th~~ like example work will be ~~easy~~ easier for the ~~te~~ learners knowledge.

F: Maria's post-test

Maria	11B	Posttest
		<p>Should learners be allowed to use smartphones for the purpose of learning in school?</p> <p>Cellphones are very important in our daily lives, mostly to us teens. Therefore, it is important for learners to use smartphones during school lessons.</p> <p>Firstly, Smartphones are very fun to learn with. Some learners tend to understand more better when they watch videos, ppt and pictures and they can learn from there. When you don't understand a concept you can also go back to google to modify and have a clear image of it.</p> <p>Secondly, It builds up a learner and teachers' job gets more easier. learners can write test and where they are wrong they can have fun activities like playing educational games whereby there are quiz with answers and teachers might also help learners with the help of the internet.</p> <p>On the other hand, It can also have a negative feedback on the learners and teachers. Not all learners can afford having a smartphone and may feel left out. learners and teachers may lack concentration during class, Research may take time and they use it for inappropriate uses (facebook)</p> <p>In conclusion, using smartphones is advisable for the learners. It makes studying very fun and it gives you an clear image of <u>something</u>.</p>

29/42

G: George's pre-test

George

11B

Pretest

11B

Should learners be allowed to use smartphones for the purpose of learning in school?

In support of the idea of using smartphones in schools during lessons is a good choice for progress in learning. Children will have the benefit to use different platforms to access information within the lessons, which will be more effective to understand what so ever the lesson is about. Some-times you tend to come across platform links where you can tune to for more details, by than you can type in to this web together with your teacher and gain more information to access what the lesson is all about.

Learners seem to understand more effectively when tune to different sources of information. From smartphones you tend to go to websites and access all different sorts of feedback, which makes it easier to comment on the hard words or information which lets the lessons topics well enough to go ahead and reason with. With smartphones during lessons there can be affirmative results. The best way to keep the smartphones tune to the lesson is to stay link to a web allowing all students to stay attentive to the lesson and not brutal web searching.

15/42

H: George's post-test

George

11B

Posttest

Should learners be allowed to use smartphones for the purpose of learning in school?

Smartphones are trending this days. People tend to socialize with smartphones in every way possible. With all its newly published apps I believe its suited for education purpose as young people spent time with them. I believe it should be introduced to use smartphones for the purpose of learning.

To begin with, there has been an increase in social media platforms. We get all sorts of apps like whatsapp, Facebook, twitter etc, which people use to share and socialize with others therefore you find other apps meant for education which improves studies. Some text books contain webpage links where we could link to and see what more the lesson in class is all about.

Further more, It helps with better and improved understanding for slow learners. Perhaps the teacher is too fast you could always go back to your smartphone rephrase on the lesson to understand better. Slow learners tend to understand faster with video examples which you can get on your smartphone apps. You could get private lessons on your smartphone.

On the other hand, people tend to believe it distract one from concentrating. And some seem to say its expensive to purchase, but let us look back at what's good. Smartphones don't really distract a person, Its the person's mistake that distract them. If you are tune to the lesson nothing can distract you. And for the expenses you just have to get what you need and wait with what you want.

33/
42

lastly, Smartphones brings out the best of results for slow and fast learners. With all the apps programmed for education nothing can be a distraction to your lesson. Get what you need cause its important and let the want wait to be needed.

I: Betty's pre-test

Betty

11B

Pretest

Should learners be allowed to use smartphones for the purpose of learning in school?

Smartphones has become an essential in our modernist world. Therefore there is an increase in the use of smartphones by school going children.

I ~~to~~ am against the use of smartphones by learners during lessons. Because mostly children ~~don't~~ focus in class because of smartphones. It is a major distraction and has a negative impact on one's academic life. The reason am saying so is; whenever you have to explain a lesson to learners, they will not pay attention and this can harm their chances of catching up school work.

Learners should be allowed to use smartphones in class. Because the use of smartphones ~~for~~ as a tool of studying is way more faster and reliable. Easy access to internet because you will be at the school premises. It is more efficient because all information on Google is nothing but the truth. It ~~is~~ not time consuming and online tutors don't take ^{up} much of your time.

28/
42

Due to the current global pandemic I would like to encourage the Ministry of Education ~~and~~ Arts and Culture to promote e E-learning for Namibian learners.

J: Betty's post-test

Betty	11B	Posttest
		<p>Should learners be allowed to use smartphones for the purpose of learning?</p> <p>Technological advancement has resulted in many young children using smartphones. A smartphone is a digital device equipped with features of a computer. It also accessed with features like internet access, bluetooth etc. Learners should definitely be allowed to use smartphones for the purposes of learning.</p> <p>Firstly, smartphones make learning more interesting for the teachers and learners at whole. We all know how fun it is being online very time the excitement of being able to use smartphone. Imagine to doing that with your peers, and helping you to study better.</p> <p>Secondly It provides educational apps. Smartphones provide educational apps for the learners. Which makes it easy for learners to start understanding certain topics which they could not understand before. With the of animated figures for example which can be provided by smartphones.</p> <p>On the other hand, some people argue that smartphones are being mislead by learners. In this case I think I argue that the teachers can be put in place for this to supervise if the learners are really busy with school related things or not.</p>

34/
42

K: Queen's pre-test

Queen	11B	Pretest
<u>Should learners be allowed to use smartphones for the purpose of learning in school</u>		
<p>Smartphones are known as a way to communicate, search unknown definitions and socialise in the modern world. Smartphones are manufactured with 4 applications that one can search on the Google websites or Wikipedia and it's the fastest search than using a dictionary which you have to page thousands of ^{pages} word to get that definition, which has only one <u>undiscovered</u> definition but on <u>this</u> applications one can find more than one definition for that particular word. Using smart phones is the simplest and fastest way of living life.</p>		
<p>So, that <u>why</u> I think that learners should be allowed to use smartphones for the purpose of communicating with teachers, finding words definitions and knowing new words <u>things</u>. ^{3 books} As in for the communication purpose, sometimes learners feel ill at home without any guardian since they <u>went</u> to work and so the learner has no way of communicating <u>the</u> teacher or the whereabouts of the learner. Finding definitions, just imagine every learner having to carry the <u>heavy subject books</u> and also the big dictionaries, learners will become tired very quickly and sleep during lessons which have a bad impact on the learner's academic performance. Some learners are very ^{slow} slow, so if they are asked to search for words in the dictionary it will take ^{a long} a long time since we had the covid-19 pandemic outbreak wasting time is the last thing we want to do since we messed out on <u>alot</u> of stuff/work. The new words and things are mostly on the internet since <u>its</u> updated everyday and the books <u>are</u> published years ago which has old information. The carrying of heavy <u>subject</u> text <u>books</u> will have a bad impact on the learner's academic performance, so <u>its</u> better to have the text books downloaded <u>in</u> the smartphones.</p>		
<p>Adding, Text books usually get lost, dirty or old sometimes but <u>phone</u> don't recall they can be re-downloaded and <u>by</u> the outbreak of the pandemic, communicating through papers might be dangerous since the virus can spread <u>by</u> surfaces. I THANK YOU</p>		

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L: Queen's post-test

Queen

11B

Posttest

Should learners be allowed to use smartphones for the purpose of learning in school?

A smartphone is an electronic monitor just like all phones but consist of Apps one can use. In smart phones there are Apps like the Bible, Dictionaries and other Book type Apps. A smartphone is a phone mostly used by young people, its Expensive but everyone has it. It is the easiest way one can find out information from. Learners should be allowed to use Smart phones as it will be more easier to learn.

Smartphones Apps makes Education Fun. When learning through the Smartphones it is more fun than on a piece of paper, there are Educational games that one can play and learn at the sametime, sitting in a class with A book in front and a teacher talking may be boring and learners loose track of attention in class and learn nothing.

Smartphones can also help slow learners learn with their own time. There are learners who would prefer learning a topic in a week and there are those who would rather learn in two or three days, watching an educational video on the phone will help both the slow and fast learners, the slow learners can keep on rewatching the video until they understand, unlike in class teachers may not like to repeat what they just said, some are short tempered. Using a smartphone will also be great because Dictionaries printed in books may not have all definitions of All words and not even the Appropriate / understanding definitions while Dictionaries in phones E.g Google has great definitions of All words.

33/42

Although some people believe that learners using smartphone are more unmannered and undisciplined as they sometimes watch inappropriate adult pictures or videos, and one cannot control the usage of smartphones. People also believe that smartphones may lead to a high rate of

N: Emily's post-test

	Emily	11C	Posttest
	<p>Should learners be allowed to use smartphones for the purpose of learning in school?</p>		
	<p>The increase in the use of technological advancement has result in a rise in use of smartphones among young people. A smartphone is a mobile phone which has more advance features like that of a computer. And that I agree with that learner should be allowed to use smartphones during lessons.</p>		
	<p>Firstly, young ones have more advance of using smartphones especially with the technology we have now, most young people are <u>mordernized</u> when it comes to smartphone, I agree that when learners are allowed to use smartphone during lesson it will be very be easier for them to cope with a certain topic of lesson in class, their understanding with will be much faster.</p>		
	<p>Secondly, when it come to group work learners who want waste more time to meet in <u>personal</u> using phones with access of internet like via whatsapp it wont make any difficulty for them as well as the teachers. It will <u>making</u> more learning an interesting thing for them. Learning will be much fun when it site in different format, like games and all that.</p>		
32/42	<p>Some argue that <u>they</u> is no purpose for learners to use smart phones at school, because not everyone can <u>afford</u> expensive phones and that not every learner will <u>easily</u> concentrate in class especially when they have other apps to use like whatsapp, facebook into instagram etc. Learners can also be allowed to use <u>other</u> apps only certain apps during lesson if <u>unless</u> other apps remain closed or disallowed, Cause it will just keep them distracted.</p>		

O: Sally's pre-test

Sally

IIC

Pretest

Should learners be allowed to use smartphones for the purpose of learning in school?

I think learners must use smartphones in school because, there might be difficult things in class and they need to go and ask Google. There might also be emergencies that can only be between the learner and god and they will need to talk on the phone during school hours. Sometimes there might also be problems of pronouncing some words in class that the teacher can not also pronounce. But on the same side learners can also take advantage of the opportunity and use phones to play video games watching videos and so on in class. Some slow learners may also do other things on the phone while the teacher is teaching.

On some occasions learners will also use the phones in class to text answers to each other while the teacher thinks that they are doing their work. Learners' brains can also be contaminated with ~~other~~ internet files that have adult based excess and they will be having wants and needs to see more about what they have saw.

Learners already hid phones in their bags to come with it to school and commit bad deeds with it so on my view I say phones should not be allowed at school. And if there is an emergency that the learners need something they can go to the teacher they trust. Smartphones must not be allowed.

24/42

P: Sally's post-test

Sally

11C

Posttest

Should learners be allowed to use smartphones for the purpose of learning in school?

A smartphone is a mobile device fitted with modern technology such as Face book, Whats App, instagram and games. It has a screen that you can touch with with your finger to change. So I say smart phones must be allowed.

To start with teachers have already been delayed with learning by the lock down. As we have seen smartphones have modern technology and anything you need you can find it there. Smartphones can be used by learners that understand better and help others using a Whats App group.

Furthermore smartphones can connect teachers and learners mobile and can do e-learning together. Because some learners are very shy, and will never ask questions in class wherever they do not understand so with a smartphone they will understand better and ask more questions.

Some still argue that smartphones will make children fail but this is not true. On contrary some do say that learners with rich parents will have more expensive smartphone and other with cheap once but this can be managed by only buying certain phones.

34/42

In conclusion smartphones must be allowed so that learners can score higher grades. So that the teachers delay time can be replaced. So I say smartphones must be allowed

Appendix 2: Model text for lesson 1; School uniform

SHOULD SCHOOL UNIFORM BE COMPULSORY FOR SCHOOLS?

A school uniform is a standard set of clothes worn by learners when they go to school. This set of attire serves the purpose of identification. It is, therefore, crucial that learners wear school uniform during their time of schooling so that they can be identified as learners and as children who go to a particular school. School uniform should be compulsory for all school going children.

To begin with, I believe that wearing school uniform identifies learners on an equal basis. When learners are putting on the school uniform, no learner will look at another and say 'I have better clothes than other learners'. All of them will wear the same uniform whether rich or poor. Wearing of different clothes will cause other learners to show how rich they are while at the same time exposing other learners of how poor they are in terms of their dressing. Learners come from different backgrounds. Some can afford while others are destitute. This means that those who have better clothes will look down on those who do not have better clothes. This will create a situation in which bullying will take place. The learners with good clothes will tease others about the ugly clothes they wear. This is because poor learners will not be able to change their clothes on a daily basis. When this situation is observed at school, I think the purpose of schooling is defeated. I say so because a school is supposed to be a place of learning and not a fashion show where learners show each other how best they can dress.

In addition, wearing school uniform is cost effective. I argue that school uniform does not cost much compared to our casual dress. Parents have enough time to save for the school uniform to be used in the new school calendar year. This means that parents will not spend their money on buying clothes for school every month but instead, use such money to buy stationery such as books, pens, pencils etc. to improve their learning. The cost of casual clothes is way too huge to be compared to the cost of a once off school uniform. Parents can surely save money by buying the school uniform.

Furthermore, school uniform helps to preserve the image of the school. When learners are dressed in their school uniform, it makes them feel that they are part and parcel of the school. They raise the name of the school high. They take pride in their school. In one way or another, they market their school country wide. In the long run, the image of the school will further be fortified by rooting out late coming, truancy, vandalism, etc. Without the school uniform, this would be difficult to carry out. Also, when learners are in the school yard in their uniforms, any person who will approach the school with bad intentions will be seen since he/she will be the only person without the school uniform.

On the contrary, there are those who argue that school uniforms are expensive and unaffordable. This cannot be true because the same parents are able to buy expensive and trending fashion on the market. Some parents are also able to buy smartphones for their children which are much expensive compared to school uniforms. All these other things are not bought once off like the school uniform. Why then should people generalise and say school uniforms are expensive? Parents and their children should take time to evaluate their expenses when it comes to school uniform and casual clothes. Some learners say that the practice of washing school uniform every time is a daunting task. I think parents are free to decide as to how many pairs of school uniforms they can buy for their children. This will ease the burden of washing one pair of school uniform.

In conclusion, a school uniform is an important piece of attire for schooling purposes. It can help learners to treat each other equally. Once it is bought, school going children will have time to focus on their studies and switch their minds off from the distractions that come with trending fashion on the market. This way, the purpose of schooling will be meaningful. This is why I believe school uniforms should be compulsory for schools.

Appendix 3: Model text for lesson 2; Abortion

SHOULD ABORTION BE LEGALISED OR NOT?

The topic of whether abortion should be legalise or not has become a topic of discussion by many people around the world. It is still a heated topic even in some countries where medical procedure is allowed by government to perform abortion. Abortion can be defined as a synthetic way of ending a pregnancy by extraction or removal of an embryo before it can live outside the womb. Should an embryo not be allowed to live because of the decition of a mother? This subject poses morale concerns. Abortion in itself is wrong and it should not be legalised because it takes away the life of an innocent child that has the right to live.

The life of an unborn child begins in the womb. Abortion is simply a murder comited against such an unborn baby. There is no way a living creature will not suffer or feel pain during the fearful process of abortion. Life is just life, whether the embryo is big or small it deserves to live. No woman should have the right to terminate another life. The right to live was given by God to all of us including the unborn. If abortion is performed, it would be a violation of human rights because our human rights are also the rights of the unborn. Let us think back for a moment. If abortion could have been legalised in the past, what guarantee could be there that we would survive the ordeal? It could only be every woman's choice to abort or keep the pregnancy. This would make our society to live without morale principles. Abortion should never be a right. Even animals do not kill what they have given birth to. Should we humans allow ourselves to kill? We better think of why we were born amidst poverty and other social ills before we make decide to abort.

It is a matter of fact that abortion is detrimental to the health of a pregnant mother. Some women think abortion is a form of contraseption. This is not true because abortion does not prevent conception, instead it destroys what has already been conceived. Most of the medicines used for abortion are not pharmaceutically approved. These medicines have several side effects that may last long. In the long run, the woman may have complications in conceiving or may even lead to sterility. In some instances, abortion may go wrong and the woman may lose her life or both the woman and the foetus may die. Some of the complications are psychological. This may include emotional stress and rigret.

Not everyone agrees that abortion is bad. Some argue that a woman has the right to decide whether she wants to have a child or not. I think this is not correct because the right of a child must come first. There are those who argue that a child must not be brought into the world unexpectedly. I tend to disagree with this statement because the child has already existed in the mother's womb. How then is the child unexpected? Do we say the mother was not away that she would fall pregnant? How then should a mother be made away that a pregnancy obvious? The real issue is that abortion sends a message that human life has no value. In other words we are saying it is fine to dispose of a baby anytime. Let us refrain from such actions and keep our human dignity.

I want to end by saying human life is something that we should cherish. We should attach value even to the unborn child. Our lives begun at conception and not at birth, so is the life of the unborn. Abortion should be discouraged at all. We need to prevent abortion in order to save our women from health complications and unexpected deaths. This way, we would restore human dignity. A child today is tomorrow's responsible adult.

Appendix 4: Model text for lesson 3; Smartphones

Should learners be allowed to use smartphones for the purpose of learning in school?

The increase in technological advancement has resulted in a rise in the use of smartphones among young people. A smartphone is a mobile phone which has more advanced features like that of a computer. Apart from the common features of mobile phones of receiving and sending, and calling and receiving calls, smartphones are equipped with features such as internet access, Bluetooth, WhatsApp, Facebook, Instagram and access to educational apps such as dictionaries. All these features are accessed by just a click away on the touch screen. If learners are allowed to use their smartphones during lessons, it would make it easier for them to embrace modern methods of learning and enhance the process of learning. Surely, learners should be allowed to use their smartphones.

Firstly, smartphones provide learners with access to educational apps. There are numerous educational apps available that can be accessed through a smartphone. These educational apps are available in wide range of subjects such as English, Biology, Geography, Accounting etc. Some of them are game-like exercises that encourage playful competition among learners while enhancing the way they learn new ideas. Through these apps, learners will have an opportunity to look up answers, enhance their classroom experience and access supplemental content. A teacher can allow learners to access the learning content as many times as possible during the lesson. This will allow slow learners to also understand what the teacher is trying to explain.

Secondly, smartphones help both the teacher and learners to make learning a fun and interesting activity. This means learning through gaming is a great way to build learner engagement and help them remain interested in school work. Learning through games makes every learner to participate in their own learning. By means of games provided by educational apps sometimes difficult topics become more fun when presented in form of games. In a language class, for instance, learners would use language learning apps to assist them with new vocabulary and sentence formation. The topics that learners find to be boring can be interesting when introduced through games on smartphones.

Thirdly, smartphones allow for social learning in terms of working in groups on projects, sharing information and discoveries. Learners can take learning outside the classroom and yet still be able to engage in a task they have to complete as a group. This can happen through taking videos and pictures and then share to group members via WhatsApp or other social media platforms. Learners can still gather information individually on a specific project or topic and bring their contributions to class. This will then allow them to sit and work on a project in class under the supervision of their teacher.

On the other hand, some argue that smartphones should not be used in class because they distract learners. In this regard, rules can be formulated which allow learners when to use their smartphones during the lessons. It would not make sense for them to use smartphones throughout the lesson. The rules will help the teacher to manage his/her classroom. Learners can also be allowed to use only certain apps during the lesson while other apps remain closed or disallowed.

In conclusion, in this time we live in, it is obvious that learners would want to own and use smartphones for different purposes. If we say learners should not use smartphone then we are not honest to ourselves. This is because smartphones are already in use by learners. They should just be utilised for the purpose of learning. When this is in place, learners will have access to modern forms of learning. Let us all help learners to keep up with the best methods of learning and be responsible for their own learning. Let us give them an opportunity to learn by using smartphones during lessons when necessary.

Appendix 5: Sample lesson 2

LESSON PREPARATION FORM

Teacher:	Grade: 11
Subject: English Second Language	Date:
Theme: Health and Living; Abortion	Topic/Skill: Reading and writing {Argumentative writing}
Teaching Aids/Resources: text (handouts), chart, dictionaries and chalkboard.	
<p>Specific Objectives/Competencies: Learners should be able to:</p> <ul style="list-style-type: none"> • Speaking: - make appropriate verbal responses in different context. - develop skills of oral presentation. • Reading: - recognise and understand a wide range of texts likely to be within the experience of and reflecting the interests of young people. – read critically materials from different sources. • Writing: - produce well organised coherent pieces of writing. – write appropriately argumentative essays. • Grammar: - substitute given words with words with more or less the same meaning. – use appropriate grammatical structures in writing. 	
<p>Introduction</p> <p>Stage 1: Preparing before reading</p> <ul style="list-style-type: none"> * Teacher explains argumentative essay as a type of essay that presents arguments about both sides of an issue in which the writer takes a position and presents evidence in favour of that position. * Teacher discusses the topic “Should abortion be legalised or not?” with learners. 	
PRESENTATION OF SUBJECT CONTENT AND LEARNING TASKS	
Teachers’ activities	Learners’ activities
<ul style="list-style-type: none"> * Teacher reads the text aloud. * Instructs learners to underline misspelled words, walks around in class to check. 	<ul style="list-style-type: none"> * Learners follow through the text as it is read. * Learners underline misspelled words.
Stage 2: Detailed reading	
<ul style="list-style-type: none"> * Teacher randomly selects 5 learners to read the 5 paragraphs of the text aloud. * Teacher assists in pronunciation of words and points at some learners to repeat after him/her. * Teacher gives spelling exercise. Walks around to monitor and give spelling cues. * Teacher writes on chalkboard: Identify synonyms of the following words from the text. 	<ul style="list-style-type: none"> * 5 learners read the paragraphs in succession. * Learners learn correct pronunciation from the teacher while reading. * (Individually) Learners correct spelling of underlined words in their exercise books. * (Individually) learners do the following exercise in their exercise books: <ul style="list-style-type: none"> – Do – paragraph 1 line 3

	<ul style="list-style-type: none"> – Fertilised egg – paragraph 1 line 4 – Horrible – paragraph 2 line 2 – End – paragraph 2 line 4 – Hardship – paragraph 2 line 7 – harmful – paragraph 3 line 1 – medically – paragraph 3 line 4
Development of argumentative writing	
* Teacher explains the following terms on the chart: thesis statement, sub-claims, topic sentence, counterargument, and conclusion.	* Learners listen, take notes and ask questions.
Stage 3: Preparing before writing	
* Cues and discussion: the teacher helps learners to identify specific items the structure of argumentative essay from the text.	<ul style="list-style-type: none"> * With the help of the teacher, learners identify thesis statement, sub claims, topic sentence, counterargument and conclusion. * They write their responses on the chalkboard.
Stage 4: Joint writing	
* Teacher guides learners to write new paragraphs using the same topic sentences in the text. Teacher listens and corrects grammar and pronunciation.	<ul style="list-style-type: none"> * Each learner writes their own ideas to the topic sentence on the board. * Two or three learners read what they have written to the class.
Stage 5: Individual writing	
<ul style="list-style-type: none"> * Teacher writes a list of argumentative essay topics on the chalkboard. * Teacher helps them to develop points for discussion using given structure. 	<ul style="list-style-type: none"> * Each learner choses a topic that they would want to write about choosing either for or against. * They brainstorm what they will write about using the argumentative essay structure.
Stage 6: Independent writing	
* Teachers instructs learners to go and write a one full page argumentative essay on the topic of their choice for homework.	* Learners may ask questions about their homework.

Appendix 6: Stimulated Recall Interview (SRI)

1. How important was the discussion you had with learners in the introduction of your lesson?
2. How did you prepare your learners for the text they were about to read?
3. I see that you read the text through before learners could read it, why did you decide do that and what was the text all about?
4. Why did you ask individual learners to read the text?
5. What sort of exercises did you give to your learners to help them understand the reading text?
6. Did those exercises help them to understand the text or not, why do you say so?
7. How did you teach the structure of argumentative writing in your lesson and why?
8. Did your learners find it easy or hard to identify argumentative essay structure in the text?
9. I see that you were walking around in class to assist learners during this exercise. How helpful was this to each individual learner?
10. How was the participation of learners during these series lessons?
11. What was the most challenging stage of your lesson and how did you make sure learners understood your explanations?
12. What is your general impression of RtL methodology after these lessons you taught?

Appendix 7: Ethical approval



Human Ethics subcommittee
Rhodes University Ethical Standards Committee
PO Box 94, Grahamstown, 6140, South Africa
t: +27 (0) 46 603 8056
f: +27 (0) 46 603 8822
e: ethics-committee@ru.ac.za
www.ru.ac.za/research/research/ethics
NHREC Registration no. REC-241114-045

26 June 2020

Ernest Matengu

Email: g17m8258@campus.ru.ac.za

Review Reference: 2020-0726-3448

Dear Dr Mawela

Title: Argumentative writing through Reading to Learn Scaffolding Cycle at Grade 11

Principal Investigator: Dr Rethabile Mawela

Collaborators: Mr Ernest Matengu, Dr Tawanda Mataka

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Ethical Standards Committee (RUESC) – Human Ethics (HE) sub-committee.

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying when the annual report is due.



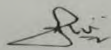
Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on the completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloging number allocated.

Sincerely,

Prof Arthur Webb

Chair: Human Ethics Sub-Committee, RUESC- HE

Appendix 8: Letter from Ministry of Education

	REPUBLIC OF NAMIBIA OTJOZONDJUPA REGIONAL COUNCIL DIRECTORATE: EDUCATION, ARTS AND CULTURE DIVISION: PROGRAMMES AND QUALITY ASSURANCE OKAHANDJA CIRCUIT						
Tel no: 264 67 500438 Email: okahandjaco@gmail.com Enq: U.C Tjivikua		P.O Box 1269 Erf. 82, Kahimemua Street OKAHANDJA Namibia					
19 June 2020							
To: Mr. Ernest S. Matengu Master's Degree student (Rhodes University) Secondary School							
Through: The principal Secondary School							
From: U.C Tjivikua IoE: Okahandja Circuit							
SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOL							
Your letter dated: 4 June 2020 on the above subject refers.							
<ol style="list-style-type: none">1. Receipt of your letter is hereby acknowledged.2. First and foremost, I would like to applaud your endeavor to pursue professional studies at a Master's Degree level and for choosing to investigate a critical area in the teaching and learning of English Language. I hope the answers the study will uncover will not only be useful to yourself but to many English Language teachers in Okahandja Circuit and beyond.3. Given that your study will not disrupt the normal teaching and learning of English Language at the school and that the only perceivable effect it may have is to enhance learners' essay writing skills, I therefore grant you permission to conduct the envisaged research at Secondary School.4. However, you are required to make necessary arrangements with your principal pertaining your own official duties at the school vis-à-vis the study to be undertaken.							
I wish you all the best in this endeavor.							
 _____ Mr. U.C Tjivikua IoE: Okahandja Circuit	<table border="1" style="width: 100%;"><tr><td style="text-align: center;">OTJOZONDJUPA REGIONAL COUNCIL</td></tr><tr><td style="text-align: center;">DIRECTORATE: EDUCATION PROGRAMMES AND QUALITY ASSURANCE</td></tr><tr><td style="text-align: center;">2020-06-19</td></tr><tr><td style="text-align: center;">19.06.2020 Date</td></tr><tr><td style="text-align: center;">INSPECTOR GENERAL OF EDUCATION OKAHANDJA CIRCUIT</td></tr></table>	OTJOZONDJUPA REGIONAL COUNCIL	DIRECTORATE: EDUCATION PROGRAMMES AND QUALITY ASSURANCE	2020-06-19	19.06.2020 Date	INSPECTOR GENERAL OF EDUCATION OKAHANDJA CIRCUIT	
OTJOZONDJUPA REGIONAL COUNCIL							
DIRECTORATE: EDUCATION PROGRAMMES AND QUALITY ASSURANCE							
2020-06-19							
19.06.2020 Date							
INSPECTOR GENERAL OF EDUCATION OKAHANDJA CIRCUIT							
<i>Learners who receive the best possible education will represent us well in future as future leaders – Nelson Mandela</i>							

Appendix 9: Letter from school principal



Secondary School

22nd June 2020

Re: Request for permission to conduct research at

Dear Mr. Matengu

Your letter dated 19 June 2020 bears reference to the subject heading;

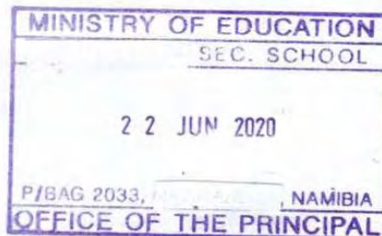
I have pleasure in informing you that permission is granted for you to do your research titled ***“investigating the effectiveness of Reading to Learn (RtL) pedagogy in the teaching and learning of argumentative essay writing and literacy skills development at grade 11”*** at

As indicated on your request letter, we will be very delighted to learn from your research on the findings.

Yours in Education

The Principal

Secondary School



Appendix 10: Sample letter to teacher participant



RHODES UNIVERSITY

Where leaders learn

Inquiries: Mr. ES. Matengu
0812946922

P.O. Box 135, Okahandja.
26 June 2020

To: [Redacted] School

SUBJECT: INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Mr. [Redacted]

You are invited to participate in a Rhodes University English Language Education Masters research study. The aim of this research is to evaluate the effectiveness of Reading to Learn (RtL) pedagogy in teaching argumentative writing and also to ascertain if RtL does impact on learners' creative writing abilities. Your participation in this study will provide an in-depth understanding of how RtL as a pedagogical tool can be used to effectively teach argumentative writing and aid learners' skills of creative writing.

The research will be undertaken through an intervention programme that will consist of three English Second Language teachers including you. In this research, you are requested to participate in a training workshop for days. In the workshop you will be trained on to teach with RtL as a pedagogy and how to teach argumentative writing through RtL. Thereafter you shall be asked to present a series of lessons to a selected Grade 11 class that will last over the period of at least two school terms beginning June 2020. I will video record the lesson. After each lesson, I will ask you to have an interview with me regarding the lesson by going through the video. Your participation in the research is anonymous and your identity will not be revealed outside of this research project.

If you agree to participate, I will explain in more details what would be expected of you, and provide you with the information you need to understand the research at our planned training workshop. These guidelines would include potential risks, benefits, and your rights as a participant. I attach a letter of ethical approval from the Ethics Committee of the Faculty of Education.

Participation in this research is voluntary and a positive response to this letter of invitation does not oblige you to take part in this research. To participate, you will be asked to sign a consent form to confirm that you understand and agree to the conditions, prior to any (interview or observation) commencement. Please note that you have the right to withdraw at any given time during the study.

Thank you for your time and I hope that you will respond favourably to my request.

Yours sincerely,

Ernest S. Matengu (Student: Rhodes University)

Appendix 11: Sample informed consent form



RHODES UNIVERSITY
Where leaders learn

INFORMED CONSENT FORM

Research Project Title:	Scaffolding argumentative writing through Reading to Learn (RtL) pedagogy: A case study of three Grade 11 English Second Language (ESL) teachers in Namibia.
Principal Investigator/collaborator(s):	Ernest S. Matengu

Participation Information	
<ul style="list-style-type: none"> • I understand the purpose of the research study and my involvement in it • I understand the risks and benefits of participating in this research study • I understand that I may withdraw from the research study at any stage without any penalty • I understand that participation in this research study is done on a voluntary basis • I understand that while information gained during the study may be published, I will remain anonymous and no reference will be made to me by name or student number • I understand that XXX (other data collection requirements particular to this research, e.g. test results, personal information, video recording) may be used • I understand and agree that the interviews will be recorded electronically • I understand that I will be given the opportunity to read and comment on the transcribed interview notes • I confirm that I am not participating in this study for financial gain 	

Information Explanation	
The above information was explained to me by:	
The above information was explained to me in English and I am in command of this language: Yes <input checked="" type="checkbox"/>	
No <input type="checkbox"/>	

Voluntary Consent	
I, _____ do hereby voluntarily consent to participate in the above-mentioned research.	
Signature: _____	Date: 23 / 06 / 2020

Investigator Declaration	
I, Ernest S. Matengu, declare that I have explained all the participant information to the participant and have truthfully answered all questions asked by the participant.	
Signature:	Date: 23 / 06 / 2020

Appendix 12: Sample letter to parents



RHODES UNIVERSITY

Where leaders learn

Inquiries: Mr. E.S. Matengu
0812946922

P.O. Box 135, Okahandja
10 February 2020

Dear Parent

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH THE TEACHER OF YOUR CHILD AS WELL AS YOUR CHILD

My name is ERNEST S. MATENGU of Student No: 17M8258 and I am a Masters (degree) student at Rhodes University (RU) in Grahamstown, South Africa. The research I wish to conduct for my Masters' full thesis requires me to observe and video record a series of lessons in Grade 11 class. The lessons will be taught by your child's teacher. The study will be conducted with the above mentioned class group since it has been selected as a class of focus at the school. This research will be conducted under the supervision of Dr Rethabile Mawela.

This letter serves to seek formal consent from you as a parent/guardian ofto allow me to conduct research with the said teacher of English in a classroom in which your child belongs. In this particular classroom, your child has been selected purposefully to be one of the four (4) participants in her class for the research. The total number of learner participants is 12 and was sampled from the 3 Grade 11 classes. The study is about finding out if the teaching of argumentative writing through the use of Reading to Learn (RtL) Interaction Cycle can yield better outcomes in terms of learners' argumentative essay writing genre. I will need to use your child's written argumentative pre and post-test for data presentation and analysis. I have informed your child with regard to her participation in the research and I have explained all ethical consideration. The data collected from and through your child shall remain anonymous. I will not use your child's name in the research but instead pseudonyms will be applied during the course of the study. The process of data generation will take place during the months of June – September of 2020 during normal school hours. In the event that you do not wish your child to be a participant at any stage in my research, your child will be withdrawn. This same assurance was given to the child and principal of the school. Your child will have the opportunity at the end of this research to get the feedback from the findings. I have attached to this letter my ethical approval from the university.

This research will be beneficial to the teacher participant researcher as an English Second Language teacher, to me, and to the other ESL teachers and more importantly to your child in particular as it will enhance his/her literacy skills and therefore improve performance.

If you require any further queries, please do not hesitate to contact me on the cell number 0812946922 and email address samuvu17@gmail.com

To indicate to me that you allow your child to participate in the research, please provide your signature and name below.

Thank you for your time and consideration in this matter.

Yours sincerely

Ernest S. Matengu (Student: Rhodes University).
St No: 17M8258

I..... parent or legal guardian ofdo
hereby give Mr Ernest S. MATENGU permission to conduct research on the teacher of my child as well
as my child for the purpose of his study.

Signed:

Date: